

## Incidence and Trajectory

*An estimated 9 to 13% of American children and adolescents between ages nine to 17 have serious diagnosable emotional or behavioral health disorders resulting in substantial to extreme impairment.* Friedman, R. (2002). Children's mental health: A status report and call to action. Address to President's New Freedom Commission on Mental Health, Washington, DC. (July, 2002).

*More than half of students with SED drop out of grades 9-12, the highest rate for all disability categories.* U.S Department of Education (2002). 24<sup>th</sup> Annual Report to Congress/Special Education Programs. Available <http://www2.ed.gov/about/reports/annual/osep/2002/index.html> (September, 2015)

*At 2 years post high school, 58% of youth with SED have been arrested at least once and 42% are on probation or parole.* Wagner, M., Newman, L., Cameto, R., Garza, N., and Levine, P. (2005). After High School: A First Look at the Postschool Experiences of Youth with Disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2) Menlo Park, CA: SRI International. Available [http://www.nlts2.org/reports/2005\\_04/](http://www.nlts2.org/reports/2005_04/) (September, 2015)

*Approximately 10-15% of all typically developing preschool children have chronic mild to moderate levels of behavior problems.* Campbell, S. B. (1995). Behavior problems in preschool children: A review of recent research. Journal of Child Psychology and Psychiatry, 36, 113-150. *Also see* Feil, E.G., Small, J.W., Forness, S.R., Serna, L.A., Kaiser, A.P., Hancock, T.B., Bryant, D., Kupersmidt, J., Burchinal, M.R., Gunn-Brooks, J., Boyce, C.A., & Lopez, M.L. (2005). Using different measures, informants, and clinical cut-off points to estimate prevalence of emotional or behavioral disorders in preschoolers: Effects on age, gender, and ethnicity. Behavioral Disorders, 40, 375-391.

*The proportion of preschool children meeting the criteria for the clinical diagnosis of ODD (Oppositional Defiant Disorder) ranges from 7% to 25% of children in the United States, depending on the population surveyed.* Webster-Stratton, C. 1997. Early intervention for families of preschool children with conduct problems. In *The Effectiveness of Early Intervention: Second Generation Research*, edited by M.J. Guralnick. Baltimore, MD: Paul H. Brookes Company, pp. 429-454.

*Children who are poor are much more likely to develop behavior problems with prevalence rates that approach 30%.* Qi, C., & Kaiser, A. P. (2003). Behavior problems of preschool children from low-income families: Review of the literature. Topics in Early Childhood Special Education, 23(4), 188-216.

*Child poverty has reached record levels. There were 16.1 million children living in poverty in 2012 (one out of every 5 American children). More than 7.1 million children-over 40% of poor children – lived in extreme poverty at less than half the poverty level. For a family of four that means \$11,746 a year, \$979 a month, \$226 a week, and \$32 a day or \$8 a person. The youngest most vulnerable children were the poorest age group. Over one in four children under age 5 were poor – almost half of them - 2.4 million – were extremely poor.*

*Children of color are disproportionately poor.*

- *Nearly 1 in 3 children of color – 11.2 million children – were poor and more than 1 in 3 children of color under age 5 – 3.5 million – were poor.*
- *Black children were the poorest (39.6 percent) followed by American Indian/Native Alaskan children (36.8 percent and Hispanic children (33.7 percent).*
- *The largest group of poor children was Hispanic children (5.8 million) followed by White children (5.2 million) and Black children (4.1 million).*

Children's Defense Fund (2014). The state of America's children – 2014. Available <http://www.childrensdefense.org/library/state-of-americas-children/overview.htm> (September, 2015)

*Children who are identified as hard to manage at ages 3 and 4 have a high probability (50:50) of continuing to have difficulties into adolescence*

Campbell, S.B., and L.J. Ewing (1990). Follow-up of hard-to-manage preschoolers: Adjustment at age 9 and predictors of continuing symptoms. Journal of Child Psychology and Psychiatry and Allied Disciplines 31(6):871-889;

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Egeland, B., Kalkoske, M., Gottesman, N. & Erikson, M.F. (1990). Preschool behavior problems: Stability and factors accounting for change. *Journal of Child Psychology and Psychiatry*, *31*, 891-910.

*The correlation between preschool-age aggression and aggression at age 10 is higher than that for IQ.*

Kazdin, A. (1995). *Conduct disorders in childhood and adolescence*. (2<sup>nd</sup> Edition). Newbury Park, CA: Sage

*When aggressive and antisocial behavior has persisted to age 9, further intervention has a poor chance of success.*

Coie, J. D., & Dodge, K. A., (1998). Aggression and antisocial behavior. In N. Eisenberg, *Handbook of child psychology: Vol 3. Social, emotional, and personality development* (5th ed., pp. 779-862). New York: Wiley

*In the absence of comprehensive, effective prevention and early intervention responses to their critical needs, many children with significant problem behaviors in early childhood face futures in which they are rejected by peers and teachers, abuse drugs, engage in gang membership and violence, drop out of school, and continue into adulthood with long-term, chronic disabling conditions.* Conroy, M. & Brown, W.H. (2004). Early identification, prevention, and early intervention with young children at risk for emotional or behavioral disorders. *Behavioral Disorders*, *29*(3), 224-237; Strain, P. S. & Timm, M. A. (2001). Remediation and prevention of aggression: An evaluation of the Regional Intervention Program over a quarter century. *Behavioral Disorders*, *26* (4), 297-313.; Webster-Stratton, C. and Taylor, T. (2001). "Nipping early risk factors in the bud: Preventing substance abuse, delinquency and violence in adolescence through interventions targeted at young children (0-8 years). *Prevention Science*, *2*. (165-192).

*There are evidence-based practices that are effective in changing this developmental trajectory. The problem is not lack of implements ...but lack of their widespread, appropriate, sustained application.*

Kazdin, A.E., & Whitley, M.K. (2006). Comorbidity, case complexity, and effects of evidence-based treatment for children referred for disruptive behavior. *Journal of Consulting and Clinical Psychology*, *74*, 455-467.

*Of the young children who need mental health services, it has been estimated that fewer than 10% receive services for these difficulties.* (Kataoka, Zhang, & Wells, (2002) . Unmet need for mental health care among US children: Variation by ethnicity and insurance status. *Am J Psychiatry*, 2002: 159;1548-1555.

*In an analysis of data involving 2,585 caregivers, Brennan & Brannan (2005) found that higher levels of child mental health symptoms were significant predictors of more frequent school absences, less adequate childcare, and greater caregiver strain related to missing work. In turn, less adequate childcare and greater caregiver strain from missed work were associated with lower likelihood of workforce participation.*

Brennan, E. M., & Brannan, A.M. (2005). Participation in the paid labor force by caregivers of children with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, *13*, 237-246

*In a workplace experience survey involving 349 parents of children with emotional or behavioral challenges, 48% had quit work at some time to care for their child, 27% had employment terminated because of work disruptions due to care responsibilities, and 17% were currently unemployed.*

(Rosenzweig, J.M. & Huffstutter, K. (2004). Disclosure and reciprocity: On the job strategies for taking care of business...and family. *Focal Point*, *18*(1), 4-7.

*Preschool children are three times more likely to be "expelled" than children in grades K-12. Boys were over 4.5 times more likely to be expelled than girls. African-American preschoolers were about twice as likely to be expelled as European-American children (both Latino and non-Latino). The increased likelihood of boys to be expelled over girls was similar across all ethnicities, except for African-Americans where boys accounted for 91.4% of the expulsions.*

Gilliam, W. S. (2005). Prekindergarteners left behind: Expulsion rates in state prekindergarten systems. New Haven, CT: Yale University Child Study Center. Available:

[http://challengingbehavior.fmhi.usf.edu/explore/policy\\_docs/prek\\_expulsion.pdf](http://challengingbehavior.fmhi.usf.edu/explore/policy_docs/prek_expulsion.pdf) (September, 2015)

*Faculty in higher education early childhood programs report that their graduates are least likely to be prepared to work with children with persistently challenging behavior.* Hemmeter, M. L., Santos, R. M., & Ostrosky, M. M. (2008).

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Preparing early childhood educators to address young children's socialemotional development and challenging behavior: A survey of higher education programs in nine states. Journal of Early Intervention, 30, 321-340.

*Children who share easily, resolve problems on their own, and cooperate with their peers are less likely to drop out of school, commit crimes, or need government assistance. For every one-point increase on a five-point scale, children were twice as likely to earn a college degree; 54 percent more likely to earn a high school diploma, and 46 percent more likely to have a full-time job. On the down side, for every one-point decrease, a child was 67 percent more likely to have been arrested by adulthood, and 82 percent more likely to be in or on a waiting list for public housing.*

Jones, D., Greenberg, M., & Crowley, M. (2015). Early social emotional functioning and public health: The relationship between kindergarten social competence and future wellness. American Journal of Public Health. Published online ahead of print. July 16, 2015 Peer reviewed. Available:

<http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2015.302630> (September, 2015).