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

🌟 Tony Ruggiero

🌟 Yvonne Greene

🌟 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

<table>
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<th>What do you KNOW about suspension and expulsion?</th>
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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

2
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

סלעים חמורים לנתונים קיימים

- סמנת
- עדכון עצמית
- פיצול

- המחשה של בעיה באמצעות תשתית ושיתופיות
- מדיניות 방לת התجميع המדויק של נתונים
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

Division of Child Care and Early Childhood Education

Keep kids on healthy paths!
DON’T SUSPEND & EXPEL FROM CHILD CARE
Arkansas: Infographic

Who Gets Expelled?
- Boys 3.5 times more than girls
- 4-year-olds twice more than 3-year-olds
- African-Americans twice more than European Americans and 5 times more than Asian Americans

Who Expels More?
- Expulsion rates are HIGHER when programs
  - keep more kids per teacher
  - have teachers who feel stressed
  - serve children for longer hours

Prevention
- There are RESEARCH-PROVEN ways to prevent suspension and expulsion:
  - Train teachers to support social-emotional development
  - Access early childhood mental health consultation
  - Develop strong relationships with families

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

https://www.behaviorhelponline.org/
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

- Hurts others: 88%
- Difficulty following routines: 83%
- Doesn't/won't pay attention: 66%
- Won't sit still: 60%
- Destroys property: 53%
- Acts younger than his/her age: 38%
- Cries frequently: 33%
- Hurts self: 28%
- Doesn't interact with other children: 22%
- Doesn't interact with staff: 13%

N=264
## Arkansas: Behavior Help Case Closure

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remained in center</td>
<td>74%</td>
</tr>
<tr>
<td>Parent withdrew, kept at home, outcome unknown</td>
<td>9%</td>
</tr>
<tr>
<td>Transferred to another center</td>
<td>7%</td>
</tr>
<tr>
<td>Expelled from center</td>
<td>4%</td>
</tr>
<tr>
<td>Moved out of area</td>
<td>4%</td>
</tr>
<tr>
<td>Aged/screened out of services</td>
<td>4%</td>
</tr>
<tr>
<td>Other outcome</td>
<td>2%</td>
</tr>
</tbody>
</table>

N=228
Arkansas: Pre-Training Provider Practices

- **57%** Called Parent (in the past month)
- **43%** Suspended or Expelled
- **9%** Expelled

Expulsion can create more trouble for everyone.
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 Behavior Help 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

Division of Child Care and Early Childhood Education

Positive Learning for Arkansas' Youngest

Arkansas State University
Arkansas: Behavior Help

Tier 3: Behavior frequent and extreme and/or identified trauma history or multi-system involvement; Early Childhood Mental Health Consultation

Tier 2: Behavior described as more serious and/or teacher frustration is high; Short term TA by team of experts in developmentally appropriate practice and/or social-emotional supports

Tier 1: Concerns described sound developmentally normal and frustration is not excessively high; DCCECE Specialists share information and resources

Provider/Parent complete online form and interview with DCCECE staff

Development of Individualized Teacher Training Plan As Needed
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
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
Arkansas: Accessing Behavior Help

Online Documents/Handouts located at: 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

<table>
<thead>
<tr>
<th>Darius</th>
<th>Anya</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-School Suspension</td>
</tr>
<tr>
<td></td>
<td>Out-of-School Suspension</td>
</tr>
<tr>
<td>Sofia</td>
<td>Ian</td>
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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)
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

<table>
<thead>
<tr>
<th></th>
<th>Suspensions 2015-2016</th>
<th>Expulsions 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,700,000</td>
<td>120,700</td>
</tr>
<tr>
<td>Percentage of Enrollment</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Percentage Suspended or Expelled</td>
<td>26%</td>
<td>24%</td>
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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?
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For More Information

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http://dasycenter.org/

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🌟 Follow us on Twitter:  
@DaSyCenter
Stay in Touch!

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