

SCR153 / SR115

Measure Title: REQUESTING THE DEPARTMENT OF EDUCATION TO CONDUCT A TWO-YEAR PILOT PROJECT TO IMPLEMENT CONTRACTS FOR SERVICES FOR STUDENTS WITH DISABILITIES ON A BLOCK BASIS RATHER THAN ON A ONE-TO-ONE BASIS.

Report Title: Department of Education; Pilot Project; Contracts for Services; Students with Disabilities; Block Basis

Description:

Companion:

Package: None

Current Referral: EDU/HMS, WAM

Introducer(s): KIDANI, BAKER, CHUN OAKLAND, DELA CRUZ, KEITH-AGARAN, TOKUDA, English, K.Kahele, Nishihara, Shimabukuro, Wakai



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 03/28/2016

Time: 01:15 PM

Location: 229

Committee: Senate Education Senate
Human Services

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: SCR 153 REQUESTING THE DEPARTMENT OF EDUCATION TO CONDUCT A TWO-YEAR PILOT PROJECT TO IMPLEMENT CONTRACTS FOR SERVICES FOR STUDENTS WITH DISABILITIES ON A BLOCK BASIS RATHER THAN ON A ONE-TO-ONE BASIS.

**Purpose of
Resolution:**

Department's Position:

The Department of Education (Department) supports SCR 153 and respectfully suggests at least two school principals (elementary and secondary) should be part of the working group.

Further, the Department welcomes the opportunity to collaboratively work with stakeholders to explore contracted services on a block basis to better address a least restrictive environment for special education students.

Thank you for this opportunity to testify on SCR 153.



STATE OF HAWAII
STATE COUNCIL
ON DEVELOPMENTAL DISABILITIES
919 ALA MOANA BOULEVARD, ROOM 113
HONOLULU, HAWAII 96814
TELEPHONE: (808) 586-8100 FAX: (808) 586-7543
March 28, 2016

Senator Michelle N. Kidani, Chair
Senate Committee on Education
and
Senator Suzanne Chun Oakland, Chair
Senate Committee on Human Services
Twenty-Eighth Legislature
State Capitol
State of Hawaii
Honolulu, Hawaii 96813

Dear Senator Kidani, Senator Chun Oakland, and Members of the Committees:

SUBJECT: SCR 153 and SR 115 – REQUESTING THE DEPARTMENT OF EDUCATION TO CONDUCT A TWO-YEAR PILOT PROJECT TO IMPLEMENT CONTRACTS FOR SERVICES FOR STUDENTS WITH DISABILITIES ON A BLOCK BASIS RATHER THAN ON A ONE-TO-ONE BASIS

The State Council on Developmental Disabilities **SUPPORTS SCR 153 and SR 115**. The resolutions call for the Department of Education (DOE) to conduct a pilot project to implement contract for services for students with disabilities on a block basis.

The pilot project provides opportunity for DOE to demonstrate a cost benefit analysis of contracting services through a block contract model and an employee-based model. Block contracting offers flexibility in the delivery of services to directly address multiple and diverse needs of students through one-on-one and group settings specific to the individual's education plan.

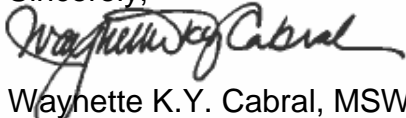
The results of the pilot project would provide useful data and shed light on the most cost efficient use of funds and use of DOE personnel with the maximum benefit to students with disabilities in the delivery of services. With limited funds for special education services and low academic performance of students with disabilities, it is in the best interest of DOE to implement the pilot project.

The Council supports the request in the resolutions that ask DOE to convene a working group to assist in the pilot project. We welcome the opportunity to work with DOE, parents, and community stakeholders indicated on Page 2 to carry out the activities to implement the pilot project.

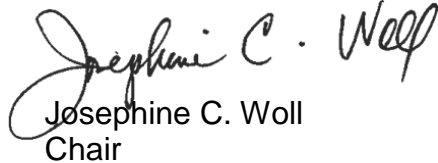
The Honorable Michele N. Kidani
The Honorable Suzanne Chun Oakland
Page 2
March 28, 2016

Thank you for the opportunity to submit testimony in support of SCR 153 and SR 115.

Sincerely,



Waynette K.Y. Cabral, MSW
Executive Administrator



Josephine C. Woll
Chair



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

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Phone: 586-8126 Fax: 586-8129

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March 28, 2016

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*

Ms. Brendelyn Ancheta

Dr. Tammy Bopp

Dr. Robert Campbell, *liaison
to the military*

Ms. Deborah Cheeseman

Ms. Annette Cooper

Ms. Shari Dela Cuadra-Larsen,
liaison to the Superintendent

Ms. Gabriele Finn

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Ms. Zaidarene Place

Ms. Barbara Pretty

Ms. Kau'i Rezentos

Ms. Rosie Rowe

Dr. Patricia Sheehey

Ms. Ivalee Sinclair

Mr. Tom Smith

Ms. Lani Solomona

Dr. Todd Takahashi

Dr. Daniel Ulrich

Dr. Amy Wiech

Ms. Jasmine Williams

Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Senator Michelle N. Kidani, Chair
Committee on Education

Senator Suzanne Chun Oakland, Chair
Committee on Human Services
State Capitol
Honolulu, HI 96813

RE: SCR 153 / SR 115 - REQUESTING THE DEPARTMENT
OF EDUCATION TO CONDUCT A TWO-YEAR PILOT
PROJECT TO IMPLEMENT CONTRACTS FOR SERVICES
FOR STUDENTS WITH DISABILITIES ON A BLOCK BASIS
RATHER THAN ON A ONE-TO-ONE BASIS

Dear Chair Kidani and Members of the Committee,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **strongly supports** SCR 153 and SR 115 that create a pilot program within the Department of Education to implement contracts for supports for students with disabilities on a block basis. Block basis refers to a flexible unit of service to address the diverse needs of one or more students based on each student's Individualized Education Plan. It includes both one-to-one services and group services as appropriate for the identified needs of the students served.

This resolution originated from the community. The Coalition on Children with Special Needs, of which SEAC is a participating member, has been on record for several years in advising the Department on maintaining continuity of quality support to students with disabilities through more cost effective utilization of contracted personnel. Given our interest, we are pleased to be included in the working group outlined in the legislation.

At a time when legislators and other policy makers are focusing on appropriate supports to improve the dismal academic performance of students with disabilities, as well as the efficient use of special education funds, SCR 153 and SR 115 offer an opportunity to address three drawbacks of the current contracting system:



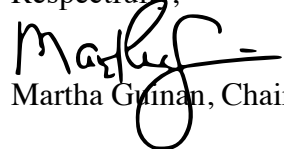
- 1) the potentially negative (although unintentional) effects on some students with disabilities receiving one-to-one contracted paraprofessional services. A number of educational studies have documented the unintended detrimental effects of “excessive paraprofessional proximity” including, but not limited to:
 - separation from classmates,
 - unnecessary dependence,
 - limited access to appropriate instruction,
 - interference with the engagement of teachers,
 - provocation of problem behaviors,
 - interference with peer interactions, and
 - loss of personal control (Giangreco et al., 2005);
- 2) the lack of flexibility for efficient use of classroom personnel in group instruction; and
- 3) the high cost of one-to-one programming.

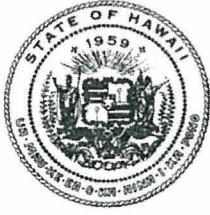
In the pilot project students requiring one-to-one services per their IEP will continue to receive those services, while other students needing intermittent support and opportunities to learn alongside their typically developing peers will also benefit from receiving appropriate services through flexible service delivery models. SEAC anticipates the two-year pilot will demonstrate substantial cost savings to the Department through more efficient use of contract funds. The flexible use of contracted personnel may also help to mitigate the missing supports resulting from a chronic shortage of Educational Assistants. In addition, the working group and pilots will help to research and determine evidence-based models for providing flexible and effective supports to students per their IEPs.

SEAC is aware of the issue of families and providers mistrusting the intentions of the Department and is committed to working collaboratively with the Department, providers and families to ensure robust communication, transparency and positive outcomes for students with disabilities. In addition, there is a general perception that contract costs are inherently more expensive than employee-based service delivery models. SEAC anticipates that the required cost-benefit analysis and comparison of a block contract model vs. an employee-based model may reveal a number of hidden costs in the employee-based model, making the expenditures comparable. The data provided by the analysis will help to provide greater clarity for decision-making about service delivery models that are beneficial to the student in terms of continuity and quality of support, while at the same time being cost effective.

Thank you for the opportunity to provide testimony on this important legislation. If you have questions or concerns, please contact me.

Respectfully,


Martha Guinan, Chair



DISABILITY AND COMMUNICATION ACCESS BOARD

919 Ala Moana Boulevard, Room 101 • Honolulu, Hawaii 96814
Ph. (808) 586-8121 (V/TDD) • Fax (808) 586-8129

March 28, 2016

TESTIMONY TO THE SENATE COMMITTEES ON EDUCATION AND HUMAN SERVICES

Senate Concurrent Resolution 153/Senate Resolution 115 – Requesting the Department of Education to Conduct a Two-Year Pilot Project to Implement Contracts for Services for Students with Disabilities on a Block Basis Rather than on a One-to-One Basis

The Disability and Communication Access Board (DCAB) takes no position but offers comments on this measure Senate Concurrent Resolution 153 and Senate Resolution 115 to request the Department of Education to conduct a two-year pilot project to implement contracts for services for students with disabilities on a block basis rather than on a one-to-one basis.

Although we understand the rationale for implementing the two-year project because the number of adults in the classroom offering a child support may be cost prohibitive and may exclude the child from peer-to-peer interactions, there are children who may need more one-to-one assistance and may not benefit from group interactions. Children who are deaf or developmentally delayed may require the additional one-to-one service contacts. Often, there is no “one-size fits all” answers to satisfy the needs of all students, and we do not want a child who needs more one-to-one attention be lost in such a process.

Members of the working group do not include adults with disabilities who have gone through the public school process to provide input. DCAB suggests including members on the working group who are adults with a disability who experienced what it was like to go through the educational system. Members with disabilities may be able to add depth to the project’s development and implementation by participating in the working group to assist the Department of Education to develop the pilot project.

Thank you for the opportunity to testify.

Respectfully submitted,

BARBARA FISCHLOWITZ-LEONG
Chairperson
Legislative Committee

FRANCINE WAI
Executive Director



COMMUNITY CHILDREN'S COUNCIL OF HAWAII
1177 Alakea Street · B-100 · Honolulu · HI · 96813
TEL: (808) 586-5363 · TOLL FREE: 1-800-437-8641 · FAX: (808) 586-5366

March 25th, 2016

TO: Committee on Education and Committee on Human Services – State Capitol

RE: **SCR153** – REQUESTING THE DEPARTMENT OF EDUCATION TO CONDUCT A TWO-YEAR PILOT PROJECT TO IMPLEMENT CONTRACTS FOR SERVICES FOR STUDENTS WITH DISABILITIES ON A BLOCK BASIS RATHER THAN ON A ONE-TO-ONE BASIS.

Dear Chairs Kidani and Oakland, Vice-Chair Harimoto and Riviere, and Members of the Committee,

The Community Children's Councils (CCC's) **supports SCR153** which requests the DOE to conduct a 2 year pilot project to implement contracts for students with disabilities on a block bases rather than on a one-to-one basis.

The CCC's support the testimony of SEAC. We are aware of the significant negative consequences of 1:1 services. Block services will allow children to be grouped together which provides greater flexibility for delivery of services to expand social, communication, life skills and academic goals. We recognize there are some reservations by community members, however we are committed to see the success of this pilot. The provision of services is based upon the child's IEP which will determine if group services are appropriate.

The 17 CCCs are community-based bodies comprised of parents, professionals in both public and private agencies and other interested persons who are concerned with specialized services provided to Hawaii's students. Membership is diverse, voluntary and advisory in nature. The CCCs are in rural and urban communities organized around the Complexes in the Department of Education.

Should you have any questions or need additional information, please contact the Community Children's Council Office (CCCO) at 586-5363.

Thank you for considering our testimony,
Tom Smith, Co-Chair

Jessica Wong-Sumida, Co-Chair

(Original signatures are on file with the CCCO)



Monday, March 28, 2016

COMMITTEE ON EDUCATION

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair

COMMITTEE ON HUMAN SERVICES

Senator Suzanne Chun Oakland, Chair
Senator Gil Riviere, Vice Chair

one-to-one5 pm

Conference Room 229

State Capitol

415 South Beretania Street

Honorable Chair Kidani, Chair Chun Oakland, Vice Chair Harimoto, Vice Chair Riviere, and members of the committees,

Thank you for the opportunity to submit comments on **SCR153/SR115** in its current form. My name is Kristen Koba-Burdtt and I am the current President of the Hawai'i Association for Behavior Analysis (HABA).

SCR153/SR115 state that it is "REQUESTING THE DEPARTMENT OF EDUCATION TO CONDUCT A TWO-YEAR PILOT PROJECT TO IMPLEMENT CONTRACTS FOR SERVICES FOR STUDENTS WITH DISABILITIES ON A BLOCK BASIS RATHER THAN ON A ONE-TO-ONE BASIS." The current language of the resolution appears to represent a desire to **eliminate** one-to-one services. There has been, and will continue to be, a need for one-to-one supports. HABA is **STRONGLY OPPOSED** to any proposal that would eliminate needed one-to-one supports; however, following discussions since the HCR78/HR40 hearing on 3/22/16, it appears there may have been some confusion created by the language of the House and Senate resolutions, and the intent to allow more service provision options, such as a time block when support is needed versus having to assign a paraprofessional to a student for the full day. **HABA supports a child-centered focus on various models of supports to meet students' individualized needs, but continues to have great concern over the current state of special education in the DOE.**

The current proposed resolutions do not provide a definition of “services for students with disabilities on a block-basis.” In the DOE’s most recent Request for Provider (RFP) contract for Paraprofessional services there are existing options for one-to-one services, group services, and various provision of time (i.e., time-block or full-day), leaving one to assume that a provision of services on block-basis already exists. We offer the following direct citations from “*State of Hawaii, Hawaii Department of Education, Office of Curriculum, Instruction and Student Support Special Education Section, Request for Proposals, RFP No. F15-099, Paraprofessional Support Services (Statewide), January 7, 2016*”:

5.2. Paraprofessional Support Services

5.2.1. Service Description

5.2.1.1. Paraprofessional support services will support the implementation of specially designed instruction for targeted students as assigned by the HIDOE.

5.2.1.2. Paraprofessional support services includes working with individual targeted students or a group of students under the direction of the HIDOE to (1) implement the student’s (s’) instructional plans/programs, (2) provide assistance to the classroom teacher on implementation of classroom/school routines; and (3) perform any other instructional duties as assigned by the HIDOE, including data collection on specific students.

5.2.2. Service Operations

5.2.2.1. Paraprofessional support services shall be delivered in an instructional format as deemed appropriate by HIDOE personnel.

5.2.2.2. The ultimate goal of paraprofessional support services is to develop the targeted student’s (s’) ability to function in a less restrictive environment with more natural supports.

5.2.2.3. Teaming and collaboration among instructional team members is critical in the development and implementation of appropriate educational services for students such as those exhibiting a combination of severe social, communication, functional and behavioral deficits. The paraprofessional shall work collaboratively with the classroom teacher and all other members of a targeted student’s (s’) educational team including classroom staff. The paraprofessional shall take direction from the classroom teacher. **The classroom teacher is the final authority on how the paraprofessional shall implement services to the student(s).** (Exhibit A Page 15)

5.2.3.10. Work Schedule

Provision of Paraprofessional services shall be according to the following:

5.2.3.10.1 Classroom Assignment:

- Paraprofessionals will be assigned to a classroom as determined by the HIDOE. Paraprofessionals will work with targeted students (as described under “Targeted Students”) in the classroom as directed by the classroom teacher

5.2.3.10.4. Work Hours:

- Work hours shall be determined by the HIDOE. (Exhibit A Page 15-16)

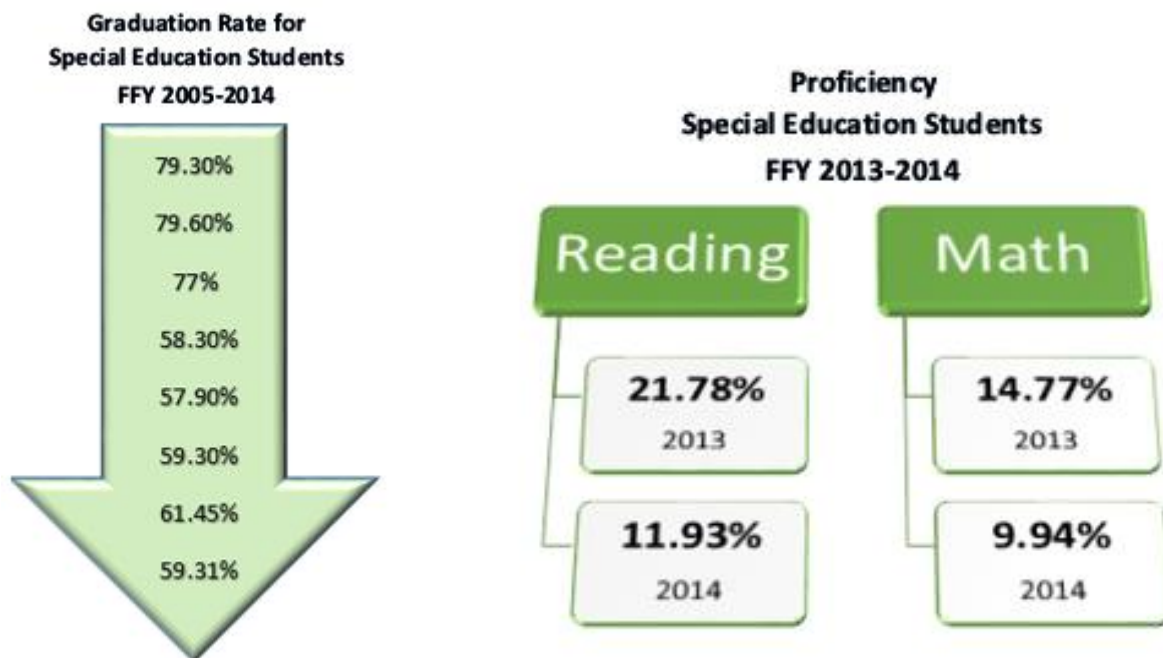
5.2.3. Authorization (Billable Hours)

Prior procurement authorization by the HIDOE is required for service. A billable event shall be **the number of hours contracted by the HIDOE for specific paraprofessional support services. The need for contracted paraprofessional support services will be determined by the HIDOE.** (Exhibit A Page 15-16)

Based on these options in the current contract for Paraprofessional services, we fail to understand the current request for a block pilot being that the ability to provide both time block and group options for paraprofessional services already exist. **We do however agree that there are serious problems in the current provision of services** including failure to adequately identify needs in the IEP process, and an overreliance on paraprofessional supports due to inadequate educational programming that does not address students' academic, behavioral, social, and communicative needs.

Hawaii DOE has become reliant on paraprofessional services and this has created a system of dependence and low student achievement in the process. Qualified professional oversight numbers are dwindling at the same time that proficiency rates are dropping and graduation rates for special education students continues down a nearly 10-year decline.

Data from the Special Education Annual Progress Report Documents (2014-15):



The DOE has failed to increase its capacity of qualified professionals at the needed rate and failed to provide the needed supports to their existing teachers, counselors, and allied professionals. This misguided balance has created a system that is costly yet often ineffective and our keiki suffer.

The current use of paraprofessional services is determined by the IEP team, be it one-to-one or group; all day or time block. These options exist in the current contracts, but the contract system needs quality professional planning and oversight to ensure student achievement with the use of paraprofessional supports. **In the current language of SR153, there is no mention of improving professional planning and oversight.** The current deficiency exists not in the contract for paraprofessionals, but instead, in the DOE's ability to identify current deficits and needs within their system, the way in which IEP teams determine needed services, and the willingness of District Educational Specialists (DES) and the greater Department to approve and procure professional support as needed. **The DOE has testified in this legislative session that the Department does not have the needed capacity for professional services in special education** (during hearings for HB868 and SB1311 related to a proposed DOE exemption from the behavior analyst licensure law), yet the numbers for contracted Behavioral Intervention Support Services (BISS) continues to decrease while the need is increasing. We offer the following tables as evidence of decreased professional oversight, taken from the Department's RFPs for BISS services from 2011 (current contract) and 2016 (coming school year of 2016-2017):

2011 BISS RFP

Table 1: Anticipated Hours Needed, by District for Behavioral Instructional Support Services

RFP No. E11-124

Type of Service	Honolulu District	Central District	Leeward District	Windward District	Hawaii District	Maui District	Kauai District
Behavioral Intervention Support Services	18,000	17,863	10,000	6,027	25,000	4,000	6,092
Parent Education/Parent Training	2,300	948	746	90	600	0	900
Education Team Planning	600	10	293	472	35	25	360
Court/Hearing Testimony	15	0	25	6	0	0	0

2016 BISS RFP

Table 1: Anticipated Hours Needed, by District for Behavioral Instructional Support Services

Type of Service	Honolulu District	Central District	Leeward District	Windward District	Hawaii District	Maui District	Kauai District
Behavioral Intervention Support Services	12,600	2,160	7,000	4,200	17,000	2800	4,200
Parent Education/Parent Training	1,150	0	500	360	300	0	450
Education Team Planning	300	0	150	150	230	10	180
Court/Hearing Testimony	7	0	0	3	0	0	0

HABA welcomes an opportunity to work with community stakeholders including SEAC, CCC, DD Council, HSTA, HDRC, contracted service providers, families, and the DOE in an effort to better utilize contract options and meet student needs. **For paraprofessional services, the service models exist, the contracts exist, but the system and how it functions needs dramatic improvement. It is recommended that other areas in the contracts, which create or enable ineffective service, be examined and that focus be placed on Professional-level supports.** Additionally, there is a need for more specialized contracts that take into account options for BISS classroom support, options for children that need applied behavior analysis services from a licensed behavior analyst and Registered Behavior Technician (RBT), and a thorough analysis of current minimum contract staff requirements as they are too varied and often far below the needed competency required for effective programming.

Respectfully submitted,



Kristen Koba-Burd, M.S., BCBA, LBA
President, Hawaii Association for Behavior Analysis (HABA)
president@hawaiiaba.org
Hawaiiaba.org

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc: louis@hawaiidisabilityrights.org
Subject: Submitted testimony for SCR153 on Mar 28, 2016 13:15PM
Date: Thursday, March 24, 2016 10:57:50 PM

SCR153

Submitted on: 3/24/2016

Testimony for EDU/HMS on Mar 28, 2016 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Louis Erteschik	Hawaii Disability Rights Center	Oppose	Yes

Comments: We are strongly opposed. The students referenced in this measure typically have high needs and require 1-1 services. Block services would be inappropriate for this population. From our conversations with stakeholders we understand that there may be some issues with DOE procurement practices. We submit that that "problem", if it truly exists, is one that can be solved internally by the DOE. A Task Force or pilot project is not necessary and we are very concerned that a pilot project will lead to efforts by the DOE to circumvent the IDEA, which would be a violation of federal law.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov



Keiki Educational Consultants, Inc.

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COMMITTEE ON EDUCATION
Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair

COMMITTEE ON HUMAN SERVICES
Senator Suzanne Chun Oakland, Chair
Senator Gil Riviere, Vice Chair

Monday, March 28, 2016, 1:15 PM
Hawaii State Capitol, Conference Room 229

Chair, Vice Chair and Members of the Committee:

My name is Amanda N. Kelly, PhD, BCBA-D, LBA. I have been working with children with autism and related abilities for over 16 years, as a licensed elementary education teacher. Currently, I am practicing as a Hawaii licensed behavior analyst. I am writing to offer comments on Senate Concurrent Resolution 153 (http://www.capitol.hawaii.gov/session2016/Bills/SCR153_.pdf).

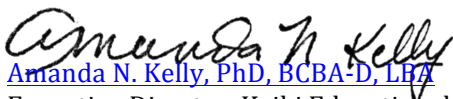
This resolution directly pertains to educational assistants in the public school systems, and the delivery of support services for children with academic and behavioral needs. The claims in this resolution appear to be that internal services are superior to contracted services, and that one-to-one supports are not needed for children in the DOE schools. I can tell you from first-hand experience, this is not the case.

After the hearing of HR40/HCR78, I had the opportunity to speak with Ivalee Sinclair, from the Special Education Advisory Council (SEAC). She clarified the intent of SEAC and noted that the resolution would:

- Not pertain to prescribed IEP services (not applicable to applied behavior analysis: Licensed Behavior Analysts or Registered Behavior Technicians)
- Offer a clear and agreed upon definition of block services
- Open stakeholder discussion to include providers (e.g., HABA, teachers)

The proposed clarifications were not offered in SEAC's testimony, which I had the opportunity to preview. In light of this, I offer for you a similar review of each of the points raised in the testimony I provided for HR40/HCR78. My comments are in green. I remain in support of community collaboration, with a mission of working together to improve our educational systems. I am not of the belief, however that collaboration in this regard, requires legislative action or oversight.

Respectfully Submitted,


[Amanda N. Kelly, PhD, BCBA-D, LBA](#)

Executive Director, Keiki Educational Consultants
PH (808) 298-2658 / F (808) 441-0944

Context (from SCR153)

- One to one services
This would be one-to-one paraprofessional services, including educational assistants (EA) working with children on ABA programs
- Services are under the supervision of the classroom teacher

Currently Behavior Intervention Support Specialists (BISS) contracts state that all services are provided directly to the teacher and the teacher is responsible for training the education assistants (EA)

- Department as a rationale for providing contracts
Developing systems that allow positions to become internal (versus contracted) may be more cost effective in the long run for the DOE, however they are not currently feasible

Justification for request (from SCR153)

- CLAIM: One-to-one services prevent children with disabilities from group instruction on academic, social, communication, and behavioral skills

Having UNQUALIFIED individuals providing one-to-one services prohibit children from making progress in regards to academic, social, communication and behavioral skills

Having effective one-to-one instructors, who are trained (e.g., RBT), can enhance the academic, social, communication, and behavioral skills of children requiring these services

- CLAIM: Evidence demonstrates that students with one-to-one services throughout the school day may become overly dependent on the adult support person (from SCR153)

Evidence demonstrates that students with one-to-one services from UNQUALIFIED individuals may become overly dependent on the adult support person

Evidence demonstrates that students with one-to-one services throughout the day, delivered by an individual who has been trained in reinforcement and prompt fading (e.g., RBT), can decrease the likelihood that students will become dependent on the adult support person

- CLAIM: A disproportionate student to adult ratio obstructs student learning, inhibits peer-to-peer interactions, and is not cost effective (from SCR153)
UNQUALIFIED individuals obstruct student learning, inhibits peer-to-peer interactions, and is not cost effective

Having a disjointed consultation system, and allowing educational assistants (EA) and Behavior Intervention Support Specialists (BISS) to be employed by different agencies (e.g., such as supervisor from BAYADA and one-to-one from HBH) obstructs student learning, inhibits peer-to-peer interactions, and is not cost effective

Having a system which prohibits collaboration and communication among parents and other members of the team, obstructs student learning, inhibits peer-to-peer interactions, and is not cost effective

- CLAIM: Current practice of contracting for one-to-one service appears to be a deterrent to more inclusive practices (from SCR153)

Current contracts allow UNQUALIFIED individuals to provide one-to-one service, without adequate support or training, which appears to be a deterrent to more inclusive practices

- CLAIM: Contracted services could be provided on a different basis (from SCR153) Agreed. However the solution to contract versus internal service is not to lump children with significant needs into larger settings with less supports.
- CLAIM: Purchasing services in a block allows for more flexibility in meeting needs of students with disabilities (from SCR153) - This is an opinion-based statement, and is not supported by any research that has been produced thus far

Purpose of workgroup

- Determine the nature of services that could be contracted by a block of time to serve more than one student with disabilities (from SCR153)
Request a definition of block services/block of time
- Pilot the adaptation of existing contracts utilizing blocks of time and greater scheduling flexibility in the delivery of services (from SCR153)

Refrain from pilots until existing legally mandated supports (via Act 199) be implemented with reasonable fidelity

IDEA requires individualized services, based on individualized needs. It appears these resolutions would leave school personnel open to direct violations of IDEA, which requires service and supports to be determined on an individual level.

Language like “greater scheduling flexibility” indicates a preconceived notion of the outcome of pilot study

- Community stakeholders (from SCR153)

Noticeable absence of providers, not a true representation of stakeholders

Current State of Special Education Services in the Hawaii DOE

- [DOE Struggles to Fill Positions That Serve Special Education \(2/17/2016\)](#)
- [\\$100,000 Salaries Mushroom at DOE In The Last 4 Years \(2/23/2016\)](#)
- [Is Hawaii Failing Its Special Education Students \(2/24/2016\)](#)
- [Parents Sue DOE After Son Was Found in Waikiki \(2/29/2016\)](#)

Research

- [Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities \(Giangreco, et al., 1997\)](#)

“In questioning the current use of instructional assistants, we are not suggesting that instructional assistants not be used or that the field revert to historically ineffective ways of educating students with disabilities (e.g., special education classes, special education schools). We are suggesting that our future policy development, training, and research focus on different configurations of service delivery that provide needed

supports in general education classrooms, yet avoid the inherent problems associated with our current practices. **Undoubtedly, these service provision variations will necessarily need to be individualized and flexible to account for the diverse variations in students, teachers, schools, and communities across our country.** “

- [Toward Inclusion of Special Education Students in General Education: A Program Evaluation of Eight Schools \(Idol, 2006\)](#)- “Overall, educators were positive about educating students with disabilities in general education settings. They were conservative about how to best do this, with many of them preferring to have the included students accompanied by a special education teacher or instructional assistant or continuing to have resource room services. Nearly everyone favored using instructional assistants to help all students, not just the students with disabilities.”
- [The Impact of Adult Support Staff on Pupils and Mainstream Schools: A Systematic Review of Evidence \(Alborz, 2009\)](#)
- “Trained and supported teaching assistants can help primary aged children with literacy and language problems to make significant gains in learning.”
- “‘Sensitive’ teaching assistant support can facilitate pupil engagement in learning and social activities with the class teacher and their peers. This requires teaching assistants to be skilled at encouraging interaction, but also aware of occasions where the pupil needs to undertake self-directed choices and actions.”
- “Teaching assistants can promote social and emotional adjustment, but, from the limited available literature, it appears that they are not very successful in undertaking therapeutic tasks aimed at supporting children with emotional and behavioral problems.”
- “The use of teaching assistants allows teachers to engage pupils in more creative and practical activities and to spend more time working with small groups and individuals.”
- “Class-related workload is reduced when working with a teaching assistant, however, the ‘management’ workload can be increased”
- “Where properly trained and supported, teaching assistants can have a positive impact on pupil progress. It was clear however that progress was more marked when they supported pupils in discrete well-defined areas of work on particular aspects of learning. There is therefore a strong case for the deployment of well-trained teaching assistants to support pupils (individually or in groups), in collaboration with the class teacher.”