

Family Perceptions of Educational Planning for Children Receiving Mental Health Services

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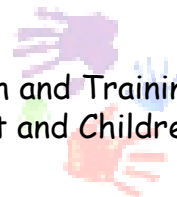
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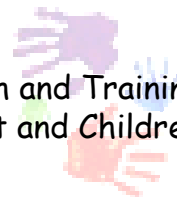
Study Purpose

1. Illustrate an approach to measuring participation in education planning.
2. Report findings from the Family Participation Survey.



Study Method

- A survey was designed to gather data on participation by parents while their child was receiving in- or out-of-home treatment.
- Measures of participation in education planning and service/treatment planning, parent-child contact, parent empowerment, and involvement in decision-making were included.



Data Collection

- Eligible participants were parents with youth aged 0-20 who received 3 or more months (in-home) or 30 or more continuous days (out-of-home) treatment between 9/1/96 and 8/31/98.
- Sample recruited from randomly selected chapters of Federation for Families Mental Health and mailing list of Research and Training Center at Portland State University.



Data Collection (cont.)

- Data collected in 1999-2000.
- 876 willingness forms returned; 646 in home version and 221 out of home.
- 486 usable surveys returned from 46 states, 56.6% response rate.
- 338 respondents with children receiving treatment services while living at home (doesn't include 30 caregivers with children <4 years of age).



Demographics - Child

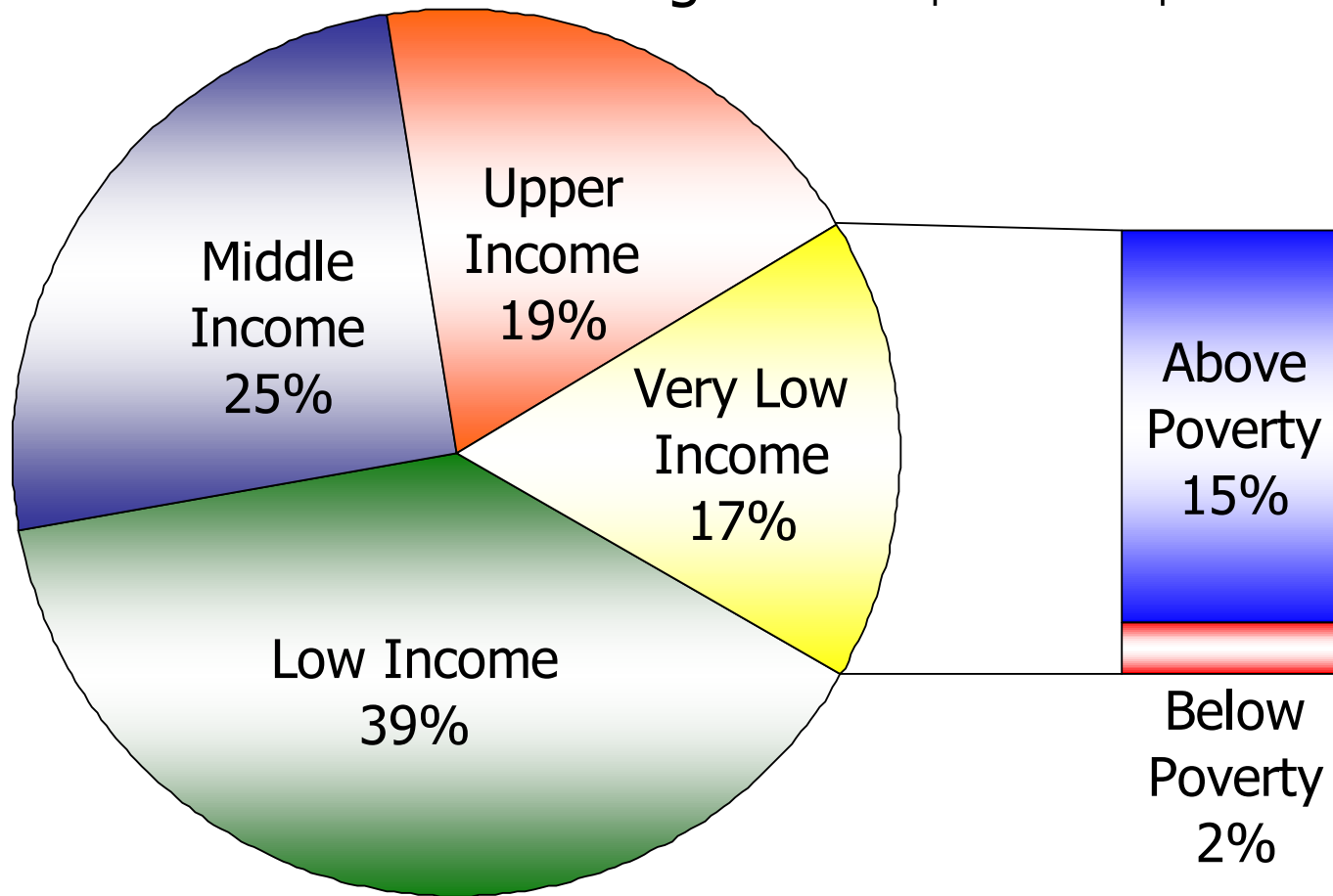
| | | | | |
|------|---------------------------|-----------|-----|-------|
| Race | White | 84% | | |
| | African American | 4.2% | | |
| | Hispanic | 3.6% | | |
| | Other | 8.2% | | |
| Sex | Male | (255) 75% | | |
| | Female | (83) 25% | | |
| | | Mean | SD | Range |
| | Age | 11 yrs. | 3.5 | 4-19 |
| | Onset age | 5 yrs. | 3.6 | 1-18 |
| | Age received 1st services | 7 yrs. | 3.5 | 1-17 |
| | Number of diagnoses | 3.2 | 2.1 | 1-13 |
| | Severity Index | 12 | 4.6 | 2-28 |

Demographics - Caregiver

| | | |
|----------------|----------------------------|-----------------|
| Age | | Mean = 44 (6.8) |
| Education | H.S. diploma or G.E.D | 46% |
| | ≥ College Degree | 51% |
| Gender | Female | 96% |
| Race | White | 89% |
| | African American | 4% |
| | Hispanic | 3% |
| | Other | 4% |
| Marital Status | Married | 68% |
| Relatedness | Biological/Adoptive Mother | 87% |
| Has Custody | | 92% |

Demographics - Caregiver cont.

- Income Median Range \$35,000—\$44,999
<\$5K+ —\$75K



Research Questions

1. What types of educational planning were parents involved in?
2. Does participation vary by demographic or other characteristics?
3. How do parents rate their participation in education planning? How do these ratings compare to what they have said about service/treatment planning?
4. What do parents have to say about their participation in education planning?

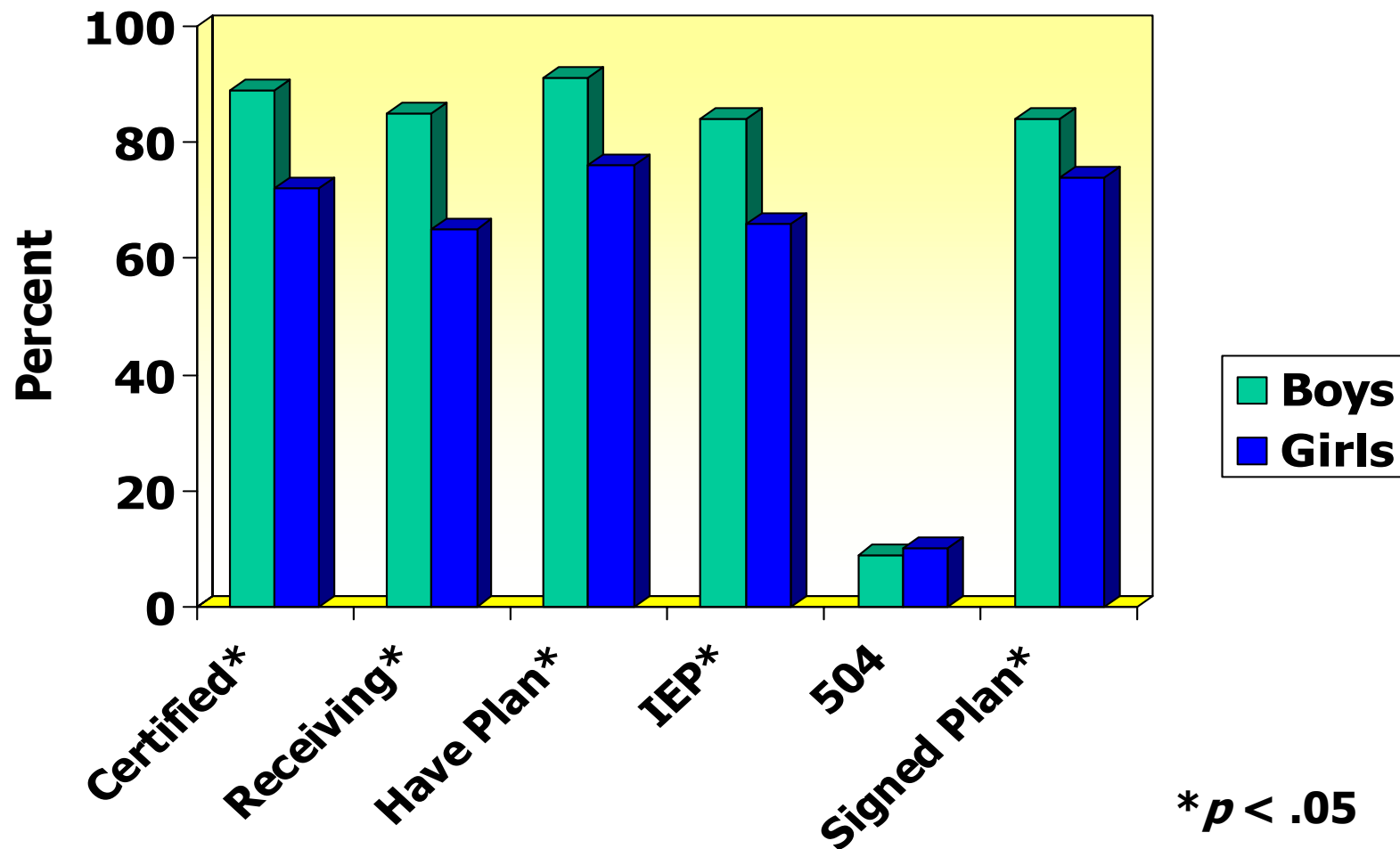


Education Plans

- 82.4% certified to receive special education services
- 78.9% receiving special education services
- 86.1% had an education plan
 - 79.9% had an IEP
 - 8.9% had a 504 plan
 - 5% another type of plan
- 81.1% were asked to sign a written plan



Education Plans: Parents of boys X girls



Differences: Boys vs. Girls

| | | Mean | | <i>t</i> | <i>p</i> |
|--------|------------------------------|--------------|--------------|----------|----------|
| | | Girls (N=83) | Boys (N=255) | | |
| Parent | Age | 45.2 | 43.4 | -2.10 | .04 |
| | Income/yr adjusted | 12,537 | 10,853 | -1.96 | NS |
| | Education participation | 2.9 | 2.8 | -.484 | NS |
| | Service/ participation | 3.0 | 3.1 | .119 | NS |
| | Empowerment | | | | |
| | • Family | 3.9 | 3.9 | -.415 | NS |
| | • Services | 4.1 | 4.2 | .380 | NS |
| | • Community | 8.1 | 9.0 | 2.38 | .018 |
| Child | Age | 11.5 | 11.0 | -1.06 | NS |
| | Age at onset | 6.3 | 4.8 | -3.21 | .001 |
| | Age at 1 st svcs. | 7.6 | 6.2 | -3.30 | .001 |
| | Severity | 10.8 | 12.4 | 2.57 | .011 |

Differences: Boys vs. Girls (cont.)

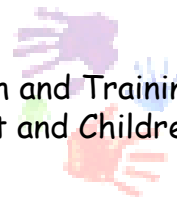
| | | χ^2 | df | p |
|--------|----------------------------------|----------|------|------|
| Parent | White vs. Non-white | .641 | 1 | NS |
| | Education Level | 13.56 | 2 | .001 |
| | Married vs. unmarried | .271 | 1 | NS |
| | Birth/adoptive mother vs. others | .680 | 1 | NS |
| | Custody vs. no custody | .060 | 1 | NS |
| | Public vs. private funding | .061 | 1 | NS |
| | Reach Goals | .550 | 2 | NS |
| Child | White vs. Non-white | .562 | 1 | NS |

Education Planning: Individual Item Means

| | Not at all 1 | A little 2 | Some 3 | A lot 4 |
|---|-----------------|---------------|-----------|------------|
| Were you included in planning? | | | | ★ |
| Was your child included in planning? | | ★ | | |
| Were your ideas valued? | | | ★ | |
| Family values taken into account? | | | ★ | |
| A role for you in carrying out plan? | | | ★ | |
| Did plan fit your child's need? | | | ★ | |
| Agreed with plan? | | | | ★ |
| Family needs taken into account? | | | ★ | |
| Able to influence planning? | | | ★ | |
| Staff listen to your ideas in review ?* | | | ★ | |
| Staff made changes based on ideas in review?* | | | ★ | |

Family Participation Measure

- Were your ideas valued?
- Family values taken into account?
- Agreed with plan?
- Family needs taken into account?
- Able to influence planning?
- Staff listen to your ideas in review ?*
- Staff made changes based on ideas in review?*



Participation in Education and Service/Treatment Planning

- Service/Treatment participation ratings were higher than education participation ratings across all categories except for family empowerment subscales.

| | Mean | SD | Range |
|-------------------|------|-----|-------|
| Education | 2.87 | .86 | 1-4 |
| Service/Treatment | 3.06 | .92 | 1-4 |



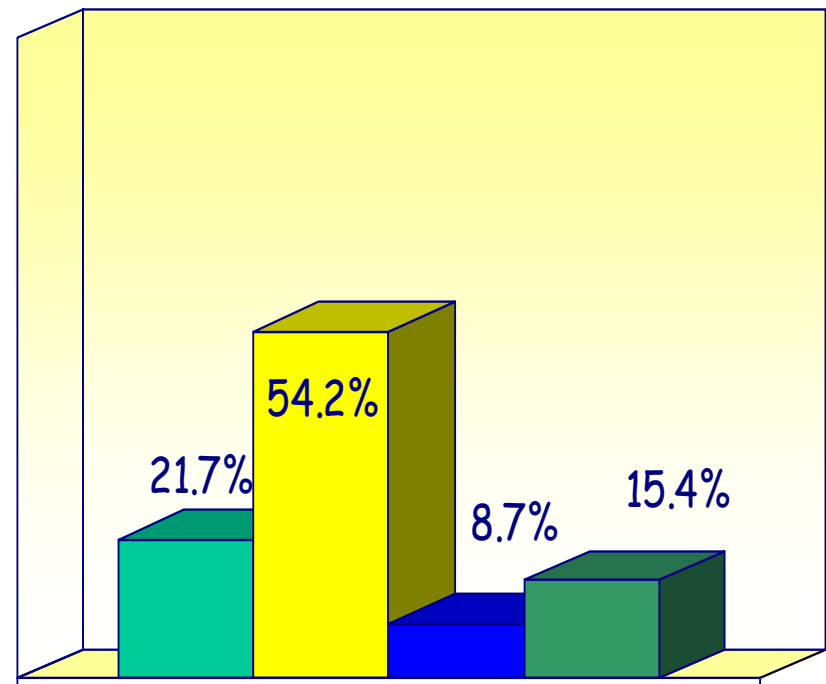
Participation in Education Planning: Bivariate Analysis

- There were no significant differences education ratings based on child's age, child's race, age of onset, age at 1st services, child severity, parent income, custody status.
- Older parents rated their participation in education planning higher than younger parents ($r = .17$ $p < .01$).
- Caucasian parents rated their participation higher than non-Caucasian parents ($t = 2.50$, $p < .05$).
- Parents with some graduate level education reported higher participation ratings than those with less education.



Life Goals

- What is the primary goal that you have for your child?
- How likely do you think it is that this goal will be reached?



Very Likely

Somewhat Likely

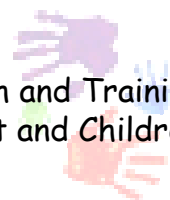
Not Likely

Dont' Know



Participation in Education Planning: Bivariate Analysis (cont.)

- Parents who thought their child was “not likely” to reach their goals rated their participation lower than those parents who thought their child was “very likely” or “somewhat likely” to reach their goals ($F = 6.86, df = 2, p < .01$).
- Parents who rated themselves as more empowered also rated themselves as participating more in education participation.
 - Family empowerment ($r = .38, p < .01$)
 - Child services empowerment ($r = .48, p < .01$)
 - Community empowerment ($r = .25, p < .01$)



General Positive Comments:

"Our school district has been very accommodating."

"We have been fortunate to have worked with two excellent school systems."

"We have been fortunate with the interaction with our local school."

"In my son's junior and senior years in high school I wrote his plan and it was truly individualized. It totally revolved around his music and creativity but I had educated myself and his teacher and the teacher trusted my competence."



Knowledge about Mental Health Issues

"High school, in particular, is not geared to children with ADHD. Some teachers are wonderful; most are cooperative, but often do not understand...."

"Teachers ... asked me what to do in that they had limited knowledge on how to educate my son. I listed accommodations that would help him. They agreed to do so, but did not carry them out. I ended up working with his teachers (sometimes weekly) so his needs could be accommodated."



Knowledge about Mental Health Issues

"Because the school had little knowledge of Bipolar Disorder I ran the meetings, provided the resources, and wrote the accommodations list."

"It wasn't so much an unwillingness to go with our ideas as a lack of knowing how to implement what we wanted."

"Special ed. staff overall were very helpful, however despite trying to educate them some administrators weren't very flexible and could not understand her continued absences even after medications."



Implementation of Plans

"Planning goes fine. Implementation is another matter."

"IEPs were done, but not enforced."

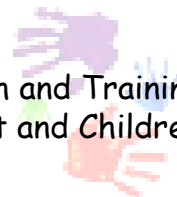
"The plans are lofty and well-focused and would be great if they could be accomplished but the schools really don't have the resources they need and day-to-day routine loses sight of the goals."



Concern about Educational Lag

"Because things didn't work as planned the last school year, our child went backward rather than forward. We found it impossible to get things changed midyear."

"My child did not learn anything but he passed the 4th grade."



Participation as the Exception

“Because I had written a book about my son’s disability, and had run the state association I was treated with utmost respect and was very involved in all aspects of education planning. I was very assertive.”

“I was a parent advocate during this period. My experience would have been less positive without advocacy training.”

“My son’s plan was semi-carried out only because of my experience as an advocate in the state.”



Participation as the Exception

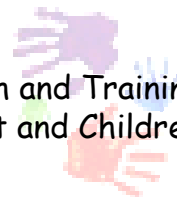
"We have had a lot of involvement, but only because we have been diligent and unyielding in insisting that we be involved. The school district did not proactively offer this level of involvement."

"I was only involved in the planning because I chose to be active. I was invited to the IEP, but was not included in the planning unless I forced issues that were important to our child/family."

"I am an advocate here. I believe the schools treat us differently because of that."

Future Research

- Need more representative samples of families whose children receive mental health services;
- Need comparison of various approaches to defining and measuring educational participation;



Future Research

- Basic assumptions need to be tested, e.g., if parents are involved:
 - Planning will be more appropriate
 - Parents will be more invested
 - Outcomes for children (and families) will be improved;
- Continue to collect and analyze qualitative data. Parents' views and voices provide much needed perspective on IDEA implementation.

