Rosemarie Intro (2 MINUTES)

Welcome to the National Center for Pyramid Model Innovation’s Let’s Talk Series. My name is Rosemarie Allen and I am the facilitator for this series. Today we are discussing Early Childhood Suspensions. Our Esteemed Panelists are:

* Dr. Kent McIntosh from the University of Oregon
* Dr. Hakim Rashid from Howard University
* Bill Jaeger from the Colorado Children’s Campaign.

Before we get started, we’d like you to use the chat box for any questions, concerns, or ideas and we will address them throughout the session.

**Rosemarie (7 minutes)**

1. Let’s start with the data related to preschool suspensions:

**Kent (12 minutes)**

1. As we consider early childhood suspensions and the racial disparities that occur in exclusionary discipline practices, we must ask why these disparities exist.

***Kent: Present Slide 18: What is implicit Bias?***

1. **FACILITATOR (ROSEMARIE)**
   1. What does implicit bias have to do with discipline in the classroom? Are you saying that teachers are biased in how they treat young children in the classroom?
2. ***Kent: Present Slide 19: Multidimensional View Bias***
   1. Can you tell us a bit more about Vulnerable Decision Points?
   2. What are some of the VDP in an early childhood classroom?
   3. If these biases are unconscious, how do we address and reduce biased decision making?
3. ***Kent: Present Slide 20: Neutralizing Routines***
   1. How can teachers identify a vulnerable decision point when so much is happening in the classroom? Sometimes a ‘snap decision is required’.
4. ***Kent: Present Slide 21: Turtle Technique***
   1. So, you are saying the same technique we use to help children to calm down and think of a solution, will work with teachers? Tell me more
   2. What role might ‘critical reflection’ play in reducing implicit bias
   3. What other strategies are there for reducing one’s own personal biases?

When we think of the discipline gap we must also be concerned about how it impacts the achievement gap. Children cannot learn if they are not in school. We have Dr. Rashid here to discuss the plight of Black boys in the education system

**Hakim Rashid (12 Minutes)**

1. **Dr. Rashid: Slide 23: We Are Asking the Wrong Questions**
   1. We have heard about culturally responsive practices. Is this what you are speaking of when you say we must consider the historical, cultural and political frames of reference for effective teaching practices?
   2. What does that look like in the classroom?
   3. Kent spoke about implicit bias, tell us more about how teachers perceive children of color in the classroom.
2. **Dr. Rashid: Slide 24: Current History**
   1. If teachers have negative perceptions of how Black boys move, could that be contributing to the disproportionate rates of suspensions for Black boys? In what ways?
3. **Dr. Rashid: Slide 25: From Men to Boys**
   1. You’ve spoken about the vulnerabilities of African American boys. It is unfortunate because research, such as the Perry Preschool Study, (for which you participated) shows promise in improving the outcomes for this population. What has happened, that we have not realized the promise of the Perry Preschool Study?
4. **Dr. Rashid: Slide 24: Patterns of Achievement**
   1. What kinds of teacher attitudes and behaviors are most likely to promote each of the four patterns of achievement? (*This can open up a broader discussion of the early role of teacher expectations, attitudes and behaviors as they relate to boys of color.*)

We know the long term negative impacts of early childhood suspension. We know children who are suspended are 10 times more likely to enter the juvenile justice system, are more likely to drop out of school, have low achievement and are at risk of being suspended again and again.

**Let’s see what is being done to reduce and ultimately eliminate early childhood suspensions**

**Bill Jaeger (12 Minutes)**

1. **Bill Jaeger: Slide 28**
   1. Colorado attempted to pass a bill during the last legislative session to ban suspensions for children preschool children through 2nd grade. It failed. What were some of the opposing issues and concerns?
2. **Bill Jaeger: Slide 29** 
   1. What are some of the success that might serve as ‘take-aways’ for other states seeking to pass legislation to limit suspensions?
   2. In addition to limiting suspensions, what other supports are needed for teachers of young children?
3. **Bill Jaeger: Slide 30**
   1. Why do you think some state policy proposals on these issues succeed and why do some fail?
4. **Bill Jaeger: Slide 30**
   1. How do you see the national dialogue on school safety impacting the agenda of addressing early childhood exclusionary discipline?

Depending on time, we will have questions and answers and then I’ll wrap up. **(5-10 minutes)**