

# Preventing Expulsions and Suspensions in Early Education Settings

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October 20, 2016



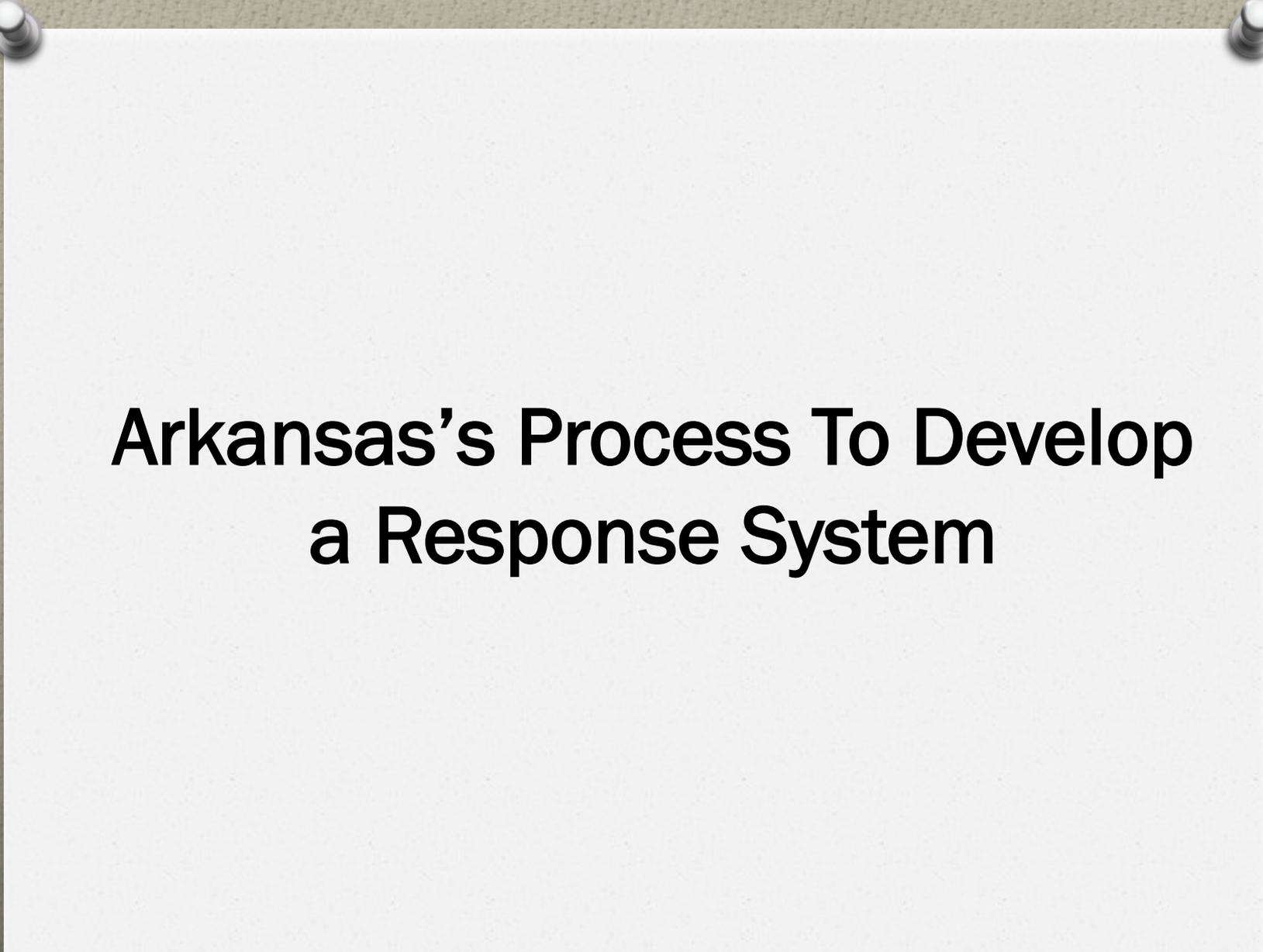
# OBJECTIVES:

- Identify Arkansas's process to develop an expulsion prevention Response System
- Describe the partnerships that have been developed
- Share first quarter data
- Outline successes and challenges

# What has happened to highlight the issue?

- Data is compelling
- Reauthorization of the Child Care and Development Block Grant (CCDBG) Act of 2014
- Joint Policy Statement by the US Department of Health and Human Services and Department of Education

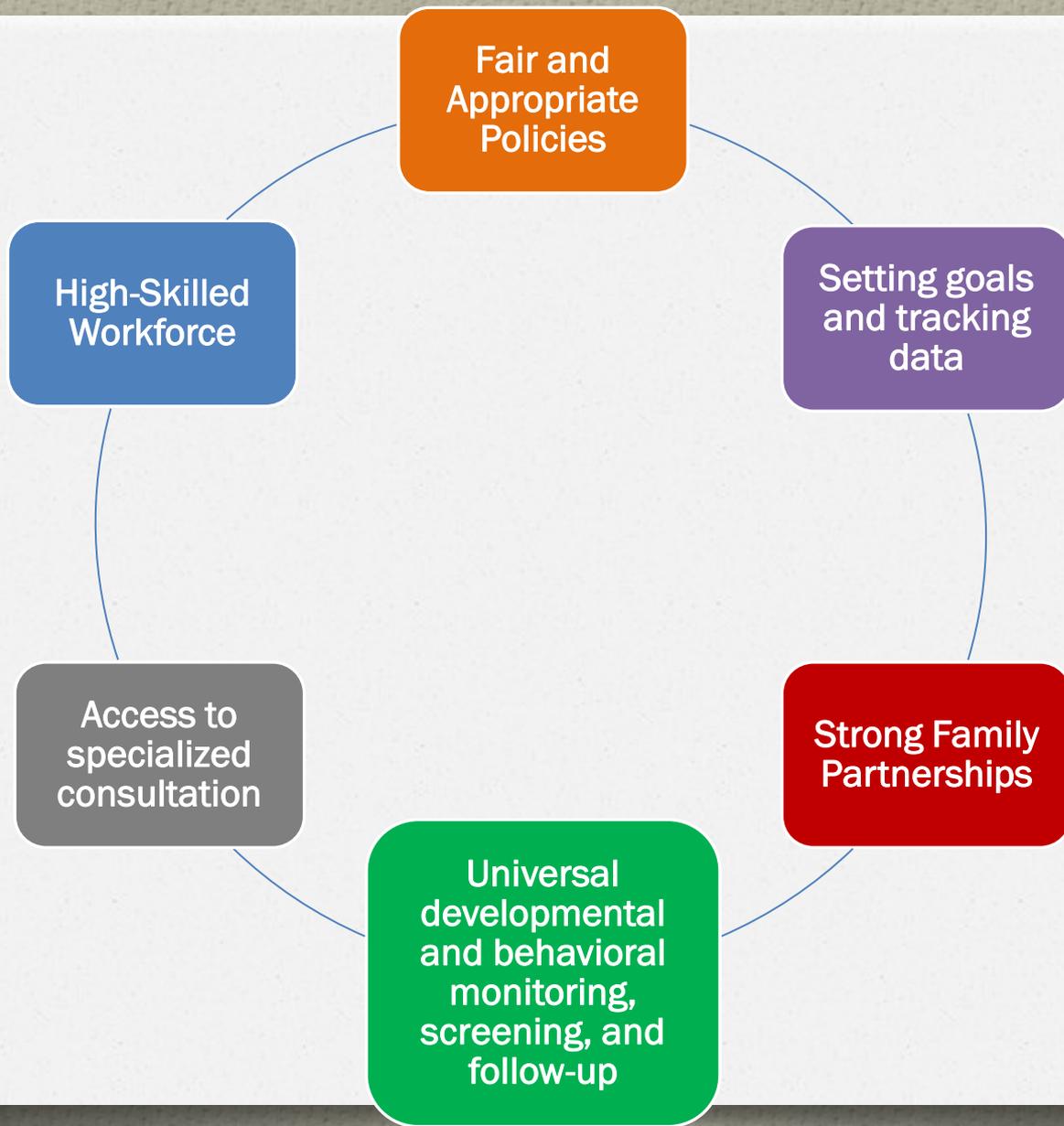




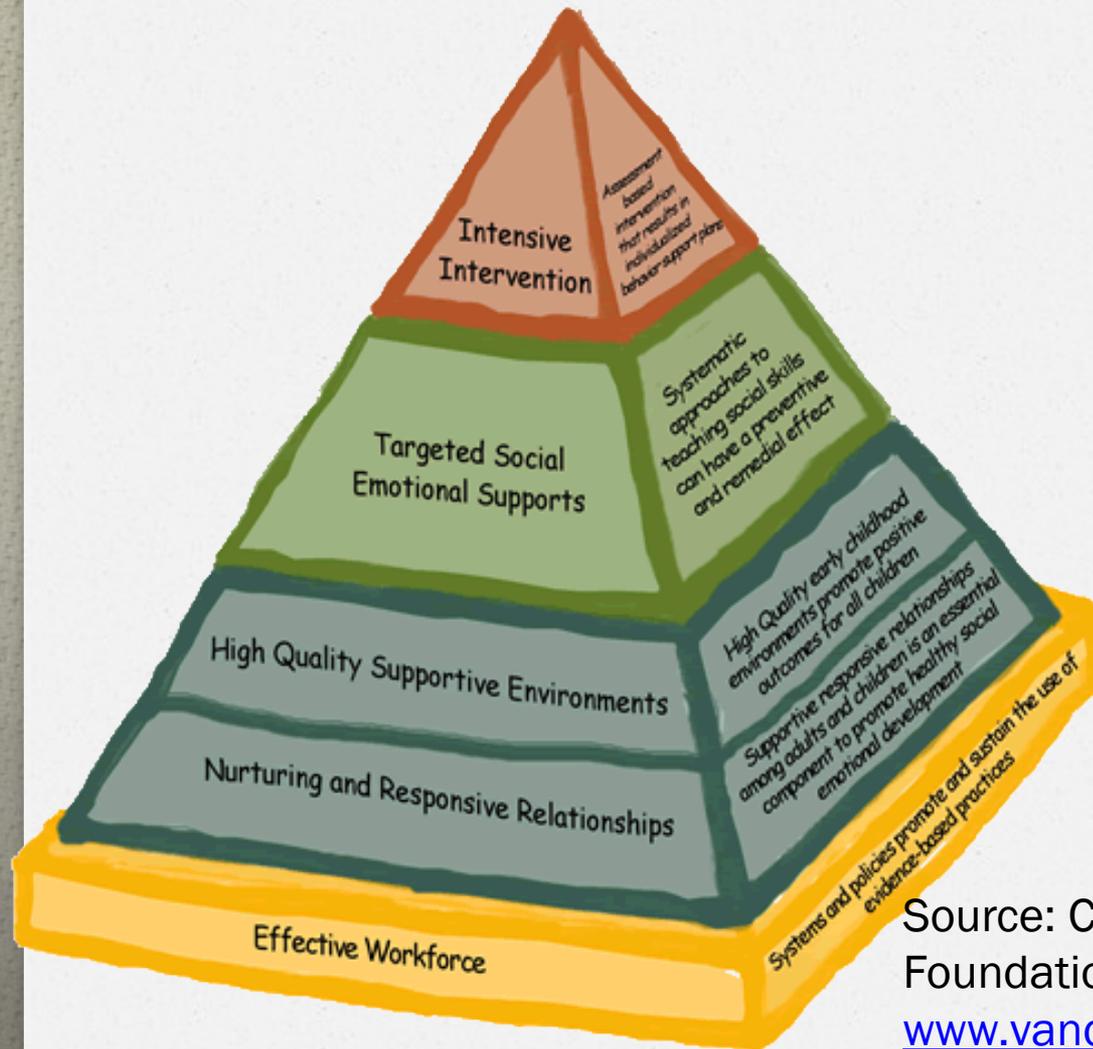
# **Arkansas's Process To Develop a Response System**

# Expulsion and Suspension Workgroup

- o Established as a result of receiving the US Department of Education's *Policy Statement on Expulsions and Suspensions in Early Childhood Settings* in December 2014, the Child Care and Development Block Grant Reauthorization Bill, and the federal Office of Child Care's Child Care and Development Fund Pre-Print.
- o Multi-disciplinary Workgroup
- o First meeting held on January 7, 2015.



# PYRAMID MODEL



Source: Center for the Social and Emotional Foundations of Early Learning, [www.vanderbilt.csefel.edu](http://www.vanderbilt.csefel.edu)



# What have we done?

- Embedded non-suspension/expulsion policies in the Participant Agreement for child care centers accepting child care vouchers to align with the existing policies in the Arkansas Better Chance Program.
- New questions about suspension and expulsion policies will be included in annual CCDF Participant Agreement test. Required parent notification of non-expulsion policies.

# What have we done?

- Hosted a series of six (6) statewide training events on the theme that ‘Quality Programs Support All Children’ to promote a better understanding of the issue by the workforce.
- Provided child care program directors with training resources to build teacher capacity.
- Received small grant to host nine (9) parent forums statewide



# What have we done?

Developed and disseminated tools for centers that wish to voluntarily adopt stronger non-suspension/expulsion policies, such as sample center-level policies and self-assessment tools

**Keep kids on healthy paths!**  
**DON'T SUSPEND & EXPEL FROM CHILD CARE**

**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
  - have extended day programs

**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

**Children are at greater risk for long-term problems.**

Parents miss work and lose jobs.

Expulsion can create more trouble for everyone.

Kids can't control many things that make them more likely to be expelled.

More kids in your class don't mean you're better. It's a better fit @ DCECE. Don't add class.

Better to help him learn skills you all can get used to learning.

Feel a peak. They use at high school. Go to jail.

DCECE sponsors prevention opportunities at no cost to many qualifying programs!

## Guidance Policy

We believe that all domains of learning are supported during play and through strong, positive, interactions with adults. Promoting healthy social and emotional development, including self-control, is one of the fundamental responsibilities our program. The preschool period is a critical time for children to learn to control their thoughts, feelings, attention, impulses, and behavior. They are learning how to get along with others and how to be a friend. Children are not born with these skills. Teachers and caregivers must teach social-emotional skills just as they teach washing hands, or learning colors and shapes.

We know that when children are given the opportunities and support to develop (learn, practice, discuss, etc.), self-control and other social and emotional skills, it gives them the foundation needed for academic and life success. We support this development through:

### Our Environment

- We provide children with materials and engage them in activities that are appropriate for their age and respectful to them as individuals
- We develop schedules to meet the needs of young children and avoid long periods of wait time without activity
- We are flexible in our schedule and follow the interests and needs of the children's cognitive, physical, and biological needs
- We regularly observe the environment and the children as they interact in it to ensure it promotes healthy social interactions (ex. Having multiples of the same toy)

**TAKE ACTION STEPS TO PREVENT EXPULSION AND SUSPENSION IN EARLY EDUCATION & CHILD CARE SETTINGS**

Children expelled in early years are more likely to fail in school later. Research identifies two things that help prevent expulsion:

**TEACHER TRAINING & CHILD MENTAL HEALTH CONSULTATION**

The Division of Child Care and Early Childhood Education actively funds these supports on your behalf.

By working together we can have lifelong positive effects on the children we serve!

# Training Resources



## Prevent Expulsion in Early Care – *6 Course Series*



Course 1 – The Teaching Pyramid



Course 2 – Nurturing Relationships



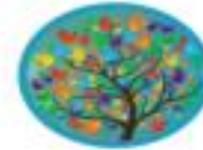
Course 3 – Supportive Classrooms



Course 4 – Understanding Behavior



Course 5 – Describing Behavior



Course 6 – Working with Families

[naptimeacademy.com](http://naptimeacademy.com)

[www.naptimeacademy.com](http://www.naptimeacademy.com)



### Suspension and Expulsion Information

The Division of Child Care and Early Childhood Education will be implementing a program to assist providers in limiting and ultimately eliminating suspensions and expulsions in early education settings. Resources are available to promote positive interactions with children with challenging behaviors, develop policies, and engage families in supporting the child.

Click Title for Link	
<a href="#">Expulsion Guidance Policy</a>	PDF
<a href="#">Expulsion Infographic</a>	PDF
<a href="#">Naptime Academy - Preventing Expulsion Flyer</a>	PDF
<a href="#">Expulsion - Teacher Checklist</a>	PDF
<a href="#">Frequently Asked Questions</a>	PDF

### BehaviorHelp Requests

On July 1, 2016, the Division of Child Care and Early Childhood Education is implementing a new system called BehaviorHelp to assist you with behavioral challenges in young children. Download and complete the form and then submit to [BehaviorHelp@dhs.arkansas.gov](mailto:BehaviorHelp@dhs.arkansas.gov).

Click Title for Link	
<a href="#">BehaviorHelp Support Request Form</a>	PDF

**If you do not use Microsoft Outlook, download the form and upload it to your email as an attachment, then submit to the email address listed above.**

# What have we done?

- Provided workforce with a stronger professional development path in the social-emotional domain, including training on the Pyramid Model for Supporting Social Emotional Competence.
- Broadened data systems across the division to track technical assistance given to providers who are experiencing challenging behaviors outside of the state's ABC preschool program.

# Expanded Mental Health Consultation

## Project PLAY

Positive Learning for Arkansas' Youngest



### Serving Communities Near:

- Benton
- Conway
- Hot Springs
- Little Rock
- Jonesboro
- Pine Bluff
- Springdale
- Texarkana
- West Memphis
- Fort Smith (coming soon)

### Agency Partners:

- University of Arkansas for Medical Sciences
- Ozark Guidance Center
- Mid-South Health Systems
- Counseling Associates, Inc.
- Centers for Youth and Families
- Southwest Arkansas Counseling and Mental Health Center, Inc.
- Community Counseling Services, Inc.
- Project Launch
- Arkansas Department of Human Services (funding partner)

# BEHAVIORHELP

Development of Individualized Teacher  
Training Plan As Needed

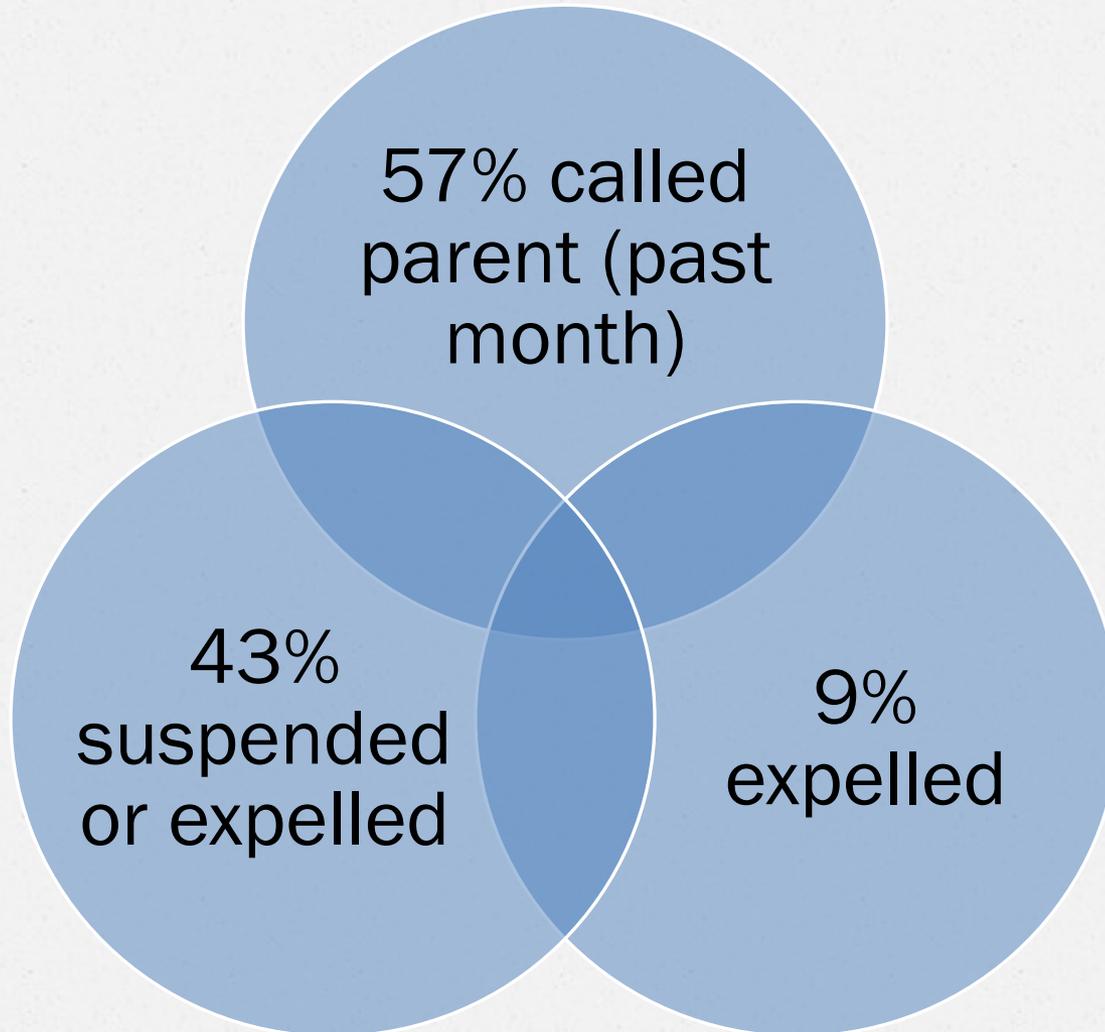
Tier 3: Behavior frequent and extreme and/or identified trauma history or multi-system involvement;  
Early Childhood Mental Health Consultation

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

# Baseline Data on Provider Practices

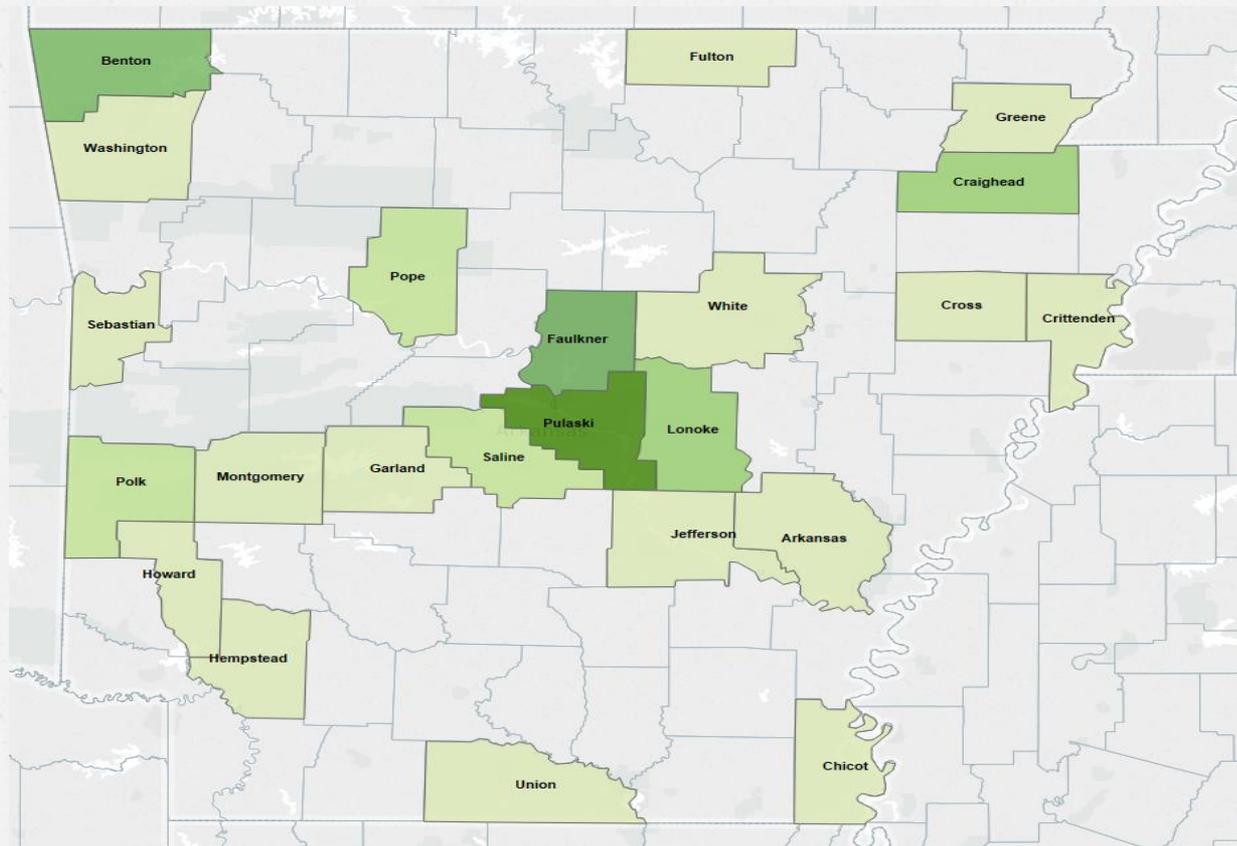


# Provider Perceptions

- o Almost half (48%) agree a non-expulsion policy will be a big change for their program
  - o One-third (35%) were 'concerned'
- o Most (90%) agreed the training helped them understand why children should not be expelled
- o Most (83%) reported they expect to use BehaviorHelp this year

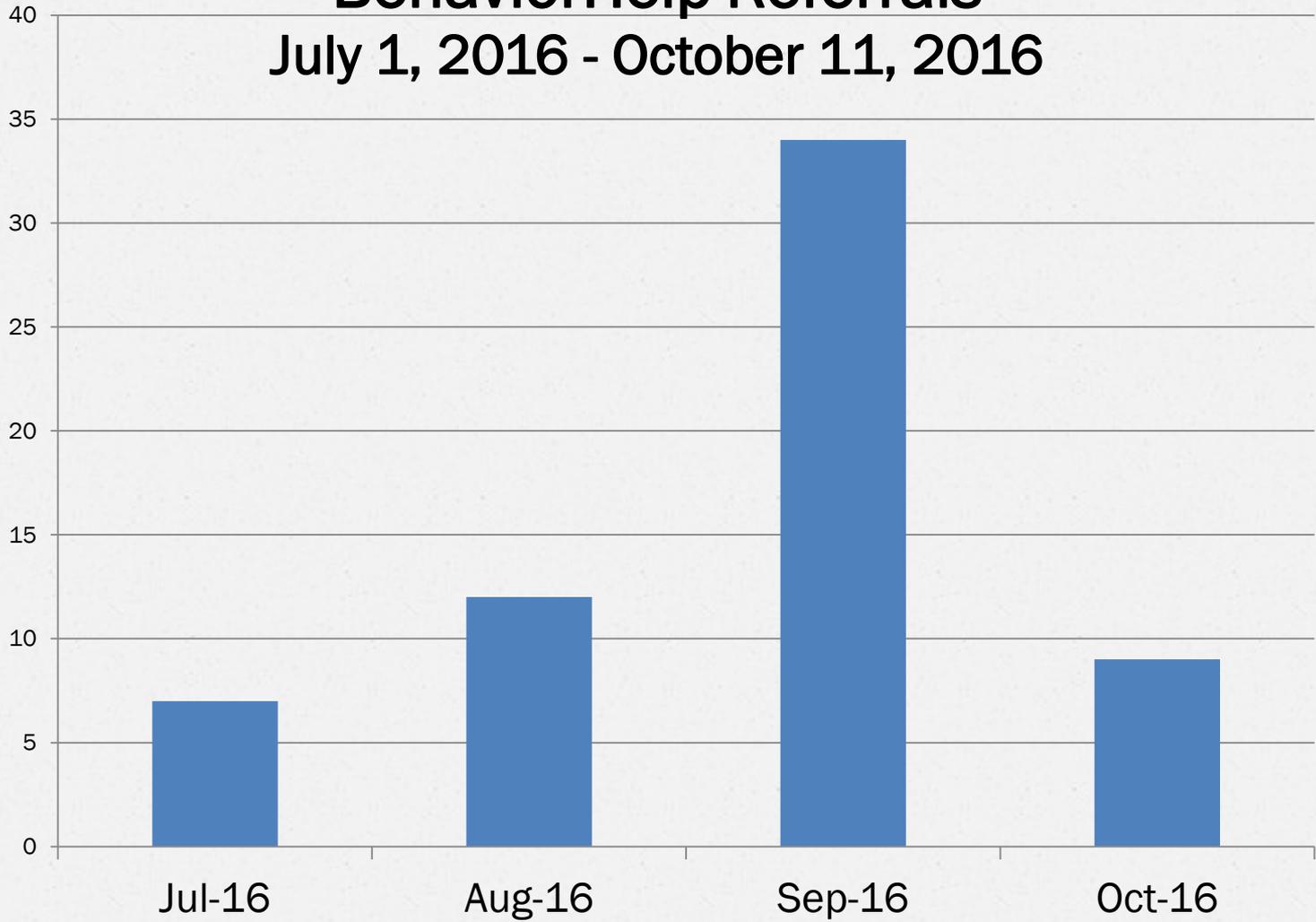
# BehaviorHelp Requests

July 1 - October 11, 2016

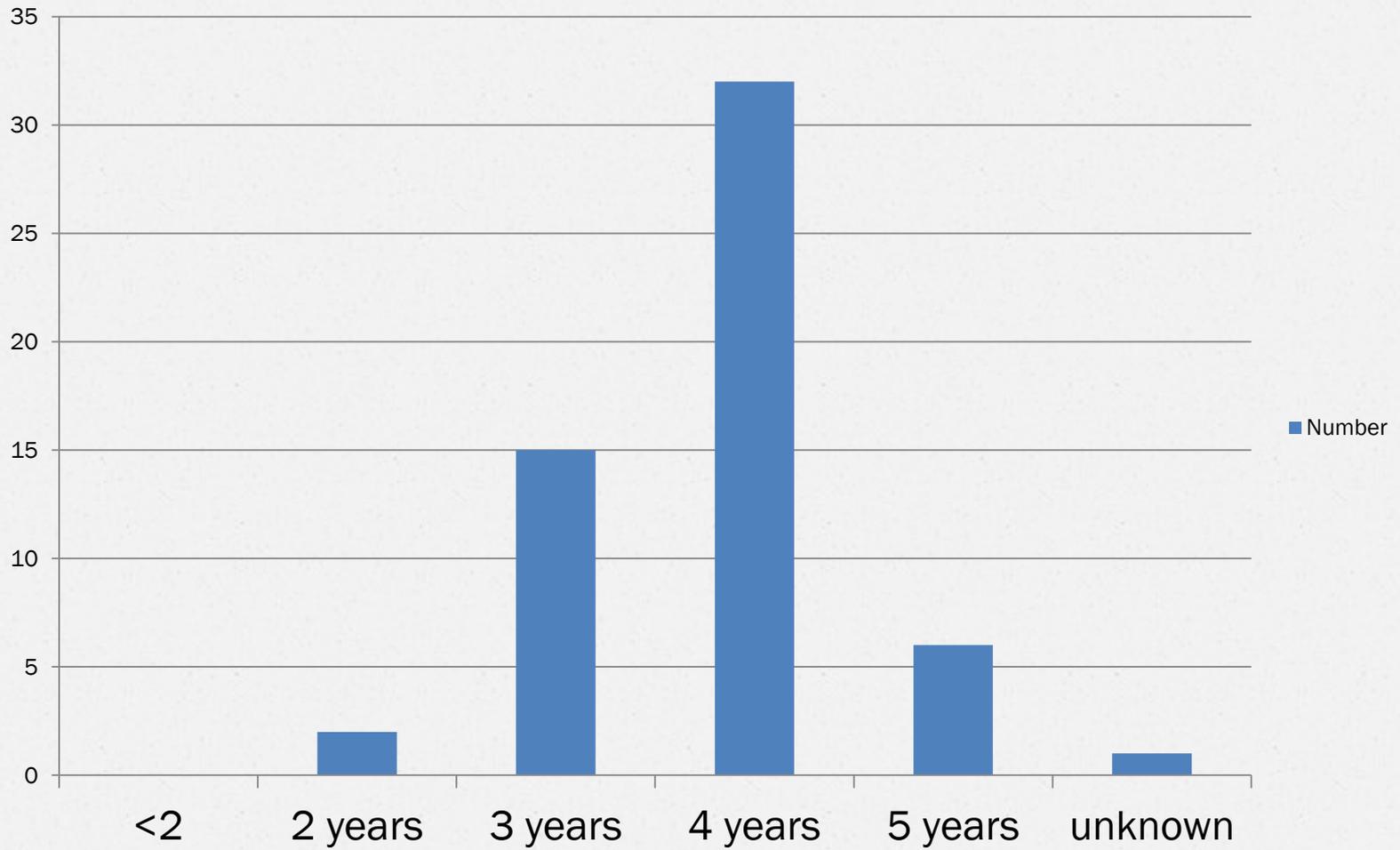


# BehaviorHelp Referrals

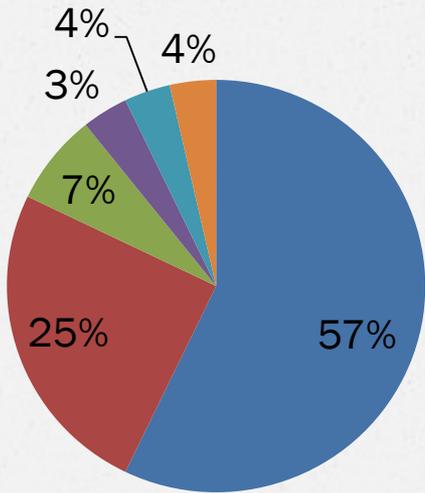
July 1, 2016 - October 11, 2016



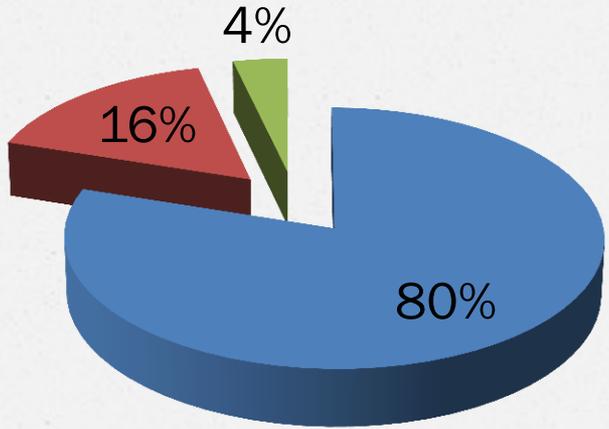
# Age of Children Referred July 1 - October 11, 2016



# White Males Majority of Those Referred

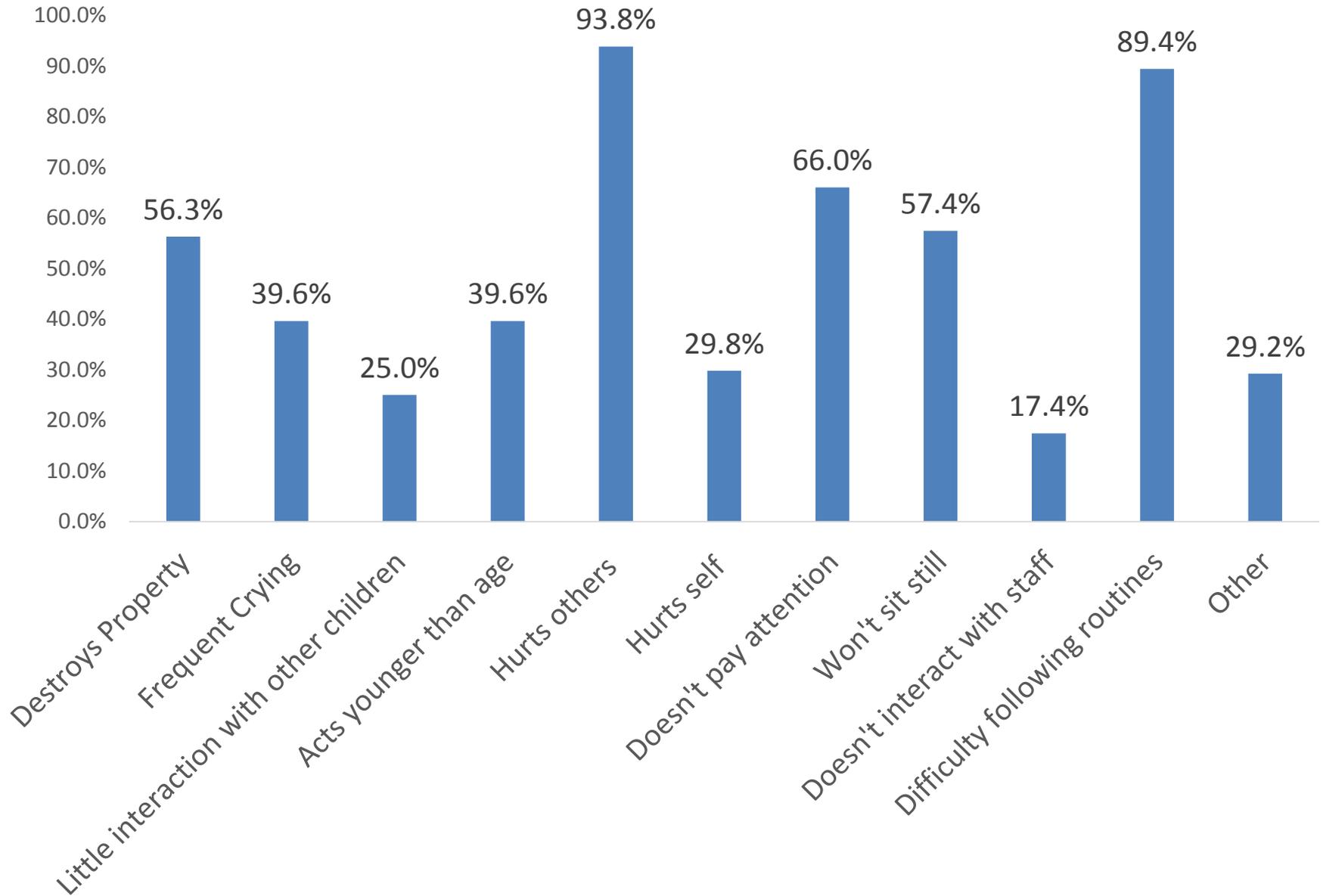


- White
- African-American
- Biracial
- Asian/Pacific Islander
- Hispanic
- Unknown



- Male
- Female
- Unknown

# Behavior Description



# Trauma

Referrals referenced difficult or traumatic events in 33% of cases:

- o Violent deaths of parents or siblings
- o Abandonment
- o Abuse and Neglect
- o Foster care
- o Divorce and extreme custody dispute
- o Parent deployment
- o Parental arrest
- o Serious accident
- o Parent Alcohol abuse



# SUCCESSSES



- Utilization of response system increasing
- Improved dialogue with partners and programs to address challenging behaviors
- Weekly staffings conducted to identify interventions or alternate plans
- Identifying and refining systems, forms, and strengthening linkages as we go

*"I didn't think you were going to call. You called us so quickly."*

# SUCCESSSES

- Adjusted existing staff and contractor responsibilities to support this effort
- Prevention message getting out
- Publicity around issue increased
- Participation in Learning Table on Evaluation



*“Thank you for your support, listening and responding to our concerns!”*

# CHALLENGES and WORK AHEAD

- Needs may outweigh resources available
- Changing community norms (attitudes and behaviors toward challenging children)
- Promotion and understanding of prevention model
- Continued supports needed to assist classroom management practices



# CHALLENGES and WORK AHEAD

- o Increasing parental involvement
- o Children being referred experiencing extensive trauma
- o Funding
- o Data Management and continuous evaluation of effort





**“ALONE WE CAN  
DO SO LITTLE;  
TOGETHER WE  
CAN DO SO MUCH.”**

- Helen Keller

# QUESTIONS?

