

EXPERIENCES OF PARENTS, TEACHERS, AND SERVICE PROVIDERS WITH COLLABORATIVE SUPPORT FOR CHILDREN WITH ADVERSE CHILDHOOD EXPERIENCE (ACE): A QUALITATIVE STUDY

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BACKGROUND

- Adverse childhood experience (ACE) has a long-term impact on future violence victimization, perpetration, and health.
- Support to help ACE do not only involve parents at home, but also service providers at the related institutions as well as teachers at school.
- Study purpose: to understand the perceptions of parents, teachers, and service providers on collaborative supports for children with ACE in Banda Aceh, Indonesia.

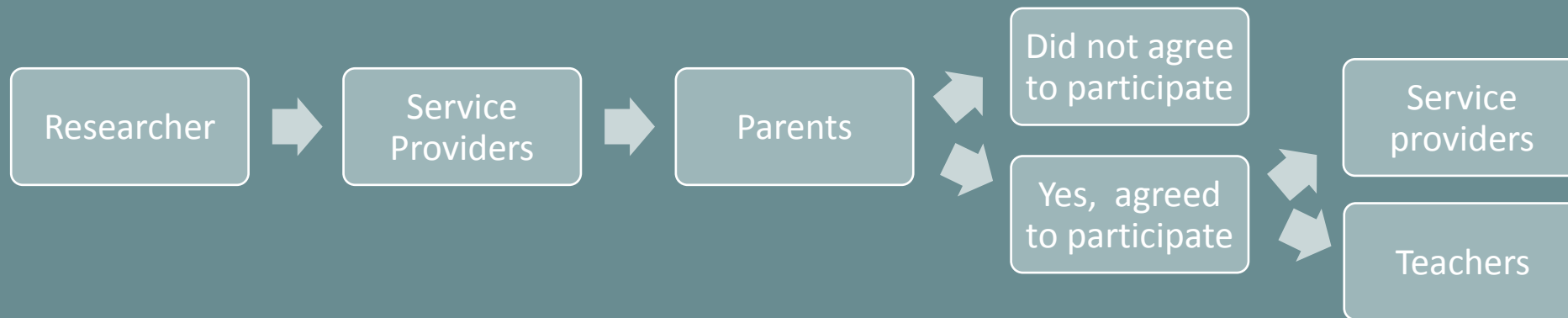
METHODS

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METHODS

- Explorative qualitative study
- Three main groups of informants: parents, service providers, and teachers
- The inclusion criteria were:
 - The parents whose children had ACE aged 12 – 17 years old
 - The service providers and teachers who either have worked with the concerned children or have known them
 - The parents gave consent for the researchers to interview the service providers and teachers
 - speak Indonesian or Acehnese.



METHODS

- We conducted 24 structured interviews with 10 parents whose children are aged 12 – 17 years old with adverse childhood experiences, 10 service providers, and 4 teachers
- Some parents did not consent to allow the researchers to interview the teacher because the children are no longer enrolled in the school (or drop out) during the study period, therefore, there were only 4 teachers interviewed.
- Exposure to ACEs were determined based on parent report, and/or service provider record of reported child abuse, neglect and dysfunctional family.

DEVELOPMENT OF INTERVIEW TOOLS

- Interview guidelines, information sheet before consent, and informed consent were designed by the research team
- To promote personal-public involvement (PPI), the research team also invited social worker, psychologist, and paralegal, who suggested on the wording and the domain to cover during the reviewing the interview guideline □ the final draft of interview guideline was piloted to three participants (one parent, one teacher and one psychologist) to examine the appropriateness of the questions and to give the researchers with some early insights on the feasibility of the study

IMPLEMENTATION

- The interview tools for parents, service providers and teachers were designed slightly different from each other, to accommodate the different context relationship with the concerned children. All questions concern the following domains:
 - socio-demographic
 - Why and how the parents look for support
 - Available existing supports and referral system
 - School-based intervention
- Two researchers (either NJ with WA or NJ with WV) conducted \pm 45-minute interview which were audiotaped and then transcribed.

ANALYTICAL APPROACH

- The data were analyzed using an inductive thematic analysis approach
- All interviews were transcribed, and the transcripts were imported to Nvivo12.
- Three interviews were conducted in Acehnese and transcribed into Indonesian.
- Data analysis was conducted in Indonesian to avoid the potential loss of meaning through translation.
- First, all authors (except SJW) got familiar with the data and took notes of preliminary coding □ the team discussed the preliminary coding and decided on important sub-themes □ two of the authors (NJ and HN) coded the entire dataset according to the sub-themes.
- The first step, data from the parents, service providers and teachers were analyzed separately □ then the next step the themes from each group were assessed and compared to search for similarities and differences □ these themes were narrowed down into key categories by all the authors.
- Any difference about the theme categorizations were discussed and solved by all the research team.

RESULTS

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RESULTS

Characteristics	Participants		
	Parent (n=10)	Service provider (n=10)	Teacher (n=4)
Gender			
Female	9	6	3
Male	1	4	1
Age group			
20 – 30	0	3	1
31 – 40	4	5	0
41 – 50	3	2	2
> 50	3	0	1
Highest level of education			
Elementary school	1	0	0
Middle school	2	0	0
High school	6	2	0
College/university degree	1	8	4
Employment status			
Employed	3	10	4
Self-employed	0	0	0
No formal job / homemaker	7	0	0

RESULTS

- Exposure to ACEs include ☐ abuse (sexual, physical and emotional) and household disfunction (parental separation or death)
- Children with ACE ☐ behavior of concerned ☐ smoking, doing drug, sniffing glue, stealing, meeting stranger online, destroying stuff at home, hitting parents or siblings, dropping out school, having psychological problems of depression, anxiety and attempted suicide.

WHY AND HOW PARENTS KNOW AND SEEK FOR THE SUPPORT

They cannot control their children anymore and need extra help

“He does not listen to me, maybe if someone else tells him, he might listen...” (parent 1)

“I don’t know what to do, I cannot handle it myself, she seemed not herself....” (parent 2)

“my son used to be angry all the time and when he wanted something, I have to fulfill it otherwise, he will break things at home..” (parent 9)

WHY AND HOW PARENTS KNOW AND SEEK FOR THE SUPPORT

- They are being referred by the other officials

“...after reporting to the police, I was referred to this office (Integrated Service Center for the Empowerment of Women and Children) because there will be support for my child...” (parent 5)

“ Mr. X (the police name) at the precinct. He told me that if it is related to children, I was suggested to go to this office (Integrated Service Center for the Empowerment of Women and Children)” (parent 2)

- Their relatives or friend inform and suggest them

“I talked to my friend about my problem, she informed me about this office as her uncle works there..” (parent 4)

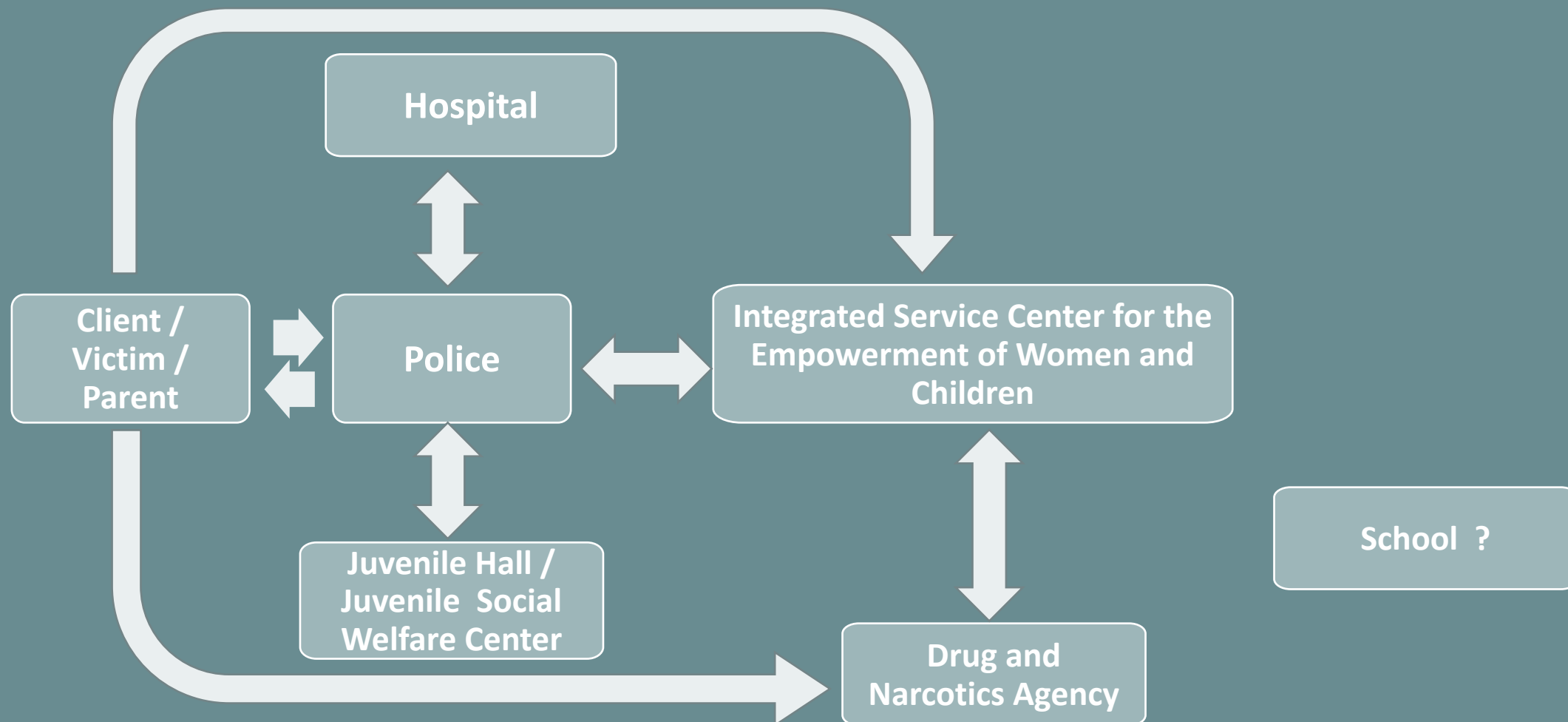
“When I talked to my neighbor about my daughter’s problem, she informed me about the office, then I took her there and met Mrs. X (the psychologist) (parent 7)

- Self-directed

“.....myself, based on my knowledge. I know about the agencies that work with children..” (parent 9)

“I know about Drug and Narcotics Agency and children protection agency; I know that if our children has been supported by the agency, they can keep going to school.....” (parent 3)

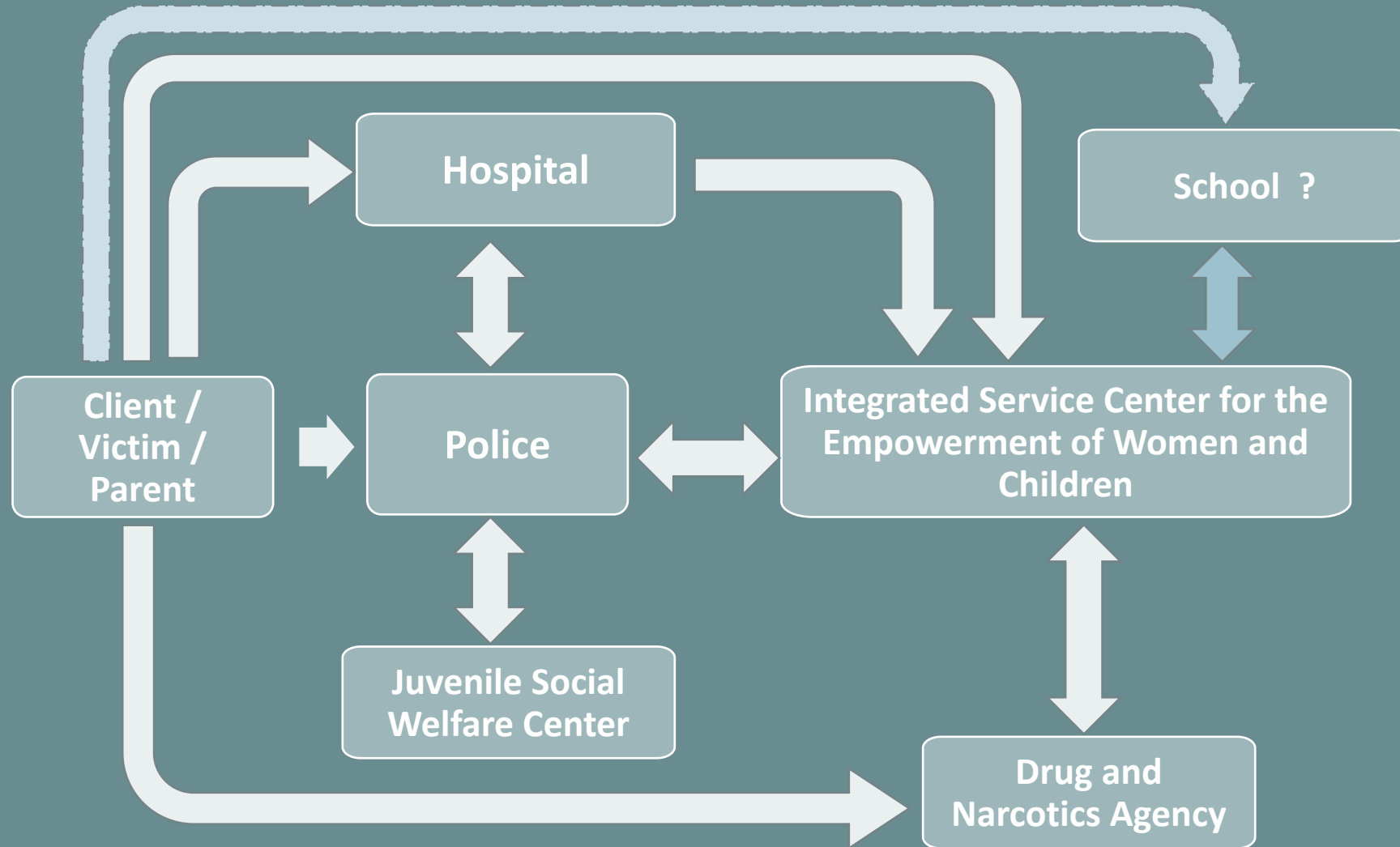
Parent's experiences with collaborative support



THE REFERRAL SYSTEM: SERVICE PROVIDER'S EXPERIENCE

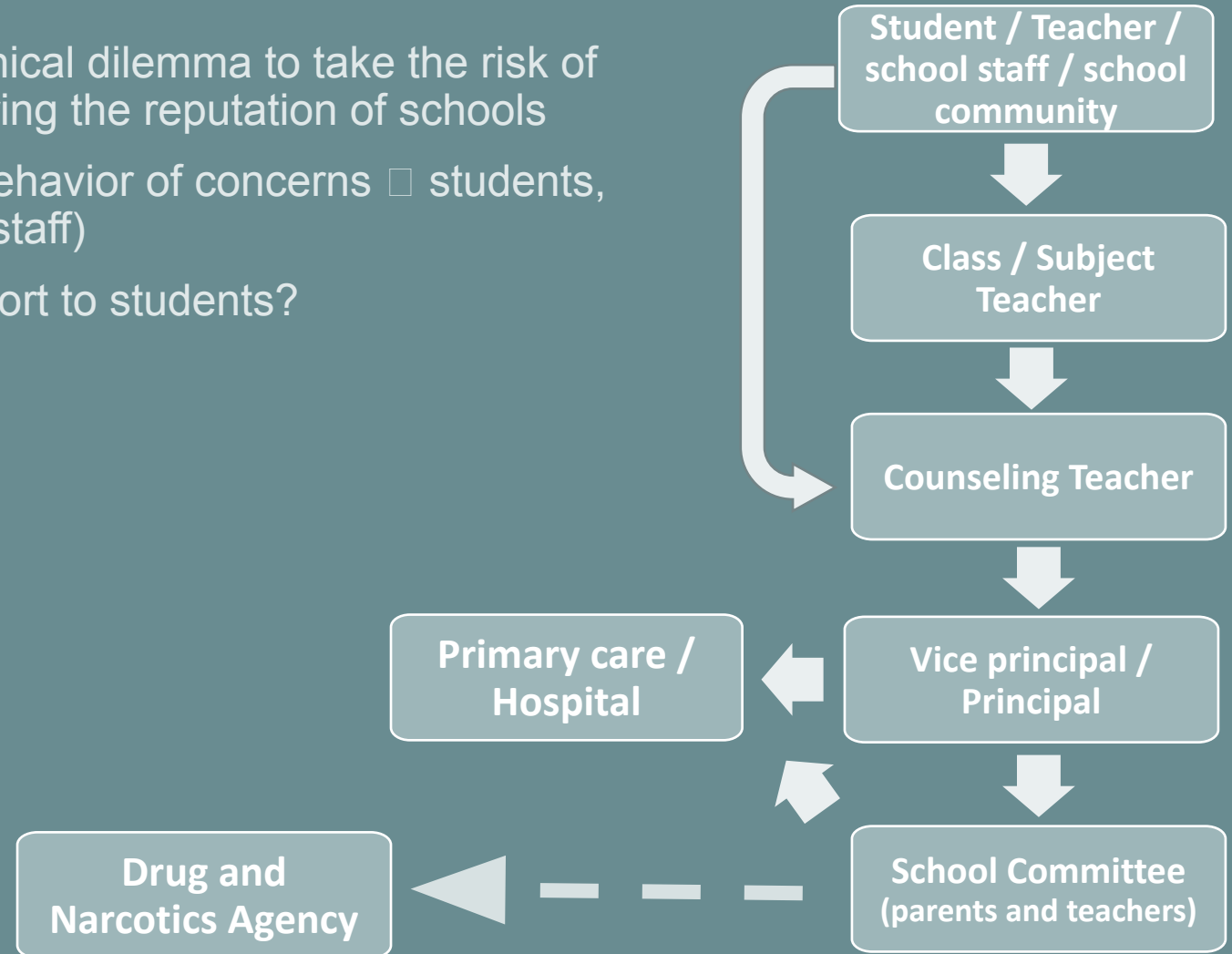
- Each agency has the specific standard operational procedure about providing support for children with ACE
- The service providers provide the support depending on the needs of the children
- The agencies which are in place to provide supports, separate the victims and the offenders
- Children offenders who are in need of supervision or support from a specific agency, will only be provided upon the request/order by the police or court

Service provider 's experiences with collaborative support



TEACHER'S EXPERIENCE IN PROVIDING SUPPORT

- Teacher's reluctance □ they are faced with ethical dilemma to take the risk of breaking the confidentiality of students or injuring the reputation of schools
- Who recognize and report the students with behavior of concerns □ students, teachers, and school staff (security / canteen staff)
- How they solve the problem and provide support to students?



THE REASONS THAT PARENTS AND SERVICE PROVIDERS DO NOT COLLABORATE WITH TEACHERS (SCHOOLS)?

Parents

“....I don’t want the school know about my child’ problems, because not all teachers have the same perspective, there are teacher can be trusted and some can’t (to keep the secret).....” (parent 2)

“if her teacher or friends know. They can talk about her; she can be embarrassed. That’s why I don’t want to report to school, it may spread among teachers or students” (parent 7)

“when he was at middle school Y (name of school), before he was rehabilitated, he often refute/defy his teacher, he seemed not himselfthe school does not support him, I moved him to another middle school which support him” (parent 9)

Service provider

“in my experience, I have not received any report from school yet, but I received the report from a counseling teacher from high school Z (school’s name), the teacher communicated with us (not the school per se) ...” (service provider 10)

“....it depends on the case, there cases that schools don’t need to know ...” (service provider 1)

“....(the school) cannot be informed, depending on the case. For sexual abuse, unless it happens at school (school can be informed)” (service provider 5)

“yes, it could also depend on parent (to inform or not the school)” (service provider 8)

THE REASONS THAT PARENTS AND SERVICE PROVIDERS DO NOT COLLABORATE WITH TEACHERS (SCHOOL)?

- Most student's problem are solved at school between teachers, principal and parents
- Students were given warnings, before school invite parents, also warnings before further intervention (expel from school)

Any collaboration outside the school institution in providing support for students with ACE

Teachers

"Yes, the school has worked with primary health care when we need medical treatment for students who had fight at the school" (teacher 1)

"(we have collaboration) with physicians at the primary care" (teacher 2)

"...(besides hospital)...we have school committee (parents and teachers) involved" (teacher 3)

"Not as far as I know, only for X (student's name) because I know someone (in the child protection agency)" (teacher 4)

DISCUSSION

- Lack of coordination and collaboration between parents, teachers and service providers: this phenomenon has also been demonstrated in other places in the literature, such as in Sabah, Malaysia (Shoemith et al., 2020) and in the USA (Tegethoff et al., 2014)
- The school climate can be associated with the increase of stigma (Bowers, 2013) and reduction of stigma (Stephan et al., 2007)
- Provision of multi-sectoral policy guidance is a crucial step to develop a convergence approach to address a variety of risks at different levels in at-risk children □ integration care of mental health (Lyon et al., 2016), overcoming the challenges (Weist, 2012; Schulte-Körne, 2016), and initiating family school collaboration (Garbacz, 2021)

CONCLUSIONS

- Many pressing health and well-being problems in children with ACE cannot be solved alone within the family.
- Our study demonstrate that there is lack of coordination and communication between the parents, teachers and service providers from governmental agencies in Banda Aceh due to challenges in finding clear policy and mutual trust for cross-sectoral work.
- Policy guidance has to be accompanied by governance mechanisms that define both working methods and roles and responsibilities in different sectors.

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