

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

Heidi R. Cornell MS, Jeffrey A. Anderson, PhD., & Allison Howland, PhD.

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.

	Enrollment (94 Youth)	6 Months (42 Youth)
	%	%
Attendance		
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
Special Education-Related Services		
Had an IEP	62	73
Had classroom aide	37	35
Social Engagement		
Gets along with friends at school	74	86
School Performance		
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.