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

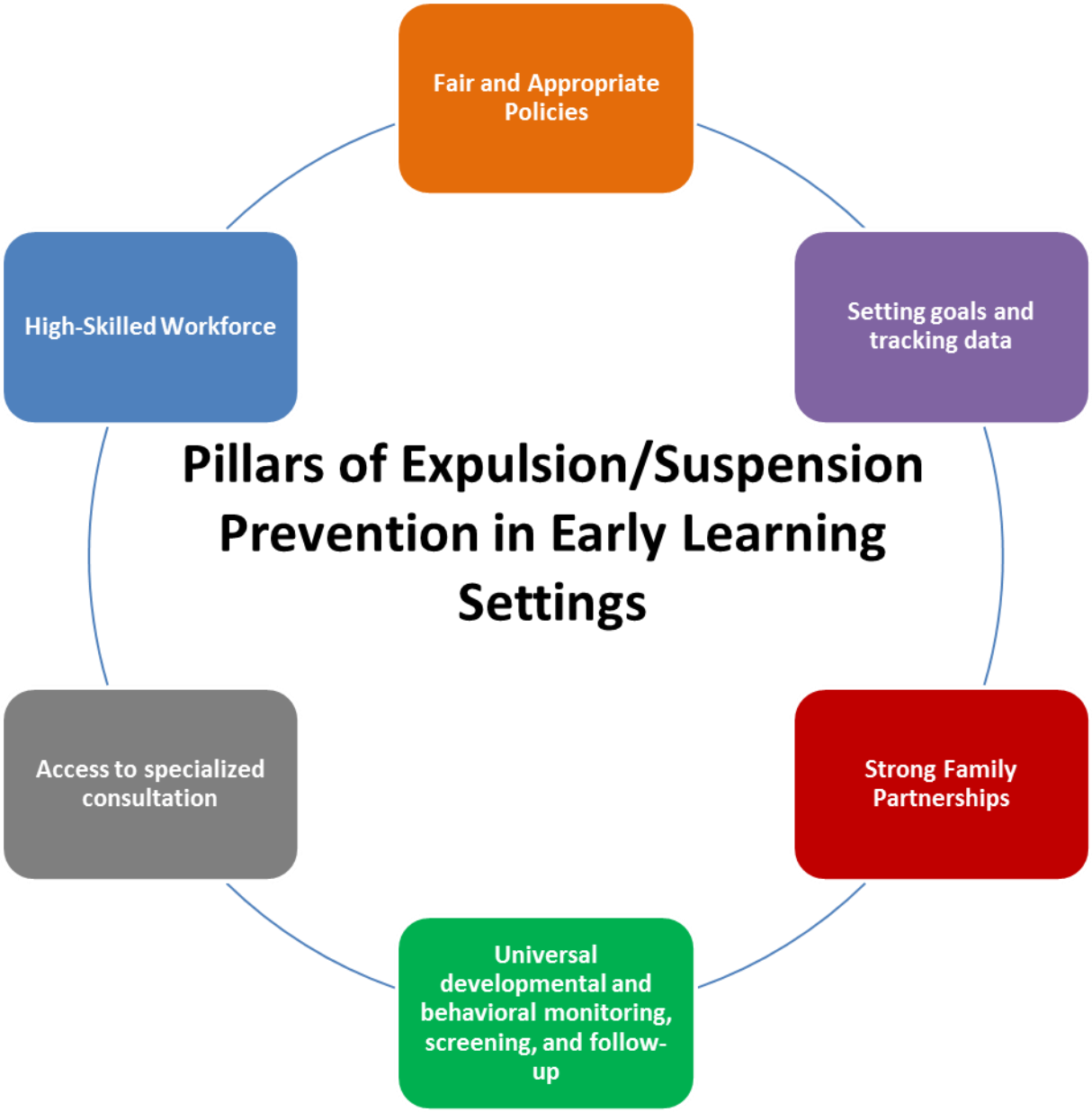
- Shantel Meek, PhD, Policy Advisor for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services

- 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
Strong Family Partnerships
Universal developmental and behavioral monitoring, screening, and follow-up
Access to specialized consultation
High-Skilled Workforce

Yale University

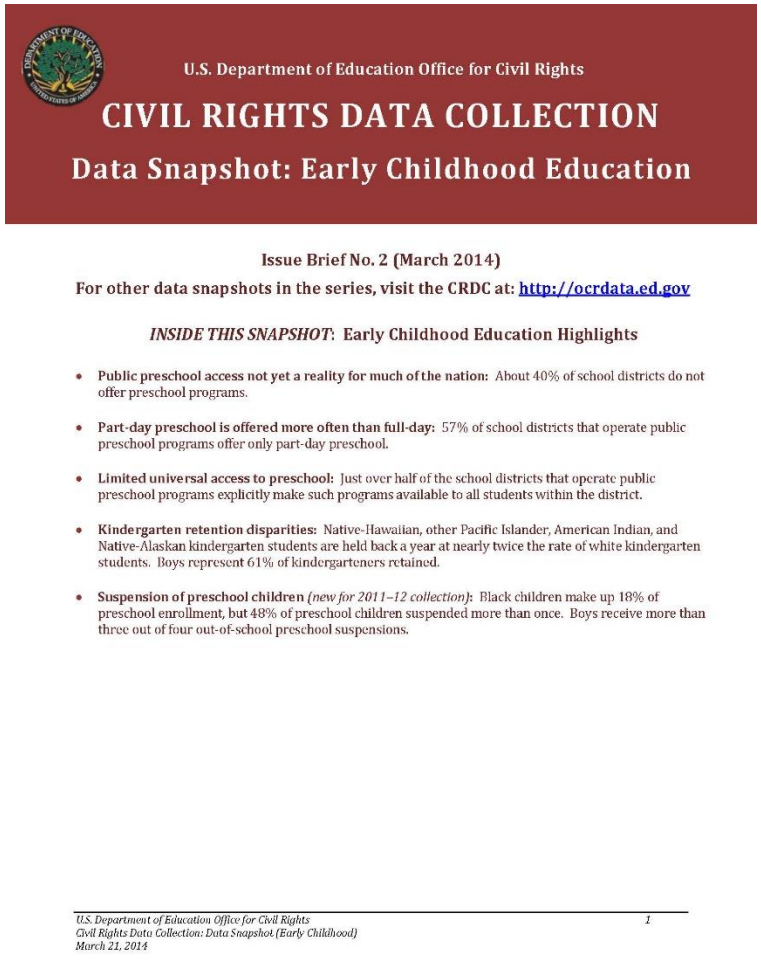
Basic Research and Data Trends in Early Childhood Expulsion and Suspension

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

US Department of Education
Office of Civil Rights



U.S. Department of Education Office for Civil Rights

CIVIL RIGHTS DATA COLLECTION

Data Snapshot: Early Childhood Education

Issue Brief No. 2 (March 2014)

For other data snapshots in the series, visit the CRDC at: http://ocrdata.ed.gov

***INSIDE THIS SNAPSHOT*: Early Childhood Education Highlights**

- **Public preschool access not yet a reality for much of the nation:** About 40% of school districts do not offer preschool programs.
- **Part-day preschool is offered more often than full-day:** 57% of school districts that operate public preschool programs offer only part-day preschool.
- **Limited universal access to preschool:** Just over half of the school districts that operate public preschool programs explicitly make such programs available to all students within the district.
- **Kindergarten retention disparities:** Native-Hawaiian, other Pacific Islander, American Indian, and Native-Alaskan kindergarten students are held back a year at nearly twice the rate of white kindergarten students. Boys represent 61% of kindergarteners retained.
- **Suspension of preschool children** *(new for 2011–12 collection)*: 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.

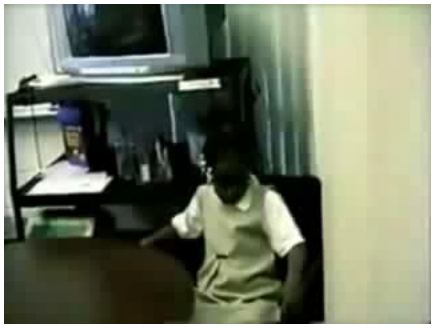
U.S. Department of Education Office for Civil Rights 1
Civil Rights Data Collection: Data Snapshot (Early Childhood)
March 21, 2014

- Issue Brief Number 2 (March 2014) http://ocrdata.ed.gov
- 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

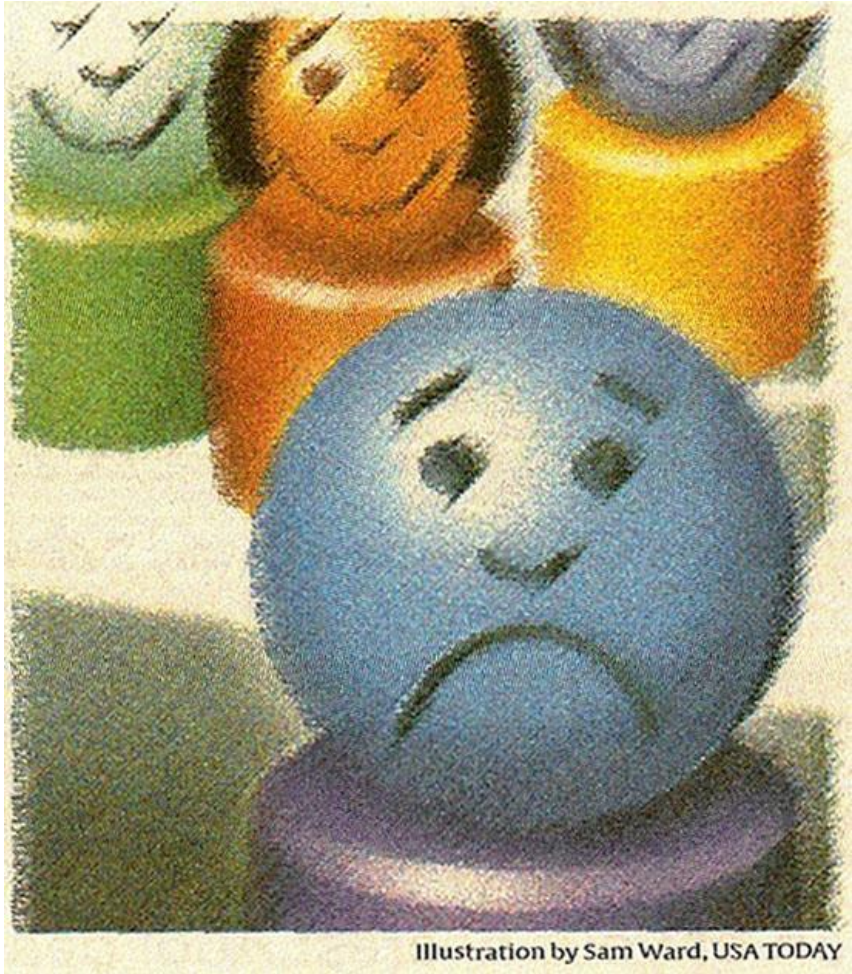
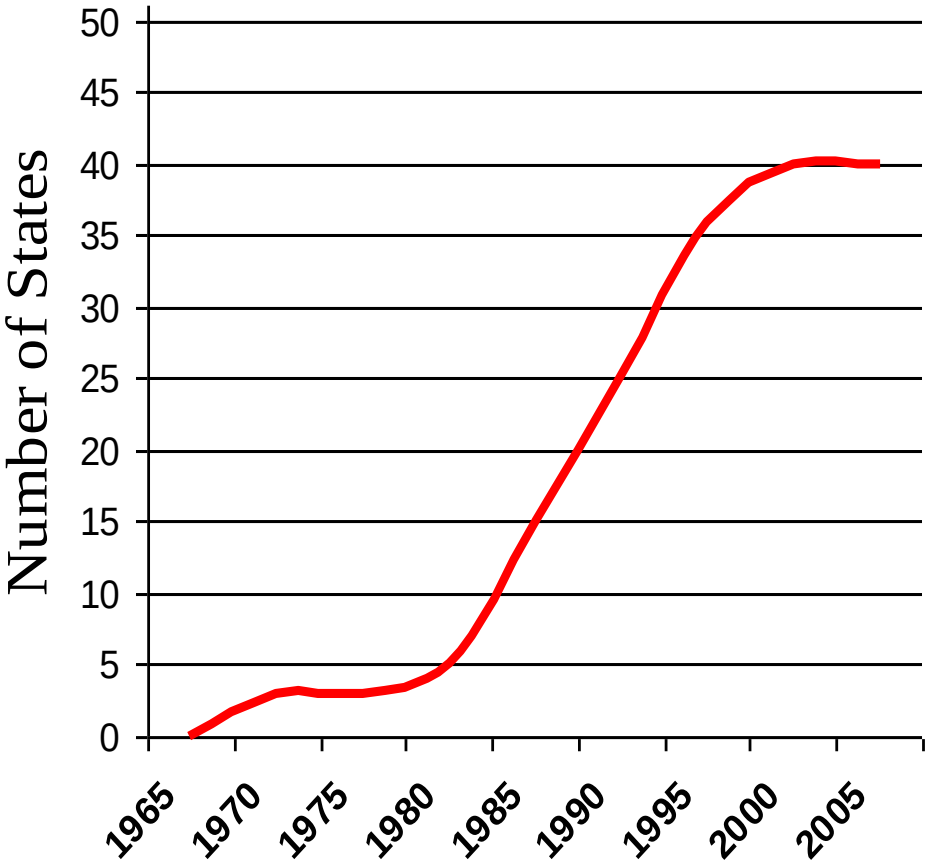


Illustration by Sam Ward, USA TODAY

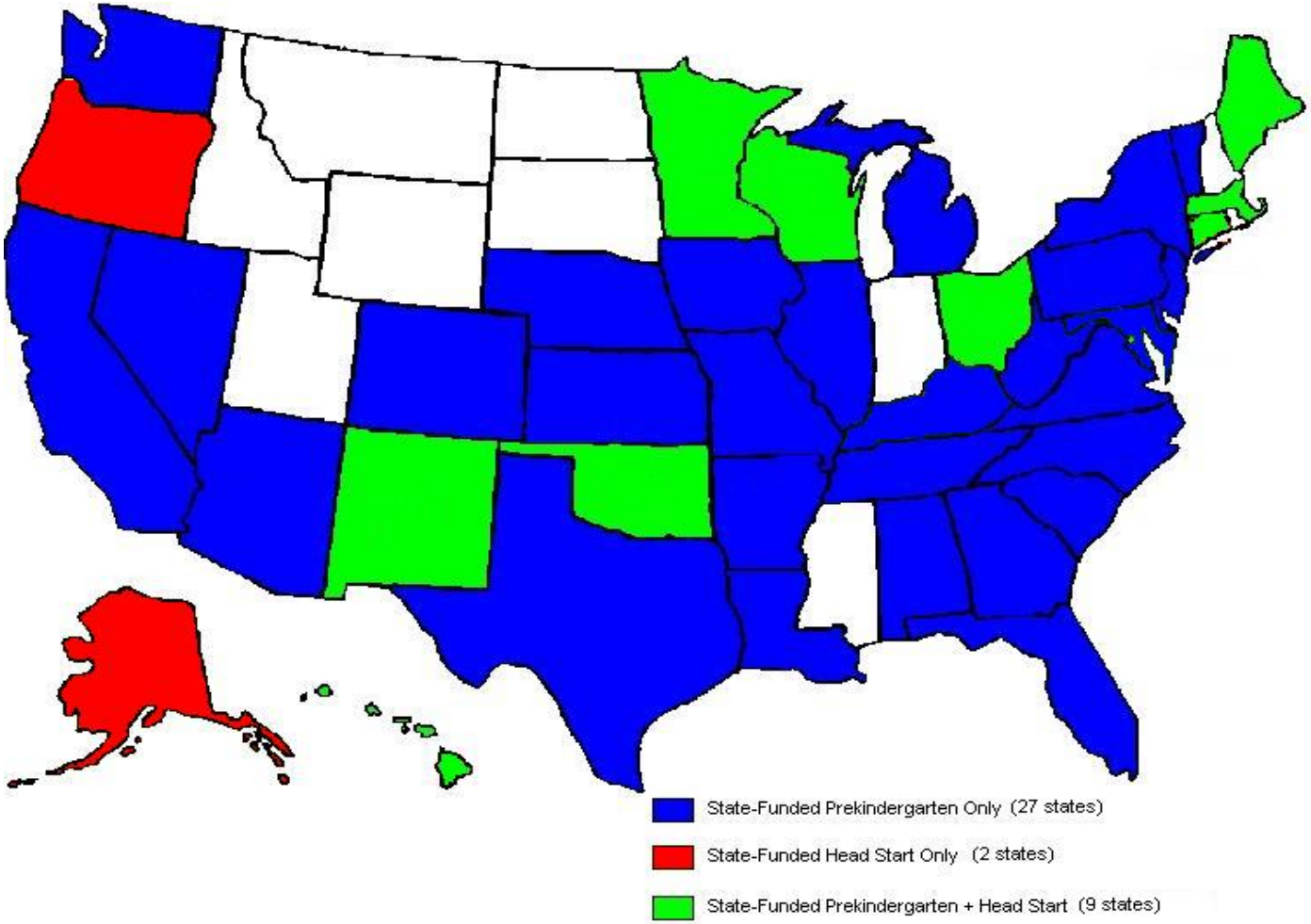
State-Funded PreK: What?

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



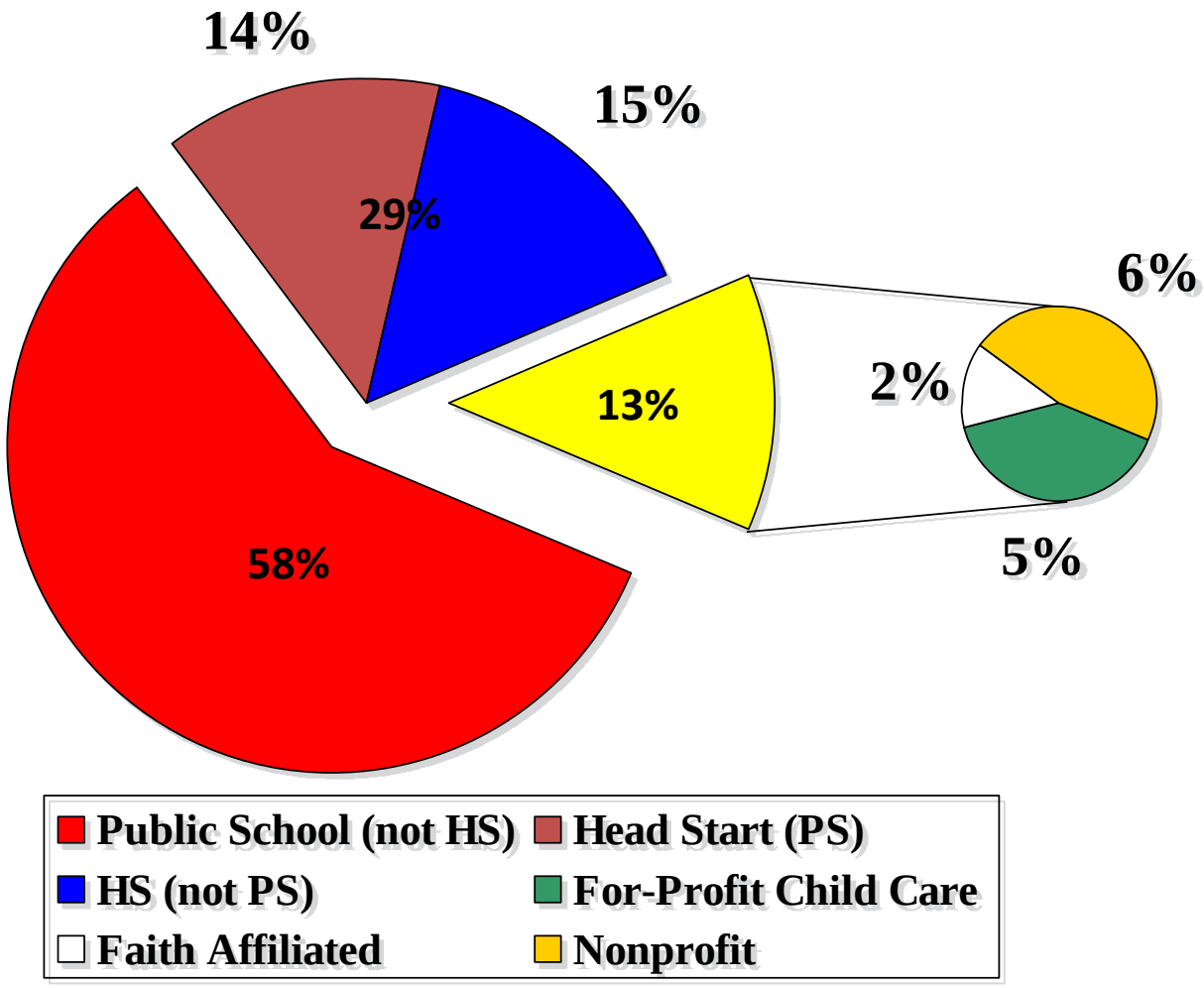
Gilliam, W. S., & Zigler, E. F. (2001). A critical meta-analysis of all impact evaluations of state-funded preschool from 1977 to 1998: Implications for policy, service delivery and program evaluation. *Early Childhood Research Quarterly, 15*, 441-473.

State-Funded PreK: Where?



Ripple, C. H., Gilliam, W. S., Chanana, N., & Zigler, E. (1999). Will 50 cooks spoil the broth? The debate over entrusting Head Start to the states. *American Psychologist, 54*, 327-343.

State-Funded PreK: Who?



PreK Expulsion Results: Nation

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

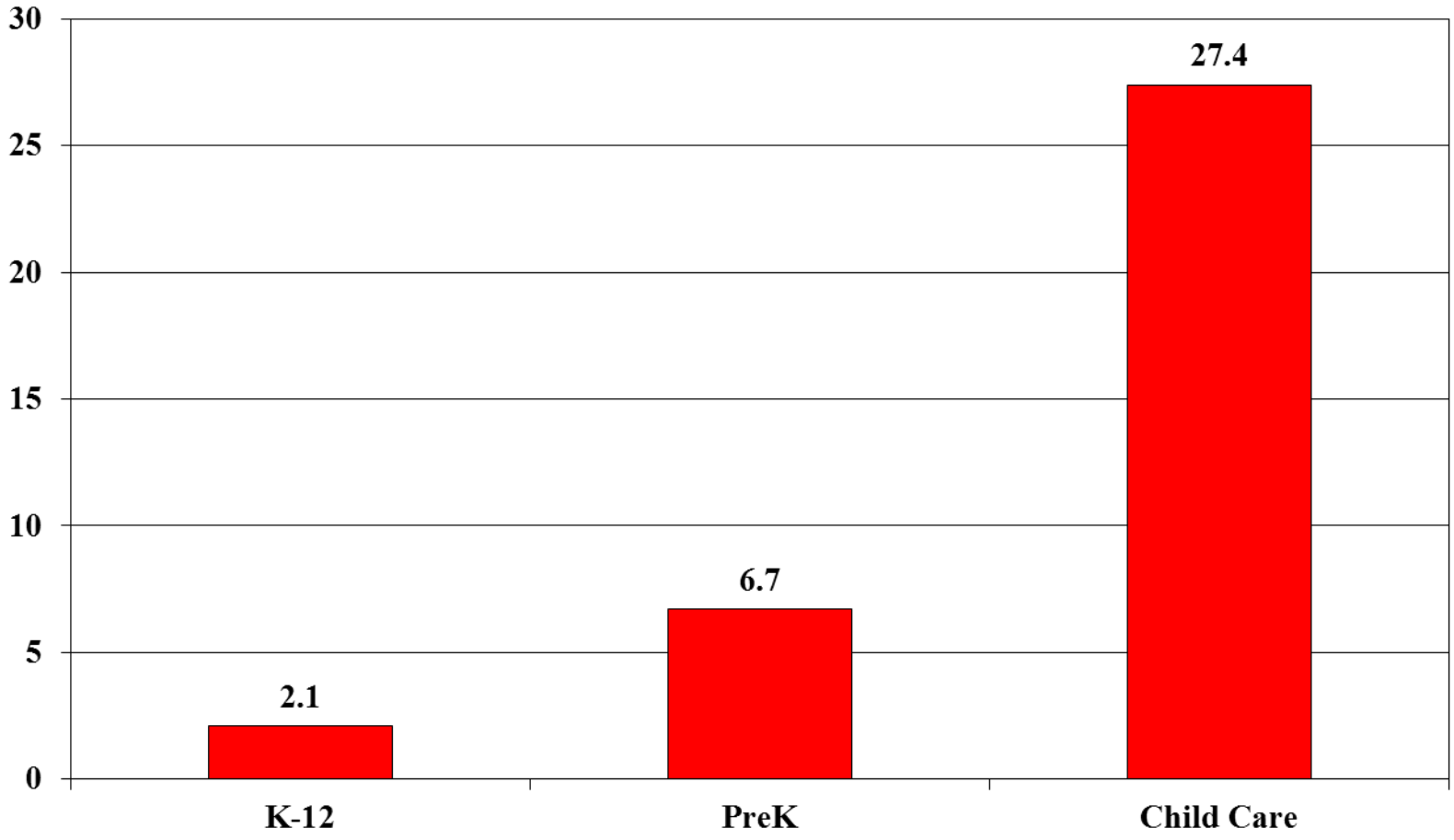
- **1 child (78%); 2 children (15%); 3 children (6%); 4 children (1%)**

- **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

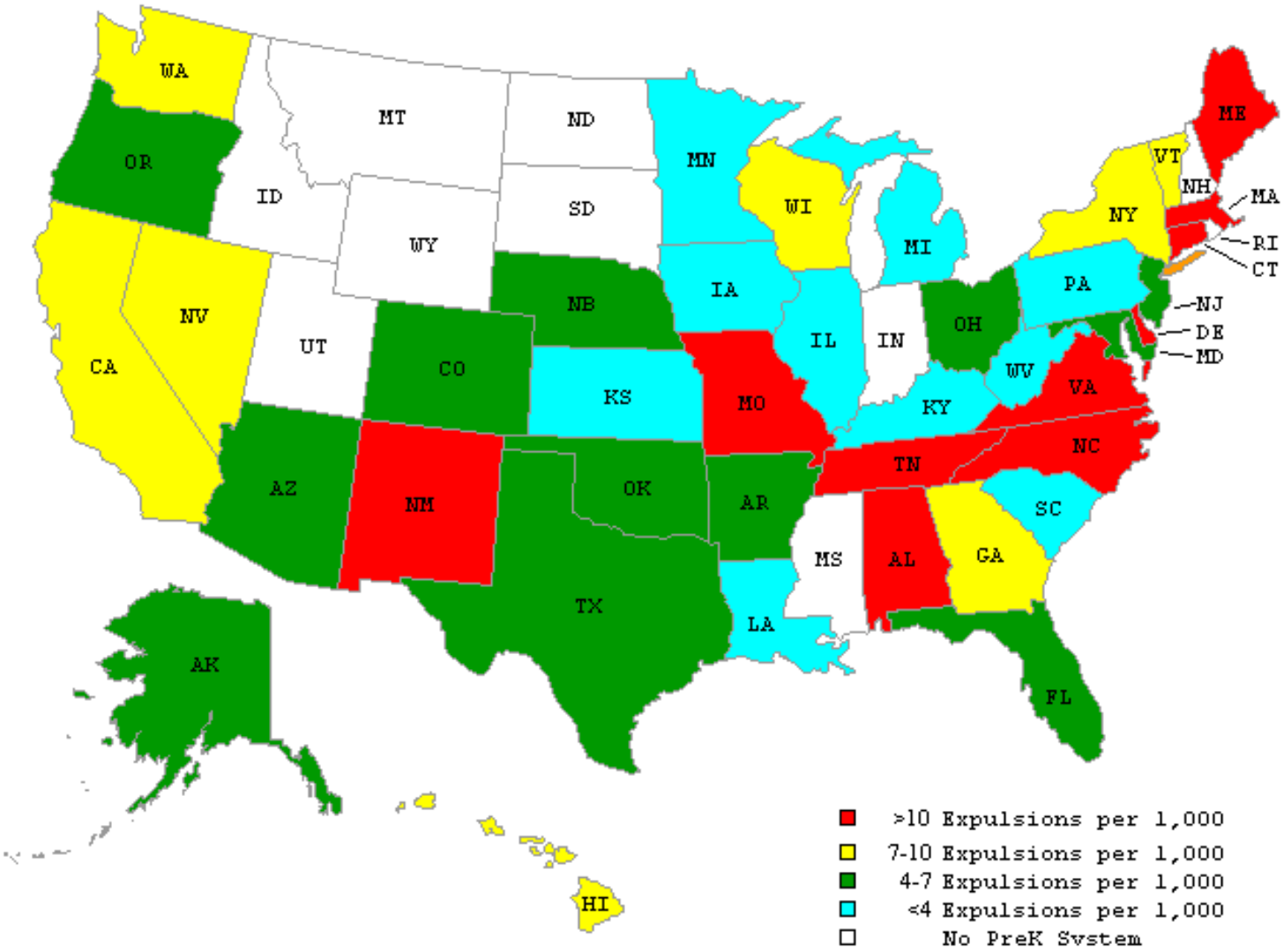
Expulsion Rates (per 1,000)



Gilliam, WS & Shahar, G (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants and Young Children, 19*, 228-245.

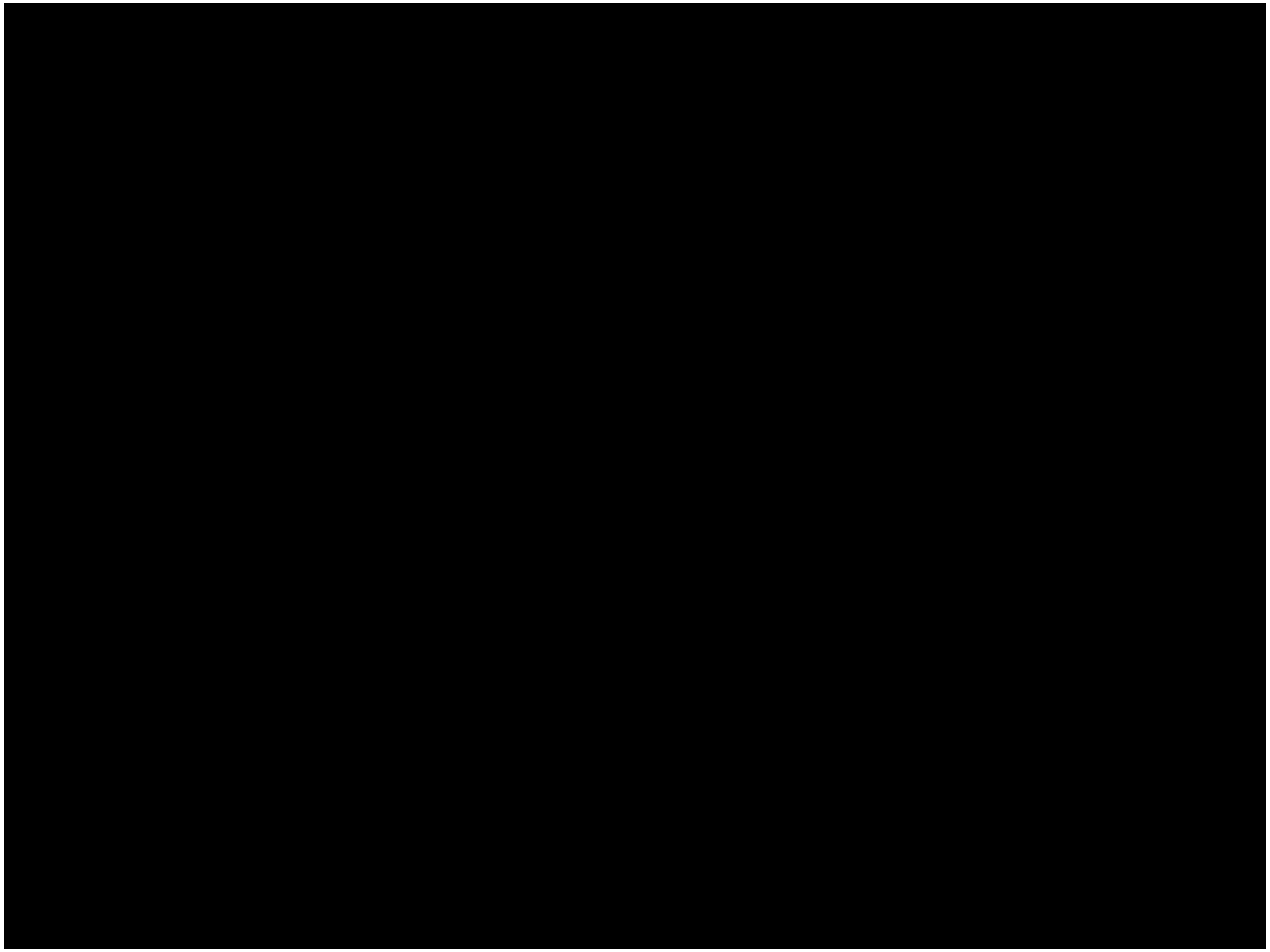
Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: www.ziglercenter.yale.edu/publications/briefs.html

State PreK Expulsion Rates



U.S. Newspaper Front Page Names

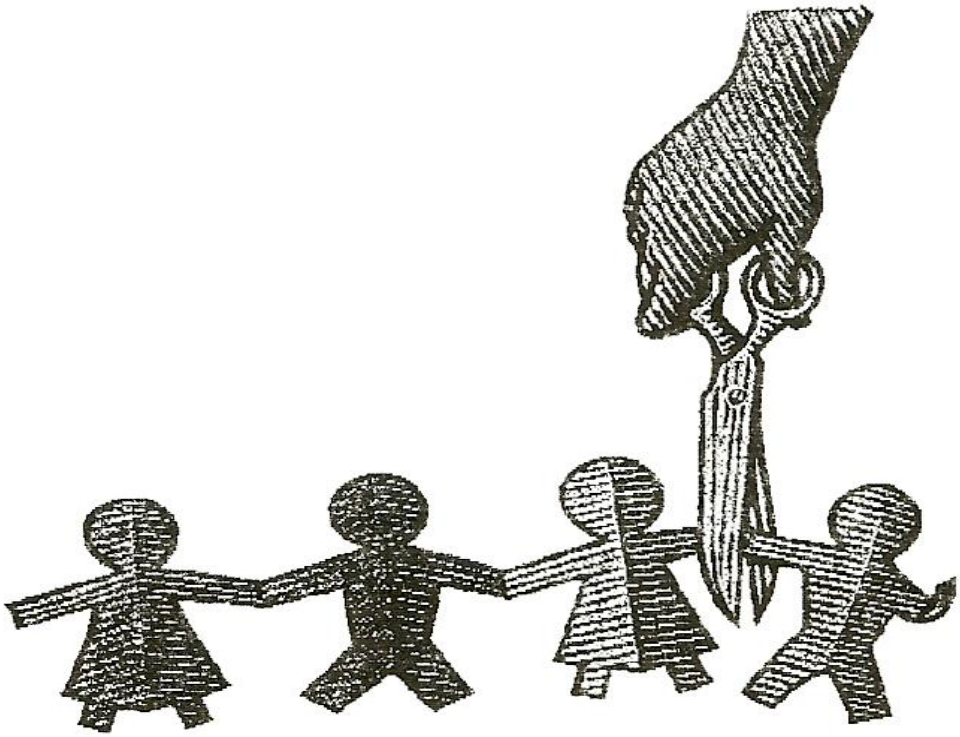
TV Play on All Major Stations



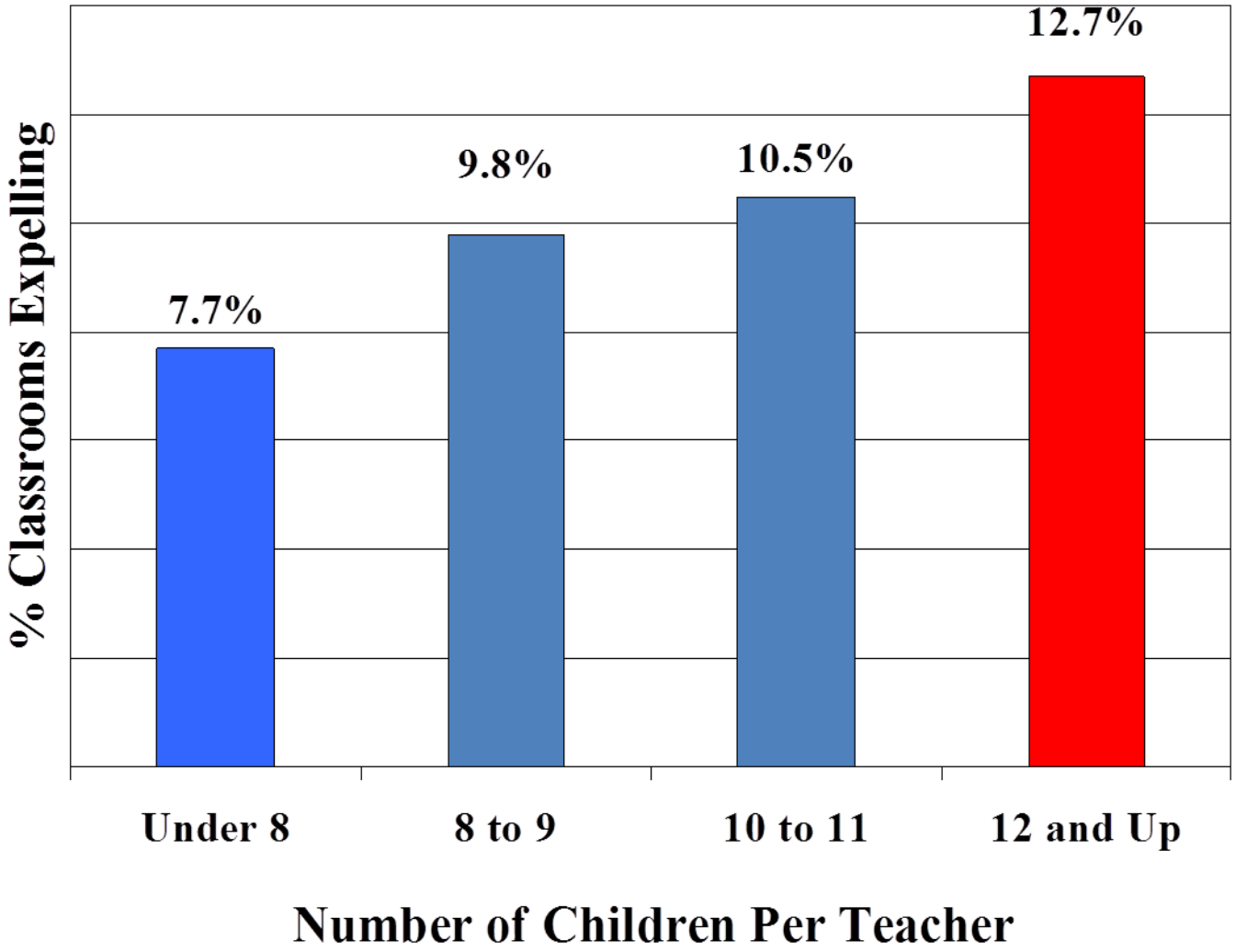
ABC, CBS, NBC, FOX, CNN, BET

Who Gets Expelled?

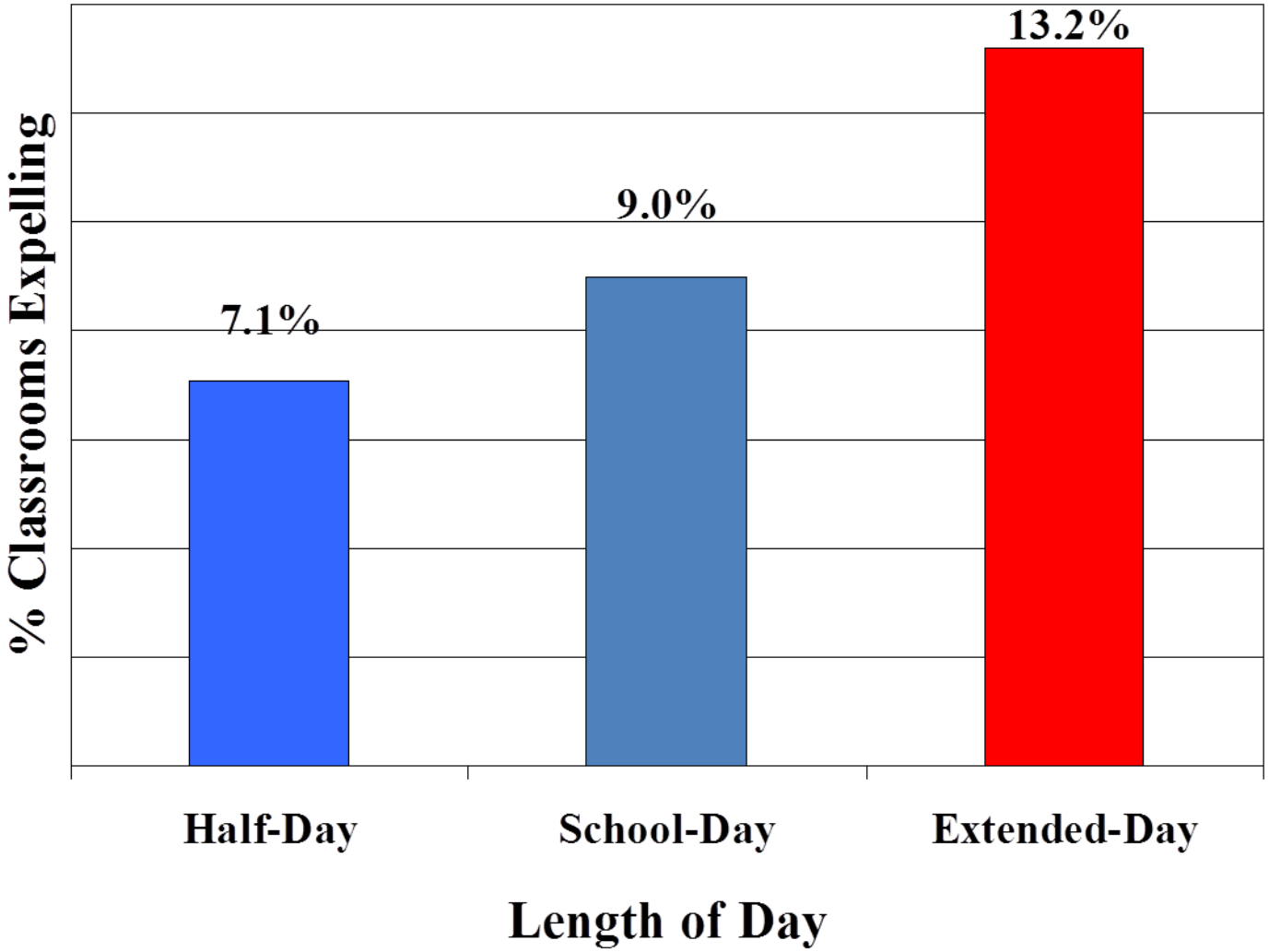
- **4-year-olds 50% more likely than 3's**
- **Boys 3½ times more likely**
- **African Americans 2 time European Americans; 5 ti Asian Americans**



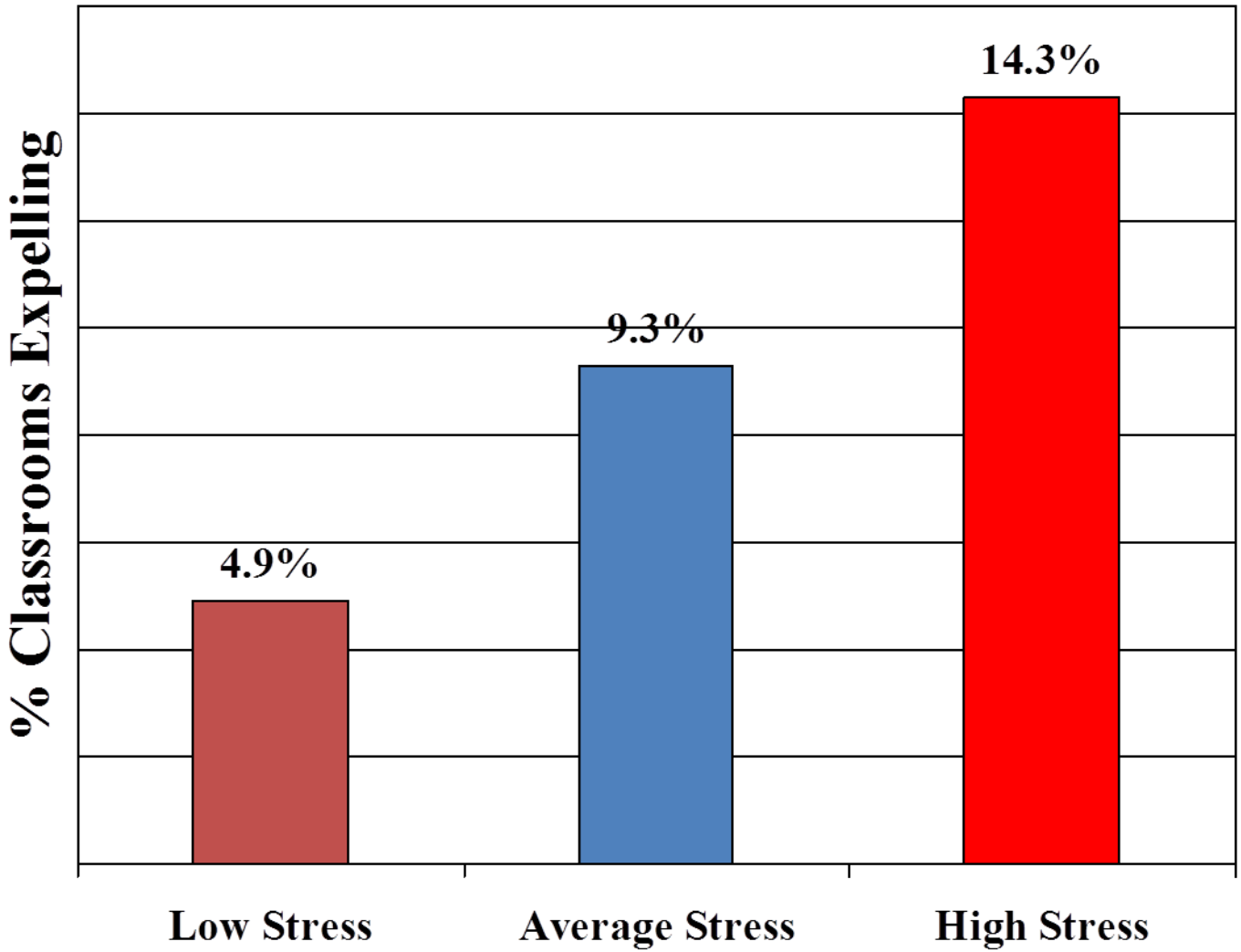
Child-Teacher Ratio Predicts Expulsion



Length of School Day Predicts Expulsion



Teacher Job Stress Predicts Expulsion



© Cartoonbank.com

"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

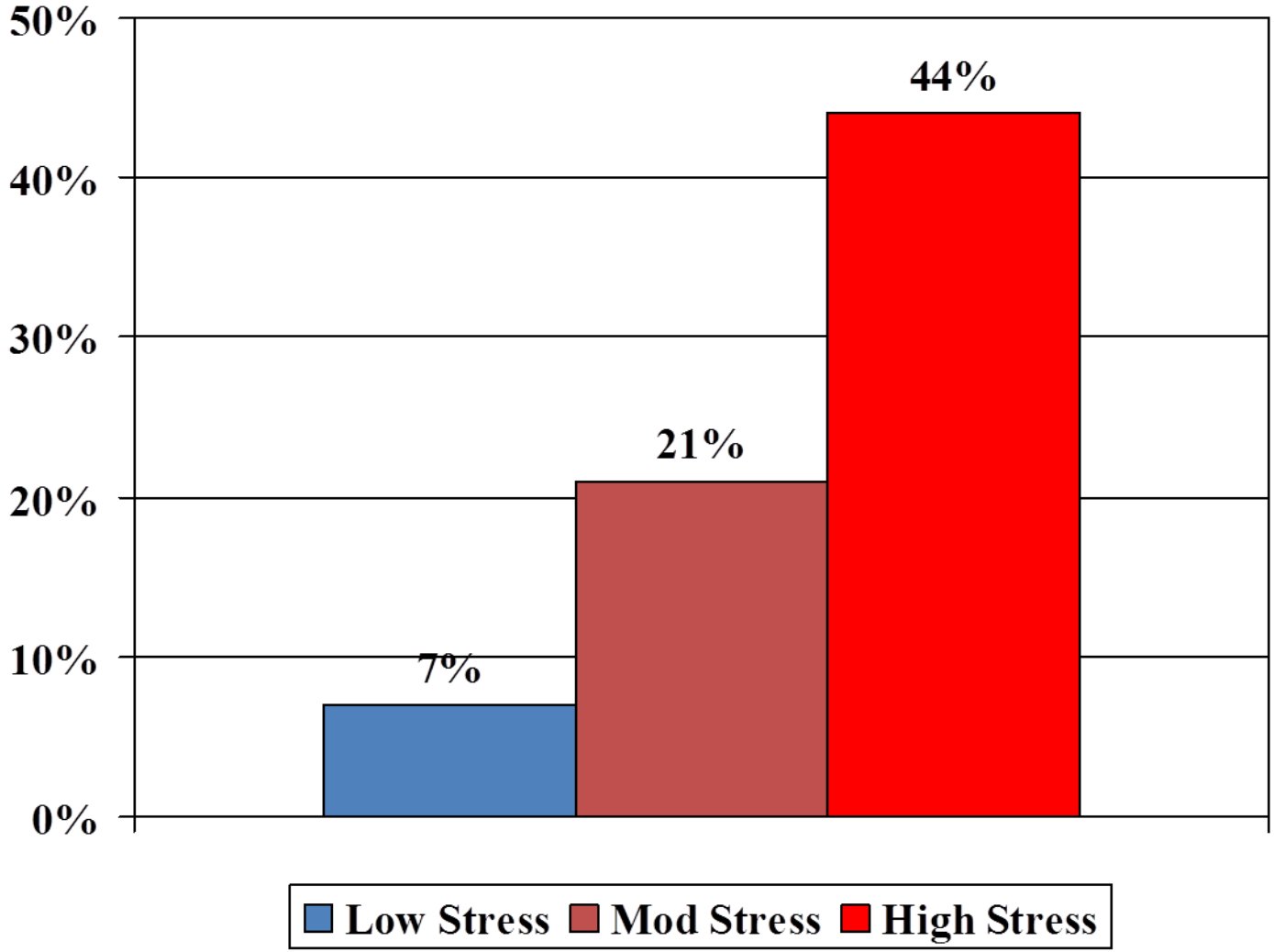
Preschool Expulsion Risk Measure

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.”

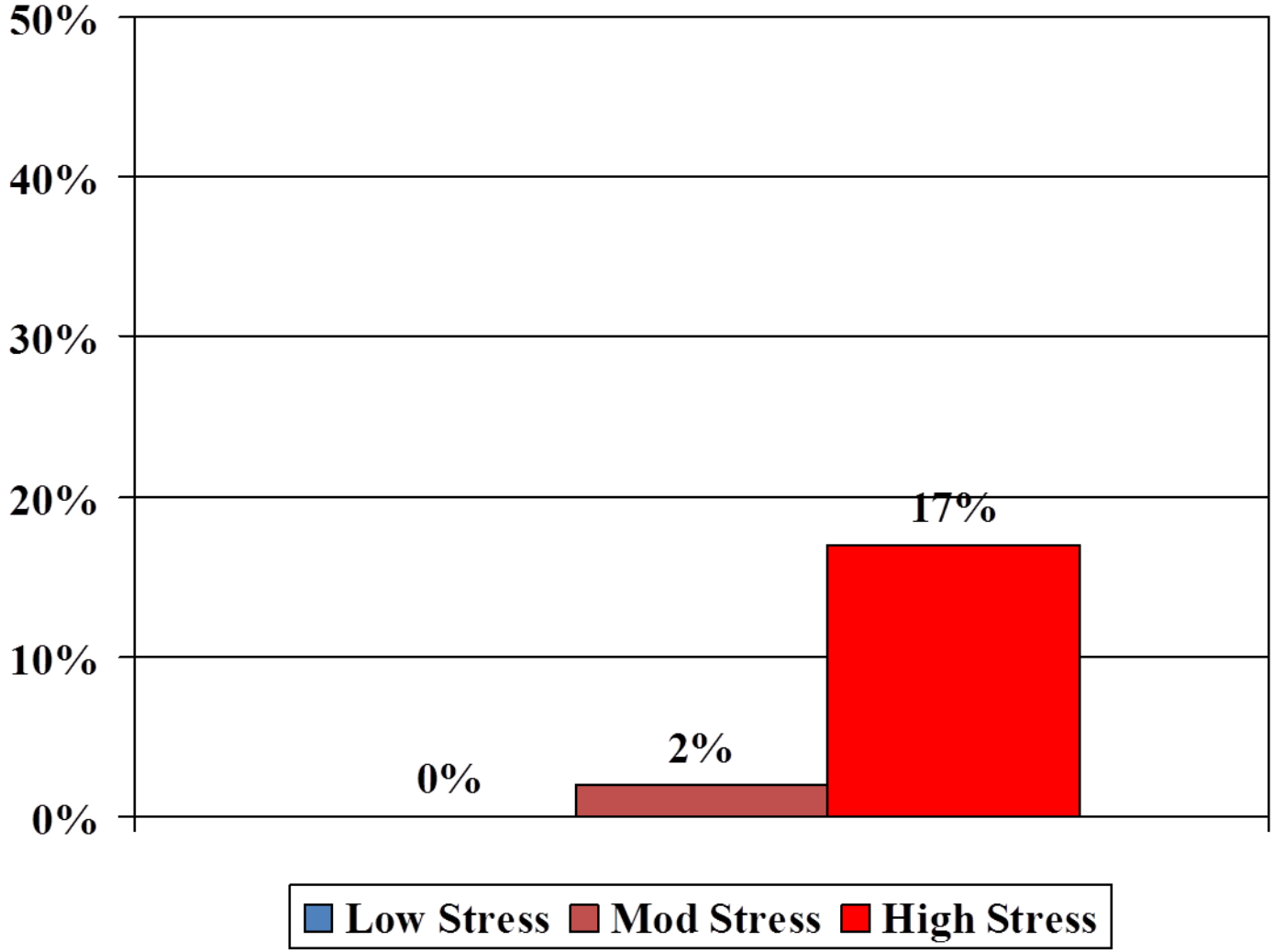
PERM (cont.)

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.”**

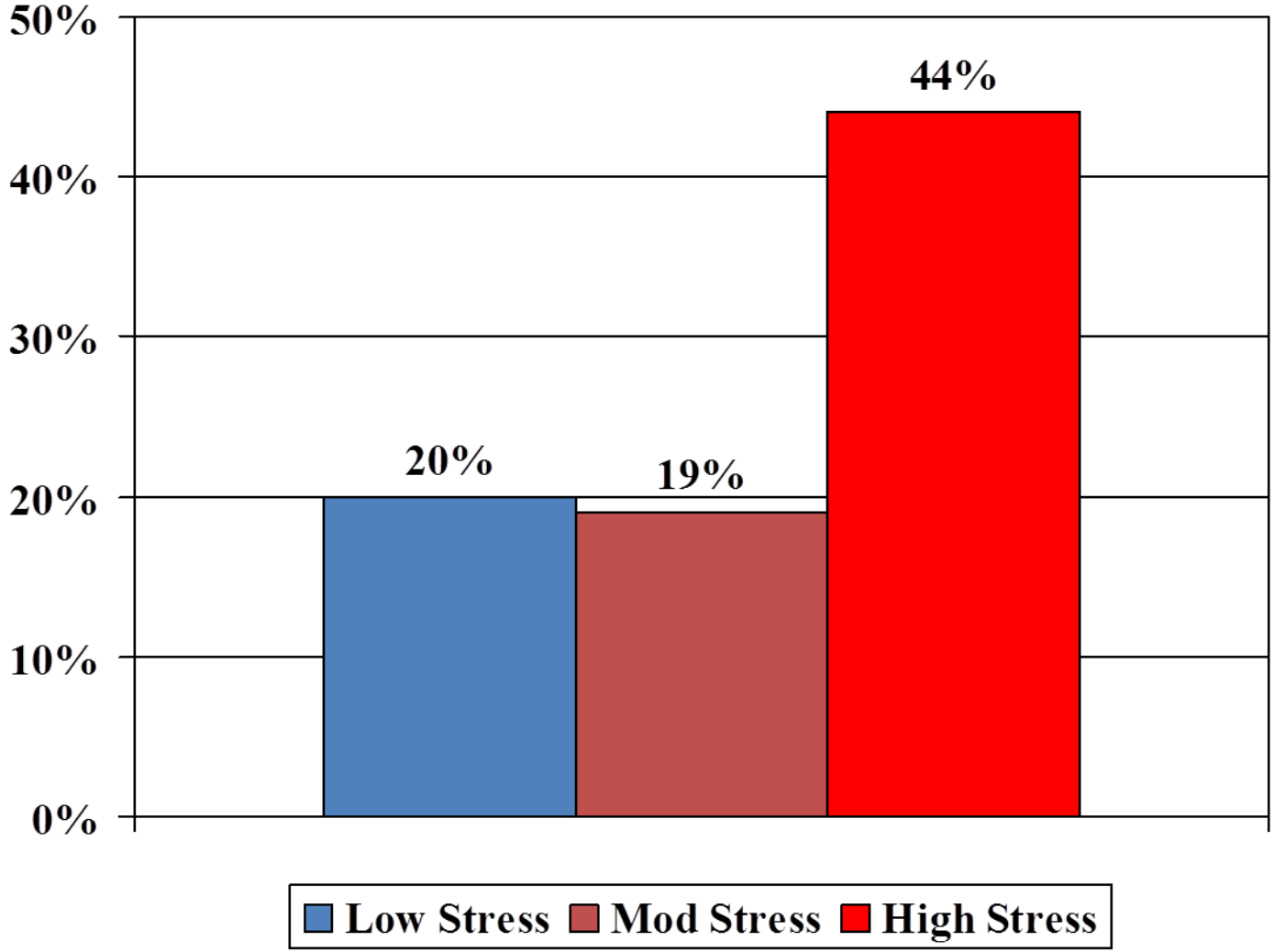
7. “This child’s classroom behaviors are not likely to improve significantly.”



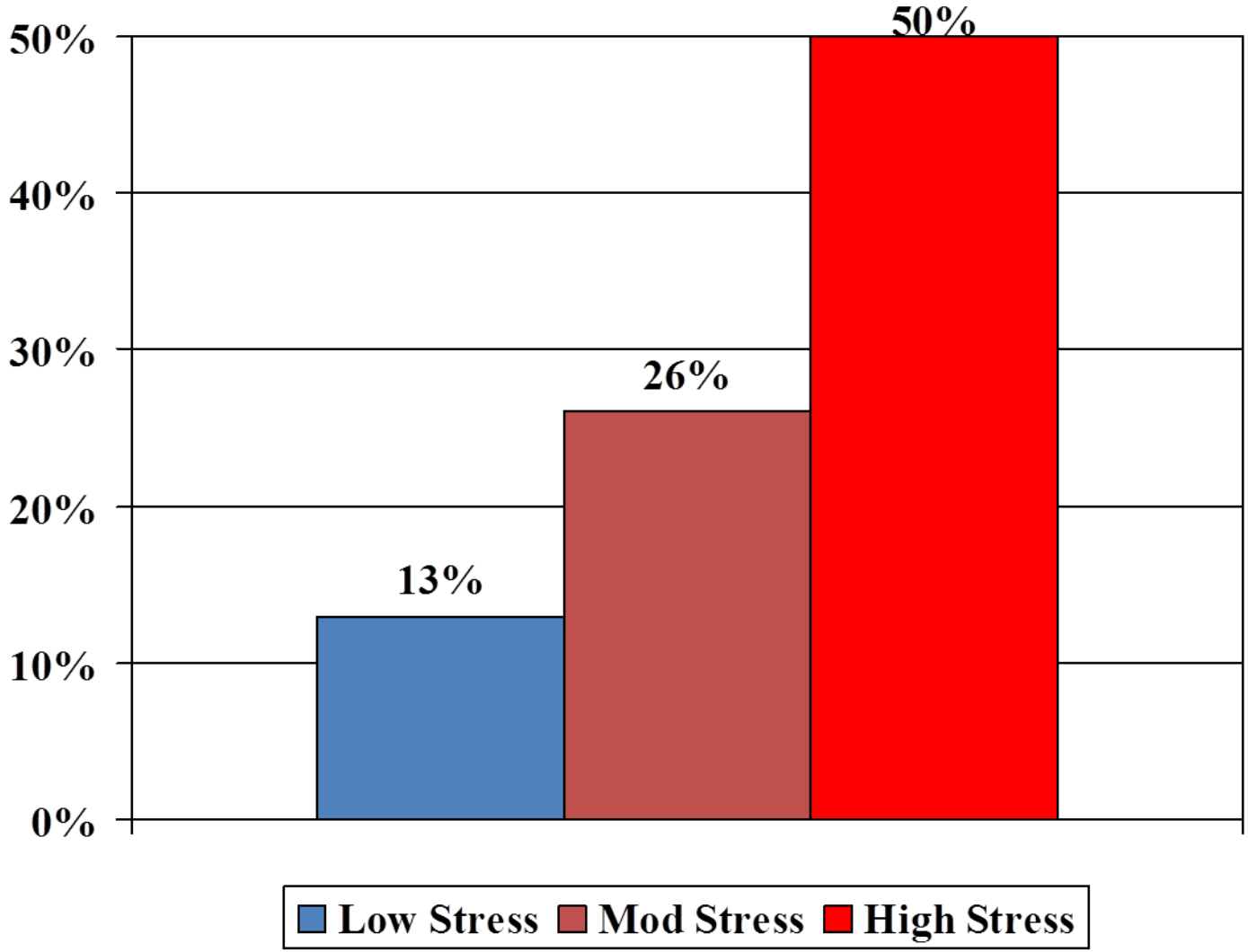
8. “There is little that I or anyone else can do to significantly improve this child’s behavior.”



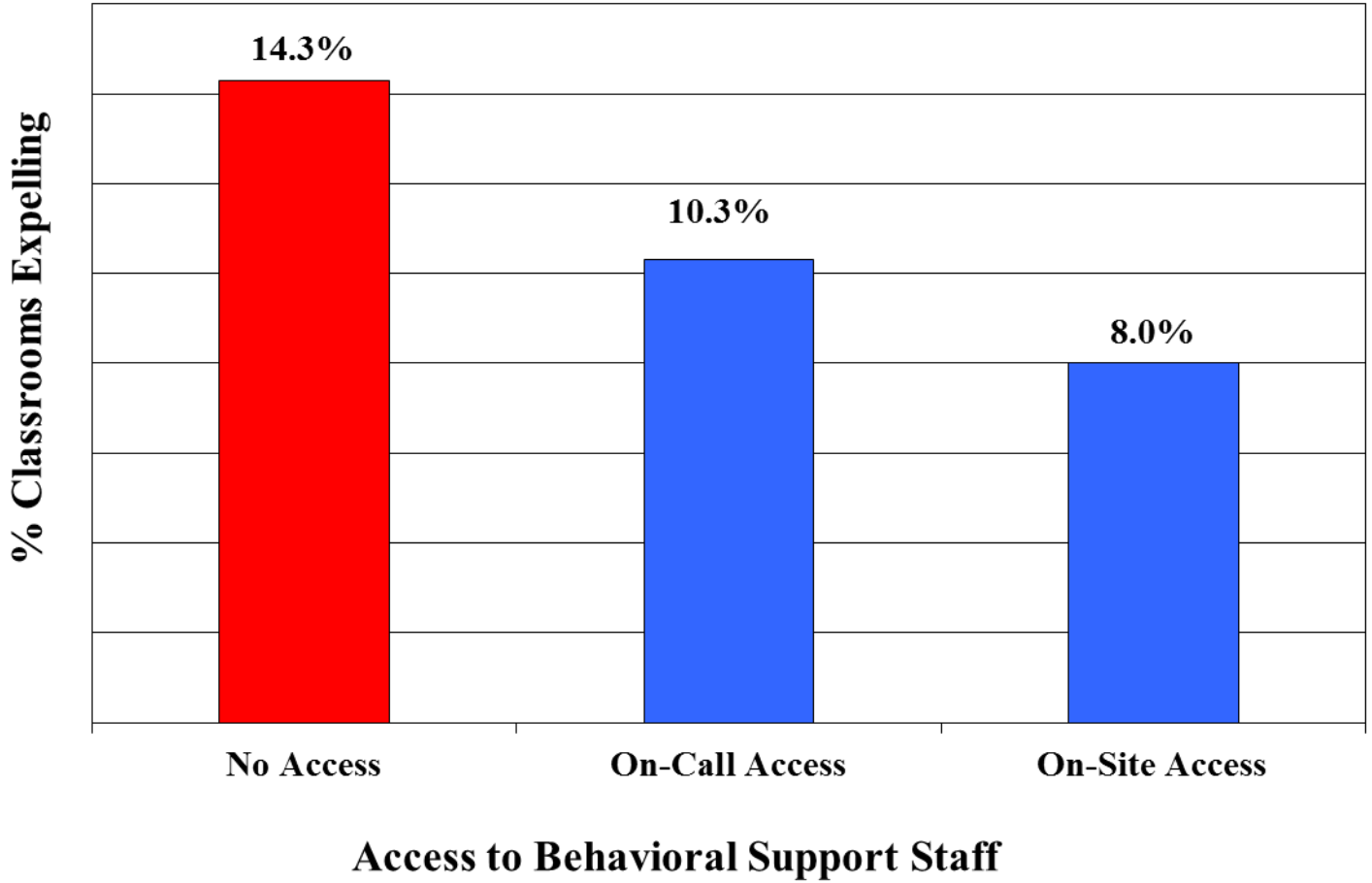
9. “This child’s parents will not be much help in improving this child’s behavior.”



12. “Some mornings I find myself hoping that this child will be absent from my classroom.”

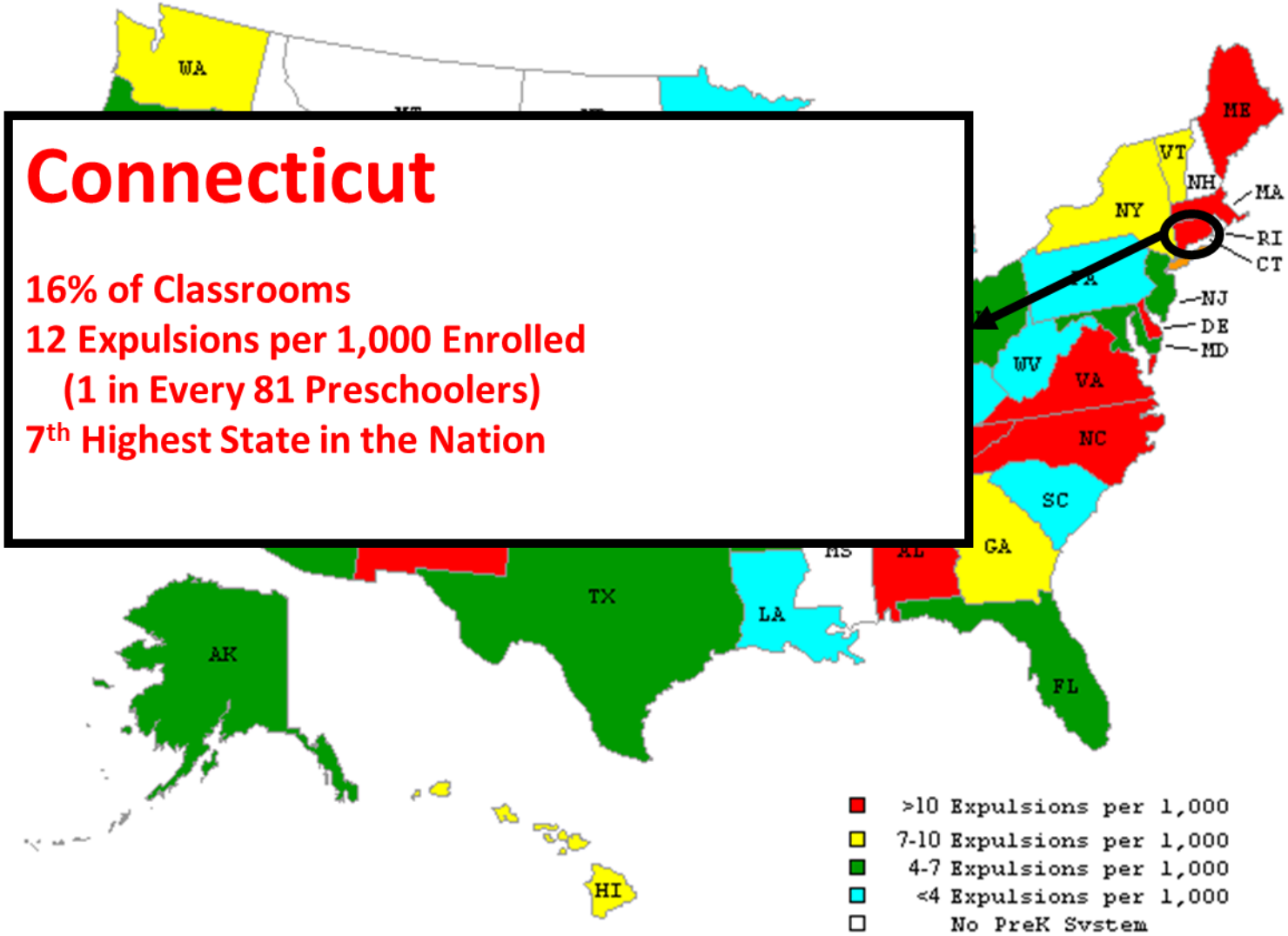


Behavioral Consultation Predicts Decreased Expulsion



Gilliam, WS (2005). Prekindergarteners left behind: Expulsion rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*.

The Rationale for ECMHC in CT



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

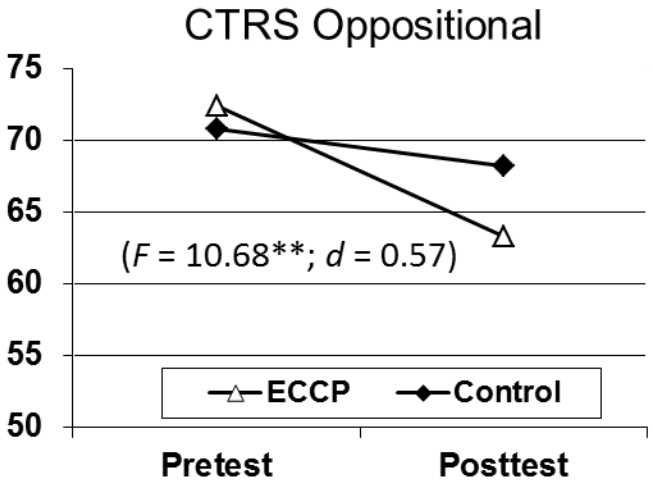
Sample Sizes

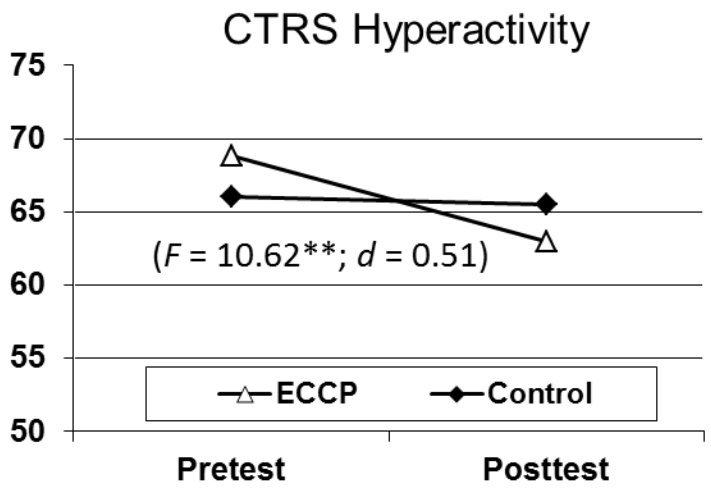
	Classes	Target Children	Random Peers
Study 1 (P)			
Treatment	43	75	NA
Control	42	69	NA
TOTAL	**85**	**144**	**NA**
Study 2 (P)			
Treatment	44	88	88
Control	44	88	88
TOTAL	**88**	**176**	**176**
Study 3 (I/T)			
Treatment	17	17	34
Control	18	18	36
TOTAL	**35**	**35**	**69**

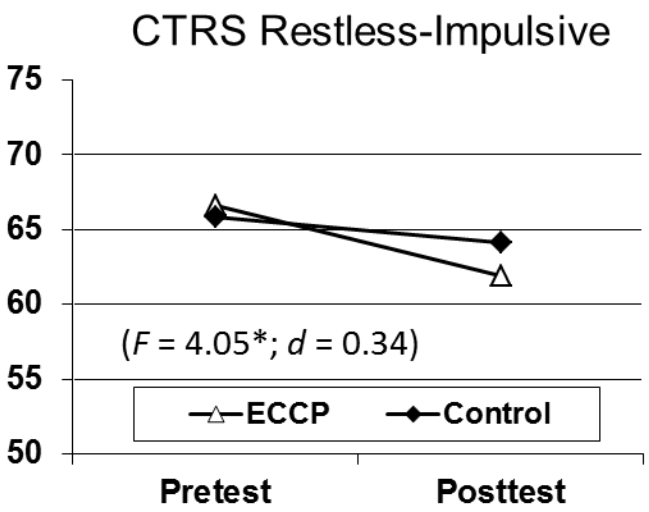
Sample Characteristics

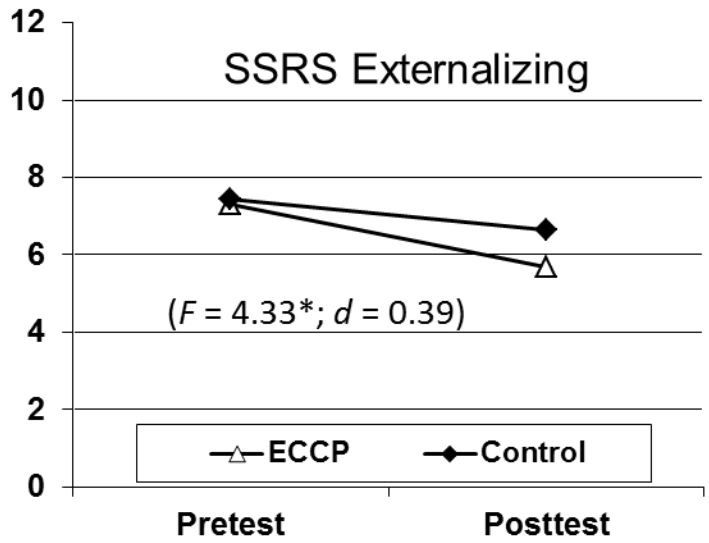
	Study 1 (P)	Study 2 (P)	Study 3 (I/T)
Child Care	82%	86%	100%
Head Start	13%	6%	0%
Public School	5%	8%	0%
Teacher BA+	63%	57%	20%
Class Size	*M*=16.9	*M*=16.8	*M*=9.2
Male	73%	79%	72%
Female	27%	21%	28%
White	56%	74%	67%
Black	14%	4%	22%
Latino	20%	14%	0%
Other/Multi	10%	8%	11%

Study 1 Results (Preschool Target Children)

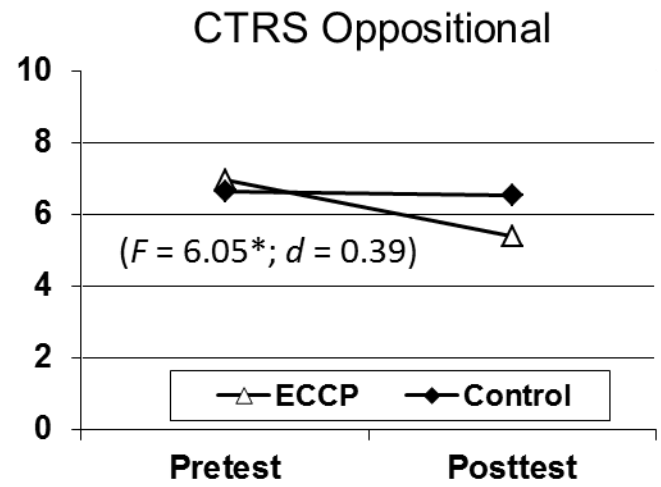


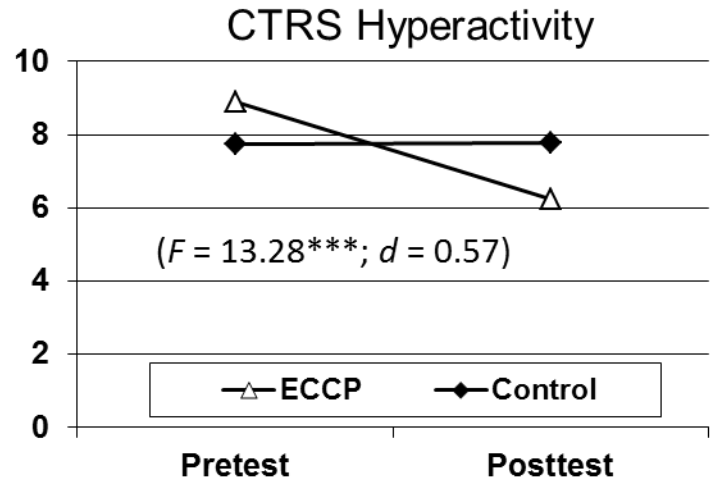


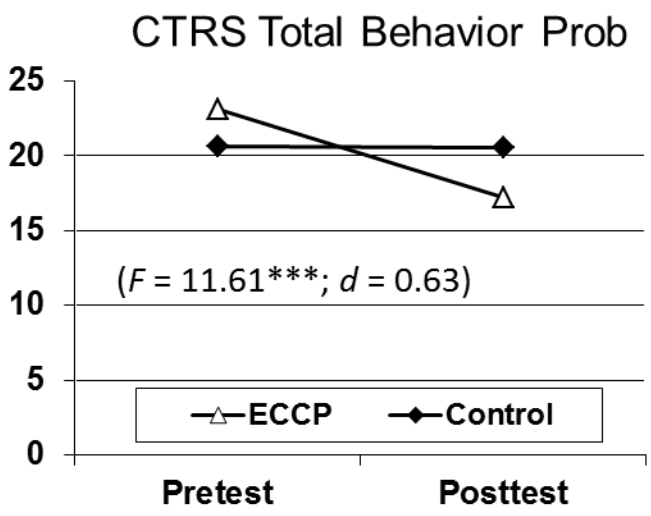


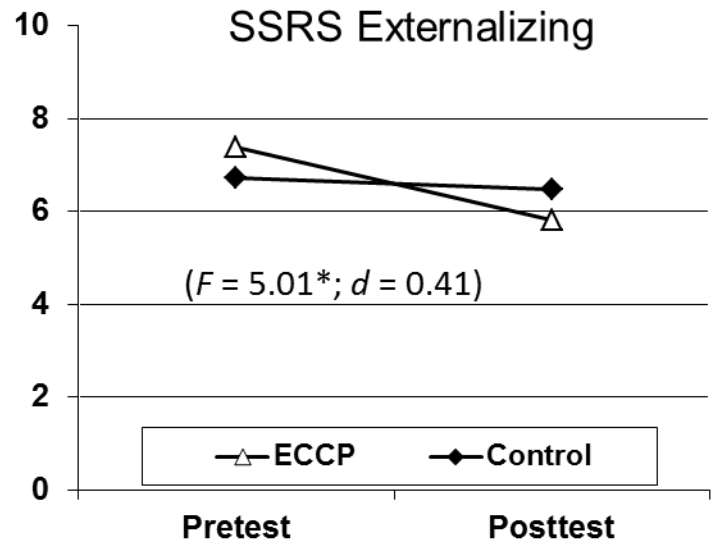


Study 2 Results (Preschool Target Children)

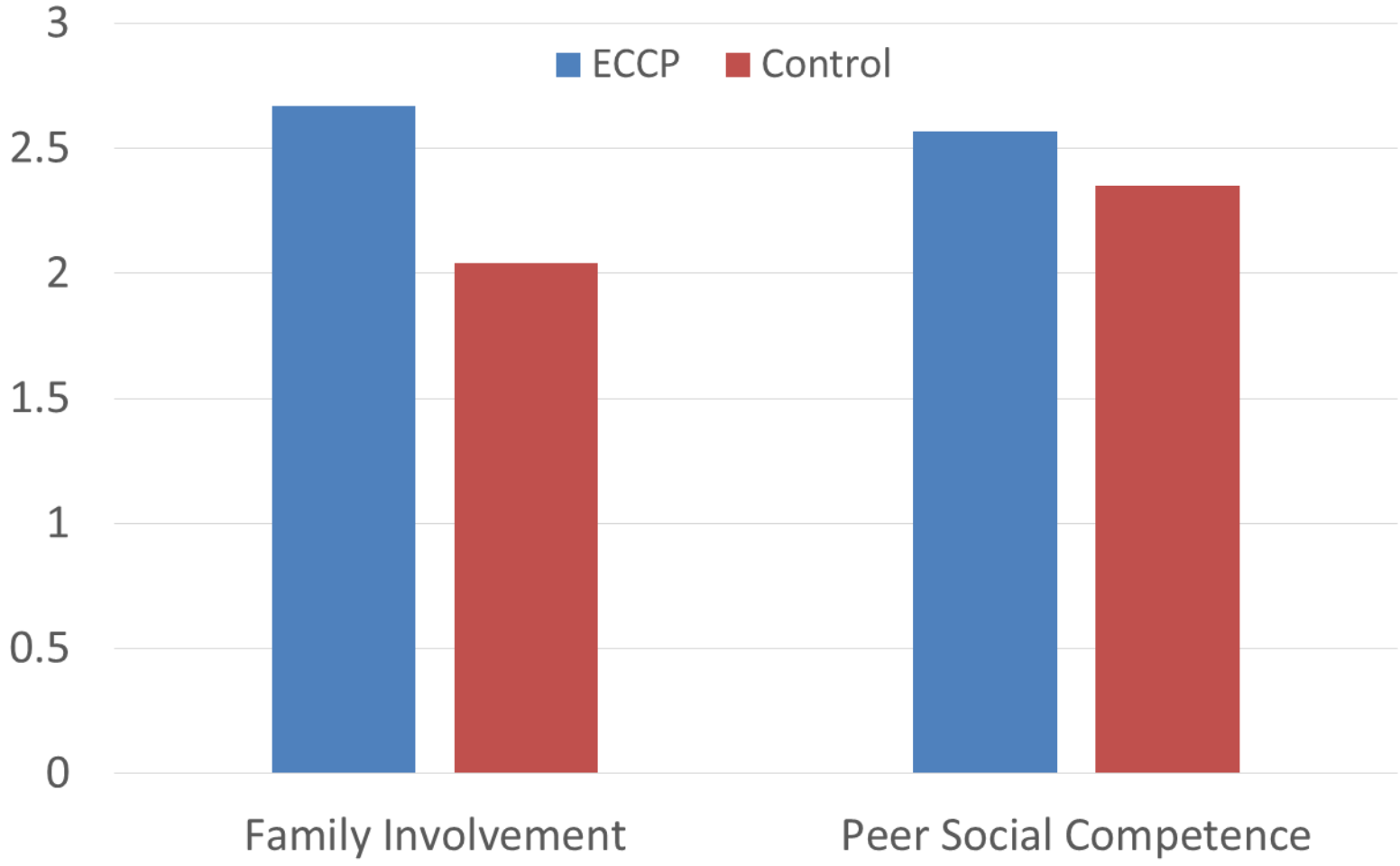








Study 3 Results (Infant-Toddler)



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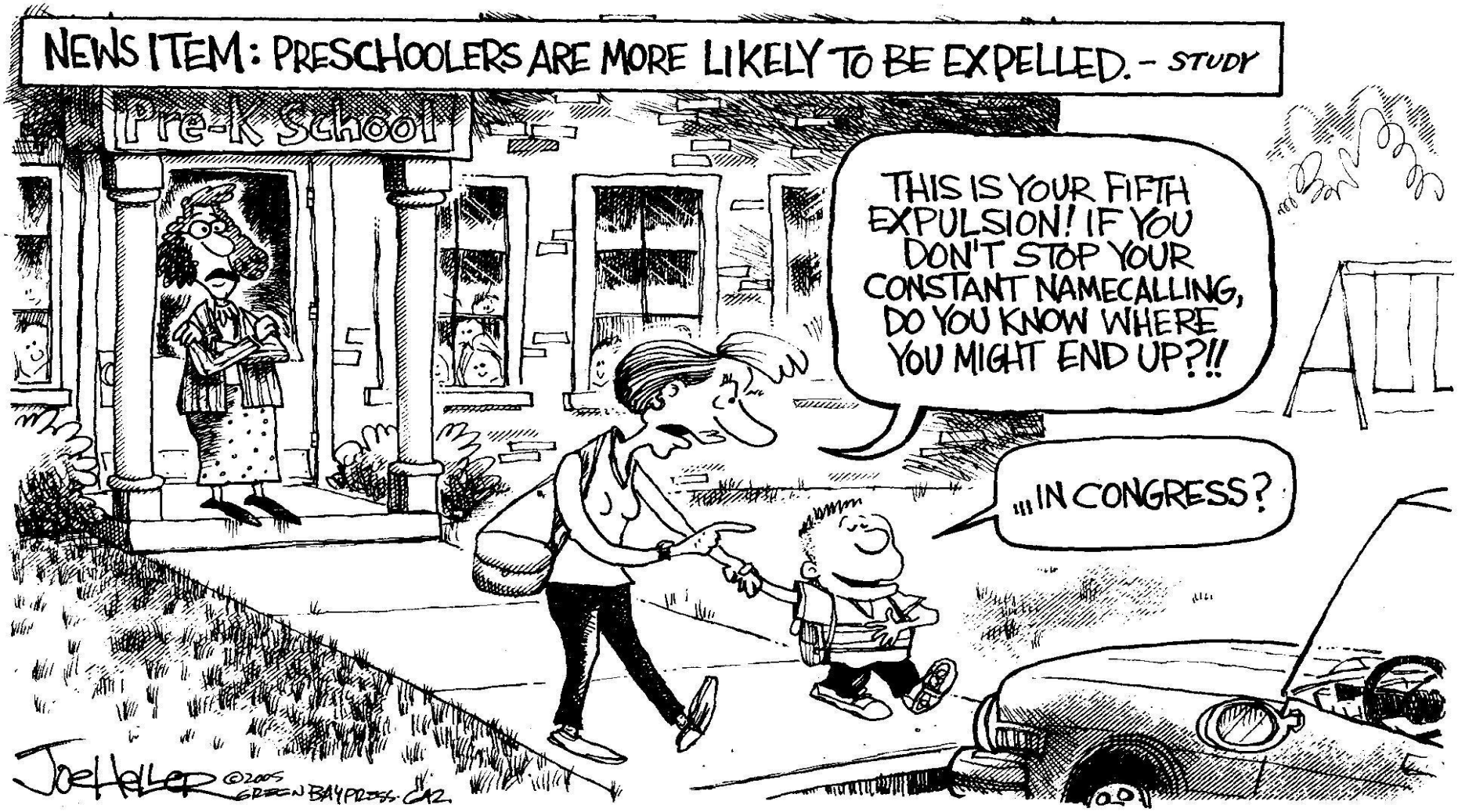
(t = -2.02*; *d* = 0.58)

Opinion


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?
JOE HELLER ©2005 GREEN BAY PRESS-GAZ

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)

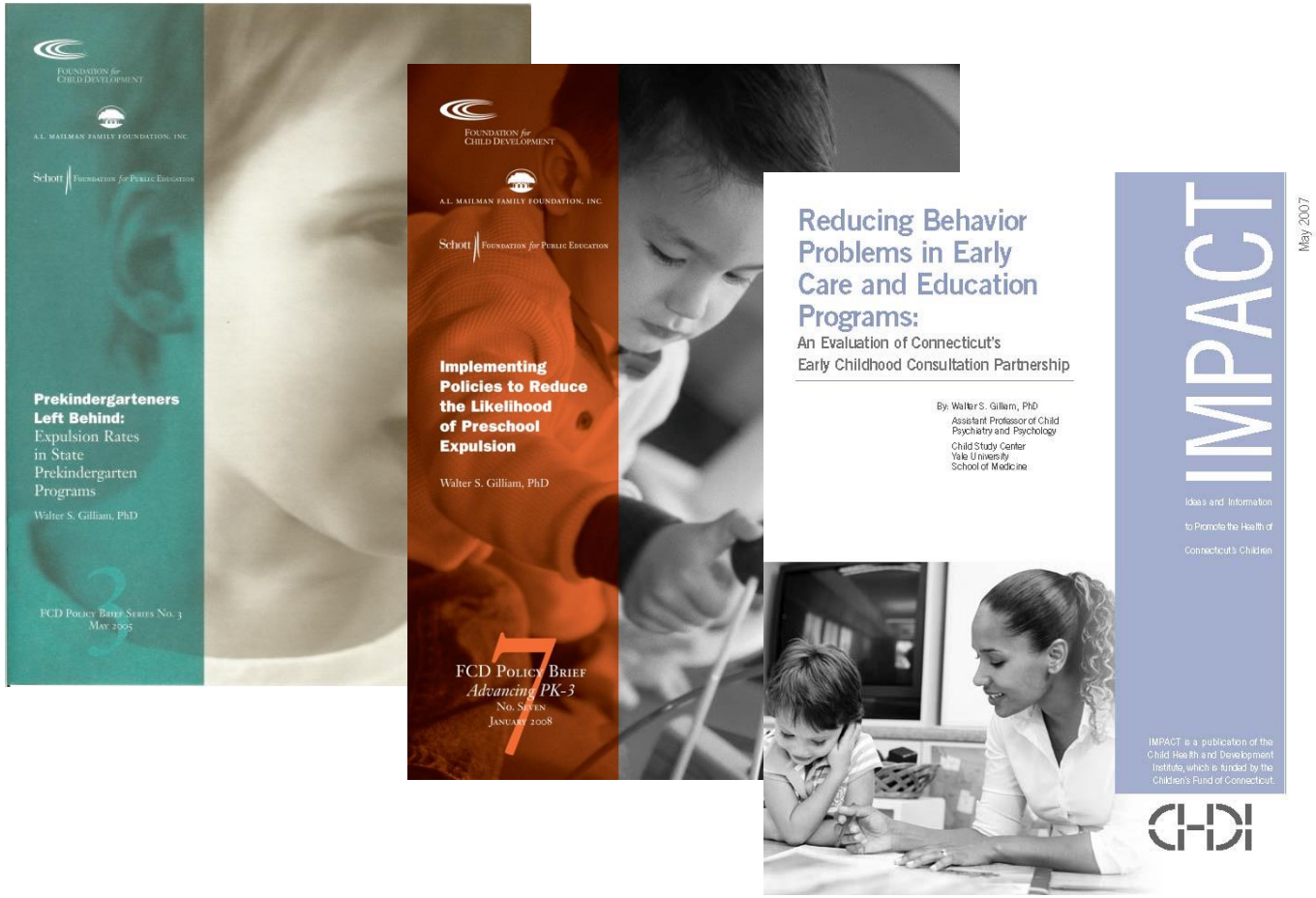
- Supportive policies and service regarding teacher job stress
  - Reasonable hours with breaks
  - Conditions, Compensation, Supports

- 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 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 **– 2/25/2015, 1-2:30 PM ET**

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