

This issue of Educational Perspectives provides insights on the past, present and future status of education and related services for children and youth with disabilities in the State of Hawai'i. In their unique ways, the authors of each article provide guidance on improving ongoing efforts to more align closely the state-of-the-practice in special education with the state-of-the-art. State-of-the-practice is a term that describes how we *actually* operate in the field. State-of-the-art is a term that describes how we *could* operate in order to achieve the most productive outcomes for children and youth with disabilities. In the field of special education, advocacy, teacher education and qualifications, working conditions and the use of research-supported practices are identified as factors that have advanced, and will continue to advance, the field toward the state-of-the-art in special education.

Our lead article features an interview with **Ivalee Sinclair**, Hawai'i's most influential and prominent advocate for the enhancement of education and related services for students with disabilities. Ivalee describes the development of special education, in Hawai'i, from the era which preceded implementation of the landmark federal Public Law 94-142 (Education of All Handicapped Children Act of 1975) to the era of the Felix Consent Decree. Her experiences, both personal and professional, highlight the importance of individual and group advocacy efforts in obtaining, improving and expanding services for *all* children and youth.

Shimabukuro, Edelen-Smith and Jenkins examine working conditions of special education teachers in Hawai'i, a critical element in the State's recent efforts to improve services and overcome chronic shortages of fully qualified special education teachers. This survey study provides an example of how a professional organization (the Council for Exceptional Children) and college faculty can collaborate to address important issues that affect public school teachers and their students. By identifying and addressing working conditions that teachers cite as problematic, educational agencies are likely to im-

prove recruitment and retention of fully qualified special educators—factors that have been identified as major inhibitors to progress in the field.

Soon and McDougall describe a classroom-based intervention designed to meet the individual needs of students with Attention Deficit Hyperactivity Disorder (ADHD). The improvements in academic accuracy and attention demonstrated by the elementary school students in this study illustrate the importance of applying sound, research-based interventions in actual classroom settings. Like the other articles, this intervention exemplifies efforts of faculty and graduate students at the College of Education in aligning the state-of-the-practice with the state-of-the-art.

Salas, Ornelles and Avery describe the recent and dramatic expansion of teacher education programs, in the area of special education, within the College of Education. These programs were funded via a Memorandum of Agreement between the Hawai'i Department of Education and the College of Education with the goal of increasing the supply of fully qualified special education teachers who enter the field. These programs provide an important supply-side avenue for overcoming the State's critical shortages of special education teachers. The development of a fully qualified teacher workforce, as with any profession, should improve educational outcomes and services.

Concerning This Issue

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