



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Abstract

Suspension and expulsion have gained attention in recent years through joint position statements calling for an end to suspension and expulsion practices in preschool and early care settings. Although there is now mandated data collection on suspension and expulsion in state preschool programs, practices in early care settings remain widely understudied. Therefore, this study aimed to increase understanding of reported suspension and expulsion practices in early care settings in Alaska including potential needs of and supports for providers and administrators.

Raviant LLC
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EXECUTIVE SUMMARY

Every second one-million new neural connections are formed in the brain of a young child (Harvard Center on the Developing Child, 2009), laying the foundation for long term health and development (Phillips & Shonkoff, 2000). Early relationships and enriched environments are key to this development. In recent years, the topic of suspension and expulsion in early childhood settings has received increased attention due to its negative impact on these early relationships and long-term school and life outcomes.

Alaska's Learn and Grow program is Alaska Quality Recognition and Improvement System (QRIS) aimed at determining and improving the quality of early care and education settings as well as communicating the quality of various early care and learning program information to the public. As part of its role as a catalyst for continuous quality improvement, Learn and Grow is looking at the problem of exclusionary discipline across early childhood programs as well as working toward the reduction of the expulsion and suspension of young children from educational and care settings.

This project was intended to increase understanding of suspension and expulsion practices in early care and learning programs across Alaska including the identification of factors which may impact discipline choices in order to inform future quality initiatives.

For the purposes of this project suspension and expulsion have been defined above as follows:

<i>In-program suspension:</i>	<i>Child is isolated from other children or removed from classroom</i>
<i>Out-of-program suspension:</i>	<i>Short-term time restrictions on child attendance and or short-term removal</i>
<i>Expulsion:</i>	<i>Permanent removal of the child from the program</i>
<i>Soft Expulsion:</i>	<i>Families are encouraged to withdraw child or otherwise voluntarily end care.</i>

Through an iterative process with stakeholders a sequential, mixed methods approach was undertaken utilizing a survey as well as follow up interviews with staff and administrators from child care centers, family child care, and Head Start programs.

43% of teachers (n = 58) reported having parents pick up a child early at least once in the past year due to challenging behavior and 20% had requested at least once that a child be kept home for a full day or more (table 1). Both of these are types of suspension, which provides a sense of how common suspension might be across Alaskan child care settings. Looking at expulsion, 30% had discussed the child-program goodness of fit at least once in the past year and 14% had told a parent to withdraw their child from the program, due to behavior. Since the survey did not include overall rates of child enrollment or a direct count of suspended or expelled children, we cannot report an expulsion rate using these data.

Results from the teacher survey indicated that many encountered children that had behaviors that were difficult to manage. In the past twelve months 5% of teachers reported between six and ten children with difficult to manage behaviors followed by 42% of teachers who had three to five children in their care and 44% who had one or two children in their care with difficult to manage behaviors. 7% of teachers responded that they had no children in their care with difficult to manage behaviors.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Amongst administrators, over the past 12 months 14% reported no children in their care exhibited difficult to manage behaviors, 37% one to two children, 29% with three to five, 12% had six to twelve children in their care with difficult to manage behaviors, and almost 7% indicated they had more than 10 children in their care with difficult to manage behaviors. Managing challenging behaviors was often cited as both a source of stress and the ultimate reason for a child to be suspended or expelled.

As many as one in five teachers indicated that they always or often experience signs of stress when entering the classroom. In addition, another 39% indicated they felt signs of stress sometimes, while less than half (41%) indicate they rarely or never feel stress upon entering the classroom.

A greater percentage of teachers who reported Always or Often feeling stressed reported suspension and soft expulsion in the past year compared with teachers who reported Rarely or Never feeling stressed.

The same pattern is present when comparing teachers who report stress Always or Often getting in the way of being fully present and attentive to children, compared with those who report Rarely or Never. However, the number of respondents feeling that stress Always or Often gets in the way were only five.

Administrators who reported feeling stressed Always or Often also more often reported that they had suspended or expelled a child in the past year than the group who responded Rarely or Never feeling stressed. In this case, the difference in response between the groups is also found for hard expulsions.

RECOMMENDATIONS:

Convene a formal interdisciplinary and cross-organizational steering team for the initiative to reduce suspension and expulsion in Alaska with a charter document that includes clearly stated aims, scope and boundaries of the work, membership and overall timeline.

Identify a group (this could be the steering team or a delegate group) to complete the self-assessment in the document *Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings, 2nd Edition* and rate collective performance. Identify areas of strengths and gaps and develop a comprehensive plan.

Critical topics to address through this work are teacher stress and wellness and developing a workforce and system that is prepared to work with children's challenging behaviors. Additionally, through this work, teachers have clearly expressed the desire for training and practice supports (e.g. by way of coaching) to do classroom assessments and work with assessment and other data on an on-going basis to inform classroom management. We feel that it is important to respond to feedback that has been collected in this study.



TABLE OF CONTENTS

Executive summary2
Recommendations: 3

Introduction5

Method7

Results8
Survey Results 8
 Response Rates 8
 Demographics..... 8
 Results 12
Interviews 43
 Teacher and Administrator Interviews 43
 Group Interview with Support Roles 44
 Categorized comments from Interviews 44

Recommendations and Next Steps.....47

References.....47

Appendix 150
Survey Questions and Responses 50

Appendix 278
Additional Survey Crosstabulations 78



INTRODUCTION

Very young children who are removed from their educational or early care setting temporarily or permanently experience disruption in their routines and, in the case of expulsion, a change in an important caregiving relationship. In addition, early school discipline in elementary populations is correlated with higher school drop-out rates as well as increased interaction with the juvenile justice system (Lamont et al., 2013). We also know that children of color are disproportionately impacted by suspension and expulsion practices (Gilliam, 2005; Gilliam, & Shahar, 2006). These concerning trends have resulted in the development of a joint statement from health and education calling for an end to suspension and expulsion practices in early care and education settings (U.S. Department of Health and Human Services, U.S. Department of Education (2014). Yet, in spite of the call to end these practices and the growing understanding of the importance of early social emotional development and early relationships, training and supports for early care providers related to suspension and expulsion practices remains widely understudied.

One of the challenges in comprehensively addressing expulsion and suspension is the wide range definitions. For the purposes of this study, the stakeholder team used the following definitions:

<i>In-program suspension:</i>	<i>Child remains in program and is isolated from other children/removed from classroom</i>
<i>Out-of-program suspension:</i>	<i>Short-term time restrictions on child attendance and or short-term removal</i>
<i>Expulsion:</i>	<i>Permanent removal of the child from the program</i>
<i>Soft Expulsion:</i>	<i>Families are encouraged to withdraw child or otherwise voluntarily end care.</i>

One of the more extreme forms of discipline across early childhood programs, expulsion permanently removes a child from an education setting. Suspension also comes in a variety of forms including, calling the parent to request early pick up and temporary removal of a child from a classroom. Gilliam (2005).

Sandilos, Goble, Rimm-Kaufman and Pianta (2018) early experiences significantly influence subsequent development. The authors point out that responsive and sensitive interactions between children and caregivers or teachers can support a child's later academic success. In light of this fact, findings that teachers indicate high levels of depression and stress is cause for concern. Teachers suffer high levels of distress due to factors such as organizational climate and resources, personal life stress, relationships with co-workers and caring for children with challenging behaviors (Friedman-Krauss, Raver, Neuspiel, & Kinsel, 2014). Teachers who feel high levels of stress report themselves to be less effective at managing challenging behavior and the overall classroom (Zinsser, Christensen & Torres, 2016). Conversely, studies have shown that lower child-to-teacher ratios, hours spent at the center (by children) and availability of consultation services are related to lower rates of expulsion (Zinsser, Zulauf, Das, & Silver, 2017). The work environment, daily requirements of a position, as well as relationships amongst peers and co-workers can influence teacher burn out and turnover (Reffet, 2009; Zinser, 2016) These factors can also in turn influence the willingness of staff to engage in professional development opportunities as well as the quality of teacher-child interactions.

There are a number of efforts regionally and nationally to address concerns related to exclusionary discipline tactics. A brief review of the literature on expulsion revealed recent research into



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

the topic of expulsion through a variety of lenses including: implicit bias (Gilliam, 2016), the impact of Social and Emotional Learning (SEL) (Zissner, Christianson, Torres, 2016), and organizational factors aimed at improving supports such as behavioral consultation, coaching or teacher stress reduction activities. The Administration for Children and Families child care state capacity building center guidance on preventing expulsion (2017), acknowledges that reducing these types of exclusionary strategies is complex due to the intersection of a variety of factors including:

Child behavior

- Teacher understanding of behavior*
- Variability in tolerance for challenging behavior*

*Teacher student interactions**

- Levels of stress, depression, and strict beliefs about discipline*

*Organizational considerations**

- Number of teachers and children per settings*
- Classroom environment*
- Consultation and support for leadership and staff*

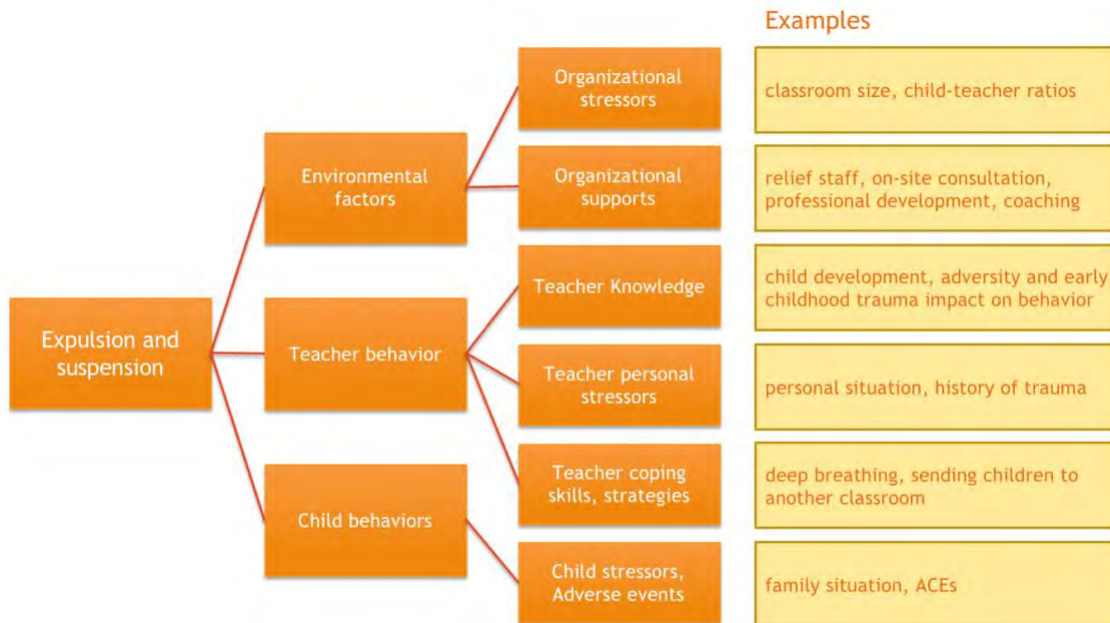
Variety of exclusionary practices

- Individual early learning environments*
- Implicit bias*
- Workforce needs (training/education, support)*
- Family needs*

**Associated with likelihood of expulsion*

Thus informed, the framework adopted for this study can be illustrated in the following figure.

Figure 1. Framework for expulsion and suspension in Early Childhood



METHOD

The **thread**, Learn and Grow initiative has set out to identify potential training needs and supports related to early social emotional development, behavior supports, and suspension policy and practice in early care. Therefore, the specific research questions included: 1) What are the general demographics of early care providers in the state of Alaska including role, location, program type; 2) What is the reported prevalence of suspension and expulsion if early care systems in Alaska; 3) What is the reported level of stress upon arriving work; 4) What are the reported levels of programmatic supports for early social emotional development and behavior management in early care systems in Alaska; 5) What are the reported levels of early care providers experiencing child behaviors that are seen as challenging; 6) Do any reported supports or barriers significantly relate to reported suspension practices?

Given the foundational level of knowledge to be acquired, a sequential mixed methods approach was taken to answer the specific questions asked. Mixed methods approaches and stakeholder input are key to foundational knowledge and theory development, particularly related to systems level needs and change (Palinkas et al., 2011). Our approach was to work closely with a stakeholder team between February and June 2018 for the iterative development of a theoretical model and subsequent survey. Survey recipients were able to self-identify as either “Teacher” or “Administrator” by selecting one of two surveys with minor differences. Next, the survey data were collected and analyzed using descriptive statistics such as percentages, frequencies, and cross tabs and Chi Square statistics (where applicable). Last, member checking survey data with expert focus groups occurred in June 2018 to ensure accuracy and interpretation of results.

Data were gathered to answer the research questions through electronic survey using Survey Monkey (Advantage Plan, version: current web version as of April 2018). Surveys were sent via state administrator on April 23rd, 2018. All survey data were tidied, visualized, and analyzed using R Studio 1.1.290 and R 3.4.2. Descriptive statistics, data visualization, and contingency tables with Chi Square Statics (where applicable) were utilized to provide foundational data to answer the research questions. These techniques were applied given the categorical and exploratory nature of the research questions but also chosen with the intent to for easier data translation with key stakeholders as part of the member checking process within the mixed methods design. Given the well-known research to practice gap identified in the early childhood field (e.g. Dunst, Trivette, & Raab, 2013; Odom, 2009), it is imperative to ensure stakeholder involvement and utilize techniques for data translation for increased involvement and systems wide uptake.

Crosstab analyses of key factors were done in Microsoft Excel for Mac version 16.17 using pivot tables, after which factors were combined and results transposed into tables more suitable for presentation.

Interviews were conducted by phone with administrators and teachers from three communities and various types of programs, chosen by thread staff. Interviewees were asked about experienced levels and causes of stress and available supports for managing stress; available resources for supporting work with children with challenging behavior; and an example of a recent event that led to a conversation with parents due to concerns about their child’s behavior, or – if no such event had recently occurred – what types of behavior would lead to such a conversation. De-identified comments are included, starting on page 50.



RESULTS

In this section, key survey results are presented, followed by summary findings from the interviews. The complete list of survey questions with tabulated results is included in Appendix 1.

SURVEY RESULTS

RESPONSE RATES

Emails were sent out to by thread a provider list serve, an email list containing names and email addresses. Of these, 322 were successfully delivered (not resulting in a delivery failure notification). Each recipient received two survey links – to a “teacher survey” and an “administrator survey” and was able to select which role they identified with.

Overall, 235 surveys were partially or fully completed. Of these, eighty-four (n=84) were submitted by the target group child care workers who identified as early childhood teachers.

Partial: 84

Complete: 58

One hundred and fifty-one (n=151) surveys were submitted by child care workers who identified as administrators.

Partial: 151

Complete: 125

The overall response rate was 73% partial survey completion $((84+151)/322)$ with 57% completed surveys $((58+125)/322)$.

Due to the sampling method and limited response rate extrapolating or generalizing from this sample to the entire Alaska workforce in Early Learning is not possible. Survey responses skew toward those individuals with the time and motivation to complete the survey. In addition, the survey length may have posed a challenge for teachers to complete the survey, as indicated by the lower response rate compared with administrators. In light of these factors, the sample cannot be said to be representative across populations of settings.

DEMOGRAPHICS

RESPONDENT'S ROLE

54% of respondents in the teacher survey identified as lead teachers, followed by assistant teachers at 27%, owners comprised 11% of respondents and 5% substitutes or other 4%.

40% of the respondents of the administrator survey identified as establishment owners, 40% as administrators, followed by 7% assistant directors. About 12% of respondents identified themselves as something other than an administrator.



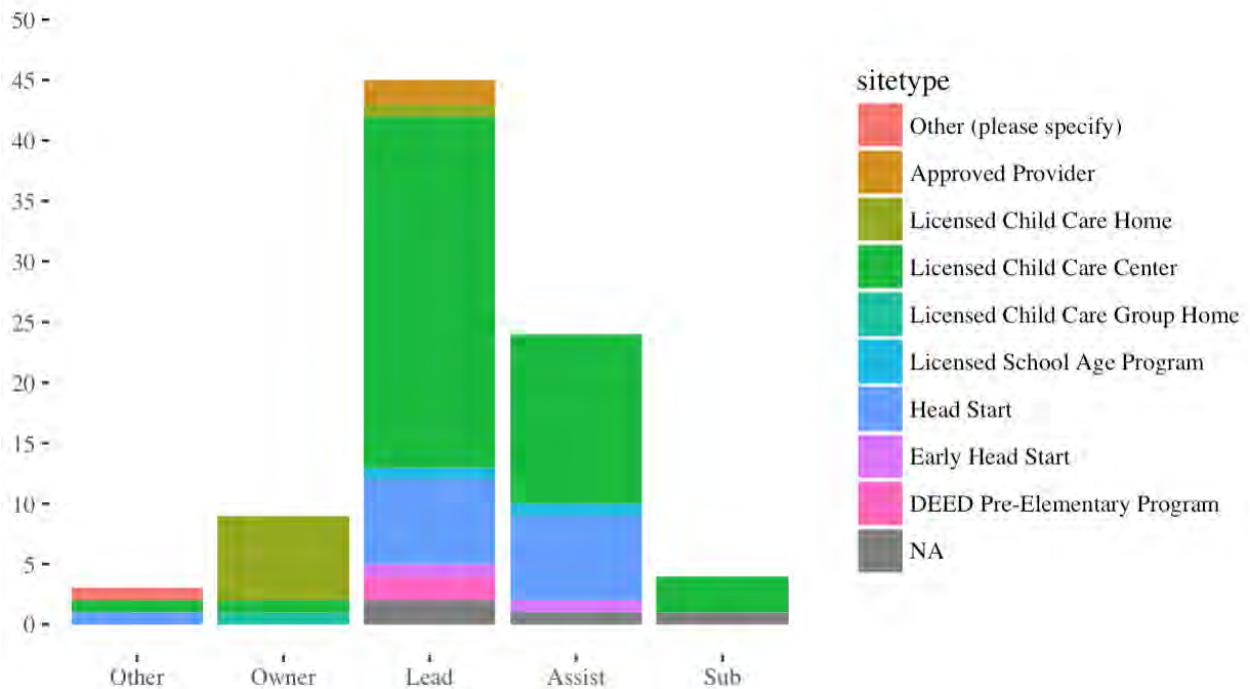
TYPE OF FACILITY OR PROGRAM

Alaska has a number of types of providers who care for young children. 59% of the teacher respondents were from licensed child care centers, followed by 19% who worked in a Head Start program, and 10% who worked in home child care (figure 2). Approved provider, providers of care for school age children, Early Head Start teachers and DEED pre- elementary program teaches each made up 2.5% of respondents. Group Home child care and other such as licensed OCS provider, made up another 2.5% of total respondents.

38% of administrator respondents worked in license child care settings, 34% of respondents in licensed child care homes, followed by 10% from home child care, 5% each from school age and Head Start programs, and less than 10% from Early Head Start, DEED pre-elementary program and other, combined (figure 3).

While licensed child care was the work setting for the largest respondents from both teachers and administrators there are discrepancies between the frequency of responses from the other settings most notably many more administrator respondents from home child care and home group care than for teachers. This could be due to the number of home child care providers who provide care and identify as administrators.

Figure 2. Number of Respondents by Role and Site Type - Teachers

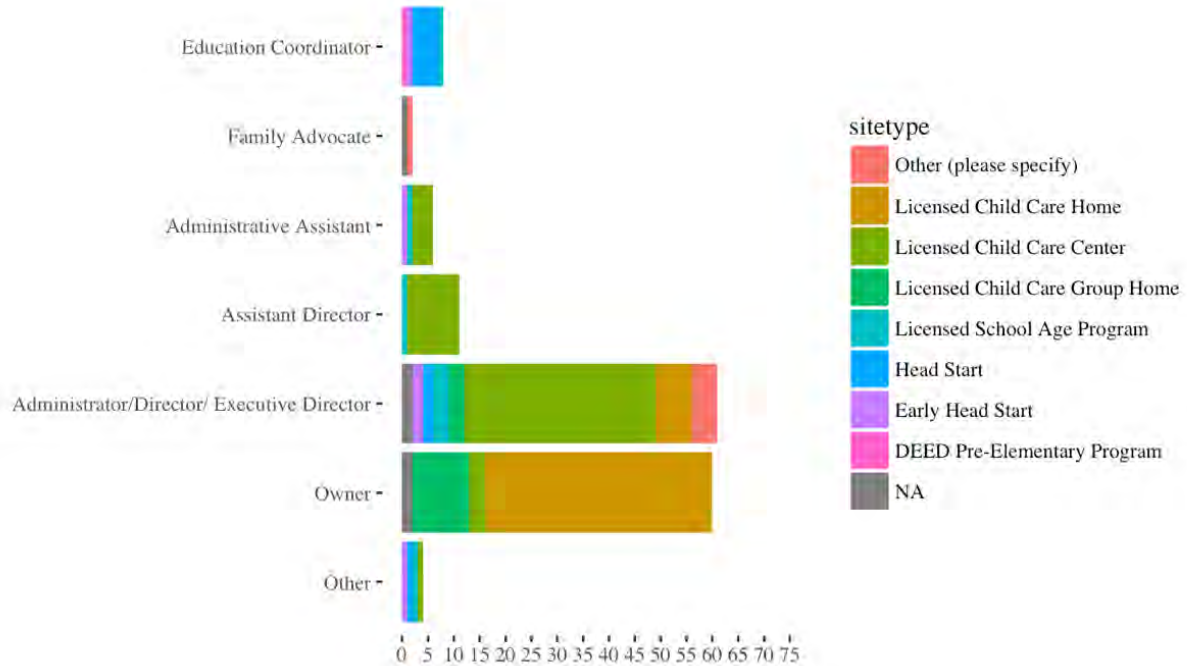


Note. Other roles listed: 1) Lead teacher + Administrator, 2) Home Visitor/Preschool Teacher, 3) Bilingual Tutor + Foster Parent. Other sites listed: 1) Licensed with OCS. NA = non-responses.

Figure 3. Number of Respondents by Role and Site Type - Administrators



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA



Note. Other roles listed: 1) Family Partnership Coordinator, 2) Program Director, 3) Associate Administrator and Training Manager, 4) Center Director/Family Advocate/Coach. Other sites listed: 1) Licensed Preschool/Childcare Center, 2) Private Licensed Preschool, 3) Early Childhood Lab School. NA = non-responses.

PROGRAM LOCATION

Early Care and Learning programs are located throughout the state with the largest concentration of centers and 40% of teacher respondents from Southcentral Alaska, followed by 24% of respondents from the Southeast, 18% from Southwest, 15% from the interior and 4% from the far north (figure 4).

55% of administrator respondents were from Southcentral Alaska, followed by 21% from the southeast, 15% from the interior, 9% from the Southwest and no responses from the Far North (figure 5).

For both teachers and administrators, the survey received the most respondents being administrators from the Southcentral area, followed by similar response rates from both administrators and teachers from Southeast Alaska. Teachers from Southwest Alaska, interior and far north represent the third, fourth and fifth most respondents while for administrators the Interior region and Southwest had the third and fourth most respondents. There were no administrator responses from the Far North Region.



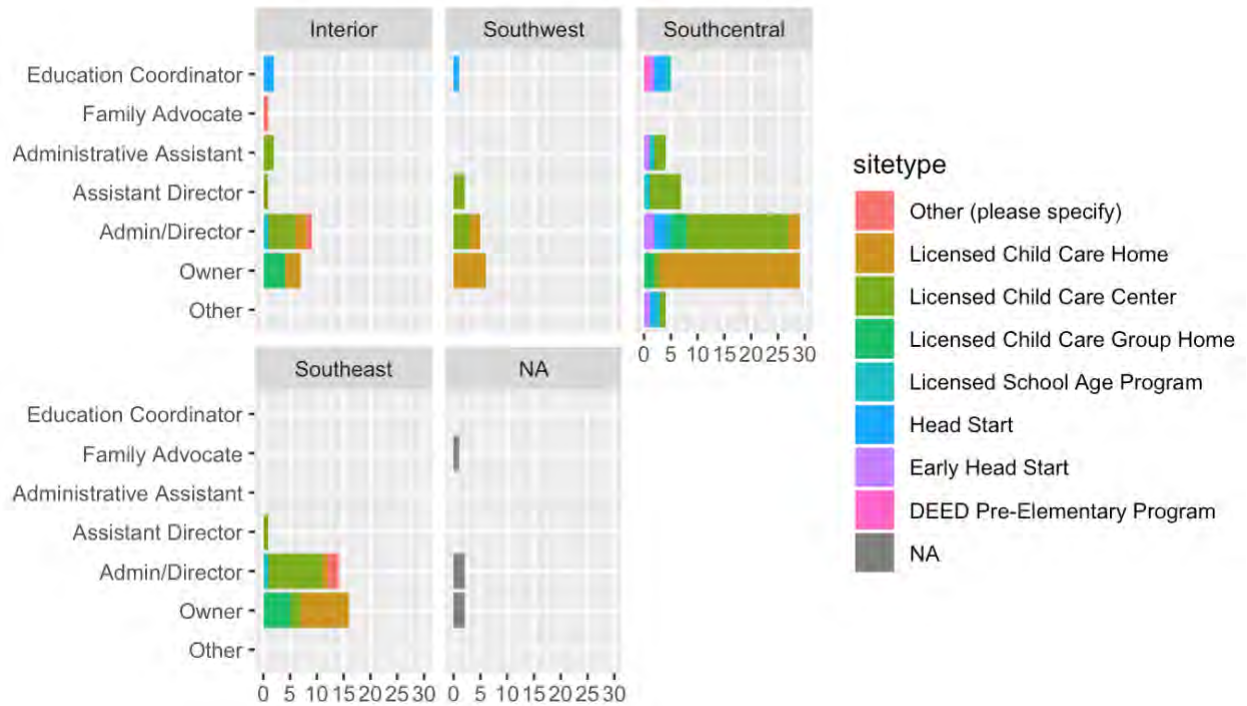
SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Figure 4. Number of Respondents by Role, Site Type and Location - Teachers



Note. Other roles listed: 1) Lead teacher + Administrator, 2) Home Visitor/Preschool Teacher, 3) Bilingual Tutor + Foster Parent. Other sites listed: 1) Licensed with OCS. NA = non-responses

Figure 5. Number of Respondents by Role, Site Type and Location - Administrator



Note. Other roles listed: 1) Family Partnership Coordinator, 2) Program Director, 3) Associate Administrator and Training Manager, 4) Center Director/Family Advocate/Coach. Other sites listed: 1) Licensed Preschool/Childcare Center, 2) Private Licensed Preschool, 3) Early Childhood Lab School. NA = non-responses.



RESULTS

SUSPENSION AND EXPULSION

Suspension and expulsion have been defined above as follows:

- In-program suspension:* *Child is isolated from other children/removed from classroom*
- Out-of-program suspension:* *Short-term time restrictions on child attendance and or short-term removal*
- Expulsion:* *Permanent removal of the child from the program*
- Soft Expulsion:* *Families are encouraged to withdraw child or otherwise voluntarily end care.*

43% of teachers (n = 58) reported having parents pick up a child early at least once in the past year due to behavior and 20% had requested at least once that a child be kept home for a full day or more (table 1). Both of these are types of suspension, which provides a sense of how common suspension might be across Alaskan child care settings. Looking at expulsion, 30% had discussed the child-program goodness of fit at least once in the past year and 14% had told a parent to withdraw their child from the program, due to behavior. Since the survey did not include overall rates of child enrollment or a direct count of suspended or expelled children, we cannot report an expulsion rate using these data.

Table 1. In the last 12 months, how many times have you (or your director) called parents to do any of the following because of a child's behavior (things like hitting, kicking, biting, tantrums or disobeying, etc.) Teachers

	0 (NONE)	1-2	3-5	6-10	MORE THAN 10	TOTAL
... pick up a child early on one or more days	56.90% 33	29.31% 17	10.34% 6	0.00% 0	3.45% 2	58
... keep a child home for 1 full day or more	79.31% 46	18.97% 11	1.72% 1	0.00% 0	0.00% 0	58
... discuss other program options with a better fit for their child	70.69% 41	24.14% 14	5.17% 3	0.00% 0	0.00% 0	58
... told a parent to withdraw a child from the program	86.21% 50	13.79% 8	0.00% 0	0.00% 0	0.00% 0	58

Administrators reported similar numbers (table 2). 37% of administrators reported having parents pick up a child early, 15% asked children to stay home one full day or more, 34% discussed the child/program goodness of fit, and 19% asked the parent to withdraw a child.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 2. In the last 12 months, how many times have you, or anyone in your program, called parents to do any of the following because of a child's behavior (things like hitting, kicking, biting, tantrums or disobeying, etc.) Administrators

	0 (NONE)	1-2	3-5	6-10	MORE THAN 10	TOTAL
... pick up a child early on one or more days	61.83% 81	25.19% 33	7.63% 10	3.05% 4	2.29% 3	131
... keep a child home for 1 full day or more	84.73% 111	9.16% 12	3.05% 4	2.29% 3	0.76% 1	131
... discuss other program options with a better fit for their child	65.65% 86	28.24% 37	3.82% 5	0.76% 1	1.53% 2	131
... told a parent to withdraw a child from the program	80.15% 105	17.56% 23	2.29% 3	0.00% 0	0.00% 0	131

BEHAVIORS THAT WERE DIFFICULT TO MANAGE

If suspension and expulsion are typically done due to certain behaviors, how often do teachers experience situations where they find child behaviors difficult to manage? Overall, only 7% of teachers (table 3) and 14.5% of administrators (table 4) reporting no children with challenging behaviors in the past year. In other words, it is normal for a teacher to experience some challenging behaviors in the classroom. Figures 6 and 7 show the breakdown by type of facility for both teachers and administrators.

Table 3. In the past 12 months, how many children in your classroom(s) had behaviors that were difficult to manage? Teachers

ANSWER CHOICES	RESPONSES	
0 (none)	6.78%	4
1-2	44.07%	26
3-5	42.37%	25
6-10	5.08%	3
More than 10	1.69%	1
TOTAL		59

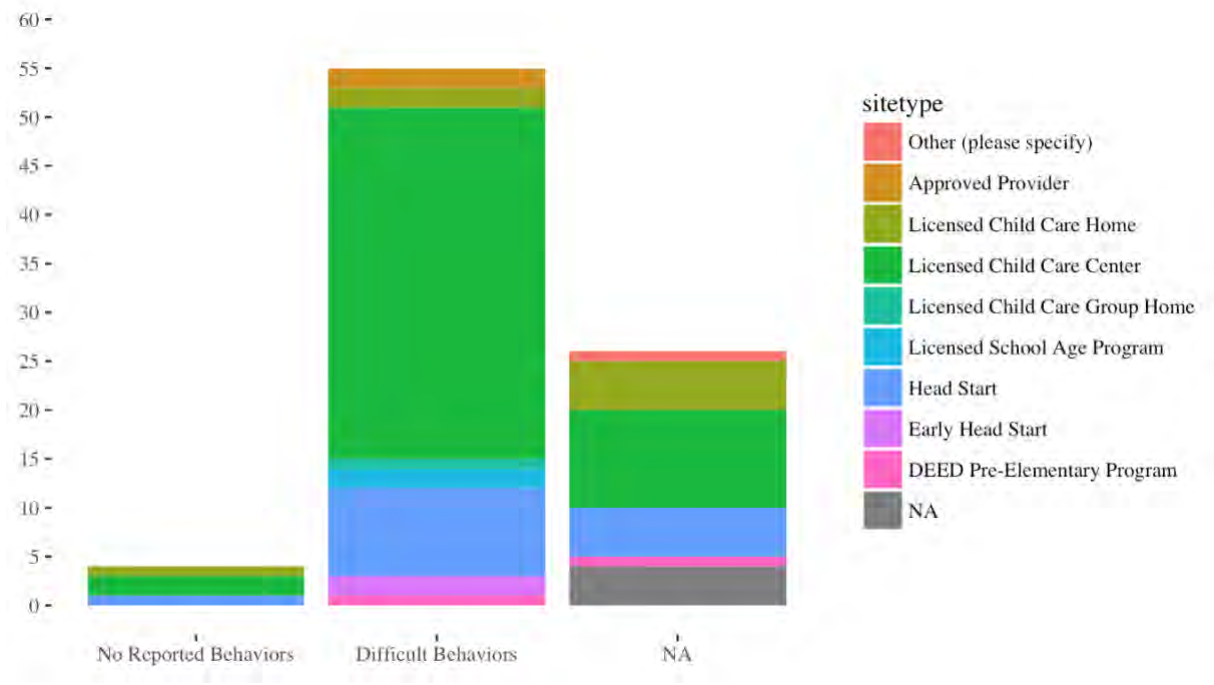


SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 4. In the past 12 months, how many children in your program had behaviors that were difficult to manage?
Administrators

ANSWER CHOICES	RESPONSES	
0 (none)	14.50%	19
1-2	37.40%	49
3-5	29.01%	38
6-10	12.21%	16
More than 10	6.87%	9
TOTAL		131

Figure 6. Reports of Difficult to Manage Behavior at Least Once in the Past Year - Teachers

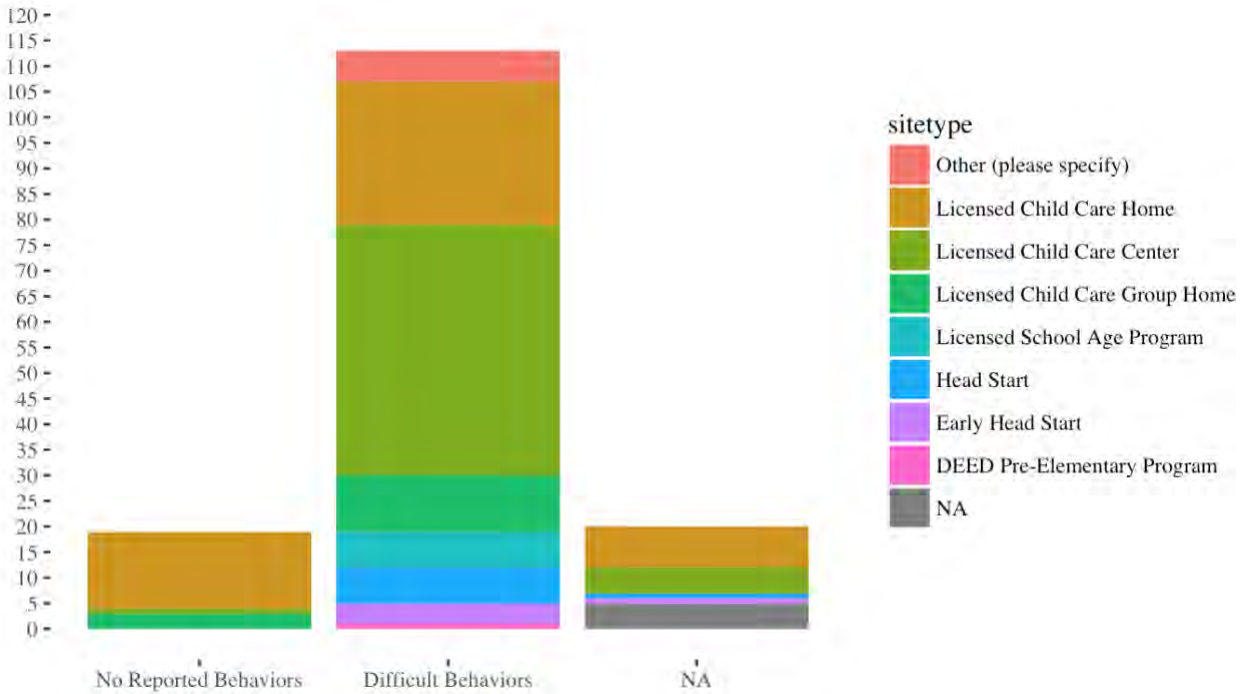


Note. NA represents non-responses



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Figure 7. Reports of Difficult to Manage Behavior at Least Once in the Past Year - Administrators



Note. NA represents non-responses.

Survey respondents were also asked how often in the past month alone they had been on contact with a child’s parents to report challenging behaviors. Only 15% of teachers reported not having done this during the past month, with 12% responding they didn’t know (table 5). It is possible that “Don’t know” responses indicate uncertainty as to how many rather than if they had such a conversation at all, which – if true – would mean that 85% of teachers have contacted parents about challenging behaviors in the past month.

On the administrator side, 19% of administrators reported not having contacted parents about challenging behaviors even once in the past month and 2% responded “Don’t know” (table 6).

Again, these data suggest that challenging behaviors must be considered normal in today’s child care settings and the workforce needs to be adequately prepared to appropriately manage such situations. Given the number of teachers and administrators who have to have these conversations daily or near daily (32% of teachers and 43% of administrators), there is a clear need for documented policy or procedure to support the program staff in these situations and ensure fair treatment of children and families. This is revisited below.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 5. In the last month, how many times have you (or your director) talked to parents to report a child's challenging behavior? Teachers

ANSWER CHOICES	RESPONSES	
Don't know	11.86%	7
0 (none)	15.25%	9
1-2 times per month	40.68%	24
1-2 times per week	18.64%	11
Daily (or almost daily)	13.56%	8
TOTAL		59

Table 6. In the last month, how many times have you or anyone in your program, talked to parents to report a child's challenging behavior? Administrators

ANSWER CHOICES	RESPONSES	
Don't know	2.29%	3
0 (none)	19.08%	25
1-2 times per month	35.88%	47
1-2 times per week	29.77%	39
Daily (or almost daily)	12.98%	17
TOTAL		131

ADEQUATE CHILD-TEACHER RATIOS

While the survey did not ask about the specific classroom size, respondents were asked whether child-teacher ratios were adequate.

About 88% of teacher reported that the child-teacher ratio was adequate to the meet the needs of children often or always. About 7% of teachers said that the staffing ration was adequate sometimes and about 4.5% of staff felt there was adequate staffing rarely or never.

Table 7. The teacher to child ratio is adequate to meet the needs of the children in my classroom. Teachers

ANSWER CHOICES	RESPONSES	
Always	68.12%	47
Often	20.29%	14
Sometimes	7.25%	5
Rarely	1.45%	1
Never	2.90%	2
TOTAL		69

93% of administrators considered the staff ratio to be adequate always or often. 4% considered ratios appropriate sometimes and 2% of administrator respondents considered staffing adequate rarely or never.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

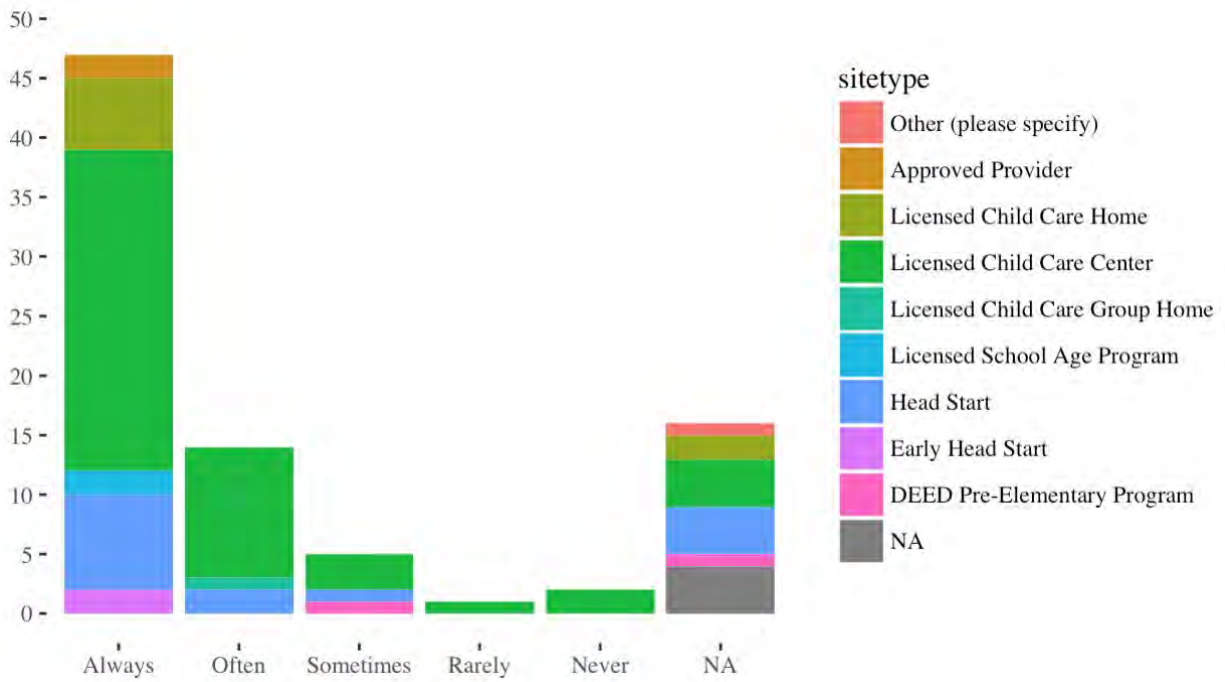
It is notable, but perhaps not surprising, that administrators were more likely to report always having adequate staffing and teachers more likely to report rarely or never.

Figures 8 and 9 show perceptions of adequate staffing by type of facility. Feelings of whether there are adequate child-teacher ratios appear evenly distributed across settings.

Table 8. The teacher to child ratio is adequate to meet the needs of the children in my classrooms/program. Administrators

ANSWER CHOICES	RESPONSES	
Always	82.01%	114
Often	11.51%	16
Sometimes	4.32%	6
Rarely	1.44%	2
Never	0.72%	1
TOTAL		139

Figure 8. Reported Adequacy of Staff on a Daily Basis - Teachers

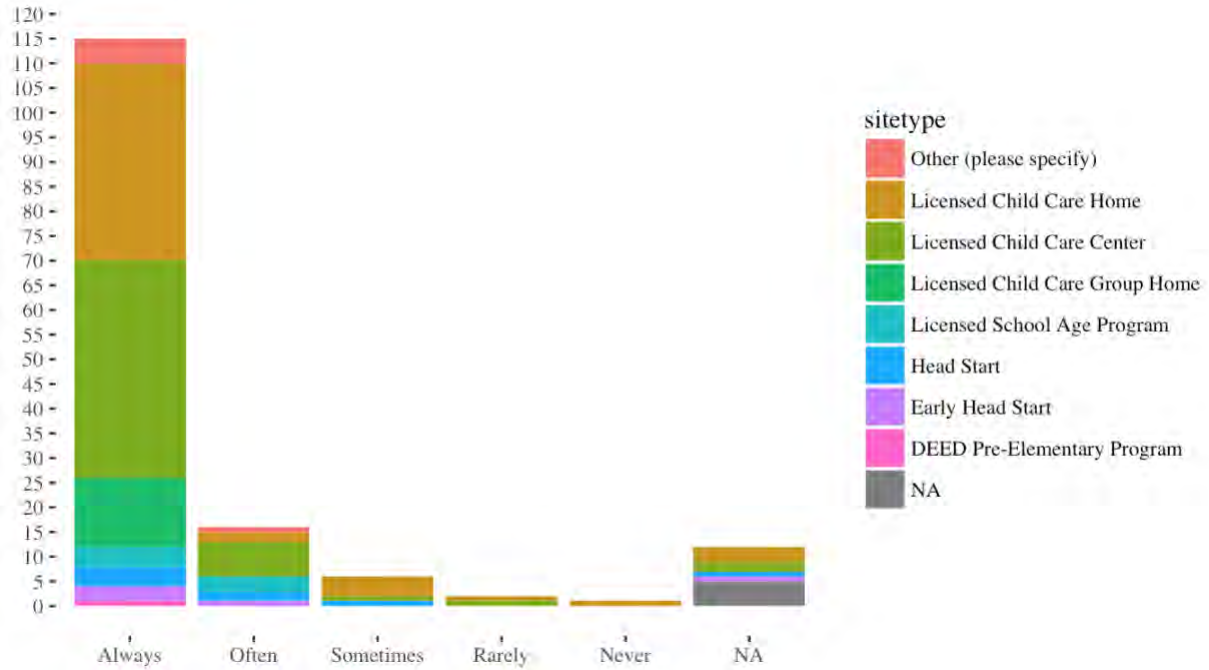


Note. "Other" = early care providers indicating they were the sole provider/did not have coworkers. NA = non-responses.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Figure 9. Reported Adequacy of Staff on a Daily Basis - Administrators



Note. NA = non-responses.

Crosstabulation of child-teacher ratios with suspension and expulsion reports shows that teachers who reported adequate child-teacher ratios sometimes, rarely or never were more likely to report suspension than those who reported always having adequate staff ratios (table 9). 41% of teachers who reported always having adequate ratios had contacted parents one or more times in the last 12 months to request an early pick-up compared with 71% of teachers who reported sometimes, rarely or never having adequate staffing.

Table 9. Cross-tab – suspension and expulsion vs. adequate staffing ratios – teachers

Teachers who report that, in the past 12 months, they or their director have contacted parents *one or more times in the past 12 months to...*

Teachers who reported adequate child-teacher ratios	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Always (n=37)	41%	11%	24%	16%
Often (n=14)	36%	21%	36%	0%
Sometimes, Rarely or Never (n=7)	71%	71%	43%	29%



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 10. Cross-tab – suspension and expulsion vs adequate staffing ratios – administrators.

Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

Administrators who reported adequate child-teacher ratios	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Always (n=106)	41%	15%	35%	20%
Often (n=16)	38%	19%	44%	31%
Sometimes, Rarely or Never (n=9)	22%	11%	11%	0%

Table note

While a higher percentage of teachers reporting Sometimes, Rarely or Never maintaining adequate child-teacher ratios also said they had suspended or expelled children in the past year compared with teachers who Always had adequate ratios, the opposite result is found in the administrators’ responses.

ORGANIZATIONAL SUPPORTS

Survey respondents were asked about the availability of certain types of supports, with responses shown in tables 11 and 12. Notable is the large percent of teachers who reported that they don’t know whether these supports are available to them. Given the importance of available mental health consultation, it’s also worth pointing out that 37% of teachers and 32% of administrators reported that this type of support is not available to them. This seems to indicate the need for education to programs about available services or an increase in available services or both.

Table 11. Supports are available to me in the following way: Supervision – direction and feedback from your immediate supervisor. Coaching – individual one on one support to talk through topics of your choice. Teachers
Availability of supports

Type of supports	On site	On call	Not available	Unknown
Mental health consultation	14% <i>9</i>	25% <i>16</i>	37% <i>23</i>	27% <i>17</i>
Professional from Infant Learning or local school district	16% <i>10</i>	27% <i>17</i>	22% <i>14</i>	40% <i>25</i>
Coaching (from thread or other)	29% <i>18</i>	43% <i>27</i>	11% <i>7</i>	33% <i>21</i>

Note: Numbers in italics show the number of responses in each category



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 12. Supports are available to me and my staff in the following way: Supervision – direction and feedback from your immediate supervisor. Coaching – individual one on one support to talk through topics of your choice. Administrators

Type of supports	Availability of supports			
	On site	On call	Not available	Unknown
Mental health consultation	8% <i>11</i>	48% <i>64</i>	32% <i>43</i>	23% <i>30</i>
Professional from Infant Learning or local school district	8% <i>10</i>	63% <i>84</i>	27% <i>36</i>	20% <i>26</i>
Coaching (from thread or other)	21% <i>28</i>	85% <i>113</i>	8% <i>11</i>	17% <i>22</i>

Note: Numbers in italics show the number of responses in each category

A drill down of the not available responses by region is shown in tables 13 and 14 in order to determine where education or program expansion may be most necessary. However, due to small number of respondents at this level of sub-grouping, these findings may not be representative of the overall population. That being said, comparing the two largest groups Southcentral and Southeast, one third of Southcentral teachers find mental health consultation not available compared with one half of Southeast teachers. Administrators responses in these two regions were more similar, with about one third in each group responding mental health consultation not available.

Table 13. Teachers who responded key supports are not available, by region:

Type of supports (response: Not available)	Region				
	Far North (n=3)	Interior (n=12)	Southwest (n=14)	Southcentral (n=32)	Southeast (n=19)
Mental health consultation (n=23, 37%)		3	2	9	9
Professional from Infant Learning or local school district (n=14, 22%)		1	3	8	2
Coaching (from thread or other) (n=7, 11%)		1	3	2	1

Table 14. Administrators who responded key supports are not available, by region:

Type of supports (response: Not available)	Region				
	Far North (n=0)	Interior (n=22)	Southwest (n=13)	Southcentral (n=80)	Southeast (n=31)
Mental health consultation (n=43, 32%)		4	2	27	10
Professional from Infant Learning or local school district (n=36, 27%)		9	1	22	4
Coaching (from thread or other) (n=11, 8%)		3		7	1



STRESS AND THE IMPACT OF STRESS

Stress can impact teacher classroom behavior and the quality of teacher-child interactions. (Sandilos, Gobel, Rimm-Kaufman & Pianta 2018). As many as one in five teachers indicated that they always or often experience signs of stress when entering the classroom (table 15). In addition, another 39% indicated they felt signs of stress sometimes, while less than half (41%) indicate they rarely or never feel stress upon entering the classroom.

Table 15. Stress can show up as different experiences for different individuals. Common signs of stress include: Headache, Tension or pain, Chest pain, Fatigue/Feeling tired, Stomach upset, Sleep problems, Anxiety, Restlessness, Lack of motivation, or focus. Feeling overwhelmed, Irritability or anger, sadness or depression. When entering your classroom, how often do you feel one or more signs of stress? Teachers

ANSWER CHOICES	RESPONSES	
Always	5.97%	4
Often	13.43%	9
Sometimes	38.81%	26
Rarely	34.33%	23
Never	7.46%	5
TOTAL		67

While no administrators provided an always response, 12% of administrators indicated they often experienced signs of stress when entering their program and 43% of administrators responded sometimes feeling stressed. Similar to teacher responses, 45% of administrators rarely or never felt signs of stress entering their place of work.

Table 16. Stress can show up as different experiences for different individuals. Common signs of stress include: Headache, Tension or pain, Chest pain, Fatigue/Feeling tired, Stomach upset, Sleep problems, Anxiety, Restlessness, Lack of motivation, or focus. Feeling overwhelmed, Irritability or anger, sadness or depression. When entering your program, how often do you feel one or more signs of stress? Administrators

ANSWER CHOICES	RESPONSES	
Always	0.00%	0
Often	12.41%	17
Sometimes	43.07%	59
Rarely	37.96%	52
Never	6.57%	9
TOTAL		137

Both groups report experiencing stress when showing up to work. Do they feel that, as the literature suggests, stress gets in the way of being present and attentive to the children (or staff)? This appears to be the case for about one of ten teachers as well as administrators (tables 17 and 18). In both groups 9% said that stress gets in the way always or often, with another 39% of teachers responding that stress sometimes gets in the way of being present and attentive.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 17. Stress can decrease our ability to connect with others. When stressed, it can make teachers less attentive to the needs of the children in their classroom. For example, it can change how we feel when faced with a crying child, making it hard to comfort the child. How often do you feel like stress gets in the way of being fully present and attentive to the children in your classroom? (choose one) Teachers

ANSWER CHOICES	RESPONSES	
Always	1.49%	1
Often	7.46%	5
Sometimes	38.81%	26
Rarely	38.81%	26
Never	13.43%	9
TOTAL		67

Table 18. Stress can decrease our ability to connect with others. When stressed, it can make teachers less attentive to the needs of the children in their classroom and staff in program. For example, it can change how we feel when faced with a crying child, making it hard to comfort the child, or when staff do not show up for work and you have to meet ratio in a classroom. How often do you feel like stress gets in the way of being fully present and attentive to the children in your classroom or staff in your program? (choose one) Administrators

ANSWER CHOICES	RESPONSES	
Always	1.46%	2
Often	7.30%	10
Sometimes	27.74%	38
Rarely	46.72%	64
Never	16.79%	23
TOTAL		137

A greater percentage of teachers who reported Always or Often feeling stressed also reported suspension and soft expulsion in the past year compared with teachers who reported Rarely or Never feeling stressed (table 19). In the Always or Often response group, 58% had requested early pick-up in the past year (at least once) compared with 43% in the Rarely or Never response group. Looking at requests to keep a child home one or more days, the numbers were 25% and 17%, respectively, with the higher number reported by the Always or Often teacher response group. Curiously, the reverse of this pattern is showing in the expulsion situation of requesting that parents withdraw their child from the program, 8% vs 17%.

The pattern of the impact of stress is present also when comparing teachers who report stress Always or Often getting in the way of being fully present and attentive to children, compared with those who report Rarely or Never. 60% of teachers in the Always or Often subgroup had requested early pick-up versus 42% in the Rarely or Never response group. However, the number of respondents feeling that stress Always or Often gets in the way were only five so here again we should be cautious and not overinterpret these results.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 19. Cross-tab – suspension and expulsion vs experience of stress – teachers

Teachers who report that, in the past 12 months, they or their director have contacted parents *one or more times in the past 12 months to...*

	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Teachers who reported feeling stressed				
Always or Often (n=12)	58%	25%	33%	8%
Sometimes (n=23)	35%	22%	35%	13%
Rarely or Never (n=23)	43%	17%	22%	17%
Teachers who reported stress gets in the way of being fully present and attentive to children				
Always or Often (n=5)	60%	40%	40%	20%
Sometimes (n=20)	40%	25%	20%	5%
Rarely or Never (n=33)	42%	15%	33%	18%

Administrators who reported feeling stressed Always or Often also more often reported that they had suspended or expelled a child in the past year than the group who responded Rarely or Never feeling stressed (table 20). In this case, the difference in response between the groups is also found for hard expulsions.

The difference in suspension and expulsion responses between those who Always or Often feel that stress gets in the way of being fully present and those who responded Rarely or Never is less marked when it comes to the topic of hard expulsion.

Table 20. Cross-tab – suspension and expulsion vs experience of stress – administrators

Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Administrators who reported feeling stressed				
Often (n=17)	59%	35%	59%	47%
Sometimes (n=59)	37%	12%	36%	20%
Rarely or Never (n=55)	33%	13%	25%	11%
Administrators who reported stress gets in the way of being fully present and attentive				
Always or Often (n=12)	42%	33%	50%	25%
Sometimes (n=37)	49%	19%	43%	24%
Rarely or Never (n=82)	33%	11%	28%	17%

As seen above (tables 17 and 18), higher rates of teachers reported Always or Often feeling stress compared with Administrators, none of whom reported Always feeling stressed. Looking across reported roles and their reported experience of stress we find that, among teachers, Lead teachers appear to experience stress more often than assistant teachers (table 21). No clear trend stands out among reported administrator roles, but it appears that those in a clear leadership role may be experiencing less stress than those in supporting administrative roles (table 22).



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 21. Cross-tab – role vs experience of stress – teachers

Role	Teachers who report signs of stress...				
	Always	Often	Sometimes	Rarely	Never
Lead Teacher (n=35)	9%	20%	31%	31%	9%
	3	7	11	11	3
Assistant Teacher/Caregiver (n=20)	5%	10%	50%	30%	5%
	1	2	10	6	1
Substitute or Floater position (n=3)			33%	33%	33%
			1	1	1
Owner (of my own program e.g., Group Home) (n=7)			43%	57%	
			3	4	
Other (please specify) (n=2)			50%	50%	
			1	1	

Note: Other roles listed: 1) Lead teacher + Administrator, 2) Home Visitor/Preschool Teacher

Table 22. Cross-tab – role vs experience of stress – administrators

Role	Administrators who report signs of stress...				
	Always	Often	Sometimes	Rarely	Never
Administrative Assistant (n=4)		50%	25%	25%	
		2	1	1	
Education Coordinator (n=7)		14%	43%	43%	
		1	3	3	
Family Advocate (n=1)		100%			
		1			
Assistant Director (n=10)		20%	50%	30%	
		2	5	3	
Administrator/Director/ Executive Director (n=57)		12%	44%	42%	
		7	25	24	
Owner (n=54)		6%	43%	37%	15%
		3	23	20	8
Other (please specify) (n=4)		25%	50%	25%	
		1	2	1	

Note. Other roles listed: 1) Family Partnership Coordinator, 2) Program Director, 3) Associate Administrator and Training Manager, 4) Center Director/Family Advocate/Coach.

STRESS MANAGEMENT STRATEGIES

Early Childhood teachers are expected facilitate friendships and cooperation, design learning opportunities, manage conflict between children and manage challenging behavior from individual children. To accomplish these tasks effectively under circumstances that are often experienced as stressful, teachers need to be equipped with stress management strategies and techniques.

80% of teachers indicated that they used deep breathing as a technique to regulate their own stress (table 23 and figure 10). 45% indicated they request a break or staff replacement followed by getting fresh air 26%. Nearly one in ten (8%) indicated that they would remove the child from the classroom for part of the day or more, in other words in-program suspension.



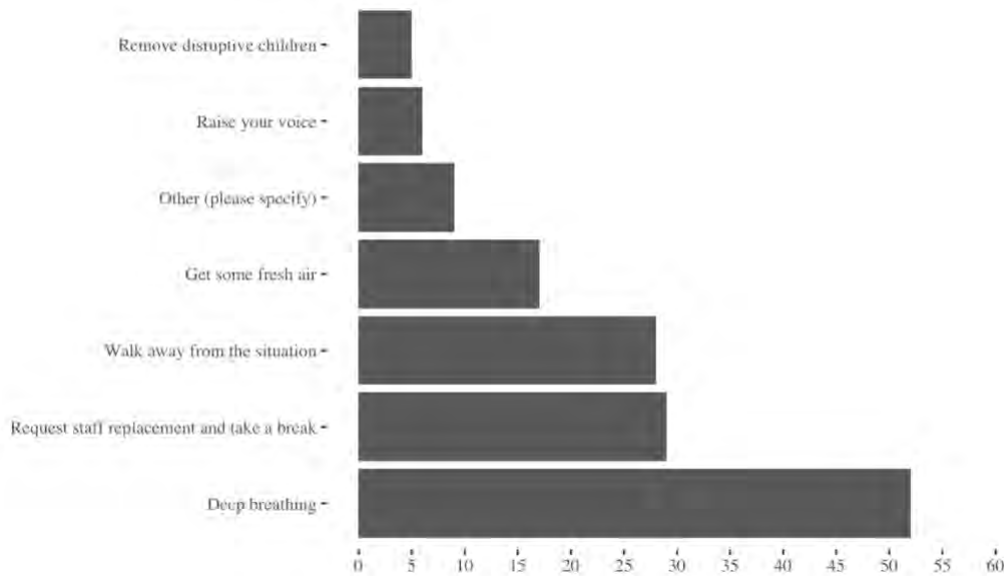
SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 23. When you feel stressed due to children’s behavior in the classroom or yard, what strategies do you use? (check all that apply) Teachers

ANSWER CHOICES	RESPONSES
▼ Deep breathing	80.00% 52
▼ Request staff replacement and take a break	44.62% 29
▼ Walk away from the situation	43.08% 28
▼ Get some fresh air	26.15% 17
▼ Other (please specify) Responses	13.85% 9
▼ Raise your voice	9.23% 6
▼ Remove disruptive children from the classroom (for part of the day or more)	7.69% 5
Total Respondents: 65	

Note. Respondents checked all that applied. Additional strategies for dealing with stressful behaviors recorded in “other” included: 1) Talk with lead teacher about strategies and support, 2) Redirect child, 3) TERRA oils, 4) Engage in activity of shared enjoyment with the children, 5) Tell child kindly but directly they are frustrated, 6) Collaborate with colleague to provide support, 7) Provide other options/choices for the child, 8) No reported issues of behaviors in their setting.

Figure 10. Reported stress management techniques reported by teachers



Note. Other – see table 23 note

Like teachers, many administrators (77%) indicated deep breathing as the most common calming technique (table 24 and figure 11). This was followed by getting fresh air (40%), walking away from the situation (40%) and 39% indicated they would request a staff replacement or take a break. 15% reported removing disruptive children from the classroom, in-program suspension.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 24. When you feel stressed due to children’s behavior in the classroom, yard, or program what strategies do you use? (check all that apply) Administrators

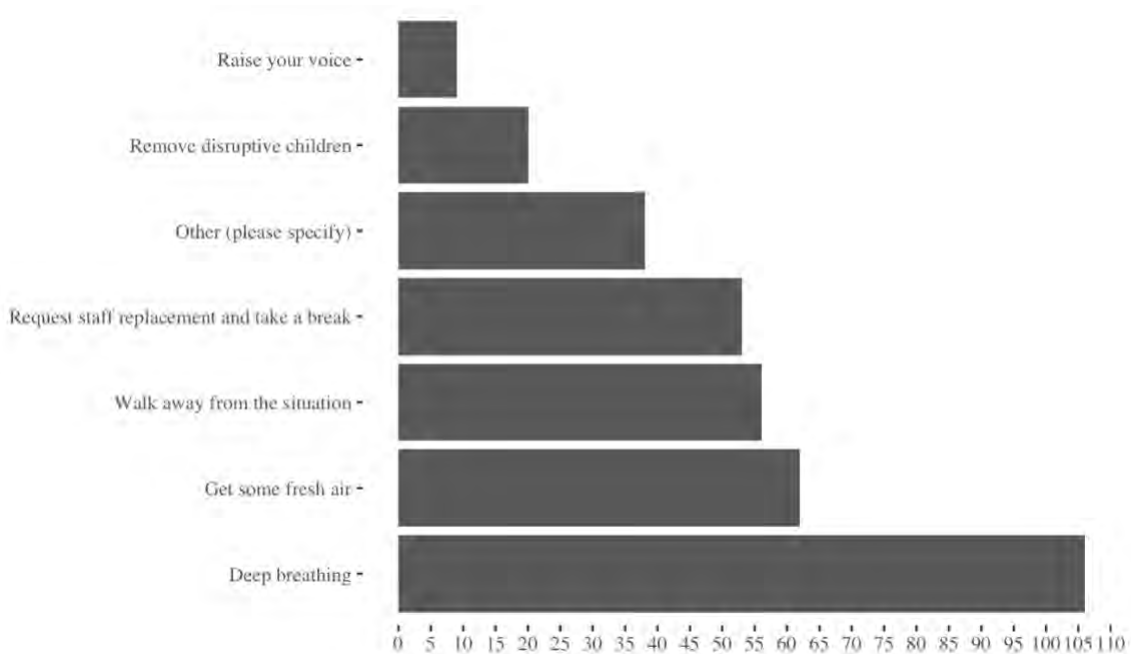
ANSWER CHOICES	RESPONSES
▼ Deep breathing	76.64% 105
▼ Walk away from the situation	40.15% 55
▼ Get some fresh air	44.53% 61
▼ Raise your voice	6.57% 9
▼ Request staff replacement and take a break	38.69% 53
▼ Remove disruptive children from the classroom (for part of the day or more)	14.60% 20
▼ Other (please specify)	Responses 27.01% 37

Total Respondents: 137

Note. Respondents checked all that applied. Additional strategies for dealing with stressful behaviors recorded in “other” included: 1) Redirect children, 2) Talk with child to determine needs, 3) Have another staff member support children in order to support the child in need one on one, 4) Self-reflection regarding why the behavior is stressful, 5) Yoga, meditation, chocolate, 6) Go to another room, 7) Play music, 8) Call parent, 9) Take a systematic approach to finding out why something is happening, 10) Split the group of children between staff, 11) take a walk, 12) Pray, 13) Review behavior plan, 14) Model appropriate behavior for the children, 15) Team discussion, 16) Humor, 17) Make tea

Deep breathing was a common response across teachers and administrators. Administrators were slightly more likely to report that they would get fresh air or walk away from the situation, which makes sense given that administrators may be less likely to be required to maintain ration in a classroom. Interestingly administrators were more likely to look to remove disruptive children than teachers, 15% and 8% respectively.

Figure 11. Reported stress management techniques reported by administrators



Note. Other – see table 24 note



CHILDREN WITH SPECIAL NEEDS – EARLY INTERVENTION SERVICES, FOSTER CARE, CHILD PROTECTIVE SERVICES AND POVERTY

Early care and learning providers are often required to care for children across a variety of ages, developmental abilities and experiences.

There are a variety of ways in which children may need individualized attention including special education services, mental health supports, homelessness or involvement with social services such as child protective services.

67% of teachers and administrators reported caring for a child receiving early intervention and or special education services in the past 12 months. More teachers than administrators were unsure as to the status of children receiving these services in their programs.

Table 25. In the last 12 months has your program cared for a child who is receiving early intervention or special education services? (choose one). Teachers

ANSWER CHOICES	RESPONSES	
Yes	67.16%	45
No	11.94%	8
Not sure	20.90%	14
TOTAL		67

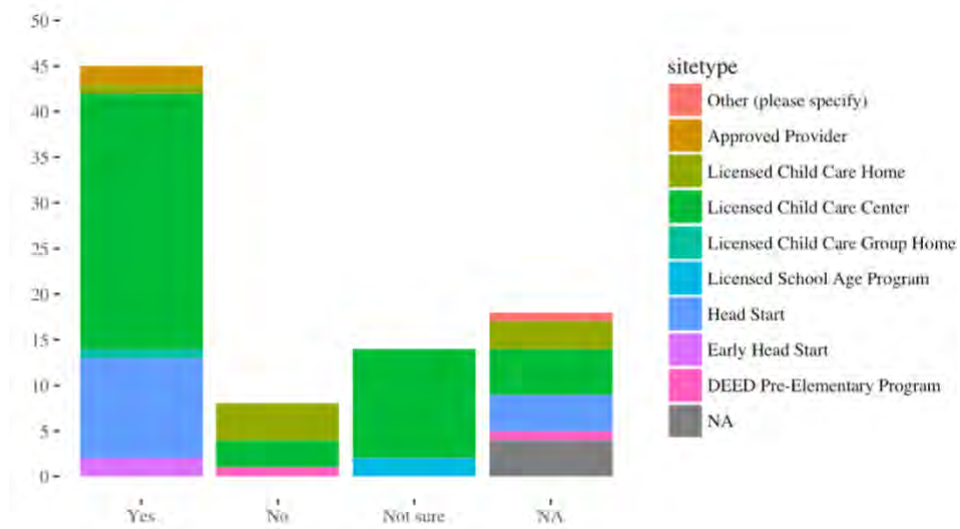
Table 26. In the last 12 months has your program cared for a child who is receiving early intervention or special education services? (choose one) Administrators

ANSWER CHOICES	RESPONSES	
Yes	67.39%	93
No	28.99%	40
Not sure	3.62%	5
TOTAL		138



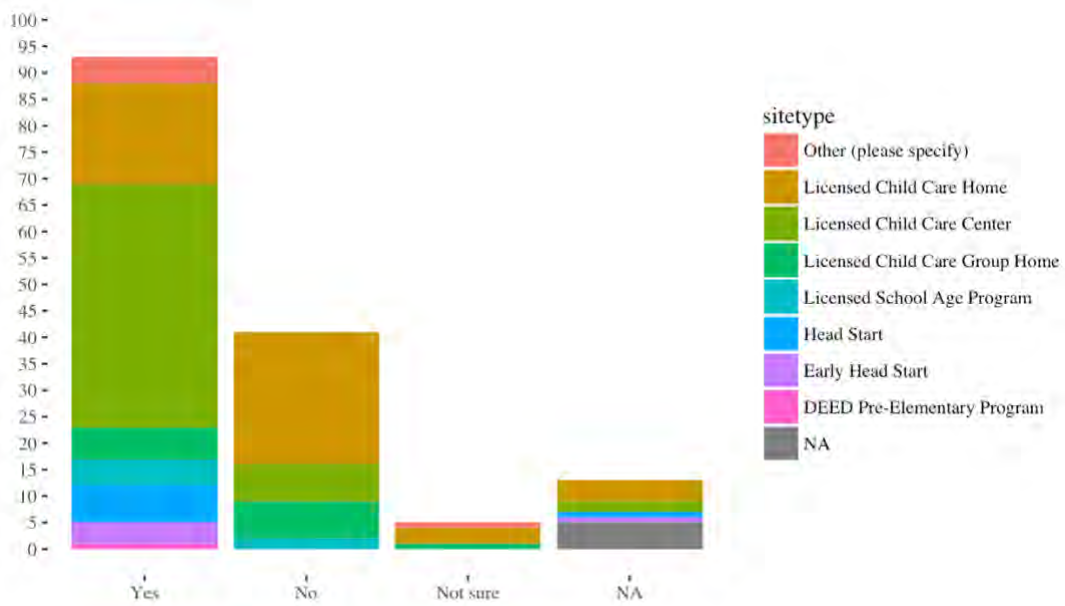
SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Figure 12. Knowledge of children receiving Early Intervention services - Teachers



Note. Number of early care providers reporting whether they serve children who also receive early intervention (EI) services. NA = non-responses.

Figure 13. Knowledge of children receiving Early Intervention services - Administrators



Note. Number of early care administrators reporting whether they serve children who also receive early intervention (EI) services. NA = non-responses. "Other" site types = Licensed preschool/private preschool (4), early childhood lab school, and Head Start/Early Head Start



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Due to abuse, neglect and trauma, children in foster care may have special needs with regard to self-regulation, attachment, behavior and social and emotional development.

49% of teacher respondents indicated that their program had cared for children who were also engaged with child protection or the foster care system, 31% indicated the program had not cared for children involved in child protection and 19% were not sure.

Table 27. In the last 12 months has your program cared for children who have been involved in child protection or foster care? (choose one) Teachers

ANSWER CHOICES	RESPONSES	
Yes	49.25%	33
No	31.34%	21
Not sure	19.40%	13
TOTAL		67

64% of administrator indicated that their program cared for children involved with child protection or foster care system, 34% reported their program did not serve children involved with the child protection or foster care system and 2% were not sure.

Table 28. In the last 12 months has your program cared for children who have been involved in child protection or foster care? (choose one) Administrators

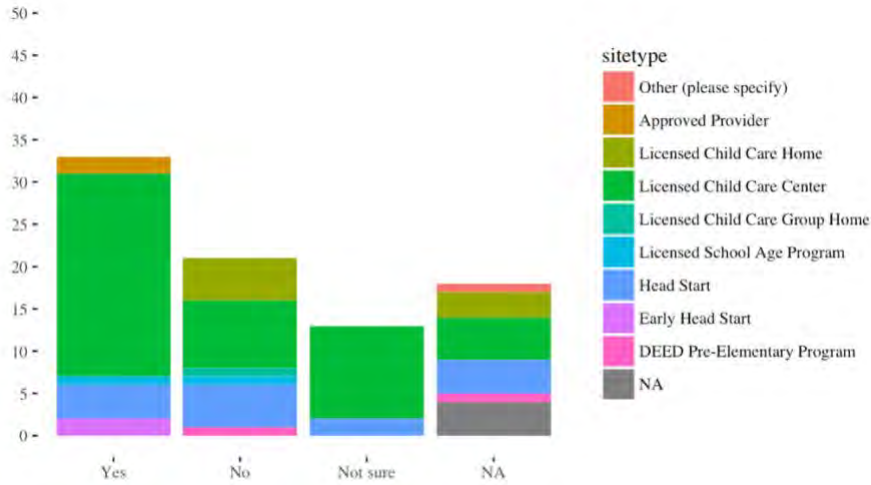
ANSWER CHOICES	RESPONSES	
Yes	63.77%	88
No	34.06%	47
Not sure	2.17%	3
TOTAL		138

This question received similar to responses related to serving children receiving early intervention or special education services in that more teachers than administrators were unsure as to the status of children receiving these services in their programs.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

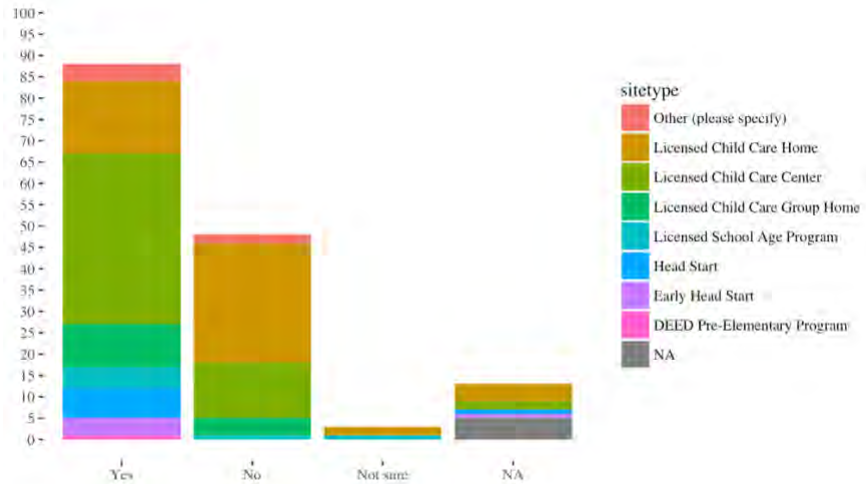
Figure 14. Knowledge of children involved in child protection or foster care - Teachers



Note. Number of early care providers reporting whether they serve children who also receive Child Protective Services (CPS)/Foster Care. NA = non-responses.

Responses were quite evenly distributed across all sites (figure 14) except the “not sure” all came from Licensed child care and Head Start. As with Early Intervention, Licensed child care again was not sure whether there were children in Foster care or CPS, but Head Start did not have any “not sure” answers for Early Intervention which they did for Foster care/CPS. This may be due to the mandatory collaborative agreements and MOUs with EI which are not in place with CPS/Foster care. Looking at the administrator data (figure 15), it appears that licensed child care homes have a much smaller number of children being served in EI or CPS/Foster care.

Figure 15. Knowledge of children involved in child protection or foster care - Administrators



Note. Number of early care administrators reporting whether they serve children who also receive Child Protective Services (CPS)/Foster Care. NA = non-responses.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Children living in poverty are at risk for a number of behavioral and academic challenges. Teacher responses indicated that about 80% of teachers work with children who receive child care assistance (table 29). More specifically, 30% indicated that 1-2 children in their classrooms received child care assistance, 22% of teachers had 3-5 children receiving assistance and 24% of teachers indicated that ten or more children in their classroom received assistance.

Table 29. How many children in your classroom (or program) receive child care assistance (state, tribal, or Office of Children's Services)? Teachers

ANSWER CHOICES	RESPONSES	
0 (none)	19.40%	13
1-2	29.85%	20
3-5	22.39%	15
6-10	4.48%	3
Over 10	23.88%	16
TOTAL		67

Administrators responded similarly, indicating that about 90% of programs serve children who receive child care assistance (table 30). 24% of administrators have ten or more children in their program receiving child care assistance. As with other questions in the 'special needs' category, administrators may be privy to more information that might be considered sensitive.

Table 30. How many children in your program receive child care assistance (state, tribal, or Office of Children's Services)? Administrators

ANSWER CHOICES	RESPONSES	
0 (none)	10.14%	14
1-2	18.12%	25
3-5	31.16%	43
6-10	15.94%	22
Over 10	24.64%	34
TOTAL		138

TEACHER STYLE AND CLASSROOM MANAGEMENT

The following questions were included to gain information about teacher beliefs and attitudes regarding the extent that classroom activities should be planned in advance and teacher led and what techniques teachers use to manage behaviors in the classroom.

Table 31. I believe that activities in the classroom should be previously planned and implemented (teacher led) Teachers



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

ANSWER CHOICES	RESPONSES	
Always	34.48%	20
Often	22.41%	13
Sometimes	37.93%	22
Rarely	5.17%	3
Never	0.00%	0
TOTAL		58

Table 32. I believe that activities in the classroom/ program should be previously planned and implemented (teacher led) Administrators

ANSWER CHOICES	RESPONSES	
Always	32.81%	42
Often	24.22%	31
Sometimes	36.72%	47
Rarely	5.47%	7
Never	0.78%	1
TOTAL		128

Over 55% of both teachers and administrators believe that classroom activities should always or often be planned and implemented by the teacher. When this group (who responded always or often) is compared across suspension and expulsion behaviors with teachers and administrators who responded sometimes, rarely or never, they more often responded that they had suspended or expelled children (tables 33 and 34). In other words, teachers and administrators who believe that the teachers should lead children through a preplanned classroom activity were more likely to suspend or expel children from their classrooms and programs.

Table 33. Cross-tabulation of belief about teaching style versus suspension and expulsion – Teachers

Teachers who report that, in the past 12 months, they or their director have contacted parents *one or more times in the past 12 months to...*

Teachers who believe classroom activities should be previously planned and implemented (teacher led)	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Always or Often (n=33)	52%	27%	39%	18%
Sometimes or Rarely (n=25)	32%	12%	16%	8%

Note: No Never responses were recorded



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 34. Cross-tabulation of belief about teaching style versus suspension and expulsion – Administrators

Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

Administrators who believe classroom activities should be previously planned and implemented (teacher led)	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Always or Often (n=74)	45%	15%	39%	23%
Sometimes, Rarely or Never (n=55)	29%	15%	27%	16%

The strategies and techniques used by teachers to manage classroom behaviors are shown in table 35. 14% of teachers remove privileges, a form of punishment, and 12% of teachers relocate a child to another classroom (in-program suspension). 12% of teachers also reported physical restraints.

Table 35. I use the following methods to manage behaviors in the classroom (check all that apply) Teachers

ANSWER CHOICES	RESPONSES
... verbal redirection	93.10% 54
... use self to promote problem solving skills like sharing, taking turns, etc	91.38% 53
... engage in problem solving with children	87.93% 51
... using empathy language to reflect feelings back to a child/children	82.76% 48
... using voice and body language to help calm a child/set the tone	82.76% 48
... taking a seat next to a child with challenging behavior	77.59% 45
... teach children skills like using a personal space bubble	77.59% 45
... rewards or positive reinforcement	53.45% 31
... place a child in time out	37.93% 22
... ignoring a child's bad behavior	29.31% 17
... raising voice and repeating directions	18.97% 11
... remove privileges (such as recess or playing outside)	13.79% 8
... token economy system (specific rewards that children can earn for good behavior)	13.79% 8
... relocate a child to another classroom	12.07% 7
... physically restraining a child	12.07% 7
Other (please specify)	Responses 6.90% 4
Total Respondents: 58	

A vast majority of teachers (93%) reported engaging in problem solving behaviors with children related to a child's challenging behavior followed by the use of self to promote problem solving skills (89%), and verbal redirection (88%).

Table 36. I support the following methods to manage behaviors in the classroom/ program (check all that apply) Administration



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

ANSWER CHOICES	RESPONSES
... place a child in time out	40.00% 50
... relocate a child to another classroom	21.60% 27
... remove privileges (such as recess or playing outside)	23.20% 29
... taking a seat next to a child with challenging behavior	74.40% 93
... verbal redirection	88.80% 111
... physically restraining a child	5.60% 7
... raising voice and repeating directions	11.20% 14
... using empathy language to reflect feelings back to a child/children	80.00% 100
... ignoring a child's bad behavior	27.20% 34
... using voice and body language to help calm a child/set the tone	82.40% 103
... rewards or positive reinforcement	62.40% 78
... token economy system (specific rewards that children can earn for good behavior)	25.60% 32
... teach children skills like using a personal space bubble	80.80% 101
... engage in problem solving with children	92.80% 116
... use self to promote problem solving skills like sharing, taking turns, etc	89.60% 112
Other (please specify)	Responses 8.80% 11
Total Respondents: 125	

TRAINING – PROFESSIONAL DEVELOPMENT

Teachers and Administrators were asked whether they had participated in professional development training in key topics in the past two years. Together with education level, this may provide some insight into the knowledge that teachers bring into the classroom and their interactions with children in the classroom.

Table 37. In the last 2 years, have you had professional development training in any of the following topics? (check all that apply) Teachers

ANSWER CHOICES	RESPONSES
Early childhood social and emotional development	81.67% 49
Positive guidance	55.00% 33
Helping children regulate through use of self (co-regulate)	48.33% 29
Cultural sensitivity, diversity training	46.67% 28
Early childhood trauma	38.33% 23
Special needs/disabilities	36.67% 22
Teacher wellbeing/stress and coping	30.00% 18
Adversity (ACEs, trauma informed care)	28.33% 17
Assessing your own beliefs (implicit bias)	18.33% 11
No professional development training in the last 2 years in these topics	15.00% 9
Total Respondents: 60	

Table 38. In the last 2 years, have you had professional development training in any of the following topics? (check all that apply) Administrators



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

ANSWER CHOICES	RESPONSES
Adversity (ACEs, trauma informed care)	41.98% 55
Assessing your own beliefs (implicit bias)	29.01% 38
Early childhood trauma	48.09% 63
Early childhood social and emotional development	85.50% 112
Teacher wellbeing/stress and coping	40.46% 53
Cultural sensitivity, diversity training	49.62% 65
Helping children regulate through use of self (co-regulate)	49.62% 65
Special needs/disabilities	36.64% 48
Positive guidance	68.70% 90
No professional development training in the last 2 years in these topics	6.11% 8
Total Respondents: 131	

The top three trainings accessed by both teachers and administrators was Early Childhood Social and Emotional development, Postive Guidance and helping children co-regulate followed very closely by cultural sensitivity and diversity training. Teachers reported implicit bias, adversity (ACES, trauma) and teacher wellbeing as the trainings offered the least in the past two years. Administrators reported that the trainings least offered were implicit bias, special needs, and teacher well-being.

Table 39. What additional supports do you need related to using assessments and assessment data? (Check all that apply) Teachers

ANSWER CHOICES	RESPONSES
Training on how to use assessments (to make me a better teacher or to help in the classroom)	68.33% 41
Training on how to gather, understand, and better use classroom data	48.33% 29
On-going coaching support and/or technical assistance	38.33% 23
Training on a particular assessment tool (please specify below)	13.33% 8
Other (please specify below)	Responses 11.67% 7
Total Respondents: 60	

Table 40. What additional supports do you need or would like to have access to related to using child assessments, curriculum, and using assessment data to help plan daily activities? (Check all that apply). Administrators

ANSWER CHOICES	RESPONSES
Training on how to use assessments (to make me a better teacher or to help in the classroom)	56.49% 74
On-going coaching support and/or technical assistance	41.98% 55
Training on how to gather, understand, and better use classroom data	48.09% 63
Training on a particular assessment tool (please specify below)	19.85% 26
Other (please specify below)	Responses 19.85% 26
Total Respondents: 131	



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Both teachers and administrators who answered this survey sought support on how to use assessment followed by training on how to gather and use classroom data. Specifically, 69% and 56% of teacher and administrators respectively, would like to have additional training on how to use assessments while 48% of both teachers and administrators want to better use their classroom data. Ongoing coaching and support ranks as the third identified desired support. Training on a specific tool and ‘other’ rounded out the list for both groups.

Teachers who had training in early childhood trauma appear to have suspended or expelled children less in the last year. Combinations of training, or quantity of training was not explored.

Table 41. Cross-tabulation of professional development topics in past two years versus suspension and expulsion – Teachers

Teachers who report that, in the past 12 months, they or their director have contacted parents *one or more times in the past 12 months to...*

Teachers with training in the past two years in:	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Early childhood social and emotional development (n=49)	41%	20%	31%	14%
Adversity (ACEs, trauma informed care; n=17)	41%	18%	29%	6%
Early childhood trauma (n=23)	35%	17%	30%	17%
Special needs/disabilities (n=22)	50%	27%	41%	27%

For administrators, it is not clear whether a particular training topic is correlated with different suspension and expulsion practices than other topics.

Table 42. Cross-tabulation of professional development topics in past two years versus suspension and expulsion – Administrators

Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

Administrators with training in the past two years in:	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Early childhood social and emotional development (n=112)	36%	14%	34%	20%
Adversity (ACEs, trauma informed care; n=55)	38%	20%	38%	22%
Early childhood trauma (n=63)	35%	19%	35%	22%
Special needs/disabilities (n=48)	40%	13%	29%	38%



SUSPENSION AND EXPULSION POLICY

Agency and other policies can impact teacher efficacy in managing their classrooms. Almost half of teachers (48%) reported that they were aware of an agency policy regarding suspending and expelling children. More administrators (57%) reported knowing that their agency had a policy related to expulsion or suspension. However, a large percent of administrators and the majority of teachers may benefit from new or clarified procedures. Agencies may need assistance in developing clear policy for administrators and staff.

Table 43. Early care and learning programs may have different language to describe how they respond to children's challenging behavior. This may be phrased as a child retention or child expulsion/ suspension policy. My organization has a specific policy about student suspension and expulsion. Teachers

ANSWER CHOICES	RESPONSES	
Yes	48.28%	28
No	15.52%	9
I don't know	36.21%	21
TOTAL		58

Table 44. Early care and learning programs may have different language to describe how they respond to children's challenging behavior. This may be phrased as a child retention or child expulsion/ suspension policy. My organization has a specific policy about student suspension and expulsion. Administrators

ANSWER CHOICES	RESPONSES	
Yes	57.03%	73
No	32.81%	42
I don't know	10.16%	13
TOTAL		128

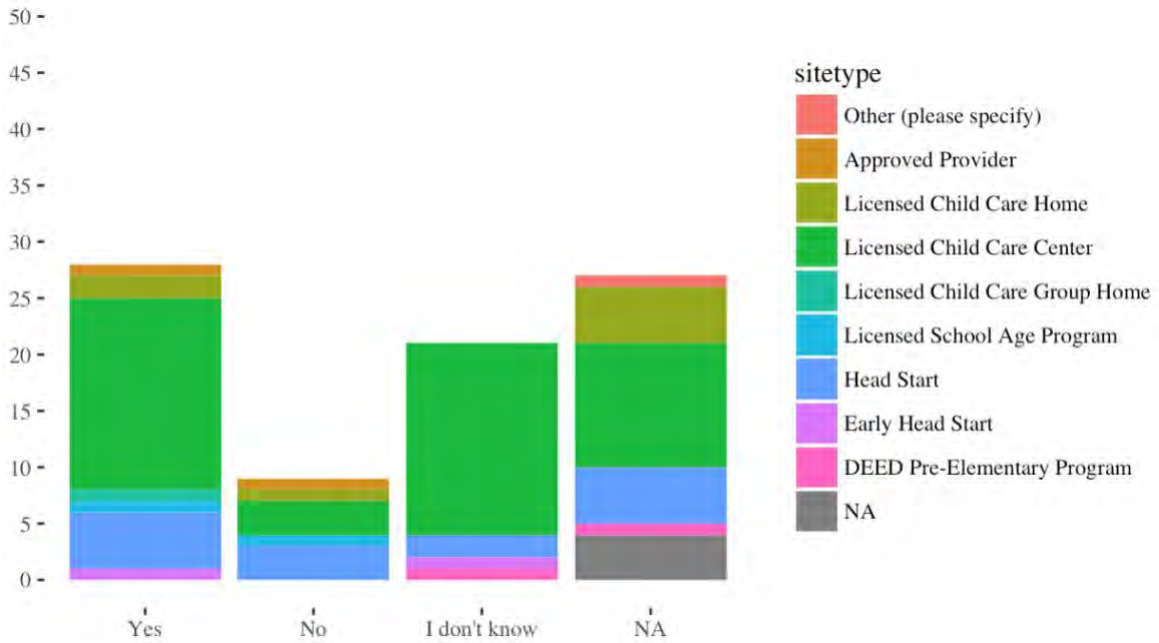
Administrators appear to be more aware of program policies related to exclusionary discipline than teachers.

Given the number of teachers and administrators who have to have these conversations daily or near daily (32% of teachers and 43% of administrators), there appears to be a need for documented policy or procedure to support the program staff in these situations and ensure fair treatment of children and families.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Figure 16. Knowledge of a policy on suspension - Teachers



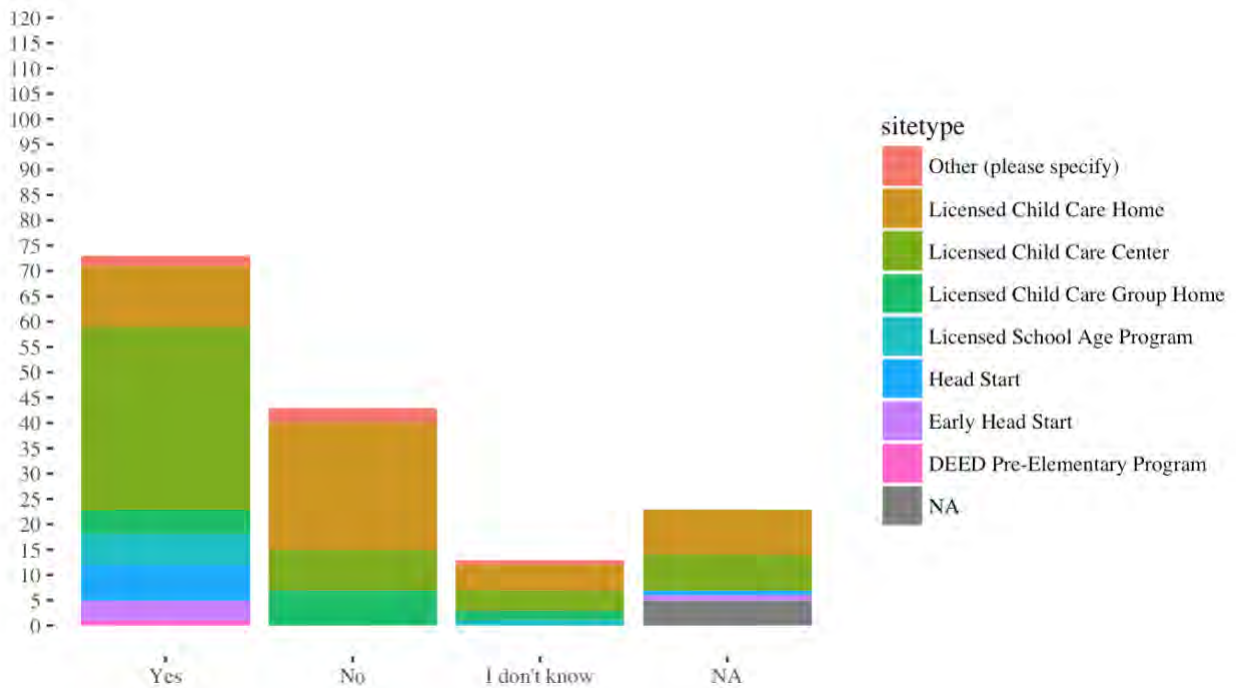
Note. NA = non-responses.

A large number of teachers and administrators report not knowing whether there is a policy on suspension (figures 16 and 17). This may indicate the need to develop such policies or the need to educate teachers on existing policies or both. This finding seems evenly spread by type of program.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Figure 17. Knowledge of a policy on suspension – Administrators



Note. NA = non-responses.

Of the teachers who knew of a policy on suspension, one third did not know it well enough to explain it to others (tables 45). Administrators had a much better grasp of the content of the policy (table 46), with 97% responding they knew the policy well enough to explain it to another.

Teachers' responses appear similar across type of program (figure 18).

Table 45. Do you know the policy well enough to explain it to others? Teachers

ANSWER CHOICES	RESPONSES	
Yes	67.86%	19
No	32.14%	9
TOTAL		28

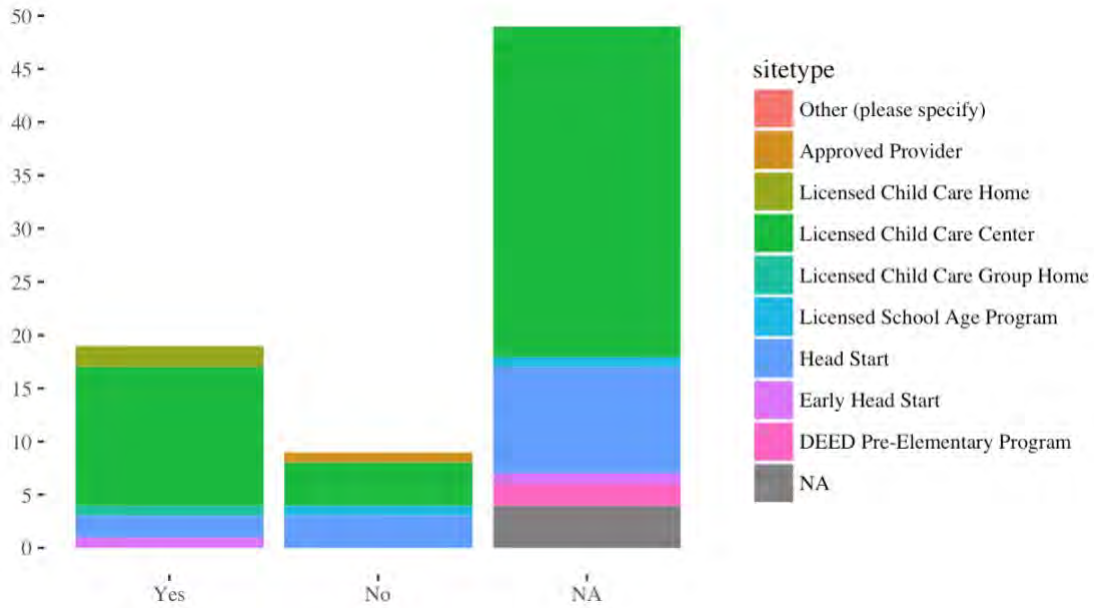
Table 46. Do you know the policy well enough to explain it to others? Administrators

ANSWER CHOICES	RESPONSES	
Yes	97.26%	71
No	2.74%	2
TOTAL		73



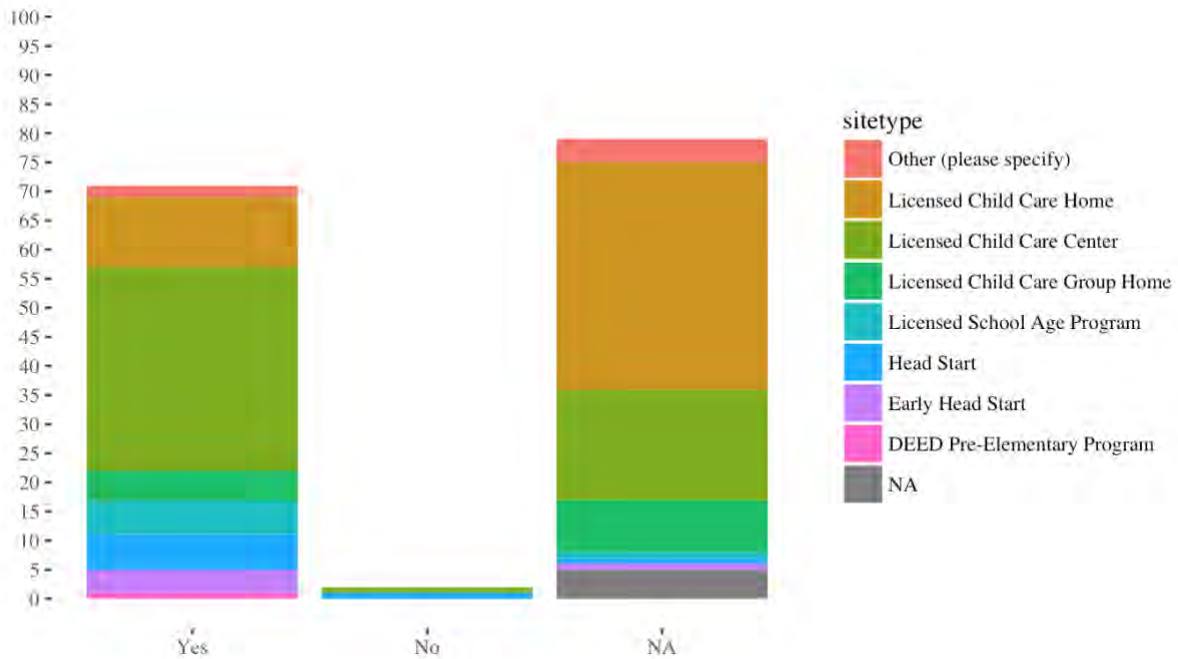
SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Figure 18. Can explain the policy on suspension - Teachers



Note. NA represents non-responses including those that stated they did not have a policy on suspension.

Figure 19. Can explain the policy on suspension - Administrators



Note. NA represents non-responses including those that stated they did not have a policy on suspension.



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 47. Does the policy have clear prevention and intervention strategies to follow prior to making a decision to suspend or expel a child from your program? Teachers

ANSWER CHOICES	RESPONSES	
Yes	92.86%	26
No	7.14%	2
TOTAL		28

Table 48. Does the policy have clear prevention and intervention strategies to follow prior to making a decision to suspend or expel a child from your program? Administrators

ANSWER CHOICES	RESPONSES	
Yes	95.89%	70
No	4.11%	3
TOTAL		73

Teachers and administrators who are aware of the discipline policy, overwhelmingly report prevention and intervention strategies to be followed prior to a disciplinary decision.

Table 49. Cross-tabulation of teachers' knowledge of policy versus suspension and expulsion

Teachers who report that, in the past 12 months, they or their director have contacted parents *one or more times in the past 12 months to...*

Teachers' response whether they have a specific policy on suspension and expulsion	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
I don't know (n=21)	43%	24%	24%	25%
No (n=9)	33%	22%	33%	11%
Yes (n=28)	46%	18%	32%	25%
Teachers' response whether they know the policy well enough to explain it to others				
No (n=9)	67%	11%	33%	11%
Yes (n=19)	37%	21%	32%	32%
Teachers' who respond the policy has clear prevention and intervention strategies to follow prior to making a decision to suspend or expel a child				
No (n=2)	50%	50%	50%	50%
Yes (n=26)	46%	15%	31%	23%



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 50. Cross-tabulation of administrators' knowledge of policy versus suspension and expulsion
 Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

Administrators' response whether they have a specific policy on suspension and expulsion	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
I don't know (n=13)	38%	23%	23%	23%
No (n=42)	19%	2%	19%	7%
Yes (n=73)	48%	19%	44%	26%
Administrators' response whether they know the policy well enough to explain it to others				
No (n=2)	100%	50%	50%	50%
Yes (n=71)	46%	18%	44%	25%
Administrators' who respond the policy has clear prevention and intervention strategies to follow prior to making a decision to suspend or expel a child				
No (n=3)	100%	33%	33%	33%
Yes (n=70)	46%	19%	44%	26%

Both teachers and administrators who report not having a specific policy on suspension and expulsion appear to less often have suspended or expelled children.

FAMILY ENGAGEMENT

About 46% of teachers reported that they always inquired with parents on how best to care for their children and 35% indicated they did so often. 18% of teachers sometimes ask parents about how to care for their children and 1% did so rarely.

Table 51. I ask parents questions about how best to care for their children. Teachers

ANSWER CHOICES	RESPONSES	
Always	45.59%	31
Often	35.29%	24
Sometimes	17.65%	12
Rarely	1.47%	1
Never	0.00%	0
TOTAL		68

63% of administrators asked parents about care of children all of the time and 27% asked often. 8% of administrators indicated they did so sometimes and about 2% reported they did so rarely or never.



Table 52. I ask parents questions about how best to care for their children. Administrators

ANSWER CHOICES	RESPONSES	
Always	63.04%	87
Often	26.81%	37
Sometimes	7.97%	11
Rarely	1.45%	2
Never	0.72%	1
TOTAL		138

Across both groups engaging with parents appears to be a valued aspect of caregiving.

INTERVIEWS

TEACHER AND ADMINISTRATOR INTERVIEWS

Interviews were held with teachers and administrators at programs of different types in three communities: Anchorage, Fairbanks and Juneau.

Interview questions focused on experienced stress as well as what behaviors, events or other triggers led to a suspension/expulsion conversation (or what would lead to such a conversation if one had not happened).

Main findings:

- Teachers did not report stress as often as Administrators
- Teachers who reported that the work was sometimes stressful said the stress was due to children with challenging behaviors on individual needs.
- Administrators who reported stress mentioned finances, children with special needs, turnover and having to train staff on an on-going basis. One of the administrators mentioned stress due to upcoming changes in state regulations related to education requirements.
- In response to what type of situation had led to or would lead to a suspension or expulsion conversation with parents, the main reason was aggressive behavior.
- Staff supports ranged from discounted gym membership to relief staff and mental health consultation.
- Administrators also listed community resources like thread (and AEYC-SEA) (list other



GROUP INTERVIEW WITH SUPPORT ROLES

A group of support roles from thread and school districts were interviewed in a group interview setting for 90 minutes. The dynamics of the conversation led the group to resource gaps and needs as identified by these individuals:

- More trained coaches
 - Both program/administrator/basics and related to specific child case
- Training for content on inclusionary practices
- Training on community resources – administrators don't know who to turn to
- Networking and peer sharing between administrators
- Working in cohorts or groups via potluck or other events to create or share resources
- Resource binder to make available to all providers
- Staying in touch and being current – communities of practice
- Information/marketing about resources, roles and offerings – to programs/teachers and families
 - Ability to show up with intention – more information to end users
 - More marketing support
- On-going information/training due to high turnover in teacher role
- Regular orientation and on-boarding process for new programs as well as new teachers
- Packets both to programs as well as materials to individual teachers
- Get into meetings to share resource/TA program and what they can offer

CATEGORIZED COMMENTS FROM INTERVIEWS

Interviews were conducted with staff from nine centers in Anchorage, Juneau and Fairbanks featuring one administrator and one caregiver.

Staff were most responsive to questions regarding support with 20 additional comments provided relative to this concept, followed by 16 comments related to workforce stress and 9 related to child behavior that resulted in removal.

QUESTION: WHAT SUPPORTS DOES YOUR ORGANIZATION OFFER TO HELP MANAGE STRESS?

30% (6/20) indicated they had therapists or Infant Learning provider support if needed.

"therapists come in and observe"

"thread and ACMHS also, PIC and OCS if necessary"

"I try to help them, then call the parents, then talk to the director and have a therapist come in and observe"

"Currently it's a team with the board, community resources, therapists"

"Therapists come to talk to us, and we also brainstorm with teachers"

"[Name] and [name] will also come into the classroom and offer a different approach of how to handle the situation or they can take the child in to their space and work with them out of the room"



20% (4/20) Indicated trainings were a source of support

“We have development training quarterly. I switch teachers around, plan training days and have thread or the University do the training”

“The Intensive project and you at thread and the thread trainings have been really helpful. We attended the *SIDS & Shaken Babies* training which was so helpful”

“We have had a speaker from Star host a staff meeting”

“we have internal trainings and monthly meetings. The program Administrator is available to help out whenever we need the support. We share our knowledge and share literature with our staff, if they need it.”

15% (3/20) indicated they had thread support as needed.

“We don’t have any, just thread”

“thread and ACMHS also, PIC and OCS if necessary”

“Thread is currently our biggest resource”

QUESTION: HOW STRESSFUL IS YOUR WORK; WHAT MAKES IT STRESSFUL?

Child behaviors/ individual needs 38% (6/16)

“I get stressed when I feel like I am not providing a safe environment”

“...not able to stop out of control behaviors. When a child/children show physical and aggressive behaviors towards other, it is really difficult”

“Children can be rough around the edges – it’s not their fault, but they do come in with behaviors”

“My biggest stressor in the past was a child, newly diagnosed with autism”

“Some are well behaved, some have behavioral issues”

“Children that have an issue or special need we need to work with”

Staffing 25% (4/16)

“When people call in sick we just have the admin team to cover and no extra resources for covering”

“Staff turnover is also a great stress for me as the administrator”

“It’s hard to find people. Not a lot of people want to work with kids and have a genuine interest with kids”

“Training teachers – trying to find the time and money to do this important thing”

Non categorized 19% (3/16)

“..the stressful time come and go. This week was not too bad: I went home in tears twice this week, and three days were great!”



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

“Not enough centers; Not enough toys to keep children focused”

“Finances are my biggest stress”

Workload 13% (2/16)

“From 1-5 it’s a 4- The center is too big, there are so many details like licensing, accreditation, parents, OCS kids....”

“Parent demands. (They can often be reasonable, but at times, more aggressive than they need to be)”

Work environment 13% (2/16)

“Relationships with co-workers, who often get mixed signals”

“It’s stressful when people forget to communicate when changing rooms, like what happened or things you should know”

Removal behavior

QUESTION: IN THE LAST SIX MONTHS HAVE YOU APPROACHED YOUR DIRECTOR OR A PARENT WITH CONCERNS ABOUT A CHILD’S BEHAVIOR; WHAT LED YOU TO DO SO?

Aggression 89% (8/9)

“I’ve done it a couple of times for aggressive behavior. He was hitting and biting, then grabbing their necks, running away, and he had a lot of resentment”

“students started picking up his (aggressive) behaviors”

“I’ve been working with a parent. The child had very explicit language and was very aggressive”

“When a child/children show physical and aggressive behaviors towards other, it is really difficult.”

“Physical aggression, engaging in unsafe behavior, not taking direction or in a situation where I feel I needed help”

“displaying very unsafe behaviors in the classroom: angry, aggressive language, creating fear and a feeling of an unsafe environment.”

“The biting led me to do this. If I see a child is being inappropriate”

“lot of times: behaviors – physical and aggressive”

Behavior 11% (1/9)

“Challenging behaviors”

Notes: thread (and contractors) takes reasonable measures to protect identities of survey respondents including identifying information. Some identifying information may be omitted. This type of information includes names of respondents, children, service providers, programs, areas of residence, or any contact information. Completely irrelevant comments may be excluded.



RECOMMENDATIONS AND NEXT STEPS

Convene a formal interdisciplinary and cross-organizational steering team for the initiative to reduce suspension and expulsion in Alaska with a charter document that includes clearly stated aims, scope and boundaries of the work, membership and overall timeline.

Identify a group (this could be the steering team or a delegate group) to complete the self-assessment in the document *Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings, 2nd Edition* and rate collective performance. Identify areas of strengths and gaps and develop a comprehensive plan.

Under the guidance of the steering team, develop a data collection and reporting system under the AK QRIS to capture occurrences of expulsion and suspension and key factors that have been identified, such as teacher stress, organizational/programmatic supports, availability of mental health consultation resources, etc. The data system might include:

- event-driven expulsion reporting by program administrators
- survey responses from future teacher surveys (stress, beliefs, etc)
- program level demographics reporting on a regular basis, e.g. annual or quarterly
- input from families who have experienced a child's expulsion

Provide support for developing or updating policy type documentation, especially for smaller programs.

Develop and promote peer-to-peer forums for program administrators as well as teachers to raise awareness, serve as a communication platform and to facilitate peer-to-peer learning and support.

Develop a model of implementation support for best practices that goes beyond training, to include testing for individual/organizational readiness to change, supported practice through coaching and on-going monitoring with feedback.

Issues to consider for intervention (*associations with expulsion*) – program characteristics:

Teacher student interactions
Organizational considerations
Knowledge of child development
Implicit bias
Individual needs of some children
 Developmental concerns/disabilities
 Trauma background
Additional work that needs to be done
Training on disability
Training on SEL

Additional follow up work studies that could shed additional light on key topics:

Assess teacher stress using the job demands subscale of the child care worker job stress inventory by Curbow et. al, (2001).
Systematic review of teacher stress interventions in pre-school environments.

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SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

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APPENDIX 1

SURVEY QUESTIONS AND RESPONSES

Survey question responses from SurveyMonkey. Teacher and Administrator surveys merged to display responses to the same question together.

Table 1. Which of the following best describes your position at your facility/program? Teachers

ANSWER CHOICES	RESPONSES
Lead Teacher	53.57% 45
Assistant Teacher/Caregiver	27.38% 23
Owner (of my own program e.g., Group Home)	10.71% 9
Substitute or Floater position	4.76% 4
Other (please specify) Responses	3.57% 3
TOTAL	84

Other: *Bilingual tutor and foster parent, home visitor/preschool teacher and Lead teacher and administrator.*

Table 2. Which of the following best describes your position at your facility/program? Administrators

ANSWER CHOICES	RESPONSES
Owner	39.07% 59
Administrator/Director/ Executive Director	40.40% 61
Assistant Director	7.28% 11
Administrative Assistant	3.97% 6
Family Advocate	1.32% 2
Education Coordinator	5.30% 8
Disabilities Coordinator	0.00% 0
EC Special Education Administrator	0.00% 0
Mentor/ Coach	0.00% 0
Other (please specify) Responses	2.65% 4
TOTAL	151

Other: *Center Director/Family Advocate/Coach, Associate Administrator and Training Manager, Program Director and Family Partnership Coordinator*



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 3. Which of the following best describes the type of facility where you work? Teachers

ANSWER CHOICES	RESPONSES	
▼ Licensed Child Care Center	58.75%	47
▼ Head Start	18.75%	15
▼ Licensed Child Care Home	10.00%	8
▼ Approved Provider	2.50%	2
▼ Licensed School Age Program	2.50%	2
▼ Early Head Start	2.50%	2
▼ DEED Pre-Elementary Program	2.50%	2
▼ Licensed Child Care Group Home	1.25%	1
▼ Other (please specify) Responses	1.25%	1
▼ DEED Preschool Special Education Program	0.00%	0
TOTAL		80

Other: *Licensed with OCS.*

Table 4. Which of the following best describes the type of facility where you work? Administrators

ANSWER CHOICES	RESPONSES	
▼ Approved Provider	0.00%	0
▼ Licensed Child Care Home	34.25%	50
▼ Licensed Child Care Center	37.67%	55
▼ Licensed Child Care Group Home	9.59%	14
▼ Licensed School Age Program	4.79%	7
▼ Head Start	5.48%	8
▼ Early Head Start	3.42%	5
▼ DEED Pre-Elementary Program	0.68%	1
▼ Other (please specify) Responses	4.11%	6
TOTAL		146

Other: *private Preschool, Licensed early childhood (preschool), Head Start/Early Head Start, Early Childhood Lab School, private licensed preschool and Licensed Preschool/Child Care Center*



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 5. Where is your program located? Teachers

ANSWER CHOICES	RESPONSES	
Southcentral	40.00%	32
Southeast	23.75%	19
Southwest	17.50%	14
Interior	15.00%	12
Far North	3.75%	3
TOTAL		80

Table 6. Where is your program located? Administrators

ANSWER CHOICES	RESPONSES	
Far North	0.00%	0
Interior	15.07%	22
Southwest	8.90%	13
Southcentral	54.79%	80
Southeast	21.23%	31
TOTAL		146

Table 7. What age group do you directly work with? (choose all that apply) Teachers

ANSWER CHOICES	RESPONSES	
Infant (0-18 months)	20.29%	14
Toddler (19-35 months)	37.68%	26
Preschool (3-5 years)	73.91%	51
School age (6-12 years)	15.94%	11
Total Respondents: 69		

Table 8. What age group does your program care for? (choose all that apply) Administrators

ANSWER CHOICES	RESPONSES	
Infant (0-18 months)	69.78%	97
Toddler (19-35 months)	78.42%	109
Preschool (3-5 years)	92.09%	128
School age (6-12 years)	66.91%	93
Total Respondents: 139		



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 9. Approximately what percent of children in your classroom/program are from the following ethnic backgrounds? (please take your best guess) Teachers

	LESS THAN 10%	10% - 25%	26% - 50%	51% - 75%	MORE THAN 75%	TOTAL
White or Caucasian	10.61% 7	7.58% 5	10.61% 7	24.24% 16	46.97% 31	66
Black or African American	75.86% 44	15.52% 9	5.17% 3	1.72% 1	1.72% 1	58
Hispanic or Latino	67.86% 38	25.00% 14	5.36% 3	0.00% 0	1.79% 1	56
Asian or Asian American	66.04% 35	30.19% 16	1.89% 1	1.89% 1	0.00% 0	53
American Indian or Alaska Native	50.77% 33	20.00% 13	7.69% 5	9.23% 6	12.31% 8	65
Native Hawaiian or Other Pacific Islander	79.25% 42	13.21% 7	5.66% 3	1.89% 1	0.00% 0	53
Another race	88.37% 38	9.30% 4	2.33% 1	0.00% 0	0.00% 0	43

Table 10. Approximately what percent of children in your program are from the following ethnic backgrounds? (please take your best guess) Administrators

	LESS THAN 10%	10% - 25%	26% - 50%	51% - 75%	MORE THAN 75%	TOTAL
White or Caucasian	5.38% 7	5.38% 7	26.92% 35	33.08% 43	29.23% 38	130
Black or African American	62.50% 65	25.00% 26	9.62% 10	0.96% 1	1.92% 2	104
Hispanic or Latino	65.71% 69	25.71% 27	6.67% 7	0.95% 1	0.95% 1	105
Asian or Asian American	72.82% 75	18.45% 19	3.88% 4	2.91% 3	1.94% 2	103
American Indian or Alaska Native	37.30% 47	36.51% 46	14.29% 18	5.56% 7	6.35% 8	126
Native Hawaiian or Other Pacific Islander	77.01% 67	17.24% 15	3.45% 3	1.15% 1	1.15% 1	87
Another race	84.00% 63	10.67% 8	1.33% 1	1.33% 1	2.67% 2	75



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 11. How many children are there in your classroom/program on a typical day? Teachers

	0 (NONE)	1-2	3-5	6-10	OVER 10	TOTAL
▼ Infant (0-18 months)	56.52% 39	13.04% 9	14.49% 10	13.04% 9	2.90% 2	69
▼ Toddler (19-35)	44.93% 31	8.70% 6	13.04% 9	17.39% 12	15.94% 11	69
▼ Preschool (3-5)	10.14% 7	5.80% 4	8.70% 6	14.49% 10	60.87% 42	69
▼ School Age (6-12)	59.42% 41	14.49% 10	1.45% 1	7.25% 5	17.39% 12	69

Table 12. How many children are there in your program on a typical day? Administrators

	0 (NONE)	1-2	3-5	6-10	OVER 10	TOTAL
▼ Infant (0-18 months)	37.41% 52	28.06% 39	9.35% 13	10.79% 15	14.39% 20	139
▼ Toddler (19-35)	24.46% 34	21.58% 30	17.27% 24	14.39% 20	22.30% 31	139
▼ Preschool (3-5)	10.07% 14	14.39% 20	21.58% 30	10.79% 15	43.17% 60	139
▼ School Age (6-12)	39.57% 55	19.42% 27	11.51% 16	10.79% 15	18.71% 26	139

Table 13. The teacher to child ratio is adequate to meet the needs of the children in my classroom. Teachers

ANSWER CHOICES	RESPONSES	
▼ Always	68.12%	47
▼ Often	20.29%	14
▼ Sometimes	7.25%	5
▼ Rarely	1.45%	1
▼ Never	2.90%	2
TOTAL		69

Table 14. The teacher to child ratio is adequate to meet the needs of the children in my classrooms/program. Administrators

ANSWER CHOICES	RESPONSES	
▼ Always	82.01%	114
▼ Often	11.51%	16
▼ Sometimes	4.32%	6
▼ Rarely	1.44%	2
▼ Never	0.72%	1
TOTAL		139



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 15. Please tell us how well you know the names of the parents of the children in your class. Teachers

ANSWER CHOICES	RESPONSES	
All	61.76%	42
Most	23.53%	16
Some	11.76%	8
Only a few	0.00%	0
None	2.94%	2
TOTAL		68

Table 16. Please tell us how well you know the names of the parents of the children in your program. Administrators

ANSWER CHOICES	RESPONSES	
All	73.19%	101
Most	21.01%	29
Some	5.07%	7
Only a few	0.72%	1
None	0.00%	0
TOTAL		138

Table 17. I smile at parents and greet them when they arrive. Teachers

ANSWER CHOICES	RESPONSES	
Always	86.76%	59
Often	11.76%	8
Sometimes	1.47%	1
Rarely	0.00%	0
Never	0.00%	0
TOTAL		68

Table 18. I smile at parents and greet them when they arrive. Administrators

ANSWER CHOICES	RESPONSES	
Always	91.30%	126
Often	6.52%	9
Sometimes	1.45%	2
Rarely	0.72%	1
Never	0.00%	0
TOTAL		138



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 19. I ask parents questions about how best to care for their children. Teachers

ANSWER CHOICES	RESPONSES	
Always	45.59%	31
Often	35.29%	24
Sometimes	17.65%	12
Rarely	1.47%	1
Never	0.00%	0
TOTAL		68

Table 20. I ask parents questions about how best to care for their children. Administrators

ANSWER CHOICES	RESPONSES	
Always	63.04%	87
Often	26.81%	37
Sometimes	7.97%	11
Rarely	1.45%	2
Never	0.72%	1
TOTAL		138

Table 21. In the last 12 months has your program cared for a child who is receiving early intervention or special education services? (choose one). Teachers

ANSWER CHOICES	RESPONSES	
Yes	67.16%	45
No	11.94%	8
Not sure	20.90%	14
TOTAL		67

Table 22. In the last 12 months has your program cared for a child who is receiving early intervention or special education services? (choose one) Administrators

ANSWER CHOICES	RESPONSES	
Yes	67.39%	93
No	28.99%	40
Not sure	3.62%	5
TOTAL		138



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 23. In the last 12 months has your program cared for children who have been involved in child protection or foster care? (choose one) Teachers

ANSWER CHOICES	RESPONSES	
Yes	49.25%	33
No	31.34%	21
Not sure	19.40%	13
TOTAL		67

Table 24. In the last 12 months has your program cared for children who have been involved in child protection or foster care? (choose one) Administrators

ANSWER CHOICES	RESPONSES	
Yes	63.77%	88
No	34.06%	47
Not sure	2.17%	3
TOTAL		138

Table 25. How many children in your classroom (or program) receive child care assistance (state, tribal, or Office of Children's Services)? Teachers

ANSWER CHOICES	RESPONSES	
0 (none)	19.40%	13
1-2	29.85%	20
3-5	22.39%	15
6-10	4.48%	3
Over 10	23.88%	16
TOTAL		67

Table 26. How many children in your program receive child care assistance (state, tribal, or Office of Children's Services)? Administrators

ANSWER CHOICES	RESPONSES	
0 (none)	10.14%	14
1-2	18.12%	25
3-5	31.16%	43
6-10	15.94%	22
Over 10	24.64%	34
TOTAL		138



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 27. I work with the same group of teachers each day. Teachers

ANSWER CHOICES	RESPONSES
Always	59.70% 40
Often	29.85% 20
Sometimes	1.49% 1
Rarely	4.48% 3
Never	0.00% 0
Other (please specify) Responses	4.48% 3
TOTAL	67

Table 28. I get along well with my co-workers. Teachers

ANSWER CHOICES	RESPONSES
Always	50.75% 34
Often	35.82% 24
Sometimes	8.96% 6
Rarely	0.00% 0
Never	0.00% 0
Other (please specify) Responses	4.48% 3
TOTAL	67

Table 29. I get along well with my supervisor. Teachers

ANSWER CHOICES	RESPONSES
Always	50.75% 34
Often	31.34% 21
Sometimes	7.46% 5
Rarely	2.99% 2
Never	0.00% 0
Other (please specify) Responses	7.46% 5
TOTAL	67

Other: I work alone in my home daycare, I am the supervisor (2 responses), I'm the owner, so I guess I get along well with myself and NA



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 30. I feel supported by my supervisor. Teachers

ANSWER CHOICES	RESPONSES	
Always	46.27%	31
Often	26.87%	18
Sometimes	13.43%	9
Rarely	5.97%	4
Never	0.00%	0
Other (please specify)	Responses 7.46%	5
TOTAL		67

Other: *I work alone in my home daycare, That's me!, I am the supervisor, I'm the owner and NA*

Table 31. I feel supported by my co-workers. Administrators

ANSWER CHOICES	RESPONSES	
Always	55.07%	76
Often	18.12%	25
Sometimes	9.42%	13
Rarely	0.00%	0
Never	1.45%	2
Other (please specify)	Responses 15.94%	22
TOTAL		138

Table 32. How often do you feel happy or excited about going to work? Teachers

ANSWER CHOICES	RESPONSES	
Always	31.34%	21
Often	53.73%	36
Sometimes	11.94%	8
Rarely	2.99%	2
Never	0.00%	0
TOTAL		67



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 33. How often do you feel happy or excited about going to work? Administrators

ANSWER CHOICES	RESPONSES	
Always	45.26%	62
Often	43.80%	60
Sometimes	10.22%	14
Rarely	0.73%	1
Never	0.00%	0
TOTAL		137

Table 34. Stress can show up as different experiences for different individuals. Common signs of stress include: Headache, Tension or pain, Chest pain, Fatigue/Feeling tired, Stomach upset, Sleep problems, Anxiety, Restlessness, Lack of motivation or focus, Feeling overwhelmed, Irritability or anger, Sadness or depression. When entering your classroom, how often do you feel one or more signs of stress? Teachers

ANSWER CHOICES	RESPONSES	
Always	5.97%	4
Often	13.43%	9
Sometimes	38.81%	26
Rarely	34.33%	23
Never	7.46%	5
TOTAL		67

Table 35. Stress can show up as different experiences for different individuals. Common signs of stress include: Headache, Tension or pain, Chest pain, Fatigue/Feeling tired, Stomach upset, Sleep problems, Anxiety, Restlessness, Lack of motivation, or focus. Feeling overwhelmed, Irritability or anger, sadness or depression. When entering your program, how often do you feel one or more signs of stress? Administrators

ANSWER CHOICES	RESPONSES	
Always	0.00%	0
Often	12.41%	17
Sometimes	43.07%	59
Rarely	37.96%	52
Never	6.57%	9
TOTAL		137



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 36. Stress can decrease our ability to connect with others. When stressed, it can make teachers less attentive to the needs of the children in their classroom. For example, it can change how we feel when faced with a crying child, making it hard to comfort the child. How often do you feel like stress gets in the way of being fully present and attentive to the children in your classroom? (choose one) Teachers

ANSWER CHOICES	RESPONSES	
Always	1.49%	1
Often	7.46%	5
Sometimes	38.81%	26
Rarely	38.81%	26
Never	13.43%	9
TOTAL		67

Table 37. Stress can decrease our ability to connect with others. When stressed, it can make teachers less attentive to the needs of the children in their classroom and staff in program. For example, it can change how we feel when faced with a crying child, making it hard to comfort the child, or when staff do not show up for work and you have to meet ratio in a classroom. How often do you feel like stress gets in the way of being fully present and attentive to the children in your classroom or staff in your program? (choose one) Administrators

ANSWER CHOICES	RESPONSES	
Always	1.46%	2
Often	7.30%	10
Sometimes	27.74%	38
Rarely	46.72%	64
Never	16.79%	23
TOTAL		137

Table 38. In the past week, during times when children have free play or meal time, have you ... (check all that apply) Teachers

ANSWER CHOICES	RESPONSES	
...engaged with children in play? (play with them or help them play)	98.46%	64
...prepared for next activity	70.77%	46
...watched the children from the side or from a distance?	69.23%	45
...talked with other teachers?	60.00%	39
...taken a short mental break (for example, close your eyes and take a few deep breaths)	33.85%	22
...filled out paperwork	30.77%	20
...used computer or tablet	15.38%	10
...used your phone (e.g. texting, Facebook, Internet or other apps)	9.23%	6
Total Respondents: 65		



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 39. When you feel stressed due to children’s behavior in the classroom or yard, what strategies do you use? (check all that apply) Teachers

ANSWER CHOICES	RESPONSES	
Deep breathing	80.00%	52
Request staff replacement and take a break	44.62%	29
Walk away from the situation	43.08%	28
Get some fresh air	26.15%	17
Other (please specify)	Responses 13.85%	9
Raise your voice	9.23%	6
Remove disruptive children from the classroom (for part of the day or more)	7.69%	5
Total Respondents: 65		

Table 40. When you feel stressed due to children’s behavior in the classroom, yard, or program what strategies do you use? (check all that apply) Administrators

ANSWER CHOICES	RESPONSES	
Deep breathing	76.64%	105
Walk away from the situation	40.15%	55
Get some fresh air	44.53%	61
Raise your voice	6.57%	9
Request staff replacement and take a break	38.69%	53
Remove disruptive children from the classroom (for part of the day or more)	14.60%	20
Other (please specify)	Responses 27.01%	37
Total Respondents: 137		

Table 41. When you feel stressed for other reasons, what strategies do you use? (check all that apply) Teachers

ANSWER CHOICES	RESPONSES	
Deep breathing	86.15%	56
Get some fresh air	50.77%	33
Walk away from the situation	41.54%	27
Request staff replacement and take a break	30.77%	20
Other (please specify)	Responses 10.77%	7
Raise your voice	3.08%	2
Remove disruptive children from the classroom (for part of the day or more)	3.08%	2
Total Respondents: 65		



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 42. When you feel stressed for other reasons, what strategies do you use? (check all that apply)
Administrators

ANSWER CHOICES	RESPONSES	
Deep breathing	81.02%	111
Walk away from the situation	50.36%	69
Get some fresh air	62.04%	85
Raise your voice	5.11%	7
Request staff replacement and take a break	22.63%	31
Remove disruptive children from the classroom (for part of the day or more)	4.38%	6
Other (please specify)	Responses 24.09%	33
Total Respondents: 137		

Table 43. Have you received training on the use of curriculum? Teachers

ANSWER CHOICES	RESPONSES	
Yes	72.31%	47
No	27.69%	18
TOTAL		65

Table 44. Have you received training on the use of curriculum? Administrators

ANSWER CHOICES	RESPONSES	
Yes	72.99%	100
No	27.01%	37
TOTAL		137

Table 45. Have you received training on how to use a specific child assessment tool to identify strengths and areas of need for all children? Teachers

ANSWER CHOICES	RESPONSES	
Yes	67.69%	44
No	32.31%	21
TOTAL		65

Table 46. Have you received training on how to use a specific child assessment tool to identify strengths and areas of need for all children? Administrators

ANSWER CHOICES	RESPONSES	
Yes	78.83%	108
No	21.17%	29
TOTAL		137



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 47. How much time do you spend on using curriculum and child assessment information to plan activities in the classroom? Teachers

ANSWER CHOICES	RESPONSES	
more than an hour per week	30.77%	20
on my own time before or after work	21.54%	14
during nap times	15.38%	10
about an hour per week	13.85%	9
1-2 hours per month	9.23%	6
never	9.23%	6
TOTAL		65

Table 48. How much time do you staff have to use curriculum and child assessment information to plan activities in the classroom? Administrators

ANSWER CHOICES	RESPONSES	
more than an hour per week	38.69%	53
about an hour per week	13.14%	18
1-2 hours per month	7.30%	10
during nap times	18.98%	26
on their own time before or after work	7.30%	10
never	14.60%	20
TOTAL		137

Table 49. Supports are available to me in the following way: Supervision – direction and feedback from your immediate supervisor, Coaching – individual one on one support to talk through topics of your choice. Teachers

	STAFF ON SITE	ON CALL PERSON ARRIVES	ON CALL SUPPORT BY PHONE	ONLINE SUPPORT	DON'T KNOW	NOT AVAILABLE	TOTAL RESPONDENTS
Support for using curriculum	69.84% 44	1.59% 1	7.94% 5	15.87% 10	15.87% 10	7.94% 5	63
Mental health consultation	14.29% 9	9.52% 6	12.70% 8	3.17% 2	26.98% 17	36.51% 23	63
Professional from Infant Learning or local school district	15.87% 10	9.52% 6	12.70% 8	4.76% 3	39.68% 25	22.22% 14	63
Regularly scheduled supervision	49.21% 31	4.76% 3	6.35% 4	0.00% 0	30.16% 19	11.11% 7	63
Coaching (from Thread staff or other staff)	28.57% 18	9.52% 6	19.05% 12	14.29% 9	33.33% 21	11.11% 7	63



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 50. Supports are available to me and my staff in the following way: Supervision – direction and feedback from your immediate supervisor. Coaching – individual one on one support to talk through topics of your choice. Administrators

	STAFF ON SITE	ON CALL PERSON ARRIVES	ON CALL SUPPORT BY PHONE	ONLINE SUPPORT	DON'T KNOW	NOT AVAILABLE	TOTAL RESPONDENTS
Support for using curriculum	43.61% 58	8.27% 11	16.54% 22	23.31% 31	15.04% 20	16.54% 22	133
Mental health consultation	8.27% 11	9.02% 12	27.82% 37	11.28% 15	22.56% 30	32.33% 43	133
Professional from Infant Learning or local school district	7.52% 10	11.28% 15	38.35% 51	13.53% 18	19.55% 26	27.07% 36	133
Regularly scheduled supervision	48.87% 65	12.78% 17	10.53% 14	4.51% 6	15.79% 21	19.55% 26	133
Coaching (from Thread staff or other staff)	21.05% 28	18.05% 24	45.86% 61	21.05% 28	16.54% 22	8.27% 11	133

Table 51. What additional supports do you need related to using assessments and assessment data? (Check all that apply) Teachers

ANSWER CHOICES	RESPONSES
Training on how to use assessments (to make me a better teacher or to help in the classroom)	68.33% 41
Training on how to gather, understand, and better use classroom data	48.33% 29
On-going coaching support and/or technical assistance	38.33% 23
Training on a particular assessment tool (please specify below)	13.33% 8
Other (please specify below)	Responses 11.67% 7
Total Respondents: 60	

Table 52. What additional supports do you need or would like to have access to related to using child assessments, curriculum, and using assessment data to help plan daily activities? (Check all that apply). Administrators

ANSWER CHOICES	RESPONSES
Training on how to use assessments (to make me a better teacher or to help in the classroom)	56.49% 74
On-going coaching support and/or technical assistance	41.98% 55
Training on how to gather, understand, and better use classroom data	48.09% 63
Training on a particular assessment tool (please specify below)	19.85% 26
Other (please specify below)	Responses 19.85% 26
Total Respondents: 131	



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 53. In the last 2 years, have you had professional development training in any of the following topics? (check all that apply) Teachers

ANSWER CHOICES	RESPONSES	
▼ Early childhood social and emotional development	81.67%	49
▼ Positive guidance	55.00%	33
▼ Helping children regulate through use of self (co-regulate)	48.33%	29
▼ Cultural sensitivity, diversity training	46.67%	28
▼ Early childhood trauma	38.33%	23
▼ Special needs/disabilities	36.67%	22
▼ Teacher wellbeing/stress and coping	30.00%	18
▼ Adversity (ACEs, trauma informed care)	28.33%	17
▼ Assessing your own beliefs (implicit bias)	18.33%	11
▼ No professional development training in the last 2 years in these topics	15.00%	9
Total Respondents: 60		

Table 54. In the last 2 years, have you had professional development training in any of the following topics? (check all that apply) Administrators

[insert admin graph/table screenshot here]

ANSWER CHOICES	RESPONSES	
▼ Adversity (ACEs, trauma informed care)	41.98%	55
▼ Assessing your own beliefs (implicit bias)	29.01%	38
▼ Early childhood trauma	48.09%	63
▼ Early childhood social and emotional development	85.50%	112
▼ Teacher wellbeing/stress and coping	40.46%	53
▼ Cultural sensitivity, diversity training	49.62%	65
▼ Helping children regulate through use of self (co-regulate)	49.62%	65
▼ Special needs/disabilities	36.64%	48
▼ Positive guidance	68.70%	90
▼ No professional development training in the last 2 years in these topics	6.11%	8
Total Respondents: 131		



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 55. In the past 12 months, how many children in your classroom(s) had behaviors that were difficult to manage? Teachers

ANSWER CHOICES	RESPONSES	
0 (none)	6.78%	4
1-2	44.07%	26
3-5	42.37%	25
6-10	5.08%	3
More than 10	1.69%	1
TOTAL		59

Table 56. In the past 12 months, how many children in your program had behaviors that were difficult to manage? Administrators

ANSWER CHOICES	RESPONSES	
0 (none)	14.50%	19
1-2	37.40%	49
3-5	29.01%	38
6-10	12.21%	16
More than 10	6.87%	9
TOTAL		131

Table 57. In the last month, how many times have you (or your director) talked to parents to report a child's challenging behavior? Teachers

ANSWER CHOICES	RESPONSES	
Don't know	11.86%	7
0 (none)	15.25%	9
1-2 times per month	40.68%	24
1-2 times per week	18.64%	11
Daily (or almost daily)	13.56%	8
TOTAL		59



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 58. In the last month, how many times have you or anyone in your program, talked to parents to report a child's challenging behavior? Administrators

ANSWER CHOICES	RESPONSES	
Don't know	2.29%	3
0 (none)	19.08%	25
1-2 times per month	35.88%	47
1-2 times per week	29.77%	39
Daily (or almost daily)	12.98%	17
TOTAL		131

Table 59. In the last 12 months, how many times have you (or your director) called parents to do any of the following because of a child's behavior (things like hitting, kicking, biting, tantrums or disobeying, etc) Teachers

	0 (NONE)	1-2	3-5	6-10	MORE THAN 10	TOTAL
... pick up a child early on one or more days	56.90% 33	29.31% 17	10.34% 6	0.00% 0	3.45% 2	58
... keep a child home for 1 full day or more	79.31% 46	18.97% 11	1.72% 1	0.00% 0	0.00% 0	58
... discuss other program options with a better fit for their child	70.69% 41	24.14% 14	5.17% 3	0.00% 0	0.00% 0	58
... told a parent to withdraw a child from the program	86.21% 50	13.79% 8	0.00% 0	0.00% 0	0.00% 0	58



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 60. In the last 12 months, how many times have you, or anyone in your program, called parents to do any of the following because of a child's behavior (things like hitting, kicking, biting, tantrums or disobeying, etc) Administrators

	0 (NONE)	1-2	3-5	6-10	MORE THAN 10	TOTAL
... pick up a child early on one or more days	61.83% 81	25.19% 33	7.63% 10	3.05% 4	2.29% 3	131
... keep a child home for 1 full day or more	84.73% 111	9.16% 12	3.05% 4	2.29% 3	0.76% 1	131
... discuss other program options with a better fit for their child	65.65% 86	28.24% 37	3.82% 5	0.76% 1	1.53% 2	131
... told a parent to withdraw a child from the program	80.15% 105	17.56% 23	2.29% 3	0.00% 0	0.00% 0	131

Table 61. Thinking of the last child involved in one of the actions described in the last question, what age was the child? Teachers

ANSWER CHOICES	RESPONSES
Infant (0-18 months)	0.00% 0
Toddler (19-35 months)	18.97% 11
Preschool (3-5 years)	50.00% 29
School age (6-12 years)	8.62% 5
NA	22.41% 13
TOTAL	58

Table 62. Thinking of the last child involved in one of the actions described in the last question, what age was the child? Administrators

ANSWER CHOICES	RESPONSES
Infant (0-18 months)	0.00% 0
Toddler (19-35 months)	14.73% 19
Preschool (3-5 years)	42.64% 55
School age (6-12 years)	11.63% 15
NA	31.01% 40
TOTAL	129



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 63. What gender was the child? Teachers

ANSWER CHOICES	RESPONSES	
Male	50.00%	29
Female	20.69%	12
Other/unspecified	1.72%	1
NA	27.59%	16
TOTAL		58

Table 64. What gender was the child? Administrators

ANSWER CHOICES	RESPONSES	
Male	49.61%	64
Female	17.83%	23
Other/unspecified	0.78%	1
NA	31.78%	41
TOTAL		129

Table 65. What race and ethnicity would you use to describe the child? (choose all that apply) Teachers

ANSWER CHOICES	RESPONSES	
White or Caucasian	43.10%	25
Black or African American	6.90%	4
Hispanic or Latino	3.45%	2
Asian or Asian American	0.00%	0
American Indian or Alaska Native	24.14%	14
Native Hawaiian or other Pacific Islander	1.72%	1
Another race	1.72%	1
NA	32.76%	19
Total Respondents: 58		



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 66. What race and ethnicity would you use to describe the child? (choose all that apply) Administrators

ANSWER CHOICES	RESPONSES	
White or Caucasian	48.06%	62
Black or African American	8.53%	11
Hispanic or Latino	4.65%	6
Asian or Asian American	0.78%	1
American Indian or Alaska Native	15.50%	20
Native Hawaiian or other Pacific Islander	1.55%	2
Another race	0.78%	1
NA	34.88%	45
Total Respondents: 129		

Table 67. Early care and learning programs may have different language to describe how they respond to children's challenging behavior. This may be phrased as a child retention or child expulsion/ suspension policy. My organization has a specific policy about student suspension and expulsion. Teachers

ANSWER CHOICES	RESPONSES	
Yes	48.28%	28
No	15.52%	9
I don't know	36.21%	21
TOTAL		58

Table 68. Early care and learning programs may have different language to describe how they respond to children's challenging behavior. This may be phrased as a child retention or child expulsion/ suspension policy. My organization has a specific policy about student suspension and expulsion. Administrators

ANSWER CHOICES	RESPONSES	
Yes	57.03%	73
No	32.81%	42
I don't know	10.16%	13
TOTAL		128

Table 69. Do you know the policy well enough to explain it to others? Teachers

ANSWER CHOICES	RESPONSES	
Yes	67.86%	19
No	32.14%	9
TOTAL		28



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 70. Do you know the policy well enough to explain it to others? Administrators

ANSWER CHOICES	RESPONSES	
Yes	97.26%	71
No	2.74%	2
TOTAL		73

Table 71. Does the policy have clear prevention and intervention strategies to follow prior to making a decision to suspend or expel a child from your program? Teachers

ANSWER CHOICES	RESPONSES	
Yes	92.86%	26
No	7.14%	2
TOTAL		28

Table 72. Does the policy have clear prevention and intervention strategies to follow prior to making a decision to suspend or expel a child from your program? Administrators

ANSWER CHOICES	RESPONSES	
Yes	95.89%	70
No	4.11%	3
TOTAL		73

Table 73. I believe that activities in the classroom should be previously planned and implemented (teacher led) Teachers

ANSWER CHOICES	RESPONSES	
Always	34.48%	20
Often	22.41%	13
Sometimes	37.93%	22
Rarely	5.17%	3
Never	0.00%	0
TOTAL		58



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 74. I believe that activities in the classroom/ program should be previously planned and implemented (teacher led) Administrators

ANSWER CHOICES	RESPONSES	
Always	32.81%	42
Often	24.22%	31
Sometimes	36.72%	47
Rarely	5.47%	7
Never	0.78%	1
TOTAL		128

Table 75. I believe that the role of the teacher is to intentionally follow the interests of children and promote their learning (child-directed) Teachers

ANSWER CHOICES	RESPONSES	
Always	48.28%	28
Often	37.93%	22
Sometimes	12.07%	7
Rarely	0.00%	0
Never	1.72%	1
TOTAL		58

Table 76. I believe that the role of the teacher is to intentionally follow the interests of children and promote their learning (child-directed) Administrators

ANSWER CHOICES	RESPONSES	
Always	52.34%	67
Often	35.16%	45
Sometimes	12.50%	16
Rarely	0.00%	0
Never	0.00%	0
TOTAL		128



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 77. I use the following methods to manage behaviors in the classroom (check all that apply) Teachers

ANSWER CHOICES	RESPONSES
... verbal redirection	93.10% 54
... use self to promote problem solving skills like sharing, taking turns, etc	91.38% 53
... engage in problem solving with children	87.93% 51
... using empathy language to reflect feelings back to a child/children	82.76% 48
... using voice and body language to help calm a child/set the tone	82.76% 48
... taking a seat next to a child with challenging behavior	77.59% 45
... teach children skills like using a personal space bubble	77.59% 45
... rewards or positive reinforcement	53.45% 31
... place a child in time out	37.93% 22
... ignoring a child's bad behavior	29.31% 17
... raising voice and repeating directions	18.97% 11
... remove privileges (such as recess or playing outside)	13.79% 8
... token economy system (specific rewards that children can earn for good behavior)	13.79% 8
... relocate a child to another classroom	12.07% 7
... physically restraining a child	12.07% 7
Other (please specify)	Responses 6.90% 4
Total Respondents: 58	

Table 77. I support the following methods to manage behaviors in the classroom/ program (check all that apply) Administrators

ANSWER CHOICES	RESPONSES
... place a child in time out	40.00% 50
... relocate a child to another classroom	21.60% 27
... remove privileges (such as recess or playing outside)	23.20% 29
... taking a seat next to a child with challenging behavior	74.40% 93
... verbal redirection	88.80% 111
... physically restraining a child	5.60% 7
... raising voice and repeating directions	11.20% 14
... using empathy language to reflect feelings back to a child/children	80.00% 100
... ignoring a child's bad behavior	27.20% 34
... using voice and body language to help calm a child/set the tone	82.40% 103
... rewards or positive reinforcement	62.40% 78
... token economy system (specific rewards that children can earn for good behavior)	25.60% 32
... teach children skills like using a personal space bubble	80.80% 101
... engage in problem solving with children	92.80% 116
... use self to promote problem solving skills like sharing, taking turns, etc	89.60% 112
Other (please specify)	Responses 8.80% 11
Total Respondents: 125	

Table 78. What is your current education or SEED level? (choose one) Teachers



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

ANSWER CHOICES	RESPONSES	
High School Diploma with less than 24 hours of training (SEED Level 1)	15.52%	9
24-39 hours of training (SEED Level 2)	10.34%	6
40 Hours of training or 1 EC credit (SEED Level 3)	0.00%	0
80 hours of training or 2 EC credits (SEED Level 4)	1.72%	1
120 hours of training or 3 EC credits (SEED Level 5)	15.52%	9
CDA or 6 EC credits (SEED Level 6)	17.24%	10
12 EC credits (SEED Level 7)	5.17%	3
24 EC credits (SEED Level 8)	6.90%	4
AA in EC or related field (SEED Level 9)	13.79%	8
BA in EC or related field (SEED Level 10)	10.34%	6
MA in EC or related field (SEED Level 11)	3.45%	2
Doctorate in EC or related field (SEED Level 12)	0.00%	0
TOTAL		58

Table 79. What is your current education or SEED level? (choose one) Administrators

ANSWER CHOICES	RESPONSES	
High School Diploma with less than 24 hours of training (SEED Level 1)	20.16%	25
24-39 hours of training (SEED Level 2)	5.65%	7
40 Hours of training or 1 EC credit (SEED Level 3)	0.81%	1
80 hours of training or 2 EC credits (SEED Level 4)	3.23%	4
120 hours of training or 3 EC credits (SEED Level 5)	9.68%	12
CDA or 6 EC credits (SEED Level 6)	14.52%	18
12 EC credits (SEED Level 7)	6.45%	8
24 EC credits (SEED Level 8)	4.03%	5
AA in EC or related field (SEED Level 9)	9.68%	12
BA in EC or related field (SEED Level 10)	20.16%	25
MA in EC or related field (SEED Level 11)	4.84%	6
Doctorate in EC or related field (SEED Level 12)	0.81%	1
TOTAL		124



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 80. How many years have you worked in the field of early childhood? (choose one) Teachers

ANSWER CHOICES	RESPONSES	
Less than 1 year	6.90%	4
1-2 years	18.97%	11
3-5 years	25.86%	15
6-8 years	12.07%	7
9-10 years	6.90%	4
11-20 years	13.79%	8
Over 20 years	15.52%	9
TOTAL		58

Table 81. How many years have you worked in the field of early childhood? (choose one) Administrators

ANSWER CHOICES	RESPONSES	
Less than 1 year	1.61%	2
1-2 years	7.26%	9
3-5 years	14.52%	18
6-8 years	1.61%	2
9-10 years	12.90%	16
11-20 years	25.00%	31
Over 20 years	37.10%	46
TOTAL		124

Table 82. Please mark the employee benefits your program offers (check all that apply) Teachers

ANSWER CHOICES	RESPONSES	
Paid Leave	65.52%	38
Health Care coverage	46.55%	27
Sick Leave	46.55%	27
Dental coverage	36.21%	21
Vision coverage	36.21%	21
Retirement	36.21%	21
Family medical leave	31.03%	18
Other (please specify)	Responses 31.03%	18
Total Respondents: 58		



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Table 83. Please mark the employee benefits your program offers (check all that apply) Administrators

ANSWER CHOICES	RESPONSES	
Health Care coverage	29.84%	37
Dental coverage	25.00%	31
Vision coverage	24.19%	30
Retirement	20.16%	25
Paid Leave	45.16%	56
Sick Leave	34.68%	43
Family medical leave	22.58%	28
Other (please specify) Responses	54.03%	67
Total Respondents: 124		

Table 84. I am paid fairly for the work that I do (choose one) Teachers

ANSWER CHOICES	RESPONSES	
Strongly agree	17.24%	10
Agree	29.31%	17
Neither agree nor disagree	22.41%	13
Disagree	22.41%	13
Strongly disagree	8.62%	5
TOTAL		58

Table 85. I am paid fairly for the work that I do (choose one) Administrators

ANSWER CHOICES	RESPONSES	
Strongly agree	12.90%	16
Agree	36.29%	45
Neither agree nor disagree	18.55%	23
Disagree	27.42%	34
Strongly disagree	4.84%	6
TOTAL		124



APPENDIX 2

ADDITIONAL SURVEY CROSSTABULATIONS

Key factors found to correlate with rates of suspension and expulsion were studied and are presented in the following section. Factors include age of children in the classroom/program; education level; years of experience; professional development training in curricula or assessments in the past two years.

AGE OF PROGRAM CHILDREN

Teachers who report that, in the past 12 months, they or their director have contacted parents *one or more times in the past 12 months to...*

Teachers who work with	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Infants (0-18 months; n=11)	27%	18%	18%	0%
Toddlers (19-35 months; n=19)	47%	21%	26%	5%
Preschool (3-5 years; n=44)	36%	18%	30%	14%
School age (6-12; n=9)	56%	44%	33%	33%

Table note

Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

Administrators whose programs care for	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Infants (0-18 months; n=91)	29%	11%	29%	14%
Toddlers (19-35 months; n=102)	32%	13%	32%	19%
Preschool (3-5 years; n=120)	35%	12%	33%	18%
School age (6-12; n=87)	40%	20%	37%	22%



EDUCATION LEVEL

Teachers who report that, in the past 12 months, they or their director have contacted parents *one or more times in the past 12 months to...*

Teachers' education level	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
High School Diploma with less than 24 hours of training (SEED Level 1) (n=9)	4	3	2	1
24-39 hours of training (SEED Level 2) (n=6)	3	1	2	1
40 hours of training or 1 EC credit (SEED Level 3) (n=0)	-	-	-	-
80 hours of training or 2 EC credits (SEED Level 4) (n=1)	1	0	0	0
120 hours of training or 3 EC credits (SEED Level 5) (n=9)	3	1	2	1
CDA or 6 EC credits (SEED Level 6) (n=10)	7	2	5	1
12 EC credits (SEED Level 7) (n=3)	1	0	1	0
24 EC credits (SEED Level 8)(n=4)	0	0	1	1
AA in EC or related field (SEED Level 9) (n=8)	4	3	2	2
BA in EC or related field (SEED Level 10) (n=6)	2	2	2	1
MA in EC or related field (SEED Level 11) (n=2)	0	0	0	0
Doctorate in EC or related field (SEED Level 12) (n=0)	-	-	-	-



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

Administrators' education level	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
High School Diploma with less than 24 hours of training (SEED Level 1) (n=25)	7	2	7	5
24-39 hours of training (SEED Level 2) (n=7)	2	1	2	1
40 hours of training or 1 EC credit (SEED Level 3) (n=1)	0	0	0	0
80 hours of training or 2 EC credits (SEED Level 4) (n=4)	2	0	2	2
120 hours of training or 3 EC credits (SEED Level 5) (n=12)	4	1	4	1
CDA or 6 EC credits (SEED Level 6) (n=18)	7	3	5	4
12 EC credits (SEED Level 7) (n=8)	4	2	3	2
24 EC credits (SEED Level 8) (n=5)	1	0	1	1
AA in EC or related field (SEED Level 9) (n=12)	3	0	6	3
BA in EC or related field (SEED Level 10) (n=25)	15	7	10	5
MA in EC or related field (SEED Level 11) (n=6)	2	1	2	1
Doctorate in EC or related field (SEED Level 12) (n=1)	0	0	0	0

YEARS OF EXPERIENCE

Teachers who report that, in the past 12 months, they or their director have contacted parents *one or more times in the past 12 months to...*

Teachers' experience	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Less than 1 year (n=4)	3	1	1	0
1-2 years (n=11)	5	2	3	0
3-5 years (n=15)	5	2	5	2
6-8 years (n=7)	2	1	1	0
9-10 years (n=4)	2	1	1	1
11-20 years (n=8)	4	1	2	2
Over 20 years (n=9)	4	4	4	3



SUSPENSION AND EXPULSION IN EARLY LEARNING PROGRAMS IN ALASKA

Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

Administrators' experience	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Less than 1 year (n=2)	0	0	0	0
1-2 years (n=9)	3	1	3	3
3-5 years (n=18)	10	3	6	5
6-8 years (n=2)	1	1	1	1
9-10 years (n=16)	8	4	8	5
11-20 years (n=31)	11	4	11	7
Over 20 years (n=46)	14	4	13	4

PROFESSIONAL DEVELOPMENT

Teachers who report that, in the past 12 months, they or their director have contacted parents *one*

Teachers with training in the past two years in:	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Adversity (ACEs, trauma informed care; n=17)	41%	18%	29%	6%
Those without (n=41)	44%	22%	29%	17%
Early childhood trauma (n=23)	35%	17%	30%	17%
Those without (n=35)	49%	23%	29%	11%
Special needs/disabilities (n=22)	50%	27%	41%	27%
Those without (n=36)	39%	17%	22%	6%

Administrators who report that, in the past 12 months, they have contacted parents *one or more times in the past 12 months to...*

Administrators with training in the past two years in:	pick their child up early	keep their child home (one or more days)	discuss other program with better fit	withdraw their child from the program
Adversity (ACEs, trauma informed care; n=55)	38%	20%	38%	22%
Those without (n=76)	38%	12%	32%	18%
Early childhood trauma (n=63)	35%	19%	35%	22%
Those without (n=68)	41%	12%	34%	18%
Special needs/disabilities (n=48)	40%	13%	29%	38%
Those without (n=83)	37%	17%	37%	22%



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CONTACT INFORMATION

Raviant LLC is a small organizational development firm located in Eugene, OR. We offer consulting, coaching and training services, focusing on the fields of early childhood and healthcare.

For more information, please contact us at:

Address: Raviant LLC
PO Box 50984
Eugene, OR 97405

Email: shine@raviantllc.com

Web site: www.raviantllc.com



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