The Parent Journey: Cracking the Code for Families of Children with Learning Differences

Findings from a Study among K-12 Parents

MAY 2023

Supported by:

Research conducted by:
Research Objectives

IDENTIFYING THE ISSUES
What is the parent journey to identify and evaluate a child with learning differences?

FINDING THE SUPPORTS
Who do parents turn to and trust for information and guidance?

REVEALING NEW OPPORTUNITIES
Where are there untapped opportunities to improve, enhance, and expand support for families?
Our mission

Oak Foundation commits its resources to address issues of global, social and environmental concern, particularly those that have a major impact on the lives of the disadvantaged.
Our work to support students with learning differences is grounded in a commitment to educational equity.

1 in 5 students struggle with learning and attention issues.

We support solutions focused specifically on supporting young people with learning differences who experience additional adversity due to racism and poverty.
Study respondents have children who have been diagnosed or children who they suspect are experiencing one of the following conditions:

- Dyslexia (difficulty reading)
- Dysgraphia (difficulty writing)
- Dyscalculia (difficulty in math)
- Executive Function Disorder
- ADD/ADHD (attention deficit hyperactivity disorder)
- Auditory and/or Visual Processing Disorders
Iterative Research Process

PHASE 1 | Landscape Scan, Expert Interviews
JUNE 2022

PHASE 2 | In-depth Interviews
JULY & AUGUST 2022

PHASE 3 | National Survey
OCTOBER & NOVEMBER 2022

PHASE 4 | Follow-up Focus Groups
FEBRUARY & MARCH 2023

PHASE 5 | Communications Playbook
MAY 2023
Iterative Research Process

Landscape Scan, Expert Interviews
JUNE 2022

- Summary of existing research and interviews with national experts to inform the research design:
  - Mary Brownell, distinguished professor of special education, University of Florida
  - Shannon Garvey, special education coach
  - Jaime T. Koppel, CEO, Communities for Just Schools Fund
  - Lanya McKittrick, senior research analyst, Center for Reinventing Public Education
  - Brittney Newcomer, associate director of thought leadership, Understood
  - Robin Tatsuda, CEO, ARC of King County, WA
  - Jane West, Jane West Consulting, specialist in education policy
Iterative Research Process

In-depth Interviews
- 15 Virtual IDIs among parents whose child has been diagnosed or experiencing a learning difference
- Mix of race/ethnicity, grade levels, geography, income (though majority of interviews among low-income families)
Iterative Research Process

**National Survey**
- Online survey of parents of children who have been diagnosed or suspect their child has a learning difference (see definition)
- Oversamples of African American, Hispanic/Spanish-speaking, Asian American Pacific Islander (AAPI), and Indigenous descent parents
- Total N=2,845
- Survey in English & Spanish
- Key: % in blue stat higher, red lower

**Landscape Scan, Expert Interviews**
JUNE 2022

**In-depth Interviews**
JULY & AUGUST 2022

**National Survey**
OCTOBER 2022

**Red Flag Focus Groups**
FEBRUARY 2023
Iterative Research Process

Landscape Scan, Expert Interviews
JUNE 2022

In-depth Interviews
JULY & AUGUST 2022

National Survey
OCTOBER 2022

Follow-up Focus Groups
MARCH 2023

Follow-up Focus Groups

- 3 Focus Groups among a mix of parents whose child has been diagnosed or is experiencing at least one of the following:
  - 1 group among AAPI parents, 1 group among Hispanic/Spanish-speaking parents, and 1 group among African American/Black parents
  - Mix of grade levels, geography, income

MARCH 2023
Cracking the Code | The First Steps
How Can Parents “Crack the Code?”

**THE FIRST STEPS**
Parents need support to confront barriers like fear and anxiety that can prevent them from identifying and accepting their child’s learning difference.

**EVALUATION & DIAGNOSIS**
Early communication from trusted sources like pediatricians and teachers can lead to earlier intervention by parents.

**ACCESS TO SCHOOL SUPPORTS**
Parents of students who are identified and receiving services are more satisfied than those who suspect their child has a learning difference.

**EFFECTIVE COMMUNICATIONS**
More regular and comprehensive communication about services can help parents get the support their child needs.
### Survey Respondent Profile | Learning Differences

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosed (54%)</th>
<th>Suspect (46%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD/ADHD</td>
<td>42%</td>
<td>33%</td>
<td>76%</td>
</tr>
<tr>
<td>Dyscalculia</td>
<td>8%</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>12%</td>
<td>17%</td>
<td>29%</td>
</tr>
<tr>
<td>Dysgraphia</td>
<td>4%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Oppositional Defiance Disorder</td>
<td>7%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Auditory/Visual Processing Disorders</td>
<td>6%</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>Executive Function Disorder</td>
<td>3%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Anxiety (not part of learning differences def)</td>
<td>25%</td>
<td>33%</td>
<td>57%</td>
</tr>
<tr>
<td>Depression (not part of learning differences def)</td>
<td>13%</td>
<td>17%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Mental Health:** 61% say Anxiety OR Depression, 26% say both

Average # of learning differences diagnosed and/or experienced: 1.76
Respondent Profile | Demographics

**Respondent Race Breakdown:**
- **White ONLY:** 57%
- **Hispanic:** 19%
- **Black:** 12%
- **AAPI:** 7%
- **Indigenous:** 2%

**SNAP Eligibility:**
- 44% are SNAP Eligible*
- 44% of respondents are SNAP Eligible

**Gender Distribution:**
- **58% Boy, 42% Girl**
  - Diagnosed: 63% Boy, 37% Girl
  - Suspect: 52% Boy, 47% Girl

**School Level Diagnosis and Suspect Rates:**
- **Elementary School:**
  - Diagnosed: 43%
  - Suspect: 57%
- **Middle School:**
  - Diagnosed: 24%
  - Suspect: 20%
- **High School:**
  - Diagnosed: 33%
  - Suspect: 22%

**Learning Differences:**
- **52% have a Family Member with a Learning Difference**
  - Diagnosed: 56%
  - Suspect: 46%
  - Black: 53%
  - Hispanic: 46%
  - AAPI: 40%
  - Indigenous: 55%
  - White: 54%

**IEP/504 Plan:**
- 47% have an IEP or 504 Plan
  - 53% Do Not

**Medication Use:**
- 33% take Medication
  - (62% ADD/ADHD diagnosis, 13% No ADD/ADHD)

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*Low-income households that are eligible for the Supplemental Nutrition Assistance Program (SNAP)*
Parents Most Likely to First Identify

Who first thought that your child may have a developmental and/or learning difference? (Select all that apply)

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>60%</td>
</tr>
<tr>
<td>School teacher</td>
<td>30%</td>
</tr>
<tr>
<td>Another parent</td>
<td>17%</td>
</tr>
<tr>
<td>Another family member</td>
<td>9%</td>
</tr>
<tr>
<td>Pediatrician</td>
<td>9% (Diagnosed: 13%, Suspect: 5%)</td>
</tr>
<tr>
<td>School counselor</td>
<td>5% (Diagnosed: 7%, Suspect: 4%)</td>
</tr>
<tr>
<td>Mental health professional</td>
<td>4% (Diagnosed: 6%, Suspect: 2%)</td>
</tr>
<tr>
<td>Your child</td>
<td>3%</td>
</tr>
<tr>
<td>Friend</td>
<td>2%</td>
</tr>
<tr>
<td>School principal/administrator</td>
<td>1%</td>
</tr>
</tbody>
</table>

Average age: 6.4
(90% identified when child under 11; 44% identified under 6)
## Initial Reactions

*Among those where someone else identified learning differences*

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Pediatrician Identified</th>
<th>Teacher Identified</th>
<th>Family Member Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believed/accepted it immediately</td>
<td>44%</td>
<td>56%</td>
<td>40%</td>
</tr>
<tr>
<td>It took a while for me to believe/accept it</td>
<td>36%</td>
<td>25%</td>
<td>38%</td>
</tr>
<tr>
<td>I didn’t believe/accept it for a long time</td>
<td>8%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>I still am not sure if I believe/accept it</td>
<td>12%</td>
<td>6%</td>
<td>13%</td>
</tr>
</tbody>
</table>
“When he first started school, I felt I was looked down on. I felt like I was judged. You’re a single mom, don’t have that much money … I felt this tremendous sense of guilt, not that I did anything to cause it, but I felt guilty as a parent. I didn’t want him to have to struggle. I was lost and overwhelmed. The teachers are looking at me like, ‘Why can’t you control your child?’ I struggled a lot with that, being lost, confused, and guilty. I didn’t know how to fix it and help him.”

(Parent from qualitative interviews)
<table>
<thead>
<tr>
<th>Concern</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>That it will impact my child’s ability to succeed in school</td>
<td>87%</td>
</tr>
<tr>
<td>That it will make my child stressed or anxious</td>
<td>86%</td>
</tr>
<tr>
<td>That it will impact my child’s happiness and emotional well-being</td>
<td>84%</td>
</tr>
<tr>
<td>That it will impact my child’s ability to succeed in life</td>
<td>79% (Hispanic 83%, AAPI 86%)</td>
</tr>
<tr>
<td>That my child will be seen or labeled as “different” than other children</td>
<td>71%</td>
</tr>
<tr>
<td>That it will impact my child’s friendships or ability to make friends</td>
<td>71%</td>
</tr>
<tr>
<td>That my child will be bullied</td>
<td>71% (Hispanic 76%, AAPI 78%)</td>
</tr>
<tr>
<td>That I did something wrong/that it is somehow my fault</td>
<td>57% (AAPI 69%)</td>
</tr>
<tr>
<td>That our family will not be able to afford to get the help my child needs</td>
<td>56% (Hispanic 65%, AAPI 66%)</td>
</tr>
<tr>
<td>That my child will not be able to go to college</td>
<td>55% (Hispanic 67%, AAPI 63%)</td>
</tr>
<tr>
<td>That my child would be put in “special ed”</td>
<td>52% (Hispanic 64%)</td>
</tr>
<tr>
<td>How to tell my friends and family</td>
<td>31% (AAPI 45%)</td>
</tr>
</tbody>
</table>
In focus groups, mothers say they often have primary responsibility for navigating the system, advocating for their child, and providing emotional support. This can be exhausting and lonely.

“It’s very difficult in my personal situation. It’s hard for my husband to accept certain things … I have to fight harder. I’m the one who has to do a lot more things compared to my husband. And it’s not because he doesn’t want to, it’s that everything about this seems very difficult for him.”
– Hispanic Mother from focus groups

“[My support system is] my village, because… I have to still be a single mother and go to work. So, a friend will take him to his doctor’s appointment, his evaluations. It’s a lot of appointments… and patience… so my village is very helpful with him.”
– Black Mother from focus groups
Which Term Resonates? It Depends…

As a parent, which one term do you prefer?

Families who have a child with a diagnosis prefer “Learning Differences” or “Disability,” those without a diagnosis prefer “Learning Challenges”
Parents Are Concerned About Labels

In focus groups, parents were concerned about deficit-based language that might make their child feel abnormal and impact their confidence. Many parents preferred using the official diagnosis (e.g., ADHD) or approach (e.g., IEP).

- **28% prefer Learning Challenge**: “Challenge has never been positive when it comes to learning or education or mental ability. ‘Challenge’ has always had a negative connotation.” – Black Parent from focus groups

- **6% prefer Neuro-diverse**: “I know the movement is to be politically correct, but ‘neuro,’ I don’t know. It’s almost too much for me.” – AAPI Parent from focus groups

- **26% prefer Learning Difference**: “When you say ‘difference,’ it means you are not the norm… isolated to a particular group of people… It could be special different in a good way, or in a bad way. It depends.” – AAPI Parent from focus groups

- **18% prefer Learning Disability**: “The label ‘learning disability’ makes a child feel like they’re not capable. In the future, I would like a more positive label, something that’s more empowering.” – Hispanic Parent from focus groups

- **Other terms used**: Official diagnosis or approach “ADHD,” “Dyslexia,” etc. “IEP”
Cracking the Code | Evaluation & Diagnosis
Just Half of Parents Confident About How to Help Their Child

How confident were you that you knew what to do to get your child the help they needed for their developmental or learning difference?

- Extremely confident, 21%
- Very confident, 31%
- Somewhat confident, 33%
- Not confident, 13%
- Not confident at all, 2%

% Extremely confident

- Diagnosed: 26%
- Suspect: 15%

Special Populations

- Black: 25%
- Hispanic: 18%
- AAPI: 12%
- Indigenous: 24%
- White: 21%

SNAP Eligibility

- SNAP Eligible: 23%
- Not SNAP Eligible: 19%
Evaluations | Few Find it Very Easy to Obtain

Only 20% say it is very easy to figure out where/how to get an evaluation.

- Very easy, 20%
- Somewhat easy, 30%
- In the middle, 28%
- Somewhat difficult, 14%
- Very difficult, 5%

% Very/Somewhat Easy

- Diagnosed: 59%
- Suspect: 40%

- Black: 52%
- Hispanic: 46%
- AAPI: 38%
- Indigenous: 48%
- White: 53%
Majorities Who Have Not Yet Gotten an Evaluation Have Waited 6 Months+

Has your child had an evaluation to determine a diagnosis of their developmental and/or learning difference?

- Yes, 66%
- No, 30%
- Not sure, 4%

More likely to have gotten evaluation if Pediatrician (84%) or Teacher (76%) first identified

58% plan to, 18% don’t, 23% not sure

73% say it has been 6 months or more since someone first suspected

(among those who plan to get an evaluation)

Top Barriers to Getting an Evaluation
(among those who not planning or not sure)

- Not sure my child has a learning difference and needs to be evaluated
- My child will outgrow their behavior
- Don’t want my child to be labeled
- My child just needs to try harder in school
- Don’t know where or how to get an evaluation

Yes, 66%

No, 30%
“If you’re going to let basically a whole year go by before saying we need to get her help…if I would have pushed the school a little bit more when they were saying hey there’s something wrong, maybe she would have been able to adapt to the medicine and get better grades earlier. I wish they would have suggested that she needed to be tested sooner.”

(Parent from qualitative interviews)
Evaluation Experiences

How easy or difficult was it to understand the evaluation? (among those who had an evaluation)

<table>
<thead>
<tr>
<th>Difficulty Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>30%</td>
</tr>
<tr>
<td>Somewhat easy</td>
<td>41%</td>
</tr>
<tr>
<td>In the middle</td>
<td>20%</td>
</tr>
<tr>
<td>Somewhat difficult</td>
<td>7%</td>
</tr>
<tr>
<td>Very difficult</td>
<td>1%</td>
</tr>
</tbody>
</table>

8% said it was difficult to understand the evaluation
(Hispanic: 13%, Unacculturated Hispanic: 29%, SNAP Eligible: 11%)

No difference based on who conducted evaluation

What would have helped you better understand the evaluation?

“Having someone explain it using smaller words or words that a normal person understands.”

“A parent version of the write up in layman’s terms.”

“If they would've explained it instead of just handing me the test results.”
How much do you trust the following people to help you and your child with their developmental or learning differences?

% Trust a lot

- **#1** Pediatrician: 70%
- **#2** Your family members: 59%
- **#3** Your child’s teachers: 51%
- Psychiatrist: 49%
- Therapist/social worker: 47%
- School counselor: 45%
- Your friends/other parents: 44%
- Principal: 34%
- After school providers/mentors: 28%
- Non-profit/community orgs that help kids w/ learning diffs: 28%
- Religious community/leaders: 23%
Pediatricians #1 Source Across Racial/Ethnic Groups, But Differences Expressed in Focus Groups

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>AAPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Trust Pediatrician A Lot</td>
<td>71%</td>
<td>70%</td>
<td>71%</td>
<td>70%</td>
</tr>
<tr>
<td>First turned to pediatrician for help to determine if child has a developmental and/or learning difference</td>
<td>46%</td>
<td>37%</td>
<td>40%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Focus Group Quotes...

“[I listen to] my son’s pediatrician all the time.”
– AAPI Parent from focus groups

“Not the pediatrician regarding this topic. More general things, the cold or the flu, but for this, the guidance counselor has been excellent.”
– Hispanic Parent from focus groups

“My pediatrician just pushes us to the specialists. ‘You need to go check that out over there’ or if I need to refill a prescription, [they] can’t help you with that. You’re going to have to go over there. My pediatrician is good for physicals and blood work.” – Black Parent from focus groups
Better Communication Is Needed About How Schools Can Add Support with an Evaluation

In which of the following ways do you think having an evaluation can or has helped you and your child? Please select all that apply.

- It gives the school and teachers information on how to help my child
- It gives me information on how I can help my child
- My child can receive academic help in the areas they need it
- It gives my child more awareness and understanding of themself
- My child can receive individualized instruction based on their needs
- My child can receive extra attention in school
- My child can get needed medication
- My child can get accommodations on tests
- My child can get tutoring help
- My child can get access to mental health help
- My child qualifies for free resources and help from the school
Most Parents Say Their Child Is Receiving Some Type of Service

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s aide or para-educator</td>
<td>27%</td>
</tr>
<tr>
<td>Counseling, therapy, mental health support</td>
<td>27%</td>
</tr>
<tr>
<td>Classroom accommodations</td>
<td>26%</td>
</tr>
<tr>
<td>Testing accommodations</td>
<td>25%</td>
</tr>
<tr>
<td>Academic tutoring</td>
<td>23%</td>
</tr>
<tr>
<td>Pull-outs/individualized instruction</td>
<td>22%</td>
</tr>
<tr>
<td>Smaller class sizes</td>
<td>17%</td>
</tr>
<tr>
<td>Special education classes</td>
<td>15%</td>
</tr>
<tr>
<td>Academic thru afterschool program</td>
<td>15%</td>
</tr>
<tr>
<td>Computer accommodations</td>
<td>12%</td>
</tr>
<tr>
<td>Friendship groups</td>
<td>11%</td>
</tr>
<tr>
<td>Academic help thru summer camp</td>
<td>8%</td>
</tr>
</tbody>
</table>

78% receive some type of service

Higher among:
- Evaluation (86%)
- Urban (83%)
- Personal/family experience (82%)
- Boys (80%)
- SNAP Eligible (80%)
- No large racial or grade level differences
- Younger diagnosed, more likely to have services

The more services you receive, the happier you are with school

Average # of services overall: 2.9
Rate school as excellent: 3.6
Ratings of School Support Much Higher Among those Who Are Diagnosed vs. Suspect

How would you rate your child’s school in helping you and your child with their developmental or learning differences?

- Excellent, 22%
- Very good, 34%
- Good, 26%
- Fair/Poor, 15%
- Not sure, 3%

% Excellent

- Diagnosed: 27%
- Suspect: 17%
- Black: 22%
- Hispanic: 26%
- AAPI: 13%
- Indigenous: 23%
- White: 22%
- SNAP Eligible: 25%
- Elementary: 25%
- Middle School: 21%
- High School: 20%
Is your child receiving any of the following accommodations or services through school today? How helpful is each of the services your child receives through school with your child’s developmental or learning difference?

(Among those who receive these services)

- **Receive**
- **Very Helpful**

- **Teacher’s aide or parasupport**
  - Received: 27%
  - Very Helpful: 78%

- **Counseling, therapy, mental health support**
  - Received: 27%
  - Very Helpful: 73%

- **Classroom accommodations**
  - Received: 26%
  - Very Helpful: 74%

- **Testing accommodations**
  - Received: 25%
  - Very Helpful: 77%

- **Academic tutoring**
  - Received: 23%
  - Very Helpful: 80%

- **Pull-outs/individualized instruction**
  - Received: 22%
  - Very Helpful: 75%

- **Smaller class sizes**
  - Received: 17%
  - Very Helpful: 79%

- **Special education classes**
  - Received: 15%
  - Very Helpful: 71%

- **Academic thru afterschool program**
  - Received: 15%
  - Very Helpful: 78%

- **Computer accommodations**
  - Received: 12%
  - Very Helpful: 74%

- **Friendship groups**
  - Received: 11%
  - Very Helpful: 72%

- **Academic help thru summer camp**
  - Received: 8%
  - Very Helpful: 65%

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Those who rate school as “excellent” are more likely to receive myriad services
Half of Families Report Paying for Services Outside of School, on Average over $2K Annually

48% pay for services outside of school

<table>
<thead>
<tr>
<th></th>
<th>SNAP Eligible</th>
<th>Not SNAP Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>45%</td>
<td>59%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43%</td>
<td>65%</td>
</tr>
<tr>
<td>AAPI</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>Indigenous</td>
<td>38%</td>
<td>58%</td>
</tr>
<tr>
<td>White</td>
<td>40%</td>
<td>51%</td>
</tr>
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Families spend $227/month on average

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Black</td>
<td>$204</td>
</tr>
<tr>
<td>Hispanic</td>
<td>$237</td>
</tr>
<tr>
<td>AAPI</td>
<td>$252</td>
</tr>
<tr>
<td>Indigenous</td>
<td>$261</td>
</tr>
<tr>
<td>White</td>
<td>$227</td>
</tr>
</tbody>
</table>

SNAP Eligible  $202
Not SNAP Eligible  $239

Among those who pay for services.
Cracking the Code | Effective Communications
More Communication = Higher Ratings

Regular School Communication + Helpfulness

Parents who say their school communicates at least monthly are twice as likely to rate their school as “excellent” in helping with learning differences.

Para-Educators are key – parents communicating with them regularly are particularly happy.
Parents Are More Comfortable Discussing Academic vs. Social and Emotional Concerns

Very comfortable contacting school about academic concerns
- Very comfortable: 68%
- Somewhat comfortable: 27%
- Not comfortable: 4%

Very comfortable contacting school about social, emotional, mental health concerns
- Very comfortable: 58%
- Somewhat comfortable: 35%
- Not comfortable: 7%

Very comfortable higher among...
- Black: 74%, Diagnosis: 71%, Post Grad: 74%, Conservative: 74%
- Lower among...
  - AAPI: 60%, Suspect: 65%

Very comfortable higher among...
- Black: 68%, Hispanic: 61%, Elementary: 62%, Diagnosis: 60%
- Lower among...
  - AAPI: 50%, White: 56%, Suspect: 55%
## Opportunities to Improve How Schools Can Help

Below are some different ways that parents might work with school to help with their child’s developmental and/or learning differences. How interested are you in each?

<table>
<thead>
<tr>
<th>Option</th>
<th>Interested (%)</th>
<th>Already Doing (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More information about <strong>concrete ways</strong> you can help your child at home</td>
<td>65</td>
<td>28</td>
</tr>
<tr>
<td>A <strong>parent guide</strong> on age-appropriate academic, social, and emotional milestones/indicators</td>
<td>63</td>
<td>26</td>
</tr>
<tr>
<td>Training program for parents to better help and advocate for their child</td>
<td>63</td>
<td>20</td>
</tr>
<tr>
<td>Connecting pediatrician and school to get a more holistic approach to child’s needs</td>
<td>56</td>
<td>24</td>
</tr>
<tr>
<td>Participating in a parent support group</td>
<td>56</td>
<td>17</td>
</tr>
<tr>
<td>Connecting mental health provider and school to get more holistic approach</td>
<td>55</td>
<td>25</td>
</tr>
</tbody>
</table>

**Note:** Gaps for all **significantly greater for those who suspect** their child has a learning difference.
Contact

Bibb Hubbard
Founder & President, Learning Heroes
bhubbard@learningheroes.org

Pam Loeb
Principal, Edge Research
loeb@edgeresearch.com

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