Issues Facing Youth With Emotional and Behavioral Problems & Their Families

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Students Identified as Having Emotional Disturbance

- Between 1/3 and 1/2 have co-occurring LD (U.S. Department of Education 1998)
- 2/3s reported by families as having ADHD
- Disproportionately Male, Black, Latino, or Native American, and economically disadvantaged (Wagner & Cameto, 2004; Blackorby, 2004)
- Poorer grades in spite of cognitive potential, test scores, and reading performance (e.g., compared to students with LD and Autism)
- Poor Social Skills
- Lack of Persistence and Self-advocacy Skills (Blackorby, 2004)
- Almost 60 percent drop out
- 13+ times more likely than other students with disabilities to be arrested while in school (Doren, Bullis, & Benz, 1996)
Students Identified as Having Emotional Disturbance (Continued)

- More likely than other students with disabilities to be arrested after they leave school (Wagner, 1995)
- 48.7% of Young Women with EBD have live birth within 3-5 years of leaving school
- 6 Times more likely than their peers to have multiple births at young age and to have lost custody (Clark & Davis, 2000)
Students Identified as Having Emotional Disturbance (Continued)

- Outcomes Worse For Children of Color (Osher, Woodruff, Sims, 2002)
- Have Very Poor Transition Outcomes
  - Less Post-secondary education
  - High unemployment rates
  - Low wages and hours worked
  - Less job stability
  - Mental Health and Substance Abuse Problems
  - Greater risk of homelessness
  - Less likely to be involved in groups (Social Capital Problems)
  - More Institutionalization (Blackorby & Wagner, 1996; Boreson, 2003)
Poor engagement (e.g., elementary and middle school)

- 28% of students with emotional disturbances have parents who disagree or strongly disagree that the child enjoys school (the highest percentage among all disability categories.)
- Students with emotional disturbances or other health impairments also are among the least likely to be rated as being highly motivated and as having classroom behaviors that demonstrate high engagement (27.5%)
- Miss 4.9 days more of school that students with LD, all other factors being equal

Blackorby et al, 2004
INVOLVEMENT IN BULLYING AND FIGHTING AT SCHOOL Compared to Other Students

**Involved in fighting**

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/middle school students</td>
<td>50</td>
</tr>
<tr>
<td>Secondary school students</td>
<td>42</td>
</tr>
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</table>

**Been bullied/picked on**

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Elementary/middle school students</td>
<td>47</td>
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<tr>
<td>Secondary school students</td>
<td>42</td>
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</table>

**Bullied others**

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary school students</td>
<td>36</td>
</tr>
</tbody>
</table>

Sources: Wave 1 SEELS and NLTS2 parent interviews; National Survey of America’s Families. Statistical significance: ***p<.001.

Wagner, 2004

Involved in fighting

- Elementary/middle school students: 4***
- Secondary school students: 4***

Been bullied/picked on

- Elementary/middle school students: 16***
- Secondary school students: 12***

Bullied others

- Secondary school students: 16***

Percentage:
- With ED
- All disabilities
- General population

Wagner, 2005
### Sad or Bad: Teachers’ Reports of Students’ Mood Compared to Other Students

#### How often student acts sad or depressed in class

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Sometimes</td>
<td>Often</td>
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<tr>
<td><strong>Elementary/Middle</strong></td>
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<tr>
<td>School Students</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>With ED</td>
<td>24</td>
<td>57</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>All disabilities</td>
<td>55***</td>
<td>38***</td>
<td>7*</td>
<td></td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With ED</td>
<td>43</td>
<td>43</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>All disabilities</td>
<td>60*</td>
<td>35</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Sources:** Wave 1 SEELS language arts teacher survey, NLTS2 general education teacher survey.

**Statistical significance:** *p<.05, **p<.01, ***p<.001.
Challenges Facing Families

- Burden
- Stigma
- Aversive Experiences at School and Community
- Barriers to Participation, Service & Care
- Cultural and Linguistic Unresponsiveness
- Agency and Professional Driven Practice

U.S. Department of Education, 2004
Osher & Osher, 1995, 2002
Barriers Families Face

- **They can be scared.** Make sure the environment is safe and comfortable for families and youth to speak frankly with honesty without incriminating themselves.
- **They can be misinformed.** Make sure families have a “roadmap” with all the information they need to understand what is being discussed – be accurate and factual not judgmental.
- **They can be isolated.** Open up multiple lines of communication with families and connect them to other families.
- **They can be confused.** Watch the vocabulary – avoid acronyms and technical jargon.

Osher & Osher, 2005
Mental Health Needs & Services: Cross-System Epidemiological Surveys

- Mental Health needs of youth in Juvenile Justice greatest among 792 youth from juvenile justice, child welfare, education, and health care (Stiffman, Chen, Elze, Dore, & Cheng, 1997)

- Youth in Juvenile Justice had had less contact with Mental Health System and School Mental Health, than other children in 1,706 sample of youth receiving services from any system (Hazen, Hough, Landsverk, & Wood 2004).
Mental Health Needs: Juvenile Justice Placements

- 45.9 % of youth on probation
- 67.5% youth incarcerated
- 88 % youth adjudicated to residential treatment centers

Lyons, Baerger, Quigley, Erlich, & Griffin, 2001
Mental Health Needs: Juvenile Facilities

- Youth entering Juvenile Justice: ~66-75% have serious emotional problems *(Coalition on Juvenile Justice; Teplin et al, 2004)*

- 73% of children in 95 public and private juvenile facilities reported mental health problems during their screening *(APT Associates, 1994)*
Youth Incarcerated Due to a Lack of Available Mental Health Treatment (Survey of 524 facilities in 49 states for the first six months of 2003)

- 15,000 Youth Detained for Needing Mental Health Services
- 2/3s of 524 facilities in 49 states detained youth without any charges
- 261 facilities held youth before adjudication
- 229 facilities continued to detain youth after adjudication until mental health services became available
- Most reported detaining youth under the age of 13
Co-Occurrence of Mental Health and Substance Abuse

- Mental Health Disorders are a risk factor for substance abuse
- Self-medication
- 1/3 children in mental health system have a co-occurring disorder (~age 11; ~age 17-18 SA)
- Need to treat co-occurrence
  - But Fragmented Systems
  - See *Blamed and Ashamed* (Federation of Families for Children’s Mental Health)
Co-Occurrence of Mental Health and Health Care

- 41% of children with mental health problems had a health problem
- 62% of children with a health problem had mental health problems
- Children with mental health problems who also had health problems were more likely to have more unmet service (Boothroyd & Armstrong, 2005)
- Depression appears to mediate health outcomes
Child Welfare

- 48% of Children Coming in Contact with Child Welfare System Needed MH services and only 11% Received Any in previous year (Burns et al., 2004)
- ~500,000 children in foster care
  - up to 85% have emotional/behavioral and/or substance abuse problem (The AFCARS Report: Preliminary FY 2001 Estimates as of March 2003. Washington, D.C., DHHS, 2003. (latest federal statistics on foster care supplied by the states for the Adoption and Foster Care Analysis and Reporting System;)

- Families in many states must relinquish custody to access mental health services for their children.
- Children of Color disproportionately removed from families—even when one controls for the number of incidents reported
Children in Foster Care and MH Service (0-14)

- Children with CBCL scores in the clinical range were 4 times more likely to receive mental health services than children whose scores were not in the clinical range.
- Children living outside of the home were more likely to receive mental health services than children living at home.
- Younger children were less likely to receive services than older children.
- Compared with rates of service use among Caucasians:
  - African-American & Hispanic children were 0.61 and 0.51 times as likely to use services and had lower dosages (for children 2-16).

Hurlburt et al., 2004
James, Landsverk, Slymen, & Leslie, 2004.
Rural Disparities

- Rates of mental disorders are similar between rural and urban youth, although limited sampling in rural America

- Exception: Rural adolescents have higher rate of suicide than urban counterparts

- Significantly higher rate among Native American youth

- Child poverty higher in rural areas; children of color at-risk with 46% African American, 43% Native American and 41% Hispanic rural children in poverty
School as a Risk Factor

- Alienation
- Academic Frustration
- Chaotic Transitions
- Negative Relationships with Adults and Peers
- Teasing, Bullying, Gangs
- Segregation with Antisocial Peers
- School-driven Mobility; &
- Harsh Discipline; Suspension, Expulsion, Push Out/Drop Out.
Example of School Effects: Impact of 1st Grade Teachers on Seventh Grade School Outcomes?

The Impact of First Grade Teacher Capacity on 7th Grade Behavior
(Kellam, Ling, Meno, Brown, & Ialongo, 1998)
SCHOOL SUSPENSIONS AND EXPULSIONS Compared to Other Students

<table>
<thead>
<tr>
<th></th>
<th>With ED</th>
<th>All disabilities</th>
<th>General population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/middle school students</td>
<td>14***</td>
<td>13***</td>
<td></td>
</tr>
<tr>
<td>Secondary school students</td>
<td>33***</td>
<td>22***</td>
<td></td>
</tr>
</tbody>
</table>

Percentage ever suspended or expelled

Sources: Wave 1 SEELS and NLTS2 parent interviews; National Household Education Survey, 1999.

Statistical significance: ***p<.001.

Wagner, 2004

National Evaluation and Technical Assistance Center for the Education of Children Who Are Neglected, Delinquent or At Risk

Neglected-Delinquent.org
Example of School Effects: Mobility for Students with EBD Compared to Other Students

- Family Moved
- Changed Households
- Family Choice
- School Assigned
- Hospitalized
- Incarcerated
- Expelled

Cheng, Osher, Morrison, & Bailey. 2003
Poor School Experiences of Secondary School Students Compared to Other Students

- First received special education at age 9 or older
  - With ED: 53%
  - All disabilities: 41***

- Attended five or more schools
  - With ED: 40%
  - All disabilities: 23***

- Changed schools last time because reassigned by school
  - With ED: 20%
  - All disabilities: 5***

- Ever retained at grade level
  - With ED: 38%
  - All disabilities: 36%

- Ever suspended/expelled
  - With ED: 73%
  - All disabilities: 33***

Sources: Wave 1 NLTS2 parent interviews.
Statistical significance: ***p<.001.

Wagner, 2004
Wagner, 2005
The Modal School-Community Trajectory

- Poverty
  - > Behavior Problems

- Behavior Problems (48% subject to discipline while in elementary/middle school)
  - > Lessened Opportunity to Learn

- Lessened Opportunity to Learn
  - > Poor Learning Outcomes
  - > Increased Behavior Problems
  - > Non-normative Mobility ->Segregating Placements
  - > Suspension -> Expulsion/Drop Out -> Arrest
ARREST RATES

Youth ages 13 to 17

Youth with ED ages:
13 or 14
15
16
17
Sixteen-year-olds

Percentage
- With ED
- All disabilities
- General population

Sources: Wave 1 SEELS and NLTS2 parent interviews

Statistical significance: ***p<.001.
The Impact of Lack of Behavioral Skills and Control

- Contempt of Teacher
- Contempt of Staff
- Contempt of Principal
- Contempt of Cop
- Contempt of Judge
- Contempt of Staff
Race as a Risk Factor: Special Education Disparities: Comparison: White and Black Students with ED (NLTS)

- Black students received more segregated placements with less support
- White youth received more counseling and therapy services more often than black students & at a higher dosage (Osher, Woodruff, Sims, 2002)
- Teacher Bias on Child Behavior Checklist (e.g., viewing African American males as having externalizing behavior (Lau et al., 2004)
What Behaviors are Students Referred & Suspended More For?

**White students:**
- Smoking
- Endangering
- Obscene Language
- Vandalism
- Drugs/Alcohol

**Black students:**
- Loitering
- Disrespect
- Excessive Noise
- Threat
- Conduct
- Interference

The Color of Discipline

www.indiana.edu/~iepc
School as a Protective Factor

- Connection
- Academic Success
- Supported Transitions
- Positive Relationships with Adults and Peers
- Caring Interactions
- Interaction with Pro-social peers
- Stability;
- Positive approaches to disciplinary infractions;
- Services and Supports
What Do We Do

- Work across multiple domains
- Work Comprehensively—Systems of Prevention & Treatment
- Address fundamental needs of all youth
- Collaborate, Coordinate, Eliminate Fragmentation
- Be Youth and Family Driven
Where to Intervene

- School & Community Policy
- Staff
- School Community
- Family
- Teacher
- Peers
- Classroom
- Individual
- Factors
Intensive Intervention

- Individualized;
- Address multiple risk factors & cross multiple domains;
- Linguistically & culturally competent;
- Child & family driven;
- Intensive & sustained;
- Monitored; &
- Zero Eject.
Work at 3 Levels

- Universal Intervention
- Early Intervention
- Intensive Intervention

All Foundation

All

Some

Few
# Address Fundamental Needs of Children, Youth, & Adults

<table>
<thead>
<tr>
<th>Connection/Attachment</th>
<th>Social &amp; Emotional Skills &amp; Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust</td>
<td></td>
</tr>
<tr>
<td>Care</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
</tr>
<tr>
<td>Positive Behavioral Approaches &amp; Supports</td>
<td>Engagement Motivation Effective Pedagogy Learning Supports</td>
</tr>
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</table>
A Comprehensive 3-Level Approach
RESOURCES: TA Centers & Websites

- National Center for Mental Health Promotion and Youth Violence Prevention (website and link to technical partners)—www.promoteprevent.org
- Center for Effective Collaboration & Practice—www.air.org/cecp
- National Coordinator Training and Technical Assistance Center—www.k12coordinator.org
- National Evaluation and Technical Assistance Center for the Education of Children Who are Neglected, Delinquent, or At Risk—www.neglected-delinquent.org
- Technical Assistance Partnership for Child & Family Mental Health—www.air.org/tapartnership
RESOURCES: MATERIALS

- Safe, Supportive, & Successful Schools Step by Step (Sopris West)
- Teaching and Working with Children with Emotional and Behavioral Challenges (Sopris West)
- Addressing Student Problem Behavior (Parts 1, 2, 3) (CECP; Forthcoming, Sopris West)
- Wraparound: Stories From the Field (www.air.org/CECP)
RESOURCES: MATERIALS

- “Schools Make a Difference,” in *Racial Inequity in Special Education*, The Civil Rights Project at Harvard University and the Harvard Education Press
RESOURCES: MATERIALS

- Every Child Learning: Safe & Supportive Schools (Learning First Alliance)
- Safe & Sound (CASEL)
- R. Rutherford, M. Quinn, & S. Mather (Eds.) Handbook of Research in Behavioral Disorders. New York: Guilford Publications.
- Promising Practices in Children’s Mental Health, (www.air.org/cecp)
- Safe, Drug Free, and Effective Schools: What Works! (www.air.org/cecp)
- The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders (www.air.org/cecp)
RESOURCES: Special Issues

- Psychology in the Schools (Fall, 2003) (Safe Schools/Healthy Students Grants)
- Journal of Negro Education (Fall, 2003) (Student Mobility)
- New Directions in Youth Development (Number 92 (1992) (Zero Tolerance) and 99 (2003) (Pipeline to Prison)
- Journal of Child and Family Studies (Winter, 2002) see articles on collaboration with families (Osher & Osher) and on comprehensive and collaborative systems (Osher)