

Research Studies by Work-Life Integration Project Group
 Research and Training Center on Family Support and Children's Mental Health
 Portland State University; Portland, Oregon, U.S.A.

| Investigators and Dates | Focus of Research | Sample(s) | Data Collected | Major Findings |
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| Brennan, Rosenzweig, Emlen, & Koren (1990-94) | Patterns of stress for employed parents of minor children. | Series of analytic studies with N ranging from 800 to 1200 employed parents. | Secondary data analysis of quantitative employee survey data collected by Emlen and Koren. | Stress levels varied by stage of family development, gender of employee, and by type of job held. |
| *Brennan & Poertner (1995-97) | Patterns of employment and caregiving for families with children having emotional or behavioral disorders. | N = 243; caregivers of children receiving treatment in the North Carolina Mental Health System. | Secondary data analysis of quantitative survey data collected by McDonald and Poertner. | Family employment patterns were related to stress levels, reported stress correlated with children's behavior. |
| *Brennan, Rosenzweig, & Ogilvie (1997-2002) | Family members' perceptions of their greatest challenges in finding a fit between work and family life. | N = 41; employed parents of children with mental health diagnoses served as participants in 5 focus groups. | Focus groups were used to collect qualitative data in the form of transcripts that were analyzed using the Ethnograph. | Employment, child care, financial matters, transportation, education, and home management, identified as key areas of concern. |
| *Brennan, Rosenzweig, Ogilvie, Wuest, Ward, Bradley, & Huffstutter (1998-2004) | Patterns of employment, child care use, work-family fit, role quality, strategies and supports used. | N = 60; employed parents of children from 6-18 years of age who have received treatment for an emotional/behavioral disorder. | Extensive interviews using standardized instruments, specially developed items and scales, and open-ended questions. | Child care arrangements are complex, and linked to stress levels and ability to work; flexibility in the work-family boundary is pivotal to achieving fit between work and family responsibilities. |

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| *Brennan, Bradley, Ama, & Cawood (1999-2003) | Strategies child care centers used to successfully include children with emotional or behavioral disorders. | N = 9 center directors, N = 40 center staff, N = 40 parents, N = 25 children. | Intensive interviews of participants, primarily qualitative questions; supplementary observations of children and staff. | Centers had commitment to inclusion, used innovative practices, and worked extensively to support the needs of the children and families. |
| *Brennan, Bradley, Ama, & Garcia Gettman (2002-2004) | State level efforts to support children with emotional/behavioral disorders in child care settings. | N = 24 state level administrators of child care, supplemented by additional interviews with informants regarding specific initiatives. | Intensive interviews using open and closed-ended questions examining current practices, new initiatives, funding patterns, family participation. | Initiatives have placed mental health consultants in child care settings, have subsidized care for parents, and have provided specialized training and workforce development. |
| *Rosenzweig & Huffstutter (2000-present) | Employment characteristics that maximize work/life integration; workplace supports and barriers. | N = 349 respondents who are parents of children with emotional or behavioral disorders. | Web-based survey using quantitative and qualitative questions. | Caregiving responsibilities have affected opportunities to work; supervisor support is a significant predictor of flexibility and work-life fit. |
| *Rosenzweig & Huffstutter (2002-present) | Supervisor characteristics and supervisory processes that support employed parents. | N = 31 (mailed surveys) N = 23 (interviews) employers or supervisors of parents who have children with emotional or behavioral disorders. | Mailed survey asking about workplace characteristics and telephone interviews addressing supervisors' decision making in regards to flexibility. | Results address informal flexibility and support in the workplace; relationship of workplace culture to flexible work options. |

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| *Brennan & Brannan (2004-2005) | Factors affecting workforce participation, including school attendance, satisfaction with child care, and caregiver strain. | N = 2,585 caregivers of school-aged children being treated for mental health disorders. | Secondary analysis of data from national evaluation of the Comprehensive Community Mental Health Services for Children and their Families Program. | Higher levels of child symptoms predicted more frequent school absences, less adequate childcare, and increased caregiver strain related to missing work. |
| *Bradley, Huffstutter, Brennan, & Rosenzweig (2004-present) | Parent strategies and workplace approaches to formal and informal supports. | N = 17 human resource professionals and N = 23 parents of children with mental health disorders. | Separate focus groups were conducted for human resource professionals and parents. Qualitative data are being analyzed using grounded theory methods. | Managing the boundary between work and family difficult. Disclosure of child's disability led to workplace flexibility and high work performance in some cases, but also to stigma and even job loss in others. |
| *Huffstutter, Rosenzweig, Brennan, & Bradley (2005-present) | Factors affecting employing organizations' willingness to allow flexible work arrangements. | N = 551 human resource professionals who belong to membership organizations. | Web-based survey using quantitative and qualitative questions. | Although flexibility was available in most organizations, use was relatively low. Reasons for request for flexibility mattered; children's behavioral challenges discounted. |
| Rosenzweig, Brennan, Malsch, Stewart, & Conley (2007-present) | Intervention study: Training for HR professionals on employees with children with special needs. | N = 60 human resource professionals | Pre- and post-training survey measuring knowledge, attitudes, and skills | |

*Research studies supported by grants from the National Institute on Disability and Rehabilitation Research (H133B40021, H133B990025, and H133B40038)