

# A National Look at the Mental Health and Support Services Provided to Children with ED



## A National Look at the Mental Health and Support Services Provided to Children with Emotional Disturbances

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### We need a national picture of the characteristics and school experiences, of students with ED in order to serve them more effectively

- The U.S. Department of Education is addressing this need with:
  - SEELS, the Special Education Elementary Longitudinal Study of elementary and middle school students receiving special education
  - NLTS2, the National Longitudinal Transition Study-2, involving secondary school-age youth receiving special education



2

### SEELS and NLTS2 are:



- Authorized through provisions in IDEA '97
- Inspired by the National Longitudinal Transition Study
  - The first such study of youth with disabilities
  - Congressionally mandated and conducted by SRI International from 1985 through 1993
- A solid foundation of information for improving policy and programs for children and youth with all kinds of disabilities across the school age range and into early adulthood

3

### SEELS and NLTS2 overview




	SEELS	NLTS2
<b>Focuses on</b>	Children	Youth
<b>Study began</b>	1999 – 2000 School Year	2000 – 2001 School Year
<b>Age at start of study</b>	6 to 12	13 to 16
<b>Disability categories</b>	All disability categories	All disability categories
<b>Longitudinal</b>	5 years 3 waves of data collection	9 years 5 waves of data collection

4

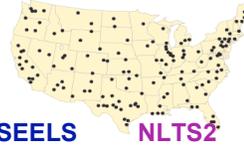
### Primary research questions



- What are the characteristics of students receiving special education?
- What educational programs and services do they receive as they age?
- What are their achievements in terms of education, social adjustment, and independence?
- What services and experiences contribute to better results?
- How do programs, experiences, achievements, and beneficial factors differ for children and youth with different characteristics?

5

### SEELS and NLTS2 samples



	SEELS	NLTS2
<b>LEAs/special schools</b>		
Representing variation in:		
• Geographic region		
• District size (student enrollment)		
• District wealth (student poverty)		
<b>Students</b>		
Eligible students selected randomly by disability category and age	11,512	11,272

6

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## Sources of data presented today

### Parents

- Telephone interviews (CATI) to assess family background, student's history, receipt of services, etc.



### Youth

- For NLTS2
  - Telephone interviews (CATI) if able to answer by phone
  - Mail surveys (multiple components tailored to youth's status) if can answer, but not by phone
- For both studies
  - Direct assessment of reading and math skills (NLTS2 also self-determination and content knowledge in social studies and science)

7

## Data sources (concluded)

### Mail surveys of:

- One of each student's teachers about curriculum and student performance in that classroom context
- School staff best able to describe each student's overall school program (often special education personnel) to describe program (e.g., placements), vocational education, special education, transition planning, and performance (e.g., days absent)
- School principals regarding school characteristics and policies and aggregate measures of school performance



8

## Students we are describing today

- Students with **"emotional disturbance"** as their primary special education disability classification
  - Elementary and middle school ages (7 through 14, from SEELS)
  - Secondary school ages (13 to 18, from NLTS2)
- Often compared with students with disabilities as a whole (includes students with ED)
- Compared with students in the general population when data are available

9

## Today's agenda

- Describe students with ED
- Describe the school programs, accommodations, supports, and services students with ED receive
- Present outcomes of students with ED
  - Academic
  - Behavioral
  - Social

10

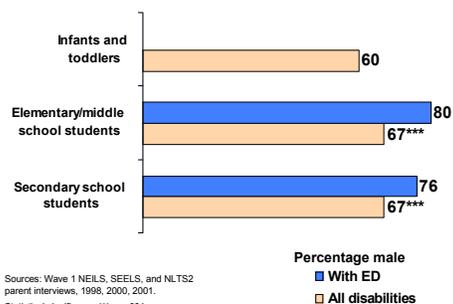
## Who are students with ED?

- Demographics
  - Gender
  - Race/ethnicity
  - Poverty
- Other characteristics
  - Secondary disabilities
  - Overall health
  - Communication and social skills
  - Home environment



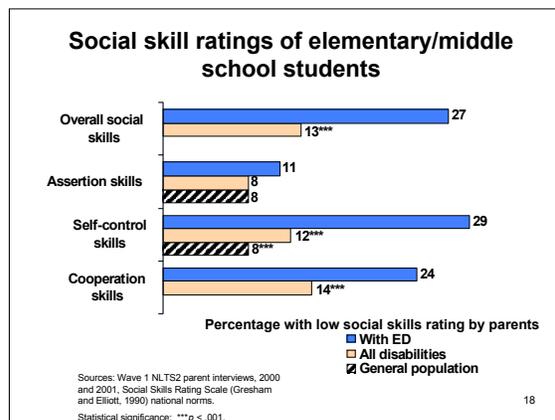
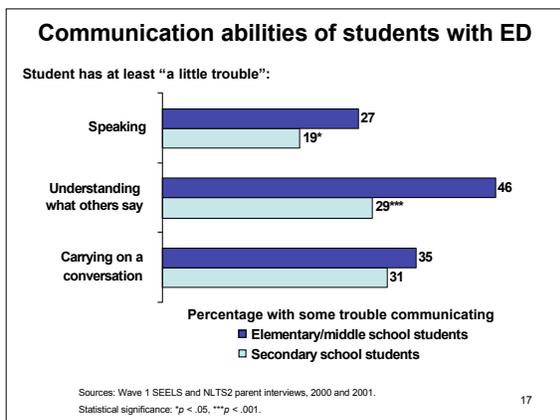
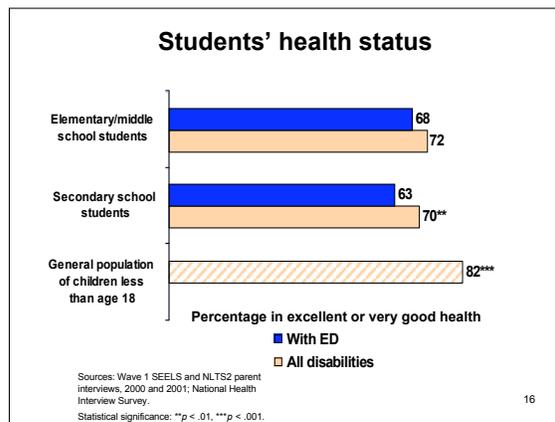
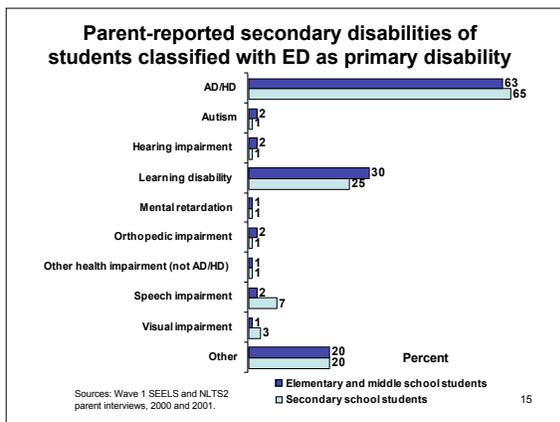
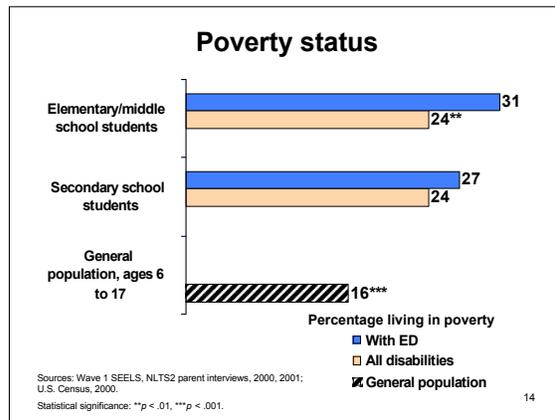
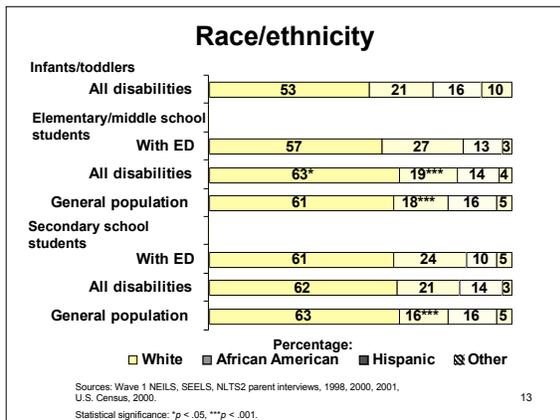
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## Gender

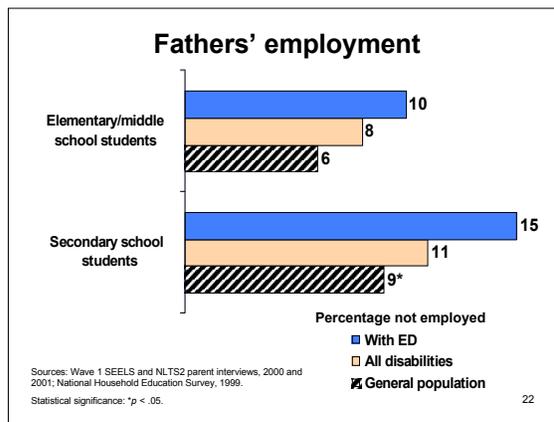
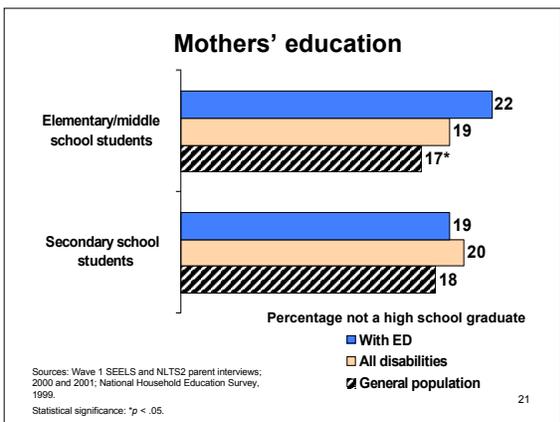
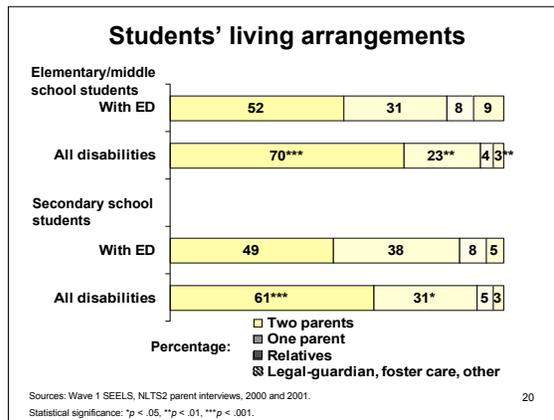
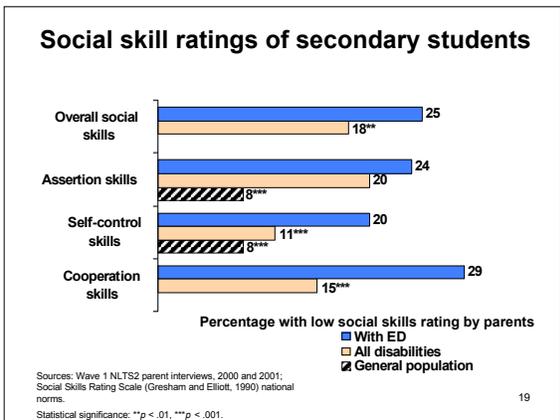


12

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### What is school like for students with ED?

- Schools and school programs
- Academic and behavioral supports
- Mental health and family support services

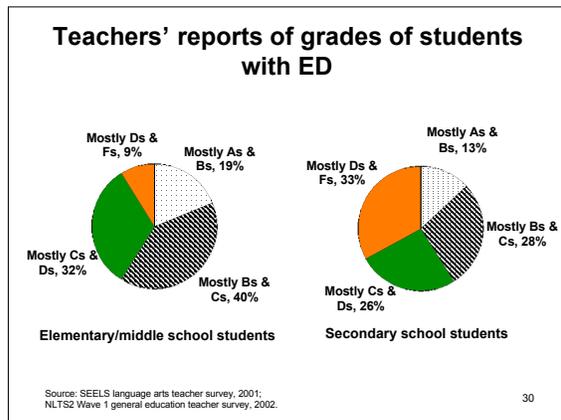
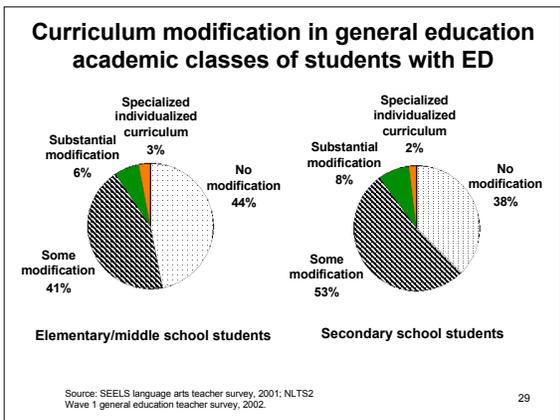
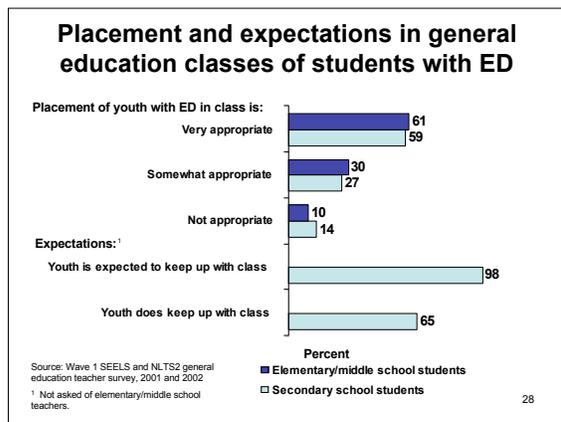
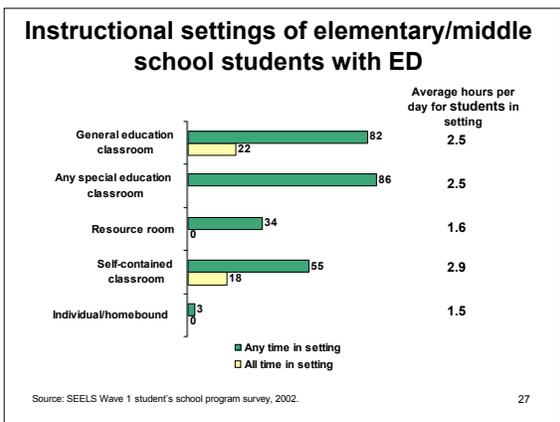
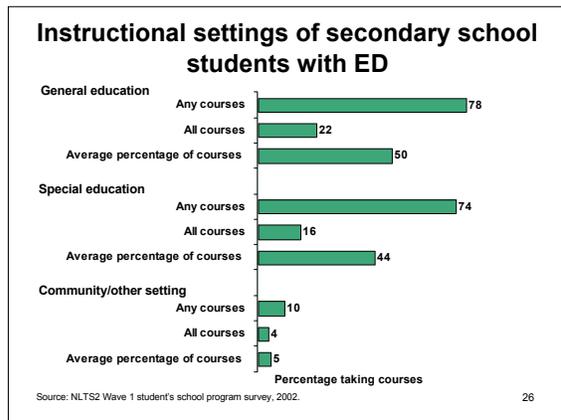
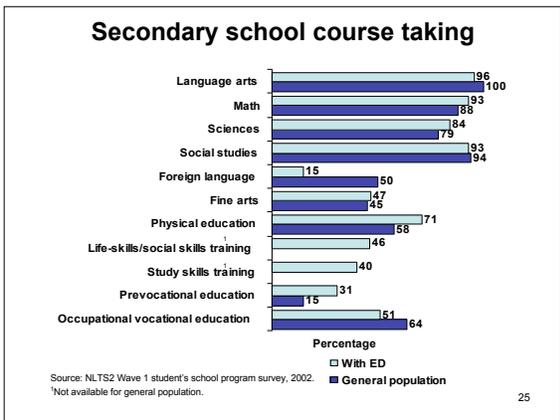
23

### Schools attended by students with disabilities

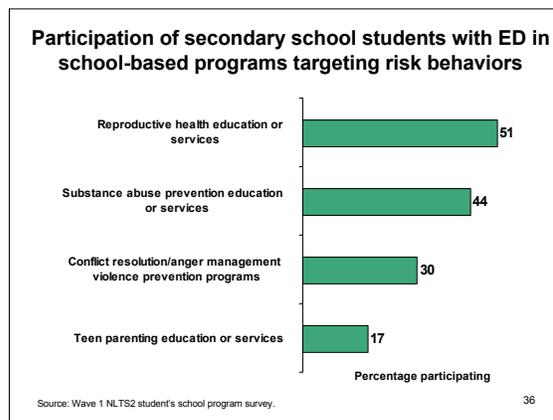
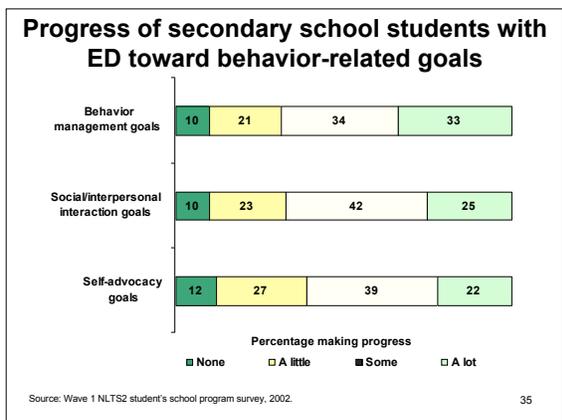
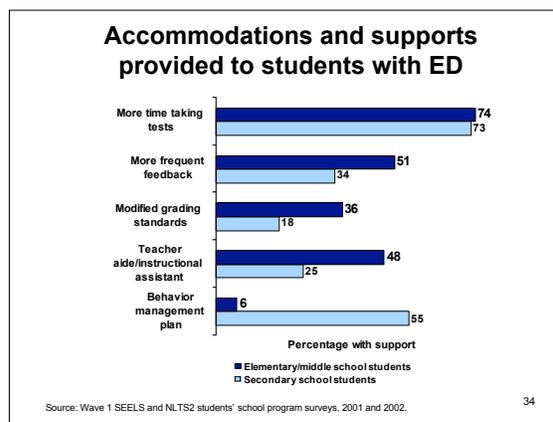
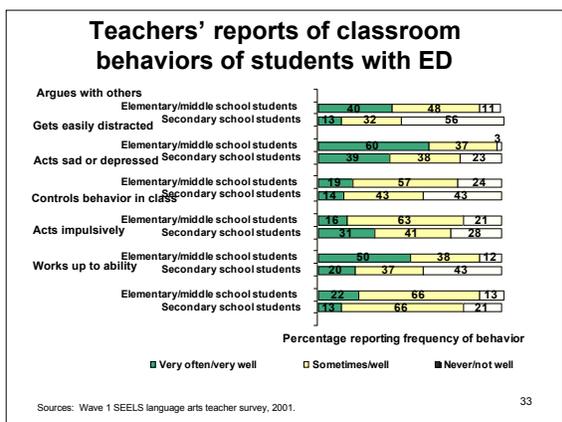
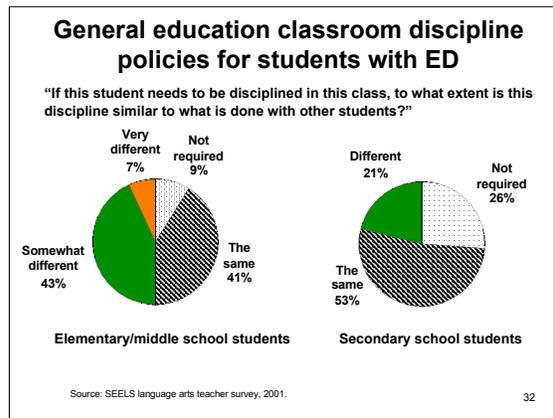
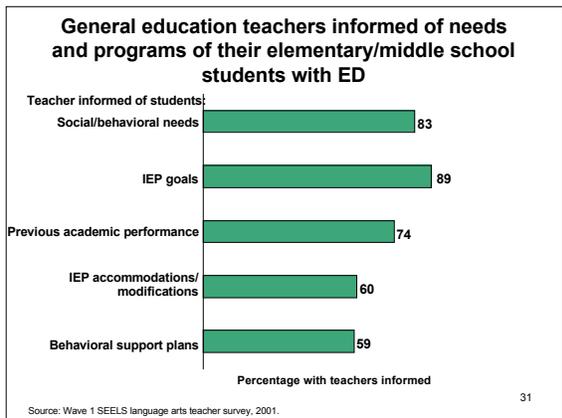
- 98% of students with ED attend public schools
- Students with ED are less likely to attend neighborhood schools than other students with disabilities
  - 66% of elementary/middle school students with ED and 62% of secondary school students go to neighborhood schools
  - 83% of elementary/middle school students with disabilities as a whole and 74% of secondary school students do
- Students with ED are more likely to attend special schools only for students with disabilities
  - 7% of elementary/middle school students with ED and 14% of secondary school students go to a special school
  - <1% and 4% of students with disabilities as a whole in the two age groups do

24

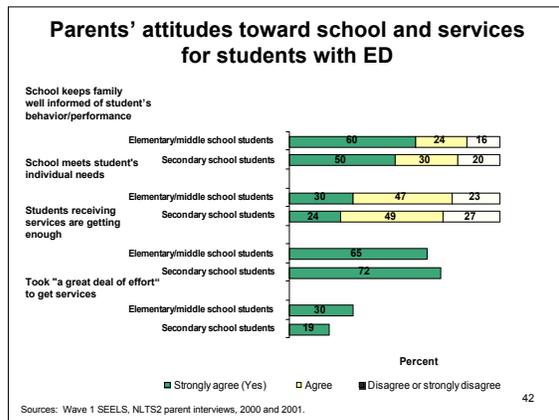
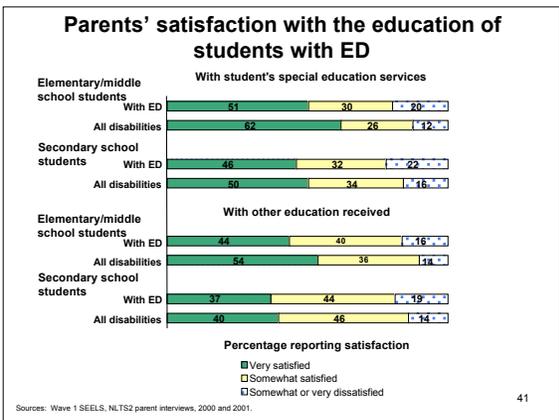
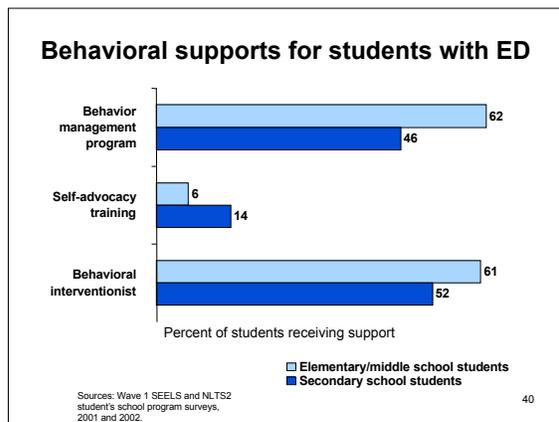
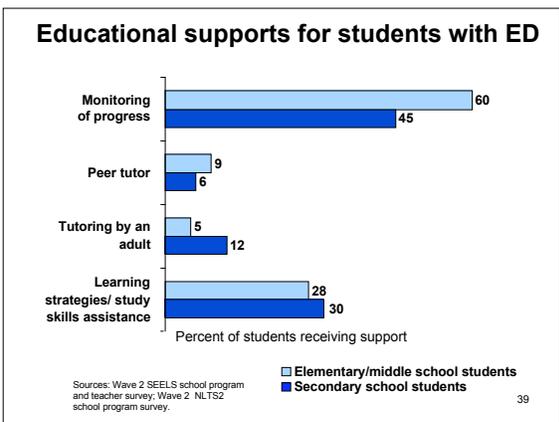
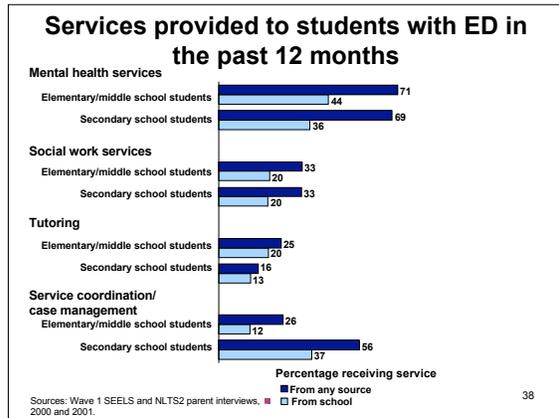
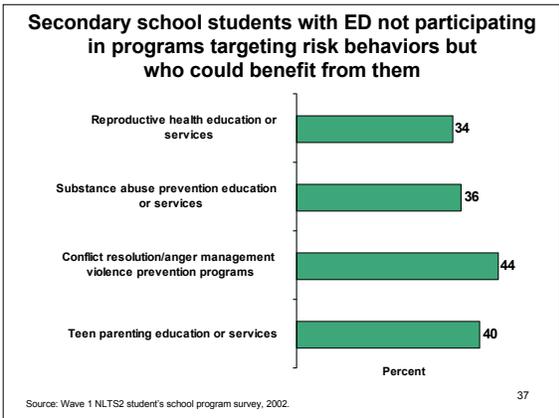
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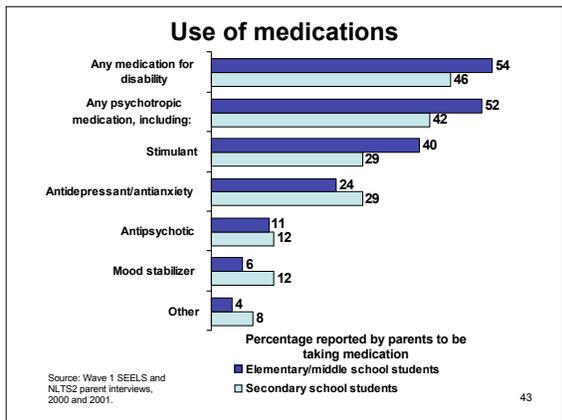
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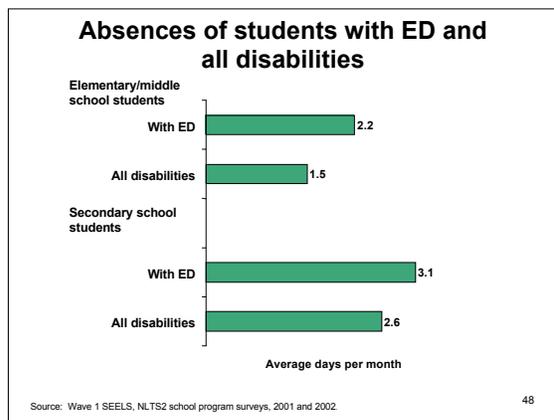
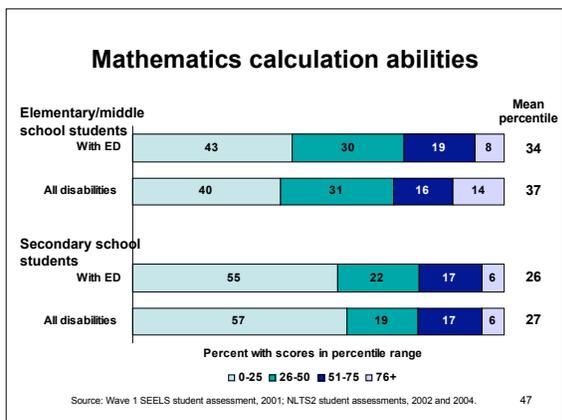
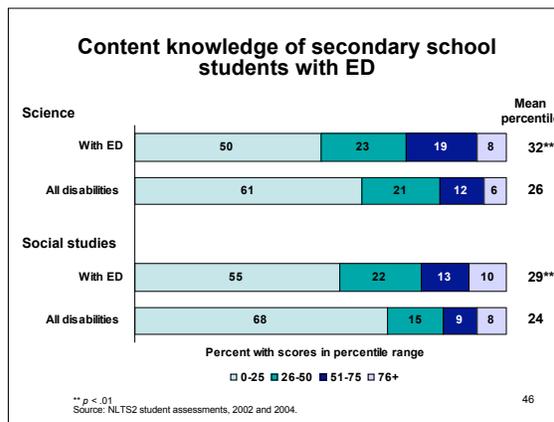
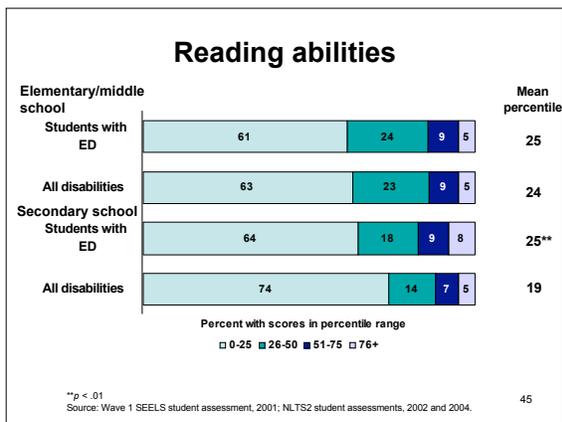


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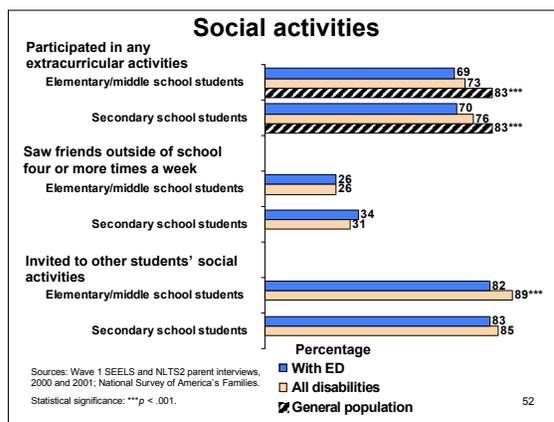
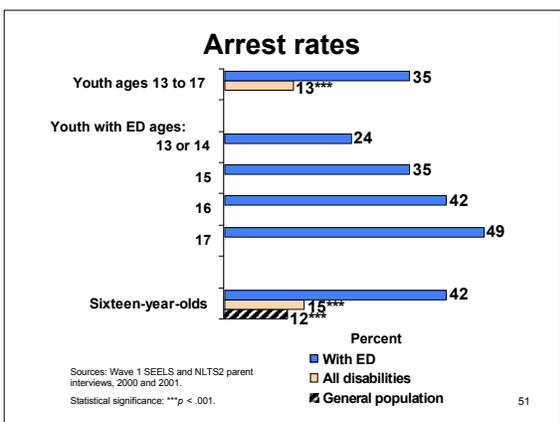
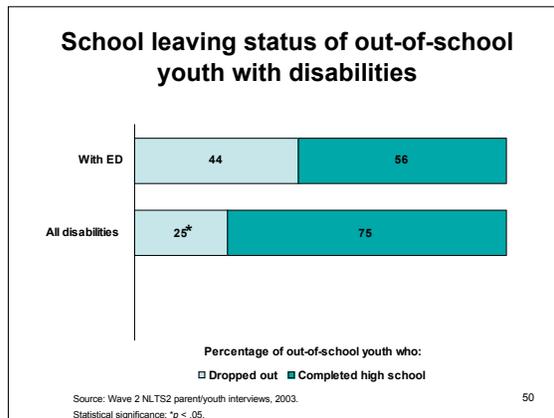
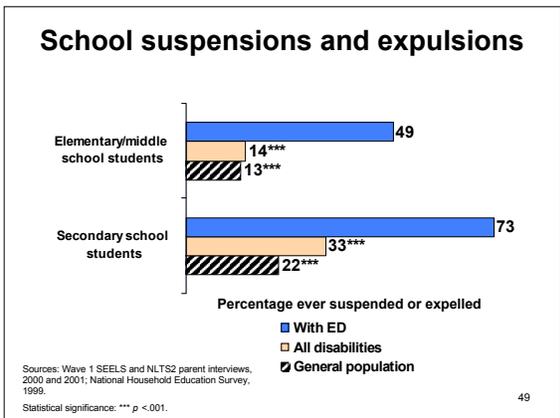


### Outcomes for students with ED

- With these accommodations, supports, and services, how are kids with ED doing?
  - Academically
    - Direct assessment
    - Graduation rates
  - Behaviorally
    - Absences
    - Suspensions, expulsions, arrests
  - Socially
- What do parents think?
  - Parent satisfaction ratings



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**For more information:**

[www.seels.net](http://www.seels.net)

[www.nlts2.org](http://www.nlts2.org)

53