Session Objectives

At the end of this presentation, you should be able to:

- Understand the research related to suspension and expulsion in early childhood and how those practices negatively impact young children with disabilities or suspected delays and their families
- Explain the definitions of suspension and expulsion
- Share how effective teaching practices and program practices can help prevent suspension and expulsion of children with disabilities or suspected delays
- Understand the protections in regulation, law, and rights under IDEA for children with disabilities.
Here’s what we’re doing today:

Session Agenda

1. What does the data tell us about suspension and expulsion of children with disabilities or suspected delays?
2. What do we mean by suspension and expulsion of children with disabilities or suspected delays?
3. What do these practices look like at the program level?
4. What do the laws and regulations say about these practices?
5. Scenario activities and effective teaching practices
6. Program strategies
7. Reflection on your work and thinking about next steps
8. Closing
What does the data tell us about suspension and expulsion of young children with disabilities?

• Preschool children are expelled at least three times more than school-aged children.

• Within the K-12 population, children with disabilities are more than twice as likely to receive an out-of-school suspension than children without disabilities.
National trends in Quality Rating and Improvement Systems (QRIS) Indicators

- QRIS has at least one quality indicator around INCLUSION
- QRIS has training requirements around INCLUSION or SPECIAL NEEDS

Technical assistance around inclusion or special needs: 32 states

Technical Assistance Focus Areas

- Curriculum and assessment
- Infant and toddler care
- Improving teacher-child interactions
- Using obs. tools for program improvement purposes
- QRIS rating assistance
- Health and safety
- Program administration and management practices
- Inclusion
- Understanding and using developmental screenings
- School-age care
- Dual language learners

Participation in QRIS by Program Type

- Head Start/Early Head Start
  - Mandatory Participation: 11
  - Voluntary Participation: 23
- School-operated programs
  - Mandatory Participation: 12
  - Voluntary Participation: 18
- Receiving CCDF subsidies
  - Mandatory Participation: 7
  - Voluntary Participation: 9
- Receiving IDEA funds
  - Mandatory Participation: 0
  - Voluntary Participation: 7
The evolutionary basis for social connections

Inclusion vs. Exclusion

Does Rejection Hurt? An fMRI Study of Social Exclusion
Naomi I. Eisenberger
Matthew D. Lieberman
Kipling D. Williams


Set-Up: Cover Story for the First Scan
Inclusion

Exclusion

Does rejection hurt?

- My heart is broken...
- My feelings are hurt...
- I felt like she stabbed me in the back...
How does suspension and expulsion impact...

• Children
• Families
• Professionals

What do we mean by suspension and expulsion?

Suspension is the temporary removal of a child from the classroom, program or school, and expulsion refers to the permanent removal of a child from the program.

• Four types of suspension and expulsion:
  - In-school suspension
  - Out-of-school suspension
  - Soft-expulsion
  - Expulsion
What do these practices look like at the program level for children with disabilities or suspected delays?

In-School Suspension

Practices that involve removing or excluding the child from the classroom.
Out-of-School Suspension

Practices that involve temporarily removing children from the program.

Soft Expulsions

Practices that make it so the program is not a viable or welcoming care arrangement for the family and leaves the family with little choice but to withdraw their child.

Expulsion

Permanent removal or dismissal from the program.
What do the laws and regulations say about these practices?

- Head Start Program Performance Standards §1302.17 (a) and (b)
- Individuals with Disabilities Education Act (IDEA) Part B – Assistance for All Children with Disabilities §300.530 through 300.536 (IDEA’s disciplinary protections) and 34 CFR §300.101 and 300.17 (FAPE).
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA) Title III: Public Accommodations and Commercial Facilities

Scenario activities and effective teaching practices
Scenario Activity Directions

1. Read your assigned scenario.
2. Next, in a small group or on your own, review the questions.
3. With your group, discuss the questions for the teacher to consider.
4. What else might the teacher want to know and consider?
5. What can the teacher and program do that would help to keep the child engaged in the classroom and prevent suspension or expulsion?

In-School Suspension Scenario

Joey is a four-year-old with a developmental disability. During circle time he avoids sitting with the group and when he does join, he quickly becomes restless. His fidgeting regularly disrupts the experience for other children and the teacher finds that she is constantly telling him to "settle down." When the teacher feels his behaviors are too distracting, a volunteer is asked to walk Joey up and down the hall for the remainder of circle time.

Teaching Strategies – What Might Work for Joey?

What are some of the teaching strategies that you might use to support Joey so that he can remain in the classroom?
Teaching Practises: Social Story


Out-of-School Suspension Scenario

Zola is a 2½ year-old with Down syndrome enrolled in a full-day program. Her heart condition causes her to fatigue easily and sleep deeply during nap time. Typically, she doesn’t re-engage in afternoon play with other children. The program is concerned about Zola’s inability to fully engage in the afternoon and has asked her parents to pick her up after lunch until she “can make it through the whole day.”

Teaching Strategies – What Might Work for Zola?

What are some of the teaching strategies that you might use to support Zola so that she can remain in the classroom?
Soft Expulsions Scenario

Tina is a non-verbal four-year-old child with autism. During lunch and snack time, she becomes aggressive, pushing her teacher and others. Tina is strong and her actions often make the adult step backwards. Tina’s mom is called and asked to pick her up early when this happens. Having to frequently leave work to pick Tina up has caused a problem for Tina’s mom at her workplace and she ultimately decided to withdraw Tina from the program.

Teaching Strategies – What Might Work for Tina?

What are some of the teaching strategies that you might use to support Tina so that she can remain in the classroom?

Teaching Strategies: Using a Communication Device

http://community.fpg.unc.edu/connect-modules/resources/videos/video-230
Expulsion Scenario

Tyrell is a four-year-old with a sensory integration disorder. He is particularly sensitive to loud noises. One day, the fire alarm went off while Tyrell was using the bathroom. Now, Tyrell soils his pants at least once most days because he doesn’t want to go into the bathroom anymore. Tyrell’s family was told he must be able to consistently use the bathroom if they want him to attend the program.

Teaching Strategies – What Might Work for Tyrell?

What are some of the teaching strategies that you might use to support Tyrell so that he can remain in the classroom?

Which of these teaching practices will be MOST effective for your situation?

Use of social stories A
Use of communication devices B
Fidget toys C
Peer support D
Feelings charts and activities E
Visual cues F
Environmental modifications G
Stress management and wellness activities for teachers H
Table Talk

What can programs put in place to prevent suspension and expulsion?

Program Strategies

• Develop Strong Partnerships
  o With Families
  o With Other Professionals
• Provide Strong Supports for Staff
• Develop Clear and Consistent Policies

Program Wide Strategies

Four Drivers of Suspension/Expulsion To Be Aware Of

• Structural Quality
• Lack of Knowledge of Child Development
• Racial Disparities in Discipline
• Trauma Connection
Driver 1 - Structural Quality

- High teacher-child ratios
- High teacher stress / Feeling hopeless
- Long school day
- Too little structure
- Restrictive structure
- No consistent ongoing availability of a mental health consultant

Driver 2 – Lack of Knowledge of Child Development

Workforce needs knowledge and skills to
- Understand how children’s disability may effect development and reflect cultural expectations and learning
- Communicate classroom expectations in a child’s first language
- Support social-emotional learning
- Examine their own cultural socialization and practices
- Distinguish atypical behavior/development from typical behavior/development

NSECE study found only 20% of providers reported receiving training on facilitating social-emotional growth in the past year

Driver 3 - Racial Disparities in Discipline

Understanding Racial Disparities in Discipline and Expulsion Rates
- Disproportionate levels of discipline by race
- Mixed impact when background information on familial stressors is made available
- At kindergarten entry, Black and White parents equally rated their children’s persistence, approaches to learning, and social interactions, but teachers rated Black students as having a distinct disadvantage relative to White students
- Underprepared early learning teachers are more likely to use punitive and rejecting disciplinary techniques
Driver 4: Trauma Behavior Connection

- Approximately 10 to 14 percent of children from birth to age 5 experience developmental, emotional, relational, or behavioral disturbance
- Children experiencing trauma arrive at school less ready to learn
- Exposure to violence can diminish concentration, memory, organizational, and language abilities
- Quality of early learning settings is even more important

Reflections on Program Strategies

Why does this feel complex?
- Subjectivity in what is considered challenging
- Many types of exclusionary practices
- Program characteristics may provoke or contribute to the issues
- Increased understanding of why racial disparities exist
- Lack of supports for an underprepared workforce

Implications
- All actions and triage are "after the affect"
- How are we designing and supporting programs upfront?

When we feel like we want to suspend or expel—instead take the opportunity to:
- Build responsive, contingent relationships with young children, their families, and other professionals.
- Address potential developmental delays and disabilities—conduct regular developmental screenings and refer to appropriate services (e.g., Part C, Part B, infant mental health).
- Address social and emotional learning, language, and communication development, and assess challenging behaviors (i.e., functional behavior analysis).
- Address need for family support—conduct family-centered assessments including eco-mapping, routine-based interviews, needs assessments, and refer to appropriate services.
- Reflect on program and professional policies, procedures, and practices including implicit bias, developmentally appropriate practice, family engagement activities.
How Do DEC Priority Areas and Recommended Practices Align with Suspension and Expulsion?

DEC/NAEYC Inclusion (2009) and DHHS/DOE Inclusion Policy (2015) stress that programs work to create environments that are welcoming to all children and families and create a sense of belonging.

DEC Priority Areas:
- Actually Achieving High Quality Inclusion
- Overcoming Implicit Bias
- Responding Appropriately to Young Children’s Behavior
- Creating and Maintaining Strong Family Partnerships
- Adequately Equipping a Highly Effective Workforce

See handout for connection to DEC Recommended Practices
Reducing Suspension and Expulsion Practices in Early Childhood Settings (ACE)  

Guidance on Expulsion and Suspension Policies in Early Childhood Settings  

Office of Head Start Informational Memorandum on suspension and expulsion  

Preventing Suspensions and Expulsions in Early Childhood Settings: A Program Leader’s Guide to Supporting All Children’s Success  
http://preventexpulsion.org/

Rosemarie Allen Ted Talk: Suspensions are an Adult Behavior  
https://www.youtube.com/watch?v=f8nkcRMZKv4

Understanding and Eliminating Expulsion in Early Childhood Programs  

Children with Disabilities: High Quality Inclusion Series and Highly Individualized Teaching and Learning  
https://eclkc.ohs.acf.hhs.gov/children-disabilities

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)  
http://csefel.vanderbilt.edu/

Society for Research on Child Development Webinar: Expulsion and Suspension Policies in Early Childhood (with Walter Gilliam)  
https://www.youtube.com/watch?v=81ydFRtOx08
Resources

The National Center for Pyramid Model Innovations (NCPMI)
http://challengingbehavior.cbcs.usf.edu/index.html

NCPMI Webinar Series
Early Childhood Suspension: The Impact on Families

Arkansas: Building Effective Services for Trauma
Preventing Suspension Expulsion in Early Care and Education (from Arkansas with examples from what had done to address issue).
https://www.youtube.com/watch?v=S6iW5czVvgI

National Center for State Legislators
Suspension and Expulsion in Early Childhood (policy perspective including examples from Ohio and Illinois)
https://www.youtube.com/watch?v=GYMuK5cjWCM

Illinois:
https://docs.wixstatic.com/ugd/1a138e_e8153ce6e9664181b871166f97777a2f.pdf?index=true

Resources – State Examples

Materials used for the presentation can be found on the Center’s website:
https://www.premiercpidesign.com

Thank You!

Jani Kozlowski, National Center on Early Childhood Development, Teaching and Learning
jkozlowski@zerotothree.org

Mallory Warner Richter, Child Trends
MWarnerRichter@childtrends.org

Jenna Weglarz Ward, University of Nevada
jenna.weglarz-ward@unlv.edu