

Reducing Exclusionary Discipline & Increasing Behavioral Supports

# Early Childhood Resource Guide: Collection and Use of Data to Eliminate Exclusionary Discipline

## Overview

Early childhood is a critical time for development and learning. However, many young children experience exclusionary discipline practices that hinder their early learning opportunities. Data show that young children, birth to age 5, experience exclusionary discipline at the same or higher rates than children in kindergarten through 12th grade.<sup>1</sup> Data also show that Black children, boys, and children with disabilities are more likely to experience suspensions and expulsions from early care and education programs.<sup>2</sup> The resources included in this guide can help professionals at the state and local early childhood program levels determine what factors are related with the use of exclusionary discipline practices in early care and education settings and develop strategies to prevent such practices. These resources focus on collecting, analyzing, and using high-quality data to inform practice and policy decisions, including the equitable implementation of evidence-based and inclusive practices.

In July 2022, the U.S. Department of Education, Office of Special Education Programs (OSEP), published the guide [Positive, Proactive Approaches to Supporting the Needs of Children with Disabilities: A Guide for Stakeholders](#), which provides actions state educational agencies (SEAs), local educational agencies (LEAs), schools, early childhood programs, and educators can take to implement positive, proactive, and preventative practices that seek to better address a child's behavioral needs while decreasing the use of exclusionary discipline. These practices reinforce core pillars of the Individuals with Disabilities Education Act (IDEA), including: (a) how addressing the behavioral needs of children with disabilities is part of IDEA's requirement to provide a free appropriate public education (FAPE) provided in the least restrictive environment (LRE), and (b) the IEP as the vehicle for fulfilling this obligation. When implementing practices associated with these positive and proactive approaches, children with disabilities can access an educational environment that is nondiscriminatory, supportive, positive, and nurturing for both their academic and behavioral development.

## OSEP Technical Assistance Center Resources

The resources listed in the following tables can support schools and early childhood programs in reducing exclusionary discipline and responding to children's behavioral needs more effectively.

<sup>1</sup> Zinsser, K. M., Silver, H. C., Shenberger, E. R., & Jackson, V. (2022). A systematic review of early childhood exclusionary discipline. *Review of Educational Research*, 92(5), 743–785. <https://doi.org/10.3102/00346543211070047>

<sup>2</sup> U.S. Department of Education's Office of Civil Rights. (2021). *Discipline practices in preschool: 2017–18 Civil Rights Data Collection (CRDC)*.

## USING DATA TO SUPPORT EVIDENCE-BASED PRACTICES

Resource Type	Resource Title	Audience	Description	Link
<b>Technical Assistance Product</b>	Tip Sheet Series: Evaluating the Implementation of Evidence-Based Practices	Educators, Local and District Agencies, School Administrators, State and Regional Agencies	This tip sheet series provides concise guidance for collecting and analyzing high-quality data on the implementation of evidence-based practices, including those practices that promote social competence and reduce challenging behavior in young children.	<a href="https://dasycenter.org/ebp-tip-sheets/">https://dasycenter.org/ebp-tip-sheets/</a>
<b>Toolkit</b>	Indicators of High-Quality Inclusion	Educators, Local and District Agencies, School Administrators, State and Regional Agencies	The Indicators of High-Quality Inclusion are made up of four sets of indicators: (1) State Indicators, (2) Community Indicators, (3) Local Program Indicators, and (4) Early Care and Education Environment Indicators. The indicators were designed by a group of national partners to support state leaders, local administrators, and front-line personnel in the early care and education system providing programs and services to children, birth through age 5, and their families. The indicators are aimed at supporting early care and education systems to enhance their infrastructure to support the implementation and scale-up of high-quality inclusion and to support early care and education practitioners with using practices that increase engagement and belonging for young children with disabilities.	<a href="https://ectacenter.org/topics/inclusion/indicators.asp">https://ectacenter.org/topics/inclusion/indicators.asp</a>

## USING DATA TO SUPPORT HIGH-QUALITY STATE SYSTEMS

Resource Type	Resource Title	Audience	Description	Link
<b>Toolkit</b>	Data Governance Toolkit	State and Regional Agencies	This toolkit includes information, guidance, and templates to assist Part C and Part B 619 program staff with creating or enhancing their data governance policies and procedures. This toolkit may be helpful for programs interested in sharing data across multiple agencies and with local programs to gain a better understanding of social-emotional development and discipline across early childhood programs that young children with disabilities attend.	<a href="https://dasycenter.org/data-governance-toolkit/">https://dasycenter.org/data-governance-toolkit/</a>
<b>Toolkit</b>	Data Visualization Toolkit	State and Regional Agencies	The purpose of this toolkit is to help state Part C Program and Part B 619 program staff effectively create and present data visuals. Data visualization can be a helpful tool in increasing the use of data to drive programmatic and systemic improvement. For each data visualization topic, the toolkit provides a comprehensive set of resources and information, including design principles, data considerations, accessibility tips, general how-to's, examples, and sample tools.	<a href="https://dasycenter.org/data-vis-toolkit/">https://dasycenter.org/data-vis-toolkit/</a>
<b>Toolkit</b>	Data Culture Toolkit	State and Regional Agencies	This toolkit contains information, guidance, and templates to help Part C and Part B 619 program staff build effective data teams and support conditions for a culture of data use at state and local levels. This toolkit may be helpful to states and local programs interested in collecting and using data regularly to inform systems change and program improvement related to promoting the social competence of young children and reducing exclusionary discipline of young children.	<a href="https://dasycenter.org/data-culture-toolkit/">https://dasycenter.org/data-culture-toolkit/</a>
<b>Webinar, Video</b>	Equity in Early Childhood Data Webinar	State and Regional Agencies	This webinar focuses on building state capacity for centering equity in the collection, use, analysis, and reporting of administrative data collection to improve equitable access and outcomes.	<a href="https://childcareta.acf.hhs.gov/resource/equity-early-childhood-data-webinar">https://childcareta.acf.hhs.gov/resource/equity-early-childhood-data-webinar</a>
<b>Technical Assistance Product</b>	DaSy Framework Resources—Special Collection	State and Regional Agencies	The DaSy framework is designed to assist Part C and Section 619/Preschool programs in developing and enhancing high-quality state data systems and in improving the quality of their IDEA data. These resources have been identified by DaSy content experts as the most useful publicly available resources to help states in that work.	<a href="https://dasycenter.org/resources/dasy-framework-2014/dasy-framework-related-resources/">https://dasycenter.org/resources/dasy-framework-2014/dasy-framework-related-resources/</a>

Note: DaSy = The Center for IDEA Early Childhood Data Systems

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Resource Type	Resource Title	Audience	Description	Link
<b>Webinar, Video</b>	Webinar Series: Engaging Stakeholders Virtually to Support Data Systems Work	State and Regional Agencies	This series of webinars focuses on collecting, analyzing, and using data through virtual engagement and highlights the importance of meaningful engagement of stakeholders to state and local data efforts.	<a href="https://dasycenter.org/webinar-series-engaging-stakeholders-virtually-to-support-data-systems-work/">https://dasycenter.org/webinar-series-engaging-stakeholders-virtually-to-support-data-systems-work/</a>
<b>Technical Assistance Product</b>	Understanding Common Measures of Disproportionality	Local and District Agencies	This resource provides illustrations of the measures used to understand disproportionality related to various groups of children and a particular factor or outcome.	<a href="https://challengingbehavior.org/document/understanding-common-measures-of-disproportionality/">https://challengingbehavior.org/document/understanding-common-measures-of-disproportionality/</a>
<b>Technical Assistance Product</b>	Using Data From the Behavior Incident Report to Address Equity in Pyramid Model Programs: Guidance for State Leadership Teams	State and Regional Agencies	This resource provides state leadership teams with guidance on the collection and analysis of behavior incident report data from programs. This guidance includes critical questions about programs' uses of exclusionary disciplinary practices, considerations for using the data appropriately and effectively, and sample table shells demonstrating how state leadership teams could present behavior incident data answering each of the critical questions.	<a href="https://challengingbehavior.org/document/using-data-from-the-behavior-incident-report-to-address-equity-in-pyramid-model-programs-guidance-for-state-leadership-teams/">https://challengingbehavior.org/document/using-data-from-the-behavior-incident-report-to-address-equity-in-pyramid-model-programs-guidance-for-state-leadership-teams/</a>

Note. IDEA = Individuals with Disabilities Education Act.

## USING DATA TO SUPPORT HIGH-QUALITY LOCAL SYSTEMS

Resource Type	Resource Title	Audience	Description	Link
<b>Technical Assistance Product</b>	Behavior Incident Report System	Local and District Agencies	BIRS provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program.	<a href="https://challengingbehavior.org/implementation/data-decision-making/birs/">https://challengingbehavior.org/implementation/data-decision-making/birs/</a>
<b>Technical Assistance Product</b>	Digging Into Data Webinar Series	Local and District Agencies	The Digging Into Data recorded webinar series offers guidance on the use of data tools related to implementation fidelity of systems and practices and the use of BIRS. The sessions on the use of the BIRS can be used to guide programs in the implementation of the system and use of data for decision making related to child challenging behavior and the use of exclusionary discipline.	<a href="https://challengingbehavior.org/training/webinars/recorded-webinars/">https://challengingbehavior.org/training/webinars/recorded-webinars/</a>

*Note.* BIRS = Behavior Incident Report System.

# OSEP Technical Assistance Centers & Other Federal Resources

The following are descriptions of additional information that OSEP Technical Assistance Centers can provide to support early childhood programs in implementing practices to reduce exclusionary discipline and respond to children's behavioral needs.

- **National Center for Pyramid Model Innovations (NCPMI)** | The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.  
<https://challengingbehavior.org/>
- **Early Childhood Technical Assistance Center (ECTA)** | The ECTA Center supports state IDEA Part C and Part B, Section 619 programs in developing more equitable, effective, and sustainable state and local systems, that support access and full participation for each and every young child with a disability, and their family.  
<https://ectacenter.org/>
- **Center for IDEA Early Childhood Data Systems (DaSy Center)** | The DaSy Center is a national technical assistance center that works with states to support IDEA early intervention and early childhood special education state programs in building high quality data systems and using data to improve results for young children with disabilities and their families.  
<https://dasycenter.org/>
- **STEM Innovation for Inclusion in Early Education (STEMI<sup>2</sup> E<sup>2</sup> Center)** | The STEM Innovation for Inclusion in Early Education (STEMI<sup>2</sup> E<sup>2</sup>) Center aims to:
  - Develop and enhance the knowledge base on engagement in STEM (science, technology, engineering, and mathematics) learning opportunities for young children with disabilities (O-5);
  - Implement high-quality technical assistance and professional development to increase engagement for young children with disabilities in STEM opportunities; and
  - Engage partners and stakeholders from diverse disciplines and industry in work to increase the inclusion of young children with disabilities in early high-quality STEM.<https://stemie.fpg.unc.edu>
- **Child Care Technical Assistance Network** | The Child Care Technical Assistance Network (CCTAN) and its partners promote excellence through high-quality, practical resources and approaches. They are designed to build early childhood program capacity and promote consistent practices across communities, states, territories, and Tribes. These centers bring together the knowledge and skills from Head Start, child care, and health partners across the U.S. Department of Health and Human Services (HHS).  
<https://childcareta.acf.hhs.gov/>
- **Head Start Early Childhood Knowledge and Learning Center** | The Office of Head Start Training and Technical Assistance (TTA) System improves the knowledge, skills, and practices of grant recipient staff to implement programs which, in turn, improve the outcomes of children and families. The 2020–2025 OHS TTA System has three components that have distinct and complementary function: national centers, regional TTA network, and grant recipient funding.  
<https://eclkc.ohs.acf.hhs.gov/>

- **Center for Parent Information and Resources (CPIR)** | The CPIR provides universal technical assistance to the network of Parent Centers funded by OSEP. The CPIR's priorities include (1) providing Parent Centers with products and materials to support their work with families; (2) increasing Parent Centers' knowledge and capacity in specific domains; and (3) increasing the coordination of parent training efforts throughout the network. Among the products and services the CPIR provides to the Parent Center network are its information-rich website in English and Spanish (called the Parent Center Hub); a twice-monthly e-newsletter called the Buzz from the Hub; the eLearning Hub, which features online, self-paced learning modules for all Parent Center staff as part of capacity building; frequent webinars about high-priority topics; national Parent Center capacity-building conferences; private communication spaces where Parent Centers can share resources and collaborate with their colleagues (CentersConnect); and coordination of annual data collection and reporting of Parent Center activities, training contacts, and services provided to families, professionals, and youth with disabilities.

<https://www.parentcenterhub.org/>

This document was produced under U.S. Department of Education, Office of Special Education Programs (OSEP) contract no. GS-10F-0112J. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned on this website is intended or should be inferred.

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