

LEGISLATIVE REPORT

- SUBJECT:** Services to children with Autism Spectrum Disorder
- REFERENCE:** ACT 200, H.B. NO. 200, H.D. 1, S.D. 1, C.D. 1, Part III, Section 49
- ACTION REQUESTED:** Report on comprehensive assessment of the Department of Education's efforts towards adequately servicing students with autism spectrum disorder. Further requires identified DOE needs of funding, positions, organizational schemes, facilities and equipment.

DOE REPORT:

Introduction

The Department of Education (DOE) is committed to providing students with Autism Spectrum Disorder (ASD) an appropriate education in line with their Individualized Education Program (IEP). Not only the Department, but also that of the Individuals with Disability Education Act (IDEA) and the Felix Consent Decree holds this expectation. There are approximately 989 students in the system with a DOE eligibility of Autism or a clinical diagnosis of Autism or Pervasive Developmental Disorder. The graph on attachment #1 shows the current numbers of students with ASD in each grade level.

Current Funding Sources

There are two major funding sources for services to children with ASD: PROG. ID 15690 FRP-Services to Children with Autism, which has a current budget of \$1,164,726. The "B" funds in this budget are used mainly for training of teachers, educational assistants and families, and supplementary classroom supplies; and PROG. ID 15179-Autism and DD/MR Youth, which has a current budget of \$25,463,891. The "B" funds in this budget are used for the procurement of services that the DOE doesn't have the capacity to provide such as Skills Trainers, Therapeutic Recreations Services, Parent Training and Intensive Instructional Services Consultants.

Current Personnel

Currently there are fifty-eight positions within the DOE, excluding DOE contracted providers, that support services to children with ASD using the above mentioned funding sources. Thirty-seven of these positions are at the district level providing direct support to classroom teachers, educational assistants and, related service personnel, all whom provide direct services to students; other school support personnel; administrators and; parents. Currently out of the thirty-seven positions twenty-six positions are filled. The unfilled positions are due hard to fill shortages which exist in most professional areas serving students with special needs. Three positions are with the Special Education Section (SES) to help coordinate services statewide. Of these positions one position is unfilled. There are also eighteen positions within the Office of Business Services, which

help to support the procurement of services through DOE contracts. At the state level: one School Based Behavioral Health Contracts Manager; one Contract Specialist; one secretary and one clerk. At the district level seven district Contract Specialists and seven district clerk positions. The funding sources and current personnel allotments are on attachment #3. The organizational scheme for all current positions is on attachment #4. The department also has contracts with various agencies to provide services that it does not have the capacity for at present, these contracts are under the direction of the Special Education Section. The funding for these services comes from PROG. ID 15179- Autism and DD/MR Youth. The classroom teachers and educational assistants that provide direct instruction to students with ASD come from PROG. ID 17131- Special Education in Regular Schools. Educational Assistants are also funded out of PROG. ID 15693 FRP- Educational Assistants and PROG. ID 15635 Special Education-Felix.

Current Efforts:

School level performance in meeting the educational needs of students with ASD is monitored by the Continuous Integrated Monitoring and Improvement Process (CIMIP) done yearly. Included in this report are the results of case reviews done by the DOE and the Department of Health (DOH) in SY 02-03 on 40 students with a DOE eligibility of Autism. (see attachment #2) The results of the case reviews are very positive and points to the department's ability in providing appropriate education for students with ASD.

The DOE has provided on going training for classroom teachers, educational assistants, administrators and other support staff in best practices in educating students with ASD through the training efforts of the state and the district level Autism Consulting Teachers (ACTs) as well as the ACTs consultation with individual classroom teachers on case specific issues. The funding source for these activities is PROG ID 15690.

New contracts have been executed as of July 1, 2003 to provide the intensive services that the DOE does not have the internal capacity to provide. The new contracts were based on an educational model instead of a clinical model and focus on the educational needs of the student. The department is beginning the process of reducing the need to contract for intensive services such as Intensive Instruction Services Consultants, Skills Trainers, Therapeutic Recreation and Parent Training by supporting districts in developing action plans to have these services become employee based. It is expected to take 2-5 years for these services to become employee based. The funding source will be PROG ID 15179 which is currently used for contracted services, as we reduce the need for contracted services we will use the existing budget allotment to fund the employee based model.

Task forces have been organized to develop Best Practice Guidelines in Assessment of students with ASD, Best Practice Guidelines for ASD Programming and Classrooms, and Guidelines for the procurement of Contracted Services.

Efforts are underway to hire a consultant with expertise in ASD to consult with the DOE in the development of a parent training series that will help parents with the understanding of ASD and current research in educating students with ASD.

Two districts have received monetary support for the development of model/training classroom sites to provide school staff with examples in the use of best practice methodologies and to train school staff in the implementation of said methodologies in their own classrooms. It should be noted that the best practice methodologies used for students with ASD are also useful practices for students with other severe disabilities. The funding source for these activities is PROG ID 15690.

Future Needs

The Autism Society of America states:

Autism is the most common of the Pervasive Developmental Disorders, affecting an estimated 2 to 6 per 1,000 individuals (Centers for Disease Control and Prevention, 2001). This means that as many as 1.5 million Americans today are believed to have some form of autism. And that number is on the rise. Based on statistics from the U.S. Department of Education and other governmental agencies, autism is growing at a rate of 10-17 percent per year. At these rates, the ASA estimates that the prevalence of autism could reach 4 million Americans in the next decade.

In Hawaii the number of students identified with ASD has risen yearly. In September 2002 there were 835 students identified in the DOE with ASD, currently there are 989 students identified with ASD. This is a 18.4 percent increase. This increase is posing some very specific challenges for the department:

- the need for adequate numbers of teachers, educational assistants and resource personnel that are trained in educating students with ASD;
- the facilities and equipment to address the broad range of educational and behavioral challenges students with ASD present;
- the stability of personnel serving this population and;
- the funding to support the above needs.

While most students with autism can be educated with their typically developing peers on their home school campus, there are some students with more severe behaviors that might need a more restrictive environment.

Autism is a *spectrum disorder*. The symptoms and characteristics of autism can present themselves in a wide variety of combinations, from mild to severe. Although autism is defined by a certain set of behaviors, children and adults can exhibit *any combination* of the behaviors in *any degree of severity*. Two children, both with the same diagnosis, can act very differently from one another and have varying skills. People with autism process and respond to information in unique ways. In some cases, aggressive and/or self-injurious behavior may be present. (Autism Society of America)

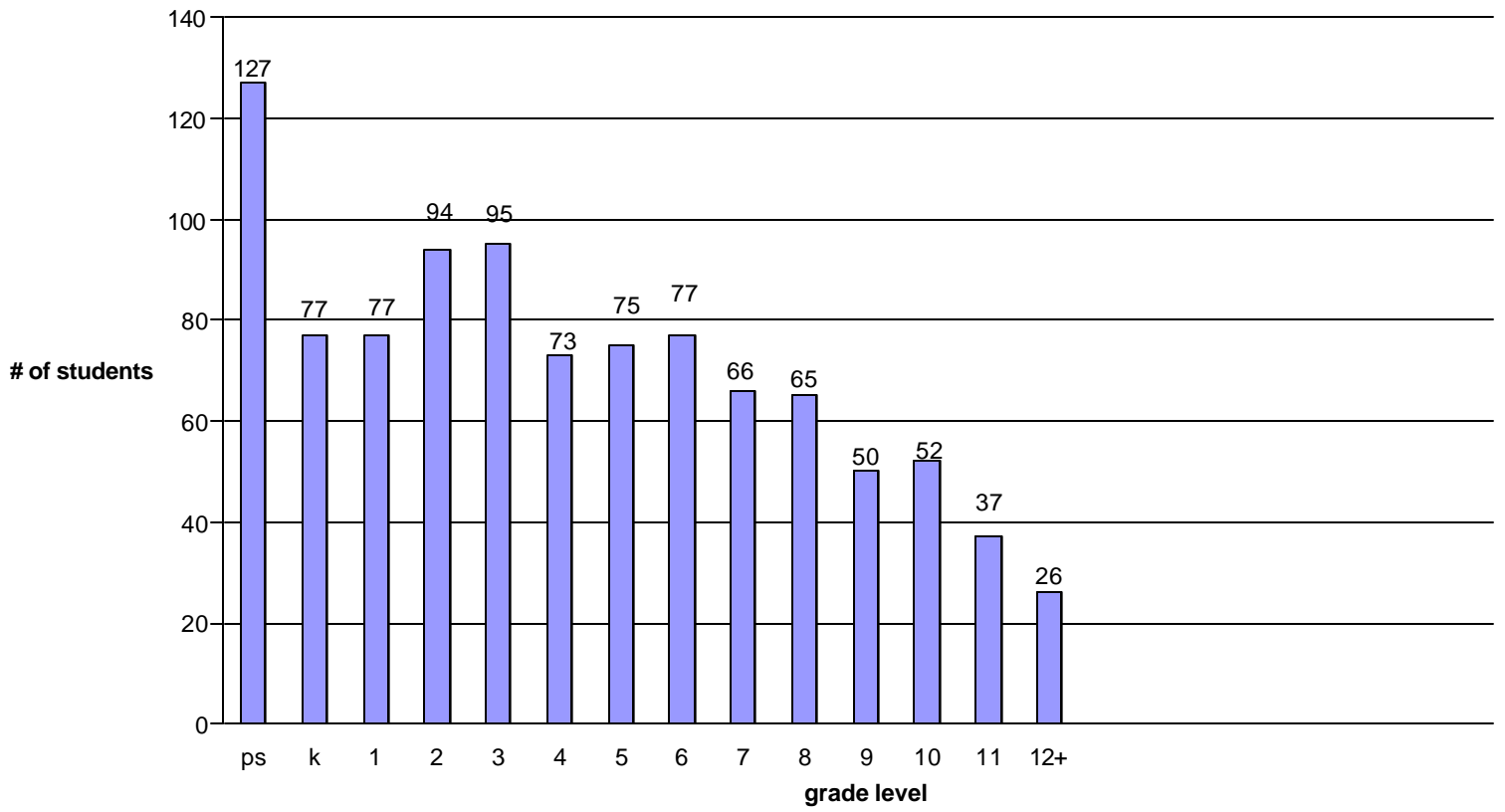
With this in mind the need for facilities and equipment to address needs of students with more severe behaviors is paramount. Each district should have available a site or sites, staffed with the appropriate number of trained personnel at the elementary, middle, and high school to address the needs of these students. The districts should have available resource personnel to support these classrooms with behavioral and curricular expertise. The goal of these sites is not to create a dumping ground but to stabilize the student's behaviors so that they can transition back to their home school campus/classroom.

When the DOE begins to go to a more employee based model these employees need to be provided the stability of permanent full time employment to prevent turnover. The funds from PROG ID 15179 can be used for this; however, with the increase of 18.4 percent in the number of students there should be a like increase in the budgeted amount also.

The Dean of the College of Education, University of Hawaii has recently appointed a representative from the Special Education Section to serve on the Teacher Education Committee for Special Education. This committee is comprised of representatives from the UH and the department. The purpose of this committee is to review the UH College of Education's teacher preparation programs and propose programmatic changes. The DOE feels this is a wonderful opportunity to start discussions with the University to address the needs of the department in the area of autism and to discuss the possibility of developing a summer "Autism Institute" for the training of DOE teachers and students within the UH College of Education. However, it is unlikely that this will happen within the next year or two so the department must rely on internal personnel and contracted professionals to train its staff.

In conclusion, the department has made great strides in the last few years in providing an appropriate education for students with ASD as evidenced by the Internal Monitoring report but with the rise in the numbers of students programs must be developed to meet the unique needs of these students and the funding supplied to implement these programs.

Attachment #1 Number of ASD students Statewide



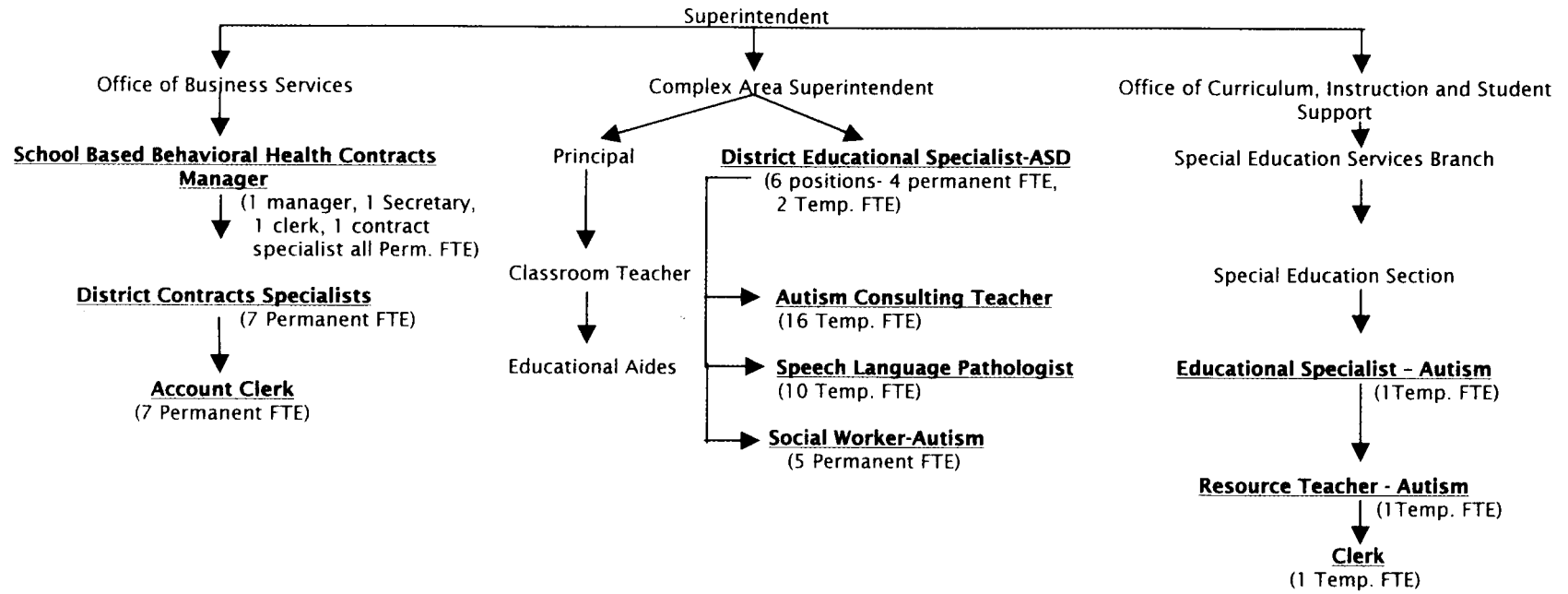
Total number of Students State wide: 989¹

¹ As of October 30, 2003

Attachment #3 Current funding sources and positons for personnel providing services to children with Autism

District	# ACT Positions from prog. ID 15690*	# and type of positons from prog. ID 15179* (contracted services)	Speech Language Paths from Prog ID 15192*	Positions from prog. ID 15692*	Positions from prog. ID 15698*
Honolulu	2	1 DES,1 ACT, 3 Social Wkrs, 1 Acct. Clerk	2		1 Contract Specialist
Central	2	1 DES, 1 ACT, 1 Acct. Clerk	2		1 Contract Specialist
Leeward	1	1 DES, 1 ACT, 1 Acct. Clerk	1		1 Contract Specialist
Windward	1	1 DES, 1 ACT, 1 Acct. Clerk	1		1 Contract Specialist
Hawaii	2	1 DES, 2 Social Wkrs, 1 Acct. Clerk	2		1 Contract Specialist
Maui	1	1 DES, 1 ACT, 1 Acct. Clerk	1		1 Contract Specialist
Kauai	1	1 ACT, 1 Acct. Clerk	1		1 Contract Specialist
State	1	0	0	1 Educational Specialist, 1 Clerk	1Contract Manager, 1 Contract Specialist, 1 Secretary, 1 clerk
	total of 11 positions	total of 24 positions	total of 10 positions	total of 2 positions	total of 11 positions
*					
	Program ID 15690- FRP-Services to Children with Autism				
	Program ID 15179- Autism and DD/MR Youth				
	Program ID 15192- FRP 12 Speech Language Pathologists				
	Program ID 15692- FRP Academy				
	Program ID 15698- School Based Mental Health Services				

Attachment #4 Organizational schemes for personnel providing services to children with Autism



Autism is a complex developmental disability that affects a person's ability to communicate, understand language, play, and interact with others. It is a behavioral syndrome, which means that its definition is based on patterns of behaviors that a person exhibits. The Individuals with Disabilities Education Act (IDEA) defines the disorder as "a developmental disability significantly affecting verbal and nonverbal communication and social interaction, usually evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change to change in daily routines, and unusual responses to sensory experiences." Autism is a neurological disability that is presumed to be present from birth. Although it affects the functioning of the brain, the specific cause is unknown. Individuals with autism and Autism Spectrum Disorder (ASD) vary widely in ability and personality. It is the third most prevalent developmental disability, occurs in four times as many boys as girls, and there are no known racial, social, economic, or cultural distinctions.

The Department of Education and the Department of Health conducted case reviews of 40 students with autism. 38 were reviewed during the internal review process and 2 were reviewed during the external service testing process. This sample of 40 students represents 6% of the IDEA students identified as autistic. 70% (27) are elementary students, 15% (6) are preschool students, 10% (4) are high school students, and 5% (2) are middle school students. 78% (31) are male and 22% (9) are female. 100% (40) of the cases are rated as acceptable in both the child status and system performance. 82.5% (33) have a six-month prognosis of improve status, 17.5% (7) will continue status quo, and 0% will decline or deteriorate. The reading levels indicate that 47.5% (19) of the children were reading below grade level, 35% (14) have no applicable reading goals, 12.5% (5) are reading above grade level, and 5% (2) are reading at grade level. The levels of functioning range from levels 1-10 (see attachment A). The percentages for each level are:

Level 10:	2.5%	(1)
Level 9:	5%	(2)
Level 8:	20%	(8)
Level 7:	17.5%	(7)
Level 6:	15%	(6)
Level 5:	20%	(8)
Level 4:	7.5%	(3)
Level 3:	2.5%	(1)
Level 2:	2.5%	(1)
Level 1:	7.5%	(3)

A slightly larger percentage of the students were functioning at levels 6-10 (60%). Level 6 functioning is described as having sporadic difficulties in some but not all areas, Level 7 is having some difficulties in a single area but generally functioning well, and level 8 is no more than a slight impairment in functioning.

Table 1 shows graphically that all of the indicators, with the exception of Contingency Plan, have an overall percentage of acceptable findings that is greater than 85%. Table 2 shows that the strengths heavily outweigh the challenges identified in the narratives from the reviews. Most of the children had strong support from their biological parents, siblings, and extended families. Many teams communicated well and had representation from all providers. The children are receiving the services necessary to progress on their goals and there is adequate support for the providers. On the other hand, communication and coordination are still challenges for some teams. These situations are usually around the inability to engage one team member in the planning and implementation of the IEP. Also, documentation is a challenge. Teams are meeting and planning but no one is documenting the ideas developed in these meetings. Also, the teams have developed effective strategies to address behavioral issues but it is not documented; the team members just implement these strategies. The other issue that was mentioned multiple times was the lack of a contingency plan and/or behavioral support plan. This is a concern since it impacts the safety of the child. The last trend is to provide training for parents to assist in their full understanding of the disability.

The data from the reviews demonstrates that the state has made great gains in the level of services to children with ASD and their families. One story related that this military family was requesting an extension of the father's tour of duty in Hawaii so that their son could continue in the school system. There was a great deal of anxiety and apprehension in June 2001 when all ASD services moved over to the DOE. This sample is evidence that the transition was successful and the tremendous efforts of all levels in the organization have made a positive impact for our students. It speaks to the diligence of school and district level personnel to learn and utilize the array of interventions for this population of students and individualize the instruction to meet the specific needs of the children. This evidence is cause for celebration!

SY 02-03 COORDINATED SERVICE REVIEW RESULTS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS

Complex	INDICATORS OF CURRENT CHILD STATUS										INDICATORS OF CURRENT SYSTEM PERFORMANCE																										
	27. Learning Progress	28. Responsible Behavior	29. Safety (of the child)	30. Stability	31. Physical Well-Being	32. Emotional Well-Being	33. Caregiver Functioning	34. Home Community (LRE)	35. Satisfaction	36. OVERALL CHILD STATUS	Understanding the Situation					Planning Services					Implementing Services					Finding What Works											
											44. Child/Family Participation	45. Functioning Service Team	46. Focal Concerns Identified	47. Functional Assessments	48. OVERALL UNDERSTANDING	49. Focal Concerns Addressed	50. Long Term Guiding View	51. Unity of Effort Across Agencies/Team	52. Individual Design/Good Fit	53. Contingency Plan (Safety/Health)	54. OVERALL PLANNING	55. Resource Availability for Implementation	56. Timely Implementation	57. Adequate Service Intensity	58. Coordination of Services	59. Caregiver Supports	60. Urgent Response	61. OVERALL IMPLEMENTATION	62. Focal Situation Change	63. Academic Achievement	64. Risk Reduction	65. Successful Transitions	66. Parent Satisfaction	67. Problem Solving	68. OVERALL RESULTS		
Milliani	4	4	5	4	6	5	6	5	5	5	5	5	5	4	5	5	4	5	5	4	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	5	5
East Kauai	4	4	5	4	3	4	4	4	3	4	3	4	4	4	4	4	4	3	4	4	4	5	4	5	4	5	4	5	4	4	3	4	4	4	4	4	
Castle	6	5	6	6	6	5	5	5	6	5	6	5	6	6	5	5	5	6	5	6	5	6	6	5	6	5	6	6	6	6	6	6	6	6	6	6	6
Castle	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	4	5	5	5	4	4	4	5	5	5	5	5	5	
Kahuku	5	5	5	6	6	5	6	5	5	5	5	6	6	6	5	5	6	6	5	6	6	6	6	5	6	NA	6	5	NA	NA	5	5	5	5	5	5	
Hilo/Laupahoehoe	5	4	5	6	6	5	5	5	5	5	5	5	4	4	4	4	3	4	3	5	3	3	4	4	4	4	4	4	4	4	4	4	5	4	4	4	
Farrington	5	4	3	5	5	4	5	4	5	5	5	5	5	4	4	4	5	5	5	4	5	6	4	4	4	5	5	5	5	5	5	5	5	5	5	5	
Farrington	5	4	4	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Kaiser	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	4	4	4	4	5	5	5	5	5	5	5	
Kaiser	5	5	5	4	5	5	5	5	5	5	5	4	5	5	5	4	3	4	5	NA	4	5	5	4	4	5	NA	4	5	5	5	4	5	4	5	5	
Keaau	4	4	5	5	5	4	6	5	6	5	6	5	6	4	5	5	4	5	4	NA	5	4	4	4	4	5	NA	4	5	5	6	6	6	6	4	5	
Pahoa	5	5	5	5	5	5	4	5	5	5	4	5	4	5	4	5	4	5	3	4	5	5	5	5	4	NA	5	5	5	5	5	4	5	5	5	5	
Pahoa	4	4	5	4	5	4	5	5	4	4	5	4	5	NA	5	5	4	4	4	4	4	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	
Kauai	6	5	5	6	6	5	6	6	5	6	5	6	5	5	4	5	4	5	3	5	5	5	5	5	4	NA	5	5	5	5	5	5	5	5	5	5	
Leilehua	6	6	6	6	6	6	6	4	6	6	6	6	6	6	6	6	6	6	NA	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Kalani	4	5	5	3	5	4	5	5	5	5	5	5	5	4	5	5	4	5	4	5	4	5	5	4	NA	5	4	4	5	5	5	5	5	4	4	4	
Maui	4	4	5	5	5	5	5	5	5	5	5	4	4	3	4	4	4	3	4	3	4	5	5	5	3	5	NA	5	5	4	5	5	5	4	5	5	
Maui	5	5	6	6	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	NA	5	6	6	6	5	4	NA	6	5	5	6	4	5	6	5		
Nanakuli	5	4	4	4	4	4	4	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Kalaheo	6	5	6	5	6	6	6	5	6	6	6	6	6	6	6	6	6	6	6	NA	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Kekaulike	4	4	5	5	5	5	4	5	5	5	5	5	4	4	4	4	4	5	5	NA	5	5	4	5	5	5	5	5	4	6	5	4	5	4	5		
Waipahu	4	4	5	6	5	4	5	5	5	5	5	5	5	4	5	4	4	5	NA	4	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5		
Kaimuki	5	5	6	6	5	6	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Honokaa	5	5	5	4	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	5	5	NA	6	5	6	6	6	6	5	5		
Aiea	4	5	5	4	6	5	5	4	5	5	5	5	5	5	5	5	5	5	NA	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
Kailua	5	4	4	4	5	5	5	6	4	5	5	5	5	4	5	5	4	4	5	NA	4	5	4	5	4	5	NA	5	5	5	4	4	5	4	5		
Baldwin	5	5	5	6	6	5	6	6	6	6	6	6	5	6	6	6	6	6	3	5	6	6	6	6	6	NA	6	6	6	5	6	6	6	6	6		
Baldwin	5	4	5	4	5	4	5	5	6	4	5	5	4	5	5	5	3	5	5	5	5	5	5	5	4	5	5	5	4	3	5	5	5	5	5		
Moanalua	4	4	4	5	5	4	5	4	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5		
Moanalua	4	4	5	5	4	4	4	5	5	4	4	5	5	4	4	5	3	3	4	NA	4	5	5	4	5	4	NA	5	5	5	4	4	4	4	4		
Moanalua	5	4	5	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	NA	4	5	5	5	5	5	5	5	5		
West Kauai	5	5	5	6	5	5	6	6	5	5	6	6	5	6	6	5	5	6	5	5	6	5	6	6	5	5	5	5	5	4	5	5	5	5	5	5	
Pearl City	4	4	5	4	5	4	6	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5		
Pearl City	5	5	5	3	5	4	5	5	5	5	5	5	5	4	5	4	4	4	5	NA	4	5	5	5	4	5	NA	5	4	5	5	5	5	4	5		
Molokai	5	4	5	5	5	5	5	6	5	6	5	6	5	5	5	4	4	5	4	NA	5	5	5	4	5	5	5	5	5	4	6	5	5	5	5		
Campbell	4	5	6	6	6	6	6	6	6	6	6	6	6	5	6	5	4	5	4	5	6	6	6	6	6	NA	6	5	5	5	5	5	5	5	5		
Kohala	5	4	5	5	5	4	6	5	5	5	6	5	5	4	5	5	4	5	6	4	5	5	6	5	6	NA	6	5	5	5	5	5	5	5	5		
Waiakea	5	4	5	4	6	5	6	5	5	5	6	5	5	5	5	5	6	4	5	5	5	4	5	5	4	5	NA	5	5	5	5	5	6	5	5		
Percent of Children with Acceptable Findings	100	100	97	95	97	100	100	100	97	100	97	100	100	97	100	92	89	100	79	97	100	100	100	97	100	100	100	100	100	100	100	100	97	97	100	100	

Table 1

SY 02-03 COORDINATED SERVICE REVIEW RESULTS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS

69. OVERALL PERFORMANCE
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Table 1

**Table 2. COMPLEX INTERNAL REVIEW STRENGTHS AND CHALLENGES
FOR STUDENTS WITH AUTISM SPECTRUM DISORDER**

Complexes Strengths: + Challenges: Δ	Attendance	Student Services	Student Situation	Stability	Parents	Reading	Extracurricular	Transition Planning	Transition Implementation	Post High School	Long-term Guiding View	Team	Communication	Coordination	Resource Availability	Documentation	Assessment	Progress Monitoring	Trainings	Personnel	School Climate	Compliance Issues	CSSS	Contingency Planning	Sexual Abuse	Substance Abuse
	Mililani 1	+ Δ	1 1	1 1	1 1	1 1			1 1	1 1			1 1	1 1	1 1		1 1		1 1	1 1						
Kauai East	+ Δ	1 1	1 1		1 1							1 1	1 1	1 1	1 1				1 1							
Castle 1	+ Δ	1 1	1 1					1 1	1 1			1 1	1 1	1 1												
Castle 2	+ Δ	1 1	1 1		1 1		1 1	1 1	1 1			1 1	1 1	1 1				1 1					1 1			
Kahuku	+ Δ	1 1	1 1		1 1			1 1	1 1			1 1	1 1	1 1									1 1			
Hilo/Laupahoeh	+ Δ	1 1	1 1		1 1		1 1					1 1	1 1			1 1							1 1			
Farrington 1	+ Δ	1 1	1 1	1 1		1 1	1 1					1 1													1 1	
Farrington 2	+ Δ	1 1	1 1		1 1							1 1	1 1	1 1												
Kaiser 1	+ Δ	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1				1 1						1 1						1 1	
Kaiser 2	+ Δ	1 1	1 1	1 1	1 1			1 1	1 1				1 1	1 1												
Kea`au	+ Δ				1 1						1 1	1 1			1 1											
Pahoa 1	+ Δ	1 1	1 1		1 1			1 1	1 1			1 1	1 1	1 1												
Pahoa 2	+ Δ	1 1	1 1		1 1						1 1	1 1	1 1	1 1	1 1					1 1					1 1	
Central Kauai	+ Δ	1 1	1 1	1 1	1 1	1 1	1 1				1 1	1 1	1 1	1 1	1 1	1 1	1 1								1 1	
Leilehua	+ Δ	1 1	1 1		1 1		1 1	1 1	1 1			1 1	1 1	1 1												
Kalani	+ Δ	1 1	1 1		1 1			1 1	1 1				1 1										1 1			
Maui High 1	+ Δ	1 1	1 1	1 1	1 1			1 1	1 1			1 1	1 1	1 1			1 1								1 1	
Maui High 2	+ Δ	1 1	1 1		1 1			1 1	1 1			1 1	1 1		1 1								1 1			
Nanakuli	+ Δ	1 1	1 1		1 1		1 1				1 1									1 1			1 1			
Kalaheo	+ Δ	1 1	1 1		1 1	1 1	1 1	1 1	1 1			1 1	1 1	1 1												
Kekaulike	+ Δ	1 1	1 1	1 1	1 1			1 1	1 1				1 1	1 1												
Waipahu	+ Δ	1 1	1 1	1 1	1 1							1 1	1 1	1 1	1 1		1 1						1 1			
Kaimuki	+ Δ	1 1	1 1		1 1			1 1	1 1		1 1	1 1	1 1													

**Table 2. COMPLEX INTERNAL REVIEW STRENGTHS AND CHALLENGES
FOR STUDENTS WITH AUTISM SPECTRUM DISORDER**

Complexes Strengths: + Challenges: Δ	Attendance	Student Services	Student Situation	Stability	Parents	Reading	Extracurricular	Transition Planning	Transition Implementation	Post High School	Long-term Guiding View	Team	Communication	Coordination	Resource Availability	Documentation	Assessment	Progress Monitoring	Trainings	Personnel	School Climate	Compliance Issues	CSSS	Contingency Planning	Sexual Abuse	Substance Abuse
	Honokaa	+ Δ	1	1		1			1	1		1	1			1										
Aiea	+ Δ	1	1	1	1	1	1						1	1						1						
Kailua	+ Δ	1	1	1	1	1	1						1		1											
Baldwin 1	+ Δ		1	1	1	1		1	1			1	1	1										1		
Baldwin 2	+ Δ		1	1	1	1	1	1	1		1	1	1	1												
Moanalua 1	+ Δ	1	1	1	1			1	1			1	1			1								1		
Moanalua 2	+ Δ	1	1	1	1				1				1	1												
Moanalua 3	+ Δ		1	1	1			1	1		1		1	1												
Kauai-West	+ Δ		1	1	1	1		1	1			1	1	1		1		1								
Pearl Ciity 1	+ Δ		1	1	1	1	1		1	1		1	1	1			1	1					1			
Pearl City 2	+ Δ		1	1	1		1	1	1			1	1	1									1			
Molokai	+ Δ	1	1	1	1			1	1			1	1			1								1		
Campbell	+ Δ		1	1			1	1	1		1	1														
Kohala	+ Δ	1	1	1	1	1	1	1	1		1	1	1	1	1			1	1				1			
Waiakea	+ Δ																									
TOTAL	+ Δ	13 0	35 5	36 9	7 7	31 7	5 4	10 6	20 7	18 7	0 0	6 4	26 5	31 12	24 9	9 1	2 6	0 4	2 2	0 4	1 1	0 0	1 9	0 0	0 8	0 0