ABSTRACT

Suspension and expulsion of children enrolled in early child care or early education settings have gained increased attention in recent years due in part to a joint position statement issued by the United States Departments of Education and Health and Human Services calling for an end to these practices. Although state preschools are now required to collect data on suspension and expulsion, the use of these practices in early child care and education settings remain widely understudied. This study aimed to increase understanding of reported suspension and expulsion practices in early child care and education settings in Alaska, the role provider stress plays in decisions to suspend or expel children, and to identify the potential need for supports for early childcare and education providers.

Raviant LLC August 2019



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EXECUTIVE SUMMARY

Early childhood care and education programs (collectively "early care") serve children ages birth through 5 and include, but are not limited to: private and public child care (including in-home care); Head Start or Early Head Start, and; public, private, and faith-based preschool programs. Enrollment in early care programs offer children exposure to enriched environments and the opportunity to establish relationships with providers and peers, both of which are integral to their social, emotional, and academic development. Yet each year, more than 8,700 preschool children ages 3–4 are expelled from their early care programs, and the rate of expulsion for preschool-aged children is three times that of children ages kindergarten – 12th grade.

The temporary or permanent removal of children from early care settings has both short- and long-term consequences on the child's social, emotional and academic development. In the short-term, severing the child's relationship with providers and peers, whether by temporarily or permanently removing them from the classroom, can negatively impact their social-emotional development and reduces their exposure to the early education skills that are the building-blocks for later academic success.

In the long-term, expulsion in the preschool years is associated with higher expulsion rates in upper grades.⁴ In addition, studies show that young children who are suspended or expelled are up to 10 times more likely to drop out of high school, fail academically or be held back, have negative attitudes toward school, or be incarcerated, when compared to students who have been suspended or expelled.⁵

One predictor of suspension and expulsion in early care settings is high stress levels among providers. Stress negatively affects a provider's ability to facilitate a positive classroom climate and has been linked to a cascade of negative outcomes, including poor classroom management. Working with children who exhibit challenging behaviors, such as anger, aggression, anxiety, or withdrawal, or who have experienced traumatic events at home are both associated with high stress levels in providers. This can cause providers to experience secondary trauma, compassion fatigue, and burnout, which can then negatively impact providers' feelings about going to work or working with certain students or families. Suspension and expulsion of these students is just one possible method of dealing with the stress, burnout, and feelings of trauma.

¹⁰ Osofsky, 2009



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¹ US Departments of Health and Human Services and Education (2014). *Joint policy statement on expulsion and suspension policies in early childhood settings*. Washington, DC. (https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf)

² National Associate for the Education of Young Child (NAEYC). (2017). *Standing together against suspension & expulsion in early childhood-Joint Statement*. Washington, D.C.

³ Gilliam, W. S. (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten systems*. New York, NY: Foundation for Child Development

⁴ Mendez, 2003

⁵ Lamont et. al., 2013

⁶ Gillam & Shahar, 2006

⁷ Jeon, Buettner, Grant & Lang, 2019

⁸ Li Grining et. al., 2010

⁹ Gilliam & Shahar, 2006

Given what is known about the role stress can play on a decisions to suspend or expel children in early care settings, combined with the lack of attention given to the role of secondary traumatic stress on providers' overall stress levels, thread decided to study stress levels among Alaska's early care providers to identify the role it may play on exclusionary practices, and whether the availability and utilization of different types of support have any effect on teacher stress and/or the use of exclusionary practices. thread is also working to identify gaps in the support services and training providers receive to help them deal with children who exhibit challenging behaviors and experience trauma.

Survey results and study findings may help guide policy recommendations and quality initiatives to support providers and reduce the use of suspension and expulsion as a disciplinary practice. The study's findings will also help stakeholders and state leaders develop recommendations that ensure that early care providers have access to proper resources and supports in order to insure the overall social emotional health and well-being of Alaska's young children.

For the purposes of this study, the definitions of suspension and expulsion are modeled after those used in *Preventing Suspensions and Expulsions in Early Childhood Settings: An Administrator's Guide to Supporting All Children's Success* (2016) and are as follows:

In-program suspension	Child is isolated from other children or removed from the classroom	
Out-of-program suspension	Short-term time restrictions on child attendance and/or short-term removal	
Soft expulsion	Families are encouraged to withdraw or otherwise voluntarily end care	
Expulsion	Permanent removal of child from the program	

The study utilized a mixed methods approach to learn about the prevalence of exclusionary practices in Alaska's early care settings, the type of stressors providers experience, their reported stress levels, and their perceptions and utilization of available training and supports (e.g., coaching, consultation, or technical assistance). An electronic survey was sent to early childcare programs across Alaska via Survey Monkey, with instructions to have a lead teacher complete the survey. Except where otherwise noted, respondents were instructed to answer questions regarding their program for the 2018-19 school year (survey year). The initial survey was followed up with interviews with staff and/or administrators from responding programs in Juneau, Anchorage and Fairbanks.

A total of 150 providers completed the survey. The majority of respondents identified their program as a licensed child care center, while 9.6% identified as a family childcare program. Respondents reported that children in their programs experienced a number of adverse circumstances at home, including: families involved with child protective services; parental



absence; serious parental financial concerns, and; families with health and mental health concerns. During the survey year 86% of respondents (n=84) who provided early care services for children ages 3-5 reported an average of four children with at least one challenging behavior that was difficult to manage.

In regard to on-site consultations received during the survey year, such as technical assistance or coaching, 61% of providers reported that they had received no such assistance. Of the 38% who had received on-site consultations, 64% reported that the support was related to professional development and training; 33% received support regarding an individual child's challenging behavior, and; 28% received environmental supports.

Of importance to Alaska's Child Care Resource and Referral Network, part of a web of federally funded technical assistance centers in each state, is that of the 61% of teachers who did not access onsite assistance, 69% reported that they were either unaware that support existed or did not know who to contact to access it.

Overall, the study found no statistically significant relationships between teacher stress and burnout and exclusionary practices in licensed child care settings in this population.

RECOMMENDATIONS

- Conduct informational campaign so programs know what kinds of supports are available through thread, statewide (consultation, coaching).
- Refine and conduct further study of the Early Childhood Workforce, ideally with a larger number of participants in order to statistically determine the significance of the findings.
- Provide opportunities to discuss teacher well-being, burnout, compassion fatigue and satisfaction and secondary trauma with the Early Childhood workforce in various settings.
- Discuss training and support ideas and activities with stakeholders to improve teacher wellbeing.



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INTRODUCTION

Between the ages of birth to 3 a young child's brain creates one million new neural connections per second, ¹¹ helping to establish the foundation for their long-term health and development. ¹² The relationships young children form with providers and peers in early care settings, combined with the exposure to enriched environments regular attendance at such settings provides, are integral to a child's social, emotional, and academic development. A child's early experiences significantly influences their subsequent development and responsive, sensitive interactions with teachers can support a child's future academic success. ¹³ Temporary or permanent removal of young children from early care settings disrupts those routines and interferes with the child's relationship with teachers and peers; in cases of expulsion, the relationships are permanently severed.

The negative impact of suspension, which includes moving the child to a different classroom or quiet room for all or part of the school day or requesting that parents take their children home early 14, and expulsion can span the length of a child's academic career. The use of suspension and expulsion in early care settings correlates to increased high school drop-out rates and increased interaction with the juvenile justice system during a child's later years. 15 Compared to classmates who were not suspended or expelled from an early care setting, young children who are expelled are up to 10 times more likely to be expelled in high school, to fail academically or be held back, to form negative attitudes toward school, and be incarcerated. 16 Research shows that suspension and expulsion disproportionately impact children of color 17 and those with special needs. 18

One predictor of suspension and expulsion in early care settings is high stress levels among providers, ¹⁹ and research shows that early care providers experience high stress levels. ²⁰ Stress can come from a variety of factors, including organizational climate and lack of resources, personal life stress, relationships with co-workers, and from the day to day caring of children who exhibit persistent challenging behaviors. ²¹ Working with children who have experienced trauma and watching them struggle to deal with these experiences can cause providers to experience secondary trauma, stress, and burnout. ²² Teachers with high stress levels are less effective at managing challenging behaviors in the classroom, and the classroom overall, ²³ and report feeling anxious about going to work or working with certain children or families.

²³ Zinsser, Christensen & Torres, 2016



¹¹ Harvard Center on the Developing Child, 2009

¹² Phillips & Shonkoff, 2000

¹³ Sandilos, Goble, Rimm-Kaufman and Pianta, 2018

¹⁴ Gilliam, 2005

¹⁵ Lamont et al., 2013; Mendez, 2003

¹⁶ Lamont, 2013

¹⁷ Gilliam, 2005; Gilliam & Shahar, 2006

¹⁸ Kreizmien, Leone, & Achilles, "Suspension, Race, and Disability: Analysis of Statewide Practices and Reporting," *Journal of Emotional and Behavioral Disorders* 14 (4) (2006): 217–226. ←

¹⁹ Gillam & Shahar, 2006

²⁰ McGinty, Justice & Rimm Kaufman, 2008

²¹ Friedman-Krauss, Raver, Neuspiel, & Kinsel, 2014

²² Osofsky, 2009

Trends in exclusionary practices in early care settings led the United States Departments of Health and Human Services and Education to issue a joint statement in 2014 calling for an end to the practice.²⁴

Yet despite the growing connection between provider stress, well-being, and its effect on caregiver/child relationships, the impact a provider's stress levels have on exclusionary practices remains widely understudied.

One of the challenges in comprehensively addressing suspension and expulsion is the wide range of definitions. This study uses the following terms to identify exclusionary practices, taken from *Preventing Suspensions and Expulsions in Early Childhood Settings: An Administrator's Guide to Supporting All Children's Success*:

In-program suspension Child is isolated from other children or

removed from the classroom

Out-of-program suspension Short-term time restrictions on child

attendance and/or short-term removal

Soft expulsion Families are encouraged to withdraw child or

otherwise voluntarily end care

Expulsion Permanent removal of the child from the

program

Numerous efforts to address concerns about exclusionary practices as a disciplinary measure have begun at both the regional and national levels. This includes research on the role of implicit bias in suspension and expulsion, ²⁵ the impact of Social and Emotional Learning ²⁶, and organizational factors aimed at improving supports such as behavioral consultation, coaching, or teacher stress reduction activities. The Administration for Children and Families Child Care State Capacity Building Center guidance on preventing expulsion (2017), acknowledges that reducing these types of exclusionary strategies is complex due to the intersection of a variety of factors, including:

- Child behavior
- Teacher understanding of behavior
- Variability in tolerance for challenging behaviors
- Teacher/student interactions*
- Levels of stress, depression, and strict beliefs about discipline
- Organizational considerations*
- Student-teacher ratio
- Classroom environment
- Consultation and support for leadership and staff

²⁶ Zissner, Christianson, Torres, 2016



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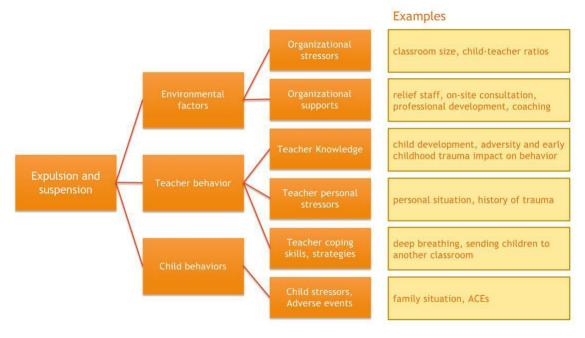
²⁴ U.S. Department of Health and Human Services, U.S. Department of Education, 2014

²⁵ Gilliam, 2016

- Variety of exclusionary practices
- Individual early learning environments
- Implicit bias
- Workforce needs (i.e., training/education, support)
- Family Needs

*Associated with likelihood of expulsion

Figure 1.



With these factors in mind, this study uses the framework illustrated in Figure 1.



METHOD

In order to study the influence stress levels of Alaska's early care providers has on exclusionary practices in early care settings, the type and sources of that stress, and whether the availability and/or utilization of different types of support has any impact on either, thread e-mailed a survey to early care providers throughout Alaska asking questions designed to elicit the following information:

- General demographics of early care providers in Alaska including role, location, education level, and program type;
- Utilization of training on challenging behavior and social and emotional development awareness, and utilization of supports provided as part of an existing array of supports through the Alaska Child Care Resource and Referral (CCR&R) system;
- Reported prevalence of suspension and expulsion in early care settings in Alaska;
- Relationship, if any, between burnout, secondary traumatic stress, and compassion satisfaction and exclusionary practices;
- Relationship, if any, between teacher utilization of supports and resources and exclusionary practices;
- Relationship, if any, between teacher preparation and burnout, secondary traumatic stress, and compassion satisfaction in early care settings in Alaska, and;
- Relationship, if any, between reported supports or barriers to supports and suspension practices.

The study utilized a sequential mixed methods approach to answering the questions. A mixed methods approach, when combined with input from stakeholders, is key to foundational knowledge and theory development, particularly as it relates to identifying systems level needs and change.²⁷ Our approach was to work with stakeholders to adapt a 2018 survey by Granja, Smith, Ngyen, and Grifa that was deployed in Virginia. We also incorporated lessons learned from *Suspension and Expulsion in Early Learning Programs in Alaska*.²⁸

In addition to the survey the stakeholder team selected two additional validated tools, the Professional Quality of Life Measure (ProQOL)²⁹ and the Secondary Traumatic Stress Survey (STSS)³⁰. The ProQOL measures quality of life across three dimensions: compassion fatigue, compassion satisfaction, and burnout. The STSS is specifically designed to measure acute stress across three dimensions – intrusion, avoidance and arousal – which are expected reactions to helping or caring for others who have experienced trauma. We used the STSS in addition to the ProQOL to see if it provided additional specificity regarding symptoms of secondary trauma.

Compassion fatigue and secondary traumatic stress

³⁰ McBride, 1999



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²⁷ Palinkas et al., 2011

²⁸ Ravitna LLC, 2018

²⁹ Hudnall Stamm, 2009

Compassion fatigue is a concept put forth by Figley (1995) to describe experiences of teachers who are working with students who had experienced trauma.³¹ The author used compassion fatigue synonymously with secondary traumatic stress. However, subsequent literature (Hydon, Wond, Langley, Stein, Kataoka, 2015) builds off of compassion fatigue to include burnout and vicarious trauma as part of sequalae of secondary traumatic stress.

E-mails were sent to all known licensed child care centers in Alaska by thread, with requests for lead teachers to complete an electronic survey via Survey Monkey (Advantage Plan, current web version as of June 2019). Programs which had at least an 80% completion rate were then made eligible for CCR&R quality initiative funds.

Overall, 150 surveys were partially or fully completed. Of these, 104 surveys were completed by the target population, which was individuals who identified as lead teachers in early child programs. The overall response rate was 47% partially completed surveys and 53% fully completed surveys.

All survey data were tidied and analyzed using SPSS version 24. Descriptive statistics, data visualization, Anova's, and contingency tables with Chi Square Statistics (where applicable) were utilized to provide foundational data to answer the research questions. These techniques were applied given the categorical and exploratory nature of the research questions, but also chosen with the intent for easier data translation, with key stakeholders as part of the member checking process within the mixed methods design. Given the well-known research to practice gap identified in the early childhood field (e.g. Dunst, Trivette, & Raab, 2013; Odom, 2009), it is imperative to ensure stakeholder involvement and utilize techniques for data translation for increased involvement and systems wide uptake.

Interviews were conducted by phone with administrators and teachers from Juneau, Anchorage and Fairbanks. Interviewees were asked about experienced levels and causes of stress; available supports for managing stress; available resources for supporting their work with children with challenging behaviors, and; child and teacher trauma.



DEMOGRAPHICS

This section contains demographic information on the early care settings participating in the survey as well as background information on the respondents, including education level and certifications.

TYPE OF FACILITY OR PROGRAM

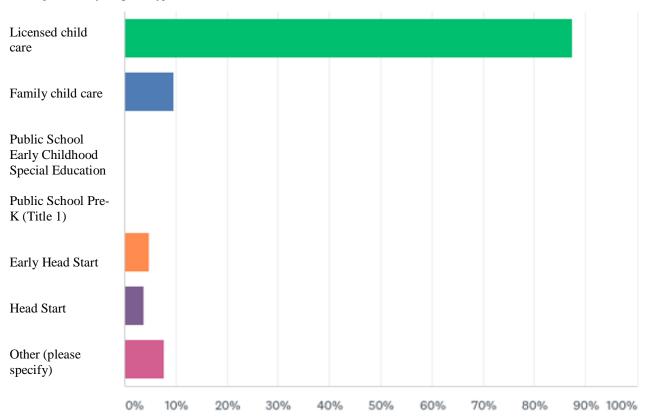
All survey respondents reported that they work in a licensed child care center. A limited number of programs identified as working at both Head Start, Early Head Start, or family child care setting and an LCC center. Respondents who selected more than one option were treated as working at an LCC for analysis purposes. There was a much higher percentage of respondents who identified as working at a licensed child care center (88%) compared to our 2018 study Suspension and Expulsion in Early Learning Programs in Alaska where only 59% reported working for a licensed child care center.

A variety of child care programs are available to children ages birth to 5 in Alaska. All programs contacted were licensed child care centers. Public school early care programs or Public School Pre-K (Title 1) programs were not represented in this survey (Figure 3).

Almost two-thirds of respondents (62%) provided care for preschool children ages 3 to 5, followed by 51% to toddlers ages 18 to 35 months, and 40% to infants ages birth to 17 months. (Figure 4)



Figure 3. Respondents by Program Type



Note. Other program types listed: Non-profit preschool; half-day pre-k & half-day program for 3-4-year olds; combination public school/licensed childcare.



Infants (0-17 months) Toddlers (18-35 months) Preschoolers (3-5 years... Other (please specify) 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 0%

Figure 4. Ages of Children Served

Note. Other included early care settings where children older than age 5 were also enrolled

In regard to the number of classrooms located at each program 24% of respondents (n=31) reported working in a program with only one classroom. Roughly equal groups (15% each) of respondents reported working in a program with two, three or four classrooms respectively (n=15, n=21, n=17), with 52% (n=67) working in a setting of 3 classrooms or less. Four respondents reported working in settings with 10 or more classrooms. (Figure 5)



Number of Classrooms Per Program 35 30 25 Number of Programs 20 15 10 1 2 3 4 5 8 10 or more Number of Classrooms

Figure 5. Number of Classrooms Per Program Location

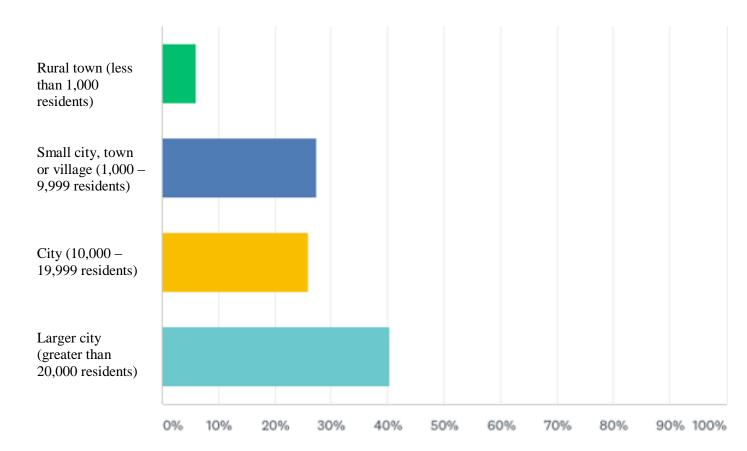
PROGRAM LOCATION

Early care programs are found in Alaskan communities of every size, from rural villages to large cities. The majority of respondents (60%) work at programs located in a community other than a large city (population greater than 20,000 residents), with only 40% (n=53) teachers being located within a large city. Of the remaining respondents, 27% report working at an early care program located in a small city, town, or village (population 1,000 to 9,999 residents); 26% are from cities with populations ranging from 10,000 to 20,000, and; 6.1% are from rural towns with fewer than 1,000 residents. (Figure 6)

While the majority of survey respondents work at programs in smaller communities (population less than 20,000 residents), 57% of them are within a one-hour driving distance of a larger city. (Figure 7)



Figure 6. Programs by Location (Based on Population)





Program Distance from Larger City (Population >20,000 Residents)

Within one-hour drive
Further than one-hour drive

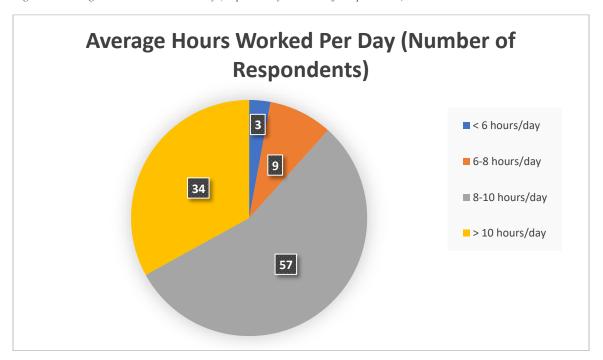
Further than one-hour drive

Figure 7. Programs within one hour driving distance of larger city (20,000 residents or greater)

PROGRAM STAFFING

Respondents report working an average of 9.1 hours per day, with 41% (n=43) working more than 8 hours per day on average, and 18% (n=19) working more than 10 hours per day. (Figure 8)

Figure 8. Average Hours Worked Per Day (Reported by Number of Respondents)





Teachers reported having been without a full teaching team (the number of team members varies per program) on average 4 days per month, with 47% (n=44) reporting they had a full team (0 days absent) for the entire month prior to taking the survey; the second largest group (32%, n=30) were those with less than a full team one to five days out of the prior month. Six teachers indicated they effectively never had a full team (16 or more days in the last month without a full team, 6.4%). (Figure 9)

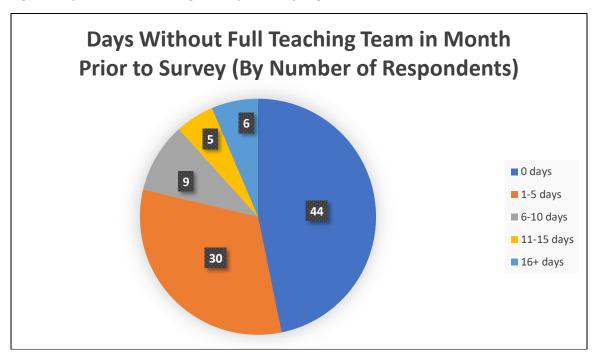


Figure 9. Days Without Full Teaching Team (By Number of Respondents)

In response to a similar question in our 2018 survey, 12% of respondents indicated that they had student-teacher ratios sufficient to meet the needs of the children in their classrooms "sometimes, rarely or never."

TEACHER BACKGROUND

Nearly one in four (23%) respondents have a bachelor's degree or higher, while a roughly equal number have no college education (Figure 10). Of teachers with a degree, 65% (n=65) report having majored in early childhood education or a closely related field. (Figure 11) In the 2018 survey, which included assistants as well as lead teachers, 14% of respondents (n=8) had a bachelor's degree or higher.



Figure 10. Education level of lead teachers

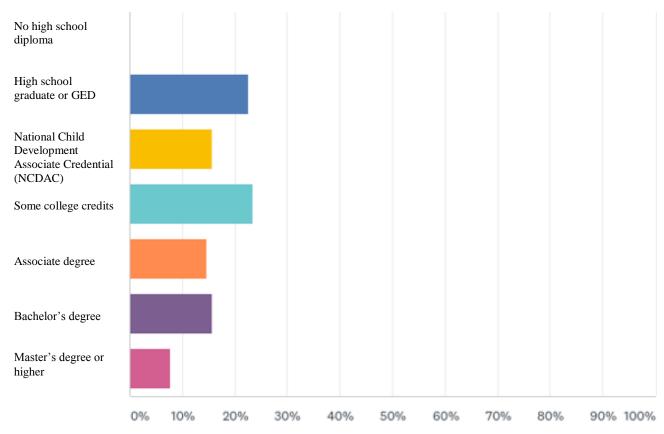
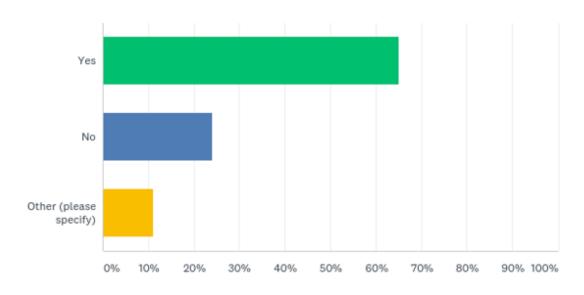


Figure 11. Teachers who Majored in Early Childhood Education or Closely Related Field (i.e., child development, child and family studies, early childhood education, early childhood special education)



Note. Other includes child psychology/psychology and communication.



In regard to social-emotional learning (SEL), of the 89 teachers who answered the question, 85 of them reported having received some type of SEL training, 47 of them in multiple models. The two most common SEL trainings teachers received were pyramid model training and positive behavioral supports. (Figure 12)

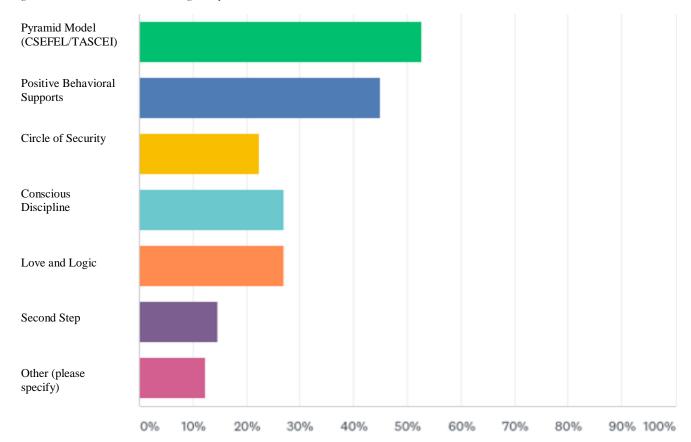


Figure 12. Social-Emotional Training Completed

Note. Other includes: Positive Social & Emotional Guidance; Zones of Regulation; Stress & Management in the Classroom; LifeWays North America: Discipline with Loving Awareness

CHALLENGING BEHAVIORS

Teachers reported having dealt with children who exhibited challenging behaviors across all age groups. Overall, more than half of respondents (53%) reported having had at least one child of any age group exhibit challenging behaviors during the survey year. Broken out by age group:

- 19 teachers reported having had infants exhibit challenging behaviors, for an average of 1 child per teacher;
- 43 teachers reported having had toddlers who exhibited challenging behavior, for an average of 2 per teacher, and;



• 64 teachers reported having had preschoolers exhibit challenging behaviors, for an average of 4 per teacher. (Figure 13)

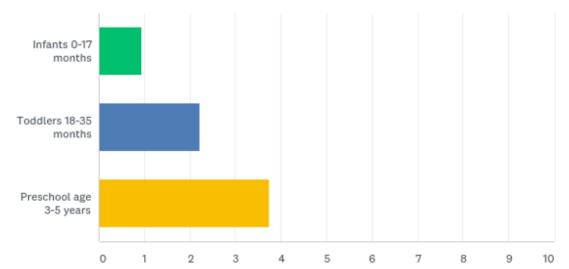


Figure 13. Average Number of Children Exhibiting Challenging Behavior During 2018-19 School Year (By Age Group)

The proportion of teachers working with children with challenging behaviors in the classroom is lower compared with the results from our 2018 survey. In that survey, 93% of teachers (n=55) reported having worked with children who exhibited challenging behaviors during the 2017-18 school year, while 73% (n=43) reported that they had talked to parents about their child's challenging behaviors in the month preceding the survey.

TYPES OF CHALLENGING BEHAVIORS

Teachers reported a number of challenging behaviors exhibited by children, some not common (1-2 days per week), some common (2-3 days per week) and others very common (4-5 days per week). children exhibiting a variety of challenging behaviors. (Table 1) Of behaviors that occurred 4-5 days per week, the most common were:

- 43% of children were extremely active, impulsive, or had trouble engaging
- 39% of children engaged in hitting, throwing things, pushing, and biting
- 35% of children refused to cooperate, including not cleaning up or following directions



Table 1. Types and Frequency of Challenging Behaviors Exhibited by Children During 2018-19 School Year (By Age Group)

	NOT COMMON (1-2 DAYS PER WEEK)	COMMON (2-3 DAYS PER WEEK)	VERY COMMON (4-5 DAYS PER WEEK)
A. Hitting, throwing things, pushing, biting	28.75%	32.50%	38.75%
	23	26	31
B. Name calling, threatening others, angry words	54.93%	32.39%	12.68%
	39	23	9
C. Sad behavior including crying, withdrawn, not wanting to participate	40.26% 31	42.86% 33	16.88% 13
D. Refuses to cooperate, including will not clean-up, will not follow directions	24.68% 19	40.26% 31	35.06% 27
E. Appears worried and easily frightened	73.61%	20.83%	5.56%
	53	15	4
F. Refuses to eat or feed	70.83%	25.00%	4.17%
	51	18	3
G. Extremely active, impulsive, has trouble engaging appropriately in class activities	29.11% 23	27.85% 22	43.04% 34

As for the home situation of children who exhibited challenging behaviors during the survey year, the most common issues were (Table 2):

- 101 children had one or more parents absent from the home
- 64 children were from families involved in OCS
- 58 children were from families dealing with health, mental health and/or substance abuse issues, or were living in a home where domestic violence was present



Table 2. Number of Children Experiencing Challenging Behaviors With Specific Home Challenges

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER
A. Children's parents had serious financial problems (e.g., had trouble with child care co-pays, asked program staff for information about food or housing assistance)	1	67
B. Children were homeless	0	14
C. Children were in foster care	1	53
D. Children were in families monitored by Child Protective Services (CPS)/ Office of Childrens Services (OCS)	1	64
E. Children's families had health, mental health, substance abuse, or domestic violence challenges	1	58
Parent absence (e.g. military obligations, incarceration)	2	101
Don't Know	5	95
Total Respondents: 78		

EFFECTS OF CHALLENGING BEHAVIORS

Children who exhibited challenging behaviors affected the class as a whole in different ways, with different amounts of impact ranging from little to no impact, moderate impact, or significant impact. The most significant was on the teachers themselves, with 35% reporting that it negatively affected their ability to attend to the needs of the other children. (Figure 14)



Other children's ability to learn (or explore if babies/toddlers) Other children's feelings of security and well-being Other children's safety Teacher/ providers' ability to attend to the needs of other children Teacher/ providers' feeling of wellbeing 60% 80% 0% 10% 20% 30% 40% 50% 70% 90% 100% little to no impact moderate impact significant impact

Figure 14. Level of Negative Impact Children's Challenging Behavior(s) Had on Early Childcare Program



When teachers are faced with challenging behavior, the most common approach is to meet with the parents, with 78% (n=64) teachers indicating they utilized that option, followed by 58.5% of teachers (n=48) who seek assistance from other program staff. (Figure 15)

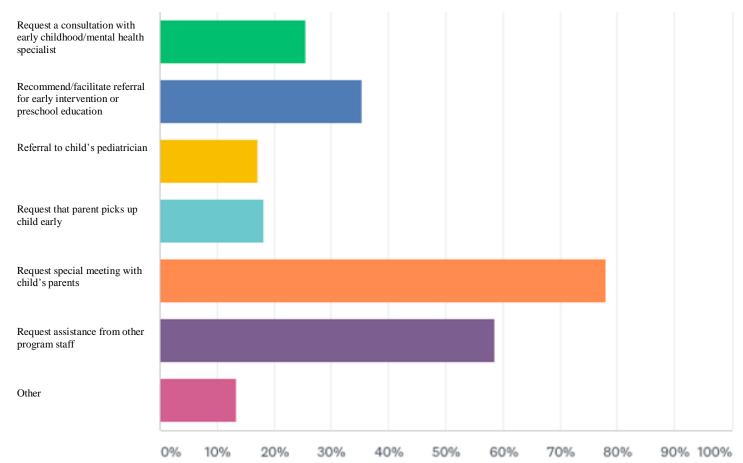


Figure 15. Common Responses to Children Exhibiting Challenging Behaviors

Note: Other includes communication with parents directly through e-mail/phone and request parent spend time with child in classroom.



SURVEY RESULTS

This section presents key survey results on the types, frequency, and effect of challenging behaviors exhibited by children in the classroom; the use of exclusionary practices to deal with these behaviors, and; teacher awareness and utilization of available supports.

EXCLUSIONARY PRACTICES

The definitions of suspension and expulsion used throughout this study were adapted from *Preventing Suspensions and Expulsions in Early Childhood Settings: An Administrator's Guide to Supporting All Children's Success* (2016). They are defined as follows:

In-program suspension Child is isolated from other children/removed

from the classroom

Out-of-program suspension Short-term time restrictions on child

attendance and/or short-term removal

Soft expulsion Families are encouraged to withdraw child or

otherwise voluntarily end care

Expulsion Permanent removal of the child from the

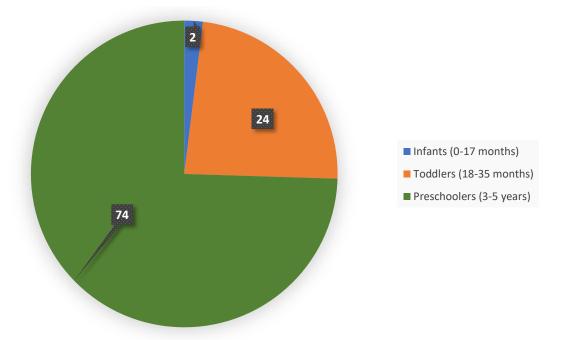
program

SUSPENSION

Overall, 27% of lead teachers (n=40) reported having suspended one or more children during the survey year. Of those suspensions, 43% were for a partial day, and 21% were for a full day or more. While teachers reported having suspended children in all age groups, suspensions amongst preschoolers age 3-5 years old were the most prevalent, with a total of 76 children being suspended. This was three times higher than the suspension rate of toddlers ages 18-35 months, which saw 24 children suspended during the prior school year. Teachers reported 2 incidences of infants ages 0-12 months being suspended. (Figure 16)



Figure 16. Total Number of Children Removed from the Classroom for All or Part of the Day Due to Challenging Behaviors (By Age Group)



Of the children who were removed from the classroom due to their challenging behaviors, 16% (n=14) were sent to another classroom, while 8.8% (n=9) were placed in a quiet room. Both of these actions constitute in-program suspensions, since the children remained in school but were separated from their regular classroom setting, teacher, and peers for all or part of the day. A roughly equal number of students (n=10) were picked up early by their parents, which is considered an out-of-school suspension since the child was physically removed from not only their regular classroom setting but the school as well. (Figure 17)



Another classroom Quiet room Picked up early N/A not applicable Other (please specify) 0% 10% 20% 30% 40% 50% 60% 80% 90% 100% 70%

Figure 17. Where Suspended Children Were Sent

Note: Other response includes front office/program director's office.

EXPULSION

Overall, 15% (n=22) of lead teachers reported having expelled one or more children during the survey year. Twelve expulsions were of infants ages 0-17 months; 8 were toddlers ages 18-35 months, and; 12 were preschooler's ages 3-5 years. This is similar to last year's survey, where 14% (n=8) of teachers reported having expelled one or more children. (Table 3)

Table 3. Number of Parents Who Removed Child Due to Concerns About Another Child's Challenging Behavior



When children were asked to leave the program, 41% of teachers reported having facilitated a referral to another program. (Figure 18), while 19% did not. (Figure 18)



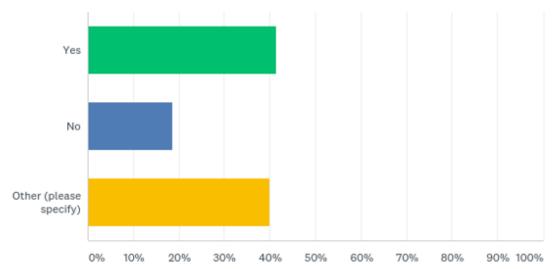


Figure 18. Percentage of Expelled Children Receiving Referrals to Other Programs

Note: *Other* was selected by 28 respondents. Three of those responses indicated that referrals were made; the remaining 25 responses indicated either that no child had been expelled from the program or the respondent was unsure of the protocol.

AWARENESS AND UTILIZATION OF ORGANIZATIONAL SUPPORTS

The single most common source of support respondents utilized during the survey year was from thread, with 71% of teachers reporting that they had accessed their services. (Figure 19) As for on-site technical assistance or coaching during the survey year, 61% of respondents indicated that they received **no** assistance. (Figure 20).



Figure 19. Support Received During 2018-19 School Year

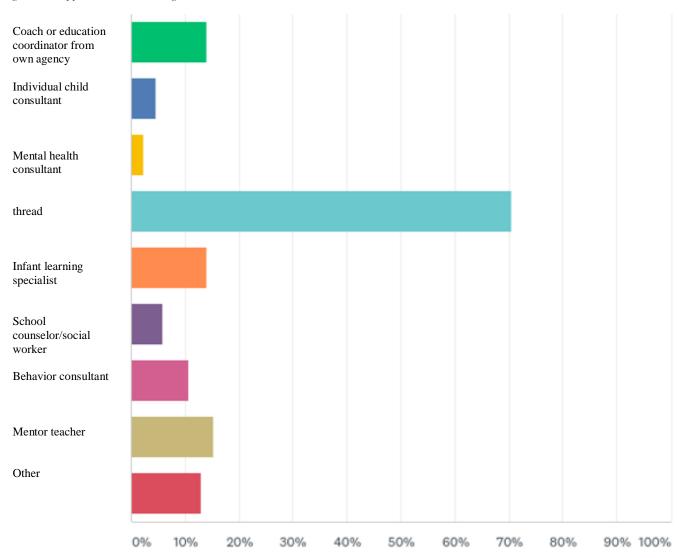
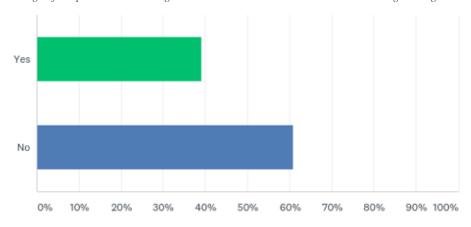


Figure 20. Percentage of Respondents Receiving On-Site Technical Assistance and/or Coaching During 2018-19 School Year

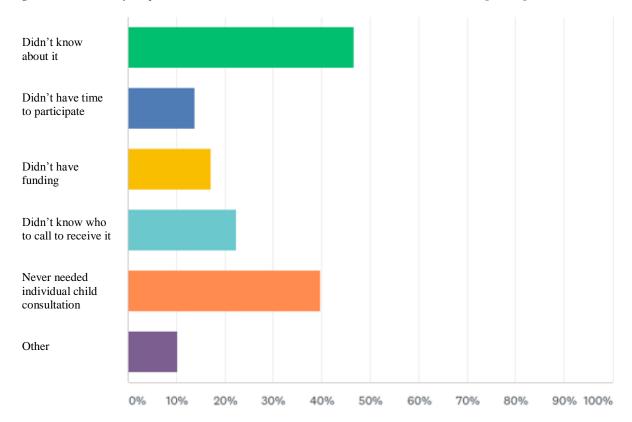




The reasons respondents identified for not having accessed assistance or coaching were varied (Figure 21): *

- 47% did not know it was available
- 22% did not know who to call to access it
- 17% did not have funding to access it
- 14% did not have time to participate have the time to participate

Figure 21. Reasons Why Respondents Didn't Access On-site Technical Assistance and/or Coaching During 2018-19 School Year





^{*} Note: Respondents were permitted to list multiple reasons for their failure to access on-site assistance and/or coaching, for example lack of time and lack of resources.

For teachers who did receive on-site technical assistance or coaching during the survey year, almost two-thirds (64%) of teachers reported that it was for professional development. (Figure 22)

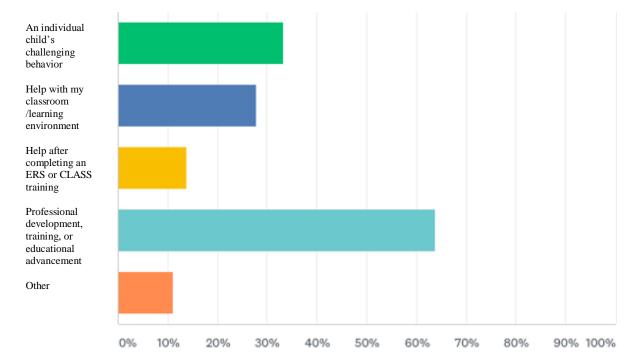


Figure 22. Type of On-site Technical Assistance and/or Coaching During 2018-19 School Year.

BURNOUT, SECONDARY TRAUMATIC STRESS, AND COMPASSION SATISFACTION

About half (46%, n=37) of the teachers reported moderate levels of burnout, and the other half (54%, n=44) low levels. No teachers reported high levels of burnout.

Most teachers (64%, n=52) also reported low levels of secondary traumatic stress (STS), with 35% (n=28) reporting moderate levels and one teacher reported high levels of STS.

These findings should be taken in light of the protective factor of compassion satisfaction, where most teachers reported high levels of satisfaction (57%, n=46) and the rest moderate levels (43%, n=35).



Figure 29. Teacher-reported burnout using the ProQOL

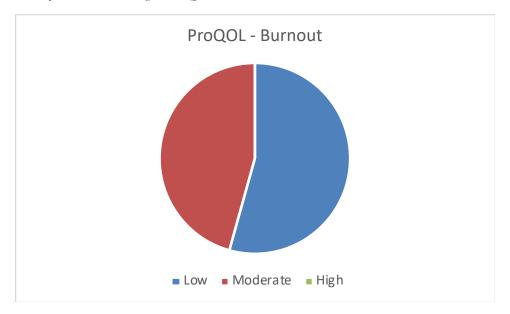
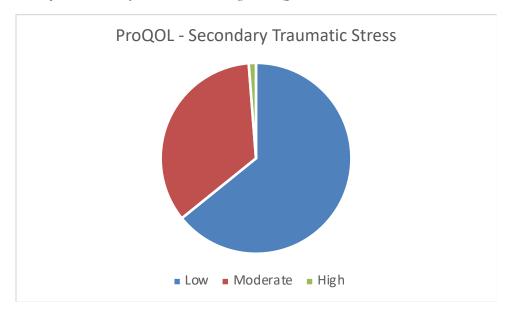


Figure 32. Teacher-reported secondary traumatic stress using the ProQOL





ProQOL - Compassion Satisfaction

Low Moderate High

Figure XX. Teacher-reported compassion satisfaction using the ProQOL

CROSS-ANALYSIS

This section analyzes survey responses regarding exclusionary practices as a disciplinary measure and responses regarding provider stress levels to determine the relationship, if any, between the two.

RELATIONSHIP BETWEEN BURNOUT, SECONDARY TRAUMATIC STRESS, AND COMPASSION SATISFACTION AND EXCLUSIONARY PRACTICES

One main question the survey sought to answer was whether there was a relationship between exclusionary practices and teacher burnout, secondary traumatic stress and/or compassion satisfaction. Independent t- tests of the survey responses were conducted and found no significant relationship among the following:

- Rates of expulsion or suspension by teachers based on teacher stress as indicated on the three subscales of the ProQOL.
- Scores for burnout based on exclusionary practices (no child removed) M = 20.53, SD =6.43, (one or more children removed) M = 22.46, SD =6.28; t (76), p =0.26



- Scores for secondary traumatic stress based on exclusionary practices (no child removed) M = 19.89, SD =5.53, (one or more children removed) M = 20.74, SD =7.06; t (74), p = .70.
- Scores for compassion satisfaction based on exclusionary practices (no child removed)
 M = 42.97, SD =5.56, (one or more children removed)
 M = 40.97, SD =5.42; t (76), p =.27.

Visual analysis of the data, however, indicate additional trends to consider. The following graphs show mean scores for lead teachers grouped by the numbers of children experiencing exclusionary practices. While no significant difference was identified between rates of expulsion or suspension based on subscale scores on the ProQOL, visual analysis suggests a trend that might be confirmed with a larger population. Higher compassion scores trended with lower expulsion scores (Figure 23), particularly in programs which had higher numbers of exclusionary practices. The opposite was true for the stress subscales of burnout (Figure 24) secondary traumatic stress. (Figure 25)

Figure 23. Mean Compassion Satisfaction Scores for Lead Teachers In Relation to Numbers of Children Experiencing Exclusionary Pratices

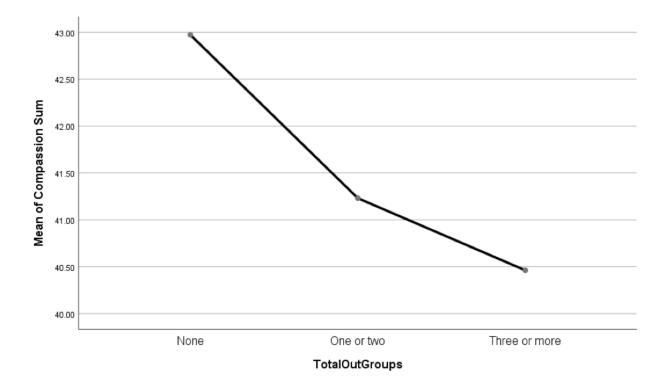




Figure 24. Mean Burnout Scores for Lead Teachers In Relation to Numbers of Children Experiencing Exclusionary Pratices

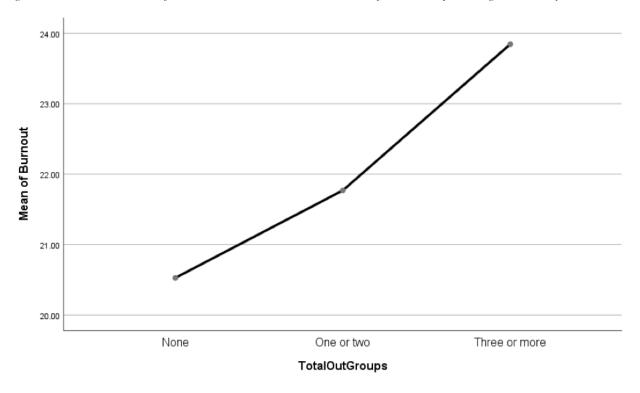
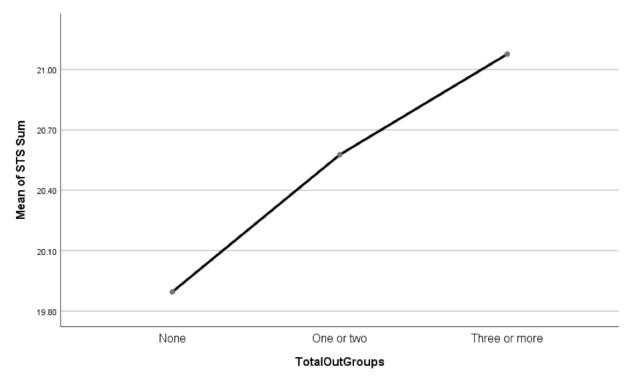


Figure 25. Mean Secondary Traumatic Stress Scores for Lead Teachers In Relation to Numbers of Children Experiencing Exclusionary Pratices





37

The relationship between compassion satisfaction and stress as measured by the STSS was investigated using a Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a small, negative correlation between the two variables, r = -.25, n = 78, p = <.05, with higher levels of compassion satisfaction associated with lower levels of overall stress.

It appears in this case a teacher with a higher compassion score is somewhat likely to have a lower secondary stress composite score.

The relationship between compassion satisfaction and burnout as measured as dimensions in the ProQOL scores was also investigated using a Pearson product-moment correlation coefficient. Here the data showed a large, negative correlation between the two variables, r = -.607, n = 81, p < .001. In this case a lead teacher with high compassion satisfaction score would be significantly more likely to have a low score on the burnout scale. (Table 4)

Summary scores from the STSS were so highly correlated with the dimension of secondary traumatic stress and burnout from the ProQOL, r = .705, n = 78, p < .001 and r = .783, n = 78, p < .001 respectively, that they were determined to be redundant.

Table 4. Relationship Between Compassion Satisfaction and Stress and Burnout

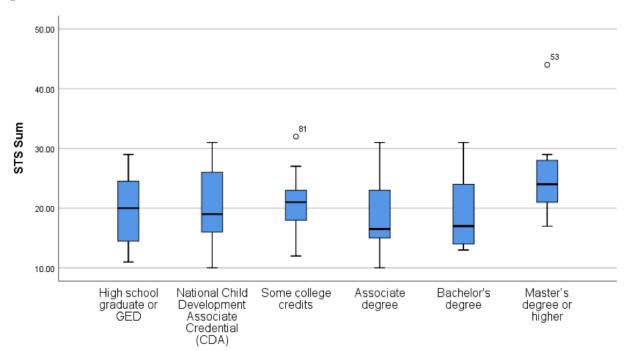
Scale	1	2	3
1. Compassion satisfaction	-		
2. STSS summary score	25**	-	-
3. Burnout	607*	.783**	-
4. STS (ProQOL)	133	.705**	.619**

^{**} p < .001 (2-tailed)



^{*} p < .05 (2-tailed)

Figure 26.



Please indicate your highest education level. Check one only

RELATIONSHIP BETWEEN TEACHER UTILIZATION OF SUPPORTS/RESOURCES AND EXCLUSIONARY PRACTICES

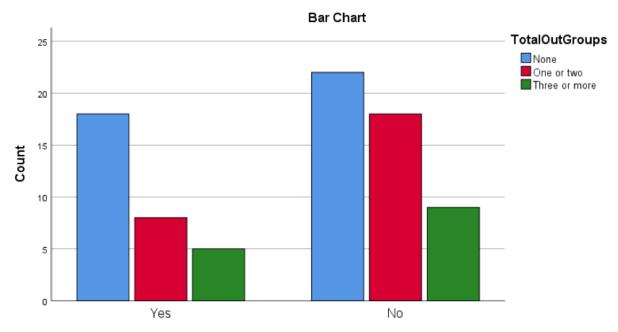
There does not appear to be a relationship between use of on-site technical assistance (TA) and exclusionary practices. Teachers who reported having utilized on-site technical assistance or coaching do not appear more likely to have expelled one or more children during the survey year compared to teachers who had not utilized such supports (table x).

Table x. Expulsions and use of on-site technical assistance.

	No expulsions	One or more expulsions
No on-site TA use	76%	24%
	(n=45)	(n=14)
Use of on-site TA	79% (n=30)	21% (n=8)



Figure 27



In the 2018-2019 school year have you received on-site technical assistance and/or coaching? >Technical assistance refers to brief problem focused support from an outside organization. >Consultation refers to a meeting with an expert or professional, suc

Figure 27 shows the number of students suspended or expelled in correlation to whether the teachers had received on-site technical assistance or coaching during the survey year, broken down in more detail in terms of number of children expelled. Visual analysis demonstrates the largest difference between programs which sought consultation or coaching and those who did not appear to be with programs who removed one to two children, on average, from their classroom.

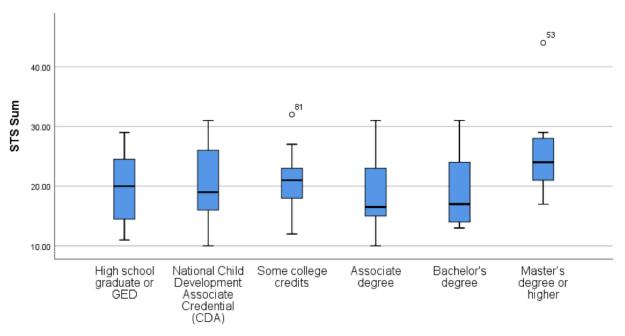
RELATIONSHIP BETWEEN TEACHER PREPARATION AND BURNOUT, SECONDARY TRAUMA AND COMPASSION SATISFACTION IN EARLY CARE SETTINGS

Data were analyzed with a one-way between subjects analysis of variance with 6 levels: (a) GED, (b) CDA, (c) some college, (d) associate degree, (e) bachelor's degree, (f) Master's degree or higher. The overall effect of type of education level on STS summary scores was not significant F(5,72) = .569, p = .724.



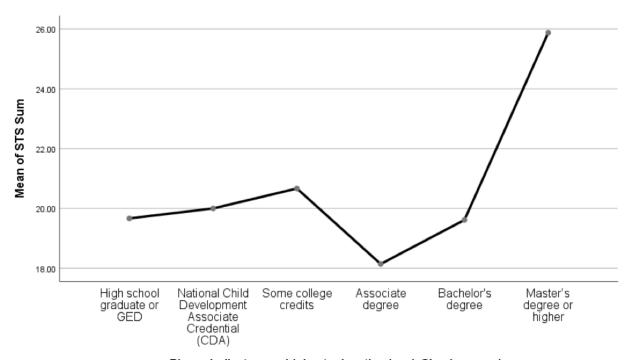
40

Figure 30.



Please indicate your highest education level. Check one only

Figure 31.



Please indicate your highest education level. Check one only

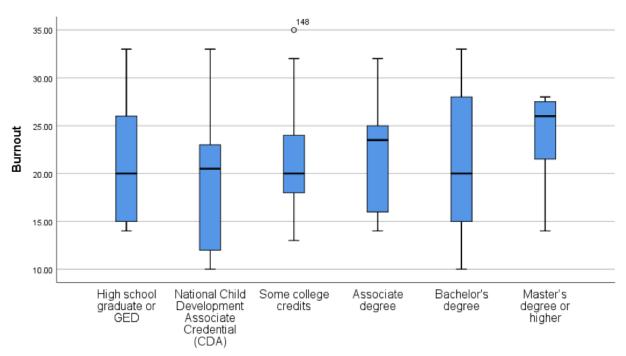


Data were analyzed with a one-way between subjects analysis of variance with 6 levels: (a) GED, (b) CDA, (c) some college, (d) associate degree, (e) bachelor's degree, (f) Master's degree or higher. The overall effect of type of education level on burnout scores was not significant F(5,75) = .462, p = .80.

Although these findings were not significant, a more detailed investigation or follow up may be helpful. For example, sampling a larger group of lead teachers compared to teachers with a master's degree or higher could yield important information about job duties or stress management.

Preliminary data on burnout rates indicate that 46% and 54% of lead teachers reported moderate and low rates of burnout respectively. According to the National Association for the Education of Young Children (NAEYC) ECE education has turnover rates close to 30% annually. Burnout scores in the population may be moderate due to teachers leaving the field quickly when they begin having feelings of distress or discomfort. (Figures 32-34)

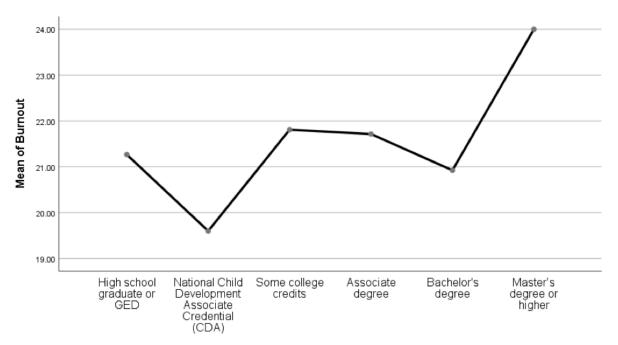




Please indicate your highest education level. Check one only



Figure 34.



Please indicate your highest education level. Check one only



TEACHER INTERVIEWS

Interviews were held with teachers at programs of different types in three communities: Anchorage, Fairbanks and Juneau.

Interview questions focused on experienced stress as well as what behaviors, events, or other triggers led to a suspension/expulsion conversation (or what would lead to such a conversation if one had not happened).

The main sources of stress identified as a result of the interviews were:

- 1. Knowing where to go to ask for help
- 2. Staffing and turnover
- 3. Teacher preparation

Reported supports or barriers significantly relate to reported suspension practices?

What are some of the contributing factors to teacher stress in the classroom?

"...lack of resources or knowing where to go to get the resources."

"Not having enough or consistent staff. . . and you put the training in and that person starts to get a routine. . . and they find out that it is not really what they wanted and they quit, and so it's like a horrendous cycle. . . and that is stressful for the teachers and the kids.....little people get attached to their teacher...it is their safety place and when that person doesn't show up. So that is stress right there."

- "... people calling out and children's behaviors."
- "...lack of teachers who want to do this as a career... and wages."
- "...teachers feel unprepared."

What kinds of resources do you have available to you to help reduce teacher stress?

- "I know I have thread... I have turned to licensing a couple of times. Other than that I really honestly am not sure."
- "...take classes from thread, we promote education...the more you know the more you understand about what's happening with a child or if the laws are changing...and we encourage teachers to take time for themselves...staff functions where we try not to bring work with us...because you have to be able to recharge."



"I go above and beyond to help...if their care breaks down, they need groceries... I am doing my best to make sure that I can help them in any way that I can...."

Do you see examples of teachers feeling overwhelmed?

"Yes, their tone...so they snap at the children and they are harsh... also callouts."

"...children who have experienced trauma and it makes their behaviors way worse, and...way more difficult to deal with on a day-to-day basis...and so the kids have traumas....and it can make them act out...and they don't know why."

"Tith the pay scale... I have girls who like, have been in shelters and...need food and staff."

What kinds of supports do you think would help with teacher stress?

"We take classes and we try to implement things... but then it is over with...we are all excited and how do we carry thatforward?"

"It is sad, there's nobody to help when you come back, but that is how it works."

"I mean everything we learn from thread is fantastic, but keeping it together...doesn't work."

"Help with grants so we can find extra funding...or a person who could come in every so often so we could do a self-check. . .relief for a couple of hours (to do paperwork, training, etc.)."

"If you had thread come in and they actually came in and helped us change it and label it, and then teach the girls how to do it..."



CONCLUSIONS

The results of the survey did not show a statistically significant correlation between the use of exclusionary practices as a disciplinary technique and teacher's reported stress levels. It also did not show a significant increase or decrease in the number of young children suspended or expelled from early care programs over last year's study.

In regard to suspension, 27% of lead teachers suspended a child for a part or full day. This finding is consistent with the results from last year's study, which found that 43% of teachers had suspended one or more children for part of a day and 20% had suspended one or more children for a full day or more.

As for expulsion, 15% of lead teachers expelled one or more children during the survey year. Again, this finding is consistent with results from last year's survey, where 14% of teachers reported that they had expelled one or more children in the year preceding the survey.

Half of the responding lead teachers report moderate levels of burnout, as measured by the Professional Quality of Life (ProQOL) survey tool. Program characteristics that may contribute include long days (lead teachers report working an average nine hours a day) and insufficient experienced staff (high turnover increases the work load on remaining staff until new staff is hired and trained). At the same time, organizational supports are potentially underused – 60% of lead teachers had no on-site technical assistance during the survey year, and many responded that they didn't know about available support, didn't feel they had the resources (time and money) to utilize the supports, or didn't know who to contact to access them. Among lead teachers and administrators who did reach out for support, thread was named as the main resource.

There is a strong inverse relationship between burnout and compassion satisfaction among lead teachers. This means that the greater the experience of satisfaction from working in a helping or caregiving role, the less the degree of burnout. There is a similar but weaker relationship between secondary traumatic stress (STS) and compassion satisfaction, which might mean that compassion satisfaction is less of a protective factor for STS, or that with overall lower degrees of STS it becomes harder to detect the relationship.

Due to the specificity of some of the survey questions, as well as the number of respondents and optional nature of some questions, the power to show statistical significance was lost.



RECOMMENDATIONS AND NEXT STEPS

- Conduct informational campaign so programs know what kinds of supports are available through thread, statewide (consultation, coaching).
- Refine and conduct further study of the Early Childhood Workforce, ideally with a larger number of participants in order to statistically determine the significance of the findings.
- Provide opportunities to discuss teacher well-being, burnout, compassion fatigue and satisfaction and secondary trauma with the Early Childhood workforce in various settings.
- Discuss training and support ideas and activities with stakeholders to improve teacher wellbeing.



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APPENDIX

SURVEY QUESTIONS AND RESPONSES

Question 1. Do you agree to participate in the survey?

ANSWER CHOICES	RESPONSES	
Yes	100.00%	150
No	0.00%	0
TOTAL		150

Question 2. What is the name of the program where you work?

Contact study team for responses.

Question 3. How many total classrooms are in your facility?

Contact study team for responses.

Question 4. In what zip code is your program located?

Contact study team for responses.

Question 5. Are you a lead teacher in a classroom?

ANSWER CHOICES	RESPONSES	
Yes	79.39%	104
No	20.61%	27
TOTAL		131

Question 6. What type of city/town best describes the location of your early care and education center or family child care program?

ANSWER CHOICES	RESPONSES	
Rural town (under 1000 residents)	6.11%	8
Small city, town, village (1000 to 9999 residents)	27.48%	36
City (10,000 to 20,000 residents)	25.95%	34
Larger city (over 20,000 residents)	40.46%	53
TOTAL		131



Question 7. Is your program within one hour driving distance of a larger city of over 20,000 residents?

ANSWER CHOICES	RESPONSES	
Yes	57.14%	60
No	42.86%	45
TOTAL		105

Question 8. Which of these bests describes your program?

ANSWER CHOICES	RESPONSES	
Licensed Child Care	87.50%	91
Family Child Care	9.62%	10
Public School Early Childhood Special Education	0.00%	0
Public School Pre-K (title 1)	0.00%	0
Early Head Start	4.81%	5
Head Start	3.85%	4
Other (please specify)	7.69%	8
Total Respondents: 104		

Question 9. What ages are the children that you worked with this year (2018-2019)?

ANSWER CHOICES	RESPONSES	
Infants (0-17 months)	40.38%	42
Toddlers (18-35 months)	50.96%	53
Preschoolers (3- 5 years old)	61.54%	64
Other (please specify)	28.85%	30
Total Respondents: 104		

Question 10. In 2018-2019, how many hours per day did you work at this child care program?

Contact study team for responses.

Question 11. On average, in 2018-2019, how many days per month did your classroom go without a full teaching team?

Contact study team for responses.



Question 12. Please indicate your highest education level.

ANSWER CHOICES	RESPONSES	
No high school diploma	0.00%	0
High school graduate or GED	22.55%	23
National Child Development Associate Credential (CDA)	15.69%	16
Some college credits	23.53%	24
Associate degree	14.71%	15
Bachelor's degree	15.69%	16
Master's degree or higher	7.84%	8
TOTAL		102

Question 13. Was/is your major in early childhood education, or a closely related field (such as child development, child and family studies, early childhood education, early childhood special education)?

ANSWER CHOICES	RESPONSES	
Yes	65.00%	65
No	24.00%	24
Other (please specify)	11.00%	11
TOTAL	10	00

Question 14. Have you completed any of the following social emotional training (check all that apply)?

ANSWER CHOICES	RESPONSES	
Pyramid Model (CSEFEL/ TASCEI)	52.81%	47
Positive Behavioral Supports	44.94%	40
Circle of Security	22.47%	20
Conscious discipline	26.97%	24
Love and Logic	26.97%	24
Second Step	14.61%	13
Other (please specify)	12.36%	11
Total Respondents: 89		



Question 15.

Contact study team for responses.

Question 16. Please list any endorsements of certifications you have related to children's social and emotional development.

ANSWER CHOICES	RESPONSES	
Alaska Association for Infant Mental Health (AKAIMH)	6.90%	2
Other (please specify)	93.10%	27
TOTAL		29

Question 17. In the 2018-2019 school year, have you received support from any of the following (check all that apply).

ANSWER CHOICES	RESPONSE	S
Internal coach or education coordinator from my own agency	14.12%	12
Individual child consultant	4.71%	4
Mental Health Consultant	2.35%	2
thread staff	70.59%	60
Infant learning specialist	14.12%	12
School counselors or social workers	5.88%	5
Behavior consultant	10.59%	9
Mentor teacher	15.29%	13
Other (please specify)	12.94%	11
Total Respondents: 85		

Question 18. In the 2018-2019 school year have you received on-site technical assistance and/or coaching? Technical assistance refers to brief problem focused support from an outside organization. Consultation refers to a meeting with an expert or professional, such as a mental health clinician in order to seek advice. Coaching refers to a longer term working relationship with a person designated to support a teacher, classroom or center improve practices.



ANSWER CHOICES	RESPONSES	
Yes	39.18%	38
No	60.82%	59
TOTAL		97

Question 19. What was the on-site consultation, coaching, or technical assistance about (check all that apply)?

ANSWER CHOICES RES		RESPONSES	
An individual child's challenging behavior	33.33%	12	
Help with my classroom/ learning environment (not related to ERS or CLASS)	27.78%	10	
Help after completing an ERS or CLASS Training	13.89%	5	
Professional development, training, or educational advancement	63.89%	23	
Other (please specify)	11.11%	4	
Total Respondents: 36			

Question 20. Please identify the reasons that you have not accessed on-site technical assistance and/or coaching? (Check all that apply)

ANSWER CHOICES	RESPONSE	
Didn't know about it	46.55%	27
Didn't have the time to participate in on-site technical assistance and/or coaching	13.79%	8
Didn't have funding to pay for it	17.24%	10
Didn't know who I would call to receive it	22.41%	13
Never needed to request an individual child consultation	39.66%	23
Other (please specify)	10.34%	6
Total Respondents: 58		

Question 21. Please check the following practices you commonly use when children in your class/family child care repeatedly demonstrate challenging behavior (check all that apply):



ANSWER CHOICES	RESPON	SES
Request a consultation with an early childhood/mental health specialist	25.61%	21
Recommend/facilitate referral for Early Intervention or preschool education	35.37%	29
Referral to child's Pediatrician to ensure medical screenings and exams are up to date	17.07%	14
Request that parent picks up child early from the program	18.29%	15
Request special meeting with parent to discuss child's behavior.	78.05%	64
Request assistance from other program staff	58.54%	48
Other (please specify)	13.41%	11
Total Respondents: 82		

Question 22. Which of the following would help you support young children's social-emotional development and address the needs of children with challenging behavior? Please check all that apply.

ANSWER CHOICES	RESPON	ISES
Access to early childhood specialists who can visit my classroom to develop an individualized, assessment-based support plan and consultation to teachers and families	65.06%	54
Opportunities for group training linked to on-site coaching	48.19%	40
Support for families such as staff to help families access services that address housing, mental health, substance abuse problems and other challenges	44.58%	37
Curriculum that has a strong focus on children's social-emotional development	55.42%	46
Additional staff	59.04%	49
Other (please specify)	7.23%	6
Total Respondents: 83		

Question 23. In the 2018-2019 school year, how many children in your classroom or family child care setting had challenging behavior? Please indicate the number of children with challenging behaviors by age categories.

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Infants 0-17 months	1	36	38
Toddlers 18-35 months	2	117	53
Preschool age 3-5 years	4	270	72
Total Respondents: 84			



Question 24. Among the children who had challenging behavior in your class/family child care in this school year 2018-2019, on most weeks, how common was each of the following types of behavior? Please answer items A through H.

	NOT COMMON (1-2 DAYS PER WEEK)	COMMON (2-3 DAYS PER WEEK)	VERY COMMON (4-5 DAYS PER WEEK)	TOTAL
A. Hitting, throwing things, pushing, biting	28.75% 23	32.50% 26	38.75% 31	80
B. Name calling, threatening others, angry words	54.93% 39	32.39% 23	12.68% 9	71
C. Sad behavior including crying, withdrawn, not wanting to participate	40.26% 31	42.86% 33	16.88% 13	77
D. Refuses to cooperate, including will not clean-up, will not follow directions	24.68% 19	40.26% 31	35.06% 27	77
E. Appears worried and easily frightened	73.61% 53	20.83% 15	5.56% 4	72
F. Refuses to eat or feed	70.83% 51	25.00% 18	4.17% 3	72
G. Extremely active, impulsive, has trouble engaging appropriately in class activities	29.11% 23	27.85% 22	43.04% 34	79

Question 25. Among the children who had challenging behavior in your class/family child care in the 2018-2019 school year, estimate the number who experienced any of the following circumstances. (number of children)

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
 A. Children's parents had serious financial problems (e.g., had trouble with child care co-pays, asked program staff for information about food or housing assistance) 	1	67	61
B. Children were homeless	0	14	60
C. Children were in foster care	1	53	64
D. Children were in families monitored by Child Protective Services (CPS)/ Office of Childrens Services (OCS)	1	64	67
E. Children's families had health, mental health, substance abuse, or domestic violence challenges	1	58	66
Parent absence (e.g. military obligations, incarceration)	2	101	64
Don't Know	5	95	18
Total Respondents: 78			



Question 26. How much negative impact did children's challenging behavior have on the following in your classroom/family child care in 2018-2019.

	LITTLE TO NO IMPACT	MODERATE IMPACT	SIGNIFICANT IMPACT	TOTAL
 A. Other children's ability to learn (or explore, if babies/toddlers). 	38.27% 31	40.74% 33	20.99% 17	81
B. Other children's feelings of security and well-being.	39.02% 32	48.78% 40	12.20% 10	82
C. Other children's safety.	39.76% 33	43.37% 36	16.87% 14	83
 D. Teacher's/provider's ability to attend to the needs of the other children. 	22.89% 19	42.17% 35	34.94% 29	83
E. Teacher's/provider's feeling of well-being.	35.37% 29	41.46% 34	23.17% 19	82

Question 27. In the 2018-2019 school year, how many children had to be removed from the classroom for all or part of the day as a result of concerns about their challenging behavior.

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Infants (0-17 months)	0	2	49
Toddlers (18 -35 months)	0	24	54
Preschoolers (3-5 years)	1	76	73
Total Respondents: 80			

Question 28. Where did these children go?

ANSWER CHOICES	RESPONSES	
Another classroom	16.25%	13
Quiet room	8.75%	7
Picked up early	8.75%	7
N/A not applicable	47.50%	38
Other (please specify)	18.75%	15
TOTAL		80

Question 29. In the 2018-2019 school year, how many parents removed their children from your classroom/family child care as a result of concerns about the challenging behavior of other children?



ANSWER CHOICES	RESPONSES	
Infants (0 through 17 months)	62.03%	49
Toddlers (18 through 35 months)	70.89%	56
Preschoolers (3 through 5 years)	88.61%	70

Question 30. Indicate how many children with challenging behavior left your classroom/family child care for any of the following reasons in the 2018-2019 school year.

ANSWER CHOICES	RESPONS	SES
Parents told staff they were leaving because the program could not meet the child's needs.	97.37%	74
Staff told the parents the child must leave because the program could not meet the child's needs.	96.05%	73
C. Parents and staff agreed that the child must leave the program because it could not meet the child's needs.	96.05%	73

Question 31. If children were asked to leave the program, do you facilitate a referral to ensure there is no gap in care for the child?

ANSWER CHOICES	RESPONSES	
Yes	41.43%	29
No	18.57%	13
Other (please specify)	40.00%	28
Total Respondents: 70		

Question 32. What strategies have you used that have been most effective in reducing children's challenging behavior?

Contact study team for responses.

Question 33. Please describe any barriers you have experienced when addressing the needs of children with challenging behavior (e.g., involving programs, families, time, or other issues).

Contact study team for responses.



Question 34. Think about work in the last 30 days.

	NEVER	RARELY	SOMETIMES	OFTEN	VERY	TOTAL	WEIGHTED
I am happy.	1.23%	1.23%	17.28%	49.38%	OFTEN 30.86%		AVERAGE
тангларру.	1	1	14	40	25	81	4.07
I am preoccupied with more than one person I [help].	3.70%	7.41% 6	30.86% 25	34.57% 28	23.46% 19	81	3.67
I get satisfaction from being able to [help] people.	0.00%	0.00%	5.00%	31.25% 25	63.75% 51	80	4.59
I feel connected to others.	0.00%	3.70% 3	19.75% 16	37.04% 30	39.51% 32	81	4.12
I jump or am startled by unexpected sounds.	20.00% 16	36.25% 29	27.50% 22	10.00%	6.25% 5	80	2.46
I feel invigorated after working with those I [help].	2.47%	7.41% 6	35.80% 29	37.04% 30	17.28% 14	81	3.59
I find it difficult to separate my personal life from my life as a [helper].	27.16% 22	34.57% 28	20.99% 17	11.11% 9	6.17% 5	81	2.35
I am not as productive at work because I am losing sleep over traumatic experiences of	59.49% 47	17.72% 14	20.25% 16	1.27%	1.27%	79	1.67
a person I [help].	46.67% 35	18.67% 14	14.67% 11	12.00% 9	8.00% 6	75	2.16
I think that I might have been affected by the traumatic stress of those I [help].	50.62% 41	27.16% 22	18.52% 15	2.47%	1.23% 1	81	1.77
I feel trapped by my job as a [helper].	54.32% 44	16.05% 13	25.93% 21	0.00%	3.70% 3	81	1.83



Question 35. Think about work in the last 30 days.

	NEVER	RARELY	SOMETIMES	OFTEN	VERY	TOTAL	WEIGHTED
					OFTEN	JOIAL	AVERAGE
Because of my [helping], I have felt "on edge" about various things.	39.51% 32	23.46% 19	25.93% 21	7.41%	3.70%	81	2.12
I like my work as a [helper].	2.47%	0.00%	13.58% 11	38.27% 31	45.68% 37	81	4.25
I feel depressed because of the traumatic experiences of the people I [help].	45.68% 37	34.57% 28	17.28% 14	1.23%	1.23%	81	1.78
I feel as though I am experiencing the trauma of someone I have [helped].	48.15% 39	32.10% 26	16.05% 13	2.47%	1.23% 1	81	1.77
I have beliefs that sustain me.	8.86% 7	7.59% 6	21.52% 17	30.38% 24	31.65% 25	79	3.68
I am pleased with how I am able to keep up with [helping] techniques and protocols.	0.00%	2.50% 2	20.00% 16	43.75% 35	33.75% 27	80	4.09
I am the person I always wanted to be.	0.00%	3.75% 3	32.50% 26	33.75% 27	30.00% 24	80	3.90
My work makes me feel satisfied.	0.00%	0.00%	21.52% 17	36.71% 29	41.77% 33	79	4.20
I feel worn out because of my work as a [helper].	8.64% 7	18.52% 15	34.57% 28	18.52% 15	19.75% 16	81	3.22
I have happy thoughts and feelings about those I [help] and how I could help them	0.00%	2.50%	10.00%	43.75% 35	43.75% 35	80	4.29



Question 36. Think about work in the last 30 days.

	NEVER	RARELY	SOMETIMES	OFTEN	VERY OFTEN	TOTAL	WEIGHTED AVERAGE
I feel overwhelmed because my case [work] load seems endless.	22.22% 18	20.99% 17	29.63% 24	12.35% 10	14.81% 12	81	2.77
I believe I can make a difference through my work.	0.00%	0.00%	14.81% 12	33.33% 27	51.85% 42	81	4.37
I avoid certain activities or situations because they remind me of frightening experiences	52.50% 42	35.00% 28	11.25% 9	0.00%	1.25% 1	80	1.63
of the people I [help].	53.33% 40	28.00% 21	16.00% 12	1.33% 1	1.33% 1	75	1.69
I am proud of what I can do to [help].	0.00%	0.00%	12.66% 10	35.44% 28	51.90% 41	79	4.39
As a result of my [helping], I have intrusive, frightening thoughts.	66.25% 53	28.75% 23	5.00%	0.00%	0.00%	80	1.39
I feel "bogged down" by the system.	33.33% 27	16.05% 13	28.40% 23	13.58% 11	8.64% 7	81	2.48
I have thoughts that I am a "success" as a [helper].	0.00%	1.23% 1	28.40% 23	43.21% 35	27.16% 22	81	3.96
I can't recall important parts of my work with trauma victims.	63.75% 51	27.50% 22	7.50% 6	0.00%	1.25% 1	80	1.48
I am a very caring person.	0.00%	0.00%	7.41% 6	28.40% 23	64.20% 52	81	4.57
I am happy that I chose to do this work.	0.00%	0.00%	12.35% 10	27.16% 22	60.49% 49	81	4.48



Question 37. Think about the past 7 days.

	NEVER	RARELY	OCCASIONALLY	OFTEN	VERY	TOTAL	WEIGHTED
	NEVER	KAKELI	OCCASIONALLI	OFTEN	OFTEN	IOIAL	AVERAGE
I felt emotionally numb	53.85% 42	16.67% 13	24.36% 19	2.56% 2	2.56% 2	78	1.83
My heart started pounding when I thought about my work with clients	60.26% 47	30.77% 24	6.41% 5	1.28%	1.28%	78	1.53
It seemed as if I was reliving the trauma(s) experienced by my client(s)	82.05% 64	14.10% 11	3.85% 3	0.00%	0.00%	78	1.22
I had trouble sleeping	54.55% 42	24.68% 19	14.29% 11	5.19% 4	1.30% 1	77	1.74
I felt discouraged about the future	52.56% 41	23.08% 18	20.51% 16	2.56%	1.28% 1	78	1.77
Reminders of my work with clients upset me	58.44% 45	32.47% 25	9.09% 7	0.00%	0.00%	77	1.51
I had little interest in being around others	57.69% 45	21.79% 17	19.23% 15	0.00%	1.28%	78	1.65
I felt jumpy	66.67% 52	21.79% 17	8.97% 7	1.28% 1	1.28% 1	78	1.49



Question 38. Think about the past 7 days.

	NEVER	RARELY	OCCASIONALLY	OFTEN	VERY OFTEN	TOTAL	WEIGHTED AVERAGE
I was less active than usual	43.59% 34	30.77% 24	16.67% 13	6.41% 5	2.56% 2	78	1.94
I thought about my work with clients when I didn't	41.43% 29	21.43% 15	20.00% 14	12.86% 9	4.29% 3	70	2.17
intend to	39.73% 29	19.18% 14	26.03% 19	6.85% 5	8.22% 6	73	2.25
I had trouble concentrating	34.62% 27	29.49% 23	26.92% 21	7.69% 6	1.28% 1	78	2.12
I avoided people, places, or things that reminded me	63.89% 46	22.22% 16	9.72% 7	4.17% 3	0.00%	72	1.54
of my work with clients	65.75% 48	24.66% 18	5.48% 4	4.11% 3	0.00%	73	1.48
I had disturbing dreams about my work with clients	80.77% 63	11.54% 9	7.69% 6	0.00%	0.00%	78	1.27
I wanted to avoid working with some clients	62.82% 49	19.23% 15	14.10% 11	1.28% 1	2.56%	78	1.62
I was easily annoyed	35.06% 27	33.77% 26	23.38% 18	6.49% 5	1.30% 1	77	2.05
I expected something bad to happen	60.26% 47	21.79% 17	10.26% 8	2.56%	5.13% 4	78	1.71
I noticed gaps in my memory about client sessions	70.51% 55	16.67% 13	11.54% 9	1.28% 1	0.00%	78	1.44



CONTACT INFORMATION

Raviant LLC is a small consulting firm located in Eugene, OR. We offer research design and analysis, program assessment, implementation support, change management, coaching and training services, focusing on caring professionals and not-for-profit organizations, particularly in the fields of early childhood and healthcare.

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