

 **Don't Change Content**

**This resource has specialized information and messages that cannot be changed.**

This resource was developed for the Office of Head Start by the National Center on Early Childhood Development, Teaching and Learning.

National Center on Early Childhood Development, Teaching and Learning

---

---

---

---

---

---

---

---



**Preventing Suspension and Expulsion of Children with Disabilities or Suspected Delays**

November 20, 2018

Jani Kozlowski, Anita Allison, and Colin Gasamis, NCECDTL

 NATIONAL CENTER ON Early Childhood Development, Teaching and Learning

---

---

---

---

---

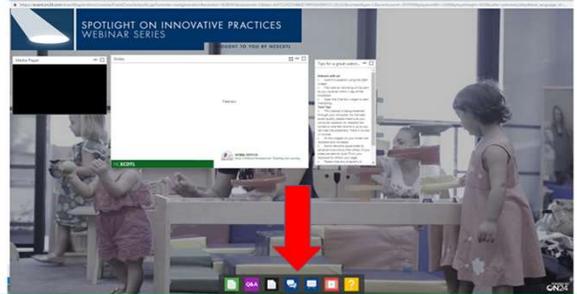
---

---

---

 **New Webinar Features**

**SPOTLIGHT ON INNOVATIVE PRACTICES WEBINAR SERIES**



---

---

---

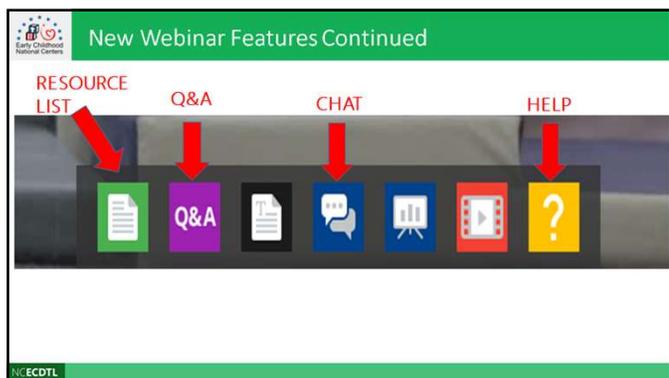
---

---

---

---

---




---

---

---

---

---

---

---

---

## Session Objectives

At the end of this presentation, you should be able to:

- Understand the research related to suspension and expulsion in early childhood and how those practices negatively impact young children with disabilities or suspected delays and their families
- Explain the definitions of suspension and expulsion
- Share how effective teaching practices and program practices can help prevent suspension and expulsion of children with disabilities or suspected delays
- Understand the protections in regulation, law, and rights under IDEA for children with disabilities.

NCECDTL

---

---

---

---

---

---

---

---

## Session Agenda

Here's what we're doing today:

1. What does the data tell us about suspension and expulsion of children with disabilities or suspected delays?
2. What do we mean by suspension and expulsion of children with disabilities or suspected delays?
3. What do these practices look like at the program level?
4. What do the laws and regulations say about these practices?
5. Scenario activities and effective teaching practices
6. Program strategies
7. Reflection on your work and thinking about next steps
8. Closing

NCECDTL

---

---

---

---

---

---

---

---

What does the data tell us about suspension and expulsion of young children with disabilities?



NCECDTL

---

---

---

---

---

---

---

---

What does the data tell us about suspension and expulsion?

- Preschool children are expelled at least three times more than school-aged children.
- Within the K-12 population, children with disabilities are more than twice as likely to receive an out-of-school suspension than children without disabilities



NCECDTL

---

---

---

---

---

---

---

---

The evolutionary basis for social connections



NCECDTL

---

---

---

---

---

---

---

---

 Inclusion vs. Exclusion

Does Rejection Hurt? An fMRI Study of Social Exclusion

Naomi I. Eisenberger  
Matthew D. Lieberman  
Kipling D. Williams



<http://www.scn.ucla.edu/pdf/Cyberball290.pdf>

ECDTL

---

---

---

---

---

---

---

---

*Set-Up: Cover Story for the First Scan*



---

---

---

---

---

---

---

---

*Inclusion*



---

---

---

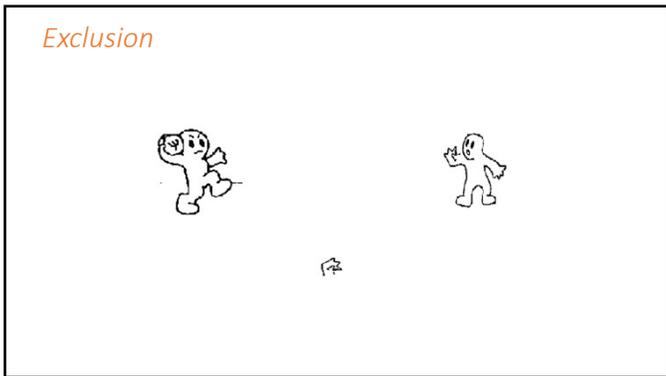
---

---

---

---

---



---

---

---

---

---

---

---

---

Does rejection hurt?

- My heart is broken...
- My feelings are hurt...
- I felt like she stabbed me in the back...



NCECDTL

The slide features a green header with the text 'Does rejection hurt?'. Below the header, on the left, is a bulleted list of three phrases: 'My heart is broken...', 'My feelings are hurt...', and 'I felt like she stabbed me in the back...'. To the right of the text is a photograph of a young child with light brown hair, wearing a pink top, who is crying with a distressed expression. The NCECDTL logo is in the bottom left corner.

---

---

---

---

---

---

---

---

What do we mean by suspension and expulsion?



NCECDTL

The slide features a green header with the text 'What do we mean by suspension and expulsion?'. To the right of the text is a photograph of a young child with dark curly hair, wearing a striped shirt and a blue pacifier, being held in the arms of an adult. The NCECDTL logo is in the bottom left corner.

---

---

---

---

---

---

---

---

**AA12**  
Early Childhood  
National Centers

### What do we mean by suspension and expulsion?

Suspension is the temporary removal of a child from the classroom, program or school, and expulsion refers to the permanent removal of a child from the program.

- Four types of suspension and expulsion:
  - In-school suspension
  - Out-of-school suspension
  - Soft-expulsion
  - Expulsion



**PKS**  
**WK2**

**NCECDTL**

---

---

---

---

---

---

---

---

**AA12**  
Early Childhood  
National Centers

### Poll: Which definition best describes "in school suspension"?

- Practices that involve temporarily removing children from the program.
- Permanent removal or dismissal from the program.
- Practices that involve removing or excluding the child from the classroom.

**NCECDTL**

---

---

---

---

---

---

---

---

What do these practices look like at the program level for children with disabilities or suspected delays?



**NCECDTL**

---

---

---

---

---

---

---

---

 In-School Suspension

Practices that involve removing or excluding the child from the classroom.





---

---

---

---

---

---

---

---

 Out-of-School Suspension

Practices that involve temporarily removing children from the program.





---

---

---

---

---

---

---

---

 Soft Expulsions

Practices that make it so the program is not a viable or welcoming care arrangement for the family and leaves the family with little choice but to withdraw their child.





---

---

---

---

---

---

---

---

 Expulsion

Permanent removal or dismissal from the program.





---

---

---

---

---

---

---

---

What do the laws and regulations say about these practices?





---

---

---

---

---

---

---

---

 Poll: The Head Start Program Performance Standards require programs to severely limit or prohibit suspension and prohibit expulsion of all enrolled children. This standard refers to all children, including children with disabilities or suspected delays.

True or False?



---

---

---

---

---

---

---

---

What do the laws and regulations say about these practices?

- Head Start Program Performance Standards §1302.17 (a) and (b)
- Individuals with Disabilities Education Act (IDEA) Part B – Assistance for All Children with Disabilities §300.530 through 300.536 (IDEA's disciplinary protections) and 34 CFR §300.101 and 300.17 (FAPE).
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA) Title III: Public Accommodations and Commercial Facilities



NCECDTL

---

---

---

---

---

---

---

---

Scenario activities and effective teaching practices



NCECDTL

---

---

---

---

---

---

---

---

In-School Suspension Scenario

*Joey is a four-year-old with a developmental disability. During circle time he avoids sitting with the group and when he does join, he quickly becomes restless. His fidgeting regularly disrupts the experience for other children and the teacher finds that she is constantly telling him to “settle down.” When the teacher feels his behaviors are too distracting, a volunteer is asked to walk Joey up and down the hall for the remainder of circle time.*



NCECDTL

---

---

---

---

---

---

---

---

 **Teaching Strategies – What Might Work for Joey?**

What are some of the teaching strategies that you might use to support Joey so that he can remain in the classroom?

**Enter your ideas and thoughts into the comment box.**





---

---

---

---

---

---

---

---

 **Teaching Practices : Social Story**



[http://csefel.vanderbilt.edu/modules/module3b/presenters-ppt/V3b\\_10.mpg](http://csefel.vanderbilt.edu/modules/module3b/presenters-ppt/V3b_10.mpg)



---

---

---

---

---

---

---

---

 **Out-of-School Suspension Scenario**

*Zola is a 2½ year-old with Down syndrome enrolled in a full-day program. Her heart condition causes her to fatigue easily and sleep deeply during nap time. Typically, she doesn't re-engage in afternoon play with other children. The program is concerned about Zola's inability to fully engage in the afternoon and has asked her parents to pick her up after lunch until she "can make it through the whole day."*





---

---

---

---

---

---

---

---

 **Teaching Strategies – What Might Work for Zola?**

What are some of the teaching strategies that you might use to support Zola so that she can remain in the classroom?



**Enter your ideas and thoughts into the comment box.**



---

---

---

---

---

---

---

---

 **Soft Expulsions Scenario**

*Tina is a non-verbal four-year-old child with autism. During lunch and snack time, she becomes aggressive, pushing her teacher and others. Tina is strong and her actions often make the adult step backwards. Tina's mom is called and asked to pick her up early when this happens. Having to frequently leave work to pick Tina up has caused a problem for Tina's mom at her workplace and she ultimately decided to withdraw Tina from the program.*





---

---

---

---

---

---

---

---

 **Teaching Strategies – What Might Work for Tina?**

What are some of the teaching strategies that you might use to support Tina so that she can remain in the classroom?



**Enter your ideas and thoughts into the comment box.**



---

---

---

---

---

---

---

---

Teaching Strategies: Using a Communication Device



<http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-20>

Source: **CONNECT Modules**

NC ECDTL

---

---

---

---

---

---

---

---

Expulsion Scenario

*Tyrell is a four-year-old with a sensory integration disorder. He is particularly sensitive to loud noises. One day, the fire alarm went off while Tyrell was using the bathroom. Now, Tyrell soils his pants at least once most days because he doesn't want to go into the bathroom anymore. Tyrell's family was told he must be able to consistently use the bathroom if they want him to attend the program.*



NC ECDTL

---

---

---

---

---

---

---

---

Teaching Strategies – What Might Work for Tyrell?

What are some of the teaching strategies that you might use to support Tyrell so that he can remain in the classroom?



Enter your ideas and thoughts into the comment box.

NC ECDTL

---

---

---

---

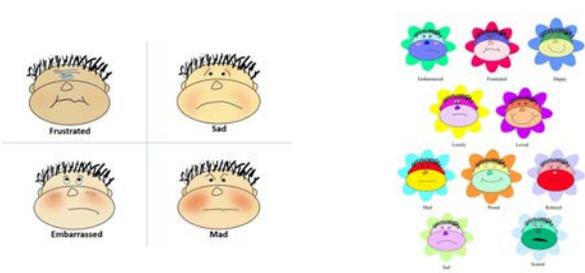
---

---

---

---

Teaching Practices: Naming Feelings



<http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills>

NCECDTL

---

---

---

---

---

---

---

---

Early Childhood National Centers

Poll: Which of these teaching practices will be most effective for your situation?

- Use of social stories
- Use of communication devices
- Fidget toys
- Feelings charts and activities
- Visual cues
- Peer support
- Environmental modifications
- Stress management and wellness activities for teachers

NCECDTL

---

---

---

---

---

---

---

---

Program strategies



NCECDTL

---

---

---

---

---

---

---

---

 Program Strategies

- Develop Strong Partnerships
  - With Families
  - With Other Professionals
- Provide Strong Supports for Staff
- Develop Clear and Consistent Policies





---

---

---

---

---

---

---

---

 Program Wide Strategies

Four Drivers of Suspension/Expulsion To Be Aware Of

- Structural Quality
- Lack of Knowledge of Child Development
- Racial Disparities in Discipline
- Trauma Connection





---

---

---

---

---

---

---

---

 Driver 1 - Structural Quality

- High teacher-child ratios
- High teacher stress / Feeling hopeless
- Long school day
- Too little structure
- Restrictive structure
- No consistent ongoing availability of a mental health consultant





---

---

---

---

---

---

---

---

 **Driver 2 – Lack of Knowledge of Child Development**

Workforce needs knowledge and skills to

- Understand how children’s disability may effect development and reflect cultural expectations and learning
- Communicate classroom expectations in a child’s first language
- Support social-emotional learning
- Examine their own cultural socialization and practices
- Distinguish atypical behavior/development from typical behavior/development

NSECE study found only 20% of providers reported receiving training on facilitating social-emotional growth in the past year



---

---

---

---

---

---

---

---

 **Driver 3 - Racial Disparities in Discipline**

Understanding Racial Disparities in Discipline and Expulsion Rates

- Disproportionate levels of discipline by race
- Mixed impact when background information on familial stressors is made available
- At kindergarten entry, Black and White parents equally rated their children’s persistence, approaches to learning, and social interactions, but teachers rated Black students as having a distinct disadvantage relative to White students
- Underprepared early learning teachers are more likely to use punitive and rejecting disciplinary techniques



---

---

---

---

---

---

---

---

 **Driver 4: Trauma Behavior Connection**



- Approximately 10 to 14 percent of children from birth to age 5 experience developmental, emotional, relational, or behavioral disturbance
- Children experiencing trauma arrive at school less ready to learn
- Exposure to violence can diminish concentration, memory, organizational, and language abilities
- Quality of early learning settings is *even more* important



---

---

---

---

---

---

---

---

 Reflections on Program Strategies

**Why does this feel complex?**

- Subjectivity in what is considered challenging
- Many types of exclusionary practices
- Program characteristics may provoke or contribute to the issues
- Increased understanding of why racial disparities exist
- Lack of supports for an underprepared workforce

**Implications**

All actions and triage are “after the affect”

How are we designing and supporting programs upfront?





---

---

---

---

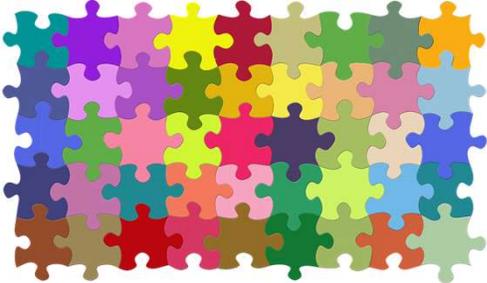
---

---

---

---

 Putting It All Together





---

---

---

---

---

---

---

---

Reflection on your work and thinking about next steps





---

---

---

---

---

---

---

---

 **Resources**

- [Reducing Suspension and Expulsion Practices in Early Childhood Settings \(ACF\)](https://www.acf.hhs.gov/eccd/child-health-development/reducing-suspension-and-expulsion-practices)  
<https://www.acf.hhs.gov/eccd/child-health-development/reducing-suspension-and-expulsion-practices>
- [Guidance Document on Expulsion and Suspension Policies in Early Childhood Settings](https://www.acf.hhs.gov/sites/default/files/eccd/expulsion_ps_numbered.pdf)  
[https://www.acf.hhs.gov/sites/default/files/eccd/expulsion\\_ps\\_numbered.pdf](https://www.acf.hhs.gov/sites/default/files/eccd/expulsion_ps_numbered.pdf)
- [Office of Head Start Informational Memorandum on suspension and expulsion policy](https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01)  
<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01>
- [Preventing Suspensions and Expulsions in Early Childhood Settings: A Program Leader's Guide to Supporting All Children's Success](http://preventexpulsion.org/) <http://preventexpulsion.org/>
- [Understanding and Eliminating Expulsion in Early Childhood Programs](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-eliminating-expulsion-early-childhood-factsheet.pdf)  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-eliminating-expulsion-early-childhood-factsheet.pdf>
- [Children with Disabilities: High Quality Inclusion Series and Highly Individualized Teaching and Learning](https://eclkc.ohs.acf.hhs.gov/children-disabilities)  
<https://eclkc.ohs.acf.hhs.gov/children-disabilities>
- [The National Center for Pyramid Model Innovations](http://challengingbehavior.cbs.usf.edu/index.html)  
<http://challengingbehavior.cbs.usf.edu/index.html>
- [Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\)](http://csefel.vanderbilt.edu/) <http://csefel.vanderbilt.edu/>

**NCECDTL**

---

---

---

---

---

---

---

---

**Thank You!**



**NCECDTL**

---

---

---

---

---

---

---

---