

1

---

---

---

---

---

---

---

---



2

---

---

---

---

---

---

---

---



3

---

---

---

---

---

---

---

---



Young children are being **suspended** and **expelled** from preschool at **alarming** rates

NCPWI ecta Early Childhood Technical Assistance Center

4

---

---

---

---

---

---

---



Preschool children are **suspended 3 times more** than children in kindergarten through 12<sup>th</sup> grades **combined**

NCPWI ecta Early Childhood Technical Assistance Center

5

---

---

---

---


---

---

---

**“Across all types of settings, the average school day sees roughly 250 instances of a preschooler being suspended or expelled”**

Center for American Progress, 2017



NCPWI ecta Early Childhood Technical Assistance Center

6

---

---

---

---

---

---

---

By kindergarten entry, many children have been labeled and sorted into categories according to behavior, which has negative effects on children's self-worth, their perception of school as being safe and supportive, and is directly related to chronic absenteeism and suspension.

Center for Social and Emotional  
Education and Education  
Commission of the States, 2007

7

---

---

---

---

---

---

---

---

### Civil Rights Data Collection

- It included the number of preschool children who:
  - Had at least one out-of-school suspension,
  - Had more than one suspension,
  - Were expelled, and
  - Received corporal punishment.

8

---

---

---

---

---

---

---

---

### Patterns of Racial and Gender Disproportionality

- 5,000 preschoolers were suspended at least once and nearly 2,500 were suspended a second time (2014)
- **Black preschoolers:** 3.6 times more likely to be suspended than their White peers (2016)
  - **Black children:** 18% of preschool enrollment, but 48% of suspensions (2014)
  - **White children:** 43% of preschool enrollment, but 26% of suspensions (2014)

United States Department of Education, 2014 & 2016

9

---

---

---

---

---

---


---

---

### Patterns of Racial and Gender Disproportionality

**Boys:** 54% of the preschool enrollment, but...

- 79% of preschool children suspended once
- 82% of all preschool children suspended multiple times



United States Department of Education, 2014 & 2016

ecta Early Childhood Technical Assistance Center

NCPMI

10

---

---

---

---

---

---

---

---



**Studies spanning 40 years show that Black children are up to four times more likely to be suspended than White students.**

Bradshaw et al., 2010; Children's Defense Fund, 1976; Miner, 2013; Skiba et al., 2011

11

---

---

---

---

---

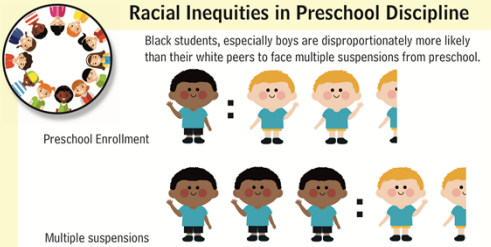
---

---

---

### Racial Inequities in Preschool Discipline

Black students, especially boys are disproportionately more likely than their white peers to face multiple suspensions from preschool.



**Preschool Enrollment**

**Multiple suspensions**

Disproportionate preschool suspensions are the result of adult behaviors.

- They arise from **implicit racial biases** which impact teacher expectations (Gilliam et al., 2016).
- Preschool suspensions contribute to **loss of vital school time** that contributes to the achievement gap and can begin students on a negative school trajectory (Kosloski et al., 2015).
- Young students who are expelled or suspended are as much as **10 times more likely** to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not (Lamont et al., 2013; Petraset et al., 2011).

NCPMI

12

---

---

---

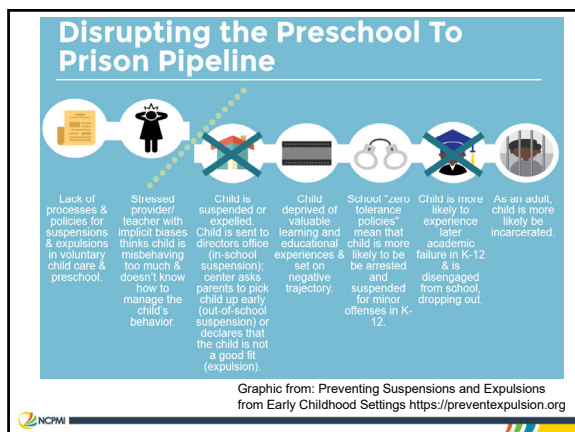
---

---

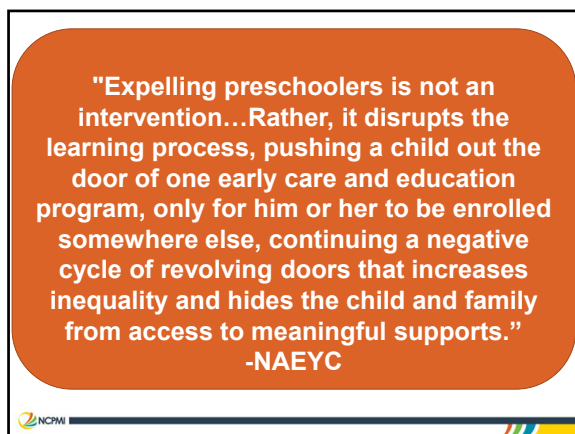
---

---

---



13



14

### Federal Responses

- **Joint HHS/ED Departmental Policy Statement (2014)**  
<https://www.acf.hhs.gov/ecd/child-health-development/reducing-suspension-and-expulsion-practices>
- **Child Care Development Block Grant (2014)**  
provide training related to social emotional, behavior support, reducing suspension and expulsion, develop policies related to expulsion
- **Congressional briefing (2015) on preschool expulsion**  
<https://www.zerotothree.org/resources/123-what-s-behind-preschool-expulsion>

ecta Early Childhood Technical Assistance Center

15

### Organizations and Agencies

- ACLU
- National Conference of State Legislatures
- Center for American Progress
- American Academy of Pediatrics
- National Black Child Development Institute
- National Association for the Education of Young Children (34 co-signers)
- Yale Child Study Center




---

---

---

---

---

---

---

---

16

### What We Know

- ✓ It starts early, it happens often, and its disproportionate.
- ✓ Preliminary evidence that it occurs in infant/toddler child care.
- ✓ **No** evidence that it works.
- ✓ **Abundant** evidence that it has negative effects.
- ✓ Rates and disparities vary between and within state lines

- ✓ Driven by bias, inadequate training, misguided policies, poor working conditions, lack of supportive resources & school climate
- ✓ Handful of interventions decrease exclusionary discipline, very few shown to reduce disparity
- ✓ Largely unregulated federally
- ✓ Large influx of state and community-level policy development since 2014
- ✓ Quality of policies greatly vary



17

---

---

---

---

---

---



---

---

17

### Our Process

1. Identification of states with policies and guidance in any sector (e.g., education, child care)
2. Identification of state policy that provide clear restrictions that prohibit or limited use
3. Analysis of definitions used for suspension and expulsion
4. Analysis of exceptions included in prohibitions and limitations
5. Identification of guidance and supports

---

---

---

---

---

---


---

---

18

### States Prohibiting Suspension

- ✓ Arkansas
- ✓ Colorado
- ✓ Connecticut
- ✓ DC
- ✓ Hawaii
- ✓ Maryland
- ✓ New Jersey
- ✓ Ohio
- ✓ Oregon
- ✓ Texas
- ✓ Washington



NCPWI ecta Early Childhood Technical Assistance Center

19

---

---

---

---

---

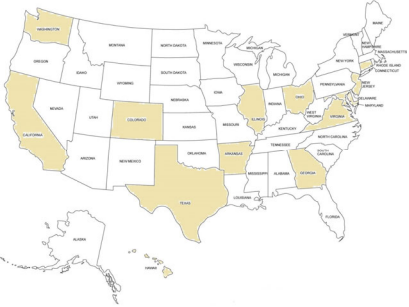
---

---

---

### States Prohibiting Expulsion

- ✓ Arkansas
- ✓ California
- ✓ Colorado
- ✓ Connecticut
- ✓ DC
- ✓ Georgia
- ✓ Hawaii
- ✓ Illinois
- ✓ Maryland
- ✓ New Jersey
- ✓ Ohio
- ✓ Texas
- ✓ Virginia
- ✓ Washington



NCPWI ecta Early Childhood Technical Assistance Center

20

---

---

---

---

---

---

---

---

### Examining Definitions

- Compiled a list of all defined terms in each state's document
- Assessed each definition's:
  - **Clarity** (i.e., the precision and unambiguity of language to prevent the use of exceptions)
  - **Appropriateness** (i.e., is the definition understanding of early childhood settings and practices; it is not the same as the K-12 definition)
- Achieved 80% reliability in coding definitions

NCPWI ecta Early Childhood Technical Assistance Center

21

---

---

---

---

---

---

---

---

### Poll: Unique Terms

How many unique terms related to suspension and expulsion were found in early childhood state policies?

- a) 0-5
- b) 5-10
- c) 10-15
- d) 15-20
- e) >20

NCPW

22

---

---

---

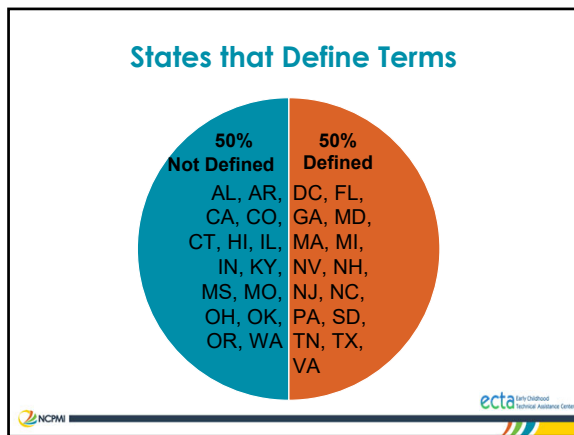
---

---

---

---

---



23

---

---

---

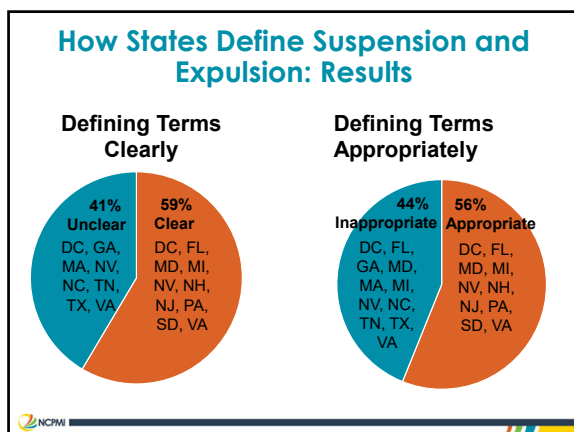
---

---

---

---

---



24

---

---

---

---

---

---

---

---



## How States Define Suspension and Expulsion- Results

- Extreme diversity in language to define similar concepts and ideas. This may lead to confusion and unnecessary loopholes.
- Clarity of suspension/expulsion definitions across states
- Appropriateness of suspension/expulsion definitions across states
  - Very few states define "soft" suspensions and expulsions and describe what these might look like in early childhood settings



25

---

---

---

---

---

---

---

---

## Common Exceptions

- Must pose a **safety threat** either to the child or others
- Possession of **weapons, drugs, firearms**
- Involves willful **violence, physical injury** to self or others



26

---

---

---

---

---

---

---

---

## Exceptions by State

- |   |   |
|---|---|
| • <b>AR:</b> Imminent danger to self or others (S,E)                      | • <b>IL:</b> Safety threat (E)                            |
| • <b>CA:</b> Safety threat (E)  | • <b>HI:</b> Safety threat (S,E)                          |
| • <b>CO:</b> Weapons, drugs, safety threat (S,E)                          | • <b>MD:</b> Weapon, safety threat (S, E)                 |
| • <b>CT:</b> Conduct that is violent or sexual in nature (S), Firearm (E) | • <b>NJ:</b> Weapon (S,E)                                 |
| • <b>DC:</b> Willful injury (S)   | • <b>OH:</b> Weapon, danger to person or property (S,E)   |
| • <b>GA:</b> Weapons, drugs, safety threat (E)                            | • <b>VA:</b> Physical harm, threat of harm (E)            |
|   | • <b>TX:</b> Weapon, violent offense, drug, alcohol (S,E) |



27

---

---

---

---


---

---


---

---

### State Implementation



- **Maryland** – prohibits children enrolled in public pre-k programs (or in Kindergarten, first or second grade) from being suspended or expelled from school, subject to exceptions (e.g., firearms).
  - Provide Tier 2 and Tier 3 requirements for intervention



28

---

---

---

---


---

---


---

---

### State Implementation



- **Arkansas** – suspension and expulsion is prohibited (with exceptions)
  - Division of Child Care and Early Childhood Education funds supports for staff that includes targeted courses, technical assistance (e.g., expert visit/observation), and child mental health consultation
  - Developed a comprehensive site ([behaviorhelponline.org](http://behaviorhelponline.org)) where educators can access and request all help



29

---

---

---

---


---

---


---

---

### State Implementation



- **Illinois** – expulsion is prohibited in State Board of Education-funded early childhood programs and licensed child care settings.
  - Policy extension to child care
  - Strengthened data collection and dissemination requirements
  - Planned transition and temporary removal described



30

---

---

---

---

---

---


---

---

**Poll: Your Thoughts**

**Where do you stand on the development of a state policy banning early childhood expulsion and suspension**

- a) I am all for it and want to advocate for a policy in my state
- b) I want it to happen, but have concerns about the provision of sufficient resources to support programs and practitioners
- c) Undecided, I need to explore this some more



31

---

---

---

---

---


---

---

---

**Recommendations**

- Development of cross-sector policy that prohibits the use of expulsion, suspension, seclusion, restraint, and corporal punishment in response to challenging behavior and includes program guidance on steps for accessing training, technical assistance, and crisis intervention supports.
- Investment in training, technical assistance, crisis support, mental health services, practitioner coaching, and consultation to strengthen capacity of programs to meet needs of children and their families.
- Investment in training and technical assistance to programs to strengthen high quality practices that are inclusive and culturally responsive and guide programs in addressing issues related to equity and racism.



32

---

---

---

---

---


---

---

---

**Recommendations**

- Advocate for reducing stress on practitioners including providing appropriate compensation, child ratios, work-day length, and mental health and behavioral supports.
- Collection of data on suspension and expulsion that is disaggregated by race, gender, disability, and language.
- Provide training and guidance to programs on the use of data to problem solve, track responses to behavior, support children and assist teachers.



33

---

---

---

---

---

---

---

---

### Recommendations

- Provide crisis intervention support for children, programs, and families
- Access to facilitation of functional assessment and behavior support planning AND coaching for implementation fidelity of behavior interventions.
- Investment in professional development including coaching in the implementation of the Pyramid Model, use of de-escalation procedures, implicit bias, culturally responsive practices, and trauma-informed care.
- Acknowledging the rights and entitlements of children with or at-risk for disabilities served under IDEA



34

---

---

---

---



---

---

---

### What Additional Recommendations Would You Include?

- We are interested in your perspectives. What is missing from the recommendation list?
- Type in the whova chat to share.

35

---

---

---

---

---

---

---

### Resources




36

---

---

---

---

---

---

---

**START WITH EQUITY**  
FROM THE EARLY YEARS TO THE EARLY GRADES

CHILDREN'S EQUITY PROJECT  
Department Policy Center

<https://childandfamilysuccess.asu.edu/cep/start-with-equity>

37

37

---

---

---

---

---

---

---

---

**Preventing Suspensions and Expulsions in Early Childhood Settings: A program leader's guide to supporting all children's success**

<https://preventexpulsion.org/>

NCPMI

38

---

---

---

---

---

---

---

---

NCPMI Pyramid Equity Project

**Pyramid Model State Leadership Team Guidance**  
for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice

Barbara J. Smith, Penny Dell, Lisa Fox

State Guide

ChallengingBehavior.org

Pub. 09/15/18

NCPMI

39

---

---

---



---

---

---

---


---

### Pyramid Model Program Leadership Team Guidance

for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice

Barbara J. Smith, Penny Dell, Lisa Fox



Program Guide

ChallengingBehavior.org

Pub. 06/18/18

---

---

---

---

---


---

---

---

40

### Data Decision-Making at the Program Level



- Collect data on behavior incidents and adult responses
- Goal is to improve supports to children, teachers, and address disproportionality
- Will provide summary of suspension and expulsion and disproportionality

<https://challengingbehavior.cbcs.usf.edu/Implementation/Data/BIRS.html>

---

---

---

---

---

---

---

---

41

## Thank you!

---

---

---

---

---

---

---

---

42