



**School functioning for children with SED
receiving community based wraparound services**
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Coordinated
Family-
Focused Care



UMASS

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Seriously Emotionally Disturbed

- Different criteria for identification as SED for clinical and school settings
- Education criteria from Code of Federal Regulations, Title 34, §300.7 (c)(4)(i) defines
- "Seriously emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

Seriously Emotionally Disturbed

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behaviors or feelings under normal circumstances;

Seriously Emotionally Disturbed

4. A general pervasive mood of unhappiness or depression;
5. A tendency to develop physical symptoms of fears associated with personal or school problems.

The term includes schizophrenia. The term does not include students, who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

Identification as SED

- The national average number of students with a disability that qualifies for special education services is 11.46% (2004)
- Rare to have SED as the primary educational disability
- Accounts for 8% of all students with a disability or <1% of student population
- The educational outcomes of students with SED are the worst of any disability group

Students with SED in Schools

- 75-80% are male
- Approximately 25% African-American
- On average, they are identified one year later than students with other disabilities (7.8 vs. 6.7)
- 50% of students with SED drop out of high school, compared to 30% of all students with disabilities

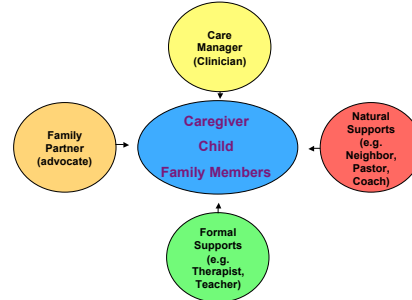
Coordinated Family Focused Care (CFFC)

What is CFFC? It's a five site wraparound services program for children with Severe Emotional Disturbance (SED) at risk for out-of-home placement in Massachusetts.

How are children eligible for CFFC?

- Ages 3-18
- Reside in one of the 5 cities where it is offered
- Child and Adolescent Functional Assessment Score of 100 or greater
- Presence of Severe Emotional Disturbance (SED)
- Caregiver willing to participate in team process
- Child and family have tried other, less intensive, services

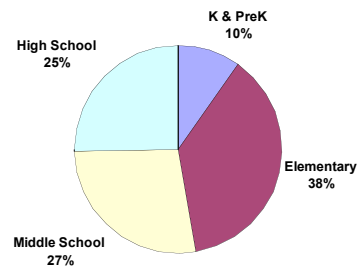
The Child and Family Team



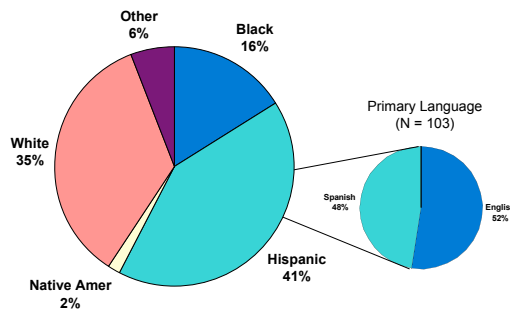
Coordinated Family Focused Care



Grade level at Intake (N=288)



Primary Ethnicity (N=288)



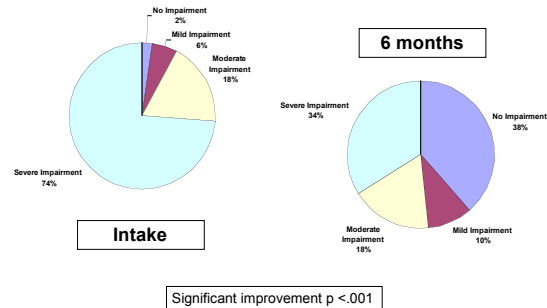
Public Agency Involvement

	At Intake	Ever
❖ DSS: Voluntary	15%	27%
❖ DSS: Custody	36%	61%
❖ DSS: Foster Care	10%	28%
❖ DMH	11%	15%
❖ DMR	4%	4%
❖ At least one system	59%	77%
❖ Multiple Systems	18%	38%

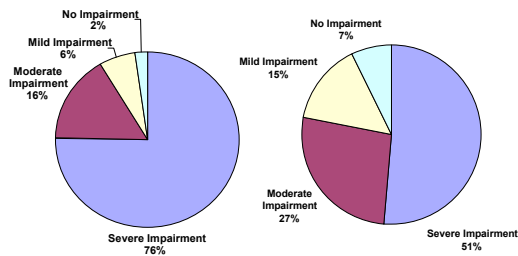
Legal System Involvement

	At Intake	Ever
❖ DYS	7%	9%
❖ On a CHINS	14%	20%
❖ Ever Arrested		14%
❖ On Probation		19%

School CAFAS scores Intake and 6 months (N=408)



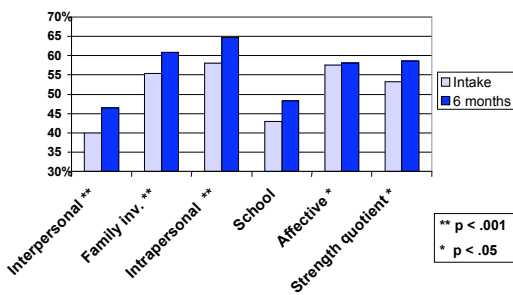
School CAFAS (N=260) Intake & Discharge



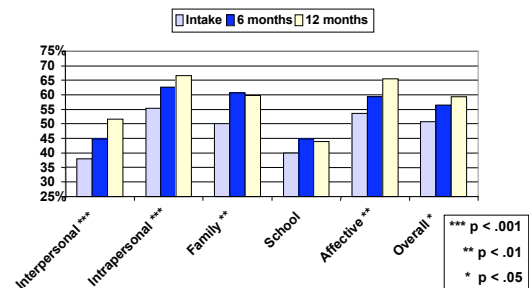
Children on IEP Overall information

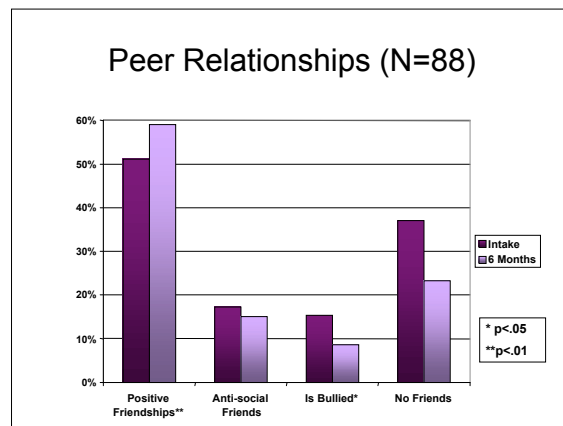
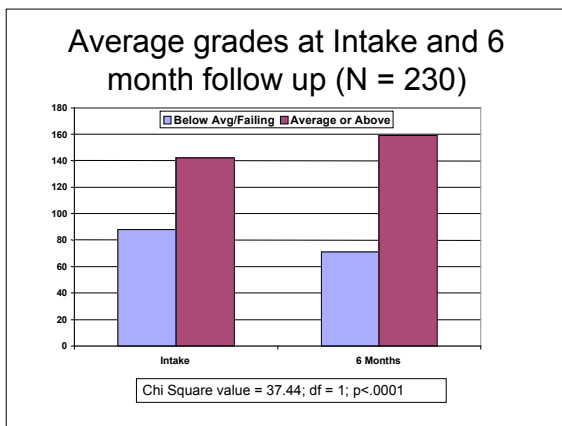
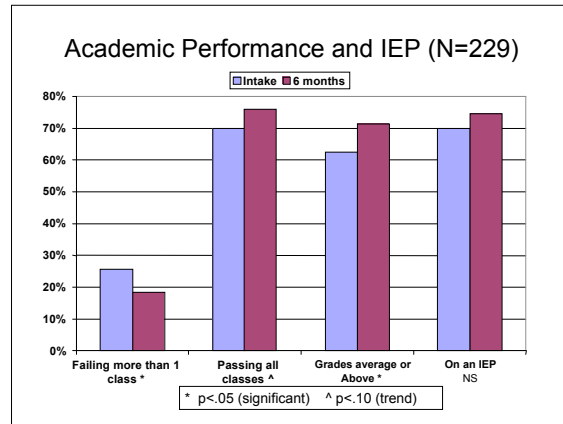
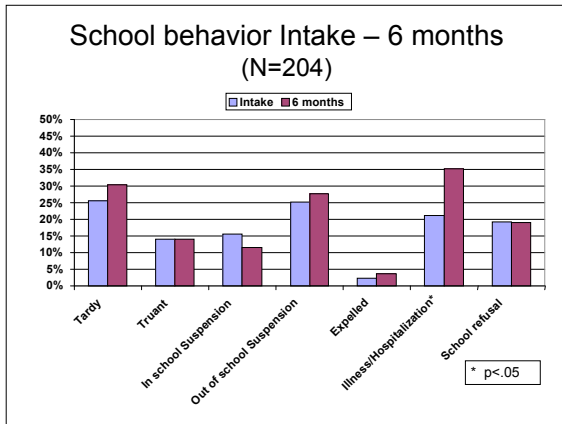
- o 65% are on an IEP at Intake (N=377)
 - o 71% are on an IEP at 6 months (N=229)
 - o 78% are on an IEP at 12 months (N=94)
- 94% of those on IEP at Intake are still on an IEP at 6 months
 - 97% of those on IEP at Intake are still on an IEP at 12 months
 - 23% of those not on IEP at Intake are on an IEP at 6 months
 - 39% of those not on IEP at Intake are on an IEP at 12 months
 - There is a significant movement to IEP status at 12 months for those who were not on an IEP at Intake.
 - There is not significant movement to IEP status at 6 months for those who were not on an IEP at Intake.

BERS Intake to 6 Months (N = 188)



CFFC: BERS Intake to 12 months (N = 82)





Is there a school person on your Wraparound Team?

Yes 53% No 47%

Predictors of school person on wraparound team:

- School CAFAS at 3 months & 6 months (higher scores = more likely)
- On an IEP
- Where you receive service (Sites ranged from 39% - 71% of families having school person on their wrap teams)
- Age of child (younger = more likely)

Factors not related to school person on wraparound team:

- School CAFAS at Intake
- School behavior: Truancy, Suspensions, Tardies
- Academic performance: Good grades, failing classes
- Ethnicity, Language spoken at home
- Gender of child

Does having a school person on the Team impact child improvement and functioning?

- Analyses indicated no differences in improvement on School CAFAS or Overall CAFAS for children with and without a school person on the Team at 3 months
- Children all have individualized treatment plans, with School as one domain. Every child has their own unique goals in this domain. At Discharge, the Team rates progress towards goals in each domain (1 = No Progress; 5 = Goal Met). For children with a school person on the team, there was a statistical trend (p = .086) towards greater progress towards the School Goals at time of Discharge (Mean 3.7 vs. 3.3)

Pros & Cons

- Should community based Wraparound Teams make efforts to involve school personnel on teams?
- Should school personnel make efforts to be involved on community-based Wrap Teams?