



Confronting Exclusionary Discipline Through Systems Change & Evidence Based Practices

OSEP Leadership Conference

July 25th, 2023



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





2023 OSEP Leadership and Project Directors' Conference



DISCLAIMER:

The contents of this presentation were developed by the presenters for the 2023 OSEP Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

(Authority: 20 U.S.C. 1221e-3 and 3474)

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





Visit the Positive Supports for Behavior and Discipline Resource Database

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Children with disabilities, particularly children of color with disabilities, are suspended and expelled from school at disproportionately higher rates than their peers – a trend that starts as early as preschool.

The negative impact of exclusionary discipline on a child's short- and long-term outcomes is well documented. Exclusionary discipline's negative impacts include decreased academic achievement and increased risk of entering the juvenile justice system.

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and the OSERS Office of Special Education Programs (OSEP) has prioritized reducing exclusionary discipline and supporting the implementation of evidence-based practices that focus on prevention, intervention and behavioral strategies.

OSERS/OSEP released guidance that describes practices early childhood and school programs can use to prevent and respond to interfering behavior. Schools and early childhood programs can use the guidance to support children with disabilities and address disparities in the use of exclusionary discipline.

U.S. Department of Education Discipline/Behavior Guidance and Resources



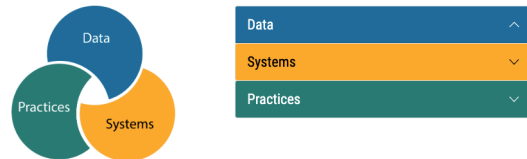
- Policy Documents
- Multimedia Presentations and Information
- U.S. Department of Education Technical Assistance Centers
- U.S. Department of Education Resources

Resource Guides on Positive, Proactive Approaches to Discipline

The following resource guides summarize additional resources that have been set up in tables and can support schools and early childhood programs in implementing positive, proactive approaches to support and respond to children's behavioral needs more effectively. Following the resource in each guide is information about OSEP- TA Centers that can provide additional information to support schools in implementing the practices described below.

OSERS is committed to providing resources to support state and local efforts to implement this guidance and reduce exclusionary discipline through:

- Examination of data to better understand the frequency of exclusionary discipline and support ongoing efforts to reduce its use;
- Systems changes at the state, local, school or early childhood program levels; and
- Evidence-based practices to support educators working with children ages pre-k through high school



RESOURCES TO SUPPORT

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Data Dive: Using Discipline Data to Guide Decision Making

Overview

High-quality discipline data are critical to guide states, districts, schools, and early childhood programs in reducing exclusionary discipline. Data can inform decisions about which policies, procedures, and practices to use and which to discontinue and how to build systems that support such efforts. The resources included in this guide will help states, districts, schools, and early childhood programs make data more understandable and actionable for decision-making teams, focusing on identifying root causes and engaging in a problem-solving process. Many resources are specific to discipline, and other resources more broadly address data literacy, data team meetings, and using data to promote equity. Please see the companion guides: *Data Dive: Using Discipline Data for Decision Making and Early Childhood Resource Guide: Collection & Use of Data to Eliminate Exclusionary Discipline*.

In July 2022, the U.S. Department of Education, Office of Special Education Programs (OSEP), published the guide *Positive, Proactive Approaches to Addressing the Needs of Children with Disabilities: A Guide for Stakeholders*, which provides actions state education agencies (SEAs), local education 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 how addressing the behavioral needs of children with disabilities is part of IDEA's requirement to provide a free appropriate public education delivered in the least restrictive environment and that the individualized education program is the vehicle for fulfilling this obligation. By SEAs, LEAs, schools, early childhood programs, and educators implementing practices associated with these positive and proactive approaches, students with disabilities can be assured of access to an educational environment that is nondiscriminatory, supportive, positive, and nurturing for 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.

DATA-BASED DECISION MAKING				
Resource Type	Resource Title	Audience	Description	Link
Toolkit	Data Meeting Toolkit	State and Regional Agencies, Local/District Agencies	This suite of tools can guide conversation about data and support data-based decision making. The toolkit provides resources to support success before, during, and after data meetings.	https://www.ideoeastthatwork.org/data
Toolkit	Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity	State and Regional Agencies, Local and District Agencies	IC's Success Gaps Toolkit outlines a process that district and school leaders can use to identify and address discipline disparities revealed through the state's accountability system or through self-evaluation. The toolkit, with its processes and materials, provides a manageable and defined way for districts or schools to take a closer look at their educational system to ensure an equitable education for all students.	https://www.ideoeastthatwork.org/success-gaps
Toolkit	Part B Indicator Data Display Wizard	State and Regional Agencies	This tool helps SEA staff communicate complex data to stakeholders in a more user-friendly manner. The tool is designed to create data visualizations, in the form of charts, based on SPAPAR data the user enters. IDC has updated the tool to make it easier for users to create visualizations based on the charts' purposes. Many of the visualizations are dynamic and automatically update based on the data the user enters into the tool. States can easily transfer the visualizations to other programs to meet their reporting needs based on the audience, message and purpose of the desired report or presentation they are preparing.	https://www.ideoeastthatwork.org/part-b
Technical Assistance Product	Working Principles of High-Quality IDEA Data	State and Regional Agencies, Local and District Agencies, Parents and Families	High-quality data are timely, accurate, and complete. In addition, they are usable, accessible, and secure. Educators and representatives at the local, state, and federal levels use high-quality early intervention and special education data to inform their decisions as they work to meet the needs of children and students with disabilities and their families. Use this interactive PDF to learn more about the different components of high-quality data.	https://www.ideoeastthatwork.org/resources/high-quality-idea-data

NEW! Resources to Reduce Exclusionary Discipline & Increase Behavioral Supports

- Database of 100+ resources customized by audience, topic
- 6 NEW resource guides: data, systems, practices, early childhood collection

www.osepideastthatwork.org



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Speakers



Valerie C. Williams
OSEP Director



Heather Reynolds
IDEA Data Center (IDC)



Megan Vinh
Early Childhood TA Center (ECTA)



Rorie Fitzpatrick
National Center for Systemic Improvement (NCSI)



Lise Fox
National Center on Pyramid Model Innovation (NCPMI)



Tim Lewis
Center on Positive Behavioral Interventions & Supports (PBIS)



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Big Picture: Most Pressing & Promising

Heather Reynolds, IDC

Megan Vinh, ECTA

Rorie Fitzpatrick, NCSI



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



IDC Big Picture

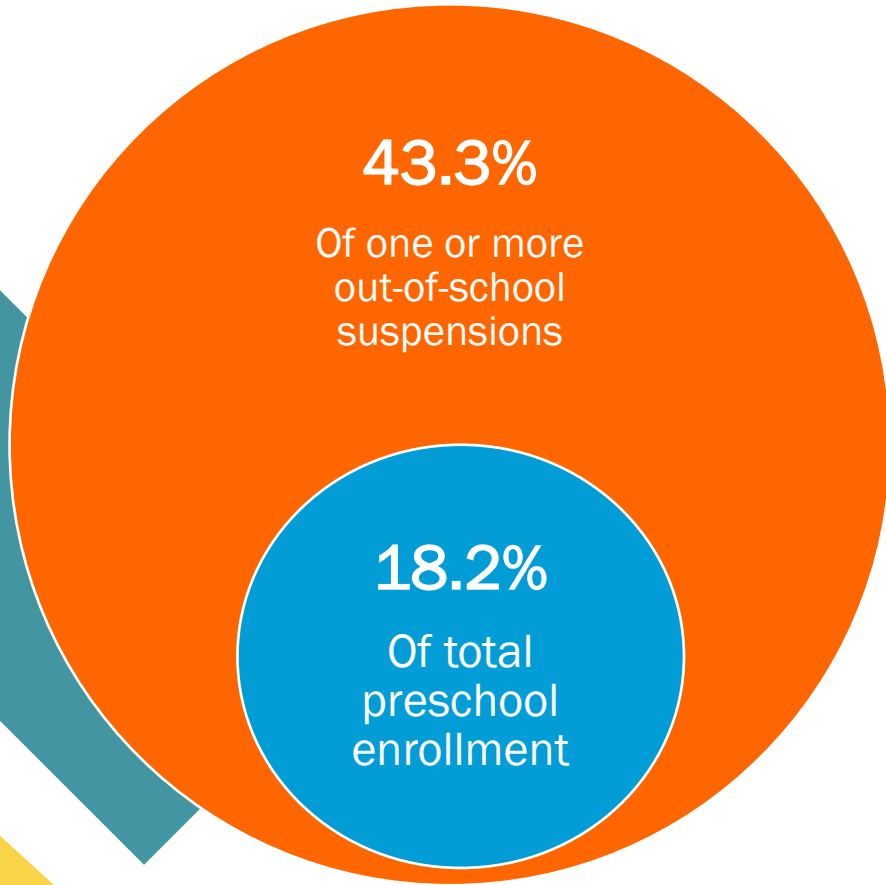
Most Pressing?

Ensuring discipline data is of sufficient quality for decision-making

Most Promising?

Partnering with General Education colleagues





ECTA Big Picture

Early childhood is a critical time for children's development and learning; yet:

- Young children are experiencing exclusionary discipline practices that hinder and exclude them from important early learning opportunities.
- Black children are more likely to be suspended and expelled from ECE programs.



NCSI Big Picture

Most Pressing?

The return from COVID:
Student experience meets
educator expectation

Most Promising?

Culturally Responsive Problem Solving

- Dr. Markeda Newell Videos on Culturally Responsive Problem Solving
<https://youtu.be/1Obox5XgAGw>
- *Culturally Responsive Problem-Solving Guide: An Evidence-Based Guide for Team Practice* (March 2020), Wisconsin Department of Education
<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/culturally-responsive-problem-solving-guide.pdf>



Starting with Data: First Step in Reducing Exclusionary Discipline

Heather Reynolds, IDC

Lise Fox, NCPMI



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



3 Key Actions: Digging Into & Analyzing Data

1

Document and implement discipline data processes

[SEA Data Processes](#)

[Toolkit](#): Discipline and Indicators 4A and 4B

[LEA Data Processes Toolkit](#): Discipline

2

Establish data teams, including diverse perspectives

[Data Meeting Toolkit](#)

3

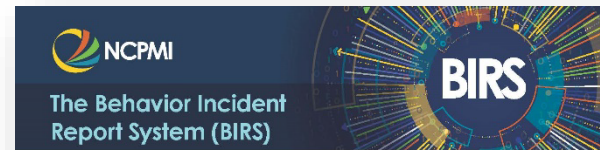
Conduct root cause analyses and identify actionable strategies

[Success Gaps Toolkit](#)



Starting with Data: Early Childhood

- Identify and disaggregate data from the mixed delivery system
- Engage in cross-sector collaboration and invested partners to identify shared definitions and strategies to collect and analyze data
- Encourage data use in programs to identify use and inequities related to exclusionary discipline (e.g., BIR, EC-SWIS)



The Behavior Incident Report System (BIRS) collects and analyzes behavior incidents in early childhood settings.
The system provides an efficient mechanism for gathering information on elements related to behavior incidents that are used to make decisions about providing supports to teachers and children within the program. In addition, the BIRS includes alerts about potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual-language learners. The BIRS also provides information on the frequency of behavior incidents resulting in suspensions and expulsions.

What is a Behavior Incident Report (BIR)?
A Behavior Incident Report form is used by teachers to record serious behavior incidents and gather critical information around the following factors:

- Problem Behavior
- Response
- IEP Status
- Activity
- Administrative Follow-up
- Dual-Language Learner
- Others Involved
- Race/Ethnicity
- Possible Motivation
- Gender

The BIR Form is provided to a designated person or staff who enters the data into the BIR Data System.

Data System
The BIRS uses an Excel spreadsheet to track and summarize behavior incidents. A Program Summary is generated containing relevant charts and tables specific to program-level data, making it easy for programs to view and analyze data on a monthly basis. Classroom-level and individual child charts and tables are also provided, by each factor on the BIR form (i.e., Problem Behavior, Motivation, Response, and Administrative Follow-up), giving the user the ability to narrow down data sets.

How are the data used?
The Leadership Team of a program uses BIR data to support of teachers, children, and the program. This highlights critical data and focus on the "system" at or individual child level. The summarized data are used to:

- Identify training needs
- Deliver professional development
- Problem solve around specific children or social and emotional needs

Why use the BIRS?
By reviewing BIR data, leadership teams can improve making and action-planning. Data-based decisions with defined need is established. The BIR System at greater detail and for leadership teams so "dig deep" about specific questions related to overall program collection and analysis can also assist programs to determine individual children's incident patterns, a planning for the upcoming year.

To access the BIRS:
<https://challengingbehavior.cbcs.usf.edu>



National Center for Pyramid Model Innovations
The reproduction of this document is encouraged. Permission to copy or reproduce this work is granted by the National Center for Pyramid Model Innovations. For more information, visit www.nationalcenterforpyramidmodel.org. © 2012-2020, National Center for Pyramid Model Innovations. All rights reserved. For more information, visit www.nationalcenterforpyramidmodel.org.



Using Data from the Behavior Incident Report to Address Equity in Pyramid Model Programs: Guidance for State Leadership Teams

What can BIR Data Say about Discipline in Pyramid Model Classrooms?

This guidance aims to help Pyramid Model (PM) state leadership teams use Behavior Incident Report (BIR) data to guide program improvement to reduce challenging behaviors that result in the use of exclusionary discipline practices. This guidance includes critical questions that BIR data can address about program implementation of disciplinary practices, considerations for using the data appropriately and effectively, and sample tables their demonstrating how state leadership teams could present BIR data answering each of the critical questions.

- Understand the types of disciplinary practices implemented in PM programs across the state and how these differences vary by program and child characteristics.
 - Identify disproportionate reporting of behavior incidents by child characteristics (race/ethnicity, gender, IEP status, Dual Language Learner (DLL) status).
 - Identify programs disproportionately using exclusionary discipline practices by child characteristics (race/ethnicity, gender, IEP status, DLL status).
 - Compare the use of discipline practices by programs demonstrating high fidelity of PM implementation and programs that are not at fidelity.
 - Compare the use of discipline practices in programs before and after reaching fidelity of PM implementation (i.e., over time).
- State leadership teams can use findings from the BIR data in several ways:
- Identify and provide training and coaching around alternatives to exclusionary discipline across implementing programs.
 - Strategically allocate resources for addressing disproportionality in exclusionary discipline to programs needing this support.
 - Highlight the use of effective, positive discipline practices in PM programs.
 - Advocate for additional resources with policymakers and philanthropic entities.
 - Meet with the PM to re-engage program leaders as an intervention that can effectively address the issue of disproportionate exclusionary discipline.

Critical Questions to Answer Using BIR Data
BIR data aggregated at the program level can help answer questions about the types of discipline PM programs across the state are implementing. Critical questions state teams can answer with BIR data include:





Visit the Positive Supports for Behavior and Discipline Resource Database

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Children with disabilities, particularly children of color with disabilities, are **suspended and expelled from school at disproportionately higher rates** than their peers – a trend that starts as early as preschool.

The negative impact of exclusionary discipline on a child's short- and long-term outcomes is **well documented**. Exclusionary discipline's negative impacts include decreased academic achievement and increased risk of entering the juvenile justice system.

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and the OSERS Office of Special Education Programs (OSEP) has prioritized reducing exclusionary discipline and supporting the implementation of evidence-based practices that focus on prevention, intervention and behavioral strategies.

OSERS/OSEP released guidance that describes practices early childhood and school programs can use to prevent and respond to interfering behavior. Schools and early childhood programs can use the guidance to support children with disabilities and address disparities in the use of exclusionary discipline.



U.S. Department of Education Discipline/Behavior Guidance and Resources

NEW!

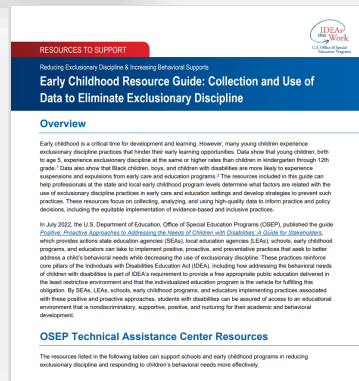
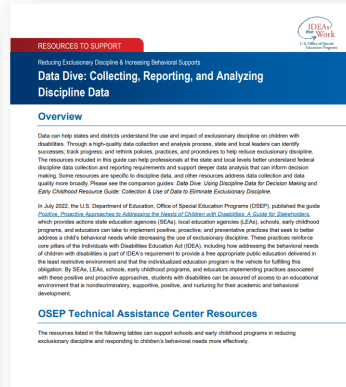
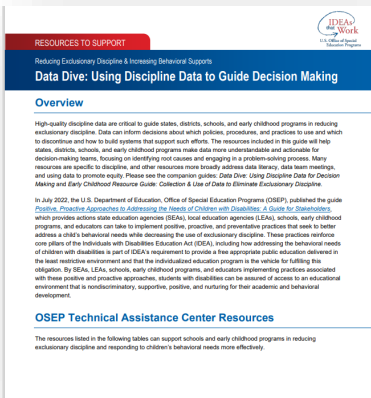
Data Resources

New Resource Guides

- Using Discipline Data to Guide Decision Making
- Collecting, Reporting & Analyzing Discipline Data
- Early Childhood Resource Guide: Collection and Use of Data to Eliminate Exclusionary Discipline

Resource database customized by audience, topic

www.osepideastthatwork.org



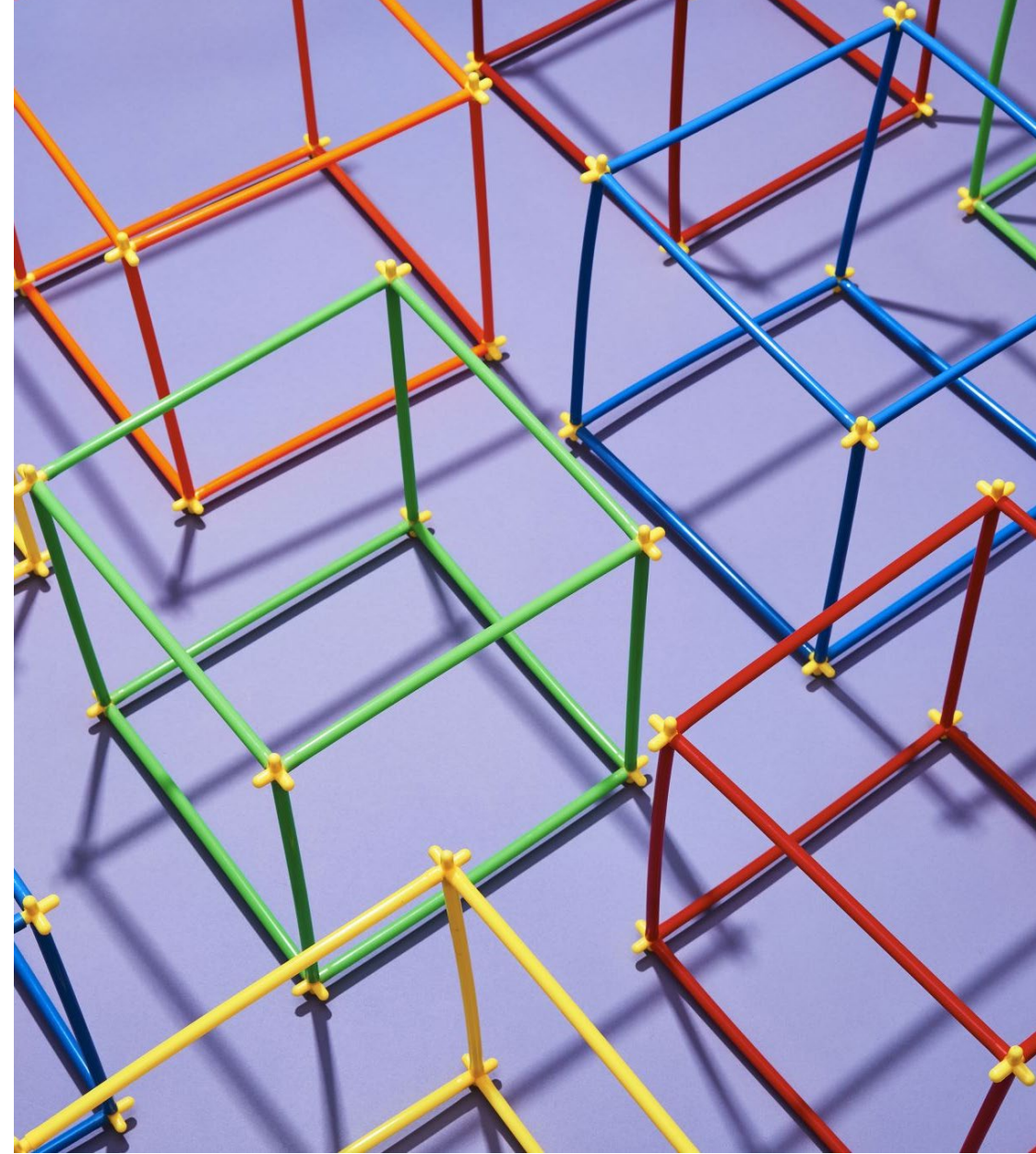
2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Supportive Systems: Building the Infrastructure to Reduce Exclusionary Discipline

Rorie Fitzpatrick, NCSI

Megan Vinh, ECTA



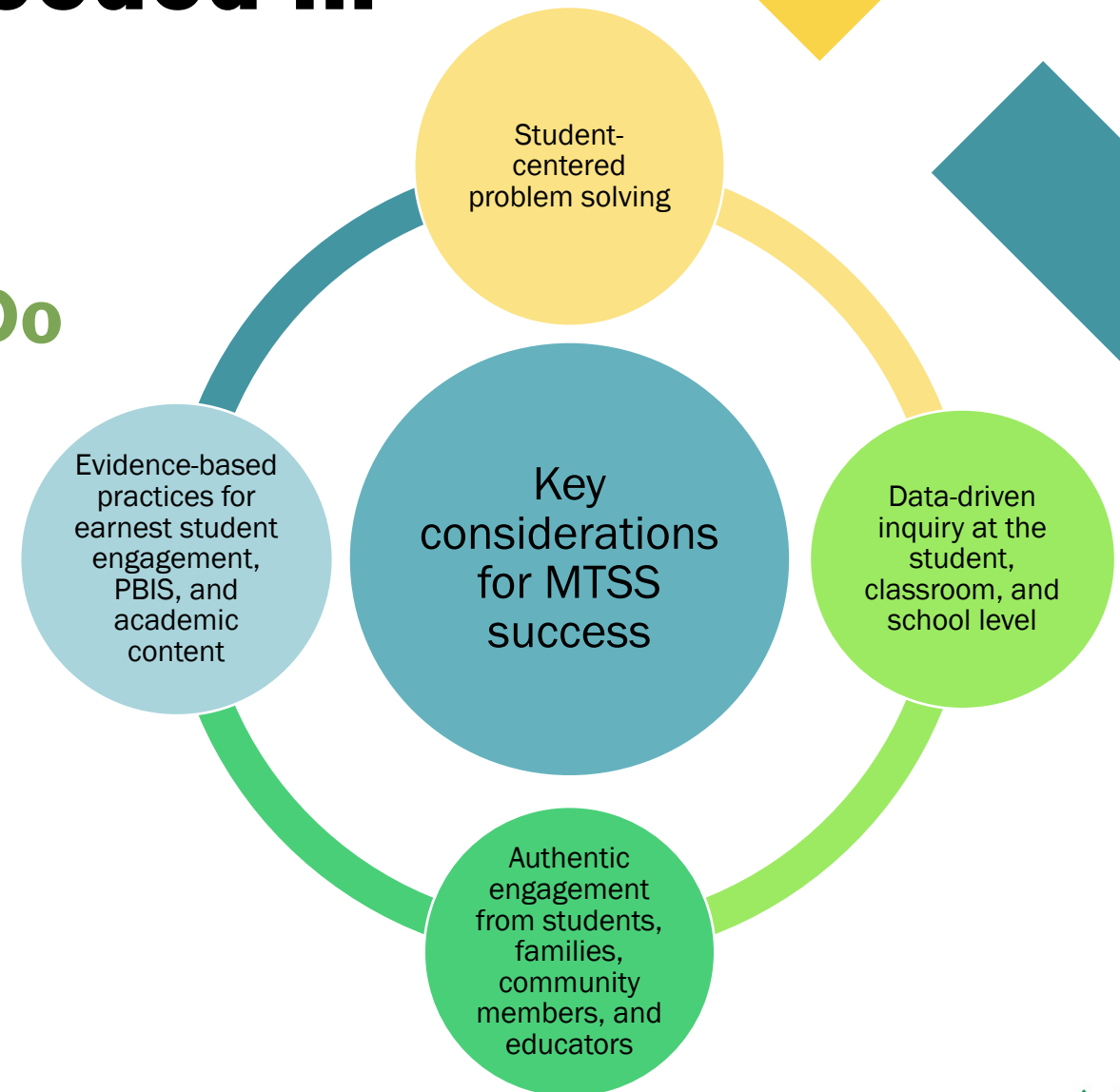
2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Systemic Changes Needed in K-12 Education

What State Agencies Can Do

Resource TA/PD for Multi Tier Systems of Support that get to the school and classroom level and that integrate behavior and academics and evaluate the returns on investments

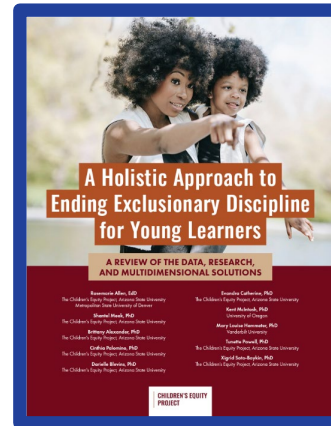


Supportive Systems in Early Childhood

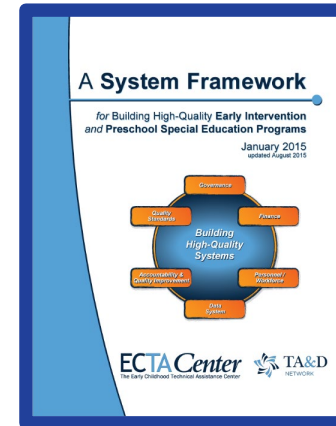


Support System Resources

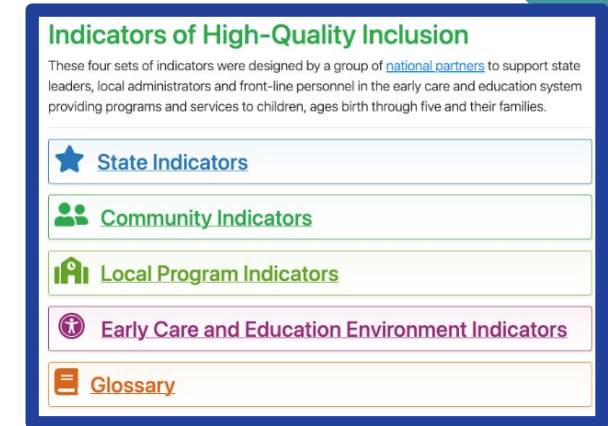
- Infrastructure change is needed at state, community, local program level
- Requires cross-sector collaboration and partnership



<https://childandfamilyysuccess.asu.edu/cep/exclusionary-discipline>



<https://ectacenter.org/sysframe/>



<https://ectacenter.org/topics/inclusion/indicators.asp>





Visit the Positive Supports for Behavior and Discipline Resource Database

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Children with disabilities, particularly children of color with disabilities, are **suspended and expelled from school at disproportionately higher rates** than their peers – a trend that starts as early as preschool.

The negative impact of exclusionary discipline on a child's short- and long-term outcomes is **well documented**. Exclusionary discipline's negative impacts include decreased academic achievement and increased risk of entering the juvenile justice system.

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and the OSERS Office of Special Education Programs (OSEP) has prioritized reducing exclusionary discipline and supporting the implementation of evidence-based practices that focus on prevention, intervention and behavioral strategies.

OSERS/OSEP released guidance that describes practices early childhood and school programs can use to prevent and respond to interfering behavior. Schools and early childhood programs can use the guidance to support children with disabilities and address disparities in the use of exclusionary discipline.

U.S. Department of Education Discipline/Behavior Guidance and Resources



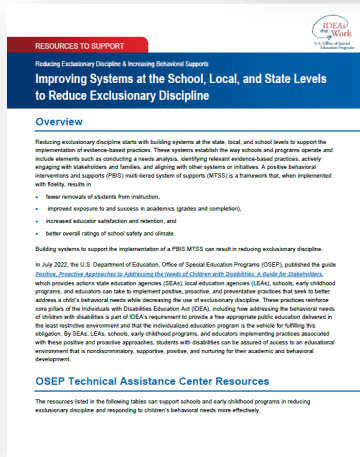
NEW!

Systems Resources

Resource Guide: Improving Systems at the School, Local, and State Levels to Reduce Exclusionary Discipline

Resource database customized by audience, topic

www.osepideastthatwork.org



Resource Type	Resource Title	Audience	Description	Resource Link
Technical Assistance Product	Addressing Gender-Related Harassment, Sexual Assault, and Prostitution Support At Schools	Education, School Administration, Parents and Families, Local and District Agencies	Building aggression, harassment, and other concerning behaviors present educators with significant challenges in supporting students. Rather than waiting for these behaviors to occur or reacting, educators are encouraged to adopt proactive and preventive practices to support students and prevent these practices from occurring.	https://www.osepideastthatwork.org/technical-assistance-products/addressing-gender-related-harassment-sexual-assault-and-prostitution-support-at-schools/
Webinar	Restorative Justice Resources	Education, Local and District Agencies, School Administrators	Use this webinar to learn the restorative justice process, including an implementation guide and relevant research.	https://www.osepideastthatwork.org/webinars/restorative-justice-resources/
Technical Assistance Product	Creating and Sustaining Districts to Promote the Quality of Instruction, Student Learning, Behavior, and Academic Achievement: A Framework for School and District Leaders	Education, Local and District Agencies, School Administrators	This tool offers descriptive approaches to create effective, evidence-based school districts that provide for all students' social, emotional, behavioral, and academic success. The tool offers school and district administrators and leaders examine any current discipline policies and if they involve steps to engage students and community members in making the district approach to discipline.	https://www.osepideastthatwork.org/technical-assistance-products/creating-and-sustaining-districts-to-promote-the-quality-of-instruction-student-learning-behavior-and-academic-achievement-a-framework-for-school-and-district-leaders/
Technical Assistance Product	Supporting Students with Disabilities in the Classroom With a PBS Framework	Education, Local and District Agencies, School Administrators	Students with disabilities are more likely to be sent to out-of-school suspension and expelled. This practice tool shares how to 1) characterize, identify, and address student behavior that requires support at schools, involving students with disabilities, involving students with disabilities, in their classrooms.	https://www.osepideastthatwork.org/technical-assistance-products/supporting-students-with-disabilities-in-the-classroom-with-a-pbs-framework/



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Connecting Educators with Evidence Based Practices to Reduce Exclusionary Discipline

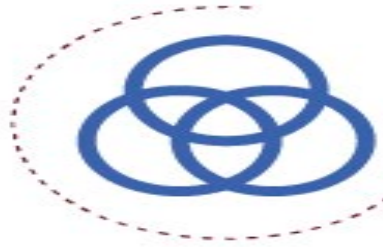
Tim Lewis, PBIS Center

Lise Fox, NCPMI



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





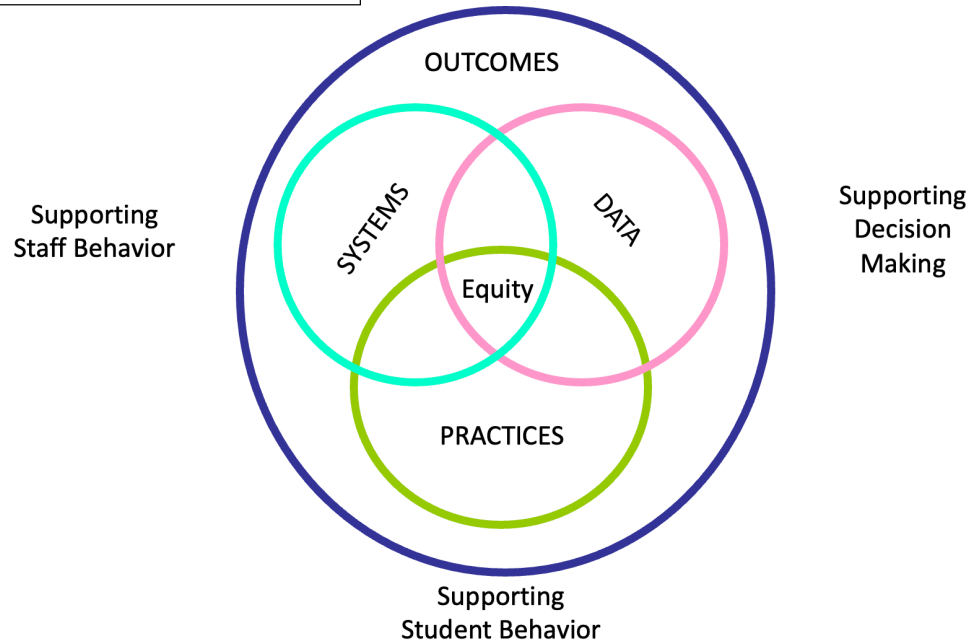
CENTER ON

PBIS

Positive Behavioral Interventions & Supports

PBIS Problem Solving Framework

Social Competence & Academic Achievement



Three Levels of Implementation

A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

- Some students
- High efficiency
- Rapid response

Tier One

- All settings, all students
- Preventive, proactive



Resource Spotlight

www.pbis.org

CENTER ON PBIS Positive Behavioral Interventions & Supports
November 2021

Are Fewer Students with Disabilities Suspended When Schools Implement PBIS?

This evaluation brief explores the relationship between (a) schools' implementation of Tier 1 (universal) support within a positive behavioral interventions and supports (PBIS) framework and (b) the proportion of students with disabilities suspended. This brief summarizes a larger evaluation of the relationship between PBIS implementation and exclusionary discipline among students with disabilities (Simonsen et al., 2021).

Students with Disabilities Experience High Rates of Exclusionary Discipline

Relative to peers without disabilities, students with disabilities are more likely to experience exclusionary discipline. Specifically, students with disabilities experience disproportionate levels of restraint, seclusion, out-of-school suspension, expulsion, and contacts with law enforcement (U.S. Department of Education's Office of Civil Rights, 2018). Further, after controlling for race (Black/African American) and gender identity (male)—demographic characteristics known to predict higher rates of exclusionary discipline—scholars have documented that the effects of disability persist (e.g., Sullivan et al., 2014). To reduce exclusionary discipline and improve student outcomes, many (>25,000) schools in the U.S. implement a continuum of social, emotional, and behavioral (SEB) support within a PBIS framework.

Promise of PBIS for Students with Disabilities

Although teams strive to implement a full continuum of support, more schools implement Tier 1 and measure fidelity than the other two tiers combined: in 2019, for example, more than 15,000 schools implemented Tier 1 and measured fidelity, compared to fewer than 14,000 implementing Tiers 2 and/or 3 and measuring fidelity (Center on PBIS, 2021). Further, when schools implement Tier 1 PBIS with fidelity, students with disabilities likely benefit. Preliminary research and several state evaluations support a potential relationship between implementation of Tier 1 practices and reductions in exclusionary discipline for students with disabilities (Benner et al., 2010; Brocknow et al., 2012; Farkas et al., 2012; Grasley-Boy et al., 2019; Loman et al., 2018; Simonsen et al., 2010; Tobin et al., 2012). Given the national scale of Tier 1 PBIS implementation in the U.S., a national exploration is an important next step to understand if PBIS is associated with reduced exclusionary discipline (e.g., suspension) for students with disabilities.

Evaluation Question

This brief addresses one evaluation question: Is there a relationship between (a) schools implementing PBIS with fidelity and (b) the proportion of students with disabilities suspended?

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

<https://www.pbis.org/resource/are-fewer-students-with-disabilities-suspended-when-schools-implement-pbis>

PBIS Positive Behavioral Interventions & Supports
SEPTEMBER 2015

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at:
<http://www.pbis.org/school/equity-pbis>

Introduction

The purpose of this guide is to provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. The guide will describe and provide examples of key elements for policy and their application in schools. It also provides a process and tool for assessing aspects of policies to enhance equitable discipline.

Audience

This guide is designed primarily for use by district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS. It provides examples of content that could be included in board policies or district administrative rules and regulations. School teams may also use this guide in developing school-specific policies and procedures. This guide is not intended to replace legal counsel for policies required by local, state, and federal legislation.

<https://www.pbis.org/resource/key-elements-of-policies-to-address-discipline-disproportionality-a-guide-for-district-and-school-teams>

SISEP State Implementation and Scaling-up of Evidence-based Practices
PBIS Positive Behavioral Interventions & Supports
SEPTEMBER 2015

Four Key Actions for State Education Agency Teams to Support Implementation of Multi-Tiered Systems of Support

Goodman, S., Ward, C., & McIntosh, K.

Introduction

As states and districts adopt policies that address the "whole child," many look to multi-tiered systems of support (MTSS) that attend to academic and social-emotional behavioral needs of students. Key features of MTSS include a continuum of supports with increasing intensity matched to student need, the use of research-informed practices, and data for decision making. School-wide positive behavioral interventions and supports (PBIS) is an example of an effective MTSS for behavior (Horner, Sugai, & Anderson, 2010).

Many statewide initiatives fail due to the lack of developing local implementation capacity that is aligned, coordinated, and supported at the state level. Limited personnel and resources from the state level necessitate the need to leverage regional and district structures. Investment in local capacity also helps to address unique contextual features of local settings. The figure below illustrates SEA supports for districts and schools.

SEA Supports for Districts and Schools

```
graph TD; SEA[SEA] --> A[Provide Guidance Resources Coordination]; SEA --> B[Invest in Local Capacity]; A --> D[Districts]; B --> D; D --> S[Schools]; S --> MTSS[MTSS Implementation]; S --> ST[Students];
```

The State Education Agency (SEA) plays a critical role in the implementation fidelity, sustainability, and scale-up of MTSS. Typically, the SEA supports implementation by setting policy, providing visibility, coordinating resource allocation, and aligning efforts from the Department of Education down to the classroom (<https://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis>).

A variation of this illustration would be the addition of intermediate or regional educational units that support local districts and schools.

<https://sisep.fpg.unc.edu> UNC FUTURE GENERATION CHILD DEVELOPMENT INSTITUTE

<https://www.pbis.org/resource/four-key-actions-for-state-education-agency-teams-to-support-implementation-of-multi-tiered-systems-of-support>



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Reducing Exclusionary Discipline in Early Childhood

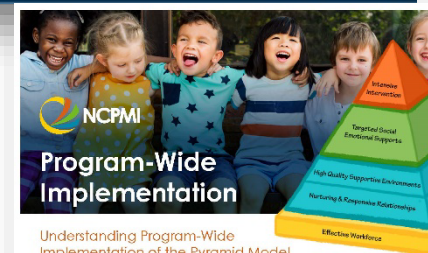
- Cross-sector efforts with invested partners to establish policies and procedures
- MTSS that addresses climate, family engagement, professional development (coaching), and practices
- State and local implementation to promote fidelity of implementation

Pyramid Model Module Series

Introduction to the Pyramid Model



ChallengingBehavior.org



Understanding Program-Wide Implementation of the Pyramid Model

Program-wide implementation of the Pyramid Model refers to a systemic effort within a program for the Pyramid Model. It is characterized by the program-wide implementation of a high-quality, evidence-based, implementation process and design that supports and facilitates model fidelity. The implementation of the Pyramid Model can occur within the classroom and extend beyond to include the entire program. The Leadership Team, with representation from program administrators and staff, is central to the ongoing process of supporting the implementation of the Pyramid Model and setting the basic decision-making or guide. Program-wide efforts and activities include: Program-wide implementation of the Pyramid Model, Program-wide Professional Development, and Program-Wide Support (COP) for Early Childhood. (Center for the Study of Social Organization, 2018; National Center for Pyramid Model Innovations, 2018)

The program-wide implementation of the Pyramid Model is a systemic effort within a program for the Pyramid Model. It is characterized by the program-wide implementation of a high-quality, evidence-based, implementation process and design that supports and facilitates model fidelity. The implementation of the Pyramid Model can occur within the classroom and extend beyond to include the entire program. The Leadership Team, with representation from program administrators and staff, is central to the ongoing process of supporting the implementation of the Pyramid Model and setting the basic decision-making or guide. Program-wide efforts and activities include: Program-wide implementation of the Pyramid Model, Program-wide Professional Development, and Program-Wide Support (COP) for Early Childhood. (Center for the Study of Social Organization, 2018; National Center for Pyramid Model Innovations, 2018)

- ▶ Reduction in child challenging behavior
- ▶ Increase in children's social skills
- ▶ Increased satisfaction of program staff and families
- ▶ Elimination of suspension and expulsion
- ▶ Increase in teacher competence and confidence in the support of children
- ▶ Changes in classroom and program climate
- ▶ Sustained implementation of the Pyramid Model



Establishing Policies and Procedures to Eliminate the Use of Exclusionary Discipline Practices in Early Childhood Programs

Lise Fox

This brief provides information on the use of exclusionary discipline practices within early childhood programs and best practices for implementing the use of the Pyramid Model for Promoting the Social and Emotional Competence for Infants and Young Children to eliminate the use of these practices. The brief ends with considerations for state and local program leaders as they develop and implement policies and procedures to address these concerns. We will use the term, early childhood programs, to refer to all settings where young children, both in-home, receive early childhood education and care services, including but not limited to private child care, Head Start, and public, private, and faith-based PreK/pre-nursery programs.

and are linked to harmful child outcomes (USDOL, 2022; Zayas et al., 2022).

Individuals, families, organizations, and policymakers in early childhood have advocated for eliminating the use of exclusionary discipline practices. Preschool children are at a unique risk for suspension and expulsion as a result of exclusionary discipline practices that are used for children who have behaviors of concern, disrupt the child's development of a relationship with their teacher and peers, and cause disruption and stress for families (Zayas, 2022). Research indicates that young children who are suspended or expelled are more likely to experience future academic, future, and grade retention, have negative beliefs about school, have higher dropout rates, and increased involvement in children's equity projects (2020, 2022; Zeng et al., 2021). In addition to these concerns are the significant data that these practices are used disproportionately with preschool children who are Black and of those with disabilities (USDOL, Office of Civil Rights, 2021). These disparities are alarming and require a comprehensive approach that addresses the "complex and multidimensional" problem that is faced by children (Office of Equity Project, 2021). Many advocates have described early suspension and expulsion as "one of the most harmful practices" used by young children who are suspended and expelled. In K-12 schools and the implementation of youth and young adults' (YAYA) Social Justice Society (2018; Mack & Gilman, 2016; National Black Child Development Institute, 2018).

Many states are enacting the use of exclusionary discipline and its harmful effects on young children has





Visit the Positive Supports for Behavior and Discipline Resource Database

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Children with disabilities, particularly children of color with disabilities, are **suspended and expelled from school at disproportionately higher rates** than their peers – a trend that starts as early as preschool.

The negative impact of exclusionary discipline on a child's short- and long-term outcomes is **well documented**. Exclusionary discipline's negative impacts include decreased academic achievement and increased risk of entering the juvenile justice system.

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and the OSERS Office of Special Education Programs (OSEP) has prioritized reducing exclusionary discipline and supporting the implementation of evidence-based practices that focus on prevention, intervention and behavioral strategies.

OSERS/OSEP released guidance that describes practices early childhood and school programs can use to prevent and respond to interfering behavior. Schools and early childhood programs can use the guidance to support children with disabilities and address disparities in the use of exclusionary discipline.

U.S. Department of Education Discipline/Behavior Guidance and Resources



NEW!

Practice Resources

Resource Guide:

- Early Childhood Resource Guide: Evidence-Based Practices to Eliminate the Use of Exclusionary Discipline
- Many previously released practice guides available

Resource database customized by audience, topic

[www.osepideastthatwork.org](http://www.osepideasthatwork.org)

RESOURCES TO SUPPORT

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Early Childhood Resource Guide: Evidence-Based Practices to Eliminate the Use of 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. 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. 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 Addressing the Needs of Children with Disabilities: A Guide for Stakeholders*, which provides actions state education agencies (SEAs), local education 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 how addressing the behavioral needs of children with disabilities is part of IDEA's requirement to provide a free appropriate public education delivered in the least restrictive environment and that the individualized education program is the vehicle for fulfilling this obligation. By SEAs, LEAs, schools, early childhood programs, and educators implementing practices associated with these positive and proactive approaches, students with disabilities can be assured of access to an educational environment that is nondiscriminatory, supportive, positive, and nurturing for 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.

ACTIVITIES AND STRATEGIES TO SUPPORT EARLY CHILDHOOD PROGRAMS				
Resource Type	Resource Title	Audience	Description	Link
Research Product, Training, Technical Assistance Product	Understanding and Eliminating Exclusion in Early Childhood Programs	Educators, School Administrators, Early Childhood Programs	Research tells us that high-quality, supportive early childhood programs have a positive effect on the lives of infants, young children, and families. Recent data show a troubling number of children are expelled or kicked out of early childhood settings, impacting their ability to receive the benefits that early childhood programs provide. This fact sheet offers data on early childhood expulsion and suspension, resources, and ways early educators and systems can help.	https://oclc.ohs.ed.gov/publications/understanding-eliminating-exclusion-early-childhood-programs
Webinar, Video, Training	Trauma-Attuned Practices	Educators, Early Childhood Programs, Health-Related Services Providers	Trauma-attuned care services integrate an understanding of trauma within all aspects of a program's organizational cultures, policies, and practices. This webinar showcases practices and principles of trauma-attuned care and stories from early childhood programs about implementing and innovating these core principles within their early childhood settings.	https://oclc.ohs.ed.gov/videos/trauma-attuned-practices-showcase
Technical Assistance Product, Training	Head Start Heals: Podcast Series	Early Childhood Programs, Educators, School Administrators, Health-Related Services Providers	The Head Start Heals campaign aims to increase awareness of how early childhood programming, including Head Start and Early Head Start, can address trauma and promote resiliency and healing for young children and families. This podcast series elevates the voices of subject matter experts in the field on topics such as trauma and resiliency, talking to young children about race, coping with loss and grief, sensitive conversations with families, and our role in equity.	https://oclc.ohs.ed.gov/podcasts/head-start-heals-podcast-series
Technical Assistance Product, Training	Cultivating Wellness: 8 Dimensions of Staff Well-Being	Educators, Early Childhood Programs, School Administrators, Parent and Families	Adult and organizational well-being is critical to the well-being of young children. When adults and systems implement wellness in a meaningful way, they are better equipped to build nurturing and responsive relationships with children and manage a wide array of behaviors. These eight dimensions of staff well-being were adapted from SAMHSA's step-by-step guide to wellness.	https://oclc.ohs.ed.gov/publications/cultivating-wellness-8-dimensions-staff-well-being



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





**1 Minute:
Summary,
Advice,
Challenge**

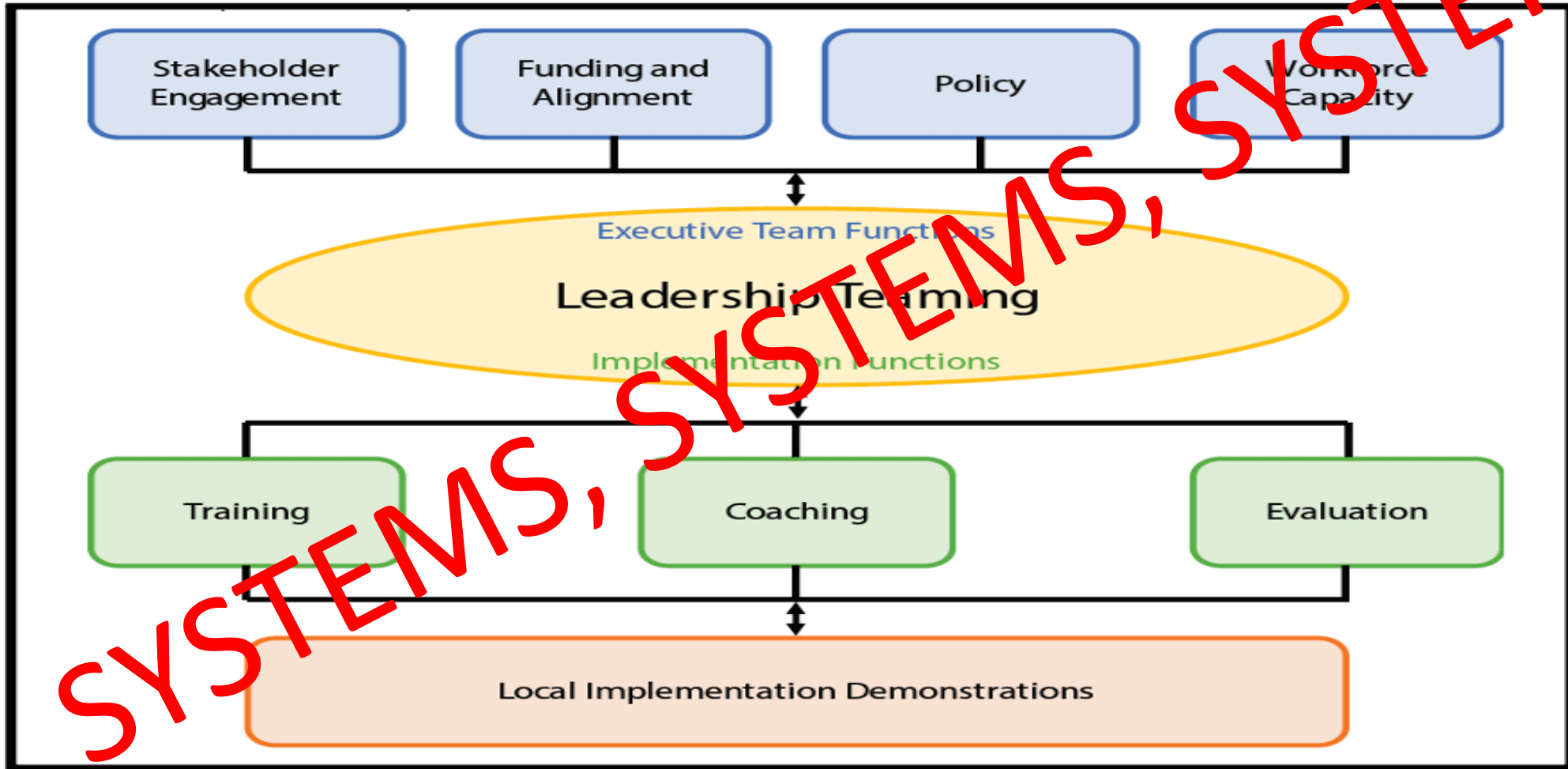
Challenge:
**How can *you* influence
the quality of your
data?**



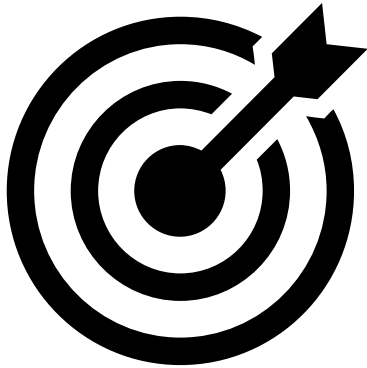
2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Final Thoughts— *PBIS.ORG*



Early Childhood



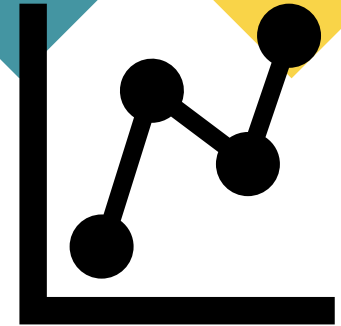
The goal is the elimination of exclusionary discipline



Identify your partners and shared commitment



Consider the array of factors that contribute to the use of exclusionary discipline and identify system solutions



Access, disaggregate, and analyze data



“

We can't suspend our way to better behavior; we must take a more thoughtful, evidence-based approach.”

Valerie C. Williams
Director, Office of Special Education Programs



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





Thank you

Lise Fox, NCPMI lisefox@usf.edu

Rorie Fitzpatrick - NCSI rfitzpa@wested.org

Tim Lewis, PBIS Center LewisTJ@missouri.edu

Heather Reynolds, IDC HeatherReynolds@westat.com

Megan Vinh, ECTA megan.vinh@unc.edu

OSEP Staff Contacts

Kim Hymes Kimberly.Hymes@ed.gov

Jennifer Coffey Jennifer.Coffey@ed.gov



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

