

Promoting Diverse Abilities Across the Lifespan



Director's Corner

Dr. Holly Manaseri
Center on Disability Studies Interim Director

Welcome to our summer newsletter. In this issue we highlight many events and happenings sponsored by CDS during June and July that you don't want to miss out on.

Disability Pride Month is also celebrated each year in July. Disability Pride initially started as a day of celebration in 1990, the year that the Americans with Disabilities Act (ADA) was signed into law. It is also an opportunity to raise awareness about improving access and inclusion. The first official Disability Pride celebration occurred in 2015 to commemorate the ADA's 25th anniversary and the Disability Pride Flag was originally designed in 2019 by Ann Magill, who with feedback within the disabled community, refined its visual elements in 2021 to be more accessible. You can read more about how the disability

pride flag helps increase
ty's visibility at
<https://go.hawaii.edu/qEX>.

FRIENDS



Friends (2023) Stuart, Kaua'i

READ MORE

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Twitter, Facebook, LinkedIn, Instagram, Linktree, Spotify, and YouTube link icons



Center on Disability Studies, College of Education,
University of Hawai'i at Mānoa

Make Art,
Change Lives!



FEATURED
ARTIST

FRIENDS

Robert Stuart



Friends (2023) Stuart, Kaua'i

Art Media: Friends with drawing of a duck
minion character in markers.



Robert Stuart Photo



Annie Moriyasu
Make Art, Change Lives! Founder
amoriyas@hawaii.edu

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DEVELOPMENT AND DISSEMINATION; SERVICES

Project Ho'oku'i V: Kūlia i ka Nu'u Sets Record Breaking Results



The Project Ho'oku'i staff is proud to announce the eight Farrington High School project participants who graduated with their associates degrees from Honolulu Community College while simultaneously achieving their high school diploma. This milestone reflects the project's success and continuous need for college-bound communities.

Learn more about the projects goals cde.coe.hawaii.edu/hookui5kulia.

REGISTRATION FOR SUMMER 2023 NOW OPEN!

Swim Safe: ASD Program

This Swim Safe: ASD program is open to individuals with ASD ages 3 and up and their family members. The Parent/Guardian/family member or RBT serves as the instructor. Training is given on the first day to all instructors.

When:	June 3 rd , 10 th , 17 th , 24 th ; July 15 th , 22 nd , 29 th ; August 5 th Saturdays 1:30 - 3:00 PM
Where:	Kroc Center Kapolei
Eligibility:	Individuals with ASD ages 3 and up
Cost:	\$100/per child
Length:	Three 30-min lessons once a week for 8 weeks
Registration:	Email Dr. Murphy at kellem@hawaii.edu

Course Content:

- Parent/guardian/family member serves as the instructor.
- Learn basic swimming skills, safety skills, increase comfort levels in aquatic environment.
- Increase communication skills and family-centered approaches.
- Develop relationships with other swimmers and families.



Dr. Kelle Murphy

*Program Director,
Center on Disability Studies, University of Hawai'i at Mānoa
kellem@hawaii.edu*

PURSUING A DEGREE IN STEM?



NATIONAL SCIENCE FOUNDATION

SCHOLARSHIP AND MENTORSHIP OPPORTUNITY

The Alliance of Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM) is a national project funded by the NSF which seeks to empower the success of students with disabilities.

Eligibility

- Be a full-time undergrad or grad student enrolled in a STEM program at UHM, KCC, or NMC
- Be a US citizen, national, or lawfully admitted permanent resident alien
- Have documented or self-identified disability (e.g., physical disability, ADHD, autism, learning disability, medical condition, etc.)

PROGRAM BENEFITS

Faculty and Peer Mentoring
Internship Opportunities
Participation in Research Projects
\$500 Stipend per Semester

**APPLY BY
JUNE 30**

<https://go.hawaii.edu/3iX>



NSF INCLUDES Alliance
TAPDINTO-STEM
Islands Hub

Questions? Contact us!
Holly Manaseri, hmanaser@hawaii.edu

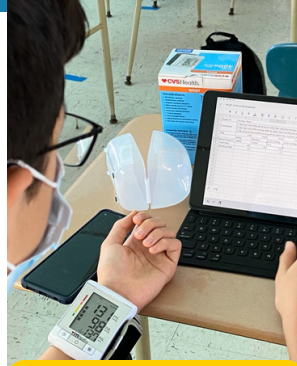
tapdintostem.org



Science Exploration within Native Hawaiian Culture



Hands-on Science Activities



College Preparation and Early College/ Dual Credit Opportunity



Paid Summer 2023 Internship and Mentoring



'Ohana Hands-on Culture Activities At-home Resources

2023-2024 PROJECT HŌKŪLANI STUDENT RECRUITMENT

HŌKŪLANI SCHOLARS PROGRAM



Application QR Code



June 2nd Deadline (extended)

SUBMIT application www.projecthokulani.com

- May-June Application Review
- June 2023 Interviews
- July 2023 Acceptance Announcements



Sept 2023 - July 2024

ATTEND online and on campus student sessions and 'ohana sessions.



Summer 2023

WORK as a paid intern on Hawai'i island, Kaua'i, Lana'i, Molokai'i or O'ahu.



July 2023

End-of-Year Hō'ike

Eligibility and Requirements



- Enrolled as a Fall 2022 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. Upcoming application informational session schedules and recordings are available on our website.



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 Hawai'i at Mānoa



HEALTH EQUITY & DISABILITY INCLUSION LEADERSHIP TRAINING & STIPEND OPPORTUNITY!

The Center on Disability Studies is now accepting applications to the Health Equity and Disability Inclusion Leadership Training Program and Stipend Opportunity!
Apply Now by Clicking the Link below!

<https://go.hawaii.edu/vok>

APPLICATIONS ARE DUE BY JUNE 30, 2023

PROGRAM

This interdisciplinary training program aims to increase the number of professionals with requisite knowledge and skills to address unique public health and healthcare issues affecting people with disabilities, across diverse communities. Toward this aim, the project seeks to develop professionals' capacity to engage diverse people with disabilities as partners in health equity efforts. As such, the curriculum integrates models and perspectives from diverse fields, including disability studies, public health, healthcare quality improvement, implementation science, and organizational change.

ELIGIBILITY & STIPEND OPPORTUNITY

Open to University of Hawai'i graduate students in public health, social work, or related fields. The program will accept up to six applicants and has funding to award \$4500 stipends to two of the accepted applicants. Stipend awardees may apply the stipend toward the cost of tuition or toward other costs of attendance.

REQUIREMENTS

Successfully complete 3 Disability Studies courses during the program (7 credits). These courses are online, asynchronous and all course materials are provided.

- Enroll in DIS 682: Advancing Health Equity & Disability Inclusion, for Fall 2023;
- Enroll in DIS 687: Equity-Focused Quality Improvement for Spring 2024;
- Enroll in DIS 699: Directed Research (1 credit), for Spring 2024 or Summer 2024.

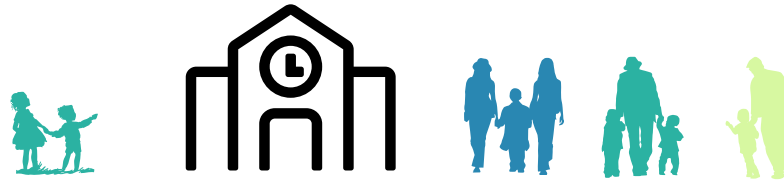
BENEFITS

Guest speakers, enrichment opportunities, professional networking, mentorship, registration for the Pacific Rim Conference on Disability and Diversity, and more!

Questions? Please contact Danielle Delise, MAS, MEd at ddelise@hawaii.edu



This project is federally funded by the U.S. Department of Health and Human Services, ACL Expanding the Public Health Workforce within the Disability Network Program (Award No. 90UCPH0053).



The National Association for Family, School and Community Engagement (NAFSCE) Reframing Academy is a ten-module, asynchronous course for family engagement leaders who want to learn more effective ways to build support for family and community engagement. How? Through proven communication and messages we can all use!

Learners in this cohort will participate in four virtual meetings as they complete the online course. In the first session, participants will receive a code to access the course and a copy of the course learning journal. The facilitator will share contextual information about the development of the course and materials. Between sessions, participants will complete specific Academy modules. The final three sessions will be spent discussing the Academy content in an organized and meaningful way. A certificate will be given upon completion of the ten modules. The Hawai'i Statewide Family Engagement Center proudly sponsors this learning opportunity with NAFSCE.

SCHEDULE

Learning Block 1
Introduction to Course
July 25, 2:30-4:00 PM HST

Learning Block 2
Modules 1-3
August 8, 2:30-4:00 PM HST

Learning Block 3
Modules 4-6
August 22, 2:30-4:00 PM HST

Learning Block 4
Modules 7-10
September 5, 2:30-4:00 PM HST



Use this QR code
to register today!



2023 Call for Reviewers

Review of Disability Studies: An International Journal

The editor and editorial board of the [Review of Disability Studies: An International Journal](#) invites your participation in peer review of manuscripts as members of our Manuscript Review Board. As a reviewer, you will gain valuable experience in publishing and help shape discourse around disability. Your contribution will be recognized in each issue as a member of our esteemed Manuscript Review Board. Individuals with expertise in disability studies and a commitment to social justice are invited to become reviewers for this well-established, open-source journal.

Published since 2003, the Review of Disability Studies: An International Journal is a quarterly, peer-reviewed, and open-access journal committed to accessibility in all domains and contexts. We encourage clearly written submissions that demonstrate a commitment to social justice and help add to a global conversation about the role of disability in human life. We believe furthering such a dialogue will lead to more meaningful inclusion.

If you are interested in serving as a reviewer, please complete the [RDS Review Board Application](#) and submit it to rdsj@hawaii.edu with **Review Board** as the subject line of your message. Applications will be accepted until July 31, 2023.



Review of Disability Studies
An International Journal

SAVE THE DATE



Beyond Access: Building a Culture of Belonging

39th Pacific Rim International Conference on Disability and Diversity
Tuesday, February 27 – Wednesday, February 28, 2024
Honolulu, Hawai'i

We all live to belong, to be part of something greater than ourselves. What can we do to help create such a culture of belonging, where each of us can fully contribute to the communities we are part of, while receiving the support and accommodations we need to flourish?

As we prepare to gather our global community of friends, scholars, practitioners, folks with disabilities, advocates, policymakers, public health and disability service providers, educators, parents, students and businesspeople, we invite you to lend your voices to this discussion at the 39th Annual Pacific Rim International Conference on Disability and Diversity as we gather again in person in beautiful Honolulu, Hawai'i for the Premier International Gathering on Disability on Tuesday, February 27 and Wednesday, February 28, 2024.

We will be seeking research, personal stories, practical strategies and other forms of expression that reflect this year's theme of "Beyond Access: Building a Culture of Belonging." This includes work that may serve to instruct and guide our communities to:

- better understand what inclusion looks like in our schools, universities, workplaces, health care systems, and our ways of care/caring, etc.;
- help us recognize and address challenges and obstacles to equity, as we move beyond minimal access;
- draw on our communities assets and knowledge, including indigenous ways of knowing;
- create structures and spaces to support one another; and foster opportunities for growth.

As we build a culture of belonging, we invite you now to SAVE THE DATE: Tuesday, February 27 and Wednesday, February 28, 2024 with pre- and post-conference events to be announced!





2024 Call for Presentation Proposals

39th Pacific Rim International Conference on Disability and Diversity

[Honolulu, Hawai'i, June 15, 2023] – The University of Hawai'i at Mānoa's Center on Disability Studies, in the College of Education, is accepting presentation proposals for the 39th Annual Pacific Rim International Conference on Disability and Diversity, February 27–28, 2024 in Honolulu, Hawai'i. Submissions are being accepted until October 1, 2023 with a preferred submission date of September 15th at <http://go.hawaii.edu/na2>.

This year's theme, Beyond Access: Building a Culture of Belonging, will highlight the following #PacRim2024 conference strands:

- Built Environment: Digital, Physical, and Social
- Employment
- Higher Education
- Inclusive Physical Activity, Recreation, and Sport
- Instructional Design & Technology
- Neurodiversity
- Public Health & Healthcare

We welcome proposals from researchers, advocates, practitioners and businesses, educators and students, public health services and professionals, and all committed to creating spaces and places in which people with disabilities and diverse backgrounds can flourish. All proposals will be anonymously reviewed and notified on acceptance decisions by December 5th.

Presentation styles include research and practices, fireside chats, panels, and training that are delivered in either a two-hour poster, 25-minute topical, 60-minute breakout, or workshop.

For more information about the submission process, visit <https://pacrim.coe.hawaii.edu> or contact prcall@hawaii.edu. To exhibit or sponsor please contact the Conference Chair: Dr. Holly Manaseri at hmanaser@hawaii.edu.

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In its 39th year, the Pacific Rim International Conference on Disability and Diversity is the premier global gathering for people committed to improving the lives of people with disabilities. Organized by the Center on Disability Studies, University of Hawai'i at Mānoa, <https://cds.coe.hawaii.edu>.



BUILT ENVIRONMENT: DIGITAL, PHYSICAL, AND SOCIAL

Built environments, both digitally and physically, can give people a sense of belonging and the ability to thrive as a culturally-inclusive society. This strand will offer a platform to learn, engage and grow from ideas around digital environments, physical infrastructure, and social inclusion.

We welcome stories, insights and blueprints for collaboration across diverse sectors and generations aimed at creating a more equitable world. Featured topics include: Climate Resilience and Disasters, Digital Accessibility; and Transportation.




Genesis Leong

*University of Hawai'i at Mānoa,
Department of Urban and
Regional Planning and Center
on Disability Studies*





Daintry Bartoldus

*Hawai'i State Council on
Developmental Disabilities*

-  Climate Resilience and Disasters: Sustainable solutions and strategies on climate change, urban environments and marginalized peoples, climate justice and human rights, strategic approaches and mitigation tools to use before, during, and after a disaster, and collaborations that Build a Culture of Preparedness.
-  Digital Accessibility: Accessible communication and information technologies, and individual's independence and quality of life.
-  Transportation: Inclusive transportation, public transit and telecommuting to improve access to work and social activities for people with disabilities.

Guiding Questions:

-  How do we amplify disability- and diversity-voices in the transformation of our built environments?
-  How do we “Build a Culture of Belonging” ideas bridging academia, research, practice, and advocacy?



EMPLOYMENT

To achieve belonging beyond access and to highlight effective practices beyond theory, PacRim 2024 seeks presentations that demonstrably show individuals with disabilities obtaining, maintaining, and advancing in employment. While progress has been made to assist individuals with disabilities, gaps remain in achieving employment at rates attained by those without disabilities. Those who can share insights, innovations, and strategies to overcome barriers in employment are welcome to submit conference proposals guided by these focus areas and questions:

Focus Areas:

- 🌀 Employment First policy as a systemic approach in creating a reality of meaningful work for all people with disabilities
- 🌀 “Building a Culture of Belonging” through equity, diversity and inclusion in the workforce
- 🌀 Strategies for managing disability benefits while working
- 🌀 Transitioning from high school or post-secondary education to the workforce
- 🌀 Technology for building an inclusive workforce
- 🌀 Workforce development, professional development, training and retention for employment support professionals

Guiding Questions:

- 🌀 How can data collection, collaboration, and analysis enhance employment services and improve outcomes?
- 🌀 What workforce development strategies are effective to increase and retain direct employment support professionals?
- 🌀 How will evolving technologies (including artificial intelligence, robotics, and telework) impact employment opportunities and challenges for people with disabilities?
- 🌀 How can policies support career advancement and financial independence for workers with disabilities?



Sandee Oshiro

*University of Hawai'i at Mānoa,
Center on Disability Studies*



Patrick Gartside

*Work Now Hawai'i, and
APSE Hawaii*



Ronald Deese

*University of Hawai'i at
Mānoa, Center on
Disability Studies*

HIGHER EDUCATION

This strand will bring students, faculty, staff, community members, and social activists together to discuss issues related to diversity, equity, and inclusion (DEI) in higher education and beyond. We hope to engage in critical review of best practices, policies, theories, and research associated with equity, inclusion, belonging and social justice. Additionally, this strand will explore barriers to the effective implementation of equity and inclusion practices as well as solutions to address these barriers.

Guiding Questions:

- 1. What is a “disability community” and how can disability services professionals support it on their campus?
- 2. How can Universal Design help guide faculty to be equitable and inclusive of students with disabilities as they design instruction and learning environments?
- 3. In what way can universities provide equitable educational experiences across all disciplines of the higher education landscape using a DEI lens to support all students?
- 4. What is the role of higher education research in informing decision-making in public policy?
- 5. How can the places and spaces that higher education better shape the experience of belonging for students?



Dr. Holly Manaseri
*University of Hawai'i at Mānoa,
Center on Disability Studies*








Dr. Michelle Ballan
*Stony Brook University, School
of Social Welfare, LEND Center*



INCLUSIVE PHYSICAL ACTIVITY, RECREATION, AND SPORT

The philosophy behind inclusion is to provide equal access to opportunities and resources for all individuals who may otherwise be excluded or treated in a marginalized manner. For those who are disabled, access and opportunities to participate in physical and recreational activities, and sports may provide additional challenges regarding access, accommodations and perceptions of those who are not disabled. We invite potential presenters for this strand to share their knowledge and expertise focusing on inclusion in physical activities, recreational activities, and sports with a particular emphasis in improving outcomes for all individuals who wish to be active across the lifespan.

Guiding Questions:

-  What are some inclusive programs and activities that are occurring in your geographical area and how could they be implemented in other regions?
-  Do you have new ideas of inclusive programs and activities that you would like to share?
-  What are some of the barriers that may exist for inclusion in physical activities, recreational activities, and sports? How can they be addressed?
-  Are there equity, diversity, inclusion (EDI), or cultural implications around the work that you are sharing that are important to highlight to reduce barriers to all participants?
-  How can we collectively work to improve inclusion in physical activities, recreational activities, and sports in our geographical areas?



Dr. Kelle L. Murphy
*University of Hawai'i at Mānoa,
Center on Disability Studies*








Dr. A. Josephine Blagrove
*Dept of Kinesiology, California
State University, Chico*



INSTRUCTIONAL DESIGN & TECHNOLOGY

Instructional design is the iterative process of creating effective and engaging learning experiences for the target students and includes analysis, design, development, implementation, and evaluation of the instruction and materials. The interdisciplinary and expansive field of instructional design and technology (IDT) provides compelling and promising avenues to support students and their intersectionalities directly as well as through purposeful training and professional development for school administrators, teachers, and other professionals. The following best practices and featured topics offer ways in which instructional design plays a critical role in ensuring inclusive and accessible learning experiences that go beyond access; they have the potential to build a culture of belonging to allow all learners to thrive.

Guiding Questions:

-  **Accessibility:** Ensuring instructional materials, including digital media, are accessible to all students.
-  **Assistive Technology:** Utilizing and providing assistive technology (e.g., text-to-speech, screen readers, etc.)
-  **Universal Design for Learning (UDL):** Applying UDL principles, including multiple means of representation and engagement, to support students and their varied range of learning styles.
-  **Collaboration and Communication:** Supporting students to collaborate, engage in teamwork, and effectively communicate to develop critical thinking skills such as problem-solving. Likewise, fostering collaboration between teams comprised of instructional designers, subject matter experts, educators, and support staff to build inclusive learning environments.
-  **Professional Development:** Offering continued training opportunities for teachers, coaches, professionals, and others in areas such as inclusive practices, assistive technology, diversity, and supporting students with disabilities.



Dr. Lauren Lum Ho
*University of Hawai'i at Mānoa,
Center on Disability Studies*



Dr. Ayanna Perkins
University of Memphis

NEURODIVERSITY

Neurodiversity is a concept that recognizes the importance of embracing and celebrating the inherent diversity of neurological and cognitive differences. This strand explores the concept of neurodiversity as a paradigm shift, challenging traditional perspectives that pathologize and stigmatize neurological differences. It aims to foster understanding, acceptance, and inclusion of individuals with diverse neurocognitive profiles, including autism, ADHD, intellectual disability, and other neurodevelopmental conditions.

Topics within this strand encompass a wide range of interdisciplinary research, practices, and discussions, including: neurodivergent identities and perspectives, supporting community-based inclusion for neurodivergent individuals, efforts to educate professionals and the public about neurodiversity and the challenges faced by neurodivergent individuals, neurodiversity in cultural contexts, self-advocacy and empowerment, neurodiversity and technology, and the intersectionality of neurodiversity with other aspects of diversity and inclusion. By engaging with the neurodiversity paradigm, this strand seeks to contribute to a more inclusive and equitable society that values and respects the unique contributions of neurodivergent individuals.

Guiding Questions:

- 1. How can systems and practices be reimaged to support the needs and strengths of neurodivergent individuals to build a “culture of belonging”?
- 2. What are the experiences and perspectives of neurodiverse individuals, and how can their voices be amplified and included in research and policy discussions?
- 3. How does neurodiversity intersect with other aspects of diversity, such as gender, race, sexuality, and socioeconomic status, and how can an intersectional approach be applied to promote inclusive practices?



Dr. Maya Matheis
*University of Hawai'i at Mānoa,
Center on Disability Studies*



Kiki Godfrey
*UC Davis MIND Institute,
LEND Program*

PUBLIC HEALTH & HEALTHCARE

Advancing Equity, Justice, and Belonging in Public Health and Healthcare

This strand explores barriers and facilitators to advancing equity and justice, access and inclusion, and dignity and belonging for diverse people with disabilities - within public health, healthcare and the health professions. We especially welcome solution-focused proposals that seek to rectify power imbalances, and center the priorities and leadership of persons multiply marginalized by systems of oppression (e.g., racism, ableism, colonialism, audism). We also welcome explorations of how building an organizational culture of belonging creates new possibilities. Law professor John A. Powell posits that a framework of belonging involves “expanding our circle of human concern” and “perceiving one another in our full humanity.” Central to Powell’s concept of belonging is “the right to both contribute and make demands upon society and political and cultural institutions.” Understood in this way, belonging is more than an intrinsic human psychological need; belonging is a pathway toward — and a positive outcome of — more just and equitable societies.

Guiding Questions:

- 1. How can we engage counter-narratives to promote equity, justice, and belonging in public health, healthcare, and the health professions?
- 2. How can we infuse disability justice principles in public health, healthcare, and the health professions?
- 3. How can we promote dignity and build a culture of belonging in public health, healthcare, and the health professions?
- 4. How do co-design, co-production, and co-creation advance equity, justice, and belonging?
- 5. How can an organizational culture that values, equity, justice, and belonging help us move beyond incremental quality improvement efforts, toward system transformation?



Danielle Delise, MAS, MEd
*University of Hawai'i at Mānoa,
Center on Disability Studies*



Dr. Kara Ayers
*Department of Pediatrics and
UCEDD, University of Cincinnati*



Justice Shorter
*International Advisor for
Disability Inclusive Humanitarian
& Disaster Assistance*



UniDescription Project

PEARL HARBOR MEMORIAL PARK FIELD RESEARCH

Media accessibility researchers – including Dr. Brett Oppegaard (UH, School of Communication and Information) and Dr. Jordan Frith (of Clemson University) – spent April 29 at the Pearl Harbor National Monument working with about 20 Hawai'i Association of the Blind members to provide feedback on the U.S. National Park Service site's new audio description and tactile artifacts. The audio description was created this year as a part of Dr. Oppegaard's [UniDescription](#) project.





NEAR-FIELD COMMUNICATION TECHNOLOGIES

Dr. Frith, the endowed Pearce Professor of Professional Communication at Clemson, is the author of "A Billion Little Pieces: RFID and Infrastructures of Identification," via Cambridge: MIT Press, and he came to Hawai'i specifically to combine his research interests with the UH work being done as a way to study audio description of tactile objects via NFC (Near-Field Communication technologies).

Joining the research team were David Kilton, Chief of Interpretation for Pearl Harbor, Daniel Bergin, a Ph.D. student in the Communication and Information Sciences program at UH, and Genesis Leong, a public information specialist at the Center on Disability Studies. Activities for the HAB members included listening to audio description, touching tactile models of U.S.S. Arizona Memorial objects being described, and visiting the memorial.



Dr. Brett Oppegaard
UniDescription Project, Principal Investigator
brett.oppegaard@hawaii.edu



Hōkūlani Insider Release

Spring 2023 Quarterly eNewsletter for Project Hōkūlani

Read more at <https://go.hawaii.edu/mwX>



STEM Internships

- Spring and Fall Science Lesson Recaps

'Ohana Engagements

- April and May Events
- 'Ohana Gathering Sessions Conference Presentation



Mentoring

- Peer Mentoring Spring and Fall Science Lesson Recaps

College Transition

- Top STEM Jobs



Enrichment in Science

- Science Lessons;
- Supporting High School Students Conference Presentation;
- Hōkūlani Tech Tips;

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De-Cripping Disability

Digital Resource

Fall 2023

University of Hawaiï at Mānoa graduate students Barbara Lee Barnhart and Kristin Hargrove have authored a new digital resource about disability that they hope to share beginning Fall 2023. De-Cripping Disability started as a class project as part of the Disability & Diversity Studies Certificate program at UH Mānoa.

As a result of their studies and partnership with the UH Mānoa Center on Disability Studies, Barbara and Kristin hoped to fashion an all-in-one, "go-to" resource to help destigmatize and clarify disability to an able-bodied population. Their goal has been to provide overviews of various impairments, resources, and etiquette suggestions on how best to support people with disabilities in Hawaiï and beyond as a form of social justice and empowerment.

PUBLIC-FACING RESOURCE

De-Cripping Disability will be a public-facing resource, with an additional offline, print version available to users when the project is finally realized. The students will leverage their schoolwork to help clarify the four main categories of disability (behavioral, developmental, physical, and sensory-impaired) and the common disabilities that UH faculty and staff might encounter with their UH students.



LEARNING MANAGEMENT SYSTEMS

The digital content can also be exported into other learning management systems for local adoption, particularly as part of teacher education training at both the K-12 and college levels. Key concepts in disability theory, as well as connection to Hawaiian and Polynesian values are included. A printable promotional poster will also be designed to create awareness to disability and the De-Cripping Disability resource.

Both Barbara and Kristin will be completing outreach to various UH system disability offices and community groups as part of their respective capstone courses as they finalize the resource over the next few semesters. Contact both Barbara (bl26@hawaii.edu) and Kristin (kah808@hawaii.edu) for additional information. Mahalo!

Barbara Barnhart

*University of Hawai'i at Mānoa
Disability & Diversity Studies
Certificate Program
bl26@hawaii.edu*



Kristin Hargrove

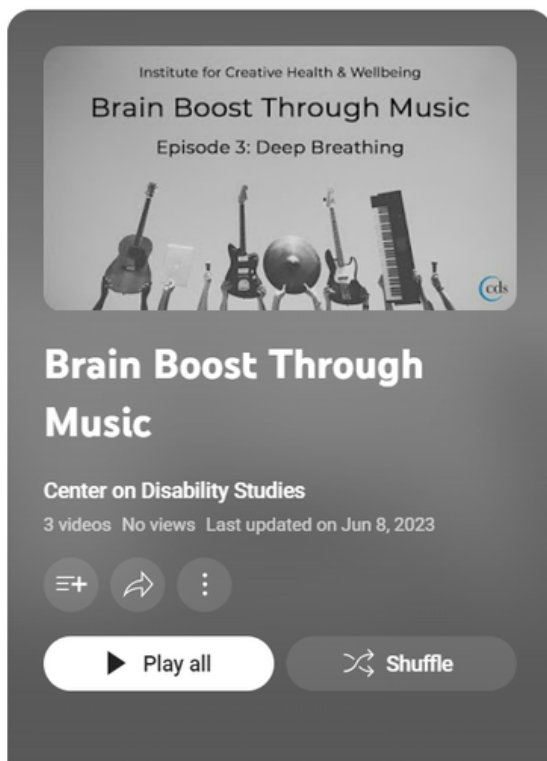
*University of Hawai'i at Mānoa
Disability & Diversity Studies
Certificate Program
kah808@hawaii.edu*

CDS launches

Institute for Creative Health & Wellbeing

Creative activity is associated with better wellbeing, and participation in cultural activities represents a positive coping strategy for people with disabilities who also have mental health issues (Kerr et al., 2012; Leadbetter and O'Connor, 2013; All-Party Parliamentary Group on Arts and Health and Wellbeing, 2017). The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognizes rights to participation in cultural life as important both for individuals with a disability and the societies in which they live, and access to creative learning opportunities as key for the development of the self, which can also positively impact their families and wider social circles.

CDS is committed to advancing health and wellbeing, reducing social isolation and advancing the benefits of creativity. Join us as we expand our outreach activities in the Institute for Creative Health and Wellbeing through music, movement, art, storytelling and more!



MUSIC & MOVEMENT ACTIVITY VIDEOS

We invite you to sing along to these free Music & Movement videos. Enjoy these at your own pace and on your own schedule. Check out our video series beginning in June available at <https://cds.coe.hawaii.edu>

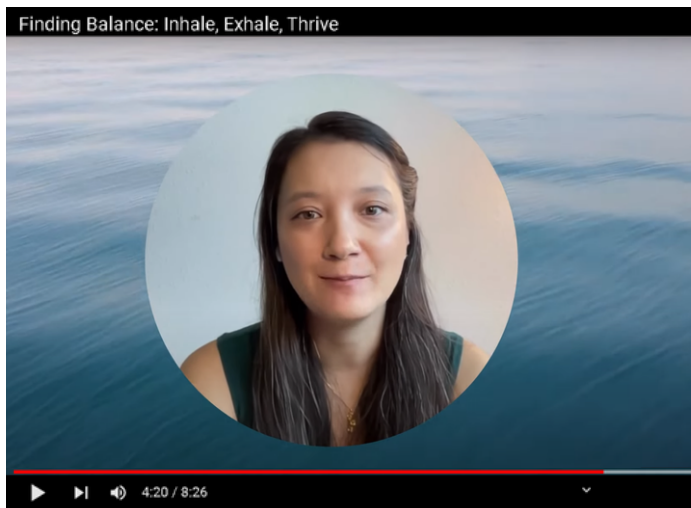
VIRTUAL LIVE EVENTS

Our Virtual Live Events are a way to keep us all connected through music, regardless of where you live. Live events are free, fun and focus on celebrating the joy of music together.



First Virtual Community Sing-Along! hosted June 9, 2023

Stay tuned for the next virtual live event!!



"Finding Balance," with Dr. Maya Matheis, Licensed Clinical Psychologist

This video series is designed to empower caregivers and families of individuals with disabilities on their

wellness journey. Dr. Maya expertly guides viewers through a series of insightful and practical sessions, offering valuable tools and strategies for cultivating balance in their lives. Each week, viewers will embark on a path of self-discovery, exploring topics such as mindfulness, anxiety management, cultivating gratitude, relaxation techniques, and self-care practices. Through these engaging and informative videos, participants will gain the knowledge and skills needed to navigate the complexities of caregiving while prioritizing their own mental and emotional well-being. Join Dr. Maya in this empowering series and embark on a journey towards finding balance, fostering resilience, and embracing holistic wellness.

Please contact us if you are:

- A musician or artist wanting to serve in this outreach capacity for individuals online, worldwide.
- A director at a hospice center, nursing home, hospital, etc. wanting to take advantage of our virtual performance opportunities or sponsor an activity.

Contact: Holly Manaseri, Director ICHW, hmanaser@hawaii.edu

Health Equity & Disability Inclusion Trainees



Heejung Sin

Heejung Sin is graduate student in Public Health at the University of Hawai'i at Mānoa. Originally from South Korea, Heejung and her family

relocated to the Commonwealth of the Northern Mariana Islands (CNMI) in 2004, an experience that deepens her commitment to underserved populations and indigenous communities. Prior to pursuing her master's degree, Heejung gained valuable experience working with diverse individuals in multicultural settings. Heejung hopes her future work will allow her to fulfill her passion for empowering individuals in underserved communities, especially persons with mental health conditions and developmental disabilities. She believes that every individual should have access to a high-quality healthcare as well as an equal opportunity for success.



Jenna Kaiulu KK Waipa

Jenna is a doctoral student in Social Welfare at the University of Hawai'i at Mānoa, with a focus on Child Welfare and Native Hawaiian Families. She

has a master's in Marriage and Family Therapy from Argosy University and has experience working with diverse families from underserved communities. She is presently the Deputy Title IX Coordinator at the University of Hawai'i at Hilo. And Jenna's professional experience spans diverse fields, including Human Services, Social Services, Mental Health, Student Affairs, and Equal Employment Opportunity and Affirmative Action (EEO/AA). In her free time, Jenna has a passion for music, animal rescue, and rehoming rehabilitated animals.



Melody Halzel

Melody Halzel is a doctoral student in Public Health with a focus on Community-Based and Translational Research at the University of Hawai'i at Mānoa. She has an MPH from the

University of Hawai'i at Mānoa, Native Hawaiian and Indigenous Health Specialization. And she completed a graduate certificate in Disability and Diversity Studies from the Center on Disability Studies (CDS). She works as a Graduate Assistant for the Maui Ola Initiative, at the Ho'ola 'Āina Pilipili accessible community garden, located at the College of Education. Melody previously served as a U.S. Peace Corps volunteer in a rural community in Ethiopia. Her current research interests include health, wellbeing, and garden interventions that are accessible for older adults and people with disabilities, including people with dementia and their caregivers. Contact Melody at mhalzel@hawaii.edu to connect on any of the above topics!

Wendy J Taylor

Wendy Taylor is a master's degree student in Public Health, with a concentration in Health Policy and Management at the University of Hawai'i at Mānoa. She is licensed and registered Pharmacist, with



degrees in both pharmacy and healthcare management. With 25 years of pharmacy service and 13 years of pharmacy management, Wendy demonstrates commitment to patient care, health education, and advocacy for underserved communities. Active in the community, Wendy serves as an advisor for The Hawaii Chapter of The Links, Incorporated-N.S.B.E., National Society of Black Engineers, Jr. Chapter. She has also served as the past President of The Hawaii Chapter of The Links, and past President of the Voyager Charter School Parent Teacher Association Inc. Wendy currently serves as Vice-President of Community Involvement for the Junior League of Honolulu. And she is the proud mother of three children.



Project Coordinator, Danielle Delise

Danielle Delise is the Project Coordinator for the Health Equity and Disability Inclusion Leadership Program, and has over 10 years experience in the disability field. She currently teaches graduate

courses on Health Equity and Disability Inclusion and Equity-Focused Quality Improvement in the Disability and Diversity Studies program. She has a master's in Patient Safety and Healthcare Quality from the Johns Hopkins Bloomberg School of Public Health. And she has a master's in Educational Psychology from the University of Hawai'i at Mānoa, with a specialization in Measurement, Statistics, and Evaluation. She has a special interest harnessing data to reduce disparities and advance equity.

This interdisciplinary training program aims to increase the number of professionals with requisite knowledge and skills to address unique public health and healthcare issues affecting people with disabilities, across diverse communities. Toward this aim, the project seeks to develop professionals' capacity to engage diverse people with disabilities as partners in health equity efforts. As such, the curriculum integrates models and perspectives from diverse fields, including disability studies, public health, healthcare quality improvement, implementation science, and organizational change. The program is funded by the U.S. Department of Health and Human Services, ACL Expanding the Public Health Workforce within the Disability Network Program (Award No. 90UCPH0053). For more information contact Danielle Delise at ddelise@hawaii.edu.

Meet the Trainees!

2nd Hawai'i UCEDD Cohort Trainees

The 2nd Cohort for the UCEDD HI Trainee program has launched. The goal of the UCEDD Emerging Leaders Trainee program is to build the leadership capacity of diverse individuals to collaborate and positively impact the lives of people with disabilities. Trainees will advance their knowledge of the core functions of University Center for Excellence in Developmental Disabilities (UCEDD) by:

Developing their leadership and communication skills to support their future careers.

Strengthening the community of emerging leaders through a range of community based projects.

Engaging with diverse stakeholders across partnering national networks.



James E. Faumuina

James E. Faumuina, a retired USAF veteran and UH Manoa alumnus (BA Psychology), joined the UCEDD Trainee program in Spring 2023. With master's degrees in public administration (Troy State) and Business

Administration (Chaminade), he is currently working toward the Graduate Certificate in Disability and Diversity Studies and admission into a PhD program. His academic interests are generational poverty, digital inequity, and global health engagement. Drawing from his background in military service, medical administration, non-profit and program management, James aspires to make meaningful contributions to the mission of CDS.

Kristin Hargrove

Originally from San Diego, Kristin began learning about disability culture as a college instructor and instructional designer. By partnering with the Center on

Disability Studies, Kristin hopes to educate able-bodied persons about the various types of disability, as well as curate etiquette suggestions on how best to support someone with an impairment, in order to promote inclusive culture. She will be completing her Disability & Diversity Studies certificate shortly in tandem with her Ph.D. studies in Learning Design & Technology at UH Mānoa.



For more information on the UCEDD Trainee program contact Dr. Holly Manaseri, interim director and coordinator, UCEDD Trainee program at hmanaser@hawaii.edu

James Labrie DD Council Chair

NEWLY ELECTED

Congradulating James Lebride as the newly elected chair for the Hawai'i DD Council at the annual meeting on a June 5, 2023. James was a participant in CDS' NSF funded Pacific Alliance grant a decade ago when he was a sophomore at Farrington High school. Way to go James and thank you for your continued advocacy!

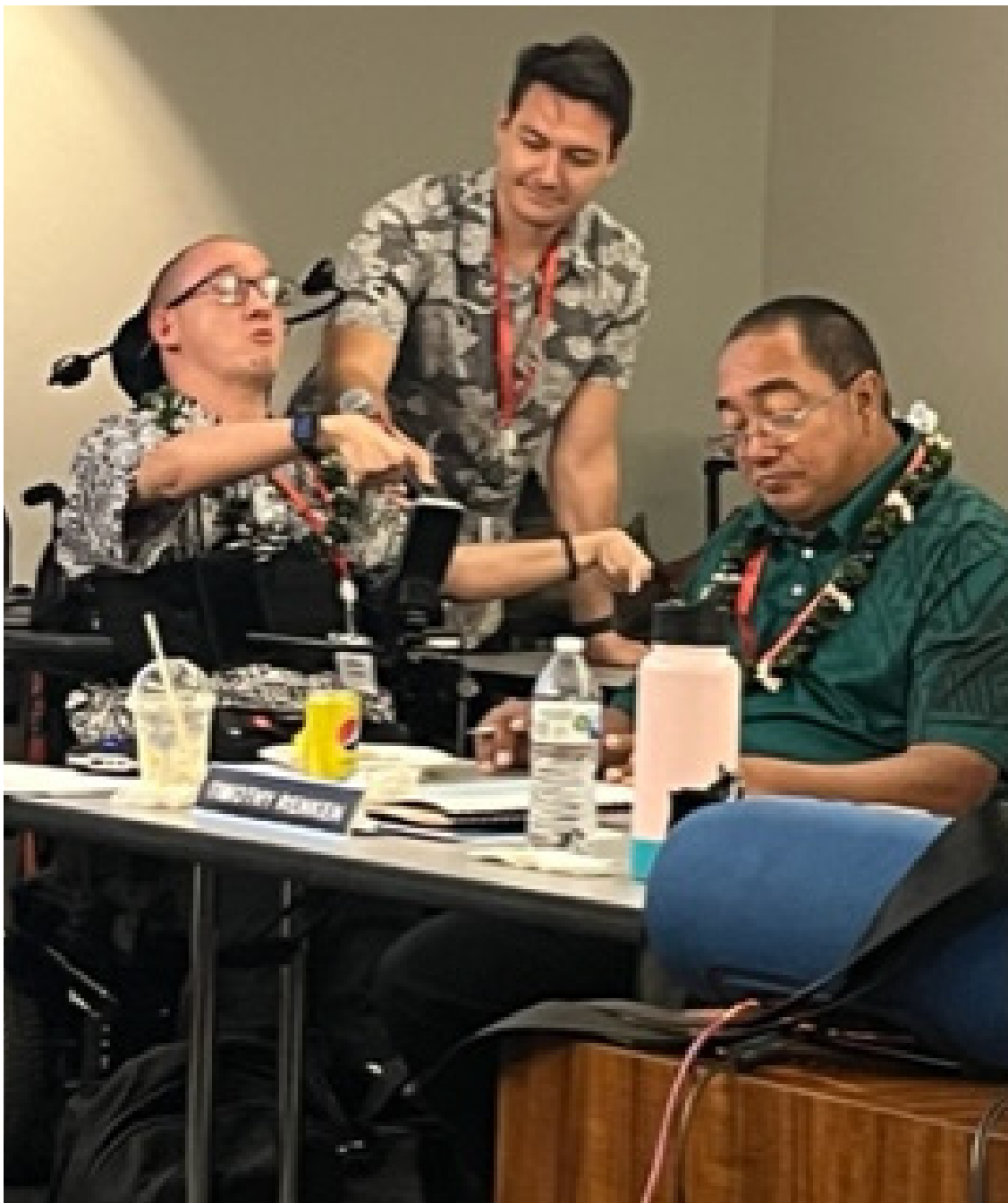


Photo: James Lebride, Che Silvert, Timothy Renken