



EXECUTIVE SUMMARY
FINDINGS OF SURVEY OF BEHAVIORAL AND EMOTIONAL DIFFICULTIES IN
CHILD CARE

TEXAS ASSOCIATION OF CHILD CARE RESOURCE AND REFERRAL AGENCIES
and
RAISING TEXAS

In August 2007, the Texas Association of Child Care Resource and Referral Agencies (TACCRRA), in partnership with the Raising Texas Initiative of the Texas Health and Human Services Commission, conducted a statewide survey to determine the need for training and support in addressing behavioral and emotional difficulties within child care. The objective of the survey was to elicit information to help Raising Texas identify strategies to support child care providers, including possible demonstration projects.

The survey was developed by TACCRRA, with the primary source being a survey previously developed and administered by Camp Fire First Texas Council in Ft. Worth. The survey design also incorporated suggestions from Raising Texas staff and implementation group members and child care resource and referral agencies.

This survey was web-based through zoomerang.com, with links in English and Spanish sent to e-mail distribution lists of licensed child care centers and licensed and registered family child care homes maintained by the seven child care resource and referral agencies across Texas. These agencies are: Camp Fire USA First Texas Council (Ft. Worth); Child Care Group (Dallas); Children's Connections (Lubbock); Collaborative for Children (Houston); Family Connections (Austin); Family Service Association (San Antonio); and YWCA El Paso Del Norte (El Paso). These agencies serve a combined total of 165 counties with over 80% of the State's population.

The attached summary of findings spreadsheet details the responses in each area and statewide. 401 people completed and submitted the survey, of which 58% identified themselves as center-based providers and 42% as home-based providers. Findings include the following:

- ✓ 66% said that they have children in their care with suspected or diagnosed behavioral or emotional difficulties.
- ✓ Typical behaviors noted were: ups and downs in activity, attention, emotions, and ability to "settle down"; inability to start an interaction or keep it going; problems with communicating and relating to others; severe sadness and crying or fearfulness about certain situations which interfere with daily functioning; inability to manage everyday "give and take" interactions,

leading to aggression, rage or withdrawal; unusually destructive; wets or soils outside of toilet or diaper.

- ✓ 58% said that they had seen an increase in the number or severity of behavioral or emotional difficulties in the past five years.
- ✓ 38% said that the number of incidences of range and anger outbursts in children in their care had increased over the past three years, and 31% said that the severity of incidences had increased.
- ✓ 60% said that it had been necessary to ask parents to remove a child from their care/program due to safety concerns for the child, themselves, the teacher and/or other children.
- ✓ 39% said that they had not used community resources to assist children with behavioral or emotional difficulties.
- ✓ 81% said that their training had prepared them to address children with behavioral or emotional difficulties only somewhat or not at all.
- ✓ 24% said that they had not received training on working with children with challenging behaviors.
- ✓ 37% said that they did not have access to training and/or support in addressing children with behavioral or emotional difficulties.
- ✓ Common needs for additional training and/or information include: written materials; specific training including hands-on techniques; training on local resources; information targeting specific problems; assessment training and tools; more information on autism and bi-polar disorder.

The survey findings clearly indicate the challenges faced by child care providers in effectively serving children with behavioral and emotional difficulties. Survey findings indicate that more training and other support services are needed for early care and education providers across the State to address this important issue.