



The Center for IDEA
Early Childhood Data Systems

Suspension and Expulsion in the Early Years: Using Data to Inform Continuous Improvement for Children with Disabilities

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2018 Improving Data, Improving Outcomes Conference

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Session Agenda

- * Overview and Objectives
- * Welcome and Introductions
- * Defining Suspension and Expulsion
- * States on Stage: Arkansas and South Carolina
- * Suspending and Expelling Children with Disabilities
- * Closing and Wrap-Up

Session Objectives

- * Define suspension and expulsion in early childhood
- * Examine sample scenarios to determine whether practices are examples of suspension and/or expulsion
- * Compare and contrast current policies addressing suspension and expulsion
- * Support improvements in data practices and use based on information learned

Meet the Team



✿ Rebecca
Valenchis



✿ Yvonne
Greene



✿ Tony
Ruggiero



✿ Jenny May

Meet the Audience

✿ What is your primary role?

Defining Suspension and Expulsion in Early Childhood



What are the definitions for suspension and expulsion?



How do I define suspensions and expulsions in my work?

Show What You Know

What do you KNOW about suspension and expulsion?	What do you WONDER about suspension and expulsion?	What did you LEARN about suspension and expulsion?
<ul style="list-style-type: none">• I already know...	<ul style="list-style-type: none">• I want to know...	<ul style="list-style-type: none">• A-ha! Now, I know...

Suspension and Expulsion in the Early Years



Definitions: Suspension and Expulsion

- ✿ **In-School Suspension:** Practices that involve removing or excluding the child from the classroom
- ✿ **Out-of-School Suspension:** Practices that involve temporarily removing the child from the program
- ✿ **Expulsion:** Permanent removal or dismissal from the program
- ✿ **Soft-Expulsion:** Practices that leave the family with little choice but to withdraw their child from the program

Transition Trivia



States on Stage



What are other states doing around suspension and expulsion?



How can I use this information to support children in my work?

South Carolina: Data

*Severe limitations to existing data

- Semantics
- Self report
- No consistent requirement for reporting
 - Infrastructure to support the field when reporting illustrates a problem
 - Policy inhibits accurate data collection

South Carolina: Data

✿ Opportunities for improvement

✿ Rebuilding our baseline

- Sample new semantics for self reporting
- Secondary data check/triangulate responses
- BIR (Behavior Incident Reporting) new structure
 - Pyramid statewide implementation
 - Pyramid programmatic implementation data collection
- Qualitative focus groups by sector*

South Carolina: Policy

- ✿ Head Start

- ✿ CERDEP

- ✿ Early Childhood Special Education
 - SIMR

- ✿ Private Early Childhood Education Environments

South Carolina: BUILD

- * Preventing preschool suspension and expulsion cohorts 1 and 2
- * Data and self reflection/evaluation

South Carolina: Supporting the Field



South Carolina: Proposals & Cross-Sector Collaboration

* Early Learning Standards

- Embed social emotional development and behavior and expectations

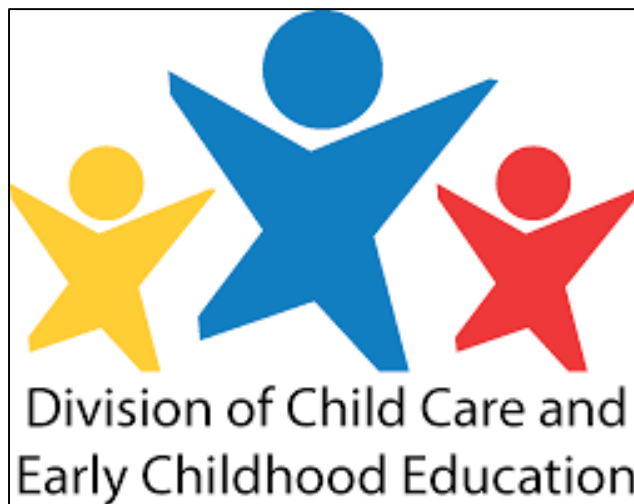
* Infant Early Childhood Mental Health

* Pyramid Master Cadre

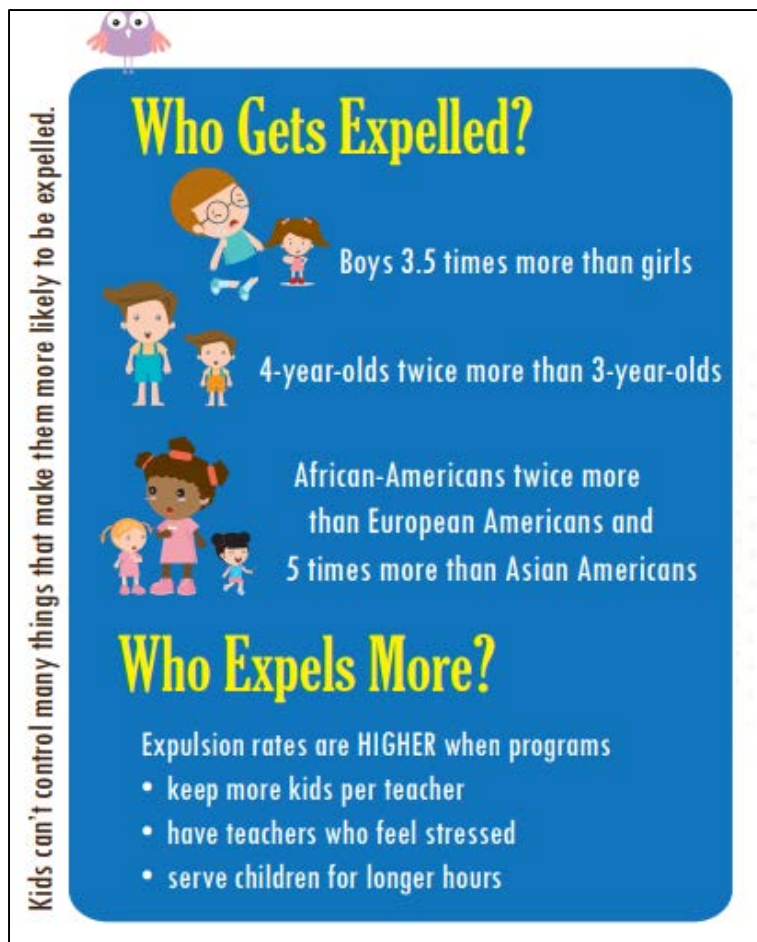
- Coaching

* Behavioral Health help desk!

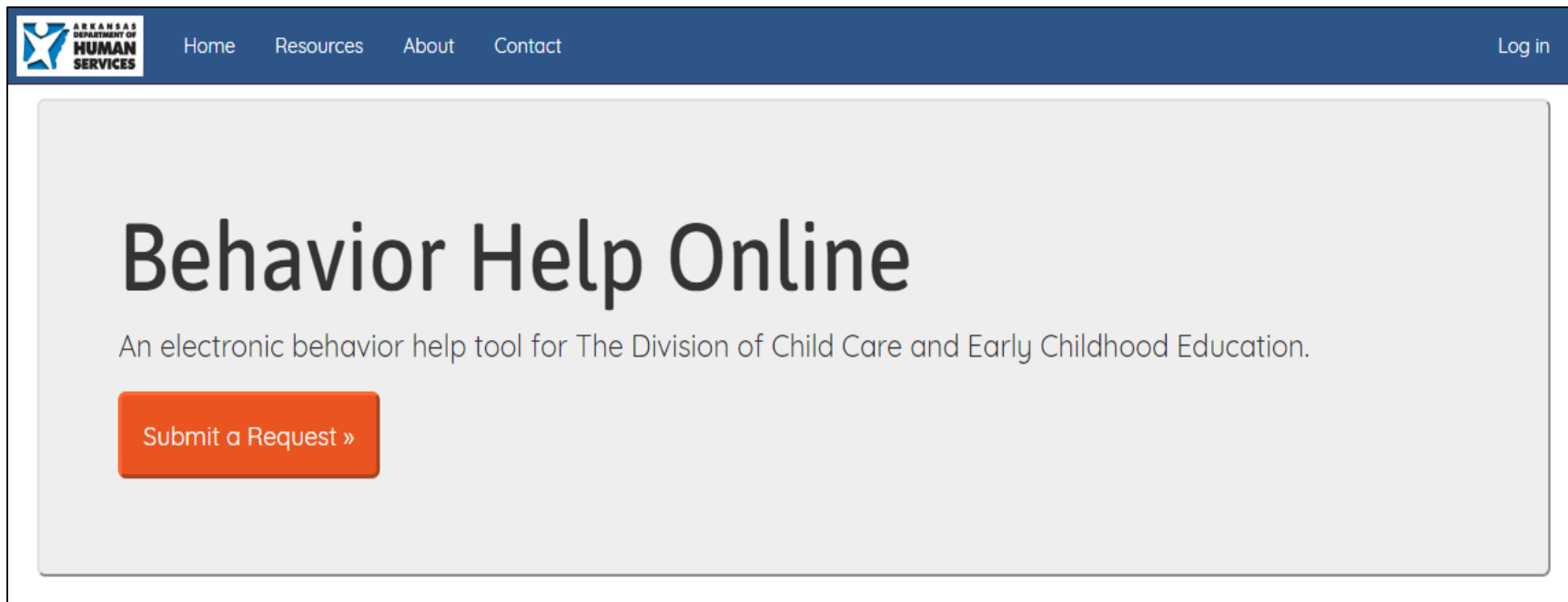
Arkansas: 2015 Beginnings



Arkansas: Infographic



Arkansas: Behavior Help



Arkansas: Behavior Help

Observed Behaviors (check any that apply):

- ☐ Destroys property
- ☐ Frequent crying
- ☐ Does not interact with other children
- ☐ Acts younger than his/her age
- ☐ Hurts others (hitting, kicking, biting, pushing, etc.)
- ☐ Hurts self (banging head, scratching self, biting self, etc.)
- ☐ Doesn't/won't pay attention
- ☐ Won't sit still
- ☐ Does not interact with staff
- ☐ Difficulty following routines

Arkansas: Behavior Help

- ✿ 2016-2017
 - 264 Children
 - 173 Centers
 - 50 Counties



Arkansas: Behavior Help Referrals

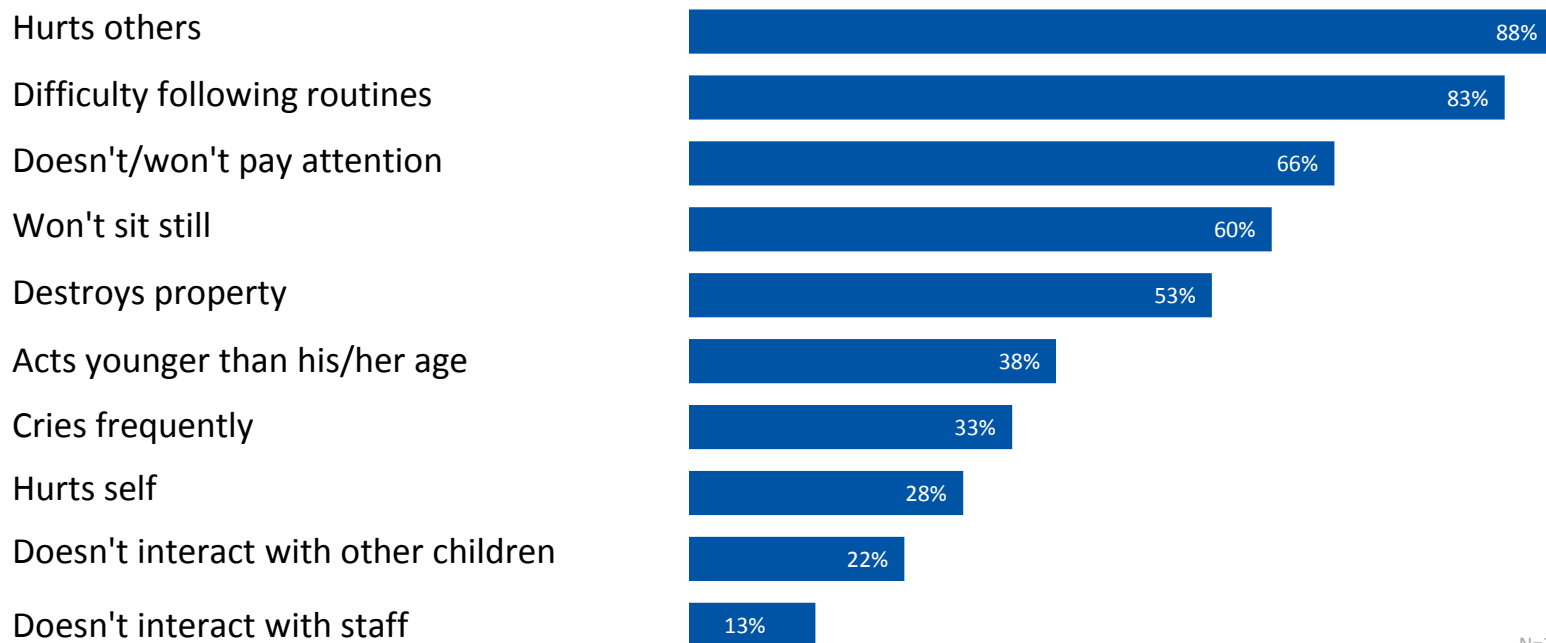
* 2016-2017

- 10% of the children are currently in foster care.
- 82% of the children are male.

* Race

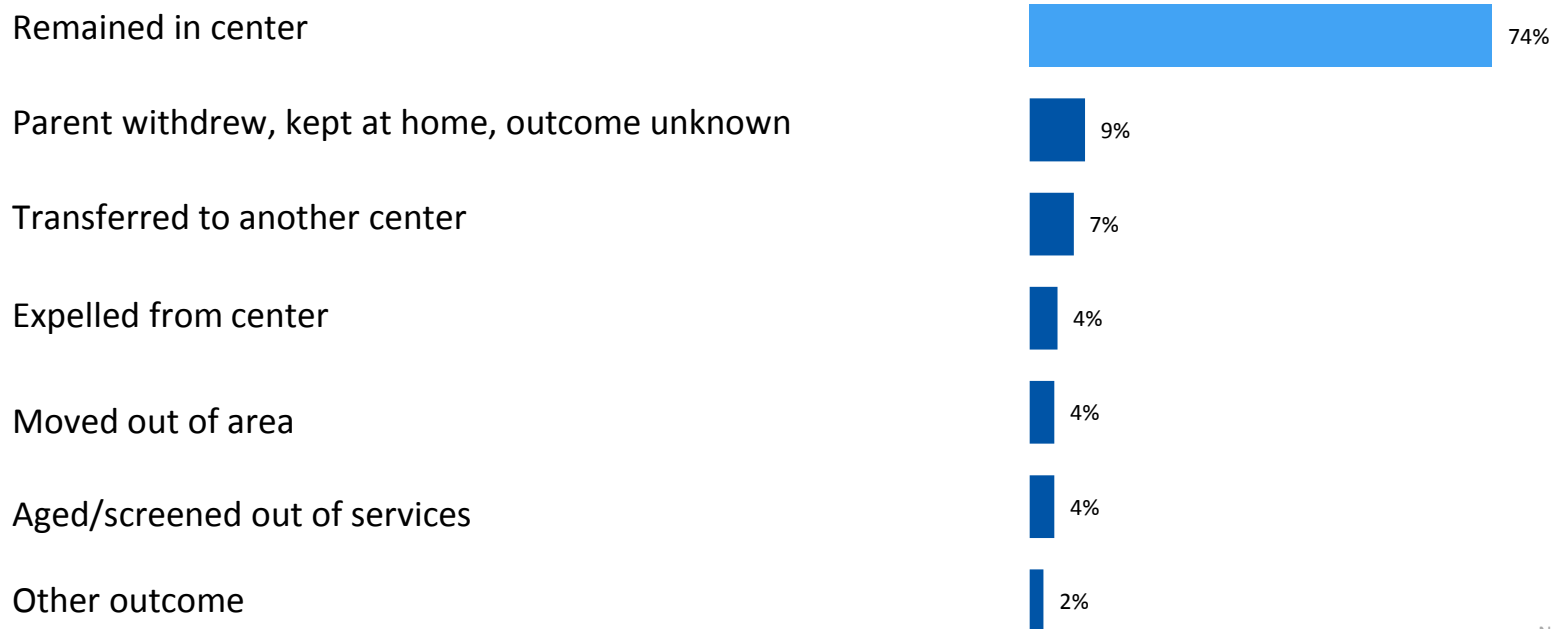
- 61% of the children are Caucasian.
- 28% of the children are African American.
- 7% of the children are Bi-Racial/Other.
- 5% of the children are Hispanic.

Arkansas: Behavior Help Referrals



N=264

Arkansas: Behavior Help Case Closure



N=228

Arkansas: Pre-Training Provider Practices



57% Called Parent (in the past month)

43% Suspended or Expelled

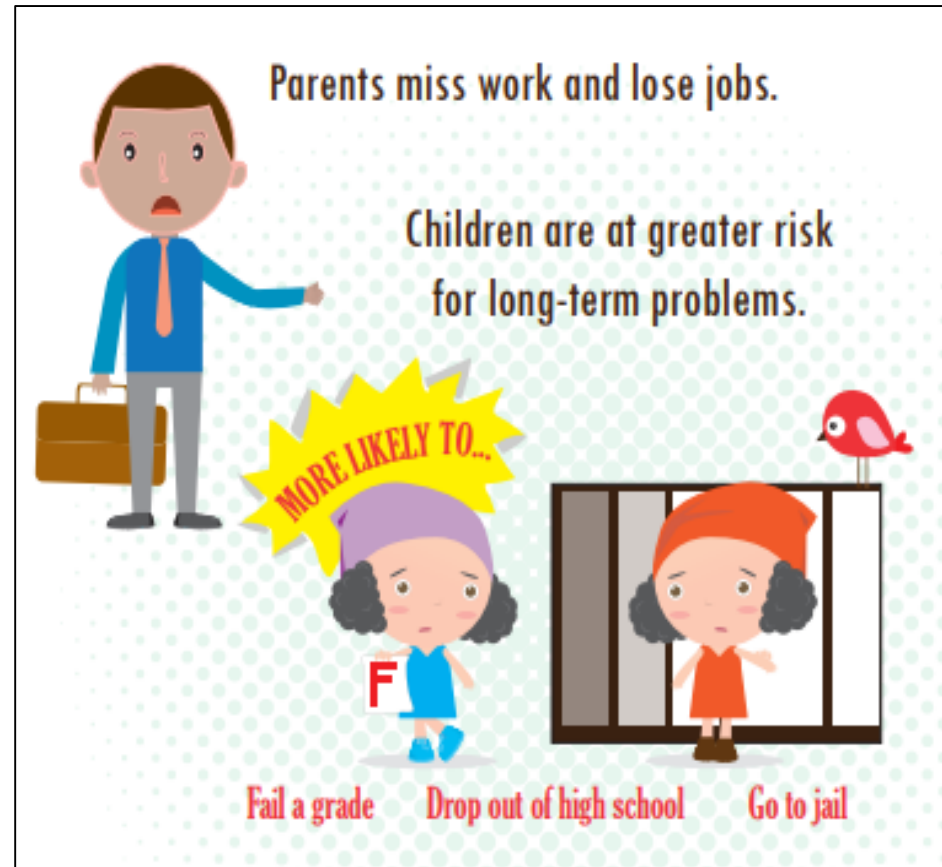
9% Expelled

Arkansas: Behavior Help Survey Results

***83%** Learned New Strategies

***84%** Made Changes that Improved the Classroom

***69%** Saw a Difference in Behavior



Arkansas: Behavior Help Survey Results

 **89%** Recommend Behavior Help

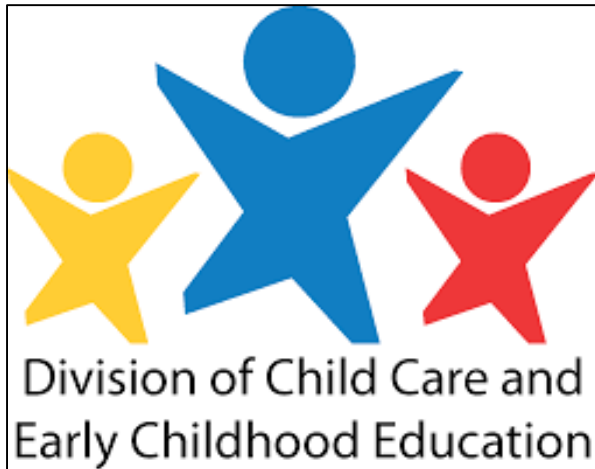
I would describe my partnership with the BehaviorHelp team as rewarding and educational. My coach helped me with ideas for the classroom, ways to communicate with my parents, and she showed me some techniques I used personally. I would recommend the Behavior Help team to any of my colleagues.

Arkansas: Behavior Help Survey Results

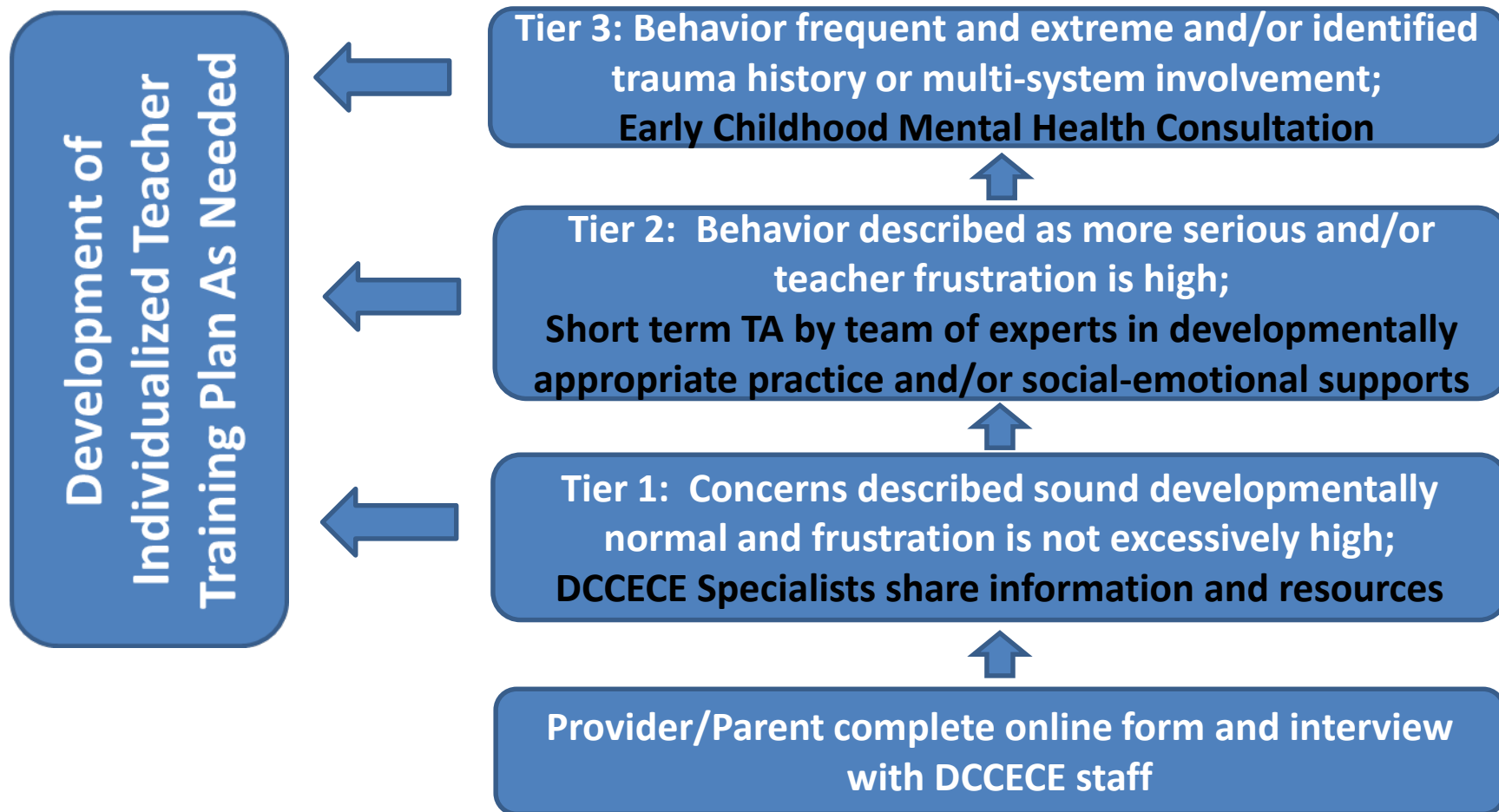
 **86%** Would Use Behavior Help Again

[BehaviorHelp Staff] was very passionate about helping me find ways to help the child. I could tell she took my request very seriously and was continuously trying to think of ways to help me. She was very sincere in helping me to be a better teacher in the classroom for the child.

Arkansas: Behavior Help Specialists & TA



Arkansas: Behavior Help



Arkansas: Training

* Training began in the fall of 2015

- Target audience state Prek (to pilot process)
- Community awareness meetings for CCDF providers

* Spring 2016

- Official kickoff of new No-suspension policy
- Regional training events across state

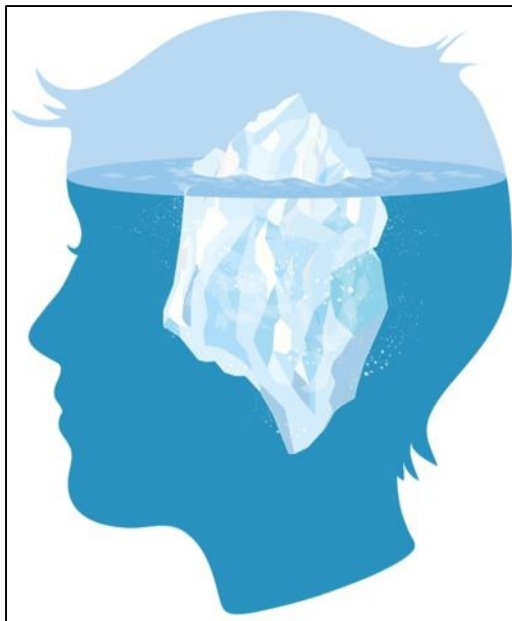
* Summer 2016

- State Prek directors and providers
- Headstart providers
- Early Childhood Special Education Behavior Specialist

* Ongoing

- How to provide supports need for children

Arkansas: Dimensions of Expulsion



Arkansas: The Pyramid Model

Most problem behaviors can be addressed by looking at adult behaviors:

- ✓ Building positive relationships
- ✓ Putting preventive classroom strategies in place
- ✓ Specifically teaching children social and emotional skills
- ✓ Increasing positive behavior supports for children who need more help

The Social-Emotional Learning Pyramid

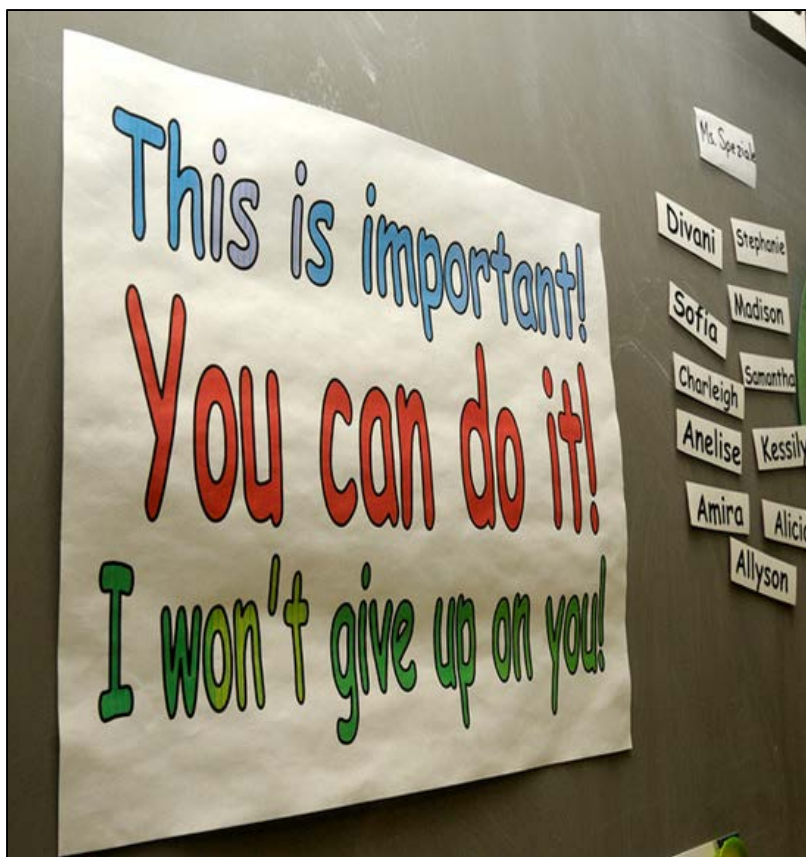


Arkansas: Accessing Behavior Help



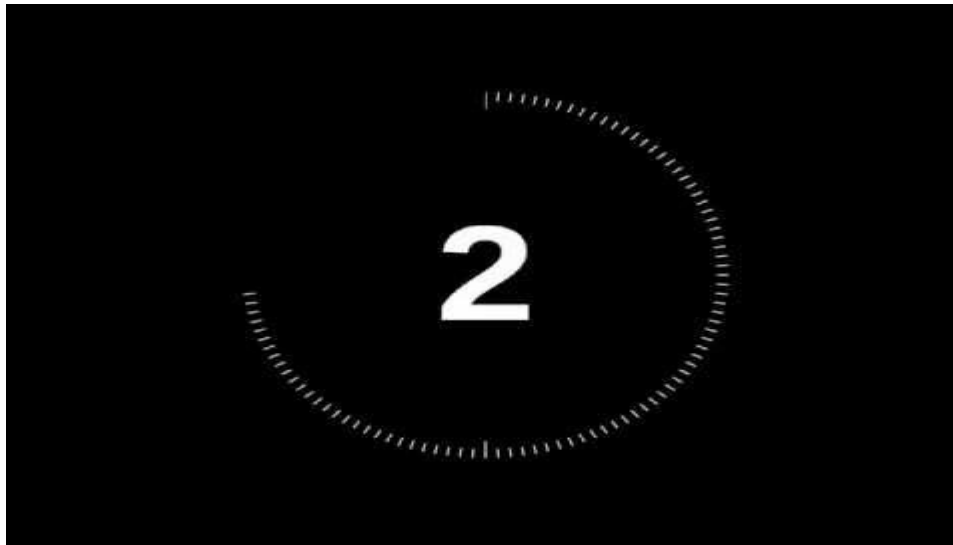
Online Documents/Handouts located at:
[http://humanservices.arkansas.gov/dccece/
Pages/ChildCareAssistance.aspx](http://humanservices.arkansas.gov/dccece/Pages/ChildCareAssistance.aspx)

Arkansas: The Good News!



- ✿ We **CAN** support children and help teachers manage challenging behaviors
- ✿ We **CAN** prevent suspension and expulsion

Transition Trivia



Suspending and Expelling Children with Disabilities



What data are available on suspension and expulsion?



How can I use available data to prevent suspension and expulsion in my work?

Examples of Suspension and Expulsion

Darius

Anya

*In-School Suspension

*Out-of-School Suspension

Sofia

Ian

*Expulsion

*Soft-Expulsion

Definitions: Suspension and Expulsion

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What can currently available data tell us?

✿ Children with disabilities **are more than twice as likely** to receive an out-of-school suspension than children without disabilities at the K-12 level

(Civil Rights Data Collection, 2014)

What can currently available data tell us?

✿ 2.7 million children received an out-of-school suspension; Children with disabilities **represented 26 percent of this total** at the K-12 level

(Civil Rights Data Collection, 2015-2016)

What can currently available data tell us?

- * 120,700 children received an expulsion;
Children with disabilities **represented 24 percent of this total** at the K-12 level
(Civil Rights Data Collection, 2015-2016)

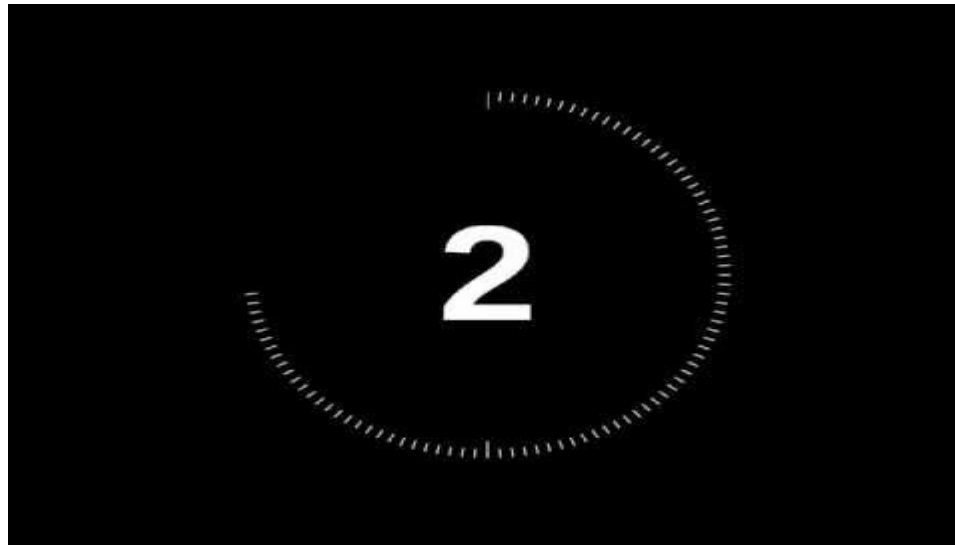
Data Dilemma: A Closer Look at CRDC Data

	Suspensions 2015-2016	Expulsions 2015-2016
Total	2,700,000	120,700
Percentage of Enrollment	12%	12%
Percentage Suspended or Expelled	26%	24%

What can we do?



Transition Trivia



Closing and Wrap-Up



What did I learn about suspension and expulsion data?



How will I apply this learning to my work?

Show What You Know

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Thank You

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