Expulsion and Suspension Prevention Webinar Series

Webinar 1: Basic Research, Data Trends, and The Pillars of Prevention
Webinar Series on Expulsion and Suspension Practices in Early Learning Settings

- **Webinar 1:** Basic Research, Data Trends, and the Pillars of Prevention
- **Webinar 2:** Establishing Federal, State, and Local Policies
- **Webinar 3:** Program Quality and Professional Development: A Look at Early Childhood Mental Health Consultation and Positive Behavioral Intervention and Support Systems Through Diversity-Informed Tenets
- **Webinar 4:** Using Data Systems To Track and Reduce Expulsion and Suspension
Today’s Presenters

• Shantel Meek, PhD, Policy Advisor for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services

• Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services

• Walter Gilliam, PhD, Director of The Edward Zigler Center in Child Development and Social Policy and Associate Professor of Child Psychiatry and Psychology at the Child Study Center, Yale School of Medicine
Why Focus on Expulsion and Suspension?

• The beginning years of any child’s life are critical for building the early foundation of learning, health and wellness needed for success in school and later in life.

• Suspension and expulsion are stressful and negative experiences that can influence adverse outcomes across development, health, and education.

• Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not.

• Expulsion or suspension early in a child’s education predicts expulsion or suspension in later school grades.

• Some estimates have found that rates in early childhood programs are higher than in K12 settings

• All estimates have found large racial disparities, with young boys of color being suspended and expelled at disproportionately high rates.
Pillars of Expulsion/Suspension Prevention in Early Learning Settings

- Fair and Appropriate Policies
- Setting goals and tracking data
- High-Skilled Workforce
- Access to specialized consultation
- Strong Family Partnerships
- Universal developmental and behavioral monitoring, screening, and follow-up
Basic Research and Data Trends in Early Childhood Expulsion and Suspension

Walter Gilliam, PhD
Director of The Edward Zigler Center in Child Development and Social Policy and Associate Professor of Child Psychiatry and Psychology at the Child Study Center
Yale School of Medicine
Suspension of Preschool Children

- “Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once.”

- “Boys receive more than three out of four out-of-school preschool suspensions.”
An Extreme Example

The Arrest of a Kindergartener

A kindergartener and the police

In the classroom

In the principal’s office
FLASHBACK
2005
Curiosity

• A “dry” study about policy adherence in state-administered preschool programs

• What I saw on the other side of a mirror

• Adding a few questions
NPS Methods Cliffs Notes

• All 52 state preK systems (40 states)

• 3,898 respondents (81.0% response)

• CATI Survey

• Incentives: $10 + letter of appreciation
What Is “Expulsion”? (K-12)

• Varying state definitions (Skiba, Eaton, & Sotoo, 2004)
  – 1 State: > 3 Days
  – 13 States: > 10 Days
  – 1 State: > 15 Days
  – 1 State: > 20 Days
  – 2 States: Rest of semester or more
  – 32 States: Local discretion

• No data supporting effectiveness (Skiba & Rausch, 2006)
What Is “Expulsion”? (PreK)

• No formal definitions

• 18 states disallow expulsion (Barnett, Hustedt, Robin, Schulman, 2005)

• 32 states either explicitly allow expulsion or pass it to local level
  – 8 require documentation
  – 4 require family assistance (referrals)
“Expulsion” from Preschool?

• The Expulsion Question
  – Over past 12 months
  – Required terminating participation in program
  – Behavioral problem
  – No transition to more appropriate setting
State-Funded PreK: What?

- State administered & funded
- Serves children 3-4
- Classroom-based
- Goal: School Readiness

State-Funded PreK: Where?

PreK Expulsion Results: Nation

• 10.4% of PreK teachers expelled at least 1 child in past year due to behavior problems

• 1 child (78%); 2 children (15%); 3 children (6%); 4 children (1%)

• PreK Expulsion Rate = 6.7 / 1,000

• K-12 Expulsion Rate = 2.1 / 1,000
Child Care Expulsion Rates

- **Child Rates**
  - Detroit, MI (Grannan et al., 1999; n=127; 28%)
    - Rate = 28/1,000
  - Massachusetts (Gilliam & Shahar, 2006; n=119; 64%)
    - Rate = 27/1,000 (39% Classes)
  - Massachusetts (MA DOE, 2003; n=764; ?%)
    - Rate = 2% expelled; 1% “suggested,” 1% transferred
  - Colorado (Hoover, 2006; n=1,075; 17%)
    - Rate = 10/1,000

- **Center/Classroom Rates**
  - Wisconsin (Irvin-Vitela, 2010; n=387; 14%)
    - Rate = 68% of Providers in career; 52% of Providers in past 2 years
  - Alaska (Alaska CCPO, 2005; n=493; 71%)
    - Rate = 35% Centers
  - Chicago, IL (Cutler & Gilkerson, 2002; n=195 I/T; 38%)
    - Rate = 42% of Centers
Expulsion Rates (per 1,000)

- **K-12:** 2.1
- **PreK:** 6.7
- **Child Care:** 27.4


State PreK Expulsion Rates

- States in red have more than 10 expulsions per 1,000 students.
- States in orange have 7-10 expulsions per 1,000 students.
- States in green have 4-7 expulsions per 1,000 students.
- States in light blue have 4 or fewer expulsions per 1,000 students.
- States with no PreK system are marked with a box.

Legend:
- Red: >10 Expulsions per 1,000
- Orange: 7-10 Expulsions per 1,000
- Green: 4-7 Expulsions per 1,000
- Light Blue: ≤4 Expulsions per 1,000
- Box: No PreK System
U.S. Newspaper Front Page Names
TV Play on All Major Stations

ABC, CBS, NBC, FOX, CNN, BET
Who Gets Expelled?

- 4-year-olds 50% more likely than 3’s
- Boys 3½ times more likely
- African Americans 2 times European Americans; 5 times Asian Americans
Child-Teacher Ratio Predicts Expulsion

Number of Children Per Teacher

- Under 8: 7.7%
- 8 to 9: 9.8%
- 10 to 11: 10.5%
- 12 and Up: 12.7%
Length of School Day Predicts Expulsion

- **Half-Day**: 7.1%
- **School-Day**: 9.0%
- **Extended-Day**: 13.2%
Teacher Job Stress Predicts Expulsion

- Low Stress: 4.9%
- Average Stress: 9.3%
- High Stress: 14.3%
“Today we’re going to explore in paint how we feel when we’re picked up late from preschool.”
Listening in on a Classroom

- Houston, TX -- February 2008
Preschool Expulsion Risk Measure

1. “This child’s classroom behaviors interfere with my ability to teach effectively.”
2. “This child’s classroom behaviors interfere with my ability to maintain control of the class.”
3. “This child’s classroom behaviors interfere with the other children’s opportunity to learn.”
4. “This child’s classroom behaviors may result in someone getting hurt or property damage.”
5. “This child might do something for which I would be held responsible, reflecting poorly on my teaching skills.”
6. “Other parents complain about this child’s classroom behaviors.”
7. “This child’s classroom behaviors are not likely to improve significantly.”
8. “There is little that I or anyone else can do to significantly improve this children’s classroom behavior.”
9. “This child’s parents will not be much help in improving this child’s behavior.”
10. “My job as a teacher would be easier if this child were not in my classroom.”
11. “My job is more stressful because of this child’s behavior.”
12. “Some mornings I find myself hoping that this child will be absent from my classroom.”
7. “This child’s classroom behaviors are not likely to improve significantly.”
8. “There is little that I or anyone else can do to significantly improve this child’s behavior.”
9. “This child’s parents will not be much help in improving this child’s behavior.”
12. “Some mornings I find myself hoping that this child will be absent from my classroom.”
Behavioral Consultation Predicts Decreased Expulsion

Access to Behavioral Support Staff

Connecticut

16% of Classrooms
12 Expulsions per 1,000 Enrolled
(1 in Every 81 Preschoolers)
7th Highest State in the Nation
Early Childhood Consultation Partnership

- Created in 2002 – Funded by DCF
- Availability: All CT child care & ece programs serving 0- to 5-year olds
- Referral-source: child care directors (teachers & parents)

- Services: Child/classroom-focused consultation, Teacher training, Home-based component
- Consultants: 10-20 MA-level throughout state
- Dosage: Brief (3 months), intense (6-8 hrs/wk)
- Supervision: Group, Individual, Agency-based
## Sample Sizes

<table>
<thead>
<tr>
<th>Study</th>
<th>Classes</th>
<th>Target Children</th>
<th>Random Peers</th>
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<tr>
<td><strong>Study 1 (P)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Treatment</td>
<td>43</td>
<td>75</td>
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<tr>
<td>Control</td>
<td>42</td>
<td>69</td>
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<td><strong>TOTAL</strong></td>
<td>85</td>
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<tr>
<td><strong>Study 2 (P)</strong></td>
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<td>Treatment</td>
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<tr>
<td>Control</td>
<td>44</td>
<td>88</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>Study 3 (I/T)</strong></td>
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<tr>
<td>Control</td>
<td>18</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>35</td>
<td>35</td>
<td>69</td>
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Sample Characteristics

<table>
<thead>
<tr>
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<th>Study 1 (P)</th>
<th>Study 2 (P)</th>
<th>Study 3 (I/T)</th>
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<tbody>
<tr>
<td>Child Care</td>
<td>82%</td>
<td>86%</td>
<td>100%</td>
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<tr>
<td>Head Start</td>
<td>13%</td>
<td>6%</td>
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<tr>
<td>Public School</td>
<td>5%</td>
<td>8%</td>
<td>0%</td>
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<tr>
<td>Teacher BA+</td>
<td>63%</td>
<td>57%</td>
<td>20%</td>
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<tr>
<td>Class Size</td>
<td>$M=16.9$</td>
<td>$M=16.8$</td>
<td>$M=9.2$</td>
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<tr>
<td>Male</td>
<td>73%</td>
<td>79%</td>
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<tr>
<td>Female</td>
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<td>White</td>
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<tr>
<td>Latino</td>
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<tr>
<td>Other/Multi</td>
<td>10%</td>
<td>8%</td>
<td>11%</td>
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</table>
Study 1 Results (Preschool Target Children)

CTRWS Oppositional

Pretest Posttest

CTRWS Hyperactivity

Pretest Posttest

CTRWS Restless-Impulsive

Pretest Posttest

SSRS Externalizing

Pretest Posttest

(F = 10.68**; d = 0.57)

(F = 10.62**; d = 0.51)

(F = 4.05*; d = 0.34)

(F = 4.33*; d = 0.39)
Study 2 Results (Preschool Target Children)

CTRS Oppositional

(F = 6.05*; d = 0.39)

CTRS Hyperactivity

(F = 13.28***; d = 0.57)

CTRS Total Behavior Prob

(F = 11.61***; d = 0.63)

SSRS Externalizing

(F = 5.01*; d = 0.41)
Study 3 Results (Infant-Toddler)

Family Involvement
(t = -2.05*; d = 0.80)

Peer Social Competence
(t = -2.02*; d = 0.58)
NEWS ITEM: PRESCHOOLERS ARE MORE LIKELY TO BE EXPelled. - STUDY

Pre-K School

THIS IS YOUR FIFTH EXPULSION! IF YOU DON'T STOP YOUR CONSTANT NAMECALLING, DO YOU KNOW WHERE YOU MIGHT END UP?!!

IN CONGRESS?
Recommendations (Policy)

• PreK programs should not expel
  – Assess needs and add supports
  – Facilitate direct/supported transfers

• All PreK teachers have regular access to behavioral consultants/ECMHC
  – Currently only 1 in 5

• All PreK child-teacher ratios \( \leq 10:1 \)
  – 16% of classes > 10:1
Recommendations (Policy)

• Supportive policies and service regarding teacher job stress
  – Reasonable hours with breaks
  – Conditions, Compensation, Supports

• Supportive services focusing on teacher job stress

• Federal/State Funds
  – Track expulsion rates (disproportionality)
  – Implement and evaluate promising models
For copies of complete reports and policy briefs

Please visit: ziglercenter.yale.edu
QUESTIONS?
Free Tools and Resources

*States* • *Programs, administrators, directors, principals, teachers, and staff* • *Families, parents, and caregivers*

- Establishing fair and developmentally appropriate policies
- Implementing statewide early childhood mental health consultation and positive behavior intervention and support frameworks
- Strengthening family-provider partnerships
- Children’s social-emotional and behavioral health
- Universal monitoring, screening and appropriate follow-up
- *Several new resources coming soon*
Thank you!

**Webinar 2:** Establishing Federal, State, and Local Policies – 2/18/2015, 1-2 PM ET


**Webinar 4:** Using Data Systems To Track and Reduce Expulsion and Suspension – 3/4/2015, 1-2 PM ET