

POLICYLAB

August 28, 2017

POLICYLAB WEBINAR SERIES

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August 28, 2017

ENDING EXPULSION AND SUSPENSION IN CHILD CARE

Marsha Gerdes, PhD, and Natalie Renew, MPA

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ABOUT US

Marsha Gerdes, PhD

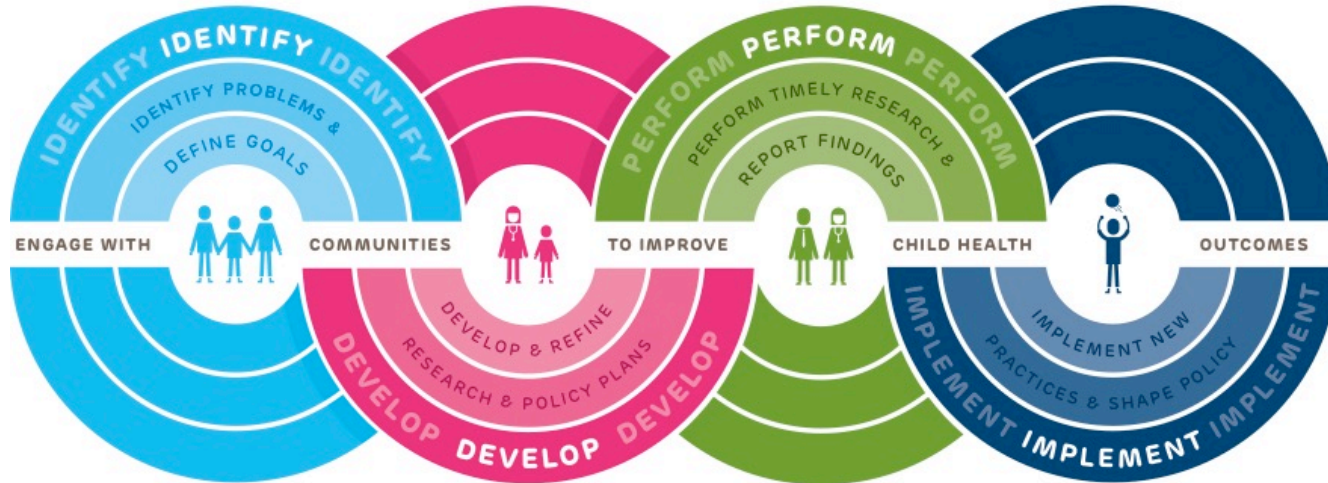


Natalie Renew, MPA



INNOVATING THROUGH POLICYLAB

At PolicyLab we seek to achieve optimal child health and well-being by informing program and policy changes through interdisciplinary research.



ABOUT US

Marsha Gerdes, PhD



Natalie Renew, MPA



PUBLIC HEALTH MANAGEMENT CORPORATION (PHMC)

Public Health Management Corporation (PHMC) is a nonprofit public health institute that builds healthier communities through partnerships with government, foundations, businesses and community-based organizations.

- PHMC's Early Childhood Education (ECE) Group is committed to ensuring that all children, and particularly those at risk, have access to high quality early learning experiences. With an annual budget of over \$42 million, 130 professional staff and diverse funding sources, this goal is achieved via quality improvement, quality expansion and quality demonstrate.
- Early Childhood Education is a key issue for PHMC and integral to our public health approach; overwhelming data suggest that children with access to high quality early care and education have improved outcomes in a variety of domains including learning, socializing and physical health. PHMC is committed to supporting the scaling of high quality ECE services and universal prekindergarten services. Through its various programs and partnerships, the ECE Group improves the quality, access and availability of ECE programs throughout the Southeast region of Pennsylvania.

PUBLIC HEALTH MANAGEMENT CORPORATION (PHMC)

Early Childhood Education (ECE) Group's Major Programs:

Program Name	Brief Description	Target Population
Philadelphia Head Start Partnership http://philaheadstartpartnership.org/	PHSP Head Start provides educational and comprehensive services to children and families in Southwest Philadelphia.	600 low-income children ages 3-5
Southeast Regional Key http://www.seregionalkey.org/site/	Child care quality improvement program and includes Early Childhood Mental Health (ECMH) Consultation.	1,600 child care providers located in Southeast PA
Fund for Quality http://www.fundforquality.org/	FFQ supports high-quality early care and education providers with expanding their services to reach more low-income families.	High quality STAR 3 and 4 child care providers (10-20 per year)
City of Philadelphia: Child Care Facility Fund http://philafacilityfund.org/	CCFF provides facility improvement grants to high quality residential and commercial child care programs to improve or sustain quality operations.	High quality STAR 3 and 4 child care providers (30-40 per year)
PHL PreK Intermediary Services http://www.phlprek.org/	City of Philadelphia's locally funded quality pre-k program.	2,000 children ages 3-4 living in Philadelphia
ChildWare https://childware.org/	Early childhood education information management system.	65 child care providers and two intermediary entities located in PA
Early Childhood Action Collective http://ecactioncollective.org/	Policy and research effort to inform local decision making.	Program designers, administrators, politicians, funders

LEARNING OBJECTIVES

- Understand the incidence of expulsion and suspension in child care (birth to five years).
- Understand the contributors to and implications of expulsion and suspension in child care on the health and development of the child.
- Explore the successes and barriers to developing sustainable teacher training and services for parents that address behavioral challenges in young children.
- Identify policy approaches that enable child care centers to end expulsions and suspensions through parent and teacher training.

1. INCIDENCE AND IMPACT OF EXPULSION AND SUSPENSION

2. State and Federal policy opportunities for change
3. What can be done?
4. PBIS as a model for center-based training
5. Conclusions and additional resources

WHAT'S THE INCIDENCE NATIONALLY?

- 10.4% of pre-k teachers report expulsion
- More than 5,000 preschool students expelled each year
- Rate more than three times higher than K-12 students
- In 2012, 2,500 students were suspended more than once
- Boys are over 4.5 times more likely to be expelled than girls
- Rates are highest for older preschoolers and African Americans

What about in Philadelphia?

- 26% of child care centers in Philadelphia have used expulsion
- 37% of child care centers in Philadelphia have used suspension
- Behavior challenges of children seem to be more severe than in past.
- Both toddlers and preschoolers are being expelled or suspended.



RISK FACTORS FOR EXPULSION AND SUSPENSION

Teachers may misinterpret typical behavior as a problem.

- Emotional regulation is a developmental skill
 - Expectations for behavior need to be based on developmental level
 - Tantrums, poor emotional regulation are all normal at certain ages
- Special needs
 - Children with Autism
- Stresses
 - At home
 - In community
- Delays in social-emotional skills
 - Poor emotional regulation



RISK FACTORS FOR EXPULSION AND SUSPENSION

Teachers are less prepared to teach social-emotional skills and manage difficult children.

- More focus on managing difficult behavior than supporting positive behaviors
- Difficult to operationalize strategies that are learned in a classroom training



RISK FACTORS FOR EXPULSION AND SUSPENSION

Gilliam and Reyes have identified four key risk factors:

- Degree of disruption in the classroom
- Fear of accountability
- Teacher stress
- Hopelessness

RISK FACTORS FOR EXPULSION AND SUSPENSION

Implicit bias impacts the interpretation of “behaviors”

- What is implicit bias?
 - Cultural forces shape our unconscious assumptions about other people, and often rely on stereotypes. These stereotypes shape the perception of behavior.
- How does it play a role?
 - Tantrums are read as age-appropriate expressions of emotion in white children, and as shows of aggression or defiance in children of color.
 - Teachers are more watchful of the behaviors of children who are black and male.

RISK FACTORS FOR EXPULSION AND SUSPENSION

Barriers exist to accessing supports for individual children

- Early Intervention
 - Eligibility criteria may not be inclusive of children with behavior challenges
 - Children are primary focus in therapy not entire classrooms
- Mental Health
 - Eligibility based on psychiatric diagnosis
 - Stigma around referral to mental health services
 - Limited expertise in mental health workforce on birth to five age group
- Early Childhood Mental Health (ECMH) Consultation
 - Waiting list

IMPLICATIONS AND IMPACTS OF EXPULSIONS

There are known and unknown harmful impacts for multiple groups throughout a child's expulsion from child care, including:

- Child
- Parent
- Child Care Center

UNDERSTANDING THE IMPACT OF EXPULSION

No single record of who is expelled and what happens next

- Both short and long term impacts on their development, family situation, and well-being are largely unknown on a systems level.
- Case studies provide a glimpse on the likely impacts of expulsion on children, their parents, and their former child care centers.
- No means to track success of interventions



HARMFUL IMPACT OF REMOVAL ON CHILD

Harmful impact of removal on school readiness

- Children who are expelled are less likely to be kindergarten-ready
- More likely to need supports at school age
- Possible next child care provider available will be unlicensed
- Child will enter next child care setting without supports



HARMFUL IMPACT OF REMOVAL ON PARENT

- Burden of going through multiple systems to find support
 - Child Care Subsidy, Early Intervention, local mental health systems
- Time off work



HARMFUL IMPACT OF REMOVAL ON CENTER

- Teacher is no more prepared for the next child with challenging behavior
- Process of having a child with behavior challenges is stressful for teachers and center



1. Incidence and impact of expulsion and suspension

2. STATE AND FEDERAL POLICY OPPORTUNITIES FOR CHANGE

3. What can be done?

4. PBIS as a model for center-based training

5. Conclusions and additional resources

FEDERAL POLICY ON EXPULSION AND SUSPENSION

Joint statement released September 15, 2015

- Advocates for social-emotional and behavioral health development
- Collaboration with community providers
- Better training for teachers
- Individual state policies with data collection



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION



POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS

PURPOSE

The purpose of this policy statement is to support families, early childhood programs, and States by providing recommendations from the U.S. Departments of Health and Human Services (HHS) and Education (ED) for preventing and severely limiting expulsion and suspension practices in early childhood settings.¹ Recent data indicate that expulsions and suspensions occur at high rates in preschool settings.^{2,3,4} This is particularly troubling given that research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes.^{5,6,7} In addition, stark racial and gender disparities exist in these practices, with young boys of color being suspended and expelled much more frequently than other children.^{2,3,4} These disturbing trends warrant immediate attention from the early childhood and education fields to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension – and ensure the safety and well-being – of young children in early learning settings.⁸

This joint HHS and ED policy statement aims to:

- Raise awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood settings, including issues of racial/national origin/ethnic and sex disparities and negative outcomes for children associated with expulsion and suspension in the early years;
- Provide recommendations to early childhood programs and States on establishing preventive,

STATE POLICIES REGARDING EXPULSION AND SUSPENSION

Reduction of expulsion and suspension in early childhood programs in PA



OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

ANNOUNCEMENT

Subsidized Child Care Services - S-17 #05
Child Care Certification Services - C-17#04
Early Intervention Services - EI-17#02
FC/PRP - 17#03
Early Learning Services - KS-17#04
ELS-17#03

Issue Date: June 29, 2017
Effective Date: July 1, 2017

SUBJECT: Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania

TO: Pennsylvania Early Learning Programs

FROM: Suzann L. Morris, MPA
Deputy Secretary, Office of Child Development & Early Learning

PURPOSE:

The U.S. Departments of Health and Human Services (HHS) and Education (ED) released a [policy statement](#) recommending that states develop policies and practices to significantly limit the practice of expulsion and suspension of young children in all early childhood programs (2014). This announcement provides the Office of Child Development and Early Learning (OCDEL) response to the HHS & ED federal policy. This announcement incorporates key principles and recommendations for implementing family engagement across systems and within programs as outlined in the Policy Statement on [Family Engagement from the Early Years to the Early Grades](#) (2016). This Announcement and OCDEL Announcement [Inclusion of All Children in Early Childhood Programs in Pennsylvania](#) are intentional companion Announcements to support quality early childhood programs.

The purpose of this announcement is to:

1. Raise awareness of the HHS and ED policy statements,
2. Provide guidance to OCDEL funded programs regarding appropriate behavior support practices and the reduction of expulsion and suspension of young children,
3. Provide guidance to OCDEL funded programs in how to support family engagement in an inclusive manner that respects the cultural and individual preferences of families,
4. Identify resources available to local programs to support staff and prevent expulsion, and
5. Specify implementation steps to be taken at the local and state level.

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Inclusion of all children in early childhood programs in PA



OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

ANNOUNCEMENT

Subsidized Child Care Services - S-17 #04
Child Care Certification Services - C-17#03
Early Intervention Services - EI-17#01
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Early Learning Services - KS-17#03
ELS-17#02

Issue Date: June 29, 2017
Effective Date: July 1, 2017

SUBJECT: Inclusion of All Children in Early Childhood Programs in Pennsylvania

TO: Pennsylvania Early Learning Programs

FROM: Suzann L. Morris, MPA
Deputy Secretary, Office of Child Development & Early Learning

PURPOSE:

The U.S. Departments of Health and Human Services (HHS) and Education (ED) released a [policy statement](#) recommending that states develop policies and practices to increase the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs (2015). This policy statement provides the Office of Child Development and Early Learning (OCDEL) response to this federal policy. It also incorporates key principles and recommendations for implementing family engagement across systems and within programs as outlined in the Policy Statement on [Family Engagement from the Early Years to the Early Grades](#) (2016). This Announcement and the [Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania](#) are intentional companion Announcements to support quality early childhood programs.

The purposes of this announcement are to:

- Promulgate the HHS and ED policy statement,
- Provide guidance to OCDEL programs regarding strategies that promote inclusion for all children,
- Provide guidance to OCDEL programs in how to support family engagement in an inclusive manner that respects the cultural and individual preferences of families,
- Identify resources available to local programs, and
 - Specify next steps to be taken at the local and state levels.

BACKGROUND:

HHS and ED provide federal funding to a wide variety of Pennsylvania early childhood programs and initiatives, including Child Care Works; Child Care Certification; Early Head Start; Head Start; Early Intervention; Home Visiting Programs; and Keystone STARS. As a recipient of these federal funds, OCDEL is acting on the recommendations to develop and disseminate a program policy statement to early

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OVERVIEW

1. Understanding the impacts of expulsion and suspension
2. State and Federal policy opportunities for change

3. WHAT CAN BE DONE?

4. Development of sustainable teacher training service intervention in child care centers
5. Conclusions and additional resources

WHAT CAN BE DONE?

- Determine the rate of expulsions and behavior problems in child care
- Build a system of transition for each child leaving a center
- Build greater awareness of the existing resources for children, families and providers
- Build a system of more effective training for child care centers

WHAT CAN BE DONE?

Determine the rate of expulsions and behavior problems in child care

- To create a system of accountability
- To determine allocation of resources
- To determine the effectiveness of interventions



WHAT CAN BE DONE?

Build a system of supportive transitions for each child leaving a center

- Finding new location for care
- Ensuring that supports are in place
- Supportive “navigation” for difficult intake systems to obtain services



WHAT CAN BE DONE?

Build greater awareness of the existing resources

- Pediatrician
- Child Care
- Early Intervention
- Early Childhood Mental Health Consultation
- Mental Health
- Community services for parents



WHAT CAN BE DONE?

Build a system of more effective training for teachers and child care centers

- Use of evidence-based strategies
- Coaching for entire centers



OVERVIEW

1. Incidence and impact of expulsion and suspension
2. State and Federal policy opportunities for change
3. What can be done?
4. PBIS AS A MODEL FOR CENTER-BASED TRAINING
5. Conclusions and additional resources

POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)

A three-tiered model that provides school-wide support for all children, classroom-level support, and individualized support for children with greater behavioral challenges.

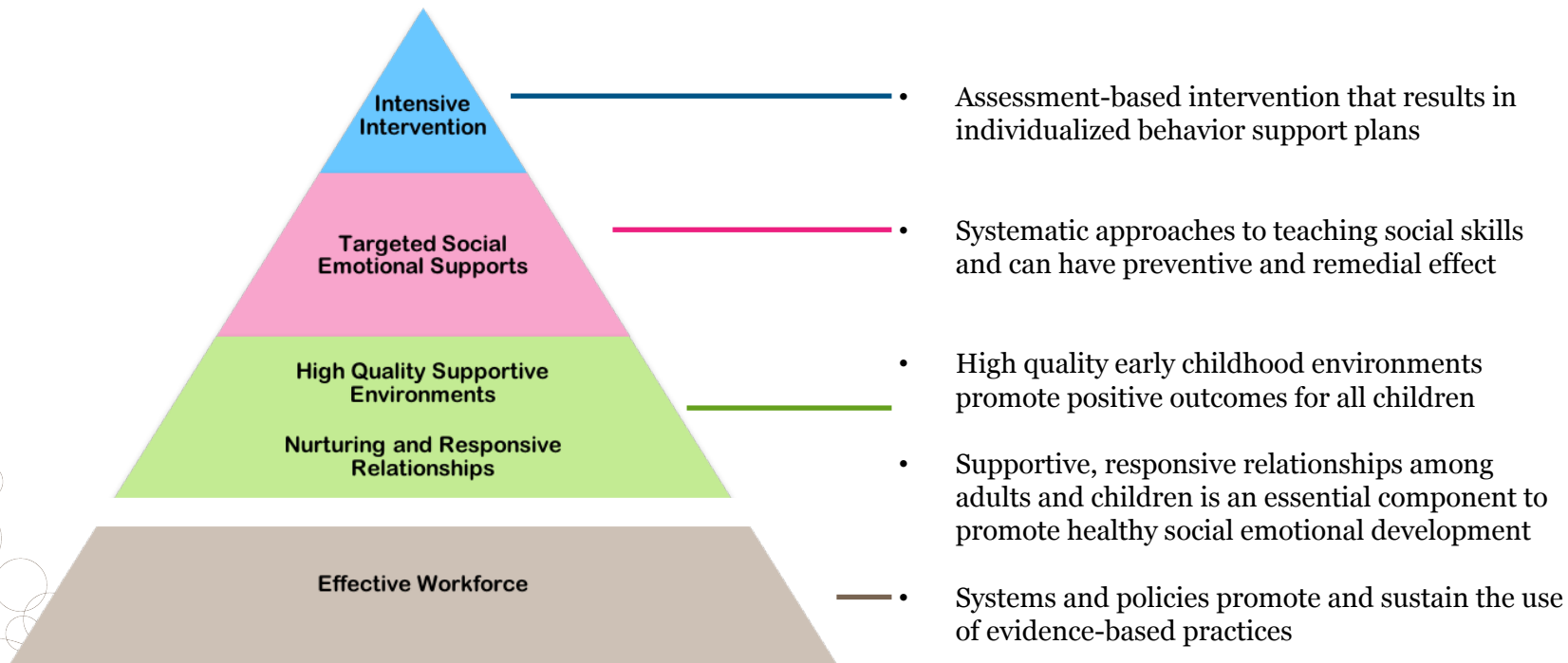
- Based on the **Vanderbilt Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** and **Technical Assistance Center on Social Emotional Intervention (TACSEI)** early childhood education modules
- Stresses program-wide expectations for behavior
- Promotes parent involvement
- Supports teachers through real-time classroom coaching

<http://www.papbs.org/Home.aspx?PageID=68a5038d-36df-414f-8e1f-a78737463ace>

<http://csefel.vanderbilt.edu/>

MODEL FOR INCLUSION AND SUPPORT OF EARLY LEARNING AND DEVELOPMENT

Pyramid Model – courtesy of the University of South Florida



OTHER PROVIDERS OF SUPPORT TO CHILD CARE CENTERS

Philadelphia-specific

- Infant and Toddler Early Intervention
- Preschool Early Intervention
- Mental Health
- School District of Philadelphia
- State Professional Development Systems
- Local Child Welfare

PBIS SUCCESSES

Many positive strides in implementation of PBIS at the pilot center in Philadelphia

- School-wide values were established
- Teachers supporting each other
 - Core team meeting
- Ways to give children positive attention were developed
 - Bee hive buckets
- New classroom structures



CHALLENGES OF PBIS IN FIRST YEAR IN PILOT CENTER

Insufficient number of PBIS Facilitators:

- Few external facilitators experienced in PBIS

Recommendation:

- Build capacity by creating a stronger and larger workforce of PBIS coaches.

CHALLENGES OF PBIS IN FIRST YEAR IN PILOT CENTER

Current rates of staff turnover made training difficult:

- 5 of the 6 classrooms had at least one staff member change during the year.
- Staff changes were across all positions: teachers and administrative staff.
- Each new staff member delayed the creation of a cohesive center-wide PBIS culture.

Recommendation:

- Professionalization of workforce
 - Salary
 - Education
 - Respect as a profession
 - Preparation

CHALLENGES OF PBIS IN FIRST YEAR IN PILOT CENTER

Current funding streams for professional development do not align with the length of time and frequency that is needed for PBIS

- First Year – Weekly coaching
- Years 2-5 – monthly participation

Recommendation: possible options include

- Child care professional development funds linked to specific intervention strategies and types
- Create opportunities for blended funding from all early childhood stakeholders
 - Early Intervention
 - Mental Health

CHALLENGES OF PBIS IN FIRST YEAR IN PILOT CENTER

Supports for individual children are not maximized:

- Early Intervention
 - Delays in intake process
 - IFSP/IEP goals not shared
 - Intervention strategies not shared

Recommendation:

- Reduce barriers in intake process
- Teachers on Individualized Family Services Plan (IFSP) or Individualized Education Plan (IEP) teams
- Sharing goals and strategies
- Increase collaboration and communication for each child

CHALLENGES OF PBIS IN FIRST YEAR IN PILOT CENTER

Supports for individual children with the most significant challenges are limited:

- What is role of mental health in early childhood education?
- How do you coordinate services between Early Childhood Education, Mental Health and Early Intervention?

Recommendation:

- Reduce barriers in eligibility
- Preventive services
- Parenting supports

CHALLENGES OF PBIS IN FIRST YEAR IN PILOT CENTER

Parents and teacher strategies are not fully aligned:

- Parents learned about PBIS but needed more support to implement the same strategies at home
- When parents and teachers have two different responses to a child's behavior, it is hard for the child

Recommendation:

- Build capacity for parent involvement in child care
- Financial support for child care centers to provide parent workshops about positive behavior supports
- Co-location of parent workshops that occur in community (e.g. parent cafes)

OVERVIEW

1. Incidence and impact of expulsion and suspension
2. State and Federal policy opportunities for change
3. What can be done?
4. PBIS as a model for center-based training
5. CONCLUSIONS AND ADDITIONAL RESOURCES

SUMMARY OF RECOMMENDATIONS

- Track occurrences of expulsion and suspension from child care in communities
- Systems navigation and support for transitions across settings
- Collaboration and communication among service agencies through cross-sector training
- Support and fund long-term coaching interventions
- Support and fund co-located parent services in child care centers

QUESTIONS?

Email us at PolicyLab.Webinars@gmail.com with your questions.

- We'll be following up with a blog post, project page and exit survey.
- This webinar will be archived on the PolicyLab website for repeat viewings.
- Don't hesitate to reach out with any questions:
 - Gerdes@email.chop.edu
 - Nrenew@phmc.org
- If you need additional information, learn more at: “Getting Started in Program-Wide Behavior Supports and Interventions”
 - <http://bit.ly/PAPBSorg>

THANK YOU!

Thank you for your help and support for this project and webinar

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- Pennsylvania's Office of Child Development and Early Learning

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THANK YOU!



PolicyLab

Children's Hospital of Philadelphia
2716 South Street
Roberts Center, 10th Floor
Philadelphia, PA 19146

Gerdes@email.chop.edu
PolicyLab.Webinars@gmail.com
policylab.chop.edu
 *@PolicyLabCHOP*