



Hawai'i & Pacific Deaf-Blind Project Hands Across the Pacific Newsletter

News and Views Across the Pacific

By Mellanie Lee

Five More Years!

We have lots to be thankful for....We are thrilled to share that the Hawai'i and Pacific Deaf-Blind Consortium has been funded for another 5 years!!! Thank you, Mahalo, Fa'afetai, Kommol Tata, Kulo, Kalahngan, Kammagar, Sulang, Si Yu'os Ma'āse' for all your encouragement and letters of support. They all really helped strengthen the HPDBC grant proposal. We look forward to connecting with you as we roll out this year's activities. We will be in touch and we want to hear from you, too.

Here are highlights in our Fall issue of the *News & Views from across the Pacific* ...Enjoy!

- American Samoa: The Importance of People with Disabilities Accessing Emergency Notifications
- Big Island: Hula Hoops
- College of the Marshall Islands: NSSP program in Deaf Education and in Severe Disabilities including Deaf-Blind.
- Hawai'i Comprehensive Service Center: Honolulu's Deaf-Blind Night & Accessible Technology
- Kosrae: Remembering Marda
- Maui's Prom: A special time
- Northern Mariana's College: UCEDD Launches "Project BEAM--BE A Mathematician" (BEAM)

Wishing you all a positive and productive fall season...Remember to send us your pictures and stories for our Spring '19 HPDBC Newsletter. We love sharing your stories and successes.



Awareness

Presentation on Usher's Syndrome, tactile games, and a blindfolded tasting



Do-It-Yourself

Make a sensory hula hoop



Technology

Benefitting from the iCanConnect program



Making a Sensory Hoop

By Michele Costa-Rocha, Pre-school Teacher at Kalaniana'ole Elementary School

The Preschool staff at Kalaniana'ole Elementary School created a sensory hula-hoop to encourage and motivate a visually impaired 5 year-old student. This unique tool is helping her sense of touch, smell, and hearing as she discovers and interacts with the sensory items on the hula-hoop.

This child loves to hear music and gravitates towards a few sounds, such as bells. However, she is very hesitant to touch things around her environment. The hoop was created to help her get more exposed to various textures and sounds, as well as encourage her to expand her curiosity and comfort zone.

The sensory hoop is placed over her. We make sure the hoop touches her lap and her feet when we present it to her. The idea/ goal is for her to feel all the different sensory items around her, including things in front, at her side, and in back. The sensory hoop has helped this child overcome her fear/resistance of trying to feel things in her environment. It has also helped her experience things that she normally would have avoided touching.

We discovered that hearing the different bells and chimes from a distance also motivates this child to progress on "scooting" around. An adult will shake the sensory hoop 2-3 feet away from the child. The child listens for the bells and chimes that are attached to the hoop, and she then scoots slowly till she reaches it. The sensory hoop has also helped this child control herself when she is



upset, and it gives her something to do during free time.

Most of the items used were scrap or recycled materials. The hula-hoop, various beads, and the bells cost the most, totaling about \$25.00.

Materials used:

- Large hula hoop, glue gun, glue sticks
- Wide variety of things with texture: Easter grass, various size textured beads, rough material with various textures, pipe cleaners, sponges, thick foam, netting, garlands, scrub pad, sandpaper, mini stretchable fidgety toys, lace, yarn, feathers, pompoms, corrugated board, ribbon, and felt.
- Different things that make sounds: Various size bells, big and small plastic chimes, crinkly paper, plastic packing paper, rolling paint brush, etc.

Process:

- Using a glue gun, attach items to the hula-hoop
- Keep items flush together so that the child can easily navigate from one item to the next
- Separate items with sounds so child can differentiate each sound and reach for it
- Total time: Approximately 3 hours

“This unique tool is helping the child’s sense of touch, smell, and hearing.”



The Hawai'i & Pacific Deaf-Blind Project (HPDBP) is pleased to present a video resource for those working with youth who are Deaf-Blind in the classroom. This video, *The Blossoming Journey of a Deaf-Blind Girl: Kristiann Kalles*, covers such topics as:

- The Story of Kristiann Kalles
- Making Your Classroom Accessible
- Communication Prompts, and more!

These videos are FREE and will be available soon on our website: <https://www.pdb.hawaii.edu/>. For more information, please contact Mellanie Lee at mellanie@hawaii.edu.

The Life Of A Marshallese Girl

Who is Deaf-Blind

By Cristelle Keju, student at Marshall Islands High School, Majuro



Iakwe Aeolop or Greetings to Everyone as we say in Marshallese,

I am Cristelle Keju, a 16 year old deaf-blind girl from the Marshall Islands. You probably know where famous Hollywood is, or lovely London, but I am guessing many of you do not have any idea where I live... Am I right? I want to share with you about my home in the Pacific Ocean, and what my life is like living here and being deaf/blind.

There's another name for our beloved homeland, and it's "The RMI", which means the Republic of the Marshall Islands for short. You can find my home on a map. It's 7 degrees longitude and 171 degree latitude. The Marshall Islands are near the equator and which I am guessing is pretty far from your home.

The Marshall Islands are 181.00 square kilometers of land and the population is around 68,480. We have our own culture, local food, our own art, and our own language. There is a capital city here in the Marshall Islands and it's called Majuro. This is where I live. I recommend you come visit to see the place, experience our culture, and learn how we live. I'm letting you know that this little ocean country does exist, and you can really come and just see it for yourself.

I was born in the RMI on June 14, 2002. I was born premature at 2 pounds, and I almost dropped to 1 pound, but I luckily survived! When I was four, I thought I could see everything clearly, until my parents took me to the Philippines to check my sight. When my surgery was done, the doctors told my parents that they fixed my right eye, but unfortunately they couldn't fix my left eye. So my parents have taken extra good care of me since then.

I was eight when I lost my vision. I still could see, but I couldn't see the words on the school chalkboard at all. It was frustrating for me, so my parents took me out from that school and transported me to another one. That year, we found Miss Rosanna, my former blind teacher/mentor. She taught me all about the basics of Braille, including how to read and write in Braille.

She even taught me how to walk with a cane. I appreciated everything she did for me. Miss Rosanna became my friend during these past five years we spent together.

At the time I was in 7th grade, I started to lose my hearing. My parents took me to an ear doctor at the Hospital, where I received a hearing aid to help me hear things more clearly.

I graduated from Majuro Middle School at the end of May, 2016. Before then, I also went to Uliga Elementary School and Ajeltake Christian Academy. I currently attend Marshall Islands High School, where I'm going into 11th grade at we speak.

Now, I know what you all might be thinking... How is this girl going to classes? How can she solve the questions on the whiteboard? What technology is she using? Who is taking care of her at school? How does she read the textbook since she cannot see? And other questions might be going through your head at this moment. I have some answers for you, which you might find quite interesting.



When I was in my freshmen year, I met a man named Clement Ben who became my mentor and a big help to me. He was super friendly, and I started to like him right away.

I began to use his laptop because it had a program for blind students like me, since I can't write on regular paper or see the class work. It can read the words you are typing in, and it also helped me type in Braille. I go to classes like any other student, along with my mentor supporting me through the day. He also helped me by reading the textbooks to me or looking at the whiteboard and reading from there. He would ask me questions and I would answer them on the laptop.

During that same school year, there was a student talent show, this made everyone absolutely excited. I didn't want to join. However, Clement and some special education teachers encouraged me to participate. At first I just said "no," but I thought about it more. I sighed to myself and gave it a shot. I signed up and was assigned two partners. We sang and everyone surprisingly liked my performance. My father took a video of me and posted it onto his Facebook. Now I love singing, and just music in general.

There is much more I want to share with you about my island home as well as my life as a teenager who is deaf and blind... so next time you can learn more about my favorite hobbies as well as the island of Majuro. Thank you for reading my first article! Do you have any questions for me? If so, you can email them to mellanie@hawaii.edu and she will share with me .

Kommol tata, bar Iakwe until we meet again.

ICanConnect Provides Valuable Tools

By Stella Chang, Family Specialist

“ICanConnect” is a program with great purpose. This program provides technology equipment to people with combined hearing and vision loss so they have access to the world around them. Selina, my daughter, got an iPhone and a MacBook through this service last April. She was so happy that she finally has a good quality and reliable phone and her own computer. It came at the right time, just when her old phone battery died.



Selina depends a lot on her phone to connect with friends and families. She also likes to go on Facebook, watch ASL videos, ASL news, and so on. This summer while I was visiting my dad in Taiwan, she and I were able to sign to each other through a communication app. We did live video chat, messaging, and photo posting. I am so glad that we can be in contact anytime, even when I am in another country. It takes away some of the anxiety I feel when I am so far away.

Before this, Selina had to borrow my computer, but now she can use her own computer to read, communicate through email, or to research whatever interests her. I think these tools not only help her stay connected with families and friends, but also helps to expand her horizons in different areas.

We really appreciate Cathy Kirscher (HKNC), our regional representative of the National Deaf-Blind Equipment Distribution Program and her team for doing the evaluation and processing the application. They have put in a lot of effort working with the state Deaf-Blind Projects to reach deaf-blind individuals and help them get the communication devices that best fit their needs.

Mahalo for their great job!



iCanConnect is administered in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa and Northern Mariana Islands. <http://www.icanconnect.org> #deafblind

A Night That Really Worked Out!

By Esmeralda Santos, Maui student

Hello, my name is Esmeralda. I am 18 years old and I live on Maui. I'm hard of hearing and blind in one eye. I met my very good friend Kamakoa through the Hawai'i & Pacific Deaf-Blind project. When we first met in person, we had some trouble communicating since we're both Deaf-Blind, but we made it work out.



I was new to the deaf world when we met. I felt very lonely and sad because I thought it was gonna be the end of my life. Ever since I met Kamakoa, I've felt better physically and mentally. His strength and kindness motivates me a lot.

Kamakoa invited me to his junior prom. It was one of the best nights I've ever had! He made me feel very special. I felt "normal". He introduced me to all of his friends. Everyone was so welcoming. It was a bit challenging to communicate because of the people around and loud music, but we managed to work that out

with using our phone microphones that the Hawaii & Pacific Deaf-Blind Project helped us get.

We had so much fun. We danced the majority of the time and took pictures in the photo booths. I am forever grateful that I was able to go to the prom with Kamakoa. I will never forget that night.



Remembering Marda Palsis

September 12, 1971 - August 17, 2018
Special Memories

The NSSP program at the College of the Marshall Islands lost a treasured student this summer, Marda Palsis. She was a wonderful person with a beautiful soul, an uplifting presence and a vivacious spirit, who radiated love and infectious joy.

Even though most of us in NSSP had known her a short time, her classmates described Marta as having made a great impression on them, and as being a good friend, a special support, a guardian angel, and like a sister to them. They remembered how she made them laugh and that she had a heart of gold and a special love for Deaf kids. Her classmates and friends said that NSSP won't be the same without her, that their hearts are heavy for losing someone so special and that she will be missed beyond measure.



Rest In Peace, Our Dear Ramon

By Joyce Kuniyuki

On October 10, 2018, at the age of 24, Ramon Ramales passed away. He passed away from this life on earth but not from the hearts and memories of the friends and family that he left behind.

How does one define a life?

By his accomplishments? Learned skills necessary to navigate life as someone who is deaf/blind (key boarding, mobility, braille, banking, job skills, technology, cooking, etc); recipient of numerous medals in Special Olympics events; graduated from the Hawaii School for the Deaf and Blind; attended camps including one in Washington state; attended the Helen Keller National Center in New York.

By his loves? Dogs, family, friends, teachers, Special Olympics, technology, video games, food, break dancing, performing on stage and more dogs.

By his dreams? A guide dog; riding on sled pulled by a team of huskies in Alaska.

That's part of it. More importantly, you define a life by the lives that are touched and changed as a result of your encounter with them. Countless people from far and wide lovingly and willingly contributed to Ramon's growth and independence. He, in return, blessed our lives with his hard working, funny, honest, "slap on the back" approach. His smile and laughter was infectious. He taught us to look at a person's heart and not judge their appearance and to find delight and wonder in life. He was deeply and truly loved. He will be deeply and truly missed.



Accessible Technology at the CSC

By Ryan Marshall, CSC Technical Specialist

One of the CSC's mission goals is to improve the lives of individuals who are part of the Deaf, Hard of Hearing, or Deaf-Blind groups. That mission not only applies to the community we serve, but also extends to CSC's own employees, instructors, and volunteers.

Accomplishing that mission has been a worthy challenge. There are so many different needs that have to be met. We produce videos in ASL (American Sign Language) then overlay voiceovers and captions so they are accessible to Hearing and Deaf-Blind individuals. Our website can be read by assistive reading devices and the font sizes, color scheme, and contrast can be adjusted.

We have begun testing two kinds of technology that we believe will help us to improve the workplace experience by increasing safety for staff and visitors.



The first is a wireless calling system paired with SingCall Mobile Receivers, which are basically vibrating

bracelets that look like a FitBit. This system is capable of transmitting signals to one or many bracelets at once. Those signals trigger the vibration and display a code on-screen. The code is alphanumeric, so you can assign numbers or letters, or a combination of both. We opted to use letters for quicker and easier visual identification of who activated the transmitter. This system is used to call all the staff to a location if there is an urgent need. These devices were provided as part of a collaboration with the Honolulu Elk's Lodge and their members Judy Rubrano and Val O'Brien.



The second device is a door sensor with a receiver that flashes a light. When the front door to the CSC opens, it sends a signal to

the receiver, which is positioned on the front desk. This system is used by a Deaf-Blind member of our staff who reports it has improved the experience for him working at the front desk. As soon as someone enters, he sees the flashing light and looks up immediately to greet the person who just arrived.

If you are interested in the accessibility technology reviewed in this article or have a situation where you are looking for an accommodation option, please feel free to contact us at info@csc-hawaii.org.

Tactile Games & Dinner Fundraiser

By Rosalind Kia, CSC Project Coordinator

In July 2018, the CSC had a first time fundraiser for our Deaf-Blind outreach programs. It consisted of a presentation by CSC's very own Kon Davis who has Usher's Syndrome. He shared about his struggles toward self-identification as a Deaf-Blind man, his revelations over the years, and his recent successes.

Following his presentation and a brief Q&A, participants gathered to play games that were specially modified by former CSC staff member, Tiffany Crane.



Here's how the games were modified. Connect Four and Checkers had a raised dot in the middle of the black pieces. The checkers game used was *King Me* which has a unique feature where players twist the piece to reveal a crown instead of stacking pieces when they become a king. For Bingo, players were given a bag of items to choose from and place anywhere on their board. A master piece was then passed around and if players had the matching piece, they removed it from their board

until they had an empty column and announced their win.

The evening concluded with a delicious meal enjoyed in three stages.

Stage 1: Participants were kept in the dark - figuratively and literally - as they were blindfolded and not told what they were about to eat. How did they react? Some sniffed their food, some tasted everything with only the tip of their tongue, and one simply tossed the item into her mouth and threw caution to the wind. All agreed that it was nerve-wracking not to know what was in front of them.



Stage 2: Participants were told exactly what was on their plate.

Stage 3: Blindfolds came off and everyone

enjoyed dessert and discussed the evening, agreeing that being aware made for a more enjoyable meal.

Participant Sara Thelan had this to say about the event. *"Tactile games were a blast! I have attended deaf-blind workshops before, but the environment and activities we played were uniquely fun. Now I have great memories, new friends, and a real sense of perspective I can apply to my work."*

If you are on Oahu and would like to share this experience with your friends or colleagues, please contact Roz Kia at roz@csc-hawaii.org for more information.

Camp Manoa 2018: Finding Your X-Factor

By Kon Davis, Youth Outreach

Last year, after previously working as an advisor in the Camp Manoa CIT (Counselor in Training) program for two years, I was given a new challenge and made Camp Coordinator! I was so excited and wanted to bring something different to my third year of working for CSC's youth leadership camp.

I immediately started to prepare for camp to make it a life-changing experience for the participants, but what I didn't realize is that I was about to start a priceless journey of self-discovery and growth. I knew there would be obstacles to face in this new leadership position, but I had NO idea just how much actually went into planning a camp. Something as simple as contacting campsites to lock down a date was a nightmare as phone calls

and emails weren't returned. The requirements of a leadership camp also became overwhelming. The leadership curriculum was page after page of ideas, but how was I to put it together? It would have been easy to just give up, but I refused. I looked back on the previous years and drew on the smiles of all our potential youth leaders and it kept me going.

One thing this position taught me is to appreciate the knowledge and experience that my bosses have. They were so patient with me and helped me break down challenging tasks into manageable goals. Despite my struggles, they always made me feel like I was the right person for the job, and simply guided me in the right direction. They also made sure my vision for camp was valued and supported.

The first thing I was allowed to do is pick a theme. I chose Camp X Factor. There are many reasons that I felt this theme would be appropriate. A person's X-factor is that noteworthy

special talent or quality that dwells in all of us and I wanted the campers to discover what makes them unique. An X-factor is also used in problem-solving. It's the variable in a situation that could have the most significant impact on the outcome. If campers could learn how to identify that factor, they would have a head start on overcoming any obstacles they may face in the future.



For the location, we chose to return to Camp Erdman on the North Shore, but I wanted to make sure the campers felt like it was a new experience. One way we did this was to add diversity to the participants. That year we included Deaf, Hard of Hearing, Deaf-Blind, signers and non-signers,

and, for the first time, hearing Kids of Deaf Adults (KODA).

Another way we changed it up was to use more of the wonderful programs Erdman provides such as Orienteering and Archery. We had unforgettable workshops and activities such as Exploring Situational Leadership and Teamwork, and Theatre Productions! We ended camp with team relay races and an award ceremony.

I truly wish I could accurately describe the days that passed at Camp Erdman. The campers were so amazing as they rose to each new challenge. The camp staff and interpreters truly came together to make sure that camp was successful. Being part of every camper's lives for only a few days changed my life greatly and it helped me realize a newfound passion of working with youth to help them realize their potential.

As I am writing this, months have passed since Camp X Factor ended, but it still fills my heart with immense joy and satisfaction. I will never forget the faces of the campers as they learned more about their X-factor. I will never forget their Aloha Spirit as they broke through the communication and culture barriers and welcomed the KODAs. I will never forget their laughter, tears, and amazing attitudes as they became one with each other, regardless of their disabilities or differences. I will also never forget all the obstacles and challenges that I overcame to make camp happen. All of it, all those hair pulling moments, were all worthwhile for me when

one of the campers came up to me and said, "You are my hero."

Me? I am someone's hero? That was one of the best moments of my life and I am once again deeply grateful to the CSC for providing this opportunity for Hawaii's Deaf, Hard of Hearing, Deaf-Blind, and KODA youths, but even more so, for me.

If you know a Deaf, Hard of Hearing, Deaf-Blind or KODA youth ages 14-22 who lives in the State of Hawai'i and would like to attend camp, please contact me at kon@csc-hawaii.org. For more photos and videos of Camp X-Factor 2018, please visit our website at www.csc-hawaii.org.



PRESIDENTIAL ALERT- Nationwide Emergency Alert

Test: The Importance of People with Disabilities Accessing Emergency Notifications

By Tua Tupulola, Director, University Center for Excellence on Developmental Disabilities (UCEDD)

On October 3, 2018, the Federal Emergency Management Agency (FEMA) in coordination with the Federal Communication Commission, issued a Presidential Message through two types of alerts: Emergency Alert System (EAS) and the Wireless Emergency Alert (WEA). Both are a free service to the general public.

How important are the EAS and WEA to people with disabilities?

Living in the Pacific can be quite challenging. Isolated across the ocean, the only way to access any of the U.S territories is by air or sea. Imagine an actual Nationwide Emergency Alert? Perhaps a previous storm damaged the power lines, but your cell phone is still functional?

The disability and aging community may require more time to evacuate, so every second counts in saving lives. Not every household may have their TV and radio operating or have access to one when an alert is issued.

Georgia Tech Center for Advanced Communications Policy conducted a National EAS and WEA Accessibility Studies on the experiences of people with sensory disabilities with both alerts. Some of the

recommendations included “adjusting the strength of vibration, sound frequency, and include WEA light cadence.” Also, improving voice quality and reducing the speed of text crawl would address some audio and visual format issues.

What’s the difference between the two alerts?

The EAS is an alert broadcast through your television, radio, cable. This system would allow the President to broadcast an important message to the American public during a national emergency. On a TV screen you may have seen the following message on the emergency scroll:

“The Primary Entry Point EAS System has issued A National Periodic Test for the following counties or areas: United States at 2:20 PM on October 3, 2018, effective until 2:50 PM. Message from XXXX-TV. THIS IS A TEST of the National Emergency Alert System. This system was developed by broadcast and cable operators in voluntary cooperation with the Federal Emergency Management Agency, the Federal Communications Commission, and local authorities to keep you informed in the event of an emergency. If this had been an actual emergency, an official message would have followed the alert tone you heard at the start of this message. A similar wireless emergency alert test message has been sent to all cell phones in the nation. Some cell phones will receive the message. Others will not. No action is required.”

The WEA is a text-like alerts that you would receive on your mobile wireless device during an emergency. The message would have been:



If you're familiar with receiving alerts such as weather and AMBER you can pretty much "opt-out" on receiving these two notifications. However, as a subscriber, you cannot "opt-out" on Presidential Alerts. All messages must meet Section 508 requirements of emergency notifications.

Live in the Pacific Territories and Didn't Receive a WEA Message?

If you are from the Pacific U.S. Territories (Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa) most likely you did not receive a WEA message. Unlike the EAS, the WEA participation is voluntary for wireless carriers. Wireless carriers in the Pacific territories are mainly foreign own or operated and most likely may not participate. However, FCC requires all wireless carriers must notify their customers that they do not participate in WEA.

You, as a consumer, can contact your local carrier and advocate on the importance of accessing emergency communications and notifications through WEA. Many individuals with sensory disabilities in participating regions of WEA find it easily accessible since many carry a mobile device.

Ms. Tua-Tupulola can be reached at, t.tupuola@amsamoa.edu

NMC UCEDD Launches "Project BE A Mathematician" (BEAM)

Saipan, CNMI – August 29, 2018 – The University Center for Excellence in Developmental Disabilities (UCEDD) at the Northern Marianas College (NMC), through a grant subaward from the University of Hawaii at Manoa, is launching a pilot project in Saipan called Project Be A Mathematician, or Project BEAM.

Drs. Kiriko Takahashi and Hye-Jin Park, Principal Investigators for Project BEAM from the Center on Disability Studies at UH Manoa, were on island last week to meet with Jennifer-Eilleen E. Castro, UCEDD Program Manager at NMC, to lay the ground work in order to begin the implementation of the Project.

The goal of Project BEAM (**BE A Mathematician**) is to scale up and evaluate a model designed to increase the number of middle school (MS) Native Hawaiian (NH), Native American (NA), Pacific Island (PI), and Hispanic students, identified as "mathematically promising." To contribute to research advancement and practice for promising indigenous students and sustain the efforts beyond the 5-year funding period, the project hopes to create a university-based gifted education program for indigenous and Hispanic students.

Park, Takahashi, and Castro met with Public School System (PSS) Interim Commission Glenn Muna, Associate Commissioner Jackie Quitugua, and Math Program Coordinator Lizabeth Hofshneider to provide information about Project



Dr. Hye-Jin Park (UH CDS), Dr. Kiriko Takahashi (UH CDS), Reo Arriola (DMS VP), and Jennifer-Eilleen E. Castro (NMC UCEDD) at Project BEAM meeting.

BEAM, and to request for PSS's assistance in piloting the program with Saipan's middle schools. PSS officials were very excited about the potential student outcomes, which include: attitude (attitudes towards math, math anxiety, sense of responsibility and excellence); cultural competence (sense of belonging and place); behavior (math engagement, characteristics of mathematically talented students); academic outcomes (algebra achievement, real world math application ability, enrollment in a gifted math program or club at middle school and a high school STEM honors certificate program), and STEM identity development. At the meeting, two middle schools on Saipan were identified to participate in this pilot program: Hopwood Middle School (HMS) and Dandan Middle School (DMS).

Jennifer-Eilleen Castro, UCEDD Program Manager, says, "We're all very excited about this project, which will help our students see

the joys of math, and hopefully encourage them to go into STEM fields. We are fortunate to have so much support from NMC, PSS, and UH Manoa."

Initial meetings were held with the Vice-Principals Reo Arriola (DMS) and Victor Borja (HMS) to get assistance with identifying students who may be able to participate in the program. The after-school and Saturday program will run for 10 weeks per semester, with 15 students per middle school receiving a total of 50 hours of additional learning support.

The program also includes parent and community workshops to facilitate additional support. Also discussed was the possibility of an intensive two-week math summer camp for middle school students.

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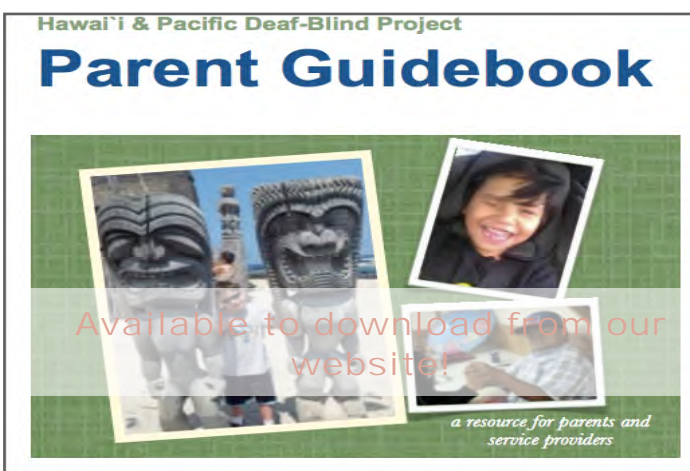


Front Row (sitting on the ground) -Anida Timothy (Majuro), Alice Komanta (Ebeye), Calora Nashier (Majuro), Tulpe Benjamin (Kosrae); **2nd Row** Jelina Capelle (Majuro), Imelda Schultz (Majuro), April Bottoms (University of Hawaii, Manoa), Ailynda John (Pohnpei), Rusen Ninje. (Ebeye) Danilee Giltug (Yap), Sergina Uywan (Yap), Sinnan Reitaun (Chuuk), Ver Mongkeya (Kosrae), Josephine Isaac (Pohnpei), Henry Yangiretig (Yap), **3rd Row** Miyoko Gomez (Pohnpei), Kirsten Rosario (Guam), Dana Love (American Samoa), Dr. Judy Coryell (University of Hawaii, Manoa), Marda Parsis (Guam), Natasha Tellei (Palau), Stevelyn Neamon (Majuro), Jessica Laenigmwai (Yap), Davina Jonston (Majuro), Merihner Elias (Pohnpei) **4th Row** Mellanie Lee (University of Hawaii, Manoa), Kim Lorennij (Ebeye), Stan Salugmai (Yap), Nathaidia Moea'i (American Samoa), Juleen Manuel (Ponpei), Herry Wichep (Pohnpei), Dr. Kathy Ratliffe (University of Hawaii, Manoa), Jernnifer Tarnay (University of Hawaii, Manoa), Clement Ben (Majuro)

Navigating Student Success in the Pacific (NSSP)

Summer 2018

This is the second year the College of the Marshall Islands welcomed back the Navigating Student Success in the Pacific (NSSP) where scholars are earning a BA degree in Education and/or an advanced teacher specialization certification in either Deaf Education or Severe Disabilities. NSSP is a federally funded grant awarded the College of the Marshall Islands in collaboration with the University of Hawai'i, Center on Disability Studies. The Principal Investigator for the NSSP grant is Ms. Vasemaca Savu, CMI Dean of Academic Affairs and the NSSP specialized programs are coordinated by Ms. Mellanie Lee (Severe Disabilities) and Dr. Judith Coryell (Deaf Education) from University of Hawai'i, Manoa, Center on Disability Studies.. The NSSP program courses are offered during the summer and online during the academic year through 2021. The specialized courses are taught as a month long intensive program, six days a week Monday through Saturday. This summer's instructors for Deaf Education are Dr. Judy Coryell, teaching Introduction to Deaf Education and April Bottoms who is teaching Language Development for Deaf Children. Dr. Katherine Ratliffe and Jennifer Tarnay are teaching Assessment and Program Planning for Students with Language, Communication and Motor Disabilities. Scholars in this Severe Disabilities cohort also learned how to build devices for adaptive positioning, motor, eating and communication.



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