




Front Porch Series:
Preschool Expulsions and Suspensions,
and Why We Should Care


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Increased Attention to Preschool Expulsion/Suspension


- Increased Federal, State, and Municipal Attention to Preschool Expulsion & Early Childhood Mental Health Consultation (ECMHC)
- DHHS & ED Joint Position Statement (12/10/2014)
- ED's OCR Data Collection
- 2014 Reauthorization of CCDBG
- Head Start Performance Standards






FLASHBACK
2002




 **ECCTL**

- Preschool children referred for evaluations due to expulsion
 - What are the rates? Who is most vulnerable?
 - What is the relevance of Early Childhood Mental Health Consultation (ECMHC)?
 - Curiosity; Strategy




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 **Prekindergarteners Left Behind (Gilliam, 2005)**

- 3,898 randomly selected prekindergarten lead teachers
 - All 40 states with PreK
 - 81.0% response rate
- Wide variety of classroom settings
 - 58% public school preK
 - 29% Head Start (14% in PS, 15% not)
 - 13% Other (Profit & Nonprofit Child Care)

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 **Prekindergarteners Left Behind (Gilliam, 2005)**

- The Expulsion Question
 - Over past 12 months
 - Required terminating participation in program
 - Behavioral problem
 - No transition to more appropriate setting

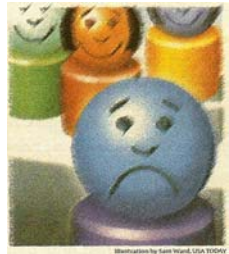



Illustration by Scott Ward, USA EDOU

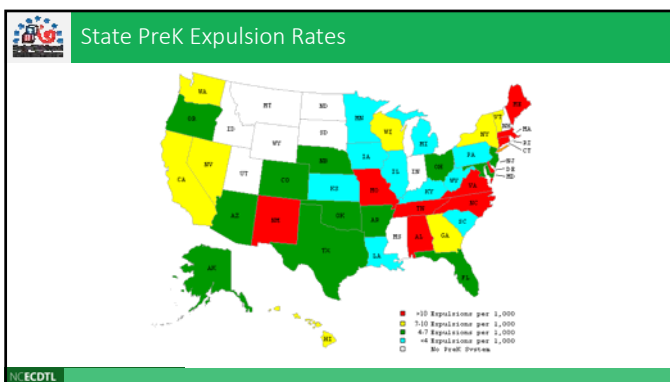
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PreK Expulsion Results: Nation

- 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



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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, 7%)
 - Rate = 2% expelled; 1% "suggested," 1% transferred
 - Colorado (Hoover, 2006; n=1,075; 17%)
 - Rate = 10/1,000
- Center/Classroom Rates
 - Illinois (Cutler & Gilkerson, 2002; n=195 (/T; 38%)
 - Rate = 42% of Centers
 - Alaska (Alaska CCPO, 2005; n=493; 71%)
 - Rate = 35% Centers

Expulsion Rates (per 1,000)

Category	Expulsion Rate (per 1,000)
K-12 ^a	2.1
PreK ^b	6.7
MA Child Care ^b	27.4

a. Gilliam, WS (2005). Preschoolers left behind: Expulsion Rates in state preschool programs. FCD Policy Brief, Series No. 3. Available: www.gilliamcenter.gse.harvard.edu/publications/policy.html
b. Gilliam, WS & Shahar, G (2006). Preschool and child care expulsion and suspension Rates and predictors in one state. *Infants and Young Children*, 19, 232-245.

Many Factors Predict Preschool Expulsion

Child-Teacher Ratio

Child-Teacher Ratio	% Classroom Expelling
Under 8	3%
8 to 9	9%
10 to 11	18%
12 and Up	25%

Program Length of Day

Program Length of Day	% Classroom Expelling
Half Day	3%
School Day	33%
Extended Day	34%

Teacher Job Stress

Teacher Job Stress	% Classroom Expelling
Low Stress	3%
Average Stress	14%
High Stress	24%


Access to Behavioral Supports

Access to Behavioral Supports	% Classroom Expelling
No Access	14%
On-Call Access	38%
On-Site Access	8%

Therefore...



Preschool Expulsion Is NOT a Child Behavior.

It is an Adult Decision.





Who Gets Expelled?

- 4-year-olds 50% more likely than 3's
- Black preschoolers r as likely as white pr
- Boys more than 4 ti



The 3 B's of Expulsion Risk

- BIG
- BLACK
- BOY



US Department of Education Office of Civil Rights (2014, 2016)

<http://ocrdata.ed.gov>

March 2014 (2011-2012 data)

- “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.”

June 2016 (2013-2014 data)

- Black preschoolers 3.6 times as likely to be suspended as white preschoolers
- Blacks represent 19% of preschoolers, but 47% of suspensions
- Boys represent 54% of preschoolers, but 78% of suspensions

So, Why Are Our Boys and Our Black Children Most at Risk?


- Potential Reasons:
 - Boys are more susceptible to stressors (Autor et al, 2015).
 - Children of color often have more stressors.
 - Children of color often attend programs of poorer quality and fewer resources (Barnett et al, 2013).
- Yet, these alone don't seem to account for all of the disparities in early suspensions and expulsions.

What Else May Account?

Is it possible that implicit biases about our boys and especially our black boys may play a role?

- Black boys more likely to be suspended/expelled for similar behaviors in elementary school (Skiba et al., 2011)
- Biases about black boys
 - Culpable (Goff et al., 2014; Eberhardt et al, 2004; Todd et al., 2016)
 - Older (Goff et al., 2014)
 - Less likely to feel pain (Dore et al., 2014)
- “Shifting Standards” (Harber et al., 2012)

Finally, A Study of Implicit Bias in ECE



- Jan 2015 – Funding (Thanks, W.K. Kellogg Foundation!)
- Nov 2015 – Collected Data
- Sep 2016 – Released Report of Findings

Participants (N = 132; 94% Female)

Occupation				
Classroom teacher				%
Center director				68.2
Student teachers				9.8
Other (e.g., combination of professional roles)				9.8
No response				2.3
Center type				
Family-affiliated program				%
School-based PreK				22.7
Not-for-profit				17.4
Head Start				11.4
For profit				8.3
Other (e.g., independent school, special education)				7.6
Teacher Race				
White				%
Black				66.7
Teaching Experience				
Years working at current location	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
	6.4	6.3	0.25	28
Years working in early education	11.0	9.10	0	37


Eye Tracking Procedures


Instructions: "Now you are ready to view a series of video clips lasting 6 minutes. We are interested in learning about how teachers detect challenging behavior in the classroom. Sometimes this involves seeing behavior before it becomes problematic. The video segments you are about to view are of preschoolers engaging in various activities. Some clips may or may not contain challenging behaviors. Your job is to press the enter key on the external keypad every time you see a behavior that could become a potential challenge [experimenter demonstrates]. Please press the keypad as often as needed."


 Eye-Tracking Sample Clip





 Eye Tracking Procedure





 Areas of Interest





Which Child Required the Most of Your Attention?

Please remember the letter of the child who you believe required the most of your attention.

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Eye-Tracking Results

Eye-tracking Dwell Time (N=16)	M	SD
Black boy	0.2623	0.0699
Black girl	0.2584	0.0481
White boy	0.2258	0.0487
White girl	0.2334	0.0475

Main: $A = 693, F = 50.87, p < .001, d = 1.33$.
 Interaction: $A = 925, F = 9.36, p < .01, d = .57$.

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Vignette Procedure

- Standardized vignette, manipulated child sex and race: DeShawn, Latoya, Jake, Emily
- “Act as if this child is in your classroom”
- Background or No Background

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Vignette Results

- White teachers evidence lower behavioral standards for black children, but black teachers hold black children to relatively high standards.
- Teachers' knowledge of family stressors tends to cause them to view behaviors as being less severe, but only if teacher and child race match. If racial mismatch, then opposite effect. (consistent with empathy research)

$F=8.99, p=.004, \eta^2=.10.$

$F=5.69, p=.019, \eta^2=.06.$

Reflections from Child Care Providers

Why Care about Disparities in Early Expulsion?



Social Justice and Civil Rights Are Often Matters of Access






















(VAL) VALLEY 4, Oct. Sept. 19 VALLEY COLLEGE CHRONICLE--Two Negro students, Robert Harris, 19, (left) and Frederick Thomas, 17, sit in Tuesday's Freshman assembly program at Valdosta State College. Both of Valdosta, the Negroes are the first of their race to attend the school. They were voluntarily accepted by the state-supported college. There were no disorders. (AP Wirephoto) See Wire Story







ECDTL "You got a little bias stuck between your teeth."



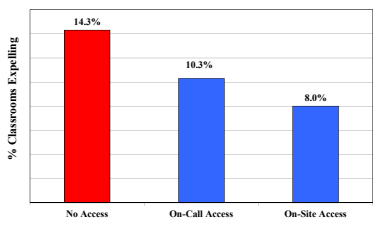
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ECDTL **Early Childhood Consultation Partnership**

- 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: 20 MA-level throughout state
- Dosage: Brief (3 months), intense (6-8 hrs/wk)
- Supervision: Group, Individual, Agency-based

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ECDTL **Behavioral Consultation Predicts Decreased Expulsion**




Access to Behavioral Support Staff	% Classrooms Expelling
No Access	14.3%
On-Call Access	10.3%
On-Site Access	8.0%

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

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Climate of Healthy Interactions for Learning & Development (CHILD)

- 28 items in 9 domains.
 - Transitions
 - Directions & Rules
 - Social & Emotional Learning
 - Staff Affect
 - Staff Awareness
 - Staff Cooperation
 - Staff-Child Interactions
 - Individualized & Developmentally-Appropriate Pedagogy
 - Child Behaviors
- Requires about 2-3 hours of observation.



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Current Classroom Quality Measures Typically....

- Under-emphasize the importance of transitions.
- Ignore opportunities during free-play, choice-time, meals, etc.
- Ignore most of the adults in the room (only focus on "lead teacher").
- Ignore issues of equity and inclusion.


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Happy Groundhog Day 2017!



How many more weeks left of expelling and suspending preschoolers?

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 Thank you! To Read More...


Robert Wood Johnson Report (Aug 2016)
http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf431300/subassets/rwjf431300_2

Random-Controlled Evaluation of ECMHC (Sep 2016)
[http://www.jaacap.com/article/S0890-8567\(16\)30283-0/fulltext](http://www.jaacap.com/article/S0890-8567(16)30283-0/fulltext)

Yale Preschool Implicit Bias Study (Sep 2016)
www.yiglercenter.yale.edu/publications/briefs.aspx

National Academy of Sciences (Oct 2016)
<https://nam.edu/expulsion-and-suspension-in-early-education-as-matters-of-social-justice-and-health-equity/>

Preschool Suspension & Expulsion Timeline
www.yiglercenter.yale.edu/publications/expulsion.aspx

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Thank you!

