Collaboration to Improve Services for Children with Disabilities in Child Welfare

Katharine Hill, St. Catherine University/University of St. Thomas
Traci LaLiberte, University of Minnesota
JaeRan Kim, University of Minnesota
Joe Wild Crea, Ampersand Families

Introductions

Attendees
Presenters

Establish Baseline

- Definition of Disability
- Child Welfare
- Accommodations
- Modifications

Need

- Increased prevalence and/or visibility
  - Parents
  - Children
- Limited practice capacity
- Increased requests for information/training
- Movement within child welfare policy and practice to develop cross system collaborations

Children and youth with disabilities in child welfare

- Children and youth with disabilities are overrepresented in child welfare system
  - Incidence of maltreatment of children with disabilities is 1.7 times greater than the incidence among children without disabilities (Crosse et al, 1992).
  - Children with disabilities are 3.4 times more likely to be maltreated (Sullivan & Knutsen, 2000)
  - School-aged children with disabilities are 2.16 times more likely to be in out-of-home placement (Lightfoot, Hill, & LaLiberte, 2011).
  - Older youth with disabilities make up 60% of the population of youth in out of home placement in Minnesota (Hill, 2012).

Children and youth with disabilities in child welfare

- Experience a higher number of placements and longer periods of time in out of home care (Hill, 2012)
- Experience high rates of educational mobility (Christiansen, n.d.; Hill, 2010).
- Have lower rates of concurrent planning, as well as achieving permanency (Slayter & Springer, 2011; Hill, 2012).

Permanency and placement stability

- Many studies found that children with I/DD do well in adoptive families when the parents are prepared and supported (Glidden 1991, 2000; Glidden & Cahill, 1998; Rosenthal & Groze, 1990,1991; Barth 1991)
- Disruptions and dissolutions tend to occur more with behavioral issues related to child's special needs than the special needs themselves (Barth, Berry, Yoshikami, Goodfield, & Carson, 1988; M. Berry & Barth, 1990; Rosenthal et al., 1988; Smith & Howard, 1991)
- Difficulty in finding research specific to disabilities and permanency outcomes because of "special needs" categorization

Parents with Disabilities

- Self Assessment
- Video clip of parenting with disability in child welfare- A Fair Chance

Collaboration

Barriers to Collaboration
- Large Group Discussion

Avenues to Collaboration
- Large Group Discussion

Strategies that Enhance Collaboration (Waxman, Weist, & Benson, 1999)

- Put time in at the "front end", building relationships and clarifying expectations.
- Share information and resources
- Schedule regular time to meet and to work toward the collaborative goals
- Clarifying language
- Have reasonable expectations- Rome wasn't built in a day!
- Respect, understanding, and appreciation for other disciplines/professionals/formal and informal supports
- Have clearly identified responsibilities and goals for the work.
- Believe that things can change
- Maintain an explicit effort to address "turf" issue.

Responding to the Need

National Level
- National Advocacy
  - NCD, AUCD, ABA
- Policy development
- Legislation changes
- Training capacity
  - CDS
  - IHS Training Competencies
- Resource Development – Child Welfare Gateway

State and Local Levels
- MCWTS
- PACC
- PACER
- University based –LEND
- MOFAS
- Specialty units-Ramsey
- Cross-system case management-Hennepin PSP
- DCWC

Children with Disabilities

- Video clip of innovation practice through Every Child, Inc.

DCWC

- Professionals in different 'pockets' of the child welfare and disability systems coming together to :

  - Raise Awareness and Understanding of Needs
  - Act as a Resource
  - Foster Dialogue across service providers

DCWC

Affiliates

- Ampersand Families
- University of Minnesota
- University of St. Thomas
- ARC Twin Cities
- Disability Law Center
- Center for Advanced Studies in Child Welfare
- St. Paul Public Schools

Outreach

- Public School Districts
- Minnesota Department of Education
- Regional Community Interagency Transition Coordinating Committees (CITCCs)
- Minnesota Adoption Taskforce
- ARC-advocates
- University of Minnesota Graduate Students-LEND Program

DCWC Current Activities

- Development of Website
  - Resources
- Development of Tools & Handouts
- Speakers Bureau of DCWC Affiliates
- Communications & Presentations

Example of handouts

Next Steps ...

- What have you learned today that is new?
- Who do you know or work with that could benefit from information you learned today?
- What are three steps that you can take to integrate this information to benefit yourself, your organization and/or the children and families with whom you work.

Resources

- National Dissemination Center for Children with Disabilities (www.nichcy.org)
- National Alliance on Mental Illness (ww.nami.org)
- National Organization on Fetal Alcohol Syndrome(www.nofas.org)
- National Council on Disability (www.NCD.Gov)
- National Disability Rights Network (www.NAPAS.ORG)
- The Arc MN (www.arcmn.org);The ARC Greater Twin Cities (www.arcgreatertwincities.org)
- Fraser (www.fraser.org)
- MN Organization on Fetal Alcohol Syndrome (www.mofas.org)
- MN Disability Law Center (www.mylegalaid.org/mdlc)
- MN NAMI(http://www.namihelps.org/)
- PACER Center (http://www.pacer.org)
- Washburn Center for Children (www.washburn.org)
- MACMH-Minnesota Association for Children's Mental Health (www.macmh.org)
- Through the Looking Glass (http://www.lookingglass.org)
- Guide for Creating Legislative Change: Disability in the Termination of Parental Rights and Other Child Custody Statutes CASCW resources on TPR (http://www.cehd.umn.edu/ssw/CASCW/research/Disabilities/tpr/)

Contact us:

St. Catherine University/University of St. Thomas, Katharine Hill
katharine.hill@stthomas.edu

Center for Advanced Studies in Child Welfare
University of Minnesota

Traci LaLiberte   JaeRan Kim
lali0017@umn.edu   blev0001@umn.edu

Ampersand Families, Joe Wild Crea
joe@ampersandfamilies.org