



# Information and Resources to Assist States in Developing Policy on Early Childhood Suspension and Expulsion

## CEELO POLICY REPORT

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**Abstract:** High-quality preschool lays the foundation for a child’s educational career. Preschool is where children are learning how to self-regulate, make friends, communicate, and express their wants and needs while preparing for their educational career within the K-12 system. If children do not have the behavioral and social-emotional skills needed to effectively participate in preschool programs, they are missing critical opportunities to grow and learn. Teachers and parents are often the “first responders” to address challenging behaviors and need knowledge, resources and support to nurture positive social-emotional development as a foundation of learning. This report includes resources to inform early childhood stakeholders at the state and local level interested in developing policy and guidance for programs to prevent and reduce suspension and expulsion.

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## Introduction

High-quality preschool lays the foundation for a child’s educational career. While attending preschool, young learners have a vast amount of knowledge to acquire across many domains: cognitive, language and literacy, motor development, and most importantly, social-emotional development. Additionally, each child comes to school with varying backgrounds, culture, and experiences. Preschool is where children are learning how to self-regulate, make friends, communicate, and express their wants and needs while preparing for their educational career within the K-12 system. If children do not have the behavioral and social-emotional skills needed to effectively participate in preschool programs, they are missing critical opportunities to grow and learn. Aggressive or non-compliant behavior may also be a signal that further mental health intervention is needed. Teachers and parents are often the “first responders” to address challenging behaviors and need knowledge, resources and support to nurture positive social-emotional development as a foundation of learning.i

This brief includes resources to inform early childhood stakeholders at the state and local level interested in developing policy and guidance for programs to prevent and reduce suspension and expulsion. The document is organized as follows:

- Brief review of current research on the impact and prevalence of suspension and expulsion in early childhood programs;
- Summary of key federal and national policy on suspension and expulsion in early childhood programs;
- Overview of emerging state policy on preschool suspension and expulsion and effective approaches to preventing suspension and expulsion; and.
- Considerations for states developing policy in this area.
- **Appendix A** is an annotated bibliography of national websites that include free resources on social-emotional and behavioral health for families and educators.

## Brief Review of Research on the Impact and Prevalence of Preschool Suspension and Expulsion

It is difficult to imagine a preschooler being suspended or expelled, though recent data indicate this form of discipline is an increasing issue in preschool classrooms. Evidence shows that children who are suspended or expelled in the early school years may be more likely to experience negative events in later school years. As early as 2005, research found that preschool children are expelled at three times the rate of children in Kindergarten through 12<sup>th</sup> grade, with the majority of those children, at least 42 percent of preschool children suspended, being African American boys.ii Even 10 years later, recent research indicates that 10 percent of preschool teachers reported having expelled at least one child in the previous year.iii.

Who is most likely to be expelled?

- Four-year-olds are expelled at a rate about 50 percent greater than three-year-olds.
- Boys are expelled at a rate more than 4.5 times that of girls.
- African-American children are about twice as likely to be expelled as Latino and Caucasian children, and more than five times as likely to be expelled as Asian-American children.<sup>iv</sup>

Limiting access to high-quality early education widens the achievement gap at school entry. Expelling children from preschool creates a missed opportunity to address young children’s socio-emotional and cognitive needs prior to school entry. “Preschool behavior problems are the single best predictor of adolescent delinquency and adult imprisonment. Expulsion from preschool leaves young children without access to education and early intervention, and families without support to address children’s behavior challenges. In the absence of these supports, “children are most likely to develop chronic behavior problems, contributing to school failure, peer rejection, substance abuse, truancy, incarceration, unemployment, divorce, psychiatric illness, and early death in adolescence and adulthood” resulting in more costly and long-term interventions.<sup>v</sup> Therefore, crafting and implementing policies and practices to support administrators, teachers and parents in addressing behavioral and cognitive challenges can help to prevent expulsion and reduce instances of suspension to only when in the best interests of the child.

### How is Suspension and Expulsion Defined Nationally?

At the federal level, the U.S. Department of Education Office of Civil Rights (OCR) defines expulsion as permanent removal of services and suspensions as the temporary in- or out-of-school removal of services.<sup>vi</sup> Caring for Our Children, National Health and Safety Performance Standards has the following definitions:

- Short-term suspension: “...reductions in the amount of time a child may be in attendance of a regular group setting, either by requiring the child to cease attendance for a particular period of time or reducing the number of days or amount of time that a child may attend.”
- Long-term suspension: “Requiring a child to attend the program in a special place away from the other children in the regular group setting.”
- Expulsion: “Termination of enrollment of a child or family in the regular group setting because of a challenging behavior or a health condition.”<sup>vii</sup>

However, states will want to define suspension and expulsion, and/or termination policies in more detail, and align the definition with state discipline policy for kindergarten through grade 12, licensing regulations and/or regulation and guidance for children with special needs. Most important is to clarify the language that is appropriate for early childhood settings for parents, and then to describe how the range of “suspension and expulsion” practices might look specifically in early childhood settings. Approaches to defining suspension and expulsion are discussed in more detail in the considerations section of this document on page 11.

## How Prevalent is Suspension and Expulsion in Preschool?

Insight into the prevalence and magnitude of the issue comes from the OCR data collection, which periodically collects data from school districts across the country on key education issues, including discipline policies and rates of suspensions and expulsions<sup>viii</sup>. In a limited sample of schools (not all schools were required to complete the survey in 2011) OCR's 2011-2012 data collection found significant gender and racial differences in rates of suspension and expulsion nationally, mirroring the findings noted above by researchers.

For the first time, the federal Office of Civil Rights (OCR) collected data from all public schools nationally in 2011-2012, and released findings in the Civil Rights Data Collection, Data Snapshot: Early Childhood Education in a March 2014 report.<sup>ix</sup> This data indicated that “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.” (Page 3) While preschool girls who are black are also more likely to experience “out-of-school” suspension, this data collection did not find that preschool children learning English or children with disabilities were any more likely to be suspended than other children.

This data has limitations in terms of interpreting the magnitude of the problem because it only surveyed school programs and many more preschool children are served in community based settings. It would be advisable for states to determine what data they have available across multiple settings on student discipline, suspension, and expulsion and to consider how best to collect additional information on prevalence of challenging behaviors, use of behavioral interventions, especially at the program or community level. Some states are conducting surveys of providers to determine the incidence of challenging behaviors in child care programs, including information on suspensions and expulsions.<sup>x</sup>

## Alignment with National Policy on Suspension and Expulsion in Early Childhood Programs

In response to OCR data, and with growing concerns expressed by families, teachers and other stakeholders, in 2016 the US Departments of Education and Health and Human Services released a joint policy statement to raise awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood settings, including issues of racial/national origin/ethnic and gender disparities and negative outcomes for children associated with expulsion and suspension in the early years, and provide the field with recommendations to limit suspension and expulsion in early childhood.<sup>xi</sup> The policy statements and resources on the dedicated website provide recommendations to states, divisions and programs on:

- Establishing preventive, disciplinary, suspension, and expulsion policies and administering those policies free of bias and discrimination;
- Setting goals and using data to monitor progress in preventing, severely limiting, and ultimately eliminating expulsion and suspension practices in early childhood settings; and

- Implementing early childhood workforce competencies and evidence-based interventions and approaches that prevent expulsion, suspension, and other exclusionary discipline practices, including early childhood mental health consultation and positive behavior intervention and support strategies.

Further, final Head Start Performance Standards either “prohibit or severely limit” suspensions and “explicitly prohibit” expulsions in all Head Start programs, as well as require programs to “engage a mental health consultant, collaborate with parents, and utilize appropriate community resources should a temporary suspension be deemed necessary because a child’s behavior represents a serious safety threat for themselves or other children”.<sup>xii</sup> The Child Care and Development Block Grant (CCDBG) Act of 2014 reauthorized the Child Care and Development Fund (CCDF), to provide early childhood services to low-income families and their children (birth to age 13). CCDF final rules, published in September 2016, require states to provide consumer education information to families, the general public, and where applicable, providers, on “policies regarding the social-emotional and behavioral health of young children, which may include policies on expulsion of preschool-aged children in early childhood programs receiving CCDF assistance.” The Office of Child Care Information Memorandum on Suspension and Expulsion also allows states to target CCDF quality enhancement funds to professional development, including effective behavior management strategies and training that promotes children’s social-emotional development and reduces challenging behavior, “including reducing expulsions of preschool aged children for such behaviors.”<sup>xiii</sup>

In support of the federal policy statements, The National Association for the Education of Young Children also released a policy statement, *Standing Together against Suspension and Expulsion in Early Childhood*, signed by more than 30 private organizations to elevate the urgency and provide resources to the field to prevent/ameliorate the need for suspension and expulsion.<sup>xiv</sup> The statement and dedicated website identifies a number of resources for teachers, including information to address “implicit bias” and other social justice issues that are inexplicably tied to suspension and expulsion practices in early childhood programs serving young children from extremely vulnerable families.

There is a growing national, state, and local consensus that appropriate discipline policies need to be clearly defined and monitored for young children in all early care and education settings. The increased awareness and data on the prevalence of suspension and expulsion of young children coupled with the strong research base on the positive impacts of high-quality early education has led to a greater focus on how best to prepare and support teachers, administrators, families and communities. In the next section, we examine current state policy to prevent and/or ameliorate the “need” for such drastic actions as suspension and expulsion.

## State Regulation and Policy to Prevent and Ameliorate Suspension and Expulsion

Many states are beginning to address the issue of suspension and expulsion within their early childhood environments. To date, many states have not articulated a formal policy for suspension and expulsion for their early childhood programs.<sup>xv</sup> Many states have established an interagency council or utilize their

states early childhood advisory council. The approach that each state is taking on suspension and expulsion of preschool students varies by state first and then by educational environment to include state-funded preschools and child care programs. In June 2015, Connecticut became the first state to pass a law prohibiting suspension and expulsion in publicly funded preschools, and in 2016 the New Jersey Legislature passed legislation severely limiting suspension and prohibiting expulsion in preschool through second grade classrooms. Further the law requires early detection and prevention programs for behavioral issues in preschool through grade 2. These laws apply specifically to school-based preschool programs; however, state child care administrators in each state are developing aligned policy and guidance for licensed child care programs. This is due in part to the legislative authority over public programs which differs by state agency or funding requirements, and states do not have authority over private programs except in limited cases if they receive public funds.

Generally, state policy for preschool suspension and expulsion is all over the map because of the structure of early care and education in states, which can find many different preschool programs operated by the department of education and/or other state agencies, and Head Start operated at the local level. Some states have no policy on preschool suspension and expulsion, including Massachusetts, Montana, Hawaii, and Nevada. Other states, for example New York, intend to eliminate suspension and expulsion in all early childhood settings by the 2017-2018 school years. To prepare programs, they released a field advisory in 2015 alerting program administrators to begin putting appropriate practices in place (described further below). Of the states that have a policy or guidance on suspension and expulsion in preschool, we note the following:

- In Alabama, Arkansas, and Tennessee, state regulation requires prevention first, and then state approval for expulsion.
- In Louisiana, Maine, Maryland, and New York, state policy is specific to program type or funding and in some cases may differ. For example, in Louisiana the following policy applies to two of their four preschool programs—LA4, a school-based preschool, and NSCED, a non-public school based early childhood development prekindergarten program: *A child may be dis-enrolled from the program, at the discretion of the district, if he/she fails to meet the 74% attendance requirement for two consecutive months due to unexcused absences. Suspensions or expulsions of children should be an action of last resort and ONLY after the program has exhausted every means possible (counseling, mental health evaluation, SBLC meeting, etc.) to address challenges exhibited.*
- Some states have policies that apply only to their Preschool Development Grant (PDG) funded classes, as in the case of Rhode Island where PDG Guidance has an inclusionary policy that specifies no expulsion. For example, specific language in the policy states *“How all children are welcomed into the program and exclusionary practices of any kind are not allowed (principle of “zero reject”).”*

It seems prudent, based on research and best practice, to develop state policy that balances restrictions on expulsion, emphasizes appropriate interventions when children exhibit aggressive or challenging behaviors, and provides resources and supports to educators and families to prevent behaviors that

trigger suspension or expulsion. The *New York State Prekindergarten Field Advisory*<sup>xvi</sup> may be considered an exemplar in this approach. Below is an illustrative excerpt of the language in this memo:

*All regular and special education early childhood programs are urged to review their school's practices and take steps to ensure that high-quality behavioral and social-emotional supports are in place to prevent suspensions and expulsions of preschool children. Programs should minimally ensure that:*

- *teachers use developmentally appropriate, culturally and linguistically responsive practices and evidence-based curricula aligned with standards*
- *children have access to comprehensive services and individual accommodations and supports;*
- *discipline policies comply with applicable federal civil rights laws and procedural safeguards under IDEA for all preschool children with disabilities;*
- *programs collect and analyze data on suspensions and expulsions and set goals to limit or prohibit such disciplinary actions;*
- *staff receive professional development on social-emotional and behavioral development; and*
- *programs establish school-wide and tiered supports to address challenging behaviors*

## **Effective Approaches to Prevent the Suspension and Expulsion of Young Children**

Why has there been an increase in prevention and expulsion in early childhood settings? Research suggests that for some children being in group care such as preschool or child care, particularly for long periods of time, leads to increases in aggressive behavior in children. Researchers have also noted the increased prevalence of mental health concerns or poor social-emotional skill development of at-risk preschoolers who are more likely to have experienced trauma, or chaos in early development. This suggests the root cause of behaviors that “trigger” suspension or expulsion are behaviors that could be prevented or ameliorated with high-quality preschool, especially effective guidance of teachers and parents in social relationships. Professional development and training for teachers on preventing challenging behavior has been effective in reducing or eliminating suspension and expulsion and increasing children’s positive pro-social behaviors. Early childhood mental health consultation provides specialized resources and services for preschool program staff in working with children and families and has been found effective in reducing suspension and expulsion by improving children’s social skills and reducing teacher stress and burnout, a factor that impacts whether and how often individual teachers

suspend or expel preschool students. Resources and strategies to provide teachers and parents with additional skills, knowledge and resource are further discussed below.

In order to prevent the need for suspending or expelling young children, teachers, administrators and parents need additional knowledge, skills and support. We suggest three broad strategies to prevent suspension and expulsion in preschool programs, and ensure children's healthy development: effective classroom management, promotion of social and emotional development of children, and professional development and training resources.

### **Effective Classroom Management**

Effective classroom management includes positive discipline practices, attention to a stimulating and developmentally appropriate classroom environment, and daily schedules and routines that provide consistency and security to young children.<sup>xvii</sup> Creating a classroom environment that is developmentally appropriate<sup>xviii</sup> ensures a positive climate for children to grow. A classroom that is both physically and mentally safe and also stimulating sets the stage to meet the needs of children in a learning environment. A developmentally appropriate classroom is visually appealing while, at the same time, predictable with set routines and rules in place. A classroom with a positive climate has actively engaged learners that are less likely to exhibit challenging behaviors. Creating a highly responsive environment for all young children to grow and develop is one of the most effective strategies to prevent challenging behaviors from occurring.

Research has indicated that effective discipline policies that take a systemic approach to classroom management and provide a program and/or school-wide culture of positive discipline may be lacking in many early childhood settings.<sup>xix</sup> In other words, developmentally appropriate practice implemented by highly effective adults (parents and teachers) can both support positive pro-social behavior and more readily address challenging behaviors that lead to aggression or the need for suspension and expulsion. Specifically, administrators can support teachers to:

- Set up the classroom to support young children's development
- Develop routines for classroom transitions
- Ensure materials and educational supplies are designed to support learning and tailored to student's ages
- Review program's discipline policies and provide resources and professional development to teachers and families on effective discipline
- Develop individualized behavior plans to address children's behavior challenges when they occur

### **Promote Social and Emotional Development of Children**

A comprehensive approach to the learning of young children emphasizes the development of physical, social, and academic skills of all students, including children learning English, children with disabilities, and children from under-resourced families. Research on high-quality preschool programs finds that children benefit most when their teachers engage in stimulating and emotionally supportive interactions, and implement curricula that integrate language, literacy, math, science, and social-

emotional development. <sup>xx</sup> Individualized instruction that helps children gain the social skills that support the development of self-control and self-regulation, contribute to the academic success of children and result in well-rounded development.

Children often “act out” or engage in other challenging behavior when they don’t have the language to communicate their needs, they have been repeatedly frustrated in getting their needs met, and/or are experiencing chronic stress and trauma at home. Helping teachers see that challenging behavior is not necessarily a willful or “mean” act on the part of the child but his or her (ineffective) attempt to communicate a message when the child does not have language, and the behavior (e.g. biting) is used instead of appropriate language by a child who has limited social skills or has learned that the behavior will result in meeting his or her needs.<sup>xxi</sup> Intensive individualized interventions can be used with children who have very persistent and severe challenging behavior and do not respond to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would normally work with most children. Early childhood mental health consultation (ECMHC) has been found to be effective in reducing challenging behaviors and increasing positive social skills. Just as importantly, ECMHC has resulted in reductions in teacher stress and burnout.<sup>xxii</sup>

To promote positive social-emotional development, teachers and administrators can:

- Align curricula with the State Early Learning Standards
- Balance curricula to focus on academic and social-emotional development
- Understand that some children may need more intensive social-emotional curricula
- Provide access to universal screening and early childhood mental health consultation

### Professional Development and Training Resources

Workforce training is another strategy to prevent suspension and expulsion practices. Creating a system to support teachers through professional development and training that is focused on mental health and challenging behaviors, as well as effective family engagement practices, will give teachers the tools they need to prevent and address challenging behaviors. The adoption of early learning standards ensures that all early learning professionals and school leadership are addressing the needs of students developmentally and coupled with teacher core competencies teachers will be better prepared for challenging behaviors of students. Many families and communities are left without the support systems in place to ensure that parents are engaged with their child’s learning and development in addition to lacking resources to address challenging behaviors or situations before they escalate to suspension and expulsion from school.

Recently the early childhood field has focused on “trauma informed” education or care, which assists teachers in having a greater understanding of how chronic stress, family or community trauma and violence, and substance abuse and mental health in the home influences children’s behavior. Children who experience trauma early in their lives, often exhibit developmental delays, withdrawal, and/or aggressive or uncontrollable behavior. Families and staff all need support in addressing the needs of these children and implementing helping and healing strategies to support children and families in crisis. Recent research has also pointed to the role of implicit bias of teachers in interpreting the behaviors of

children of different genders or race. While this is an emerging area of research, some attention to how race and gender may inadvertently influence the reporting and incidence of challenging behaviors and use of suspension or expulsion should be considered in parent and educator professional development approaches.<sup>xxiii</sup> Limited research is available on effective strategies to reduce implicit bias in early childhood education, some research suggests that attention to the organizational culture of the setting and individual values and practices of adults can reduce the impact of bias in early childhood.<sup>xxiv</sup>

The [Guide on Preventing Suspensions and Expulsions in Early Childhood Settings](#)<sup>xxv</sup> is an exemplar in providing a systemic approach to improving state and local policy to prevent suspension and expulsion in early childhood settings. The guide, developed by national experts, includes a self-assessment, and recommended practices, with resources and tools to guide effective implementation. Additionally, there is a plethora of resources nationally to support teachers, administrators, and family members. This white paper identifies national resources in **Appendix A**.

## Conclusion: Key Considerations for States from Research, Policy and Practice

Compelling research indicates significant negative impact on children of suspension and expulsion, with long-term consequences. States can be proactive in addressing these concerns and supporting the healthy development of children and families by developing guidance to address the root causes of suspension and expulsion. By engaging a broad coalition of stakeholders and disseminating information widely, the state can promote the importance of a high-quality preschool program that has a balanced curriculum and offers universal screening and comprehensive services to families. At the same time, states will need to define if, when, and how suspension and expulsion may be used as an appropriate intervention for some children, recognizing that prevention is the best strategy.

### Considerations

- **Develop definitions of suspension and expulsion for preschool programs.** First consider the current K-12 definitions in school code; licensing regulation and review how other states have defined preschool suspension and expulsion to identify relevant language, common trends or key words/phrases. Look at the definitions noted in the resource section of this document and then draft a definition and get feedback from parents, educators, and other stakeholders, before finalizing the definition for inclusion in program guidance.
- **Establish guidance and a framework that balances prevention and intervention.** Information for programs whether in state policy or program guidance should be framed by principles that are important to stakeholders, include a focus on the prominence of the relationships among adults and children, promote alignment and coordination across programs and sectors, and respect family and community values, beliefs and cultures.
- **Develop recommendations for the collection and use of data on suspension and expulsion at the local and state level.** Review data that is currently collected, if any, at the state and local level. Contact OCR staff to discuss their annual data collection and coordinate with relevant state offices of civil rights, accountability, and/or equity. Examine current practice in data

collection, within the state and nationally, to identify enhancements to data collected on attendance, suspension, expulsion at the local and state level.

- **Create a dedicated website for resources and information on preventing suspension and expulsion in preschool.** Cross-link this website with other relevant state agency websites, and provide a portal for relevant national, state, or local websites for one-stop access to free and available resources for parents, educators, practitioners and community members.
- **Conduct a scan of available professional development for preschool administrators and educators** to determine what gaps in topics or strategies might exist or whether educators in all areas of the state have sufficient access to professional development. Develop or identify professional learning community opportunities or resources to engage parents, educators and others in ongoing sustained learning about how to support children’s health and social-emotional development.
- **Conduct a similar scan to identify community-based resources for families,** and perhaps pilot parent cafés or social hours to engage families in support for each other in difficult times.

## Appendix A: Annotated Bibliography of Free Resources on Social-Emotional and Behavioral Health for Educators and Families

This document provides a scan of national websites and clearinghouse with free resources for educators and families to support the healthy development of children.

### [Reducing Suspension and Expulsion Practices in Early Childhood Settings](#)

This website from the Administration for Children and Families hosts several resources to prevent, limit and eliminate expulsion and suspension practices in early childhood classrooms. The website includes a webinar series, policy statements, and resources on the harmful effects of early childhood expulsion and prevention suggestions. Experts from across the country share their work on different aspects of the issue including policy, research and data and intervention.

### [Birth to Five, Watch Me Thrive](#)

This federal effort through the Office of the Administration for Children and Families was created to help families and providers learn more about child development and developmental and behavioral screenings for children.

### [Center on the Social and Emotional Foundations for Early Learning](#)

The focus of this national resource center, funded by the Office of Head Start and Child Care Bureau is to promote social-emotional development and school readiness for young children within Head Start and Child Care programs. This center provides [Parent Training Modules](#) which consist of evidence-based practices and resources that are useful in addressing the social-emotional needs of young children.

### [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

The mission of this collaborative is to advance the practice of promoting academic, social, and emotional learning for preschool to high school kids. The website has many resources for educators and families at the state and local level. See in particular the resources, notably the [Guide to Effective Social-Emotional Learning Programs](#)

### [Early Childhood Mental Health Consultation](#)

This page from Georgetown University's Center for Child and Human Development provides activities within the Center as well as resources around the topic of early childhood mental health consultation. This strategy supports social-emotional development and addressing challenging behaviors. One activity within the center, the Center for Early Childhood Mental Health Consultation, provides several modules to learn how to help children who have undergone trauma. For more information on how to deal with trauma, see [Tutorial 7: Recognizing and Addressing Trauma in Infants, Young Children, and their Families](#).

### [Early Childhood Technical Assistance Center \(ECTA\): Reducing Early Childhood Expulsion and Suspension](#)

This page collects resources that pertain to suspension and expulsion in early childhood settings. This includes items posted in the ECTA eNotes, federal guidance and resources, and resources from national centers and associations.

### [The IRIS Center at Vanderbilt University](#)

The goal of the IRIS center is to improve educational outcomes for all children, especially those with disabilities. Resource topics include [Early Intervention/Early Childhood](#), and are organized by modules, case studies, video vignettes, etc.

### [The Center of Excellence for Infant and Early Childhood Mental Health Consultation](#)

The Center of Excellence helps states, tribes, and communities use IECMHC as a tool to promote mental health and school readiness.

### [Office of Head Start, Early Childhood Development, Teaching and Learning](#)

This free training and video series includes resources on social and emotional support, well organized classrooms, and instructional interactions within Head Start classrooms.

### [Positive Behavioral Intervention & Supports](#)

The goal of this technical assistance center, established by the US Department of Education, is to develop, design, and evaluate positive behavioral interventions and supports. The [Pyramid Equity Project](#), operated by the center, helps to change adult responses to challenging behaviors to reduce the risk of preschool suspensions and expulsions.

### [Preventing Expulsion from Preschool and Childcare](#)

This website provides numerous resources on suspension and expulsion in early childhood education to include; videos, reports, journals and tools to prevent suspension and expulsion in preschool.

### [Promoting Policies that Support Young Children's Mental Health](#)

This project from the National Center for Children in Poverty describes strategies for creating a system of supports for young children's mental health and includes a tool state planners can use to assess progress.

### [Technical Assistance Center on Social Emotional Intervention for Young Children](#)

This program funded by the Department of Education provides resources to help both families and educators with effective practices to improve social-emotional outcomes for children who have disabilities or are at risk of developing a disability.

### [Timeline of Research, Commentary, and Policy Regarding Preschool Expulsions and Suspensions](#)

This resource from the Edward Zigler Center in Child Development & Social Policy records significant events and documents at the federal, state and local levels with regard to suspension and expulsion data.

## ENDNOTES

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## ABOUT CEELO:

One of 22 Comprehensive Centers funded by the U.S. Department of Education’s Office of Elementary and Secondary Education, the Center on Enhancing Early Learning Outcomes (CEELO) will strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes. CEELO will work in partnership with SEAs, state and local early childhood leaders, and other federal and national technical assistance (TA) providers to promote innovation and accountability.

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