

# HAWAII RESOURCES FOR SCHOOL SUCCESS

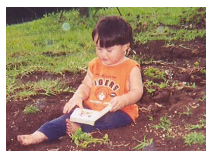
A program of North Hawaii Women and Children's Services—501(c)(3)



## PARTNERING TO SUPPORT SUCCESS IN SCHOOL AND LIFE

### 2006 Accomplishments

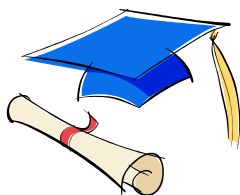
- **Raised \$123,000** from events, donations and fees.
- **Provided 10 students with full or partial scholarships** for comprehensive learning assessments based on the *All Kinds of Minds* (AKOM) model.
- **Provided scholarships** for professional development in the AKOM model to two learning specialists and the project coordinator.
- **Improved and shortened** the student assessment process. See *Lessons from Pilot*, page 5.
- **Improved the program website** ([www.hawaiischoolsuccess.org](http://www.hawaiischoolsuccess.org)) Developed web-based application forms for assessments and links to helpful resources for parents and teachers.
- **Developed Strategic Priorities**
  - ⇒ Partnerships with AKOM and DOE
  - ⇒ Pilot school selection
  - ⇒ Growing professional capacity through professional development
- **Submitted a grant to the Atherton Family Foundation** which, if funded, will provide Schools Attuned teacher training and follow-up in 2007, in partnership with *All Kinds of Minds* and the Hawaii Department of Education (DOE).
- **Started a small endowment fund.**



### Name Change

While our program name has changed to **Hawaii Resources for School Success (HRSS)** to better reflect our mission and strategic priorities, our commitment to support North Hawaii student success in school has not changed.

**The mission of HRSS is to increase success in school and life for North Hawaii students, especially diverse learners.**



### 2007 Goals

- Funds raised in 2007 will be used to:
- ▶ **Provide scholarships** for 15 local students for learning assessments and follow-up (\$40,000).
  - ▶ **Partner with AKOM** to increase community awareness of the benefits of the AKOM model (\$5,000).
  - ▶ **Partner with DOE to select pilot schools** and support administrator learning about the AKOM model (\$5,000).
  - ▶ **Partner to provide scholarships for 25 local teachers** to receive AKOM, *Schools Attuned* training, and follow-up. (\$ 37,000).
  - ▶ **Provide scholarships for clinician** training in the AKOM model (\$6,000).

### Testimonials

"Thanks for writing a report that described a student's learning strengths and challenges in ways that could be understood by parents and professionals alike. Hawaii is fortunate to have you as service providers."

(Sandi Tadaki, Director of Admissions, ASSETS School, Honolulu)

"She is making use of strategies and works responsibly throughout the day. I notice her using the word wall, labels, diagrams, and the dictionary.... She is continuing to build her confidence and does things on her own more, making use of resources in the classroom."

(3rd grade teacher)

"In class she is bringing in her homework and following through with assignments. I do see improvement and better understanding of concepts in math and writing. There is lots of learning going on."

(3rd grade teacher)

### Inside this issue:

Accomplishments	1
Name Change	1
2007 Goals	1
Testimonials	1
Generous Support	2
AKOM Model/Mel Levine	2
Cool Tools for Learning	2
Professional Team	3
Neurodevelopmental Constructs	3
Frequently asked Questions	4
Success Stories	5
Lessons from Pilot	5
Scholarships Available	5
Online Resources	5

We're on the web: [www.hawaiischoolsuccess.org](http://www.hawaiischoolsuccess.org)

## GENEROUS DONORS SUPPORT THE PROGRAM

The 2006 fundraiser celebrated the spirit of "E Hoe Like" or "We Paddle Together." This gala event and auction in January 2006 raised over \$104,000 for Hawaii Student Success Services. That money is now funding scholarships for student learning assessments, professional development in the *All Kinds of Minds* model, growing partnerships and community awareness.

Thank you to our many supporters of the event, including: Earl and Doris Bakken, Marc and Lynne Benioff, Jeff Reimer and Patti McGuire, Neil and Pegi Young, Ski Kwitakowski, Dr. Shay Bintliff, Rebecca Kelihoomalua, Marla and Dale Blecher, Jericho Canyon Vineyards, John Lozano, Lozano Lighting, Mrs. Winifred Sullivan and the Honolulu Academy of the Arts. Special Thanks to **Lynn and Bill White** for chairing the event and for their **donation of stock** to start an **endowment fund**.

Also thanks to Carol Momsen for her generous donation of the proceeds from the sale of her paintings at her art show. We are appreciative of **all** those who contributed and supported Hawaii Student Success Services during 2006.



### AKOM Model

The HRSS program applies the philosophy and framework of the *All Kinds of Minds* model, developed by renown pediatrician **Dr. Mel Levine** in 1995. *All Kinds of Minds* translates research on brain development and how children learn into programs, products and services to help struggling students become more successful learners. ([www.allkindsofminds.org](http://www.allkindsofminds.org)).

### Excerpts from a conversation with Dr. Mel Levine

The September 2006 issue of **Educational Leadership** (vol.64, no.1; pp 8-15) featured a conversation with Dr. Mel Levine, about the importance of **celebrating the strengths and affinities of children**, and recognizing that all children have **unique "wiring"** in their brains, which leads to diverse abilities and challenges in their learning processes. Excerpts from the article include:

**The world needs all kinds of minds...**Current research about "how our brains work" can guide

educators on how to celebrate the strengths of diverse learners and help them manage their learning challenges.

**The brain is very resilient** – it will bounce back or catch up to make up for deficiencies and weaknesses. But if brain weaknesses are not known and worked on, the weaknesses will worsen and the resiliency will diminish. Brains are most resilient when they are still developing (i.e., in children and youth).

**Today there is much reliance on testing** to identify learning problems. But many issues affecting learning will not be found on any test. The *Schools Attuned* program works to teach teachers how to observe and recognize the phenomena associated with learning breakdowns, rather than "shunting a kid off for testing."

**Teachers can learn so much through good observation** – and knowing what to look for can help a teacher know "what to prescribe" to help a student be more successful at school assignments. For example, "you go to a dermatologist for a skin rash, because they know what all the rashes look like. Teachers should know what a 5th grade math rash looks like." (Among other things, you need to know math facts, remember procedures, recognize patterns or

shapes, read and understand story problems). A student may be doing poorly in math because of any one or more of the above elements, and a well-trained classroom teacher can observe and pin down where the learning breakdowns are, and plan or modify instruction for the student.

### Cool Tools for Learning

New technology can help improve the academic performance of many students, especially diverse learners, by providing ways to compensate for their challenges and emphasize their abilities. One example is the **Quick-tionary Reading Pen**, described below. The Readingpen™ is a fully portable, self-contained assistive reading device that is designed to provide people with reading difficulties, learning disabilities, or dyslexia with immediate word support while they are reading printed text, and help them to read and understand independently. The Readingpen™ contains over 480,000 words from the American Heritage™ College Dictionary, 3<sup>rd</sup> Ed. For more information on this device, visit [www.wizcomtech.com](http://www.wizcomtech.com)

Source: Stanberry, Raskind, Ph.D., Assistive Technology for Kids with Learning Differences-An Overview. Retrieved from [www.schwablearning.org](http://www.schwablearning.org).



## Meet the Professional Team

### Judy Stevenson Learning Specialist.

32 years educational experience, with extensive training in AKOM clinical assessments, Schools Attuned and teacher support. She is passionately committed to honoring diverse learners and recognizing that all students have gifts. Judy currently has her own business as an academic tutor and coach in Waimea (Hidden Treasures Tutoring), and works under contract with HRSS.



"Every child has different abilities and valuable assets which need honoring."

Judy Stevenson,  
Learning Specialist

### Linda Paisley, M.S.

Learning Specialist. 15 years experience in Hawaii Public Schools as a teacher, counselor, and student services coordinator. She is trained in AKOM clinical assessment and Schools Attuned. Linda is currently on leave from her school job to work under contract with HRSS.



"Every learner is unique."

Linda Paisley,  
Learning Specialist

### Dana Lee, M.D. Pediatrician. Started

Paniolo Country Pediatrics in 2000 after 11 years of practice in Flagstaff, AZ; specializes in complementary therapies and behavioral pediatrics, including evaluation and planning for children with learning differences. Dr. Lee is trained in the AKOM model, and works under contract with HRSS.



**Pam McKenna, M.D.** Pediatrician. Over 20 years experience caring for children in Hawaii. She is trained in AKOM neurodevelopmental assessments. She works under contract with HRSS.

### Carol Nowak, Ph.D.

Licensed Psychologist. 22 years experience, including a specialty in family counseling; in private practice on Oahu. She is trained in AKOM clinical assessments. Carol became interested in AKOM after one of her sons showed learning difficulties that could not be easily explained through conventional testing. She works under contract with HRSS.



**Linda Paisley, M.S.** Acting Project Coordinator.



### Neurodevelopmental Constructs

"Constructs are groupings of related neurodevelopmental functions. They help to organize thinking and communicate about learning... The constructs used to organize students' profiles are listed below:

**Attention:** Attention is more than just "paying attention." It includes such aspects as the ability to concentrate, to focus on one thing rather than the other, to finish tasks one begins, and to control what one says and does.

**Temporal-sequential Ordering:** Whether it's being able to recite the alphabet or knowing when to push a button to give a response on "Jeopardy," being able to understand time and sequence of various items or pieces of information is a key component of learning.

**Spatial Ordering:** Closely related to the functions of time and sequence, spatial ordering is the ability, for instance, to distinguish between a circle and a square or to use images to remember related information. On a more complex level, spatial ordering helps musicians, for instance, to be able to "see" a piano keyboard, and enables architects to "imagine" the shape of a particular room.

**Memory:** Even if, in the moment, people are able to understand, organize, and interpret the most complex information, if they cannot store and then later recall that information, their performance often suffers dramatically.

**Language:** Being able to articulate and understand language is central to the ability to do well as students and learners. Developing language functions involves elaborate interactions between various parts of the brain since it involves so many separate kinds of abilities - pronouncing words, awareness of different sounds, comprehending written symbols, understanding syntax, and telling stories.

**Neuromotor Functions:** Whether students are trying to write their first words, catch a football, or punch away at a computer keyboard, their brains' ability to coordinate their motor or muscle functions are key to many areas of learning.

**Social Cognition:** One of the most often overlooked components of learning is the ability to succeed in social relationships with peers, parents, and teachers. Students (and adults) may be strong in other construct areas, and yet have academic difficulties because of an inability to make friends, work in groups, or cope effectively with peer pressure.

**Higher Order Cognition:** Higher order cognition involves the ability to understand and implement the steps necessary to solve problems, attack new areas of learning, and think creatively."

Source : [www.allkindsofminds.org/about/neuroprofile.aspx](http://www.allkindsofminds.org/about/neuroprofile.aspx)

## Referrals Wanted!

### **Scholarships for Student Assessments Available!**

Full and partial scholarships are available for North Hawaii students, in grades 2-8 who are capable students but struggling in school, perhaps from learning differences.

There are many capable -- and even gifted -- students who may be "falling through the cracks," because the specific reasons for their breakdown in learning are unclear and specific strategies for success are also unclear.

### **How do the HRSS assessments help support success in school?**

A team (a learning specialist, psychologist and pediatrician) trained in the *All Kinds of Minds* model assesses each student and develops a detailed learning profile of each student's strengths, affinities (interests) and challenges, based on eight neurodevelopmental constructs (See side bar on page 3). The team then develops a very specific learning management plan to guide classroom instruction. They work with the student, their parents and teacher to understand the student's unique profile and suggested learning plan through a "de-mystification" meeting.

### **Who can benefit from a HRSS learning assessment?**

Any student in grade 2-8, in public, private, or charter school, who is struggling with some aspect of their learning, or a student who is suspected to be gifted but only doing mediocre level work could potentially benefit. Students already receiving significant special education services are not the target audience for this program. Children with severe emotional or behavioral issues may not be a "good fit" for this assessment, unless their school struggles clearly stem from learning differences. The program assessments do not diagnose, label conditions, or document qualification for special education resources.

*When schools meet children at their own levels and are willing to accommodate a wide range of learning styles within their student populations, they consciously choose to nurture an authentic diversity that gives vitality to our experience. Everyone, students, teachers, and families, is energized by this variety. Best of all, we give ourselves more opportunities to learn from each other in healthful, important ways."*

*Frank Hustace, Headmaster,  
Waimea Country School*

### **Who can refer a student?**

Anyone close to the student, who notices that the student is struggling in school, can let the parents know about this resource or call us for more information. Most referrals come from parents, teachers or the child's doctor.

### **How does one refer a student?**

Call the program office at (808)-885-9318 or log on to the website to get a **Student Information Form**. Fill it out, then fax to (808)-885-9318 or mail in the form to: P.O. Box 1240 Kamuela, Hawaii 96743.

### **How long does it take?**

At this time, it takes about four to six weeks from referral to assessment, and another three to four weeks after assessment to get the full report and results.

### **How does the assessment process work?**

First the student information is reviewed to determine if the student is likely to benefit from the assessment. Then, a meeting or phone call with parents is scheduled. Next, questionnaires are completed by the parents and the teacher(s), and an assessment session is scheduled with each of the three professional team members.

After an assessment, it takes about three to four weeks to analyze the information and develop the learning profile and learning plan. The Learning Specialist then meets with parents and student (and teacher if desired) to share results through the "de-mystification" discussion.

The next three months involve classroom implementation of the learning plan. The teacher and parents help the student use the learning strategies with monthly follow-up from HRSS. At the end of this phase, the Learning Specialist prepares and shares a progress report with parents, teacher and student.

### **All Kinds of Minds Terminology**

**De-mystification** - taking the mystery and stigma out of technical terms associated with learning difficulties. De-mystification involves explaining things in "plain language" to all those involved in the process. Parents, teachers, and even students should know (at their own developmental level) what their strengths and challenges are, and what they need to work on to be more successful in school.

### **Contact Us**

For more information, or to refer a student, please contact us at our phone/fax (808)-885-9318, or visit our website at [www.hawaiischoolsuccess.org](http://www.hawaiischoolsuccess.org). The office is located at the Hale Ola Pono Health Center, 65-1267 Kawaihae Road, Kamuela, Hawaii 96743.

## SUCCESS STORIES

We feel fortunate to be participating in your program and to have such an incredible team for support for our son's learning" (Parent).



"I am seeing more of the behaviors indicated in the Student Success report. I see him trying to follow the strategies and take more time to think. I will continue to use strategies suggested. He is fortunate that you provide him with the consistency and structure that he needs." (Parent)

"When I write I put capitals at the beginning of sentences and capitals for names. I put spaces in between my words. I put a period at the end of sentences. I make sure it makes sense. I say it first before I write to sound out words." (Student)

## HOW YOU CAN HELP

**Donations** to the student scholarship fund support full or partial scholarships for comprehensive student assessments.

A donation of \$3,000 will sponsor one student for a comprehensive multidisciplinary assessment from intake through classroom implementation and follow-up. All donations of any size are deeply appreciated.

**Volunteers** wanted to help in the office, at events and on committees.

## SCHOLARSHIPS AVAILABLE

Learning assessments are costly due to the comprehensive process, professional expertise and time involved. Full and partial scholarships are available for the **student assessments** with a sliding fee scale to help families defray all or some of the costs of their child's assessment.

Scholarships for **professional training** for teachers, principals and clinicians are also available. Please visit our website at [www.hawaiischoolsuccess.org](http://www.hawaiischoolsuccess.org)

## HELPFUL RESOURCES

Here are links to helpful resources for parent, teachers, and students.

- ▶ All Kinds of Minds—[www.allkindsofminds.org](http://www.allkindsofminds.org) Has a link to Schools
- ▶ Attuned and a free parent toolkit.
- ▶ International Dyslexia Association (IDA)—[www.interdys.org](http://www.interdys.org).
- ▶ Hawaii branch of IDA (HIDA)- [www.dyslexia-hawaii.org](http://www.dyslexia-hawaii.org). Links to local resources.
- ▶ Schwab Learning—[www.schwablearning.org](http://www.schwablearning.org) Includes a parent's guide to learning differences.
- ▶ Life Success for Children with Learning Disabilities [www.lidsuccess.org](http://www.lidsuccess.org). has guides for parents and teachers on fostering "success attributes."

## Lessons from Pilot Project

The first ten students to receive comprehensive learning assessments between December 2004 and January 2006 were part of a pilot project. The goal of the pilot project was to give students access to state of the art learning assessments and to improve the systems to do so. Feedback from parents and teachers showed that students felt comfortable with the process. Both teachers and parents generally felt that their children had benefited from an accurate and comprehensive learning profile and a useful learning plan. Several parents reported being very pleased with the identification of student strengths and several noticed positive changes in the areas identified as challenges.

As a result of what was learned from the pilot, the following improvements have been made in the HRSS program:

- ▶ Shortened the time between first assessment and when results are delivered to parents.
- ▶ Revised materials for parents and teachers to be more user-friendly.
- ▶ Improved information sharing between professionals though a secure website.
- ▶ Developed a quantitative database to track students' progress.
- ▶ Developing a classroom implementation process for follow-up from the initial assessment.

North Hawaii Women and Children's Services  
*Hawaii Resources for School Success*  
P.O. Box 1240  
Kamuela, Hawaii 96743

- Yes, I am interested in more information.
- Yes, I would like to make a tax deductible donation.
- Yes, I would like to volunteer.

*Please make check payable to:*

**North Hawaii Women and Children's Services**  
**P.O. Box 1240**  
**Kamuela, Hawaii 96743**

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

May we publicly recognize you?  Yes  
 No, I prefer to be anonymous

Hawaii Resources for School Success (HRSS) is a project of North Hawaii Women and Children's Services (NHWCS) a 501(c)(3) organization, EIN #94-3275827

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Our **vision** is:  
*North Hawaii families and children have the life and learning skills which empower them to make positive decisions.*