Update on Televideo Conferences
Between September, 2001 and July, 2002 we have held a total of ten televideo conferences. We have connected with the following sites:

<table>
<thead>
<tr>
<th>Site</th>
<th>Video and audio</th>
<th>Audio only</th>
<th>Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yap</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Pohnpei</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Chuuk</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Kosrae</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Majuro</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Problems with connections have included satellite transmission problems, local equipment and connection problems, and RSAs having conflicts and not being able to attend the televideo conference. We have connected with Yap the most times, and Kosrae the fewest times.

The Hawaii team has provided inservices on range of motion, autism, cleft lip and palate, and sensory integration, and has consulted on 14 children.

RSA Mentorship Project: Site Visit Update
As of July, 2002, each state has had at least one site visit from the RSA mentorship team. The Hawaii-based team consists of the following individuals:
Kathy Ratliffe, PT, PhD, Physical Therapist
Deborah Van Buren, OTR, Occupational Therapist
Kitty O’Reilly, PT, MPH, Physical Therapist
Irene Stetkevich, MS, CCC-SLP, Speech Therapist
Melinda Kohr, PhD, Clinical Psychologist
Mike Nelson, COTA, Occupational Therapy Assistant

Site visits have occurred as follows:
Chuuk (Kathy and Deborah- October, 2001)
Yap (Kathy and Deborah- October 2001 & Kathy and Irene, May, 2002)
Pohnpei (Kathy and Deborah- January, 2002)
Kosrae (Kathy and Deborah- January, 2002)
Planned visits include:
Chuuk (Kathy and Mike, August, 2002)
Pohnpei (Deborah and Kitty, August, 2002)
Kosrae (Deborah and Kitty, August, 2002).

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Sunset over the Faichuuk Islands.
Televideo Dates

The last few televideo conferences are scheduled as follows:

Honolulu
The seminar will be held at Wist Hall on the University of Hawaii campus in Manoa.
Thursday, August 15, 1:30 to 4:30 PM
Monday, September 16, 1:30 to 4:30 PM

Majuro
Friday, August 16, 11:30 AM – 2:30 PM
Tuesday, September 17, 11:30 AM – 2:30 PM

Kosrae/Pohnpei
The seminar will be held in:
Kosrae: Toful, Dept. of Education (Lugo Skilling 625-5340)
Pohnpei: COM FSM (Joe Habuchmai 320-2482, Luciano Mathy)
Friday, August 16, 10:30 AM – 1:30 PM
Tuesday, September 17, 10:30 AM – 1:30 PM

Chuuk/Yap:
The seminar will be held in:
Chuuk: Chuuk State School System Office (Karatin 330-2202)
Yap: Yap SEED multimedia lab.
Friday, August 16, 9:30 AM – 12:30 PM
Tuesday, September 17, 9:30 AM – 12:30 PM

Site Visit Updates

Site visits consist of training and direct consultation with the RSAs around children who they serve. Trainings have been held as follows:

Feeding for Children with Special Needs (CSN) (all states), Communication for CSN (Yap), and Positioning, Handling, and Activities of Daily Living for CSN (Pohnpei, Kosrae, and Chuuk).

The site visit team has consulted around children in all states with written reports and recommendations as follows: Yap (36 children), Chuuk (24), Pohnpei (15), Kosrae (12).
Saipan Summer Session for RST Students is Busy

The RST students in Saipan have completed their second semester of work in the RST program. This summer they had four weeks of intensive work with Kathy Ratilffe, and guest instructors Jim Skouge, Nancy Robinson, and Robyn Wong. Their curriculum focused on adaptations, nutrition, feeding, and assistive technology. Some pictures of the adaptations they created are to your right.

Success Story - Paulina

Bema Mamreng, RSA and Francesca Tinmad, RSA

Paulina is a six-year old girl in Yap who is doing very well, thanks to the RSAs and special education. She has some congenital differences including a severe kyphoscoliosis (curve in her spine) and some joint contractures in her arms. Paulina was not attending school when she was first seen by the RSAs. Now she is included in Head Start several days per week. She was not toilet trained, but now she uses the toilet- and the Head Start center has renovated their bathroom so that it is accessible- a benefit to all of the children attending. She was not communicating much, and now she points and gestures to show what she wants, as well as hums for pleasure. She used to express her frustration by biting and pinching. Now she is able to indicate what she wants, and does not bite or pinch. She was not walking, and now she walks independently. Paulina’s next challenge is to transition to her neighborhood school. The RSAs and Paulina’s family are working together on this. 🌟

Paulina blows bubbles with Irene in May, 2002.

Delores Kaipat, an RST student in Saipan, made a sandbox for Antonette. Using the sandbox, Antonette can work on her standing balance and fine motor skills as well as have fun with her cousins and friends.

Zachary (above) balances on his new balance board. This hand splint (right) was made for Remylynn to prevent finger contractures.
Sensory Integration: What is it? How can RSAs use it?

Our senses (touch, hearing, taste, sight, and smell) all work together to form a picture of who we are physically, where we are, and what is going on around us. Sensory integration is the function of the brain that coordinates our response to the sensory input and produces this picture of ourselves and our environment. It organizes sensory information so that we can make sense of our world.

For most of us, this function occurs automatically, we don’t even need to think about it. For some of us, especially some people with learning disabilities, brain injuries, prematurity, autism, and other developmental disorders, the brain has a hard time making sense of sights, smells, feelings, tastes, and sounds.

Assessing the child’s response to sensory input (does he cringe at loud noises, get wild at recess, hit other children when he is overstimulated, or zone out when the teacher is talking?) is essential to planning intervention. Looking at the posture, balance, coordination and eye movements of the child can also give you clues about his or her response to sensory stimulation. This assessment will give you ideas about the types of experiences you can provide to help the child grow and mature.

To help children organize their sensory input, RSAs can guide them through activities to help them make sense of what they are experiencing. Providing experiences such as swinging, rolling, water play, spinning, and being brushed, rubbed or massaged can help children organize their response to this sensory input. Providing this type of therapy can help children stay in control during stressful situations, chaotic situations, or to pay attention longer during school. Some principles to keep in mind include:

1. Allow children to direct what kind of sensory experiences they need. Many children crave spinning or swinging- an indication that these experiences will help them.

2. Get to know the child well. Each child has different needs, different responses, and different tolerance to sensory input. Guide the experiences you give the child based on his or her responses. Does he or she like it, go to sleep, get too much energy, try to get away? The experience should help the child calm down and pay attention longer.

3. Be careful not to overdo it. Try a fine motor task such as writing. Then provide only one sensory experience at a time (example: brush the child’s skin first, then let the child spin on a swing for a few minutes), then try the fine motor task again and see if there is improvement.