Where can we start? State and local strategies for collecting and using data to eliminate the use of exclusionary discipline

Jennifer Tschantz, DaSy

Myrna Veguilla Figueroa, NCPMI

Betsy Mercier, DaSy

1

Purpose of the Resource

- Because…
  - Exclusionary discipline is multi-dimensional
  - Gathering standardized data can be difficult
  - Programs differ in what they collect and track

- This resource…
  - Promotes a team approach
  - Outlines various data sources and measures states and programs can use
  - Provides guidance on analyzing the data in practical ways

Data are a catalyst for deeper conversation.

2

2

Exclusionary Discipline Definition

The Office of Special Education Programs and the Office of Civil Rights define **exclusionary discipline** as:

> "the removal, whether on a short-term or long-term basis, of a child with a disability from a class, school, or other educational program or activity for violating a school rule or code of conduct." (p. 52)

DaSy ecta NCPMI

3

3

Soft Suspension/Expulsion

- Child sent home early - "having a difficult day"
- Conditional enrollment – "need you to send an aide or assistant to support your child"
- "We need to find a program that might better meet your child's needs"

DaSy ecta NCPMI

4

4

Helping State and Local Programs Collect and Use Data

- Convene a Team
- Use the Data Inquiry Cycle
- Planning and Design for Data Collection
- Collecting the Data
- Analyzing and Interpreting the Data
- Reporting, Dissemination, and Taking Action

DaSy ecta NCPMI

5

5
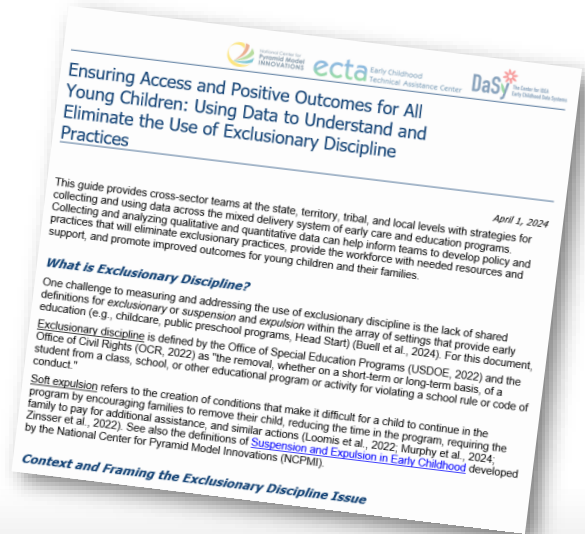
It Takes a Team

- Leadership team with a shared vision
- Members might include
  - Families impacted by the use of exclusionary discipline
  - Practitioners
  - Policy makers
  - Cross sector partners (e.g., child care, Head Start, PreK, family child care, early intervention)

"Succeeding requires motivating multiple, sometimes disparate groups under a unifying framework for action."

(Ton-Quinlivan, 2017)

DaSy ecta NCPMI

6

6

7

7

Planning and design

- Begin with your essential question: what do you want to be able to answer?
  - Unsure? Consider: Is exclusionary discipline being used, and if so, to what extent?
  - Other options:
    - Where is exclusionary discipline happening (e.g., across regions or communities, across mixed-delivery settings)?
    - Who are the children and families experiencing exclusionary discipline?
    - Are there well-being supports available for all ECE teachers/providers across the mixed-delivery system?

DaSy ecta NCPMI

8

8

Data collection: Parameters

- Guided by your question, set parameters about:
    - Which practices meet your definition of exclusionary discipline?
    - What time frame will you investigate?
    - Where do you want to concentrate your analysis?
        - Geographic region, program type, age group?
- You may have to get really detailed about how you are 'tagging' events:
    - Parent asked to pick up child early due to a tantrum
    - Parent asked to pick up child early due to soiled clothes

DaSy ecta NCPMI

9

9

Reflection and Discussion – Parameters & Data Sources

- How easy or hard would be to articulate and collect data on the practices that meet your definition of exclusionary discipline?
- What data do you already have available?
- Are there data sources available that could be a proxy for exclusionary discipline?
- What new data sources might you need?
- Do you have data available on the sources of supports?

DaSy ecta NCPMI

10

10

Data collection: Sources

- Administrative data
  - Attendance, formal citations of discipline, IEP or IFSP records
- Administrative documentation
  - Policies, practices, procedures
- Program data
  - Sign-in sheets, teacher logs, BIRS data
- Family surveys or focus groups
  - Asking how often sent home and why
- Educator surveys or focus groups
  - Asking how frequently they request children to leave a room for behavior

DaSy ecta NCPMI

11

11

Data analysis and interpretation

- Guidance on levels of analysis
- Resources

"The point of collecting and analyzing disaggregated data is to use data as a mirror and tool to uncover the drivers of disparity and inequity and increased opportunities and outcomes for all children."

Annie E. Casey Foundation, 2016

- Combining data into one dataset (aggregation)
  - Purpose: to identify patterns across the whole
  - Requires all sources have common standards for each data element
- Disaggregation
  - Purpose: to identify patterns across sub-groups
  - Requires each event be associated with or tagged to a sub-group

DaSy ecta NCPMI

12

12

Reporting, dissemination, and taking action

- Tips and resources to support data visualization
- Guidance on taking action effectively and equitably

- Conduct a root cause analysis to identify why there are differences in who and where exclusionary discipline practices are experienced;
- Value and use different partner perspectives, including those of people with lived experience of exclusionary discipline, to identify action steps and strategies;
- Base your strategies in the data (and determine to collect more if not yet sufficient);
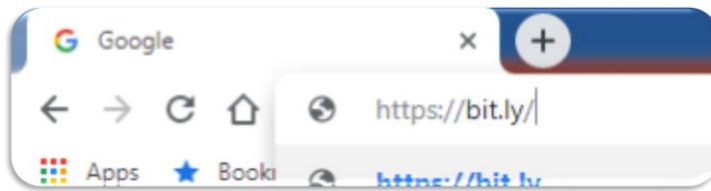- Provide support, resources, and infrastructure to begin implementation.

DaSy ecta NCPMI

13

13

Resource Questions?

14

14

Survey and Certificate

Recording Viewers
- Type URL during presentation into a web browser window or scan QR Code
- *URL is case sensitive*

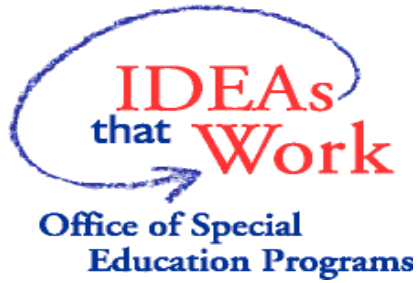
NCPMI

15

Visit us online at
ChallengingBehavior.org

NCPMI

16

Thank You

IDEAs that Work
Office of Special Education Programs

NCPMI

17