



# Addressing Exclusionary Discipline: Developing a Child guidance Policy in Your Program that Supports Inclusion

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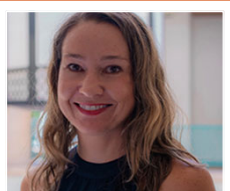
**Sascha Longstreth**, San Diego State University  
**Sarah Garrity**, San Diego State University

Host: **Lise Fox**, University of South Florida  
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National Center for  
**Pyramid Model  
INNOVATIONS**  
*ChallengingBehavior.org*

1


## Presenters




Sascha Longstreth, PhD



Sarah Garrity, EdD



Lise Fox, PhD



2

## Suspension/Expulsion: Patterns of Disproportionality



- During the 2020-21 school year, there were 1.2 million children enrolled in preschools. Nearly 1,000 public preschool children received one or more out-of-school suspensions, and approximately 220 preschool children were expelled
- Black preschoolers accounted for 17% of total enrollment but 31% of one or more out-of-school suspensions and 25% of expulsions
- Preschool children with disabilities served under IDEA represented 24% of preschool enrollment, but 34% of preschool children who received one or more out-of-school suspensions and 62% of preschool children who were expelled.

\* United States Department of Education, Office of Civil Rights, <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-school-climate-report.pdf>



3

## Impact of Exclusion

- Child with challenging behavior
  - Loss of instructional time
  - Loss of peer access to learn and practice social-emotional skills
  - Loss of relationships
- Peers
  - Some children are valued, others are rejected when different
  - Children who are different don't belong
  - If I am in distress, I might be pushed away
- Families
  - Negative feelings about program, lack of support
  - Loss of child care
  - Loss of work time, employment, income
  - Family stress
  - Relational stress



4

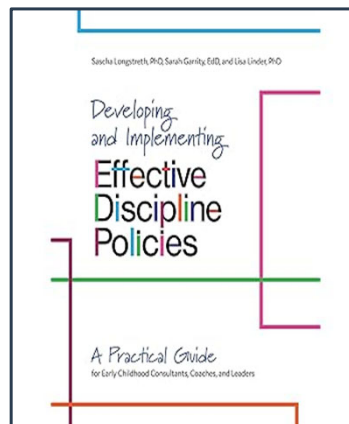
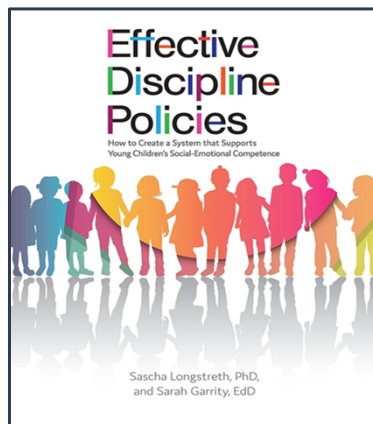
## Longitudinal Impacts

- Academic Failure
- Predictive of continued suspensions
- Failure to graduate from high school
- Grade retention
- Substance abuse
- Increased incarcerations



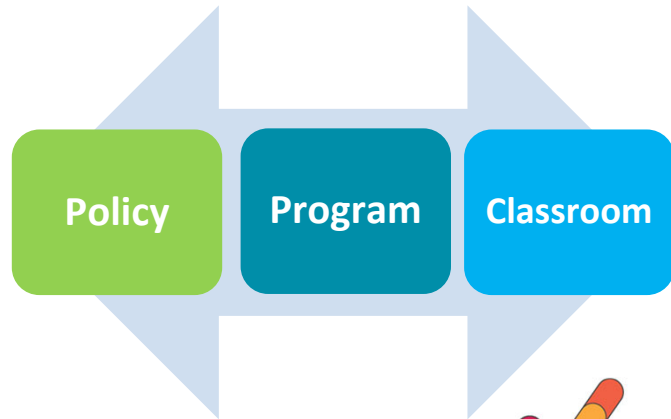
5

## The Teaching and Guidance Policy Essentials Checklist



6

## Behavior Guidance Policies



7

## The TAGPEC

The TAGPEC is a checklist that rates guidance policies using point values.

- Yes = 2 points
- Emerging = 1 point
- No = 0 points

The higher the score, the higher the quality of the behavior guidance policy



8

## TAGPEC Philosophy

- Focus on guidance rather than discipline
  - Role of the caregiver to teach children appropriate ways to behave
  - Use of strategies that are punitive, degrading and/or dehumanizing are prohibited
  - *Preventive* rather than reactive
- Child behavior is *transactional* in nature, with both caregivers and the child contributing to the relationship
  - Problem behavior occurs within the context of caregiver-child relationships
  - Best resolved within these relationships via the socialization practices of the caregivers.



9

## Five Assumptions of the TAGPEC

The role of the adult is to teach children appropriate social-emotional skills

Relationships guide and regulate behaviors

Behavior is communication

Each child is a unique individual

Implicit bias affects decision-making



10

## 7 Essential Features of the TAGPEC

1. Intentional Focus on Teaching Social-Emotional Skills
2. *Inclusive, Developmentally, Culturally, and Linguistically Appropriate Learning Environment\**
3. Setting Behavioral Expectations
4. Preventing and Addressing Challenging Behaviors Using a Tiered Model of Intervention
5. Working with Families
6. Staff Training and Professional Development
7. Use of Data for Continuous Improvement



11

### Appendix A: The Teaching and Guidance Policy Essentials Checklist

**Program's name:** \_\_\_\_\_

**Date filled out:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_

**Role in program:** \_\_\_\_\_

**Instructions:** This checklist is designed to identify different aspects of quality in early care and education guidance policies. This checklist can be completed by a trained program staff member or a specialist in early care and education.

For each question below, please check the response that best describes your program's guidance policy. Check **no** if the policy does not show evidence of addressing the item. Check **emerging** if your policy shows some evidence of addressing the item. Check **yes** if the policy shows clear evidence of addressing the item.

**Essential Feature 1: Intentional Focus on Teaching Social-Emotional Skills**

**Early childhood behavior-guidance policies should reflect an instructional, proactive approach to behavior guidance that supports the learning and practice of appropriate prosocial behavior of all children, regardless of individual differences and/or cultural and linguistic background.**

**Item 1:** The policy clearly states that the goal of behavior guidance is to teach social-emotional skills to all children.

Yes    Emerging    No

**Item 2:** The policy clearly describes the role of staff in proactively teaching all children social-emotional skills.

Yes    Emerging    No

Essential Feature

→

Item

←

Score

←

12

## Structure of the TAGPEC

Essential Feature

→

Early childhood behavior guidance policies should reflect an instructional, proactive approach to behavior guidance that supports the learning and practice of appropriate pro-social behavior of all children, regardless of individual differences and/or cultural and linguistic background.

Item



→

The policy clearly states that the goal of behavior guidance is to teach social emotional skills to all children.

Score

→



yes                      emerging                      no

13

## Integration with the Pyramid Model

Essential Feature of TAGPEC	Early Childhood BoQ Critical Elements and Pyramid Model practice fidelity tools
EF 1 Intentional Focus on Teaching Social-Emotional Skills	Promoting social-emotional skill development is a core feature of the Pyramid Model
EF 2 Developmentally and Culturally Appropriate Learning Environment	Pyramid Model practice checklists for <a href="#">Infant/Toddler</a> and <a href="#">Preschool</a> classrooms; Pyramid Model fidelity tools (Teaching Pyramid Observation Tool; Teaching Pyramid Infant Toddler Observation Scale)
EF 3 Setting Behavior Expectations	Program-Wide Expectations (EC-BoQ items #14-20)
EF 4 Preventing and Addressing Challenging Behaviors Using a Tiered Model of Intervention	Procedures for Responding to Challenging Behavior (EC-BoQ item # 28-34)
EF 5 Working with Families	Family Engagement (EC-BoQ item #10-13)
EF 6 Staff Training and Professional Development	Professional Development and Staff Support Plan (EC-BoQ item #21-27)
EF 7 Use of Data for Continuous Improvement	Monitoring Implementation and Outcomes (EC-BoQ item #35-41)

14

## The TAGPEC 5 Step Process

**Step 1:** Convene your Pyramid Model leadership team and consider including additional members, such as early childhood professionals or representatives from families and other staff. Ensure that any revisions align with the Pyramid Model's values and practices.

**Step 2:** Evaluate your current score on item #5 on the EC-BoQ and reflect on whether your child's guidance or discipline policy statement aligns with the Pyramid Model's principles. Include any revisions in your program-wide implementation plan.

**Step 3:** Gather existing documents related to your program's approach to addressing behavior, such as policy statements, staff or family handbooks, family newsletters, or behavior data-collection tools. Update these documents after revising your behavior guidance policy.

**Step 4:** Use the TAGPEC to assess the quality of your behavior guidance policy and set goals for revising it as part of your implementation plan. Add action steps with target completion dates to modify the policy.

**Step 5:** Implement and monitor your action plan to improve the behavior guidance policy. Consider providing professional development to support the implementation of the revised policy and engaging in activities to ensure that staff understand and can follow the policy.



15

## How We Have Used the TAGPEC

- Community based preschools
- Head Start
- State funded programs
- Private
- Statewide coaching/QRIS systems
- Early Childhood Mental Health Consultation
- School districts
- Early intervention/ home visitors
- Family child care



16



## How We Have Used the TAGPEC

- Programmatic level of Infant and Early Childhood Mental Health Consultation (IECMHC)
- Support early childhood coaches and consultants on local and state-wide quality improvement initiatives to improve program climate, increase family engagement, and refine professional development practices



17

## Questions?

Use the  
Q&A panel  
to submit your  
questions.

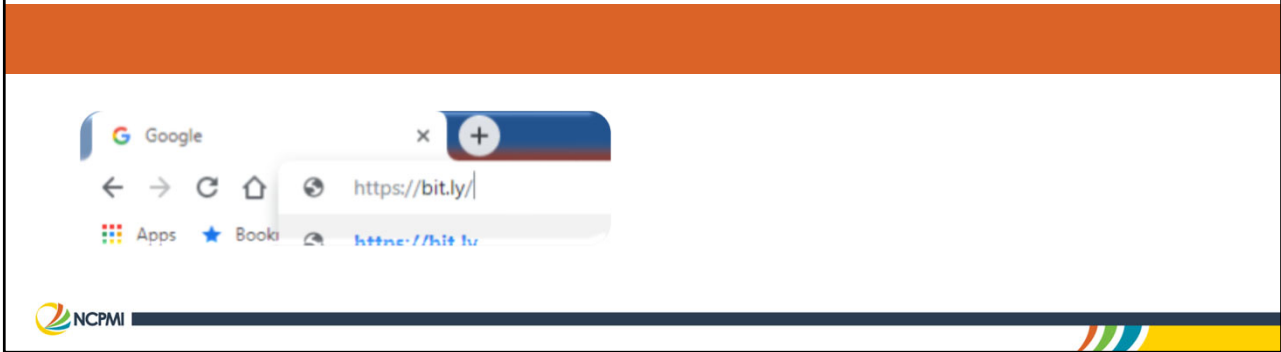


18

# Survey and Certificate

## Recording Viewers

- Type URL or scan the QR code during recording into a web browser window
- *URL is case sensitive*



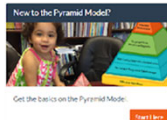
19

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## The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social-Emotional Competence in infants and young children (PACES) through addressing the evidence-based early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children. This is to be done by providing the tools, training, and technical assistance, setting the stage for decision-making, helping with early childhood and infant mental health consultation and building networks.



20

## Thank You



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