

Preventing Expulsion and Promoting Social Emotional Health

Peer Learning Forum – 2nd webinar

September 1, 2015

Agenda

- Welcome
- Logic Model
- Facilitated discussion
 - Analysis of state policies – who, what & where
- Breakouts – state teams
- Debrief and opportunity for further discussion
- Next Steps

What's in a Policy?

Deconstructing Expulsion Policies

Who, What & Where

Who

- Programs
- Children (ages)
- Responsibility

What

- Program standards
- Child care subsidy
- Workforce
- Social-emotional support
- Systems-building strategies

Where

- Who writes the guidance
- Where the policy & guidance will be found

The Who - Programs

- All Licensed programs
- Programs serving children supported by CCDF
- Pre-K programs
- Pre-K in public school programs
- License -exempt programs

The Who - Children

- PK – 2nd grade
- Birth to Five
- Preschool

The Who - Responsibility

- State
- Program/Program Administrator
- Teaching Staff
- Families

Who has ownership of the responsibilities?

- Some of the Above?
- All of the Above?

The What

What will be addressed by the policy?

- All of the state's efforts to support social and emotional development?
- Only suspension or expulsion?

The What - Standards & Subsidy

Program Standards

- Standards for high quality
- Teacher:Child ratios and group sizes
- Family partnerships
- Evidenced based curriculum
- Developmental Screening
- Developmentally appropriate guidance
- Discipline methods that are unacceptable

Child Care Subsidy

- Subsidy policies that promote continuity of care

The What – Workforce

Professional Development

- Teaching strategies to promote prosocial peer interaction and overall social and emotional competence
- Staff understanding of trauma informed care

Work Conditions

- Promotion of teacher health and wellness

Workforce Supports

- Infant/Early Childhood Mental Health Consultation (I/ECMHC)
- Coaching for teachers to implement behavior guidance policies consistently
- Staff support in reflecting on potential biases in perceptions and practice
- Problem solving process for children with emerging challenges

The What –

Social-Emotional and Systems-Building

Targeted Social-Emotional Supports

- Social emotional screening and assessment
- Support for staff and families in crisis
- I/ECMHC to support intervention process
- Strategies for successful transitions
- Program-level expulsion policies
- Conditions under which expulsions are allowed

Systems-Building Strategies

- Statewide data collection
- Culturally competent systems of care

The Where - Who writes the guidance?

- Single Agency
- Coalition of Agencies
- Multiple Agencies
- Legislature

Where will the guidance be found?

- Child Care Licensing Regulations
- State Statute
- State Program Guidance
- Provider Agreements
- Contracts with Providers
- Information to Families
- Program's Policy (child level)
-

State Breakouts