

# Community Briefing: Preventing Preschool Expulsion

## Schedule

- 9:00 Welcome Remarks
- 9:10 Keynote
- 10:15 Panel Discussion
- 11:15 Q&A
- 11:45 Closing Remarks



# Thank you to our sponsors!



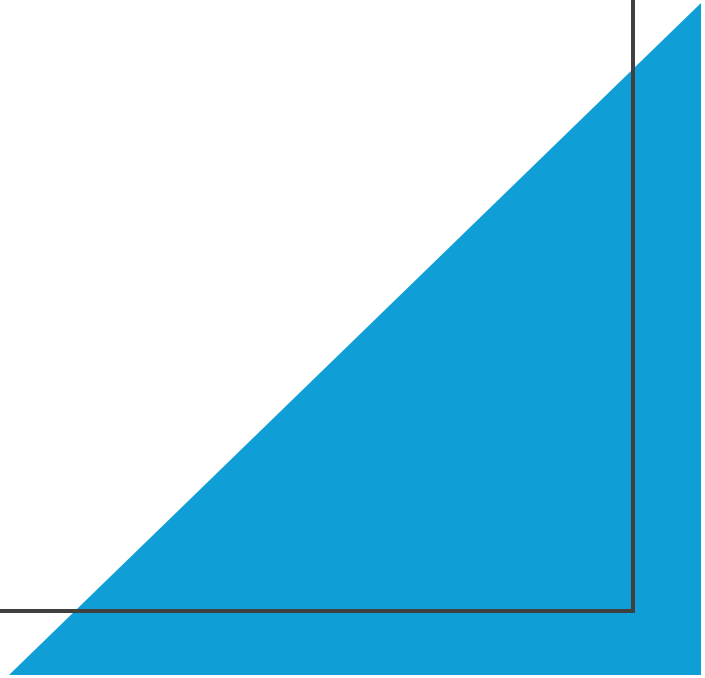
# **Preschool Suspension & Expulsion: A National Crisis that Impacts Our Community**

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# Why am I interested in preschool suspension and expulsion?

- ✓ Low-income family
- ✓ Immigrant minority
- ✓ First-generation graduate student
- ✓ Culturally and linguistically diverse background
- ✓ Father of two children, one with ADHD

# Multimodal Treatment Approach to Support Children with ADHD

Outcome Domains	Evidence-Based Practices	Core Idea
Attention Time management Self-efficacy	Positive Behavior Support	Preventive and positive environment to promote appropriate behavior
Sensory Academic	Educational Support	Bridge the gap in abstract thinking, and logical reasoning
Emotion Social	Parent Psychosocial Support	Parenting style adaptation and mental health adjustment
Hyperactivity	Physical Exercise Support	Utilize physical activities to promote brain functioning





Super  
DAD

Lantern Festival  
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SECOND PLACE  
KINDERGARTEN THROUGH SECOND GRADE  
SUN FACTOR MEMBER  
Joshua Zeng





## Would You Consider Suspending Jushua?

- ✓ Not following directions
- ✓ Stepping on and kicking other children
- ✓ Mocking the teacher
- ✓ Pretending to use his hands as a gun and pointing it at the teacher
- ✓ Shutting off the light in the bathroom when someone is using it
- ✓ Saying “I will cut your hand!” when a girl used his eraser without asking





## Why Focus on Suspension and Expulsion?

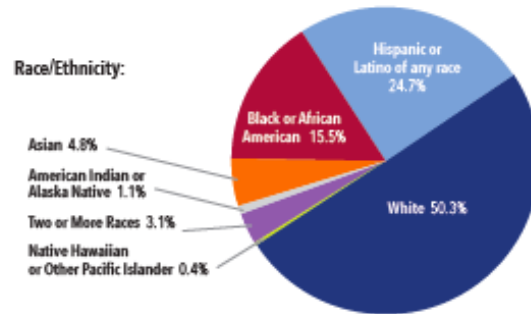
- Often the children most in need of intervention are the ones expelled from the system.
- **Age:** Preschoolers were being expelled at rates more than 3 times higher than school-aged children.
- **Large Racial Disparities:** Black children represented 18% of public preschool enrollment, but 48% of preschoolers receiving multiple out-of-school suspensions.

The 2013-14 Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional and other staff, and resources – as well as school climate factors, such as student discipline and bullying and harassment – that impact education equity and opportunity for students. The U.S. Department of Education (ED) will release additional data highlights later in 2016 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that foster college and career readiness, and chronic student absenteeism. The full CRDC data file may be downloaded now; please visit [crdc.ed.gov](http://crdc.ed.gov) for more information. In Fall 2016, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at [ocrdata.ed.gov](http://ocrdata.ed.gov).

### Who's in the 2013-14 CRDC?

Number of school districts: 16,758 (99.2% of all school districts)  
 Number of schools: 95,507 (99.5% of all public schools)  
 Total number of students: 50,035,744

### Nationwide Student Demographics:



Boys: 51.4% Girls: 48.6%

English Learners: 9.9%

Students with Disabilities: 14.0%

(Includes students receiving services under IDEA and/or Section 504 of the Rehabilitation Act)

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### Newly Published Data

In this document, data highlights marked as **NEW** indicate that the CRDC collected new information on the topic for the first time in the 2013-14 CRDC.



## Standing Together Against Suspension & Expulsion in Early Childhood: Resources



**"Expulsion in early childhood education is not an intervention. Over a decade of research and data tell us that the policies and practices of suspension and expulsion in early childhood, which disproportionately affect children of color, are causing harm to children and families."**

**---NAEYC**

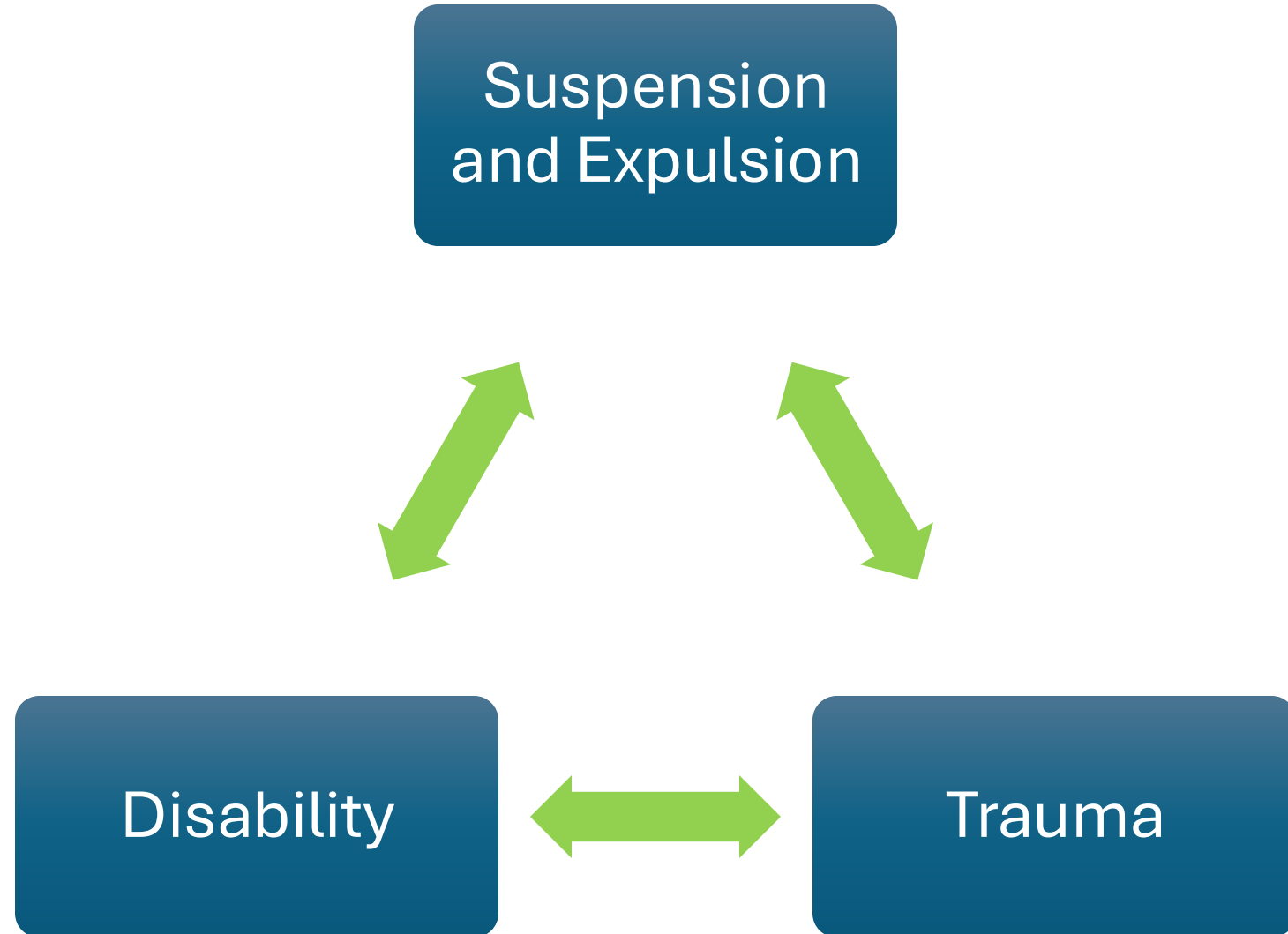
**49.7%**

*In the past year, have you asked a parent to pick up a child early because of problems with the child's behavior?*

*Note.* Data based on the National Survey of Early Care and Education (NSECE) center-based providers, N = 6,917



# Who is being suspended and expelled?



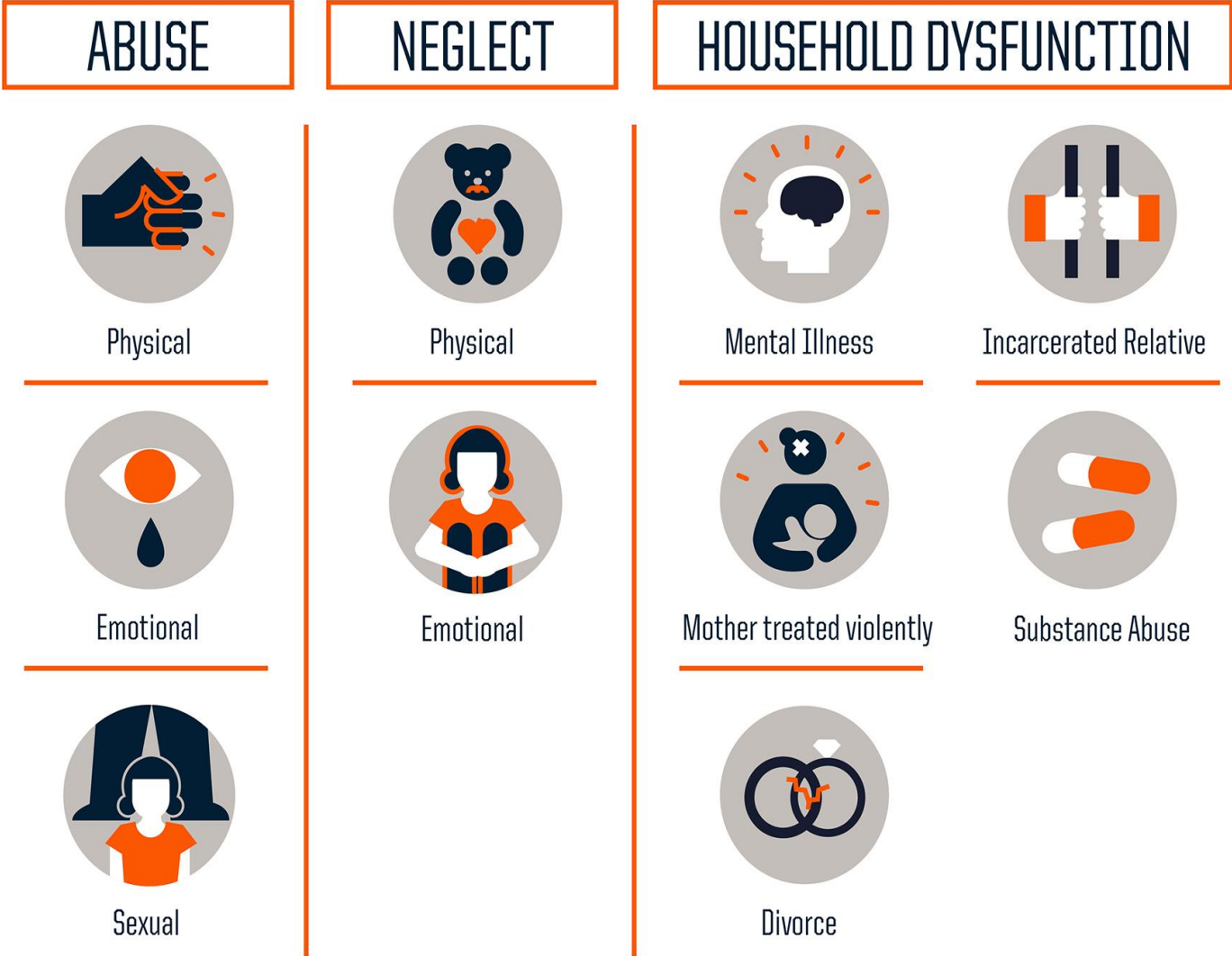
# Adverse Childhood Experiences



# Definition

Adverse Childhood Experiences (ACEs) :

Traumatic events that affect children, such as suffering child maltreatment or living in a household affected by domestic violence, substance misuse or mental illness (Felitti et al., 1998).





# Method

- Data source: 2016 National Survey of Children's Health (NSCH) dataset
- Collected from June 2016-February 2017
- Sample: 6,100 (aged 3-5 years old)
- Measures:
  - ✓ ACEs (poverty, violence, divorce, substance abuse, incarceration, mental illness)
  - ✓ Disability (based on parent reported IEP)
  - ✓ Covariate (age, sex, race, ethnicity, birth weight, home language, parent education)
- Data analysis:
  - ✓ R programming survey package and SAS programming
  - ✓ Complex survey weighting procedure
  - ✓ Descriptive analysis
  - ✓ Logistic regression
  - ✓ Missing data

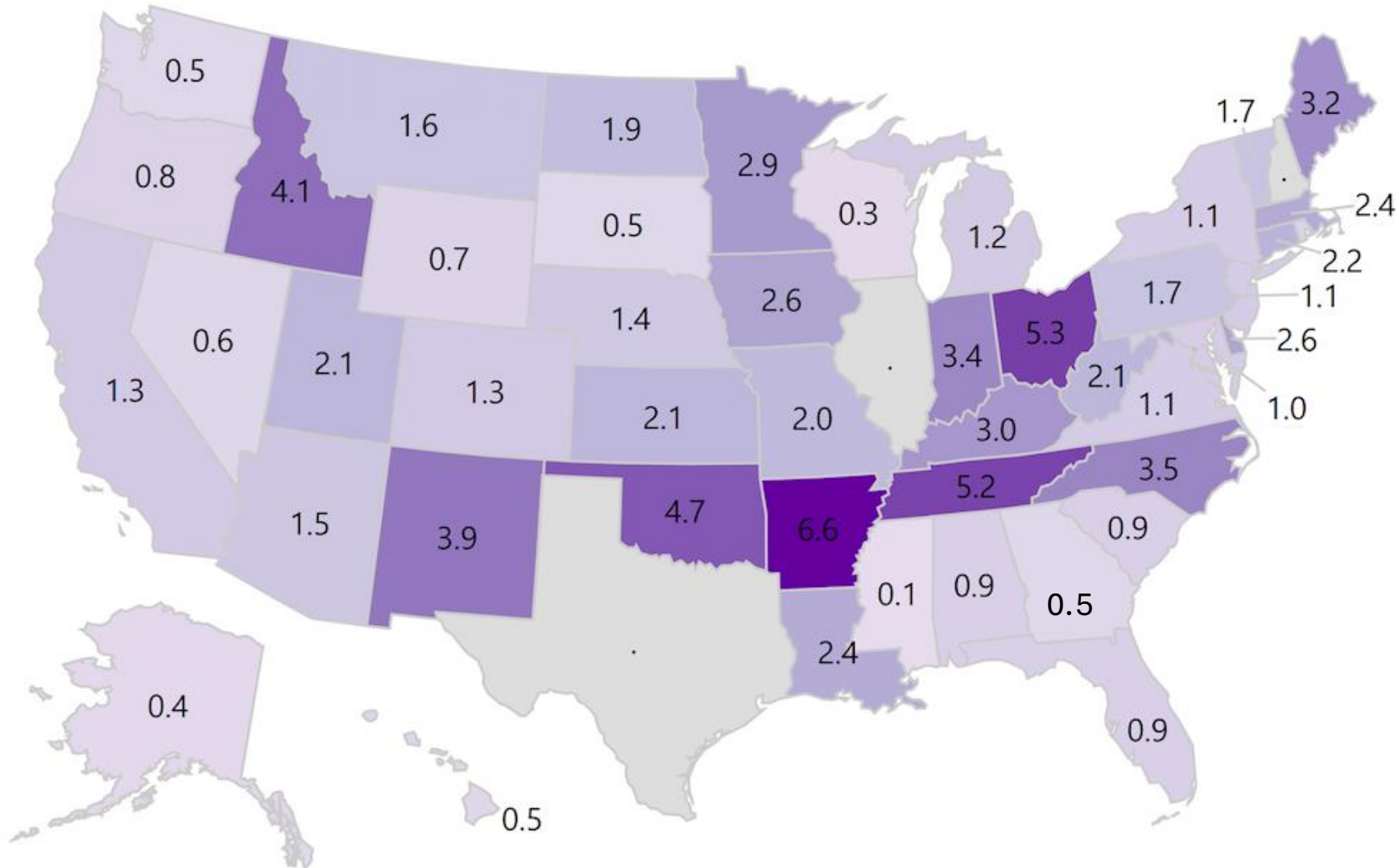
# Findings

- **Suspension: 870** children per school day (**2%** of the preschool population)
- **Expulsion: 86** children per school day (**0.2%** of the preschool population)

	Unweighted	Population			
	count	estimate	%	(95% CI)	
Asked to pick up early on 1 or more days	84	124,075	1.4	0.9	2.1
Keep home for 1 full day or more	24	50,234	0.6	0.3	1.1
Expulsion	25	17,248	0.2	0.1	0.3
No S&E	5967	8,839,142	97.9	97.1	98.5

# Findings

Minnesota ranked 11<sup>th</sup> in using suspension/expulsion.



#	State	Rate
1	Arkansas	6.6
2	Ohio	5.3
3	Tennessee	5.2
4	Oklahoma	4.7
5	Idaho	4.1
6	New Mexico	3.9
7	North Carolina	3.5
8	Indiana	3.4
9	Maine	3.2
10	Kentucky	3.0
11	Minnesota	2.9

Note. Based on the National Survey of Children's Health data



# Findings

		Model 1			Model 2 <sup>†</sup>			Model 3 <sup>†</sup>			
		<i>OR</i>	<i>95% CI</i>	<i>p</i>	<i>OR</i>	<i>95% CI</i>	<i>p</i>	<i>OR</i>	<i>95% CI</i>	<i>p</i>	
Sex	<i>Male</i>	2.61	1.26	5.42	<b>.010</b>						
Age	<i>4</i>	3.11	1.17	8.24	.074						
	<i>5</i>	2.20	0.85	5.71							
Hispanic	<i>Yes</i>	3.67	1.64	8.26	<b>.002</b>						
Race	<i>Other</i>	1.84	0.81	4.18	.249						
	<i>Black</i>	2.00	0.81	4.94							
Language	<i>English</i>	2.85	0.83	9.72	.095						
IEP	<i>Yes</i>					<b>3.06</b>	<b>1.51</b>	<b>6.18</b>	<b>&lt;.0001</b>		
Poverty	<i>&lt;100</i>							<b>3.90</b>	<b>1.81</b>	<b>8.41</b>	<b>.001</b>
	<i>100-200</i>							<b>1.61</b>	<b>0.75</b>	<b>3.44</b>	
Violence	<i>Yes</i>							<b>9.09</b>	<b>4.02</b>	<b>20.54</b>	<b>&lt;.0001</b>
Divorced	<i>Yes</i>							<b>3.29</b>	<b>1.58</b>	<b>6.86</b>	<b>.001</b>
Incarceration	<i>Yes</i>							<b>2.99</b>	<b>1.32</b>	<b>6.77</b>	<b>.009</b>
Mental illness	<i>Yes</i>							<b>9.82</b>	<b>4.05</b>	<b>23.83</b>	<b>&lt;.0001</b>
Substance abuse	<i>Yes</i>							<b>4.84</b>	<b>2.04</b>	<b>11.47</b>	<b>&lt;.0001</b>

Note. Model 2 controlled child level characteristics (i.e., sex, age, ethnicity, race, and primarily home language). The six adverse family experience (i.e., poverty, domestic violence, parental divorce, incarceration, mental illness, and substance abuse) variables in Model 3 were analyzed separately with control of child level characteristics in Model 1. 2016 NSCH data.

# Preschool Suspension and Expulsion for Young Children With Disabilities

Songtian Zeng<sup>1</sup>, Brittany Pereira<sup>1,2</sup>, Anne Larson<sup>2</sup>, Catherine P. Corr<sup>3</sup>, Courtney O’Grady<sup>3</sup>, and Angi Stone-MacDonald<sup>1</sup>

Exceptional Children  
2021, Vol. 87(2) 199–216  
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DOI: 10.1177/0014402920949832  
journals.sagepub.com/home/ecx



## Abstract

Despite their negative effect, preschool suspension and expulsion are prevalent. Researchers have explored adverse childhood experiences and teachers’ racial bias that link to disproportionate suspension and expulsion in preschools, but little research has investigated disability status as a risk factor. This study investigates the extent to which preschool children with disabilities are related to exclusionary practices. We used weighted logistic regression to analyze data from the 2016 National Survey of Children’s Health. Results indicated that 5.4% of young children with disabilities had been either suspended or expelled, compared to 1.2% of children without disabilities. Accounting for child- and family-level covariates, disability status was not a strong indicator of preschool suspension or expulsion. Instead, young children with attention deficit disorder or attention deficit hyperactivity disorder or reported behavioral or conduct problems were much more likely to experience exclusionary practices. Implications for prevention and response efforts to address challenging behavior and promote inclusive practices in preschool settings for all children are discussed.

**Table 3.** Descriptive Statistics of Parent-Reported Children With and Without Preschool Suspension and Expulsion, National Survey of Children’s Health 2016.

Variable	Did not attend school	No suspension or expulsion	Pick up early on 1 or more days	Keep my child for 1 full day	Could not attend school
<b>Children without disabilities</b>					
Pop. est.	2,234,856	7,560,579	91,589	17,027	9,662
%	22.5	76.3	0.9	0.2	0.1
SE	1.2	1.2	0.2	0.1	0.0
<b>Children with disabilities</b>					
Pop. est.	243,047	1,200,532	27,914	33,207	7,586
%	16.1	79.4	1.8	2.2	0.5
SE	2.0	2.2	0.5	1.1	0.2
<b>Developmental delay</b>					
Pop. est.	124,113	515,596	10,974	21,298	4,546
%	18.3	76.2	1.6	3.1	0.7
SE	6.1	6.1	0.6	1.8	0.3
<b>Speech disorder</b>					
Pop. est.	198,935	745,564	7,842	21,298	2,793
%	20.4	76.4	0.8	2.2	0.3
SE	4.6	4.6	0.3	1.2	0.2
<b>Learning disability</b>					
Pop. est.	92,006	225,454	6,521	11,415	680
%	27.4	67.1	1.9	3.4	0.2
SE	10.9	10.5	1.0	2.6	0.2
<b>Low-incidence disability<sup>a</sup></b>					
Pop. est.	31,010	85,471	11,827	1,084	680
%	23.8	65.7	9.1	0.8	0.5
SE	8.7	9.7	7.5	0.8	0.5
<b>Anxiety</b>					
Pop. est.	27,582	101,370	9,773	4,645	3,701
%	18.8	68.9	6.6	3.2	2.5
SE	5.4	6.5	3.0	1.9	1.1
<b>Autism</b>					
Pop. est.	18,640	192,376	2,088	9,532	1,921
%	8.3	85.7	0.9	4.2	0.9
SE	3.5	5.1	0.7	3.7	0.4
<b>ADD or ADHD</b>					
Pop. est.	17,162	154,309	21,984	31,165	4,603
%	7.5	67.3	9.6	13.6	2.0
SE	2.9	7.9	3.4	6.7	0.9

Note. Pop. est. = population estimate; ADD = attention deficit disorder; ADHD = attention deficit hyperactivity disorder.

<sup>a</sup>Low-incidence disability included brain injury, cerebral palsy, Down syndrome, epilepsy or seizure disorder, Tourette syndrome, and depression.

# Key Takeaways

- Preschoolers are expelled at rates **more than 3 times higher** than school-aged children.
- **Significant Racial Disparities:** Black children represented 18% of public preschool enrollment, but **48% of preschoolers** receiving multiple out-of-school suspensions.
- **Significant Disabilities Disparities:** Preschool children with disabilities are **3 times more likely** than their preschool peers to be suspended or expelled.
- **Significant ACEs Finding:** Preschool children who have experienced ACEs are as much as **10 times more likely** than their peers to be suspended or expelled.





# Call to Action

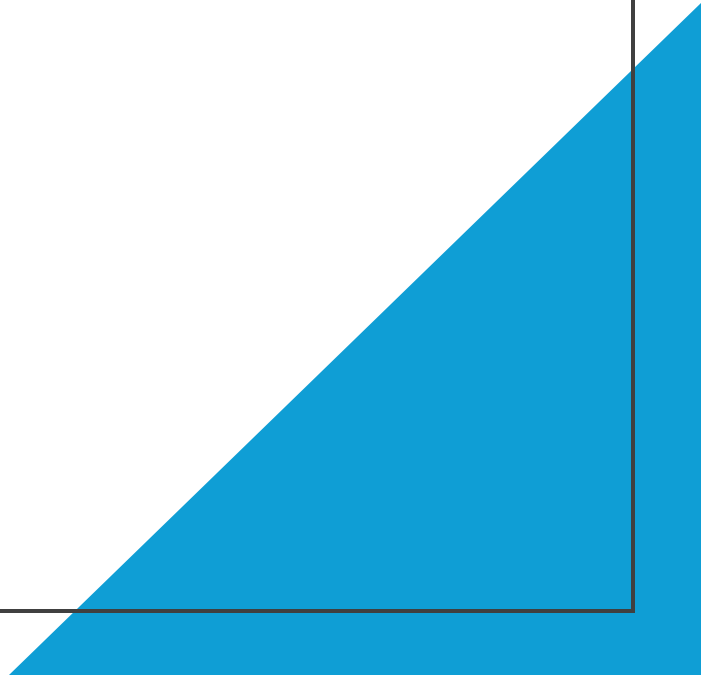
## **Sending children back to their homes doesn't solve the problem**

(U.S. Department of Health and Department of Education, 2016; NAEYC, 2017).

### **We need:**

- Legislation to **better resource the entire system including placement in early intervention classroom settings**
- Cross-system collaboration
- Supportive home environment and positive parenting support
- Pyramid model and mental health consultation

# Thank You!





## Panel Discussion

Moderated by Tom Weber of The Minneapolis Foundation

### Panelists:

- Gigi Chawla, MD, MHA, Chief of General Pediatrics, Children's Minnesota
- Cindy Hillyer, MPA, Director of Early Childhood Education, Minneapolis Public Schools
- Cisa Keller, President & CEO, Think Small
- Jane Perry, MSW, LICSW, Chief Clinical Officer, St. David's Center