ACT 289
3-5 Transition Task Force

Center on Disability Studies
Jean Johnson, DrPH
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Thursday, 9-11, January 3, 2008
Kinau Hale Conference Room
Agenda

- Introduction
- Task Force Legislative Report
- Review Work of Survey Committee
- Description of Survey Process/Returns
- Survey Results
- Recommendations to the Legislature
- Approval of Report to the Legislature
“Not everything that can be counted counts, and not everything that counts can be counted.”

Albert Einstein
Work of Survey Committee

- Reviewed all previous preschool surveys and results in Hawai`i
- Identified items to be included
- Delegated to a sub-committee responsibility for developing survey
- Reviewed drafts by email
- Approved final survey and process
- Obtained IRB approval for survey
## Teacher Response Rates

<table>
<thead>
<tr>
<th>County</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaua`i</td>
<td>37.5</td>
</tr>
<tr>
<td>O`ahu</td>
<td>50.7</td>
</tr>
<tr>
<td>Hawai`i</td>
<td>32.4</td>
</tr>
<tr>
<td>Maui</td>
<td>41.9</td>
</tr>
<tr>
<td>State</td>
<td>47.1</td>
</tr>
</tbody>
</table>
## Return Rate for Surveys

<table>
<thead>
<tr>
<th>County</th>
<th>Surveys Distributed</th>
<th>Surveys Returned</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaua`i</td>
<td>20</td>
<td>47</td>
<td>??</td>
</tr>
<tr>
<td>O`ahu</td>
<td>555</td>
<td>363</td>
<td>65%</td>
</tr>
<tr>
<td>Hawai`i</td>
<td>81</td>
<td>32</td>
<td>39%</td>
</tr>
<tr>
<td>Maui</td>
<td>60</td>
<td>17</td>
<td>28%</td>
</tr>
<tr>
<td>State</td>
<td>716</td>
<td>459</td>
<td>64%</td>
</tr>
</tbody>
</table>
## Surveys Returned by whether Served by Early Intervention

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Surveys Returned</th>
<th>Number Surveys for Child Served by EI</th>
<th>Percent Surveys for Child Served by EI</th>
<th>Number Surveys for Child not served by EI</th>
<th>Percent Surveys for child not served by EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaua`i</td>
<td>47</td>
<td>37</td>
<td>79%</td>
<td>10</td>
<td>21%</td>
</tr>
<tr>
<td>O`ahu</td>
<td>363</td>
<td>265</td>
<td>73%</td>
<td>95</td>
<td>26%</td>
</tr>
<tr>
<td>Hawai`i</td>
<td>32</td>
<td>25</td>
<td>78%</td>
<td>6</td>
<td>19%</td>
</tr>
<tr>
<td>Maui</td>
<td>17</td>
<td>10</td>
<td>59%</td>
<td>7</td>
<td>41%</td>
</tr>
<tr>
<td>State</td>
<td>459</td>
<td>337</td>
<td>73%</td>
<td>118</td>
<td>26%</td>
</tr>
</tbody>
</table>
## Response Rate

<table>
<thead>
<tr>
<th>Island</th>
<th>Sent</th>
<th>Returned</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>O`ahu</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2004</td>
<td>696</td>
<td>177</td>
<td>25%</td>
</tr>
<tr>
<td>• 2005</td>
<td>287</td>
<td>115</td>
<td>40%</td>
</tr>
<tr>
<td>• 2006</td>
<td>294</td>
<td>163</td>
<td>55%</td>
</tr>
<tr>
<td>• 2007</td>
<td>555</td>
<td>363</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Maui</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2005</td>
<td>32</td>
<td>12</td>
<td>37%</td>
</tr>
<tr>
<td>• 2006</td>
<td>18</td>
<td>17</td>
<td>94%</td>
</tr>
<tr>
<td>• 2007</td>
<td>60</td>
<td>17</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Kaua`i</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2005</td>
<td>6</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>• 2006</td>
<td>12</td>
<td>8</td>
<td>67%</td>
</tr>
<tr>
<td>• 2007</td>
<td>20</td>
<td>47</td>
<td>??</td>
</tr>
<tr>
<td><strong>Big Island</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2005</td>
<td>23</td>
<td>7</td>
<td>30%</td>
</tr>
<tr>
<td>• 2006</td>
<td>33</td>
<td>26</td>
<td>79%</td>
</tr>
<tr>
<td>• 2007</td>
<td>81</td>
<td>32</td>
<td>28%</td>
</tr>
<tr>
<td><strong>State Total 2005</strong></td>
<td>348</td>
<td>136</td>
<td>39%</td>
</tr>
<tr>
<td><strong>State Total 2006</strong></td>
<td>357</td>
<td>214</td>
<td>60%</td>
</tr>
<tr>
<td><strong>State Total 2007</strong></td>
<td>716</td>
<td>459</td>
<td>64%</td>
</tr>
</tbody>
</table>
Ages of the Children

(Birth years)

2003 – 235 (51%)

2004 – 204 (44%)
<table>
<thead>
<tr>
<th>Description of Child Needs</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech-Language</td>
<td>142</td>
<td>(31%)</td>
</tr>
<tr>
<td>Health-Medical</td>
<td>8</td>
<td>(2%)</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>144</td>
<td>(31%)</td>
</tr>
<tr>
<td>Autism</td>
<td>35</td>
<td>(8%)</td>
</tr>
<tr>
<td>Missing Data</td>
<td>130</td>
<td>(28%)</td>
</tr>
</tbody>
</table>
Age When Early Intervention Services Began

Average age: 19 months
Median age: 24 months
Range: 0-35 months
Question 6

How did you feel when you learned your child could not have early intervention services after your child’s third birthday?
Comments – Question 6

Positive: 28 (10%)
Negative: 140 (52%)
Uncertain/Mixed: 99 (37%)
Sample Positive Comments

- It was fine and worked out well because she got to start the Head Start-DOE.
- I was feeling ok and I was happy she was moving forward to new stage.
- Disappointed at first, but I like the special education program very much.
- Happy because he would start school.
- Transition services provided non-interrupted therapy for my child.
Sample Negative Comments

- I was disappointed because she only had 6 months of early intervention.
- I was shocked and worried that he might not receive the help he needed.
- I was sad because services were about to end just as he was making progress.
- Wondered why services were limited to 0-3 in age, felt frustrated.
Question 7

When your child turned three years old, did you want your child to stay in early intervention longer instead of starting DOE preschool?
At age 3 – wanted continued early intervention services

Yes: 22%
No: 46%
N/R: 31%
If “yes,” why?

- I was not ready to be without her for 6 hours every day.
- My daughter’s development was only 9 months, she had excellent services and was not ready to transfer, I thought.
- Because I felt early intervention takes more care about my child.
- I felt he was not ready to be in a school setting.
If “no,” why?

- Because he would be around other kids.
- He would receive more hours of learning and therapy and interaction with his peers.
- I felt preschool would help her with speech and socialization.
- I thought he was ready so I’m glad.
- It helps me get a break when he is in school.
Question 8

Now, after your experiences, would you have wanted your child to stay in early intervention longer instead of starting preschool?
Now think staying in early intervention services would have been better:

Yes: 11%
No: 57%
N/R: 31%
If “yes,” why?

- She wasn’t ready, and the school wasn’t ready for her.
- He’s a special case, he needs more services.
- I still feel he is too young to attend an all day, every day program.
- I would still prefer him to start preschool at 4 years and enjoy him at home where young children belong.
If “no,” why?

- Preschool helped her much more because of the everyday reinforcement.
- The DOE teachers are way more proactive and engaged, interested in her.
- He loves school and wants to learn.
- He is learning so much more and in a great atmosphere with other children – he is very happy.
Site of DOE Preschool Services

- DOE Classroom for children with disabilities: 78%
- Head Start or Community Preschool: 17%
- Missing data: 4%
Transition Experiences

Had transition conference: 85%
Visited PS classroom: 73%
Evaluations explained: 96%
Positive IEP meeting: 90%
Welcomed by DOE staff: 98%
Liked amount of services: 91%
Question 12

*Please tell us about the IEP meeting for your child.*

I went to the meeting and people listened to my ideas. 86%

I went to the meeting but people did not listen to my ideas. 4%

I did not go to the meeting. 5%
Sample Positive Comments

- Everyone took me step-by-step, that’s great because it makes a nervous parent comfortable, was positive, encouraging.
- Everyone seemed very concerned for my son’s needs.
- Everyone was very helpful and made transition go smoothly.
- They showed concern and support.
Sample Negative Comments

- My ideas were seen as coming from a Mom who didn’t know what she was talking about.
- I felt insulted.
- The whole transition process was bad, mishandled, the meeting was very tense.
- I felt everyone against me.
- We wanted an inclusion class and there was none available in the complex.
Question 13

Did you feel welcomed by DOE Staff?

Yes: 94%
No: 2%
N/R: 4%
Sample Positive Comments

- They were so pleasant and helpful.
- They truly care about the child and family.
- They helped our family and put us at ease.
- Extremely welcomed and satisfied.
- They are great!
- The entire staff were friendly, informative.
- Not only welcoming, but also encouraging.
- DOE staff has been wonderful.
Sample Negative Comments

- The principal and SSC were very rude.
- I had to fight with them for certain services. They wanted to base everything solely on my son’s evaluations with strangers that had seen him once.
- Administration does not make parents feel welcome on campus.
- 1st IEP meeting was overwhelming. DOE staff used lingo, acronyms I was unfamiliar with.
Question 16

Below is a list of some ways DOE preschool may help children and families.

Comments:
Sample Positive Comments

- My child has progressed so much in the past 11 months.
- I like the individualized attention each child receives.
- The change I’ve seen is unbelievable – all the teachers and staff do an amazing job.
- She loves her class and enjoys going to school every day.
Sample Negative Comments

- Families don’t talk much to one another.
- My child needs more services.
- Quality and quantity of services are 50% of EI (0-3). No family involvement.
- Believe my son needs more services, but they are fighting me.
- We would like him to be exposed to other children his age without disabilities.
Question 17

Compared with your feelings when your child started DOE preschool, how do you feel now?
Current Feelings

Less satisfied: 3%
Feelings unchanged: 9%
More satisfied: 84%
No response: 4%
Sample Positive Comments

- I was nervous about him going to school, but now, I’m so glad he is in school.
- My child is improving and I see that my child enjoys school and other kids.
- I was a little nervous in the beginning, but he loves his school.
- He gets more services through DOE.
- I feel my child will be ready for kindergarten.
Sample Negative Comments

- Concerned with speech more now than before.
- Need better support for my son with autism. After school care is also needed.
- The teacher is SPED certified, but does not have any ECE credentials. Not the best learning environment for my child.
- I was optimistic at first, but there’s no communication with parents.
Question 18

Is there anything else you want to share?
Sample Positive Comments

- The DOE teachers and therapists are out of this world – they are just great!
- I really appreciate the amount of communication there is between myself and my son’s teacher – she writes us daily.
- Being in a school for my child is much better because she gets to interact with other children.
Sample Negative Comments

- I do recommend that our children in 0-3 should continue the program until age 5.
- …even our EI care coordinator did not advocate for him.
- Early intervention needs to be provided in private preschools to encourage inclusion.
- I would like to see more screening of preschool teachers.
- Why doesn’t DOE have after school care for preschoolers with special needs?
Summary

- The response rate was excellent in terms of the number of surveys distributed.
- However, for reasons that are not clear, the responses probably represent less than one-fourth of the number of children enrolled in preschool special education.
- Families feel strongly about the issues as evidenced by the great many comments.
Families are initially apprehensive about the transition to DOE pre school.

But at age three, less than one-fourth of the families wanted more early intervention services.

Then, after experiencing DOE preschool, a majority of families do not think further early intervention services would have been better for their child.
What wasn’t counted …

- How the other three-fourths of families might feel.
- Whether all families understand the importance of inclusion for young children with disabilities.
- Data on the small percentage of families who felt their child would benefit from a longer transition period with continued Part C services – and how they would “benefit.”
No data are available…

- On the number of Part C/Part B-eligible children who may benefit from a longer transition period with continued early intervention services.
- On the number of Part C/Part B non-eligible children who still may benefit from early intervention services.
- On the number of non-Part C children ages 3-5 who might benefit from early intervention services.
Summary Statements

- Resources were inadequate to complete the work outlined for the Task Force.
- However, the work completed provides valuable information for policy formation.
- Available data do not support a change in policy regarding provision of services to preschool children with disabilities.
- Available data do suggest significant areas for improvement in early intervention and preschool special education.
Recommendations

1. Make no changes in current policy unless there is significant further study and adequate funding to support any changes in policy.
2. Ask the Early Intervention Coordinating Council to review the data and family comments to determine how early intervention services could be more responsive to family needs.
3. Ask the Special Education Advisory Council to review the data and family comments to determine how preschool services could be more inclusive and responsive to family needs.
4. Ask the STEPS Team to review the data and continue to work to make the transition process as seamless and supportive of families as possible.
Final Message

Blend the skepticism of a scientist, With the passions of an advocate, The pragmatism of a policy maker The creativity of a practitioner, And the devotion of a parent, 

To create a decent quality of life for all children with disabilities.
www.cds.hawaii.edu/3to5

- Task Force Members
- Information on all meetings
- Copies of all presentations
- Resource materials