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Importance of Supporting the  
Unique Needs of Military Children  
in the Monterey Bay Area

Emilie Knudson

Fall 2016

**Senior Capstone**

Advisor: Dr. Paoze Thao

**Abstract**

The Monterey Bay Area is home to many military personnel and their families. This senior capstone investigates the importance of supporting the unique needs of military children throughout their academic career. The difficulties that military children may face in their education are a direct result of military lifestyle challenges. An anonymous survey was conducted with local principals, military parents, and children of military families. Through data collection and research findings, it is clear that military children have unique needs that, if not addressed, can affect their social-emotional development. This study shows that military children need increased and distinctive support, both at home and in the classroom, in order to overcome these difficulties. In order to promote academic success amongst military children, it is paramount that educators are aware of these unique needs, and possess the tools and resources to support a positive academic journey.

## Importance of Supporting the Unique Needs of Military Children in the Monterey Bay Area

Being born into a family of military soldiers gave me firsthand experience of the military lifestyle. The challenges my grandfather and father had gone through really sparked my interest in this topic because of the concerns they brought to my attention. I also have hands on experience working for the military as a Child Youth Program Assistant at the Navy Youth Center here in Monterey, California. Having the opportunity to work with children who struggle in school due to the reoccurring stress of moving and transitioning into new schools motivated me to want to educate myself and others to be an advocate for the students in the community. As a future educator, Monterey's high military presence brings alarm to these unique challenges these students will face. The Monterey Bay Area is home to many military soldiers and their families. Military parents have different work duties than compared to most other parents. This means there are differences in their lifestyles and parenting tactics. Ultimately, military lifestyles come with a lot of different challenges including deployment and moving. The National Child Traumatic Stress Network defines a military family as follows "The immediate and extended family of active duty, Guard, and Reserve members as well as veterans and members who died in service" ("Child Maltreatment in Military Families", n.d., p. 1). These challenges that military families face directly affect the children in the home and make them at high risk for a range of health issues. Two of the biggest challenges that military children face are maltreatment and instability. These challenges that directly affect children that grow up in military families cause them to have unique needs that non-military children do not necessarily have.

Monterey is known as a famous tourist spot after the 1950s when the fishery industry collapsed. Along with migrations of tourists came an influx of military personnel and DOD

civilians. In 1946, the Defense Language Institute (DLI) was built by the Army in Monterey for military service members to study foreign languages. The DLI had an increase of service students during the Cold War years and today has around 3,500 military personnel. A year later, in 1947, Congress purchased Hotel Del Monte to move the Naval Post Graduate School (NPS) into Monterey. Today, NPS' private base has around 500 military students attending along with around 100 instructors. The large military presence in Monterey comes with military families being here as well. This history of Monterey's demographics as well as the number of military personnel present today is extremely important for educators in Monterey to be aware of.

The concern I have is the high number of students that are facing the struggles of living a military lifestyle. The importance of the support that they need to succeed is even more compelling. Growing up in a military family can be very difficult for children for many reasons including deployment, parent mental health, and lifestyle stabilities. These difficulties can affect the fragile development of young children. Since they spend a lot of their time in schools, it is important for educators to have the knowledge of their unique needs and the knowledge of how to support those needs.

### **Primary Research Question**

How important is it for educators to support military children with their unique needs?

### **Secondary or Related Research Questions**

1. Who are military children? Do they need any support with their unique needs? If so, what are those needs?
2. What does research say about the importance of meeting the unique needs of military children?
3. What could educators do to support the unique needs of the military children in the Monterey Bay area?

## **Literature Review**

The unique challenges military children go through are not easy to deal with. These challenges can be extremely hard during the crucial times of their development. I would like to find the connection between their lifestyle struggles and their social emotional development to better understand the importance of supporting their needs. In my literature review I will present scholarly information on the military children's unique needs and ways to support those needs. I will also discuss the importance of educators supporting these children. I will compile a summary of my research data findings to develop educated thesis on ways educators can support military children in the Monterey Bay area.

Military children face the same maltreatments as can any other non-military children but studies have shown a higher amount in military families. According to the National Child Traumatic Stress Network, "Since 2003, however, the rates of child maltreatment and family violence in military families have outpaced the rates reported for non-military families. This increase coincides with the post-9/11 rise in overseas military operations and deployments and the return of service members with physical and behavioral health issues" (p. 2). Since then researchers have discovered a difficulty in detecting rates of child abuse in military families. "Finally, a problem with all registry data is that child maltreatment rates based on official reports are not an indication of the total amount of child maltreatment that has occurred during the reporting period because many, if not a majority, of child maltreatment cases are believed to go undetected" (Milner, 2015, p.109) stated by Joel Milner after his research on military family child abuse around the world. These findings show the importance of educators in the Monterey Bay area, who are required by law to be mandated reports, to have the knowledge about the child abuse amongst military families.

## SUPPORTING UNIQUE NEEDS OF MILITARY CHILDREN

The number one case of child abuse in military families is neglect. Federal legislation defines neglect 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" (Milner, 2015, p. 103). The problem with this definition is that it is not very clear of specific. Child's needs differ in every child. Military parents have unique stressors and challenging schedules to meet. Military families struggle with the constant expectations that they need to meet and keep up with. Military personnel have a number of duties assigned as well as constant changes of orders given to them. A lot of the time, changes of orders means relocation that brings stress of moving and finding new support systems. For active duty members the stress due to the requirement to be on call 24/7 as well as the unknown of deployment can be very difficult to cope with. Although stress is not an excuse by any means for abuse, child abuse can be unintentional and the parents may be unaware they are neglecting their child.

Neglect can cause serious long term damage to children developmentally. There was a study done by Hildyard and Wolfe that reviewed the effects of neglect on children cognitively, behaviorally and social-emotionally. The findings of the study on the cognitive effects stated, "They had considerable difficulty coping with the demands of school, scored significantly lower on tests of achievement, and by the second grade all of them had been referred for special educational services"(Hildyard & Wolfe, 2002, p. 686). The neglect on the children directly affected their cognitive development which had a huge impact on their academic success. The effects of neglect are not easily seen right away and differentiates depending on the child's developmental stage. "There are some behavior and appearance changes that can sometimes be

identified. There is general agreement in the literature about the physical and behavioural features of child neglect, including:

- Dirty body, nails and clothes, matted or thin hair, body odor, dental caries and chronic infestation (head lice).
- Evidence of chronic nappy rash, infected sores, untreated squint, thin limbs and cold injury (red, swollen limbs) and stunted growth.
- Immature motor skills and unimaginative play, clumsiness, delayed language and social skills (eating with utensils, toileting, dressing and nose-blowing), inattention and lack of persistence, perseverance and enthusiasm.
- Failure or refusal to attend for immunization and developmental checks and poor compliance with appointments, therapy and prescribed health care
- Abandonment, expulsion from home, inadequate supervision, chronic truancy.
- More aggression with peers among older children and adolescents (Lewin & Herron, 2007, p. 97).

The early social development of neglected children can compromise their social-emotional development as well. With the lack of care or love from their parent(s) can affect children's perceptions of others. The Lewin and Herron study stated their results as follows "Whereas the above studies report significant internalizing problems among neglected children, often more so than abused children, it should be noted that others have not found such differences on socio-emotional development, depression, or suicidality" (Lewin & Herron, 2007, p. 688).

Like child abuse, military family instable lifestyles can affect their children's development negatively. Military service members are forced to be more susceptible to changes but that does not mean that the whole family is able to adjust positively. "Although most children experience moving at least once in their childhood, the typical military family moves every two to three years" (Finkel, Kelley & Ashby 2003, p. 1019). Most active duty members are asked to relocate multiple times which means their whole family has to move. As a developing child, this environment instability can be harmful to them without a large amount of support.

According to research finding, the biggest negative effect on military families due to increased mobility was on the children's social-emotional development. "In a study of over 2,400 adolescents, military and civilian youth did not differ in overall stress and coping; however adolescent's in military families had moved twice as often and reported significantly more difficulty leaving their old friends and making new friends than did youth from civilian families" (Finkel, Kelley,& Ashby, 2003, p.1019). The reoccurring sadness of saying goodbye to old friends and the delays in meeting new friends impacted military youth social-emotionally by feeling lonely, and depressed. Another transition that military families face is parent deployment. How often one is deployed, the length of deployment, and the nature of duties depends on the assignment and the branch of service. The stress of a family member being deployed does not only affect the service member but the whole family. "Repeated or lengthy deployments may result in increased risk to the child of attachment disturbances, depression and anxiety responses. The uncertainty and ambiguity of the parent's arrivals and departures are particularly challenging for young children given their developmental capabilities" (Paris, DeVoe, Ross & Acker, 2010, p.612). As a result of separation, children's social-emotional development can be harmed. Deployment can also affect the child's ability to build and maintain relationships.

My research data has supported my research topic by the studies emphasizing the importance of support for military children's unique challenges. Deanie Dempsey wife of Army Gen. Martin E. Dempsey stated the following concerns to teachers, school liaisons, and program directors. "She stressed that parents must be advocates for their children, recalling the mother of a military child whose father was overseas. The boy wasn't doing well in school. The staff researched the roster of students and found it had 13 military children of deployed parents. The staff formed a support group just for them, and the boy's school experience turned from negative

to positive” (Cronk, 2013, para. 9). My research concludes the positive outcomes and importance of supporting military children’s unique needs. My data has shown proof of the devastating harm that military children can face developmentally without support or awareness of their unique struggles. The scholarly books, articles, and military websites have drawn stress to the importance of parents, educators and the community supporting the unique needs of military children and how it can affect these children’s social-emotional development. My research findings brought light to significant impact on military children’s lives that have support with their environmental adjustments, relationships, academics and overall health. The support they receive can impact not only the individual’s development but plays a role in the culture of the communities they live.

There was limited research that discussed counterarguments of my topic’s argument. The only argument that I found in my research that had an opposing view was just based on differentiation of the level of importance. The opposing argument did state the importance of supporting military children’s unique needs but argues that the importance of maternal functioning is more vital. Through doing research on that argument, I was found with a lack of evidence and legitimate sources that could justify why that was true.

### **Method and Procedures**

My literature review verified my topic’s argument and reiterated the need military children have for support with their unique challenges. My methods and procedures are what ensured my success in getting enough credible information to effectively explore my topic’s primary and secondary questions. This section will break down the steps that I took to conclude my findings and results.

My research data findings derived from the following scholarly data bases and sources; Military Youth websites, Ebsco, ERIC, Google Scholar, and Jstor. My literature review was able to give insight and data into my primary and secondary questions. After I analyzed my research findings, I found it critical to get insight on local opinions of my research topic to narrow down on the importance in the Monterey Bay area.

To gain knowledge of the community's thoughts on the needs of military children, I created and sent out an anonymous survey to around fifty local people with the use of Google Forms. My anonymous "*Military Children Needs Survey*" consisted of ten questions (See Appendix A). The intent for this survey was to gain insight of the unique needs of military children around the Monterey Bay area. I waited for survey completion from participants for about a whole month which was a lot longer than originally expected. The survey questions were targeted to see general population knowledge of military children and to be able to analyze local public opinion of the current need for support within the community.

### **Results and Findings**

The steps of my methods and procedures have resulted in an abundance of findings. These steps gave me structure to effectively pursue research on my topic. In this section, I will break down my results and findings from my literature review and survey responses into a distinguished discussion. My results and findings directly correlate to the information I gathered from the surveys (See Appendix A) I conducted. The survey questions were used to expand my knowledge on the topic and to answer my secondary related questions. The survey responses (See Appendix B) were used to support the information I found through my literature review. My survey was completed by all participants anonymously and each participant is referred to as Participant A through S.

### *Survey Responses*

1. *Who are military children? Do they need any support with their unique needs? If so, what are those needs?*

The results from Question 1 (Survey Related Question: Do you work with any youth that are in military families?) of my anonymous survey consisted of five people who grew up in military families, two military parents, four people who work with military children, three teachers that have military students, two principals, and three people who know military children for a total of nineteen responses (See Appendix B). Out of the 19 survey participants thirteen had confirmed that they did work with youth that are in military families. This allows me to know that most of the participants are able to give insight from real personal experiences working with military youth. My research has brought to light of who a military child is and what support do they need. A military child is described as the child to a parent in the armed forces. Military brat describes the child of a parent or parents serving full-time in the United States Armed Forces.

Question 3 (Do you believe military youth have unique needs?) of my survey showed a community consensus with 78% of the participants agreed that military children in fact do have unique needs (See appendix B). The needs of these children are stated in my findings out the challenges they face in their daily lives. “Patterns and correlates of child maltreatment were investigated both within the military and between military and civilian families. “The results revealed that certain patterns and correlates emerged within the military that were significant” (Dubanoski & McIntosh, 1984, p.55). The military lifestyle makes it hard for children to adjust and makes them more susceptible of abuse. Through my research, the challenges that military children face of deployment and relocation has found very hard for children to adjust and that can affect their social emotional development. “Findings indicate that parental combat

deployment has a cumulative effect on children that remains even after the deployed parent returns home, and that is predicted by psychological distress of both the AD and AHC parent. Such data may be informative for screening, prevention, and intervention strategies” (Lester, Peterson, Reeves, Knauss, Glove, Mogil, & Beardslee, 2010, p.320). These challenges need to be supported by family, child care services and educators. Participant N stated, “Military kids are not different than other kids but I have my kids attend school on base where we are stationed at because they are around kids just like them and can relate” (Participant N, Personal communication, 2016). Military children do have different needs but they are still children and just like any child with special needs, they need to be understood.

Question 6 (Do you see any change in school attendance regarding military youth?) results that 8 out of the 13 participants that work with military youth have seen an active change in school attendance with military students (See Appendix B). Participant J stated, “I haven’t seen it firsthand but I have heard of classrooms being effected by students coming and going frequently due to the military”(Participant J, Personal communication, 2016). The Monterey Bay area is home to many military families and their children. Marshall Elementary, located in Seaside, California, school accountability report for 2014-2015 school year identifies 269 students out of the 499 students at the school are military children. The inconsistency of the duties for active military parents can cause instability in the classroom as well. With the high presence of military students in the Monterey Bay Area, it is not only difficult for teachers to create a solid foundation with their class but it is hard for military students to keep up with their academic studies.

2. *What does research say about the importance of meeting the unique needs of military children?*

Question 2 (Do you think there is a high percentage of military youth that attend schools in the Monterey Bay area?) of my anonymous survey found that 15 out of the 19 participants stated that there is a high percentage of military youth attending schools in the Monterey Bay area while 3 participants were unsure. My research showed there are four military bases as well as community housing in the Monterey Bay area. The average time a military personnel is stationed here is around 8 months-20 months. 2,859 of Monterey's total population of 28,377 in 2012 were military students at Naval Post Graduate School (Bureau, n.d.). Monterey has made physical changes to fit the needs of the population through military housing, Exchanges and even some military schools but the community needs to adjust as well. People needs to be knowledgeable about their own population and own community to improve their lives.

Question 5 (Does the school you work at have programs for military youth?) of my anonymous survey showed that only 42% said that they have programs for military youth at their school (See Appendix B). For most children support can be getting help with homework or talking to the counselor about their feelings. This could work for most military youth as well but what about the youth who have experienced a loss of a parent at war or just moved to the school in the middle of the year for a second time? This support can be critical to a student's academic success. "In recent years, the military services have discovered the broad power of community—as both encompassing and distinct from the formal human service delivery system—as a resource for supporting military families and helping them cope effectively with adversity and positive challenges" (Huebner, Mancini, Bowen, & Orthner, 2009, p.221). Research has shown

the thousands of different military support services that are available including online support, information clinics, and community programs.

Unfortunately, question 8 (Do you think teachers have knowledge of the military support services in the Monterey Bay Area?) of my survey shows that 58% of local participants think that only some teachers have knowledge of the military support services in the Monterey Bay area (See Appendix B). These three survey questions reiterate the importance of meeting the needs of military children by showing the lack tools and awareness that community as well as educators have to support them. Participant L stated, “We have great resources available in our area, it’s up to the site leadership to begin to use them based on site needs” (Participant L, Personal communication, 2016). If educators are able to support all of their student’s needs, all students will have a better change at thriving. Children are our future and if they are thriving so does the whole community.

### *3. What could educators do to support the unique needs of the military children in the Monterey Bay area?*

Question 4 (Do you think the CSUMB teaching credential program should offer a course on working in area with a high presence of military children?) of my survey portrays 84% of the participants think that offering a course that focuses on working with military children in the CSUMB credential program would be beneficial to the students (See Appendix A). Another reason this is extremely important is because educators are lacking knowledge of these needs. The majority of the Monterey Bay area’s students consist of military children and the educators are not able to support these students effectively if they are not educated or aware of their needs. “For most of its history, the provision of family support was not viewed as a primary responsibility of the US military, although spouses, children, and significant others have

certainly been woven into the fabric of soldiers' and sailors' lives for centuries" (Davis, Blaschke & Stafford, 2012, p.53). Providing a course on military youth in the teaching credential program at CSUMB would not only make this issue more of a priority in the classrooms but it would help bring awareness to the whole community.

As for the current teachers, question 7 (Do you think teachers need to have extra information/training on working with military children?) of my survey states that 52% of the participants think that teachers need extra information and training on working with children and their needs (See Appendix B). 32% of the participants said that only some teachers need extra tools about working with military children (See Appendix B). To support military children, people need to be knowledgeable about their unique lifestyle and challenges they face. To have awareness of what they are about, allows for the children to have a sense of comfort and security in their learning environment.

This brings me to an important question, question 9 (Do you think that military youth could have higher success rate if teachers were educated on their needs and have resources to help them?) of my survey, seventeen out of the 19 participants stated yes (See Appendix B). Participant N stated, "Knowing what the students are going through could really help them succeed" (Participant N, Personal communication, 2016). All students need to feel comfortable to expand their knowledge and learn in the classroom. The results found in my research were that without the support and understanding, military children's social emotional development, academic success and overall wellbeing can be drastically harmed. "In general, research has found that families who experience difficulty adjusting to these demands of Army life tend to report lower morale and well-being than families who experience fewer adjustment problems"

(Booth, Segal, & Bell, 2007, p. 24). My Research has confirmed that military families who feel prepared for a deployment cope better during and after deployment.

Question 10 (Thank you for your time. I really appreciate your responses! Do you have any other questions or comments?) of my survey states the following comment from Participant O, “The kids need teachers to understand their unique needs and challenges! The kiddos I've worked with are often great at geography (they've lived everywhere), and they light up when they're allowed to make connections between their old homes and their new ones” (Participant O, Personal communication, 2016). Just like nonmilitary children, military children need to feel safe and that they belong to be able to be themselves which will allow them to grow and prosper academically. Data collection from my anonymous survey and my research findings, it is clear that military children have unique needs that, if not addressed, can affect their social-emotional development. One way educators can support military children in their classroom is to not only be knowledgeable of their needs and the increased risks that follow their lifestyle but to have inclusive curriculum to their background.

### **Discussion**

After conducting my survey along with compiling my literature review, there is a high presence of children living military lifestyles in the Monterey Bay area. I found that not many people in the Monterey Bay area are aware of the risks and challenges the military lifestyle brings for these children. Monterey Bay residents lack the knowledge of not only the unique challenges they face but why it is important to support them and how they can support these children. The research I have conducted have emphasized the unique needs of military children face. These needs come from many different struggles that the military lifestyle brings. These

struggles include parent deployment, increased risk for abuse, and constantly relocating. My research and survey results highlighted the importance of support for military children during these struggles and the possible negative outcomes if these students do not get support they need. Military lifestyle challenges can hinder these children's social emotional development as well as their academic achievement. It is extremely important for educators to have the knowledge, resources and ability to support these children to allow them to succeed as well as maintaining a balanced classroom for all students to succeed.

### **Problems and Limitations**

My methods and procedures plan were altered by one problem and one limitation. Among my research I came upon a problem with my findings of statistics and scholarly data about child maltreatment rates. "Finally, a problem with all registry data is that child maltreatment rates based on official reports are not an indication of the total amount of child maltreatment that has occurred during the reporting period because many, if not a majority, of child maltreatment cases are believed to go undetected" stated by Joel Milner after his research on military family child abuse around the world (Milner, 2015, p. 109). The undetected cases and reports of child abuse brought question to how credible the data was due to the deficiency of accurate numbers.

The limitation I had during my capstone analysis was brought upon me by my anonymous survey. There was a lack of diversity amongst the results of my survey findings. This limitation was due to the amount of time needed to get the survey out to the participants and the lengthy amount of time the participants needed to complete collection. Even with the extension of time for the survey, the low number of responses also played a part in the survey's overall

substance. Fortunately, the problem and limitation that occurred during this research project did not have a negative effect on the outcome of the content.

### **Recommendations**

Monterey Bay area needs more education on the unique needs of military families. One participant of my survey stated, “We have great resources available in our area, it's up to site leadership to begin to use them based on site needs” (Participant, Personal communication, 2016). The area has numerous programs available to help military families but military children spend most of their days in school. The most important recommendation is to educate the teachers on the services and programs available in the area. This education can lead to stronger support at schools and allow for teachers to implement a more inclusive curriculum. Another recommendation is to get the community involved in bringing awareness to people. “One obstacle to building communities of care is that at many times and in many places, military children and their families are essentially invisible. Most schools, for example, do not routinely assess the military status of new students' parents. Thus Kudler and Porter's strongest recommendation is that public and private institutions of all sorts--from schools to clinics to religious institutions to law enforcement--should determine which children and families they serve are connected to the military as a first step toward meeting military children's unique needs” (Kudler, & Porter, 2013, p.163). The community needs to stand up and make changes to better provide for their residents. The community can play positive part in the success of the children residents. The Monterey Bay area should represent the culture of all their people. I suggest that the government needs to put policies that allow for people who work with children

to learn more about military culture and the hardships, and provide them with the resources and tools necessary.

### **Conclusion**

Military children have unique needs due to high rates of child abuse and lifestyle instability need a lot of awareness and support. The importance of bringing awareness is to benefit the children's success in life. The best way to help military children with their unique needs is through support. Students spend 6 hours a day, Monday-Friday at school with their teachers and peers. Teachers are supposed to teach and support each student individually. The Monterey Bay area schools have a high attendance of military students. This means that these schools have high turn around rates of their students. The teachers in the Monterey Bay Area need to not only plan for the turn around rates in their classrooms but be aware of how smoothly adjust each student in and out.

Along with the adjustments, teachers have to handle, they need to be ready to support each child with their needs. They need to be aware of the higher chance of their students may be abused and how to identify those signs. They need to have the resources and knowledge of how to help students with behavioral, cognitive and social-emotional issues due their military family challenge. Education for the community as well as educators is the best solution. It can lead to stronger support at schools and allow for teachers to implement a more inclusive curriculum. Data gathering based on my research questions proved that military children need increased and distinctive support, both at home and in the classroom, in order to overcome the possible military lifestyle difficulties they could and can face to allow for the overall success for the Monterey Bay area.

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## Appendix A

### Military Children Needs Survey Questions

1. Do you work with any youth that are in military families?
  - a. Yes
  - b. No
  - c. Other
  
2. Do you think there is a high percentage of military youth that attend schools in the Monterey Bay area?
  - a. Yes
  - b. No
  - c. Other
  
3. Do you believe military youth have unique needs?
  - a. Yes, military children have unique needs
  - b. No, they do not have different needs than other children
  - c. Other
  
4. Do you think the CSUMB teaching credential program should offer a course on working in area with a high presence of military children?
  - a. Yes, that course could be beneficial for teachers and military children
  - b. No, that would not be necessary

## SUPPORTING UNIQUE NEEDS OF MILITARY CHILDREN

5. Does the school you work at have programs for military youth?
  - a. Yes
  - b. No
  - c. Somewhat
  
6. Do you see any change in school attendance regarding military youth?
  - a. Yes
  - b. No
  - c. Other
  
7. Do you think teachers need to have extra information/training on working with military children?
  - a. Yes, they need to know the unique needs of military children
  - b. No, most teachers have knowledge of the unique needs of military children
  - c. somewhat, some teachers need extra tools to help military students
  
8. Do you think teachers have knowledge of the military support services in the Monterey Bay Area?
  - a. Most teachers do
  - b. Some teachers do
  - c. No they do not
  - d. They can get information if necessary

SUPPORTING UNIQUE NEEDS OF MILITARY CHILDREN

9. Do you think that military youth could have higher success rate if teachers were educated on their needs and have resources to help them?
  - a. Yes
  - b. No
  - c. Other
  
10. Thank you for your time. I really appreciate your responses! Do you have any other questions or comments?

**Appendix B**

Do you work with any youth that are in military families?(or know any military youth)(19 responses)

- Yes
- Yes
- Yes
- Yes
- Yes
- No
- No
- No
- No
- yes
- yes
- I know many military families
- Yes, I know military youth
- Yes my 3 children military dependants.
- I'm a military wife, and I worked in a school on base for two years.
- NO
- Past students
- no
- Yes

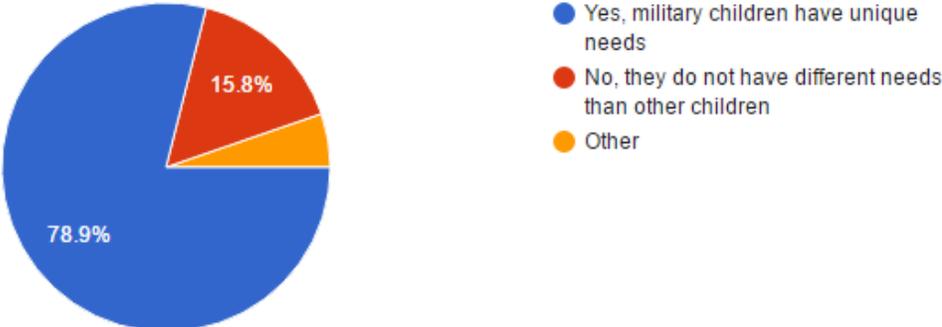
**SURVEY QUESTION 1**

Do you think there is a high percentage of military youth that attend schools in the Monterey Bay area? (19 responses)

- Yes
- Probably since there is a base in Monterey.
- N/A
- Not sure
- NO
- yes
- Very much so
- I don't know

**SURVEY QUESTION 2**

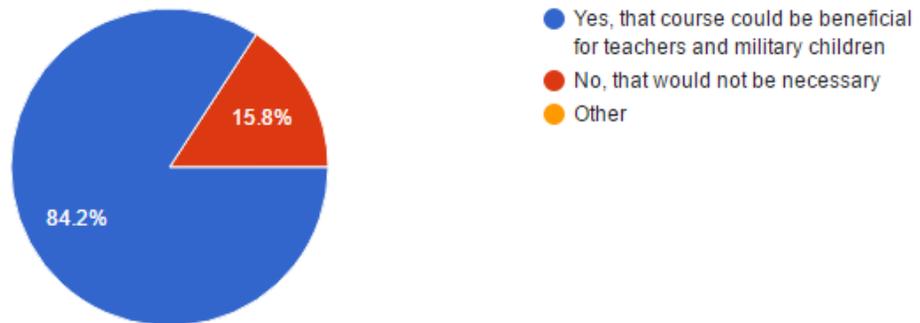
Do you believe military youth have unique needs? (19 responses)



**SURVEY QUESTION 3**

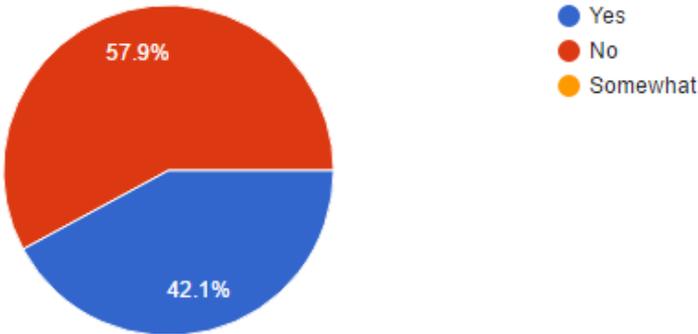
Do you think the CSUMB teaching credential program should offer a course on working in area with a high presence of military children?

(19 responses)



**SURVEY QUESTION 4**

Does the school you work at have programs for military youth? (19 responses)



**SURVEY QUESTION 5**

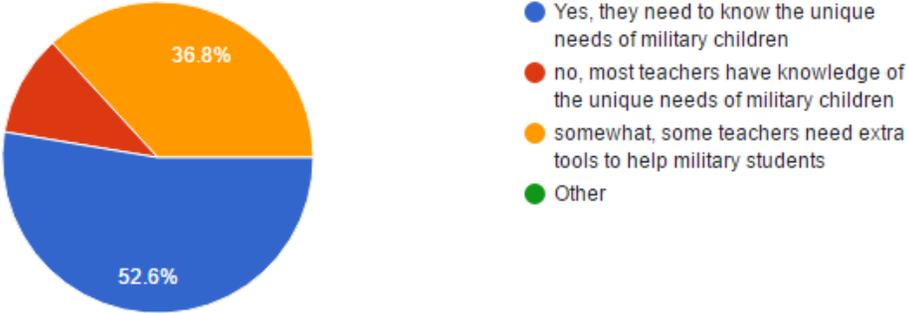
Do you see any change in school attendance regarding military youth?(19 responses)

- Yes
- Yes
- Yes
- No
- No
- No
- no
- no
- yes
- I haven't first hand but I have heard of classrooms being affected by students coming and going frequently due to the military
- Most Military students attend on a regular basis
- I dont know but I would assume that many children are in an out of school
- I'm not sure because I'm a parent or military children.
- N/A
- Depends on Adaption Time
- NO
- No
- I haven't paid mind to it
- Possibly

**SURVEY QUESTION 6**

Do you think teachers need to have extra information/training on working with military children?

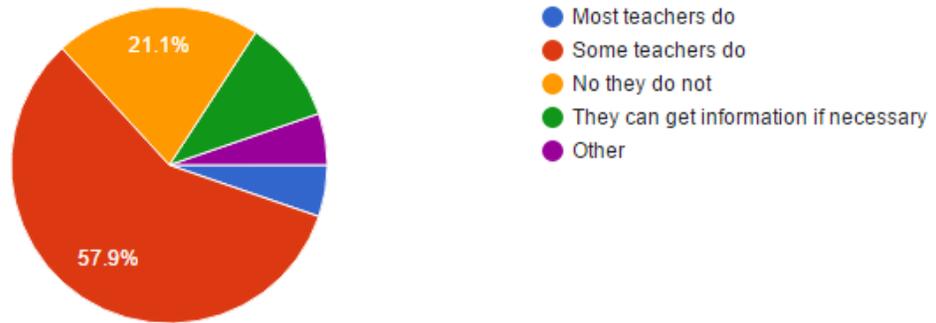
(19 responses)



**SURVEY QUESTION 7**

### Do you think teachers have knowledge of the military support services in the Monterey Bay Area?

(19 responses)



### SURVEY QUESTION 8

Do you think that military youth could have higher success rate if teachers were educated on their needs and have resources to help them? (19 responses)

- Yes
- NO
- NO
- Knowing what the students are going through could really help them succeed
- Yes. Children often exhibit negative behaviors because of TDYs (temporary duty somewhere away from home), deployments, and the general stresses of having a parent(s) in the military.
- Yes I believe so
- Yes possibly
- Not sure
- Absolutely

**SURVEY QUESTION 9**

Thank you for your time. I really appreciate your responses! Do you have any other questions or comments? (19 responses)

No

Good luck!

We have great resources available in our area, it's up to site leadership to begin to use them based on site needs.

Coming with Family members that were in the military it was tough on my daughter seeing her family members come and go. It would be nice if she could talk to someone once in a while.

Military kids are no different then other kids but I have my kids attend school at the base we are stationed at because they are around kids just like them and can relate with.

This is a great topic to consider! The kids need teachers to understand their unique needs and challenges! The kiddos I've worked with are often GREAT at geography (they've lived everywhere), and they light up when they're allowed to make connections between their old homes and their new ones.

Think this is a great capstone. And believe help is needed for these youth

It's been a long time ago since my stepkids were in school at Fort Ord but they did well while in school there. Good luck on ur assignment.

Nope! Great surgery tho

Nope

**SURVEY QUESTION 10**