

## EDUCATIONAL FUNCTIONING AT ENROLLMENT AND 6 MONTHS IN ONE COMMUNITY ONE FAMILY

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**Purpose:** This brief explores changes in educational functioning for youth enrolled in intensive family based services, Wraparound, or TIP (Transition to Independent Process) from intake to 6 months.

### Executive Summary

#### *School Attendance*

- More than one third of students in One Community One Family have missed more than 1 day of school every week or two based on attendance data from enrollment to 6 months.
- At enrollment, 85% of caregivers reported that their youth's attendance was affected by behavioral or emotional problems. Similarly, 80% of caregivers reported their youth's attendance as being affected by behavioral or emotional problems at 6 months.
- At enrollment, 66% of youths switched schools or had attended more than one school because of behavioral or emotional problems. However, at 6 months, this dropped to 33% of youths who had attended more than one school because of behavioral or emotional problems.

#### *Special Education*

- At enrollment, approximately 62% of children and youth in this sample had an Individual Education Plan, compared to 73% at 6 months.
- Among youth who were reported by their caregivers to be receiving special education at enrollment, 32% received services in a special education classroom all day, 20.5% received services in special education classes for part of their day and 20% were in general education classrooms with minimal special education support. At 6 months post-enrollment, 27% were in a special education classroom all day, 37% were in special education classes part-time, and 6% were in general education classrooms.

#### *Discipline and Grades*

- At enrollment, 27% of the children in this sample had either been suspended or expelled during the previous 6 months. Similarly, at 6 months, 23% had either been suspended or expelled during the previous 6 months.
- Approximately 87% of children and youth received at least passing grades in all subject area as reported by their caregivers during their first 6 months in One Community One Family.
- According to caregivers, the school performance of 85% of youth at enrollment and 76% of youth at 6 months was negatively affected by their behavioral or emotional problems.

Table 1. Educational Functioning at Enrollment and 6 months in One Community One Family.

	<b>Enrollment (94 Youth)</b>	<b>6 Months (42 Youth)</b>
	<b>%</b>	<b>%</b>
<b>Attendance</b>		
Absent 1 day per month or less	63	64
Absent 1 day per week or less	21	39
Absent more than 1 day per week	13	10
Attendance was affected by behavioral/emotional problems	85	80
School provided support to improve attendance	61	47
Student attended more than one school due to behavioral or emotional problems	66	33
<b>Special Education-Related Services</b>		
Had an IEP	62	73
Had classroom aide	37	35
<b>Social Engagement</b>		
Gets along with friends at school	74	86
<b>School Performance</b>		
As and Bs	43	45
Bs and Cs	26	29
Cs and Ds	20	18
Ds and Fs	12	8
Emotional or behavioral problems affected grades or school performance	85	76

*Note. Questions are taken from the Educational Questionnaire-Revised, that asks caregivers to rate their child's educational experiences during the past 6 months. No percentage changes between enrollment and 6 months were found to be statistically significant at the .05 level.*