



Tips for a Data Component in a State Expulsion Prevention Strategy

TYPES OF DATA TO CONSIDER

1. Prevalence

- Establishing a baseline to measure change
- Identifying trends across children and program characteristics
- Considering soft expulsion
 - Implication for practices are asked about, capturing other reasons children leave programs, checking-in with families whose children who have changed programs, etc.

2. Program-level

- Developmentally appropriate practices, e.g. schedule, routines, transitions, learning centers, toys, curriculum, building relationships
- Teaching social-emotional skills and responding to common challenging behaviors
- Staff feeling supported and competent in responding to children
- Supporting children in early learning environment who have more significant concerns

3. Outcomes

- Type of supports offered: breadth, depth, and timing
- Program & staff outcomes
 - Changes in program policies and practices
 - Changes in knowledge and skills
 - Changes in staff/teacher well-being, satisfaction
 - Extent of communication and partnerships with families
- Child & family outcomes
 - Changes in social emotional knowledge and skills
 - Changes in presenting behaviors
 - Connections to additional supports
 - If transitioned out of the program, changes in type or quality of care
- Improve effectiveness of supports over time

TIPS FROM STATES

1. How the questions are asked matters
2. Success of reporting and surveys is built on good relationships with programs and being clear on the purpose
3. Who is requesting the data impacts response
4. Start small if need to – one community survey can create momentum
5. If investigating supports, measure breadth, depth, and timing of those supports to understand the impacts

TYPES OF DATA POINTS TO CONSIDER

1. Program demographics

- Type of setting
- Geographic region
- Total # of children
- # of classrooms if applicable
- Ages of children
- Ratios
- Group size

2. Responder's demographics

- Position in the program
- How many sessions and hours do they teach
- Their education level and certifications
- Years of experience
- Hours of professional development and type

3. Children's behaviors & effects on program

- Types of challenging behaviors in their classroom/program
- How many children in the past year have shown challenging behaviors
- What helps address challenging behaviors
- Practices they commonly use

4. Exclusionary practices

- Remove from activities that include other children
- Remove in the short-term or limit the time a child attends the program
- Dismiss a child permanently
- Encourage families to voluntarily terminate services
- Other services are limited on the basis of challenging behaviors, e.g. denying outdoor time, withholding food, and using food as a reward or punishment

CONSIDER HOW TO ASK ABOUT EXPULSION

In the past 12 months...

1. How many children with challenging behavior left because **parents told staff** they were leaving because the program could not meet the child's needs.
2. How many children with challenging behavior left because **staff told the parents** they child must leave because the program could not meet the child's needs.
3. How many children with challenging behavior left for **parents and staff agreed** that the child must leave the program because it could not meet the child's needs.
4. Estimate the number of children with challenging behavior who left in the past 12 months under the following circumstances:
 - Another program for the child was found, and seemed a better fit
 - Another program for the child was found, but did not seem well equipped to meet the child's needs
 - No other program was found
 - I do not know whether a placement was found