

SRI Education



Effective Practices for Reducing Suspensions and Expulsions in Early Childhood Settings

Supporting all children's success

Abby Winer Schachner, PhD
SRI Education

Copyright © 2016 SRI International

Goals and Objectives

- Increased *awareness* of the issue of suspension and expulsions in early childhood settings.
- Increased *knowledge* of effective practices for reducing suspensions and expulsions in early childhood settings.
- Increased *knowledge* of potential barriers and solutions to carrying out the effective practices.



Copyright © 2016 SRI International

Session Flow

- Overview of issue
- Overview of guide for preventing suspensions & expulsions in early childhood settings
- Demonstrate the guide's interactive website
 - Discuss the effective practices and recommendations in the guide
 - Potential barriers and solutions
 - Highlight key resources
- Opportunity for large group questions/reactions
- Small group activities + Break
- Large group share out, discussion and reflection
- Wrap-up

Copyright © 2016 SRI International

Connect to Wifi

Network Name:
PaTTAN Guest

Password:
[will fill in for each site]
(case sensitive)

Copyright © 2016 SRI International

What's the Issue?

- Preschool expulsions are estimated to be **3X** higher than K-12 education
- Disparity in discipline begins in early childhood
 - Black children account for almost **50%** of public preschool suspensions and expulsions but less than **20%** of preschoolers
 - **TWICE** as likely to be suspended or expelled as Latino & White children
- Deprives children of the valuable learning experiences and opportunities
- Leaves underlying issues unaddressed
- Leads to increased risk of academic failure, high school drop out & incarceration

Copyright © 2016 SRI International 5

"History will judge us by the difference we
make in the everyday lives of children."
- Nelson Mandela



<https://youtu.be/iE2H7eiZBk0>
<http://www.rosemarieallen.com/>

Copyright © 2016 SRI International

Early childhood suspensions and expulsions are not as much a result of child behaviors, as they are related to adult and program characteristics

Copyright © 2016 SRI International

Pennsylvania Supports

- **CONNECT line to access help in supporting child at risk of suspension/expulsion 1-800-692-7288**
 - **OCDEL Announcement: Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania**
 - Subsidized Child Care Services - S-17 #05
 - Child Care Certification Services- C-17#04
 - Early Intervention Services - EI-17#02 FC/PRF- 17#03
 - Early Learning Services - KS-17#04 ELS-17#03
- <http://tinyurl.com/y7hpubne>**

Copyright © 2016 SRI International

Pennsylvania Supports

- PA Key pakeys.org
 - Early Learning Standards
 - Keystone STARS Standards
 - Early Childhood Mental Health Webpage
- Early Intervention Technical Assistance eita-pa.org
 - Topics of Interest
 - Professional Development
- Pennsylvania Positive Behavior Support Network papbs.org

Copyright © 2016 SRI International

High Priority Issue

Presch **Report: Black Preschoolers** **re Beina**
I Thou **Suspended More than Whites**
susp
Prescl **TIME** **nsions Still**
worse by racial or **Stop Them)**

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
 U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY
 CHILDHOOD SETTINGS

Child Care and Development Fund (CCDF) Program

Copyright © 2016 SRI International

Discuss: What do we really mean by 'suspensions' and 'expulsions'?

Copyright © 2016 SRI International



In-School Suspension

Disciplining a child by sending the child out of the classroom, such as to the director's office.



Out-of-School Suspension

Asking a family to pick up their child early because of behavioral issues (e.g., biting, hitting, not following directions).



Expulsion

Telling a family that they will need to find another care arrangement/center because the child is not a "good fit" for the program or that the program can 'no longer support' their toddler or preschooler.



'Soft' Expulsion

Practices that make it so that the program is not a viable or welcoming care arrangement for the family and leave them little choice but to withdraw their child, such as asking the family repeatedly to pick their child up early because of behavior issues, requiring them to leave or miss work frequently.

Copyright © 2016 SRI International

Disrupting the Preschool To Prison Pipeline

Lack of processes & policies for suspensions & expulsions in voluntary child care & preschool.

Stressed provider/ teacher with implicit biases thinks child is misbehaving too much & doesn't know how to manage the child's behavior.

Child is suspended or expelled. Child is sent to director's office (in-school suspension); center asks parents to pick child up early (out-of-school suspension) or declares that the child is not a good fit (expulsion).

Child is deprived of valuable learning and educational experiences & set on negative trajectory.

School "zero tolerance policies" mean that child is more likely to be arrested and suspended for minor offenses in K-12.

Child is more likely to experience later academic failure in K-12 & is disengaged from school, dropping out.

As an adult, child is more likely to be incarcerated.

Copyright © 2016 SRI International 13

So What Can We Do About It?

preventexpulsion.org

Preventing Suspensions and Expulsions in Early Childhood Settings

A Program Leader's Guide to Supporting All Children's Success

HOME
GUIDE
ABOUT
CONTACT
Q

Recommended Policies & Practices

Introduction
Overview of the Issue
Recommended Policies & Practices
Glossary

Tier 1: Program- and School-wide Supports

The recommended policies and practices are organized to parallel the structure of a multitiered system of support. Tier 1 recommended policies and practices focus on program-wide policies, procedures, and practices that help program leaders reduce exclusionary discipline practices occurring in the program. Tier 1 recommended policies and practices address building a program climate that (1) promotes collaboration, problem solving, teacher capacity building, and prevention-based approaches, and (2) reduces teacher stress, ineffectiveness, and the negative effects these have on child behaviors and outcomes.

1.1 Using Data

1.2 Family Partnerships

1.3 Developmental Screening

1.4 Teacher-Child Ratios

1.5 Teacher Work Hours

Copyright © 2016 SRI International 14

Guide Structure

- Introduction
- Overview of Issue
- Recommended Policies & Practices
 - Grouped into tiers
 - Tier 1: Program- and School-wide Supports
 - Tier 2: Supports for Working with Individual Classrooms
 - Tier 3: Supports for Providers/Teachers Working with Individual Children
 - Each recommendation has the following sections
 - How do I do this?
 - What barriers might I run into and what are solutions?
 - Where do I go for more resources?
 - References
- Glossary

Copyright © 2016 SRI International

Guide Demo

preventexpulsion.org

On the home page, complete a needs assessment survey to provide tailored list of recommendations most relevant to your needs

Interactive tiles make it easy for you to visualize & jump between recommendations

Each recommendation covers the same key sections & you can quickly jump between them

We highlight key resources (tools or specific strategies) and where to go for more information
The web-based format allows us to easily update resources as they become available

1.4: Implement and use appropriate teacher-child ratios

Approximate high-quality class and help relevant classroom experiences. Recent data also children to be taught in great learn program quality and children. Classrooms with high expulsions and suspensions. Prekindergarten Study, 12.7%

reported one of their children being expelled, compared with 7.7% of teachers with a classroom ratio of 8:1. Appropriate teacher-child ratios can promote stronger teacher-child relationships, improve child outcomes, and enhance the overall experience for both the teacher and children.

How do I do this?

Collect Data. Do you know what your class size data look like? Start by collecting data around your program's class size and calculate a teacher-child ratio. Next, collect data around the number of suspensions and expulsions in your program. Break down your data by classroom, program, and teacher. Use this information to identify areas where you need to make changes.

What Barriers Might I Run Into and What Are Solutions?

Potential Barrier: My program doesn't have the resources to reduce teacher-child ratios.

Solutions: Although there is no set cost for class size reduction, many school programs may have resources. Parent volunteers and student teachers or interns may also be able to serve as additional support to providers/teachers.

Where do I go for more resources?

- Want to learn more on the benefits of small classroom size and low teacher-child ratios? See Steven Barnett, Aaron Schuman, and Bing Shen, published by the National Institute of Education.
- Curious about the return on the investment in reducing class size? Read the policy brief: Practical Department.
- Need a list of guiding questions to help your program plan for class size reduction? Check City's Department of Education.
- Want to know what is the recommended ratio for your program? Take a look at the Teacher-Child Ratios suggested by NDEC. To learn more about how to calculate your program's ratios, see the guidelines.

References

Barnett, Steven, Schuman, Aaron, and Shen, Bing. (2008). Class Size: What's the Best Fit? National Institute for Early Education Research, 8, 1-12. Retrieved from <http://nieer.org/resources/policybriefs/cls.pdf>

Gilam, Rachel. (2005). The Kindergarten's Left Behind: Expulsion Rates in State Prekindergarten Programs. FC2 Policy Brief Series, 05, 1-8. Retrieved from http://childbearingcenter.org/files/efc2policybrief_050105.pdf

Hidden curriculum (2014, August 26). In S. Adkins (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

Copyright © 2016 SRI International



Thoughts, Questions, Reactions?

Copyright © 2016 SRI International



Small Group Activities

Copyright © 2016 SRI International

Activity 1 - Self-Assessment

- Think (Individually 10 min.): Take the self-assessment
 - Go to preventexpulsion.org and click link for “Start the Self-Assessment”
 - If you do *NOT* have a laptop, tablet or smartphone with you request a hard copy
- Pair (10 min.): Turn to the person next to you and discuss
 - Introduce yourself, your role, where you are from
 - Share the areas that are strengths and those that could be enhanced or more consistent

Copyright © 2016 SRI International



Share: Large Group Share Out

- What were identified as your top priorities?
- Anything you hadn't considered?

Copyright © 2016 SRI International

Break!



Copyright © 2016 SRI International

Activity 2 - Example from Tier 2 - Classroom Environment

- Think (individually 5 min.): Read the vignette and brainstorm ideas for making transitions more active.
- Pair (5 min.): Turn to a partner, brainstorm & share your ideas
 - What are some concrete steps for Samantha to meet her transition goal?
 - What are your for ideas for how to make transitions more active?
 - How could you document and acknowledge Samantha's progress?

Copyright © 2016 SRI International



Share: Large Group Share Out

- What were some of the ideas for concrete steps, ways to make transitions more active or documenting and acknowledge progress that you and your partner came up with?
- Do you do any of these currently with staff in your program?

Copyright © 2016 SRI International

Activity 3 - Example from Tier 3 - Functional Behavioral Assessment

- Think (individually 5 min.): Read the vignette and brainstorm why the child might be exhibiting the behavior
- Pair (5 min.): Turn to a partner, brainstorm & share your ideas
 - Based on the information provided, what's your hypothesis or "best guess" for why Shaun's behavior is occurring? For why Sophie's behavior is occurring?
 - Compare and contrast your hypotheses

Copyright © 2016 SRI International



Share: Large Group Share Out

- Based on the information provided, what's your hypothesis or "best guess" for why Shaun's behavior is occurring?
- For why Sophie's behavior is occurring?
- Do you do FBA with staff in your program currently?

Copyright © 2016 SRI International

Activity 4 - Planning Next Steps

- Let's get sorted!
 - Kahoot poll - Which tier of recommended policy/practice are you choosing to work on first?
 - Go to **Kahoot.it** on your computer, tablet or smart phone
 - Enter the game pin, enter a nickname and join!
- Relocate: Go to the area of the room for your selected tier (1, 2, or 3)
- Pair (20 min.): Find a partner, go through each of your selected recommended policy/practice and plan next steps
 - What can you or your staff do and when
 - What might you need outside support for? Note requests for additional supports from TA staff or other external supports

Copyright © 2016 SRI International



Share: Large Group Share Out

- What is one of the first things that you will do when you go back to your program?
- What is one request for support you identified?

Copyright © 2016 SRI International

Wrap-Up

- Final comments?
- Quality improvement
 - What worked well?
 - What could have worked better or be improved?



Copyright © 2016 SRI International

Thank You



SRI Education

Access the guide & more resources at:
preventexpulsion.org

Abby C. W. Schachner, PhD
 Early Childhood Researcher
 Email abby.schachner@sri.com

Center for Learning and Development | SRI
 Education
 Optimizing outcomes | Reducing barriers

Silicon Valley, CA
 (SRI International headquarters)
 333 Ravenswood Avenue
 Menlo Park, CA 94025
 +1.650.859.2000

Washington, D.C.
 1100 Wilson Boulevard
 Arlington, VA 22209
 +1.703.524.2053

www.sri.com/education

The contents of the guide were developed through SRI International Internal Research and Development funds awarded to Abby Schachner, Ph.D., an Early Childhood Researcher within SRI Education's Center for Learning of Development.

Copyright © 2016 SRI International 29

Acknowledgements

- The guide was developed by SRI International with essential guidance and input from senior advisors and national experts. SRI gratefully acknowledges the following individuals who contributed to the development of the guide:
- **Expert Panel**
 - Rosemarie Allen, Metropolitan State University of Denver
 - Isabel, Ballivian, ACCA Child Development Center
 - Karen Bierman, Penn State University
 - Libby Doggett, U.S. Department of Education
 - Lise Fox, University of South Florida
 - Walter Gilliam, Yale University
 - Mary Louis Hemmeter, Vanderbilt University
 - Lauren Hogan, NAEYC
 - Neal Horen, Georgetown University
 - Deborah Leong, Tools of the Mind
 - Linda Smith, U.S. Department of Health and Human Services
 - Lindsay Usry, ZERO to THREE
 - Jermall Wright, School District of Philadelphia
- **Consultant**
 - Jessica Hardy, University of Louisville
- **SRI International**
 - Kerry Belodoff, Wei-Bing Chen, Kirby Chow, Kaycee Ensign, Lily Gabaree, Erika Gaylor, Traci Kutaka, Jenna Nguyen, Abby Schachner, Donna Spiker, Michelle Woodbridge
- SRI is also grateful to the program administrators and center directors who informed the scope and purpose of the guide.

Copyright © 2016 SRI International

References

- American Psychological Association. (2008). *Zero tolerance task force report: An evidentiary review and recommendations*. Washington, DC: American Psychological Association.
- Adamu, M., & Hogan, L. (2015). *Point of entry: The preschool-to-prison pipeline*. Retrieved online from <https://cdn.americanprogress.org/wpcontent/uploads/2015/10/07133457/PointOfEntrreport-SUMMARY.pdf>.
- Cutler, A., & Gilkerson, L. (2002). *Unmet needs project: A research, coalition building and policy initiative on the unmet needs of infants, toddlers and families*. Chicago, IL: University of Illinois at Chicago and Erikson Institute.
- Gilliam, W.S. (2005). *Prekindergartners left behind: Expulsion rates in state prekindergarten systems*. New Haven, CT: Yale University Child Study Center. Retrieved from http://www.ziglercenter.yale.edu/publications/National%20Prek%20Study_expulsion_tcm350-34774_tcm350-284-32.pdf
- Gilliam, W.S. (2008). *Implementing policies to reduce the likelihood of preschool expulsion*. Foundation for Child Development Policy Series Brief Series, No. 7. New York: Foundation for Child Development. Retrieved from http://www.ziglercenter.yale.edu/publications/PreKExpulsionBrief2_tcm350-34772_tcm350-284-32.pdf
- Gilliam, W.S. (2014, December). *Early Childhood Consultation Partnership: Results of three statewide random-controlled evaluations. Final report with executive summary*. New Haven, CT: Yale University.
- Gilliam, W.S., & Shahar, G. (2006). Prekindergarten expulsion and suspension: Rates and predictors in one state. *Infants and Young Children*, 19, 228-245.
- Lamont, J.H., Devore, C.D., Allison, M., Ancona, R., Barnett, S.E., Gunther, R., et al. (2013). Out-of-school suspension and expulsion. *Pediatrics*, 131, e1000-e1007
- Laughlin, L. (2013, April). *Who's minding the kids? Child care arrangements: Spring 2011* [Current Population Reports, P70-135]. Washington, DC: U.S. Census Bureau. Retrieved from <https://www.census.gov/prod/2013pubs/p70-135.pdf>
- Losen, D. (2011). *Discipline policies, successful schools, and racial justice*. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/discipline-policies>.
- Noltemeyer, A. L., & Mcloughlin, C. S. (2010). Changes in Exclusionary Discipline Rates and Disciplinary Disproportionality over Time. *International Journal of Special Education*, 25(1), 59-70.
- Petras, H., Masyn, K. E., Buckley, J. A., Jalongo, N. S., & Kellam, S. (2011). Who is most at risk for school removal? A multilevel discrete-time survival analysis of individual- and context-level influences. *Journal of Educational Psychology*, 103, 223.
- Raffaele-Mendez, L. (2003). Predictors of suspension and negative school outcomes: A longitudinal investigation. *New Directions for Youth Development*, 99, 17-33.
- Saft, E. W., & Pianta, R. C. (2001). Teachers' perceptions of their relationships with students: Effects of child age, gender, and ethnicity of teachers and children. *School Psychology Quarterly*, 16(2), 125.
- Skiba, R.J, Michael, R.S., Nardo, A.C., & Peterson, R.L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34, 317-342.
- U.S. Department of Education, Office of Civil Rights. (2016, June). *2013-2014 Civil rights data collection: Key data highlights on equity and opportunity gaps in our nation's public schools*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html> Copyright © 2016 SRI International

Bonus Activity - Example from Tier 1 - Cultural Awareness

- Think (individually 5 min.): What does it mean for you to *show* respect? What does it mean for you to be *shown* respect?
- Pair (5 min.): Turn to a partner, introduce yourself, spend 5 min. talking about respect.
 - What does it mean for you to show respect? What does it mean for you to be shown respect?
 - Where do you think your notions of “respect” come from?
 - How did the exercise feel? What would it be like to do that with staff in your program?

<http://www.edchange.org/multicultural/activities/activity1.html>



Share: Large Group Share Out

Copyright © 2016 SRI International