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Special Education and Child Welfare Involvement of Immigrant and Non-Immigrant Children in Minnesota

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SPECIAL EDUCATION AND CHILD WELFARE INVOLVEMENT OF IMMIGRANT AND NON-IMMIGRANT CHILDREN IN MINNESOTA

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OUTLINE

1. Introduction
2. Research Method
3. Findings
4. Discussion

WHY IS THIS STUDY IMPORTANT?

- The status of non-English speaking children and students has been described from the perspective of one system or in relation to one community or intervention
- Not many studies provide a broad, cross-system examination of immigrant children
- This study is created to more fully describe how they are faring in our communities

INCREASING PROPORTION OF IMMIGRANT STUDENTS

- Children of immigrants grew by 47% from 1990-1997
(Hernandez, 1999):
 - ❑ Children of immigrants accounted for 22% of the 23.4 million children under age 6 & 20% of all children between ages 6 and 17
(2000 U. S. Census)
 - ❑ Children of immigrants will comprise roughly 30% of all American children by 2020 *(Capps et al., 2008)*
 - ❑ Immigrant children account for more than 15% of the total child population aged 1 to 17 in the Twin Cities, MN *(Wilder Research, 2009)*

RESEARCH QUESTIONS

- To what extent are Minnesota immigrant children more or less likely than non-immigrant children to:
 - ❑ Receive special education, be labeled with certain types of disabilities?
 - ❑ Receive free or reduced price meals?
 - ❑ Experience disruptive changes to their education (including school moves and homelessness)?
 - ❑ Become involved with child protection services?

RESEARCH METHOD

- ❑ Quantitative analysis
- ❑ Secondary analysis of administrative data: DOE and DHS
- ❑ Utilized existing dataset containing education data on **all children** attending public school in Minnesota during the 2005-2006 school year
- ❑ Focused on the eight largest ethnic populations in the dataset
- ❑ Data on child protection: Utilized child maltreatment data from 2003-2006 for a sub-set of these children: adolescents and young children

ADVISORY GROUP

- We have an advisory group of 14 people, including:
 - Experts in the field
 - Service providers at counties
 - Representation for different ethnic/immigrant groups: East African, Asian, Latino, Caucasian
 - Specialists working at DOE, DOH
- Advisory group has helped us to:
 - Shape the research questions as to which would be most helpful for them
 - Provide feedback on the preliminary findings, the report, and the development of the learning module

DEFINITIONS OF IMMIGRANT AND NON-IMMIGRANT

➤ Definition:

- ❑ Immigrant children are those who have at least one parent who is not a U.S born citizen
- ❑ Non-immigrant children: are those whose parents are both U.S. born citizens or who live with a single parent who is U.S. born

(Capps et al., 2005)

PRIMARY LANGUAGE SPOKEN AT HOME

- Our dataset contained no item that clearly specified immigrant status of students
- We therefore used primary language spoken in the home as a proxy variable to identify immigrant children and non-immigrant children

Limitations of using “Primary Language Spoken at Home” as a Measure of Immigrant Status

- A problem with this procedure is that it equates “immigrant” with “non-English speaking” and “non-immigrant” with “English-speaking”
- However:
 - Some immigrants use English as their primary language, e.g. many Liberians
- So, this is not an ideal measure of immigrant status, but it was the only one available in the dataset.

DATA FOR SPECIAL EDUCATION ANALYSIS

Ethnicities	Population	N participating in Special Ed
Hmong	23,420	1,563
Somali	9,310	450
Spanish-speaking	32,553	3,158
Vietnamese	3,179	179
Languages of Ethiopia	1,551	54
Laotian	2,109	158
Cambodian	1,681	128
English-speaking	765,854	94,635
Total	839,657	100,325
Other ethnicities in the dataset (but not studied)	18,366	0

THE ANALYSIS OF CHILD PROTECTION DATA

- Due to the large volume of the overall dataset, the analysis of child protection data was confined to two age groups:
 1. Young children (K -1st grade)
 2. Adolescents (7th – 9th grade)
- Child maltreatment: Counted when the data indicated a determination of child maltreatment had been made at least once during the three year period from 2003-2006

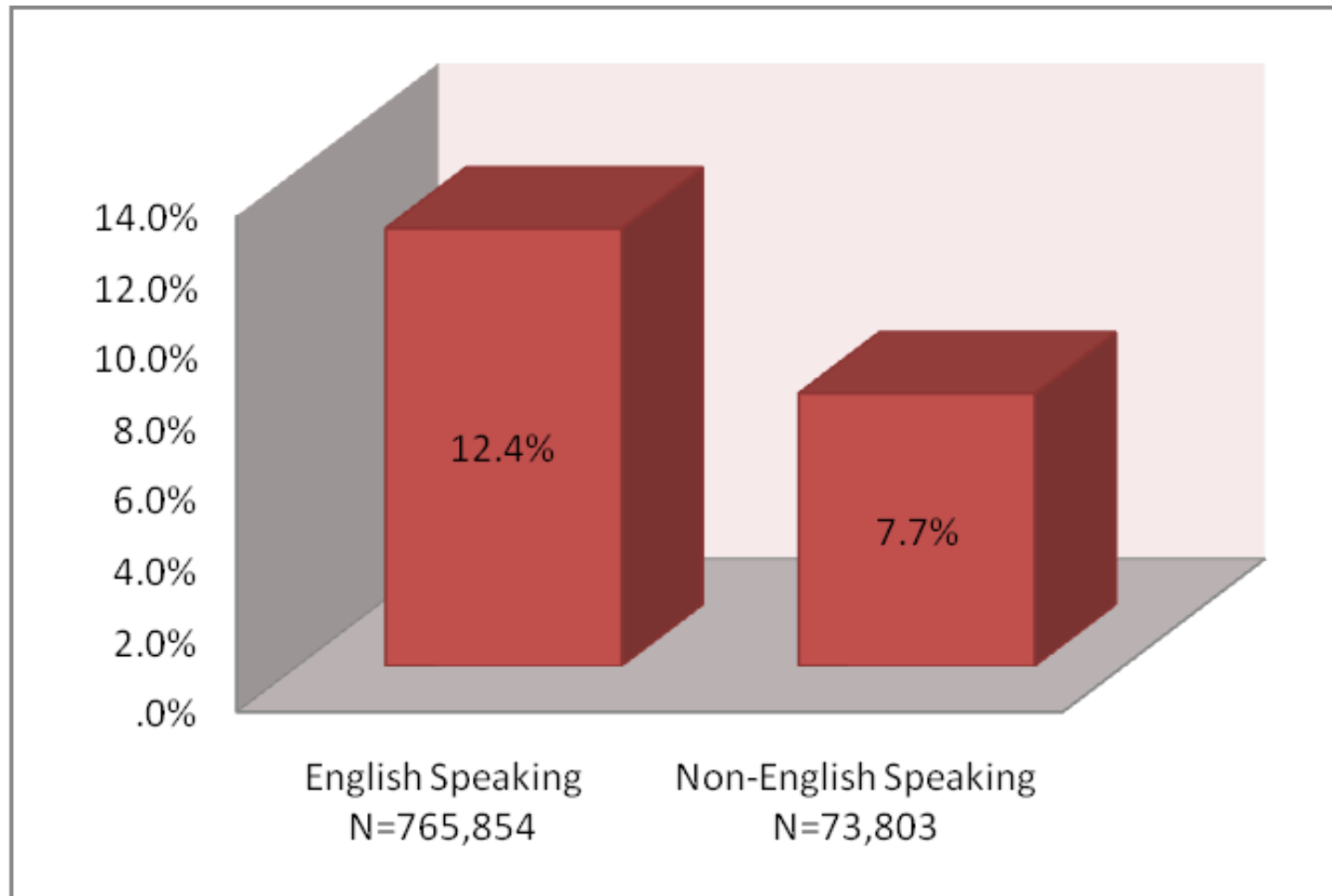
SPECIAL EDUCATION

➤ Definition:

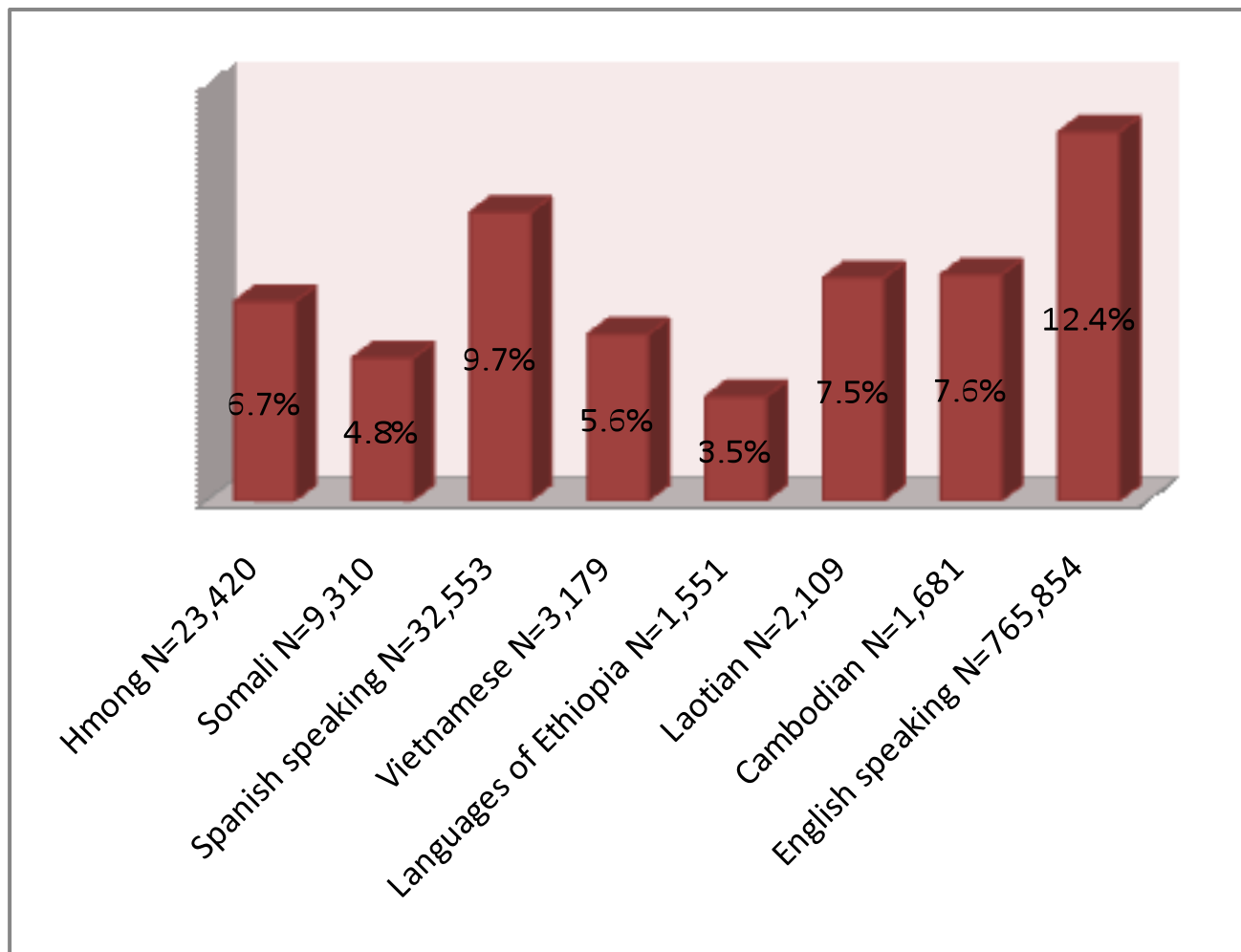
A child with disability is a child “. . . with mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, other health impairments, or specific learning disabilities; AND who needs special education and related services.”

(The Individuals with Disabilities Education Act (IDEA), 2004)

PERCENTAGE OF STUDENTS PARTICIPATING IN SPECIAL EDUCATION IN 2005-2006



PERCENTAGE OF STUDENTS PARTICIPATING IN SPECIAL ED BY ETHNICITY IN 2005-2006

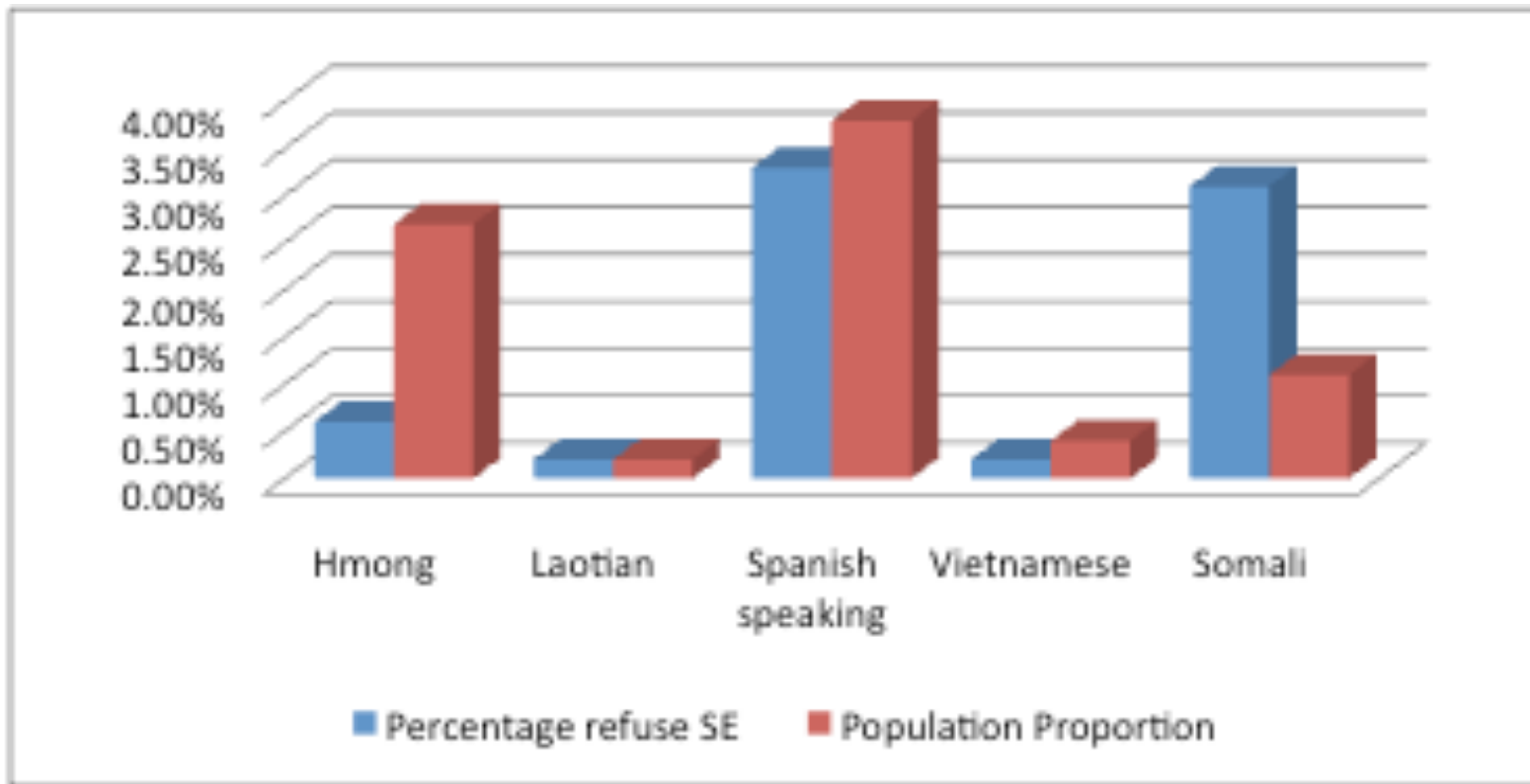


IMMIGRANT CHILDREN WITH EARLY EDUCATION ATTENDANCE

- Birth through eight is a critical time for the development and well-being of children. However, children of immigrants are less likely to attend early education or after school programs than their counterparts. The proportion of attending early education programs varies by ethnicity.
 - ❑ 44% African American children attend early education
 - ❑ 42% European American children attend early education
 - ❑ 20% Latino children attend early education

(Takanishi, 2004)

PERCENTAGE OF NON-ENGLISH SPEAKING PARENTS DECLINING SPECIAL EDUCATION, BY ETHNICITY 2005-2006

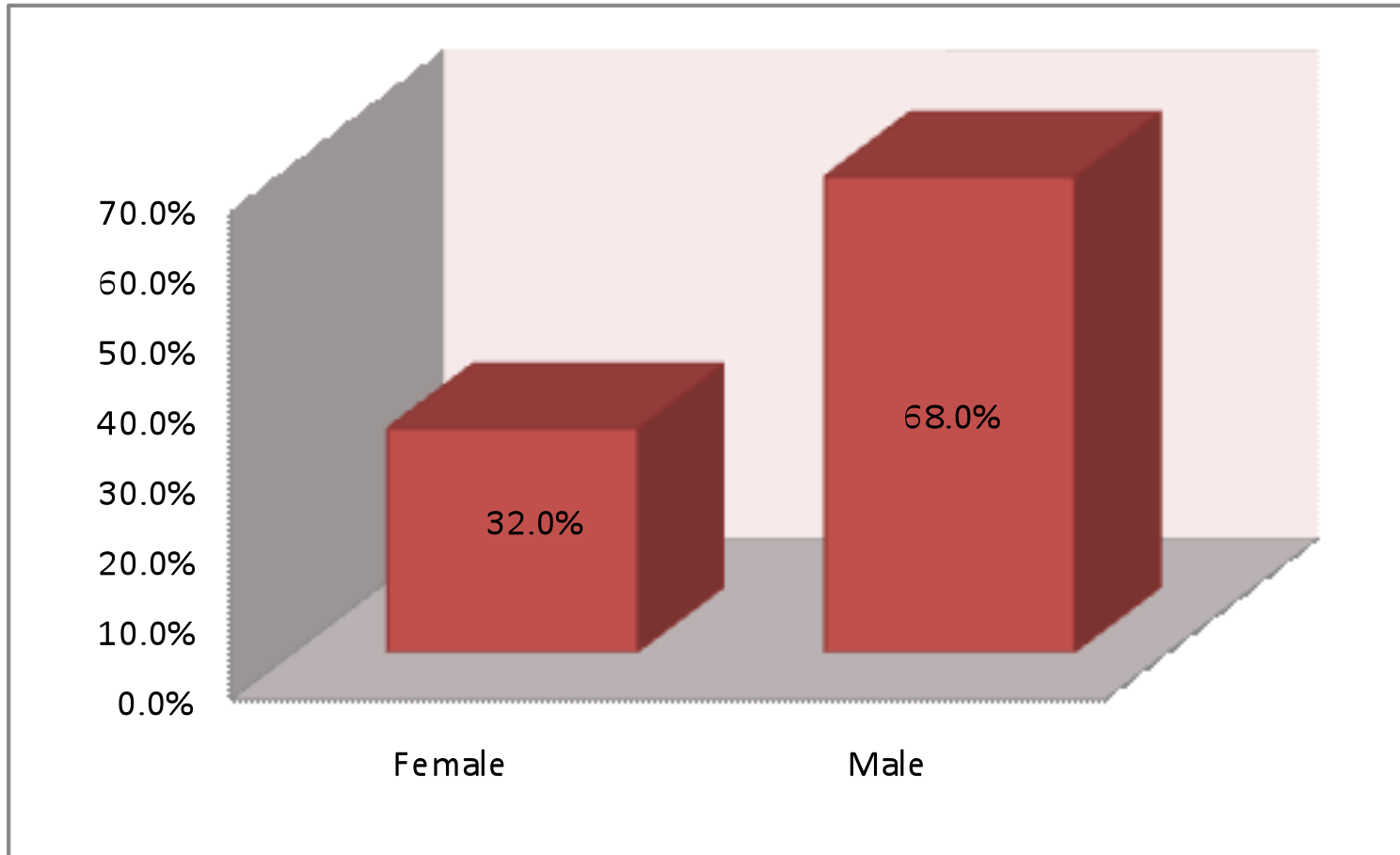


PERCEPTION OF PARENTS ABOUT SPECIAL EDUCATION

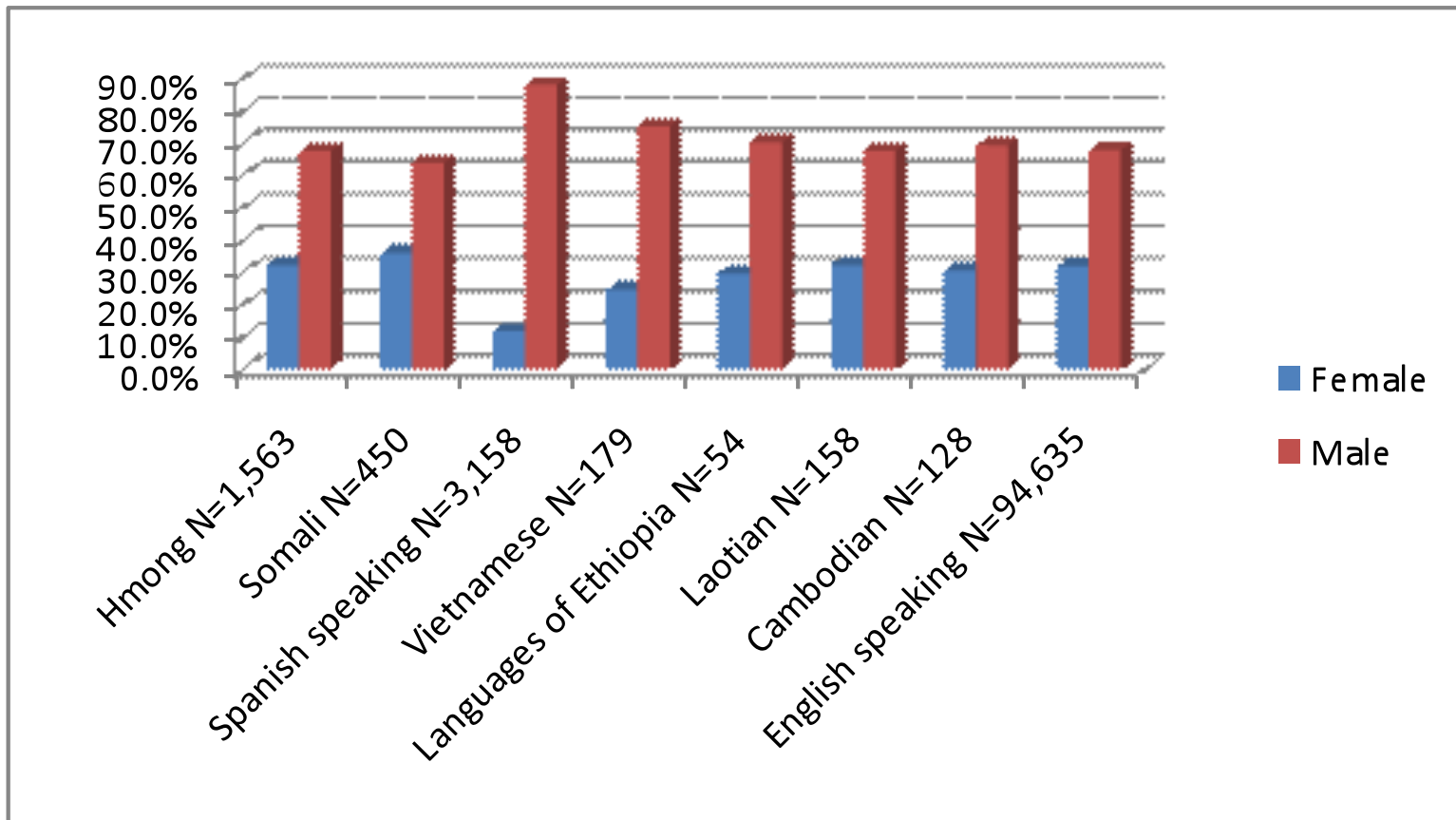
A study of Mexican immigrant mothers' perceptions of their children's communication disability, emergent literacy development, and speech language therapy reported that most mothers said their children had no problem with comprehension. Mothers believed that their children's "receptive learning" was "fine" and became "upset" if the researcher used the word "disorder" to describe a learning problem their children had.

(Kummerer et al., 2007. pp.275-276)

**PERCENTAGES OF STUDENTS WHO PARTICIPATED
IN SPECIAL EDUCATION BY GENDER IN 2005-2006
ALL STUDENTS (N = 100,325)**



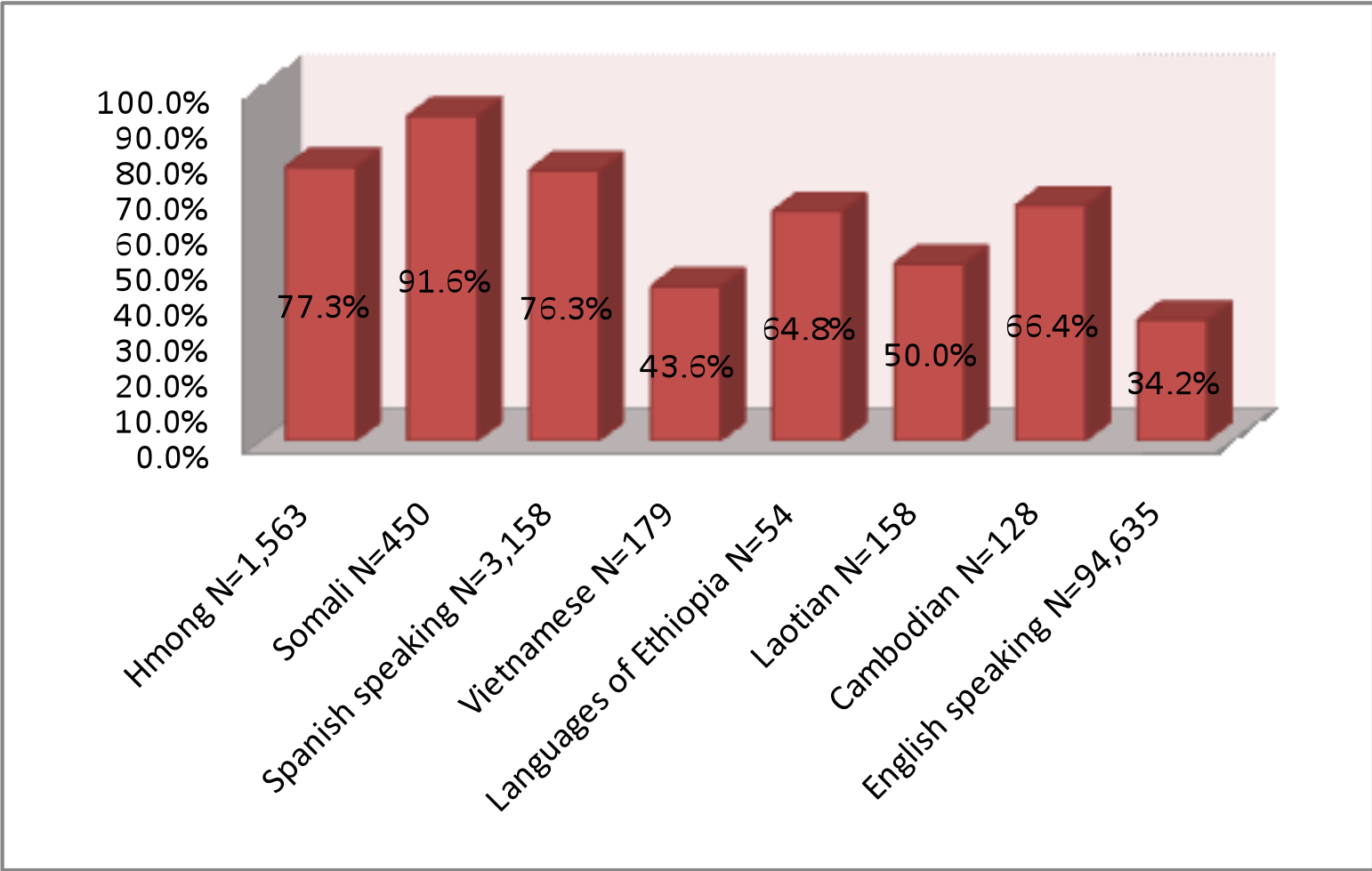
PERCENTAGES OF STUDENTS PARTICIPATING IN SPECIAL EDUCATION, BY GENDER AND ETHNICITY 2005-2006



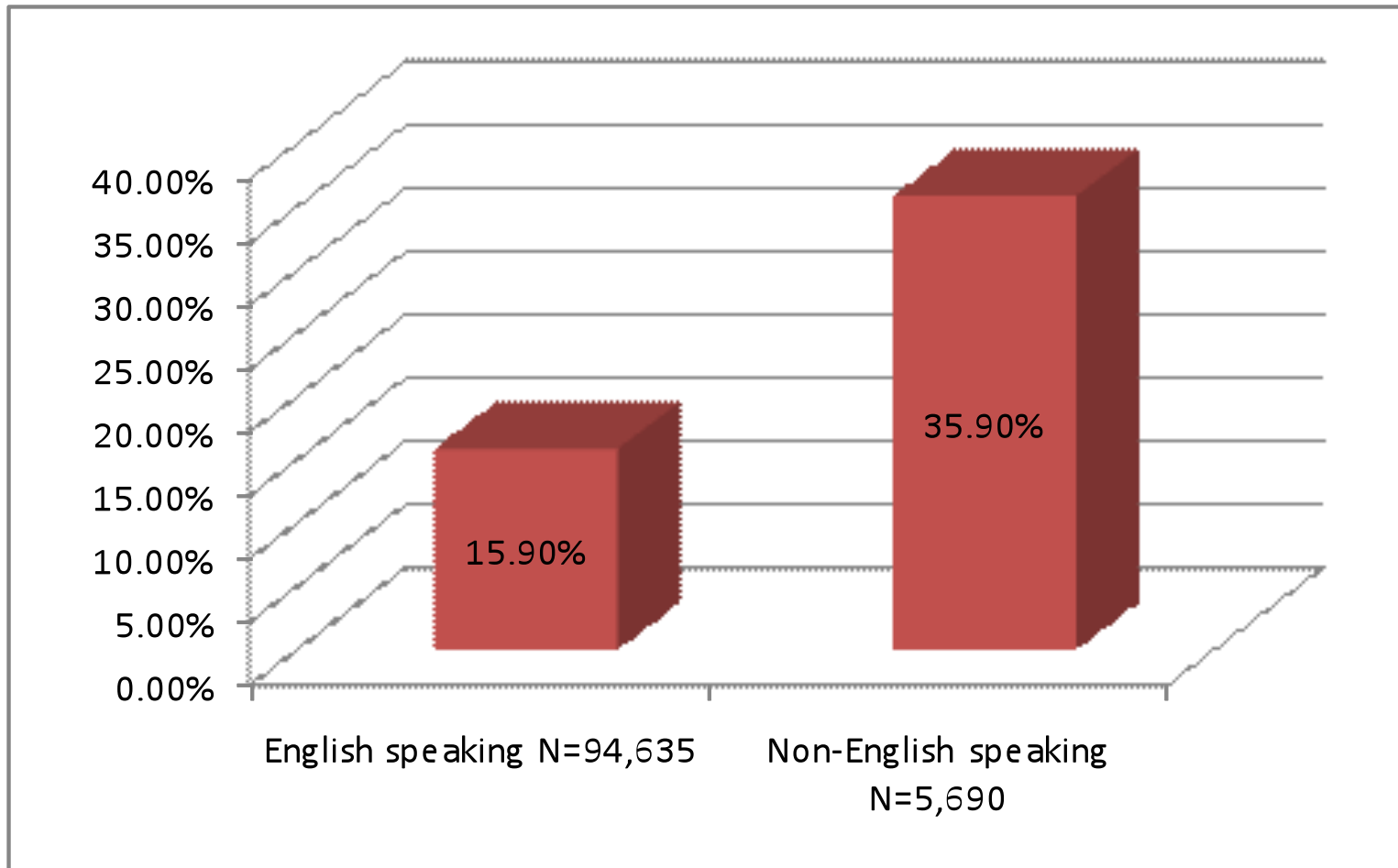
SOME SUMMARY POINTS

- Immigrant children are less likely to participate in special education than non-immigrant children
- Special education participation as well as refusal varies by ethnicity
- Male students in general (without regard to immigration status) are more likely to participate in special education than female students

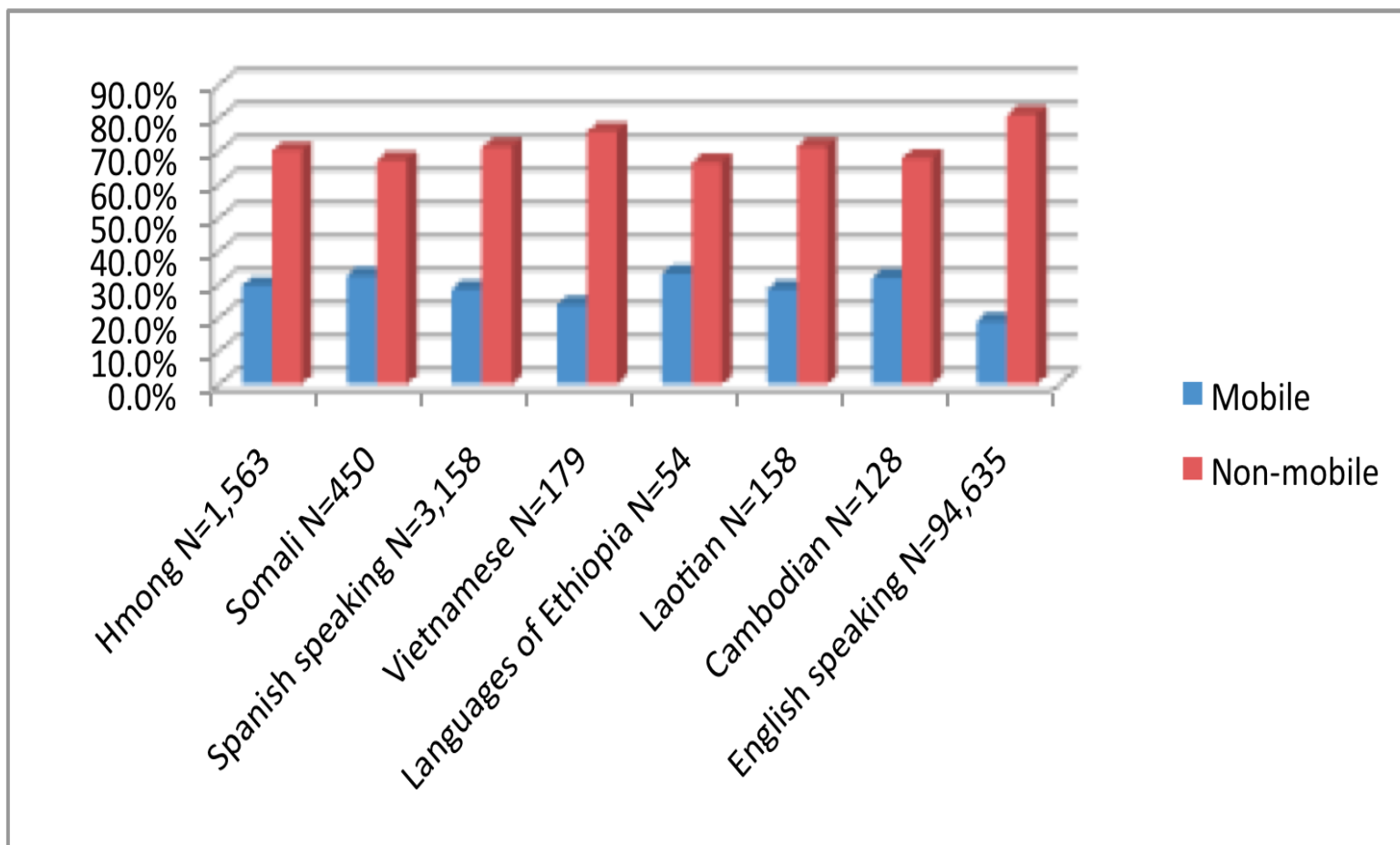
PERCENTAGE OF STUDENTS PARTICIPATING IN SPECIAL EDUCATION IN 2005-2006 WHO WERE ALSO POOR, BY ETHNICITY



PERCENTAGES OF ENGLISH-SPEAKING AND NON-ENGLISH SPEAKING WHO ARE MOBILE



PERCENTAGES OF STUDENTS WHO PARTICIPATED IN SPECIAL EDUCATION AND WERE MOBILE, 2005-2006



COMMON DISABILITIES AMONG ENGLISH-SPEAKING & NON-ENGLISH SPEAKING STUDENTS, 2005-2006

Disability Type	English Speaking (%)	Non-English Speaking (%)
	<i>N=765,854</i>	<i>N=73,803</i>
Specific Learning Disability	3.9	3.9
Speech/Language Impaired	2.3	1.2
Emotional/Behavioral Disorders	2.2	0.5
Autism/ Spectrum	1.0	0.3
Developmental Cognitive: Mild-Moderate	0.9	0.5

COMMON TYPES OF DISABILITY AMONG SPECIFIC ETHNICITIES IN 2005-06

Ethnicities	Specific Learning Disability (%)	Speech/ Language Impaired (%)	Emotional/ Behavioral Disorders (%)	Autism/ Spectrum (%)	Developmental Cognitive: Mild-Mod. (%)
Hmong N=23,420	3.7	1.1	0.2	0.2	0.4
Somali N=9,310	1.6	0.8	0.5	0.3	0.4
Spanish speaking N=32,553	5.2	1.5	0.8	0.3	0.7
Vietnamese N=3,179	1.6	1.6	0.4	0.7	0.3
Ethiopian N=1,551	1.2	0.5	0.4	0.2	0.5
Laotian N=2,109	3.3	1.0	0.6	0.3	0.7
Cambodian N=1,681	3.4	1.8	0.3	0.6	0.3
English Speaking N=765,854	3.9	2.3	2.2	1	0.9

DATA FOR CHILD WELFARE ANALYSIS

Ethnicities	Population in the CW age group	N determined to be child maltreatment
English speaking	4103	448
Non-English speaking	316	30
Total	4419	478

CHILD MALTREATMENT - DEFINITION

Child abuse and neglect are defined as:

- Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation; or
- An act or failure to act which presents an imminent risk of serious harm.

(Children's Bureau, 2007)

SOME FACTS ABOUT CHILD MALTREATMENT

- 3 million suspected cases of child abuse and maltreatment are reported to police or child protection agencies every year in the United States (*Medora, Wilson, and Larsen, 2001*)
- Maltreatment occurs up to 18 times more often than reported to government authorities (*Gallup, 1995*).
- During Federal Fiscal Year (FFY) 2007:
 - More than 3.5 million cases of alleged maltreatment were reported.
 - The rate of victimization was 10.6 per 1,000 children in the population
 - An estimated 794,000 children were victims of maltreatment

(Children's Bureau, 2007)

RATE OF VICTIMIZATION BY ETHNICITY

- African American children: 16.7 per 1,000
- American Indian children: 14.2 per 1,000
- Children of multiple races: 14.0 per 1,000
- Latino children: 10.3 per 1,000
- White children: 9.1 per 1,000
- Asian America children: 2.4 per 1,000

(Children's Bureau, 2007)

OVERVIEW OF CHILD MALTREATMENT IN MINNESOTA IN 2008

- 18.3 children per 1,000 were alleged victims of child maltreatment in 2008
- 63% of child maltreatment reports were referred to Family Assessment response, and 37% went to Traditional Family Investigation
- Child maltreatment was determined in 59% of cases referred to Traditional Family Investigations
- Non-medical neglect was the most common type of maltreatment alleged in all reports
- Only 2% of all reports had an allegation of medical neglect
- Children with allegation of medical neglect were the most likely to have a disability

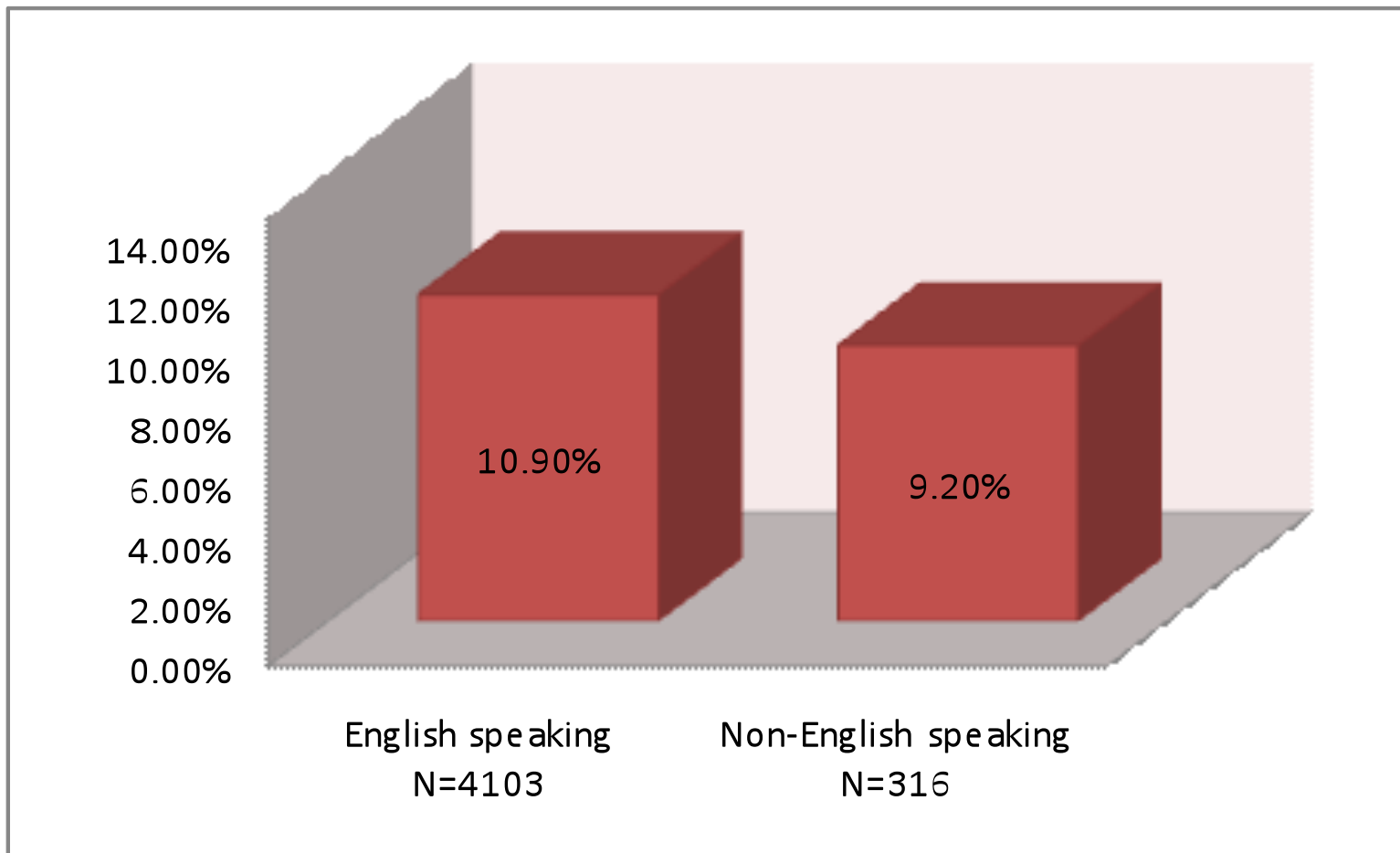
(Minnesota Department of Human Services, 2009)

DEMOGRAPHICS OF CHILD SUBJECTS

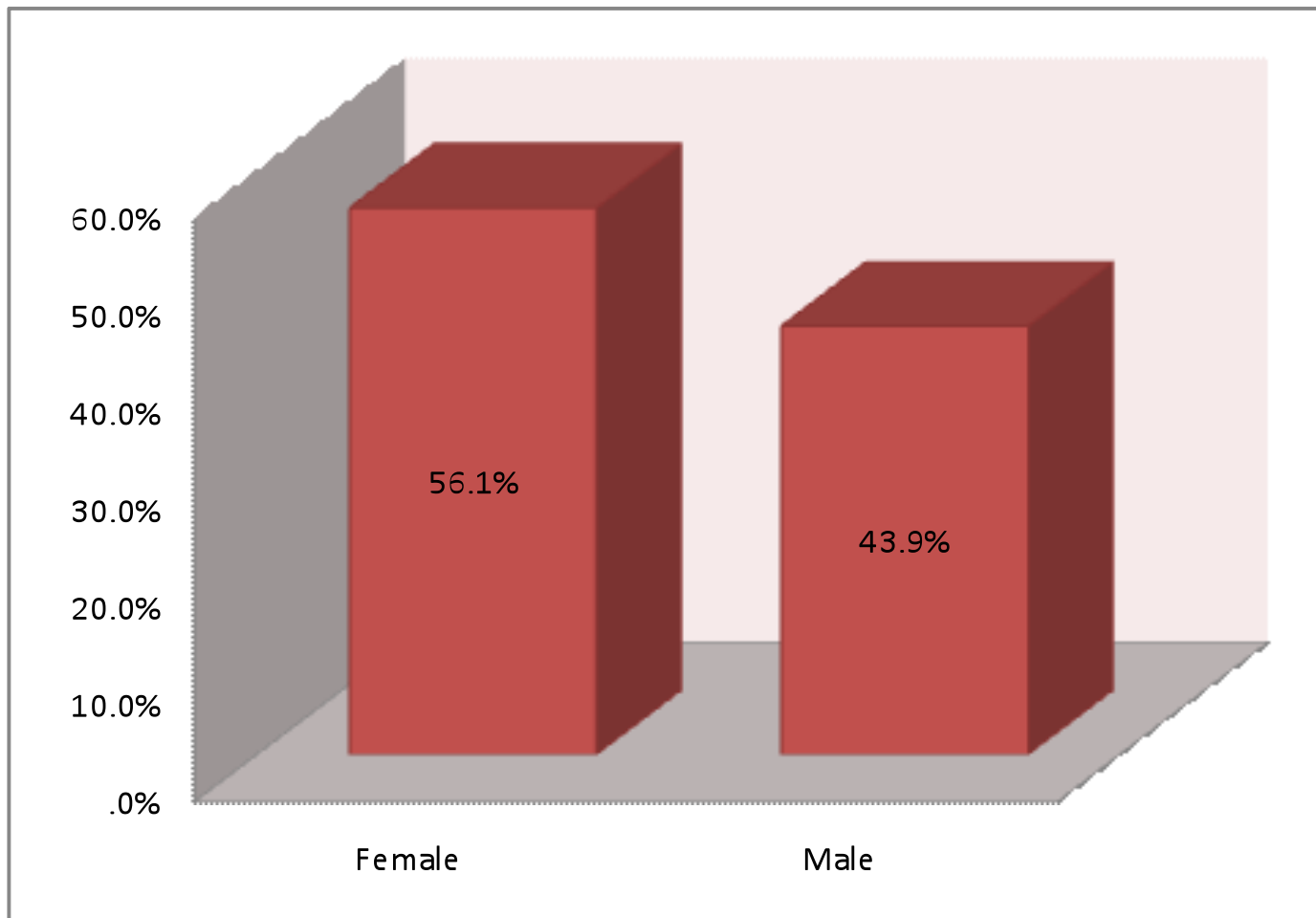
- Nearly 43% of children reported for maltreatment were age 5 or younger
- Girls were 2.5 times more likely to be reported for sexual abuse than boys
- African American and American Indian were 4 and 6 times more likely than other ethnicities to be involved with child protection system, respectively
- Asian Americans had the lowest rate of reports to child protection overall

(Minnesota Department of Human Services, 2009)

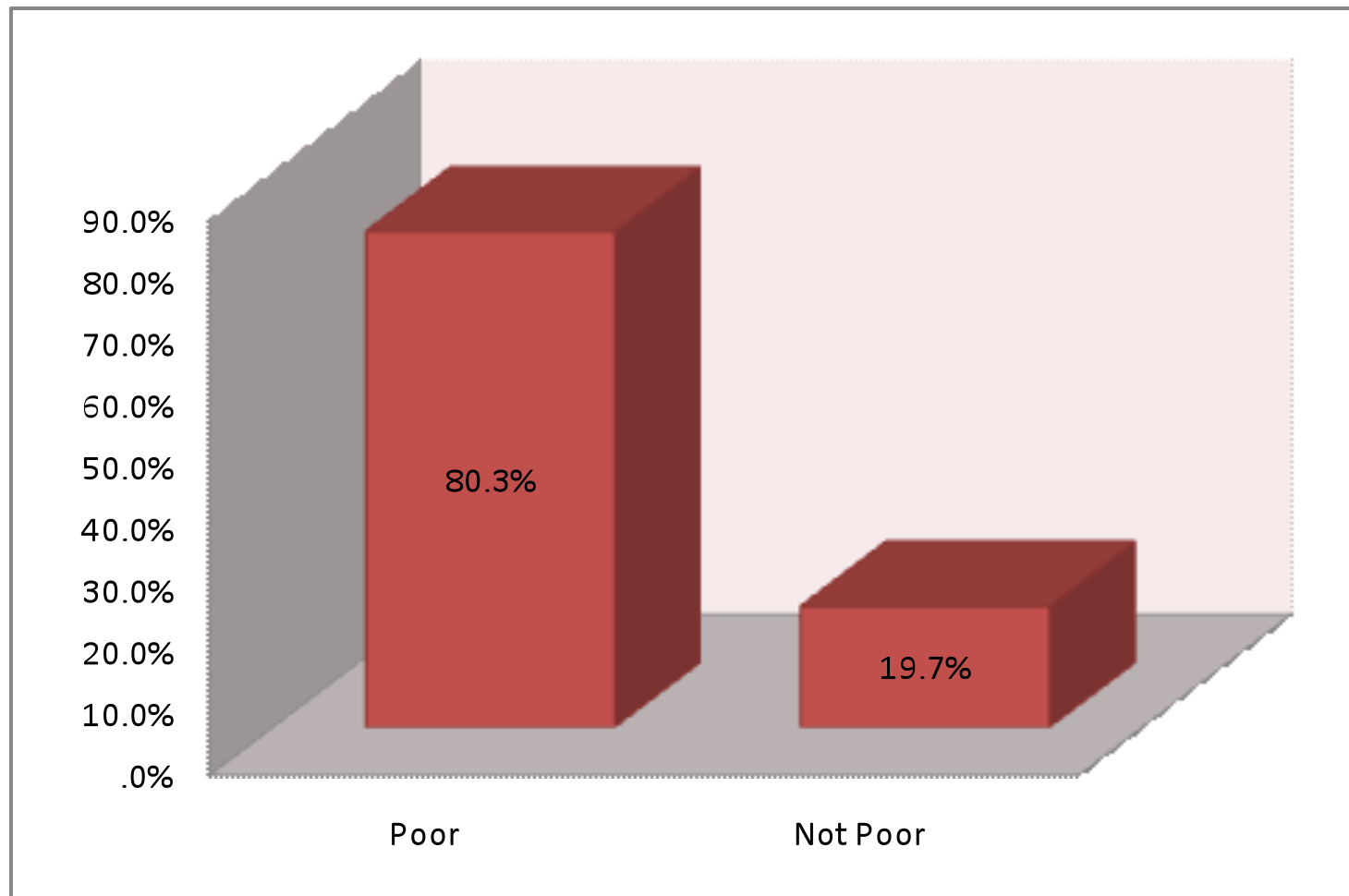
PERCENTAGE OF DETERMINED CHILD MALTREATMENT
FROM 2003-2006 IN ENGLISH SPEAKING AND NON- ENGLISH
SPEAKING STUDENTS
(ONLY FOR GRADES K-1 AND 7-9)



PERCENTAGES OF STUDENTS WHO EXPERIENCED CHILD MALTREATMENT BY GENDER, 2003-2006 (ALL STUDENTS N=478)



PERCENTAGE OF STUDENTS WHO EXPERIENCED CHILD MALTREATMENT AND ALSO POOR 2003-2006 (ALL STUDENTS N=478)



SOME EXPLANATIONS FOR CHILD MALTREATMENT CHARACTERISTICS AMONG ASIAN AMERICANS

Discussing sexuality is taboo in Asian communities: Once child sexual abuse occurs, only 8% of victims report to social workers; 3% report to teachers; 78% of victims tell friends and 55% tell parents

(Tang, 2002)

SOME EXPLANATIONS FOR CHILD MALTREATMENT CHARACTERISTICS AMONG ETHNIC GROUPS

- Child maltreatment and length of time residing in the U.S. are negatively correlated

(Zhai & Gao, 2008; Rhee et al., 2008; Hussey, Chang, & Kotch, 2006)

- Living situations and poverty are major factors in many child protection cases

(Bernard & Gupta, 2008)

- Parents unable to provide for their children are more likely to suffer from depression, withdraw from children, which can lead to neglect

(DiLauro, 2004; Whipple et al, 1991; Smith and Brooks-Gunn, 1997)

IMPLICATIONS FOR PRACTICE

- Take into consideration cultural factors that might prevent non-English speaking students from participating in special education services
- School social workers need to reach out to immigrant families who are mobile to provide resources that can help them become stable
- School social workers and special education specialists may also need to reach out to Somali-speaking families and educate them about the purposes as well as the importance of special education services for their children's development if they actually need special education.

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