Expulsion & Suspension: Birth to 5 years old

What can be done to help?

Definitions

- **Expulsion**: Terminating the child's participation in the program (even if saying "not a good fit" etc.).

- **Out-of-school suspension**: not allowing the child to attend the program for a certain number of hours in a day or a certain number of days

- **In-school suspension**: Sending the child out of the classroom to the "office" or another classroom for a significant portion of the day (over 25% of the time the child is in school)

Reported Challenges

- Licensing Fears

- Directors protective of staff burnout

- Safety Concerns (Bolting/Aggression toward children and adults)

- Concerns over parent behavior

- Concerns that other "paying" families will withdraw

- Limited time and resources to provide professional development

- Difficulty recruiting, hiring and retaining qualified staff

Yale Child Study Center (Gilliam, 2005)

- Pre–K students are expelled at a rate more than three times that of children in grades K–12

- The study found that four–year–olds were expelled at a rate about 1.5 times greater than three–year–olds.

- Boys were expelled at a rate over 4.5 times that of girls.

- African–Americans attending state–funded prekindergarten were about twice as likely to be expelled as Latino and Caucasian children, and over five times as likely to be expelled as Asian–American children.

Gilliam, 2016
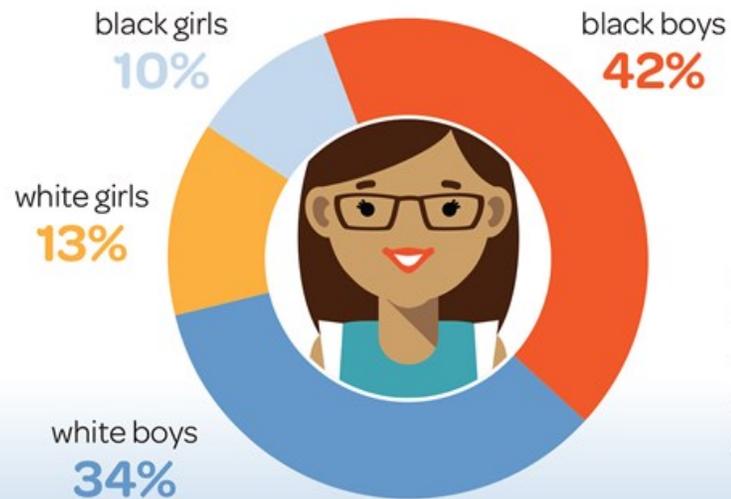
What Now?

Recent Developments in California
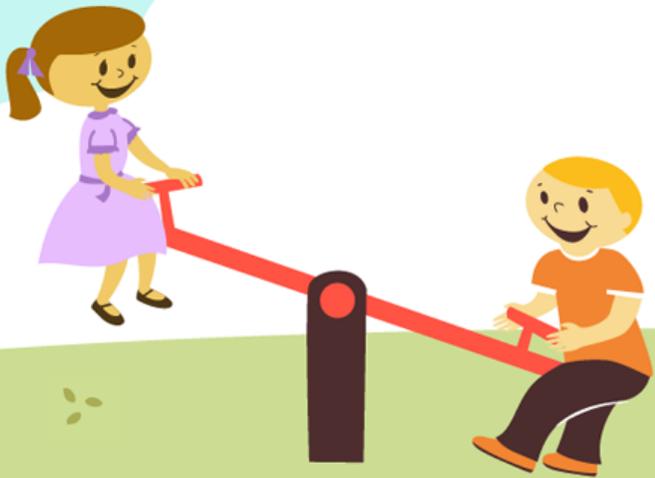
AB 752

- It is the intent of the Legislature by enacting AB 752 to significantly reduce the expulsion or disenrollment of children from the CSPP (CA State Preschool Programs) because of challenging behavior.

- Effective January 1, 2018, prior to expelling or disenrolling a child because of a child's behavior, CSPP contractors must meet the requirements described in *EC* Section 8239.1, and comply with the due process requirements identified in 5 *CCR* sections 18119–18122.

Directives and Recommendations

1. Consult with Family

2. Develop Plan for Support

3. Consult with IFSP/IEP Team

4. Screening/Referral/Implementation (Help Me Grow Counties)

5. Document and Consult

6. "If the contractor determines that the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children the contractor shall refer the parents or legal guardians to other potentially appropriate placements such as Resource and Referral agencies and programs, or other local referral services available in their community."

Help Me Grow CA Counties

Resources

www.PreventingChildCareExpulsionCA.org

- Developed by the CA CSEFEL Leadership Team

www.challengingbehavior.org

- Developed by the National Center for Pyramid Model Innovations (NCPMI)

https://www.youtube.com/watch?v=f8nkcRMZKV4&t=10s

TED Talk: School Suspensions are an Adult Behavior by Rosemarie Allen

What Works?

Nationwide Recommendations
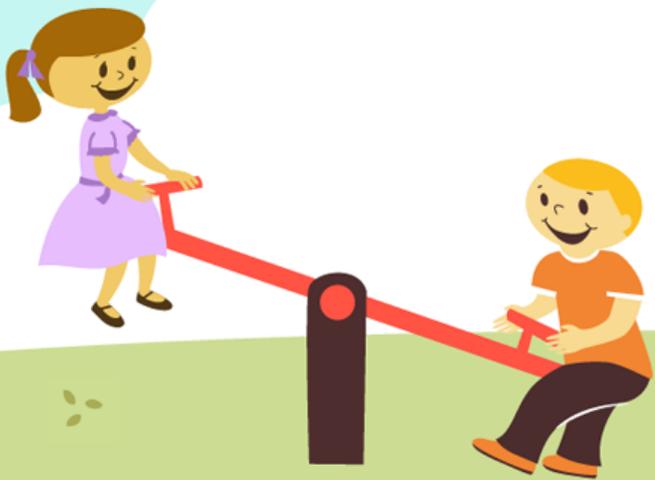
Evidence-Based Interventions

- Early Childhood Mental Health Consultation
  - https://www.ecmhc.org/
  - cacenter-ecmh.org

- Positive Behavior Intervention Supports
  - www.cainclusion.org (CA Teaching Pyramid)

- Reflective Practice Opportunities

Recommendations for ECE Programs

1. **Develop and Clearly Communicate Preventive Guidance and Discipline Practices**.

- Avoid language commonly used in the criminal justice system such as "probation plans" or "three strikes and you are out".

- These terms connote criminal behavior and should not be applied to discipline frameworks in early childhood programs.

Recommendations for ECE Programs

2. Develop and Clearly Communicate Expulsion, and Suspension Policies.

- "Early childhood programs are strongly encouraged to establish policies that eliminate or severely limit expulsion, suspension or other exclusionary discipline; these measures should be used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications..."

Best Practices for "The Last Resort"

- Unanimous Decision (Including Family)

- Transition Plan

- Referral to Inclusive and Skilled Program

- Program self-evaluation, reforms, preventative actions

- Encourage communication with child's Primary Health Provider

Recommendations for ECE Programs

3. Access Technical Assistance in Workforce Development to Prevent Expulsion and Suspension.

- "Early childhood teachers who report regular access to such mental health and behavioral supports, report half the rate of expulsions than do teachers who report no such assess."

Recommendations for ECE Programs

4. Set Goals and Analyze Data to Assess Progress.

For Example:

- # of suspensions and expulsions broken down by race, gender and disability

- #of suspensions and expulsions broken down by teacher/provider, class/group size, ration and length of day.

- % of teachers with regular access to CSEFEL training or ECMH consultation.

Recommendations for ECE Programs

5. Make Use of Free Resources to Enhance Staff Training and Strengthen Family Partnerships.

- Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards

- Birth to Five Watch Me Thrive

- National Center on Early Childhood Mental Health Consultation

- Center for the Social Emotional Foundation for Early Learning (CSEFEL)

- Technical Assistance Center on Social Emotional Intervention (TACSEI)

Statewide Recommendation

- **Invest in Workforce Preparation and Development**

(in social-emotional training, self-reflection and implicit bias)

- State Entry-Level Credentials
- Higher Education
- Statewide Early Childhood Mental Health Consultation
- State Endorsements for Infant, Early Childhood, and Family Mental Health Specialists
- Statewide Models of Positive Behavior Intervention and Supports (PBIS)
- Career Pathways

Implicit Bias Resources

- Harvard Implicit Association Test (Project Implicit)

https://implicit.harvard.edu

- Museum of Tolerance: Tools for Tolerance for Educators
  - Free, Grant-funded training opportunity

- Implicit Bias Video Series: UCLA: Equity, Diversity & Inclusion
  - https://equity.ucla.edu/know/implicit-bias/

References

- Gilliam, W.S. (2005). Prekindergartners left behind: Expulsion rates in state prekindergarten systems. New York, NY: Foundation for Child Development.

- Gilliam, W., Maupin, A., Reyes, C., Accavitti, M., & Shic, F. (2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions? Yale University Child Study Center.

- Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings. (U.S. Department of Health and Human Services & U.S. Department of Education (Nov, 2016)

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