Promoting Diverse Abilities Across the Lifespan

Director's Corner

Dr. Holly Manaseri
Center on Disability Studies Interim Director

Welcome to the March 2023 issue of the CDS Quarterly eNewsletter. Join us in celebrating Disability Awareness Month with special highlights in this issue that include:

- Featured Artist Alexandra McClurg
- Release of Council for Exceptional Children-TV Film Highlighting of CDS at #PacRim2023
- Announcing RDS Winter News
- Celebrating the Legacy of Judy Heumann
- Recapping Hawai‘i State Day at the Capitol and much more.

Interested in being included in the next quarterly newsletter? Submit a request by the fourth Friday of the previous month at http://go.hawaii.edu/JBJ.

READ MORE

Honoring Judy Heumann

Virtual Reverse Job Fair April 28

CEC TV Features CDS

FEATURING ARTIST

Alexandra McClurg

Sea Creatures (2022) McClurg, Kalaheo, Hawai‘i.

READ MORE
**Sea Creatures (2022)** McClurg, Kalaheo, Hawai‘i.

*Art Media: Drawing of a goldfish and octopus in color pencil and acrylic paint.*

Alex lives and works on Kaua‘i. She also attends Kaua‘i Community College. Her inspirations are the Burning Man festival and animals.
CDS featured in Council for Exceptional Children TV Film

Center on Disability Studies

Through a partnership with film and broadcasting company Targeted Film, the Council for Exceptional Children TV (CEC TV) produced a film highlighting the work taking place at the Center on Disability Studies as a Hawai‘i University Center for Excellence in Developmental Disabilities and the Pacific Basin University Center for Excellence in Developmental Disabilities.

This film was broadcast as part of Council for Exceptional Children’s 2023 Convention & Expo on March 1 - 4, 2023 in Louisville, Kentucky as well as at the 38th Pac Rim International Conference on Disability and Diversity held in Honolulu on March 6 & 7, 2023. CEC TV highlights leading research and best practice dedicated to improving the success of children and youth with disabilities. Watch the film at https://youtu.be/K7pz42_aY1k.
CDS at #PacRim2023

Built Environment: Digital, Physical and Social

Creating more equitable worlds in the built environment.

This year’s strand brought new foundational topics that included: Building and Housing, Climate Resilience and Disasters, Digital Accessibility; and Transportation.

The strand chairs volunteered to host a variety of interactive sessions aimed to engage in dialogue beyond the general presentations including:

- **Built Environment: Digital, Physical and Social Kick-Off** (Monday and Tuesday).
- **Digital Accessibility & Technology Lunch Networking** (Tuesday).
- **Disability and Disasters Symposium**, with presentation by Eileen Alepuyo Babauta, CNMI UCEDD; Timothy Renken & Audrey Ayers, Feeling Safe, Being Safe; Daryl Schaffer, University of Alaska Fairbanks; Genesis Leong, Department of Urban and Regional Planning.
- **Networking Discussion | Accessible and Affordable Housing: Challenges for Creating Housing Options for Adults with Intellectual and Developmental Disabilities**, with Facilitators Dr. Kelle L. Murphy and Dr. Patricia Morrissey, and Contributors: Genesis Leong, Daintry Bartoldus, and Saint Marie Gough.
- **Disability and Transportation Symposium**, with presentations by Audrey Loh, Department of Urban and Regional Planning; & Justin Menina, Hawaii State Department of Health.

Deaf Innovations

Coming together to recognize the diversity of communities in Deaf Innovations.

In partnership with Deaf In Government (DIG), leadership throughout sectors highlighted, as well as a DIG Regional post conference event on March 8 & 9, 2023.

Introduction Video

Genesis Leong & Daintry Bartoldus
https://youtu.be/bSaFBcwNzaw

Introduction Video

Florence Rapozo
https://youtu.be/LeBSBBnfkPw
Introduction Video
Jerica Mānoa, Dr. Juanita Denninghoff, & Dr. Robyn Rice
https://youtu.be/JhGSnOMKplo

Education

Rethinking and reimagining what education means.

As a core conference topic, this year’s strand uniquely focused on the pandemic’s positive reflections and innovations in education for students of diverse needs. CDS presentations include:

BE A Mathematician (BEAM)

Ka Pilina Noʻeau II
Impact of Cross-Age Peer Mentors in Elementary STEM Activities, with Megan Dabrowski, Jerica Manoa, Klavdija Zorec, Dr. Kiriko Takahashi, & Dr. Hye Jin Park.

Nā Hokua
- Ke Kahua Pilina: Building Deeper Relationships Through a Hybrid Summer Bridge Program, with Kenika Lorenzo-Elarco, Sean Nagamatsu & Tatum Kauka.

Postsecondary Support Project
- The Keys to Self Determination, with Eric Folk, TK Do, Jane Ip, Edlynne Harrell-Sanchez, & Jhoe Rosales.
- Applying Self Determination Skills while Studying Abroad: A Perspective from an Individual with ID, with Edlynne Harrell-Sanchez.

Project Hōkūlani

Project Hoʻokuʻi V: Kūlia i ka Nuʻu
The Power of Collaboration: How Three Education Researchers from Different Organizations are Supporting Native Hawaiian Students Beyond High School, with Lisa Uyehara, Dr. Willy K. Kauai & Dr. Kealiʻi T. Kukahiko.
Employment First, Employment for All

Obtaining, maintaining and retaining employability for persons with disabilities.

As a core conference topic, this year’s strand focused on the recent legislative bill’s Employment First Policy, as a systemic approach to creating a reality of meaningful work for all people with disabilities.

APSE Employment First, Employment for All – To further the conversation, the chairs hosted the Employment First, Employment for All post conference event on March 8, 2023, Hawai‘i APSE Chapter exhibitor table, and Hawai‘i APSE Chapter lunch activity.

Family, School, and Community Engagement

Engaging with families as partners for guiding their children’s learning and development.

In the first ever gathering of the Statewide Family Engagement Centers, centers from Hawai‘i, South Dakota and Ohio led that helped to highlighted the following CDS projects:

Hawai‘i Family Statewide Engagement Center

- How Family Partners Improve Student Learning: Professional Development for K–12 Educators through an Introductory Self–Paced Online Course, with Victoria Timmerman, Dr. Caryl Hitchcock, Lauren Lum Ho & Dr. Chuan Chinn
- School Attendance on the Rise with Strong Partnerships, with Dr. Nicole Schlaack & Dr. Chuan Chinn.

Project Ho‘oku‘i IV: ‘Ohana Lokahi

Engaging the Entire ‘Ohana to Foster Native Hawaiian Students’ Successful Transition to College, with Marie Guillermo & Lisa Uyehara.
Healthy Bodies & Minds: Access for All

Sharing knowledge on physical activity across the lifespan, mental health, and well-being.

Encompassing spirit, mind, and body, this year’s strand provided a unique perspective of physical activity and connection to the mind, well-being and overall lifespan.

Presenter Statistics

158 Presentations
63% proposals submitted were accepted and presented.

12 Countries Submitted
Australia, Canada, Germany, Ghana, India, South Korea, New Zealand, Philippines, Taiwan, Trinidad and Tobago, United Arab Emirates, United States.

228 Presenters
Presenters representing academia, scholars, government agencies, self-advocates, and much more.

1,010 Peer Reviews
Anonymous peer reviews representing researchers, practitioners, advocates, etc.

Submit an idea for a #PacRim2024 strand
https://go.hawai.edu/k7x
Meet the 2023 Pac Rim Conference Creators

Dr. Holly Manaseri
Conference Chair

Dr. Kiriko Takahashi
Conference Co-Chair

Dr. Hye-Jin Park
Conference Co-Chair

Genesis Leong
Call for Proposals &
Social Media Coordinator

Lisa Eng
Administrative Coordinator

Richard Tran
Technology Coordinator

Davin Takahashi
Technology Coordinator

Dr. Nicole Schlaack
Volunteer Coordinator

Dr. Naomi Rombaoa Tanaka
Poster Coordinator

Dr. Raphael Raphael
Dissemination &
Communications Coordinator

Mellanie Lee
Accessibility &
Communications Coordinator
Judith “Judy” Heumann—widely regarded as “the mother” of the disability rights movement—passed away in Washington, D.C. on the afternoon of March 4, 2023. Judy was at the forefront of major disability rights demonstrations, helped spearhead the passage of disability rights legislation, founded national and international disability advocacy organizations, held senior federal government positions, co-authored her memoir, Being Heumann, and its Young Adult version, Rolling Warrior, and was featured in the Oscar-nominated documentary film, Crip Camp: A Disability Revolution. CDS founding director and professor emeritus Dr. Robert Sodden shared the following message.

“It was with great sadness to hear the announcement of the passing of Judith Heumann, one of our generation’s best known international disability rights advocates. Judy elevated the voices of persons with disabilities around the world, as a person with true passion and purpose to improve the lives of all persons with disability. Her name is recognized worldwide as a strong advocate for the rights of persons with disability.

Judy was a friend and partner in many activities conducted by the Center on Disability Studies, including the Pacific Rim Conference. Even though she was never able to attend in person, she spoke at the conference several times. We were fortunate this year to tape a presentation by Judy as she was interviewed by John Tschida, Executive Director, Association of University Centers on Excellence (AUCD) for the conference attendees.”

You can view the video on the CDS YouTube channel here https://youtu.be/HRoP93FCtHQ.
Pac Rim Conference Proceedings Now Accepting Submissions!

*Submissions extended until April 7, 2023*

We are now accepting submissions for 2023 Pac Rim Conference Proceedings from the 38th Annual Pacific Rim International Conference on Disability and Diversity.

This is only open to those this year’s Pac Rim Conference paper presenters. Questions may be directed to rdsj@hawaii.edu. Pac Rim paper RDS submission instructions at a glance:

2. Review the training session recording [https://youtu.be/pmMxniBaqlY](https://youtu.be/pmMxniBaqlY) and/or training slide deck [https://go.hawaii.edu/SjX](https://go.hawaii.edu/SjX).
3. Submit your properly APA 7.0 formatted work and metadata at [https://rdsjournal.org](https://rdsjournal.org).

2022 Pac Rim Conference Proceedings [https://go.hawaii.edu/Xj6](https://go.hawaii.edu/Xj6).
2021 Pac Rim Conference Proceedings [https://go.hawaii.edu/Xjh](https://go.hawaii.edu/Xjh).

Call for Papers: RDS Special Issue: Conversations with/ across the Global South: Towards Decolonial Disability Futurities

*Full manuscript due August 15th 2023*  
*Expected date of publication January 24th 2024*

Read full CFP at [https://go.hawaii.edu/4jX](https://go.hawaii.edu/4jX). Inquiries may be sent to guest editors: Xuan Thuy Nguyen, Carleton University, xuanthuy.nguyen@carleton.ca; Katie Aubrecht, St. Francis Xavier University, caubrech@stfx.ca, Nilika Mehrotra, Jawaharlal Nehru University, nilikam@gmail.com, or RDS editors rdsj@hawaii.edu.
Turn the Tables

VIRTUAL REVERSE JOB FAIR 2023

Friday, April 28, 2023
10:00 - 11:00 am HST, Live Zoom

Job seekers with disabilities who are students or recent graduates 16-22 years old.

Turn the Tables virtual reverse job fair will be held on April 28, 2023 through Zoom. Participating students and job seekers will have an opportunity to create a video resume and profile to share with all employers.

Students and job seekers must participate in 4 lessons (either on Zoom or in person) to be eligible for the fair. Lessons include:

- Elevator Speech
- Resume Development
- Video Scripting
- Interview Preparation

All the student videos and resumes will be posted on a web portal.

Employers - Invitations to register for the event have been sent to O‘ahu employers. Registered employers will be given access to the web portal on April 22, 2023 to review all the student videos and resumes. Employers have the option to contact the students directly or attend the live Zoom of the fair to meet the students and jobseekers.

Students - Invitations to register for the event have been sent out to high schools on O‘ahu to share with their students who might be interested. By invitation, CDS staff have started lessons at high schools.

The Turn the Tables fair is hosted by the University of Hawai‘i, Center on Disability Studies (CDS) in partnership with Mitsubishi Electric America Foundation (MEAF). Lesson delivery and employer recruitment is currently underway.

Please contact Jared Galeai, galeaj@hawaii.edu for more information.
2023 Day at the Capitol

FRIENDSHIP AND LEADERSHIP, FOREVER

Governor Josh Green, M.D. declared March Developmental and Intellectual Disabilities Awareness month in Hawai’i during the 23rd annual “Day at the Capitol” On March 2, 2023. This year’s theme was “Friendship and Leadership, Forever.”

The Day at the Capitol is sponsored by the Hawai’i State DD Council and focused on issues including: advocacy, early intervention, education, emergency preparedness, employment, health care, housing, self-determination, and transportation. CDS is proud to participate as a sister agency.
The inaugural issue of the Project Ho'oku'i V Newsletter is now available. Featured articles include:

- Principle Investigator and Project Liaison Meet with Kaua'i Mayor Derek Kawakami.
- Moloka'i & Lana'i Ho'okui Seniors on the Move.
- 2023 Awardees of the Project Ho'okui V Competitive Scholarship to Mānoa.
- Project Ho'okui V Presents at the 2023 Pac Rim Conference.

Read the full issue at https://go.hawaii.edu/Xf3.
WHAT ARE THREE GOOD THINGS THAT HAPPENED TODAY?

(Wait! Stop reading until you have come up with three good things.)

• What was the experience of recalling three good things like for you?
• After one week of this daily practice, take time to notice any themes or commonalities of the three good things that come up for you throughout the week. Notice differences in personal happiness and well-being.

How often have you finished the end of your work day and thought about all of the things that went wrong that day? The student’s misbehavior in class, the parent who was upset about her child’s grade, or now because your meeting with the principal inadvertently ran late, you are stuck in major traffic and late for your doctor’s appointment. Imagine if, instead, we finish our busy work day of teaching and reflect on three good things that actually went well that day. Maybe a quiet English Learner raised his hand and asked for help, a parent left a note of appreciation in your box or a friend who usually meets you for a walk after school sends you a nice text and asks how your day is going.

Over the past couple of years, schools have turned to more social-emotional learning for our students because of the pandemic’s effects. Yet, how do we create the same sense of belonging for adults and promote self-care? Adults need the same things and experiences we ask them to create for their students. For ten weeks, I co-facilitated “Journey to Wellness” sessions with a team of educators who mentor beginning teachers.
We introduced Positive Psychology Interventions and PERMA (Positive Emotion, Engagement, Relationships, Meaning, Achievement plus Optimism, Physical Activity, Sleep, Nutrition, and Digital Well-being). We read research articles on the power of Positive Psychology Interventions and the value of practicing them regularly to build resilience. We focused on building a positive, safe environment for learning to support one another by practicing the interventions.

My Hawai‘i Teacher Induction Center colleague and I participated in the Hawaii Positive Engagement Project (H-PEP) in Spring 2022 to become skilled at creating positive, safe environments for learning and support, as this is critical in our work. By sharing and applying the strategies with our team, we hope it will impact the beginning teachers, mentors, and Induction Program Coordinators that we work with so that they too can take strategies into their personal and professional lives for increased well-being.

In our Journey to Wellness, we encouraged everyone to lead others in moving joyfully, which creates positive energy and is part of good self-care strategies. Along with painting watercolor, Zumba, yoga, using essential oils, and other physical activities, we discussed research on the importance of sleep and nutrition. We shared how to engage in Active Constructive Responding to be more self-aware of the types of responding to use with others to build healthy, authentic relationships. In a supportive environment where space and time are provided for wellness, we have learned how to move out of our comfort zone and try new strategies to incorporate wellness into our lives.

The concepts of Positive Psychology Interventions are familiar ideas, but only a few educators in my circle have discussed them. Teachers often spend a lot of time discussing grading and assessment, technology, instructional strategies, and challenges with our colleagues in our classrooms and our school sites. In the daily job, teachers make hundreds of daily decisions, from determining which students need more support to how to deal with challenging behaviors, how to work collaboratively with colleagues, and how to communicate with parents. Yet, we often don’t spend time discussing what strategies work best for being compassionate to ourselves and focusing on renewal so that we can be our best in our job and with our families at home. As educators, it is essential to maintain a positive outlook and share those positive habits and ways of being with students.

We also must recognize the importance of having school-level administrators embrace a wellness mindset and culture. A positive mindset and culture provide space and time for teachers to give themselves wellness. Too often, I have heard from teachers who say that, although they are reminded to take care of themselves, the school culture or environment may not foster or support that, to which point they feel like they need permission to take care of themselves.
What are three good things that happened today? cont.

The team visited Mānoa Heritage Center to learn about plants and their healing benefits for self-care and wellness.

When school administrators intentionally create spaces and time to nurture positive mindsets throughout the campus, create time in faculty meetings, and encourage teachers to consider daily wellness practices, this will create a greater likelihood that teachers will actually take time for themselves for self-care.

One next step for our team is to continue exploring resilience and self-care strategies through a book study. In the book Onward: Cultivating Emotional Resilience in Educators, author Elena Aguilar discusses the power of resilience. Resilience ensures that we are open-minded to innovative ideas, we can have difficult conversations, and we can bring educators out of silos and into building communities. She states, "as we strengthen our resilience, we'll have more energy to direct toward participating in transformational school change." The culture created in the classroom and school will impact how successfully educators can implement wellness strategies toward long-term, sustained resilience.

Here are some strategies that you can implement immediately to build resilience:

- **CONNECT:** Find a cohort of like-minded individuals to support you in making time for healthy activities. Find a friend to meet up for walks in nature before or after school. Find a friend who likes to do a physical movement activity such as walking, dancing, or hiking, and schedule time for that in your week.

- **REFLECT:** Become aware of your feelings by intentionally capturing your thoughts in a gratitude journal. Each day, write three good things. Consider writing and sending a letter of gratitude to someone.

- **APPLY:** Determine your character strengths (https://www.viacharacter.org) and focus on how you can shift and use these strengths in your interactions with others, both in your professional and personal life.

- **CALL TO ACTION:** Consider participating in a book study with colleagues about cultivating emotional resilience. When you have others learning and reflecting on wellness practices alongside you, you will have more accountability partners to help you create habits toward change.
In planning and facilitating our Journey to Wellness sessions and cultivating new strategies, I became more mindful and constantly reflected on my own wellness practice and journey. Being intentional has kept me grounded and helped me to embrace forgiveness and compassion through some emotionally challenging months while sharing the knowledge with others.

Moving forward, I will integrate wellness strategies with my beginning teacher, colleagues, and other professional learning spaces I cultivate, whether with our complex area program leads or special education full-release mentors. Planning learning content for my colleagues really places the importance and value of positive psychology interventions and PERMA at the forefront. I have discovered that I cannot change the behavior of others, but I can change my habits and behavior to live with authenticity. I am grateful to be in a community with like-minded individuals who also value wellness. Encouraging words, compassion and kindness from colleagues are crucial to showing up and being present and thriving.

This Journey to Wellness has challenged us to focus on the good things, to maintain presence and life-giving energy at home and in our professional life. It reminded me that I have the tools, but I have to make time and use the support around me to keep going on this wellness journey in order to continue to give myself compassion, kindness and grace. When I do those things, I can be a better mother, a better colleague, a better partner, and a better friend. Most importantly, when provided a nurturing time and space, we all can contribute and share our talents, making us feel connected and whole. We must encourage, support, and nourish resilience in our teachers to sustain their fulfilling purposes in the profession. When we become more curious and intentional about practicing resilience and wellness strategies, we will be more likely to share those practices with our students in the classroom.

Tanya Mau is currently a State Office Teacher with the Hawai‘i Teacher Induction Center and a Hawai‘i State Teacher Fellow. She is a presenter of the Professional Learning Series for mentors and serves as a point of contact for complex area induction program coordinator leads; in addition, Tanya is the project lead for the Beginning Teacher Summer Academy, supporting teachers in years 2-4, and is a staunch advocate for supporting teachers who work with multilingual learners.

HAWAI‘I POSITIVE ENGAGEMENT PROJECT (H-PEP)

The Hawai‘i Positive Engagement Project (H-PEP) works to support Native Hawaiian well-being and flourishing by providing support for educators and parents. H-PEP runs 10-week well-being cohorts that integrate the PERMA model (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment) from Positive Psychology with Native Hawaiian perspectives and ways of being. After their 10-weeks together, educator and parent participants create a SPARK Aloha project that is implemented in their Hawai‘i schools or community organizations. SPARK Aloha projects are culminations of what participants learned in their time in H-PEP together.

H-PEP observed trends in the desired direction for all of our initial evaluation measures but even better than that; we observed statistically significant results in 12 subscales, which is exceptional change in just 10-weeks of program participation. Statistically significant results were found in self-efficacy measures (disciplinary self-efficacy and efficacy to enlist parent involvement) well-being and flourishing measures (overall well-being and health), happiness measure, and all seven of our stress measure subscales: negative emotion, depressive symptoms, stress, cognitive stress, somatic stress, trouble sleeping, and burnout. The qualitative data that were analyzed also support the positive outcomes in our quantitative data.

H-PEP, funded by the USDOE Native Hawaiian Education Program, was created during the COVID-19 pandemic to address some of the toxic stress resulting from the pandemic.

Dr. Naomi
Rombaoa Tanaka
Principal Investigator/Project Director
nrombaoa@hawaii.edu
Hoʻōla ‘Āina Pilipili

Hoʻōla ‘Āina Pilipili is an educational initiative at the University of Hawaiʻi at Mānoa College of Education centering ‘āina-based learning, healing, and ‘Ōiwi leadership in educational spaces. The phrase hoʻōla ʻāina carries the meaning of regenerating life or growth. Pilipili is the traditional name of the ‘ili (land division) that the UHM College of Education and University Laboratory School sit upon. Check out our initiatives at [https://go.hawaii.edu/HjX](https://go.hawaii.edu/HjX)!

Everyone should feel welcomed in a healing space such as a school or community garden, regardless of their ability. Hoʻōla ‘Āina Pilipili is an age-friendly, accessible school community garden and ʻāina learning center where we host school groups, professional development for educators, and community workshops on ʻāina-based learning, Native Hawaiian crops and medicine, and accessible gardening basics. Stay tuned for the Mauli Ola Initiative workshops for April, and check out our new website [https://go.hawaii.edu/ULk](https://go.hawaii.edu/ULk)!!

---

Guidelines & Strategies to Implement an Inclusive Garden for People with Dementia

Presentation: [https://go.hawaii.edu/XjY](https://go.hawaii.edu/XjY)

Hoʻola ‘Āina Pilipili, Accessible Community Garden

Presentation: [https://go.hawaii.edu/WjX](https://go.hawaii.edu/WjX)
HÔKŪLANI SCHOLARS PROGRAM

May 5th Deadline
SUBMIT online applications at https://cds.coe.hawaii.edu/hokulani/application.

Information Sessions: Oʻahu/Kauaʻi/Molokaʻi
Virtual: https://hawaii.zoom.us/j/92108228170
Monday, March 13 at 7pm
Saturday, March 18 at 10:30am
Friday, March 31 at 6:30pm

Information Sessions: Lānaʻi
Virtual: https://meet.google.com/iuf-aewf-fhz
Monday, April 3 at 4pm
Saturday, April 8 at 10am
Monday, April 10 at 4pm

Information Sessions: Hawaiʻi Island Virtual:
https://hawaii.zoom.us/j/96953087640
Tuesday, April 4 at 6:30pm
Tuesday, April 11 at 6:30pm
Monday, April 17 at 6pm

Sept 2023 - July 2024
ATTEND online and on campus student sessions and ‘ohana sessions

Summer 2024
WORK as a paid intern on Oʻahu

July 2024
End-of-Year Höʻike

Eligibility and Requirements
Enrolled as a Fall 2023 high school student.
Attend two classes/month.
Complete the year-long program.
Work 40-hour paid summer internship position.
Native Hawaiian students are given priority, but all are welcome.
Limited space is available.

Project Hōkūlani Contact
www.projecthokulani.com | projecth@hawaii.edu

U.S. Dept of Education Native Hawaiian Education Program Grant (Award #S362A200035 and Award #S362A210073)
Project Hōkūlani, Center on Disability Studies, University of Hawaiʻi at Mānoa