



Dr. Rosemarie Allen
Institute for Racial Equity & Excellence
Metropolitan State University of Denver

Early Childhood Suspensions: This is
What We Know.

These are all our
children. We will
profit by, or pay for,
whatever they become.

James Baldwin

Suspension: a “disciplinary action that is administered as a consequence of a student’s inappropriate behavior, requires that a student absent him/herself from the classroom or from the school for a specified period of time” (Morrison and Skiba, 2001, p. 174).



What is a suspension?



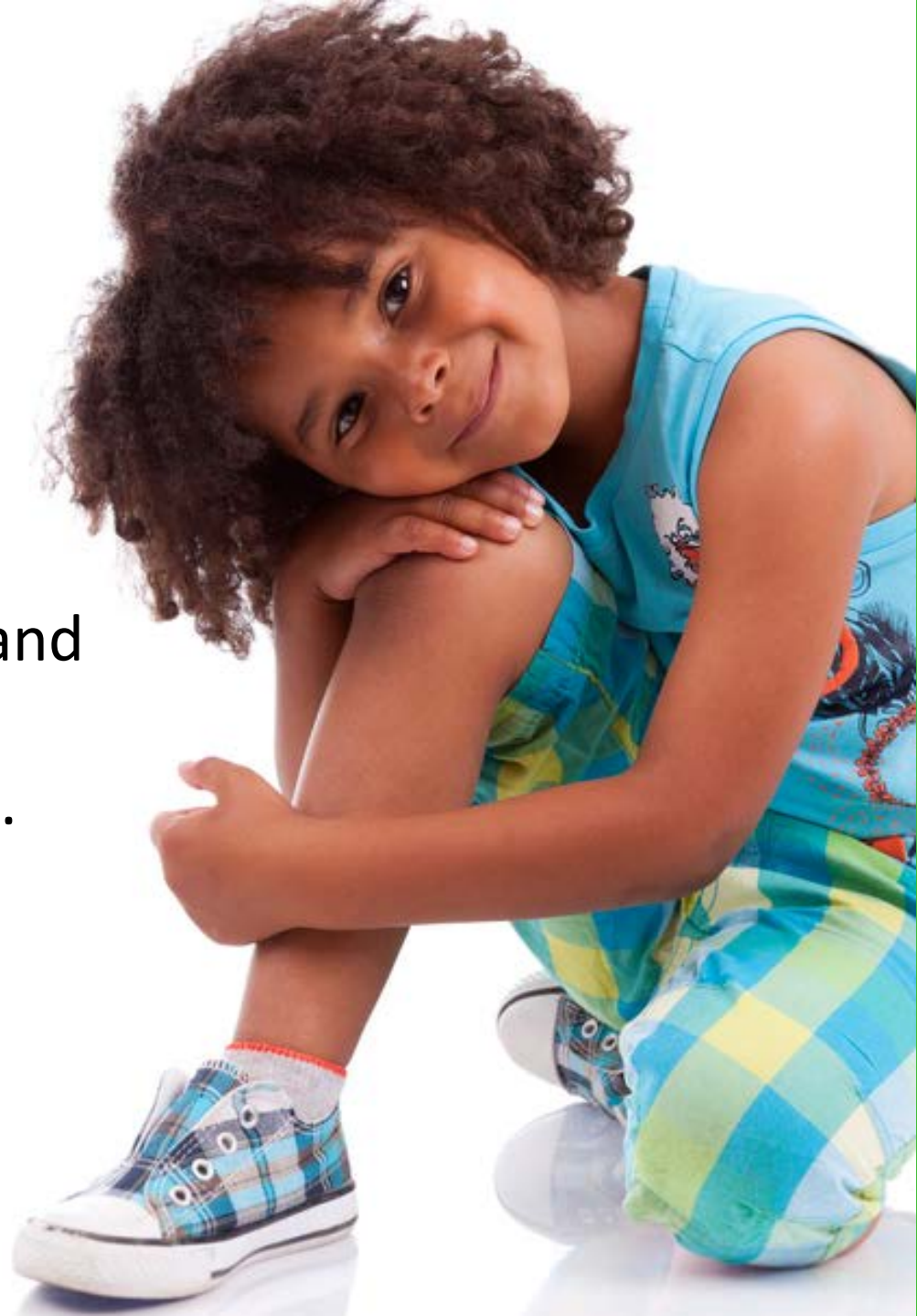
- Excluding a child from the learning process; from the classroom: from the school premises



- Child is sent home early
- Child is placed on a modified schedule
- Child is asked to leave the school/program because they are not a “good fit”
- Child is left in the hallway or Director/Principal’s office for an extended period of time.

The 2014 OCR Data Showed:

- 5,000 preschoolers were suspended at least once and nearly 2,500 were suspended a second time.






The New OCR (2016) Patterns of racial and gender disproportionality:

- Boys represent 54% of the preschool population but 78% of those suspended.

The New OCR (2016) Patterns of racial and gender disproportionality:

- African American preschoolers are 3.6 times more likely to be suspended than their White peers.



A young African American girl with dark skin and her hair styled in many small braids, some with pink hair ties. She is lying on her stomach in a lush green grassy field, resting her chin on her clasped hands. She has a gentle, thoughtful expression, looking slightly to the side. The background is a soft-focus green field with some trees in the distance.

The New OCR (2016)

African American girls are 20% of preschool female population but 54% of girls suspended from preschool
(United States Department of Education, 2016)

State Suspension Studies

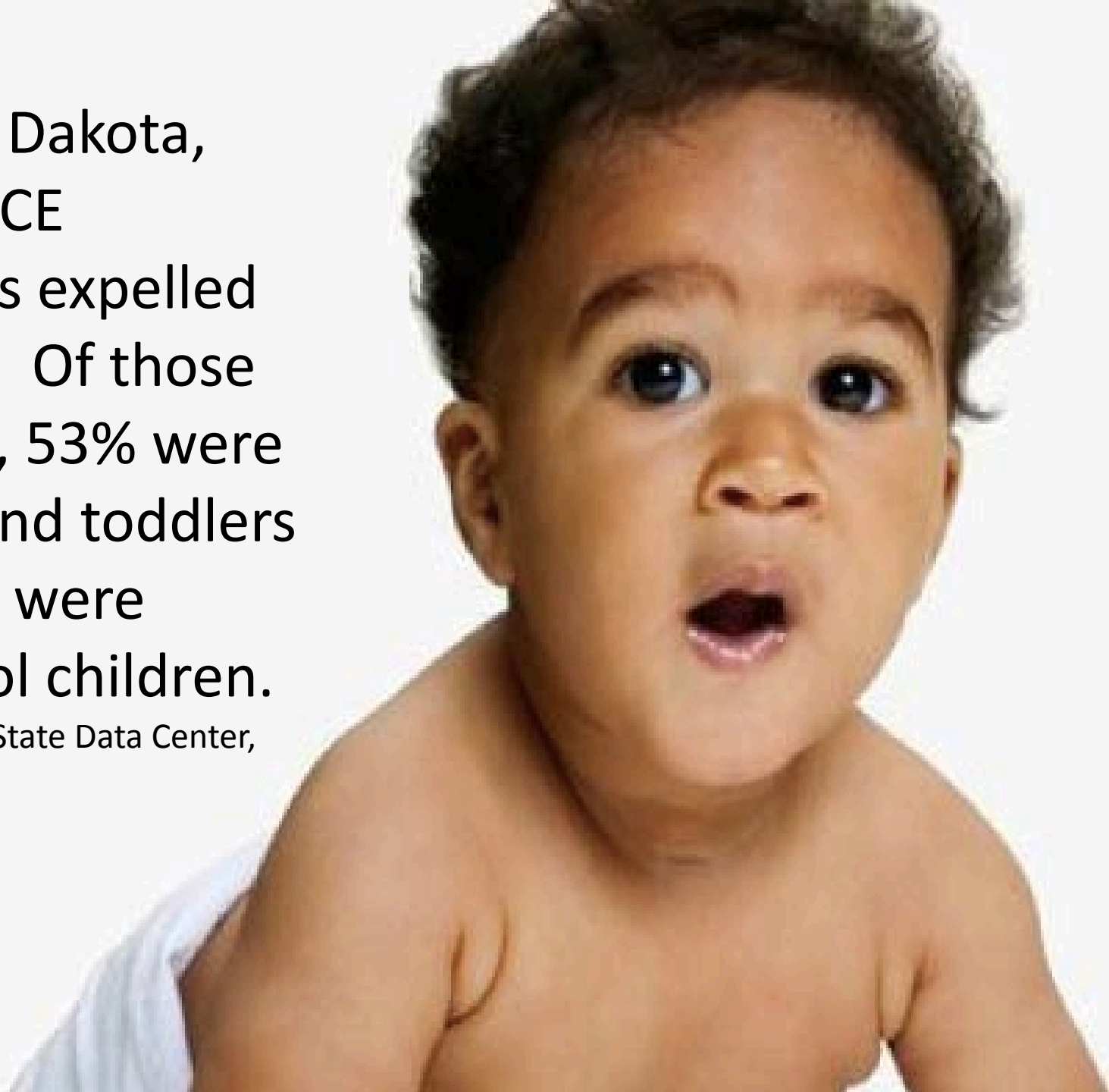




A survey conducted in Illinois reported that more than 40 percent of the State's childcare programs had suspended infants and toddlers. Racial and gender demographics were not included in this study (Cutler & Gilkerson, 2002).

In North Dakota,
20% of ECE
programs expelled
children. Of those
expelled, 53% were
infants and toddlers
and 31% were
preschool children.

(North Dakota State Data Center,
2008).

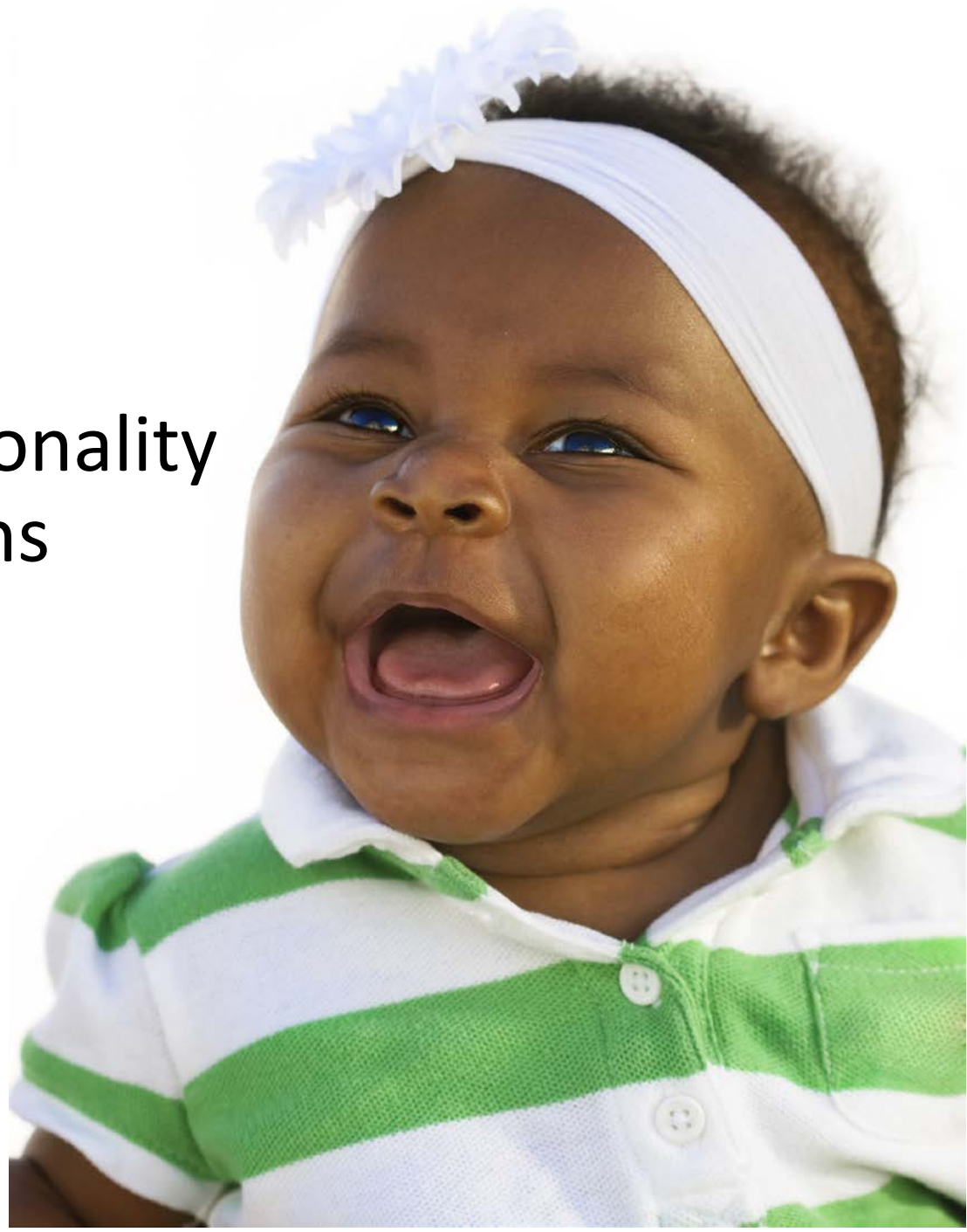


In Michigan, the expulsion rate for preschoolers was 27 per 1000 students,



That was 34 times the state's kindergarten through 12th grade rate. (Martin, Bosk & Bailey, n.d.).

Racial Disproportionality in Suspensions





Disproportionality may occur in situations other than suspensions:

- Classroom discipline
- Referrals to the Director/Principal
- Sending a child home early
- Sending a child to another classroom
- Corporal Punishment

Why Does This Happen??





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Implicit Bias in Early Childhood Education Decision Making

Kent McIntosh

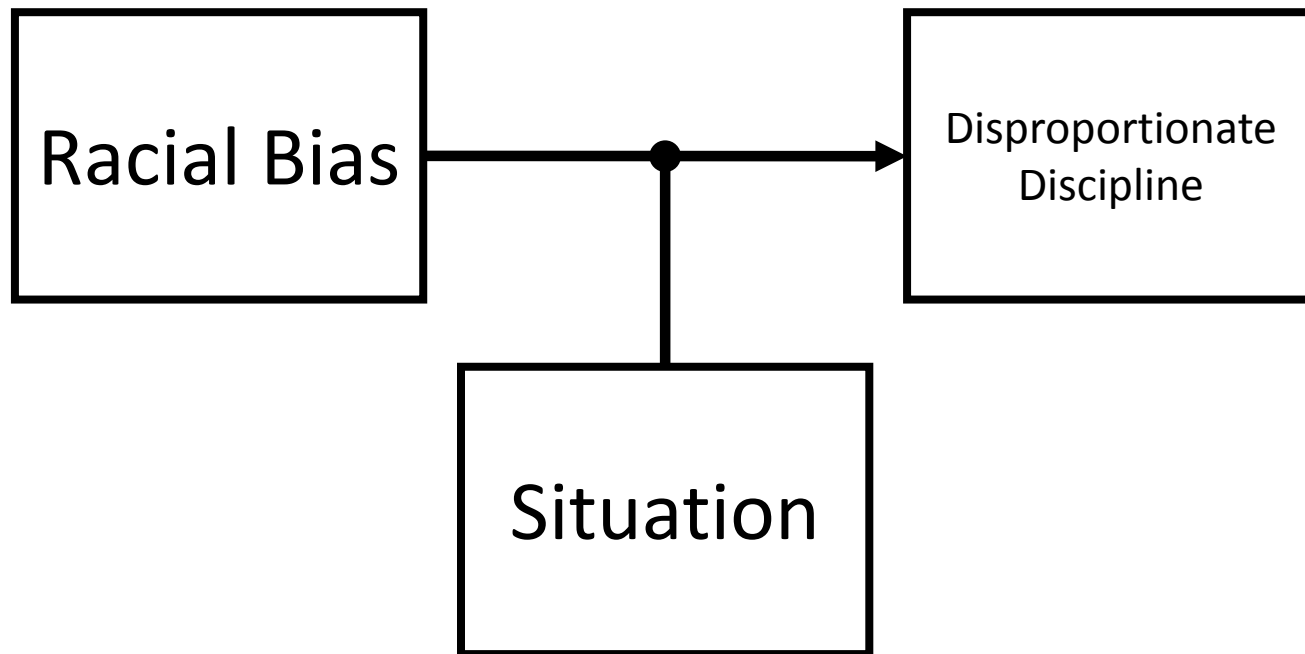
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What is implicit bias?

- Unconscious, automatic
- Generally **not** an indication of our beliefs and values
- We all have it (even those affected by it)
- Based on stereotypes
- More likely to influence:
 - Snap decisions
 - Decisions that are ambiguous

A Multidimensional View of Bias

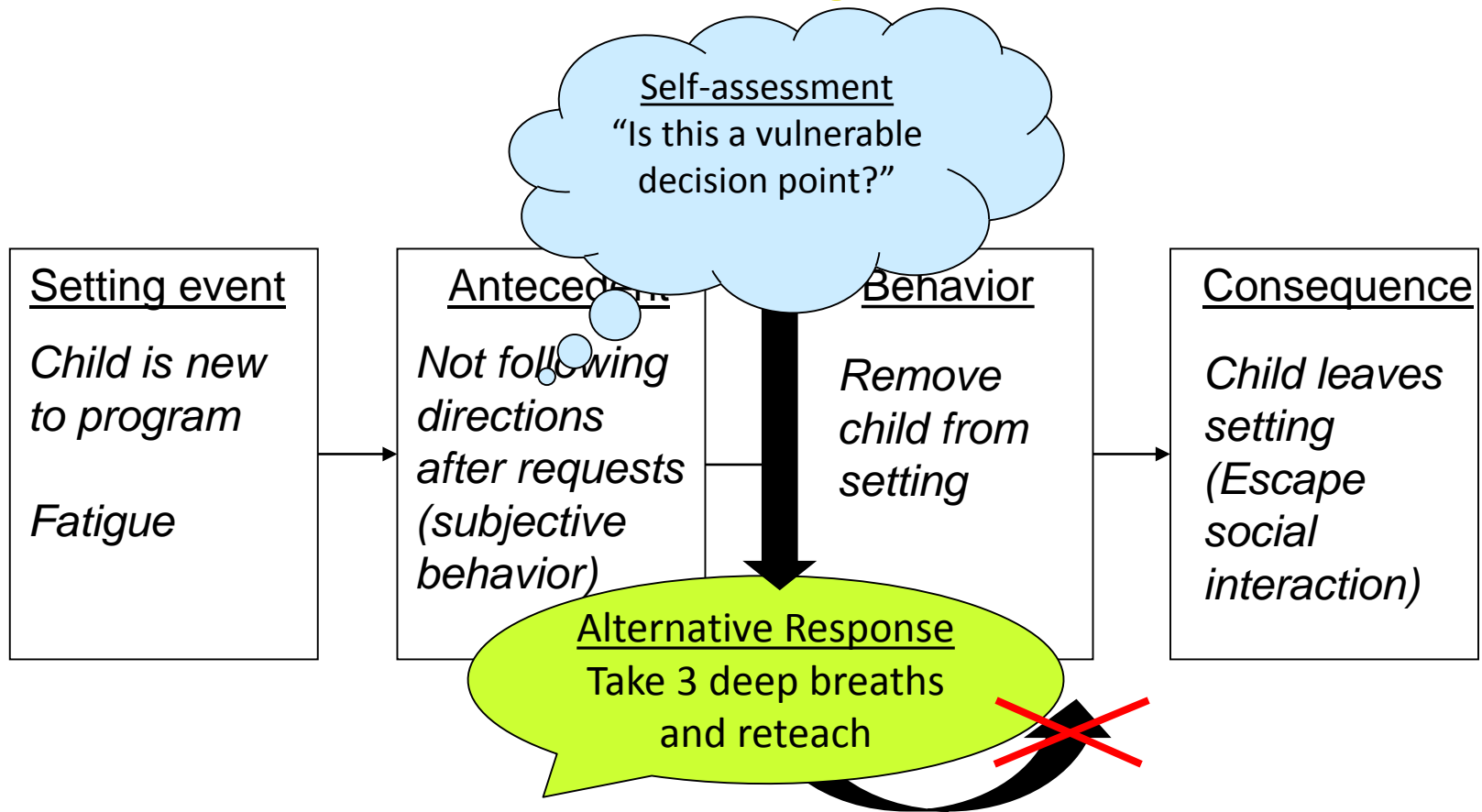


Vulnerable Decision Points

Subjective Behavior Unfamiliar with Student
Vague Discipline System Hunger
Classrooms Fatigue

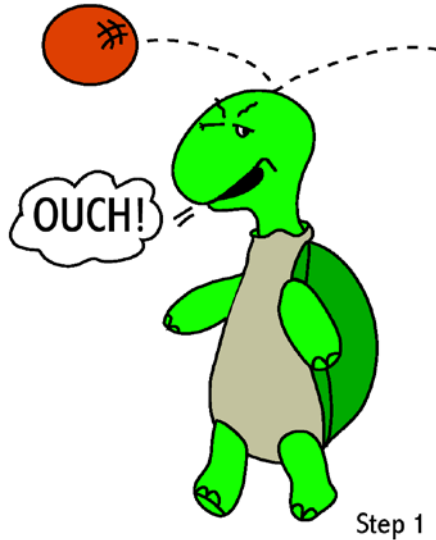
(Smolkowski et al., 2016)

Neutralizing Routines for Reducing Effects of **Implicit Bias**

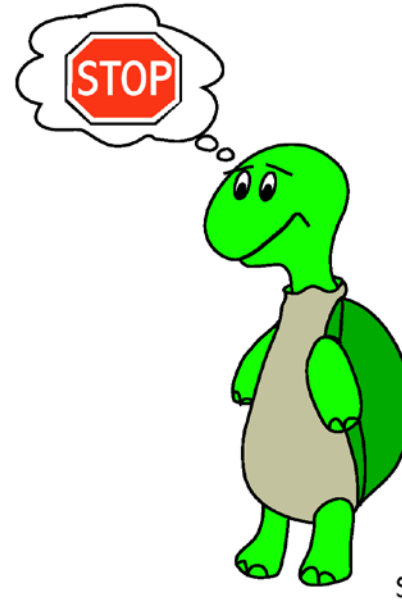


Turtle Technique

Recognize
that you
feel angry.



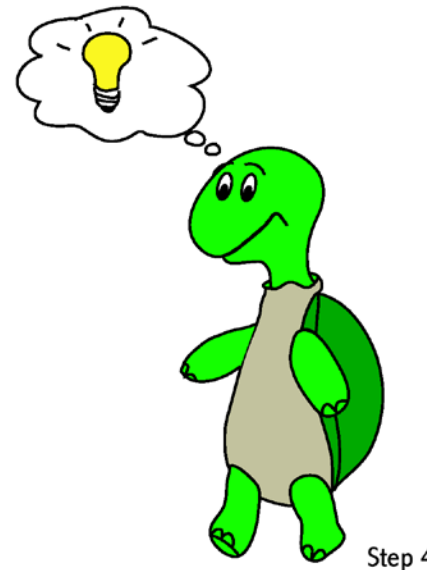
“Think”
Stop.



Go into shell.
Take 3 deep
breaths.
And think
calm,
coping
thoughts.



Come out of
shell when
calm and
thinking of
a solution.



Contact Information

- Kent McIntosh
Special Education Program
University of Oregon
kentm@uoregon.edu



@_kentmc



EDUCATIONAL AND
COMMUNITY SUPPORTS



PBIS Positive Behavioral
Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER



Cannon Beach, Oregon
© GoPictures, 2010

Handouts: <http://kentmcintosh.wordpress.com>

We Are Asking The Wrong Question

It is not - Why are children of African descent failing to thrive in the pre-k through third grade years?

The real question is "How does the **system of early childhood education** fail to fully develop many young children of African descent – **particularly boys**?"

This is a question that must be answered with reference to the historical, the cultural, and the political as frames of reference for the promotion of effective educational strategies.

Current History?

- Caucasian teachers have negative perceptions of the movement styles of Black males (Neal et al., 2003)
- African American boys at greatest risk for socio-emotional problems (Barbarin and Soler, 1993)



From Boys to Men in the African American Community

“The litany of difficulties associated with African American boys developing into men is extensive; it has all the elements of a classic tragedy. African American boys are vulnerable to a range of social, emotional, and academic difficulties from birth through adulthood. Beginning early in life, substantial numbers of African American boys are bombarded with a range of individual, family, and community trauma that divert them onto a developmental trajectory that is filled with adverse academic and social outcomes. Glimmers of the imminent difficulties are easy to detect.”

Barbarin, O (2010) Halting African American Boys Progression From Pre-K to Prison: What Families Schools and Communities Can Do. *American Journal of Orthopsychiatry*, 80,1,81-88

Patterns of Achievement for Young African American Boys After the Transition to Kindergarten

1. Increasing Academically
2. Low Achiever – Declining Academically
3. Early Achiever – Declining Academically and Socially
4. Consistent Early Achiever

Iruka, I. U., Gardner-Neblett, N., Matthews, J. S., & Winn, D-M. C. (2014). Preschool to kindergarten transition patterns for African American boys. *Early Childhood Research Quarterly*, (29)2, 106-117.



Public Policy Action to Reduce Early Suspensions & Expulsions

March 2018



Existing State Policies Regarding Early Suspensions & Expulsions

Restrictions on Exclusionary Discipline

- New Jersey (S. 2081): Restrictions K-2nd Grade
- Rhode Island (HB 7056): Superintendent review of unequal impact
- Connecticut (SB 1053): Restrictions PreK-2nd Grade
- Oregon (SB 553): Restrictions on OSS, PreK-5th Grade

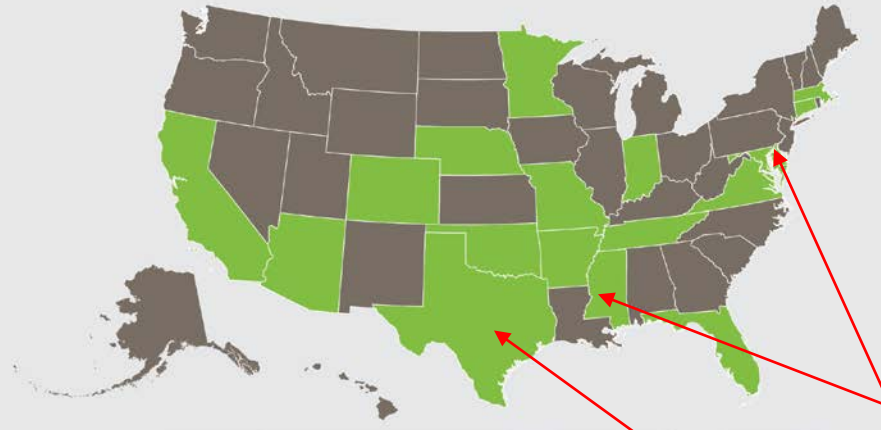
Promoting Alternatives

- California (A.B. 1014): Grants for alternative approaches
- Utah (H.B. 460): Training program for restorative practices
- Indiana (HB 1635): Grants for school climate
- Louisiana (SB 130): Evaluation of positive behavioral interventions



State Policy Action – 2017: Restricting Suspension & Expulsion

Which States Considered Legislation in 2017?



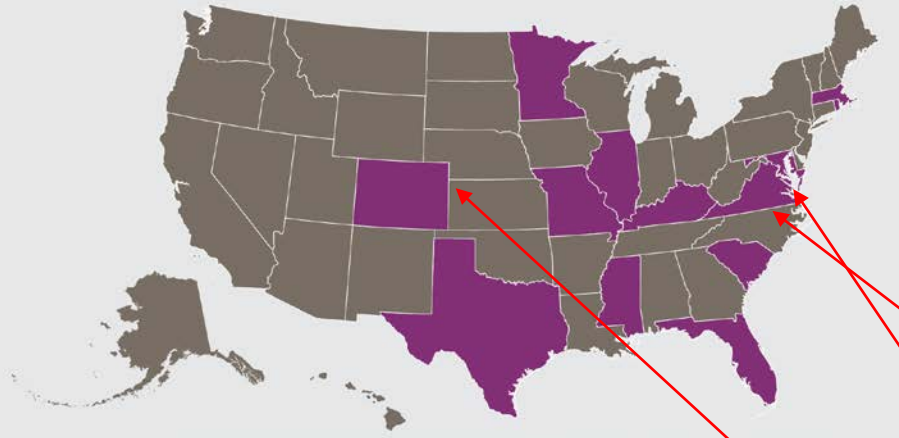
- **18 States** Proposed Legislation on Suspension & Expulsion (across the EC through 12 spectrum)
 - **5 States Enacted** Legislation
- 34 total bills proposed
 - **9 Bills enacted**

Maryland, Arkansas, and Texas: Focused on significantly restricting grounds for young children



State Policy Action – 2017: Restricting Suspension & Expulsion

Which States Considered Legislation in 2017?



- **12 States & D.C.** Proposed Legislation on Promoting Alternatives (across the EC through 12 spectrum)
 - **3 States** Enacted Legislation
- 25 total bills proposed
 - **4 Bills** enacted

Maryland, Virginia, and Colorado:
Promoting alternatives or requiring analysis and sharing of best practices



Other Context for Policy Action

- Federal Debate
 - School Safety vs. Inclusive Practices
- Local Action
 - School Boards in large cities taking the lead (D.C., Denver, Houston)
- State Policy
 - 2018 Session





Thank you

Bill Jaeger
Vice President, Early Childhood
& Policy Initiatives
bill@coloradokids.org





You are a super-hero!

You get to touch the lives of
this country's youngest
citizens

You can breathe life into a
child.



Let's Manage our
own behavior,
give kids the
tools to regulate
theirs and create
a classroom of
super heroes!