

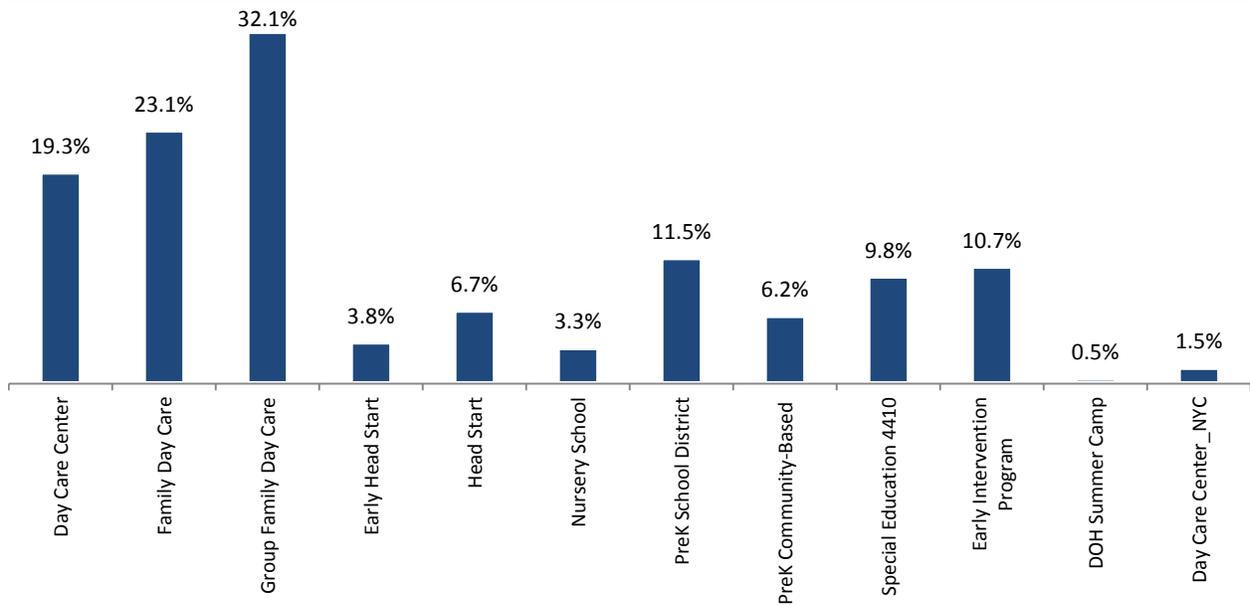
BUILDING SYSTEM CAPACITY IN NEW YORK TO SUPPORT CHILDREN'S SOCIAL-EMOTIONAL DEVELOPMENT

OVERVIEW

During the winter of 2015, administrators of early care and learning programs licensed or overseen by the New York State Office of Children and Family Services (OCFS), New York State Department of Health (DOH) and the New York State Education Department (SED) were invited to participate in an online survey about challenges faced by providers in supporting young children who exhibit challenging behaviors. This survey invitation was distributed to programs below.

WHAT:	Early Care & Learning Survey
WHEN:	February through March 2016
WHY:	<ul style="list-style-type: none"> • Learn about challenging behaviors; • Understand approaches used; • Identify training useful to staff
WHO:	About 1,200 respondents completed the survey (English N=1,100 & Spanish N=57)

Responses by Program Type ^a



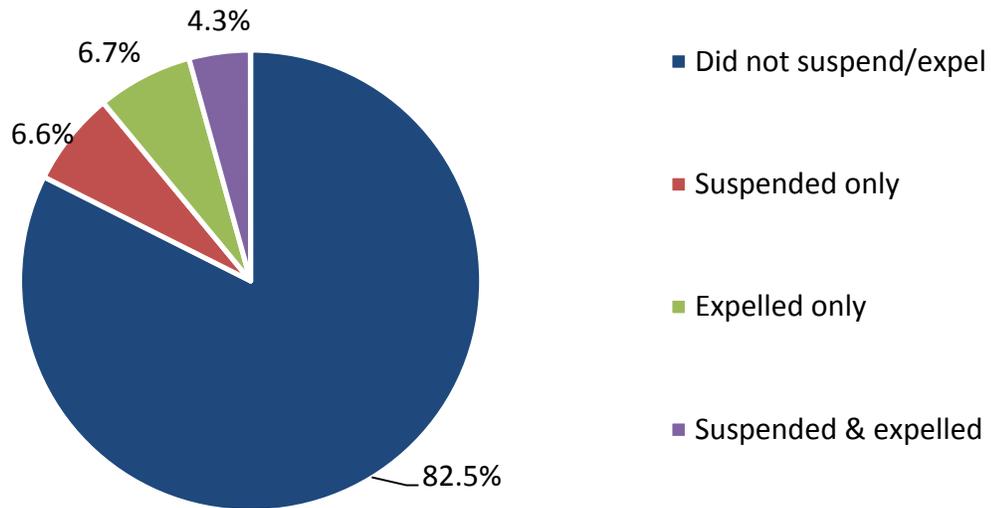
^a Respondents could select more than 1 program due to blended funding so percentages sum to more than 100%

The information presented in this summary reflects survey findings. Overall, respondents acknowledged that they are challenged by children's behaviors, rely on a range of resources for support and would enthusiastically welcome additional training in this area.

EXPULSIONS AND SUSPENSIONS PRACTICES

The majority of programs did not ask children to leave or take a break. About **one in six** respondents **used expulsions, suspensions or both**.

Expulsion & Suspension Practices

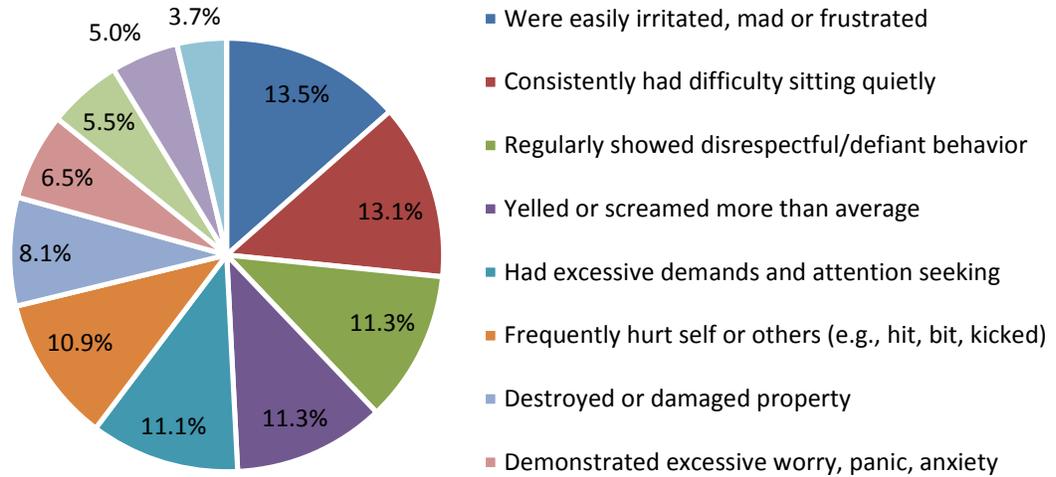


Respondents provided information regarding which children tended to be expelled from their programs. Expulsion practices varied by age, gender and race/ethnicity:

- **Preschool age children** were **almost twice as likely as infants to be expelled** (infants 0.7%; toddlers 0.8%; preschoolers 1.3%);
- **Boys** were **approximately three times as likely as girls to be expelled** (0.6% girls; 1.7% boys);
- **American Indian, Multiracial, and African American children** (1.8%, 1.6% & 1.5% respectively) had a **greater chance of being expelled** than their peers (White 0.8%; Other 0.7%; Asian 0.4%).

Respondents were asked if they encountered a variety of behaviors considered to be challenging over the course of the last 12 months. The most frequently selected behaviors encountered by staff were related to children being easily irritated, mad or frustrated and children consistently unable to sit quietly.

Types of Behaviors That are Challenging to Staff



Steps Taken to Address Challenging Behaviors

Respondents had an opportunity to complete an open-ended question to describe the steps they took to address challenges associated with behavior. The responses were reviewed and organized into common themes. Respondents most frequently worked with parents to identify issues of concern and possible supports. Additionally, behavior plans were often developed to outline actions that could reduce problematic behaviors and families were referred to support services in the community. The list of most frequent themes included:

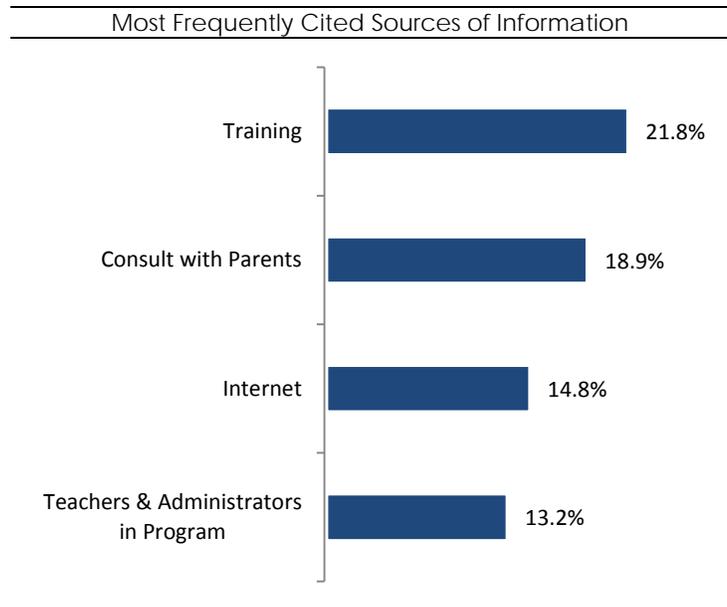
- Parent/family meetings/support
- Development of behavior plan
- Refer family and child for additional support/connect to outside services (behavioral therapist, Health Care Consultant, IT Specialists, EI, evaluations, counseling, parenting classes, pediatrician)
- Call in additional professionals (behavioral therapist, Health Care Consultant, IT Specialists, EI)
- Evaluation
- Full team meetings/mental health team
- Redirect child, seat child separately, provide encouragement, reward system, modified environment, time out, attention, etc.
- Transfer to another program or asked to leave
- Informal observations/tracking/log

Staff Development: Strategies Used & Training Needed

Staff members use a variety of available resources to help them deal with challenging behaviors.

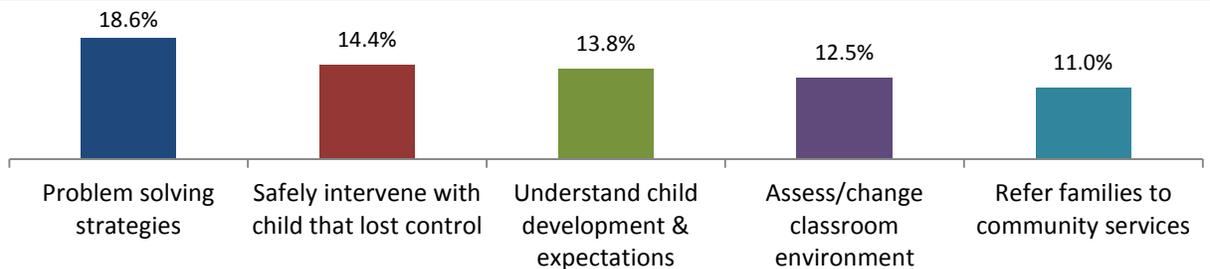
Respondents were provided an open-ended question to list additional training they received and the most commonly noted training included online courses (Internet) and training provided by a Child Care Resource and Referral agency or their own agency. Below is the full list compiled from the open-ended responses.

- Online courses (e.g., 30 hour training from OCFS, CARE courses)
- Child Care Resource & Referral Agency
- Applicant’s agency/center
- BOCES
- Colleges--state and community
- Office of Children and Family Services (OCFS)
- Conferences (e.g., NYSAEYC)—state and local
- Video conferences
- Unions (e.g., UFT)
- Women’s Housing and Economic Development Corporation (community development organization)¹
- Administration for Children’s Services²



Respondents had an opportunity to identify the areas in which they would like staff to increase their knowledge. Training related to problem solving was most frequently selected as the desired topic for training.

Top Five Areas for Staff to “Learn More”



Resources available at:

http://www.nysecac.org/files/5414/5372/9456/EARLY_CHILDHOOD_RESOURCES.pdf.

¹ This is specific to New York City

² This is specific to New York City