

# *What's Working in Hawai'i's Schools*

## **A Collaborative Teaming Process Video**

Many of our students with complex needs are falling through the cracks and at risk of dropping out of high school. In an effort to better support these students and their families a multi-agency team that includes Education, Family Court, the Child Adolescent Mental Health Division, and parent organizations has developed an approach that places the hopes and dreams of the student at the center of their planning.

This video, produced by the Center on Disability Studies, at the University of Hawaii, College of Education, beautifully captures the synergy created when team members are able to “leave their individual hats at the door and wear one hat” that focuses on reengaging youth in their schools, communities and families. Watch families act as full participants in the decision making process that holds their child as central to the planning process.

Through this video, viewers will meet the youth and their families, core team members, and leaders in the field who speak about the importance of working together to overcome barriers, and to more effectively utilize all resources available to them. See how strong relationships founded on trust, caring and the shared goal of supporting students and families are clearly the central theme to building multi-agency teams that work.

Those who view this video might consider:

- How might this model further what we are currently doing?
- Who might we partner with to better supports students and their families?
- Who else might benefit from seeing this video?

Consider that educational outcomes for students with complex needs, including Emotional and Behavioral Disabilities (EBD) have historically had the highest dropout rates, lowest grades, and highest rates of restrictive and out-of-home placements (Eber & Nelson, 1997) of any other group of students with disabilities in the past. Referrals to community based placements used to take these students out of the classroom to address some of these issues, however, lack of appropriate resources, limited coordination, and little educational involvement, coupled with low support to families contributed to poor outcomes (Eber, Nelson & Miles, 1997). This collaborative teaming approach highlights what's working in Hawaii schools and provides a model to build from to more effectively support families and students with complex needs.

Eber, Lucille & Nelson, C. (1997). School-Based Wraparound Planning: Integrating Services for students with Emotional and Behavioral Needs. *American Journal of Orthopsychiatry*, 67, (3), 385-394.

Eber, L., Nelson, C., & Miles, P. (1997). School-based Wraparound for Students with Emotional and Behavioral Challenges. *Exceptional Children*, 63 (4), 539-555.

*For more information or to receive a copy of this video please contact:*  
**Jacki Rhuman (808) 551-4348 or Shannon Simonelli (808) 956-8710**  
*Email* [rhuman@hawaii.edu](mailto:rhuman@hawaii.edu), [shannon.simonelli@cds.hawaii.edu](mailto:shannon.simonelli@cds.hawaii.edu)



*A product of the Statewide Improvement Grant*

