Ensuring Access and Positive Outcomes for All Young Children: Using Data to Understand and Eliminate the Use of Exclusionary Discipline Practices

December 2024

This guide provides cross-sector teams at the state, territory, tribal, and local levels with strategies for collecting and using data across the mixed delivery system of early care and education programs. (This guide uses the term "state and local" to refer to all of these levels.) Collecting and analyzing qualitative and quantitative data can help inform teams to develop policy and practices that will eliminate exclusionary practices, provide the workforce with needed resources and support, and promote improved outcomes for young children and their families.

What is Exclusionary Discipline?

One challenge to measuring and addressing the use of exclusionary discipline is the lack of shared definitions for *exclusionary discipline* or *suspension* and *expulsion* within the array of settings that provide early education (e.g., childcare, public preschool programs, Head Start) (Buell et al., 2024). For this document,

Exclusionary discipline is defined by the Office of Special Education Programs (U.S. Department of Education, Office of Special Education and Rehabilitative Services, 2022) and the Office of Civil Rights (U.S. Department of Education, Office for Civil Rights, 2022) as "the removal, whether on a short-term or long-term basis, of a student from a class, school, or other educational program or activity for violating a school rule or code of conduct." Exclusionary discipline includes formal suspension and expulsions and the use of soft expulsions. Soft expulsion refers to the creation of conditions that make it difficult for a child to continue in the program by encouraging families to remove their child, reducing the time in the program, requiring the family to pay for additional assistance, and similar actions (Loomis et al., 2022; Murphy et al., 2024; Zinsser et al., 2022). See also the definitions of Suspension and Expulsion in Early Childhood developed by the National Center for Pyramid Model Innovations (NCPMI).

Context and Framing the Exclusionary Discipline Issue

- National data show that young children in public preschool programs experience suspension and expulsion at rates similar to or higher than students in K-12 system. (U.S. Department of Education, Office of Civil Rights, 2021)
- Black children and children with disabilities disproportionately experience exclusionary discipline. (U.S. Department of Education, Office of Civil Rights, 2021)
- Children who experience exclusionary discipline are more likely to experience future suspensions and expulsions, academic failure, and increased risk of contact with the juvenile justice system (American Academy of Pediatrics, 2013; Andersen et al., 2019; Noltemeyer et al., 2015).

> "Early childhood suspension and expulsion are adult-based decisions." (Gilliam, 2005)

- Many states and federal programs have enacted regulations or program policies to reduce or eliminate the use of exclusionary discipline (Buell et al., 2024; Loomis et al., 2022).
- Currently, there is not a regular administrative data source collecting data on the use of exclusionary discipline across the array of early childhood programs, making it difficult to

understand the extent of the concern or the effects of efforts designed to address the concern (Buell et al., 2024).

- Research has shown:

    - Programs implementing the Pyramid Model are less likely to suspend and expel children (Clayback & Hemmeter, 2021).
    - At the program level, the availability and use of early childhood mental health consultation in a program is linked to lower rates of expulsion and suspension (Silver& Zinsser, 2020). Specifically, Gilliam (2005) reported that programs having an in-house behavior specialist, whether a psychologist, Infant Early Childhood Mental Health Consultant, or social worker, significantly decreased expulsion rates compared to programs with little to no access to these services.
    - Teachers' well-being is strongly linked to the use of suspension and expulsion. Teachers who report being more depressed and stressed are more likely to use exclusionary discipline practices (Gilliam & Shahar, 2006; Silver & Zinsser, 2020).

Despite the evidence on the high rates of exclusionary discipline in early childhood settings and the availability of effective practices to reduce exclusionary discipline, the use of these harmful practices persists.

The Importance of Data

The use of exclusionary discipline practices is a multi-dimensional issue. We know the factors that can lead to the use of these practices, and we know the characteristics of the groups of children who are more likely to experience them. It is necessary to collect and analyze data to explore and understand the experiences of young children and their families who are disproportionately affected by exclusionary discipline. The Children's Equity Project review of data and solutions, _A Holistic Approach to Ending Exclusionary Discipline for Young Learners_ (2022), provides considerations on what data might be collected and how they might be used.

Yet, data gathering is only one step of the process, as we know it has little to no value if results are not used meaningfully and are not further used for action planning. A data-informed understanding of the use of exclusionary discipline practices is important to raise awareness about current conditions in the state or local system. This tool can help teams think about available data and how they might be used. Furthermore, this tool will provide teams with practical guidance for identifying critical questions that will inform their data collection and how to use their data to inform actions for addressing the use of exclusionary discipline practices.

Teaming

Complex and multi-dimensional issues like the use of exclusionary discipline practices can only be meaningfully addressed by complex, multi-faceted solutions. In this case, the unifying framework is the shared desire to eliminate the use of exclusionary discipline across early care and education programs within your state, community, or local program.

> "Succeeding requires motivating multiple, sometimes disparate groups under a unifying framework for action." (Ton-Quinlivan, 2017)

A leadership team with a shared vision is critical to ensuring the long-term implementation and sustainability of practices aimed at eliminating the use of exclusionary discipline. This leadership team will provide support and resources, as well as use data to guide intentional and meaningful change.

It is critical to identify potential partners and involve them early. They will be helpful in all phases of the data inquiry cycle. The Early Childhood Technical Assistance Center (ECTA) developed the Statewide

Implementation Guide that includes information on developing leadership teams. Potential partners should include:

- Families impacted by the use of exclusionary discipline
- Practitioners
- Policymakers
- Cross-sector state, community, and local program administrators, including representatives from child care, family child care, Head Start/Early Head Start, PreK, and IDEA Part C and Part B Preschool
- Early care and education leaders
- K-12 leaders and teachers

Many resources exist to support efforts to bring together teams to lead social change efforts. Check out Effective Teaming Strategies and the State Leadership Team Planning and Evaluation Package as you organize your cross-sector team. These resources provide concrete strategies and tools to start strong. Given the impact exclusionary discipline has on families, special consideration should be given on how best to engage families.

Using the Data Inquiry Cycle

The data inquiry cycle provides a framework for thinking about and organizing your work with data through an iterative sequence of six stages:

- Planning and design for data collection
- Data collection
- Data analysis and interpretation
- Reporting
- Dissemination
- Taking action

Each stage is important for moving to the ultimate goal of data use, to take action based on what you have learned. The DaSy Data Inquiry Cycle (Figure 1) (Morrison et al., 2023) provides specific guidance for your team at each stage of the cycle. The resource also describes three conditions that are essential for embedding equity considerations across all of your work with data:

1. Effective data leaders
2. A culture of data use
3. Engagement of families, partners, and communities

Figure 1. The DaSy Data Inquiry Cycle

The sections below describe how using the data inquiry cycle can help leadership teams address the use of exclusionary discipline. It is important to note that although we suggest teams start with the Planning and Design stage, some teams may find it more useful to start at a different stage. There isn't one "right" stage to enter the data inquiry cycle, rather the goal is to engage in a teaming process to explore data and take action! Also note that the Helpful Resources section at the end of this document lists several additional resources to guide your work.
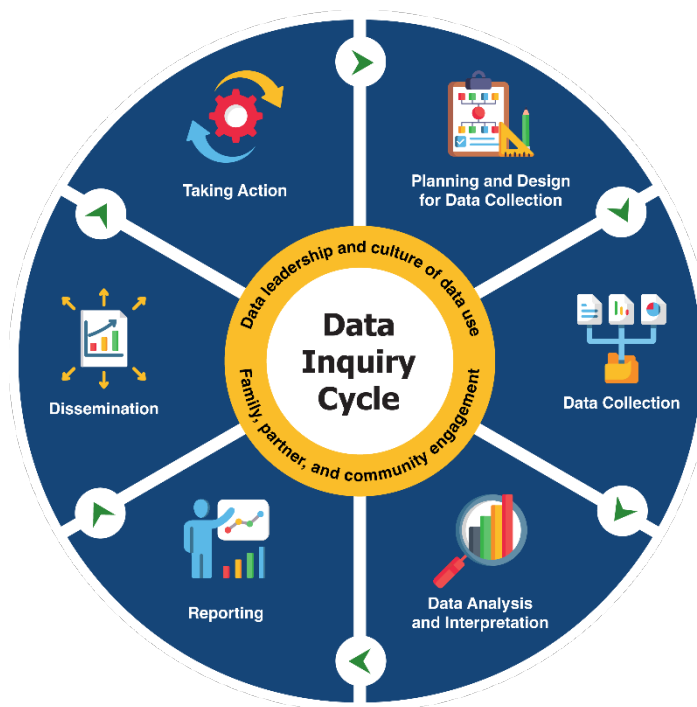
Planning and Design for Data Collection

During the planning and design phase, the team should develop and prioritize the guiding questions that need to be answered and create a plan for collecting and using data to eliminate exclusionary discipline practices. It is important to engage all team members and additional interested parties (e.g., those with lived experience such as families, teachers, and child care providers) to establish and prioritize the questions your state or community is interested in answering about exclusionary discipline in early childhood education (ECE). Consider questions at multiple levels of the system—state, regional, community, program, practitioner, and child and family—and questions of interest to different audiences, such as program directors, advocates, and policymakers.

If you and your team are not sure where to begin, consider starting with this broad question: *Is exclusionary discipline being used*, *and if so, to what extent?* Knowing the scope of the problem is the first step in understanding where and how change must occur. You may need to consider alternative data sources to answer this broad question, since exclusionary discipline may not be formally or systematically documented. Alternative data sources include attendance reports and sign-out sheets that record the reason a child is asked to go home early; service plans that require shortened day educational time for behavior management; and documentation of in-school/in-building exclusionary practices, such as removing a child to the administrative office or another temporary location.

Below is a list of example guiding questions specific to ECE exclusionary discipline that your state or community team may want to consider. The questions are organized in three categories: understanding ECE exclusionary discipline, experiences of those working and participating in ECE programs, and strategies to reduce and eliminate ECE exclusionary discipline. Note that these are only examples, and teams should explore other questions about exclusionary discipline and the supports that are effective at eliminating suspension and expulsion specific to their state or community.

Understanding Exclusionary Discipline

- To what extent is exclusionary discipline occurring?
- Where is exclusionary discipline happening (e.g., across regions/communities, across mixed-delivery settings)?
- What does exclusionary discipline look like? Are children being asked to leave programs or participate in shortened days?

Exclusionary Discipline Experience of those Working and Participating in ECE

- Who are the children and families experiencing exclusionary discipline?
- What are the perspectives of ECE teachers and providers about the use of exclusionary discipline?
- Do teachers/providers feel that they have the support to serve all children?

Strategies to Reduce or Eliminate Exclusionary Discipline

- What supports do ECE programs and staff identify as helpful in reducing exclusionary discipline?
- Are there well-being supports available for all ECE teachers/providers across the mixed-delivery system?
- Are professional development and coaching available to support the implementation of evidence-based models/strategies that reduce exclusionary discipline (e.g., Pyramid Model, Infant and Early Childhood Mental Health Consultation [IECMHC], behavioral consultation)?

Data Collection

Once you have determined your guiding questions, the team should explore existing data sources and/or methods for collecting data to answer them. These include gathering existing administrative data and documentation; conducting surveys, interviews or focus groups; and doing classroom observations. Use your guiding questions to focus your decisions about which methods will provide the data you need. Also, consider whether the information is best provided through a quantitative or qualitative approach or a combination. The *EC Data University Data Foundations* course on *Qualitative and Quantitative Data* is a great resource for information about how these approaches differ and when to use each.

When designing or choosing existing data collection tools, consider the demographic and other characteristics you will need to capture to identify possible disparities in the use of exclusionary discipline across programs, regions, types of program, etc. For example, you might want to collect data on program size or racial/ethnic composition of classrooms. Demographic data are also needed to identify disparities or inequities in training and support for providers and in the use of exclusionary discipline with children.

Setting a few parameters will help your team to effectively design a data collection that answers your guiding questions. For example:

- **Define the problem:** What is the team's shared understanding and definition of exclusionary discipline practices?
- **Identify the time frame:** How often do you need to collect information to answer your questions? In which months or years will you collect data?
- **Understand where it's happening:** Where do you want to concentrate your analysis: specific types of programs, a region or community, or somewhere else?
- **Use multiple approaches to data collection and data sources:** Relying primarily on administrative data likely won't fully answer many of your questions. Remember to think creatively about alternative data sources that can be proxies for exclusionary discipline and both quantitative and qualitative data sources.
- **Consider group size:** Will you have enough data to make broad findings and/or have data on underrepresented groups?

Remember to document the decisions you make and the processes you use during data collection phase.

Other resources are available to guide the many choices you'll make to collect your data, including who should collect data, how to collect consent from respondents, and how to protect your respondents' confidentiality. See *More Than Numbers: A Guide Towards Diversity, Equity and Inclusion in Data Collection* for details about how to include equity considerations in data collection tasks.

The table below displays the example guiding questions along with suggested measurement and data sources.

Guiding Question(s)	Suggested Measurement	Possible Data Sources
Understanding the use of exclusionary discipline		
• To what extent is exclusionary discipline occurring? • Where is exclusionary discipline happening? What activities and routines are most impacted? • What types of exclusionary disciplinary practices are being used?	• The number of incidences of out-of-school and in-school (or program) suspensions and dismissals by program location and type. • The number and percentage of children experiencing exclusionary practices (e.g., suspension, dismissal, transition	• Administrative data: For each case of exclusionary discipline, documentation on the type used, nature of incident and behavior, the reason for its use, and where (e.g., program, classroom) it was used • Exclusionary discipline may not always be formally documented. In those cases, consider using:

Guiding Question(s)	Suggested Measurement	Possible Data Sources
• For what behaviors are exclusionary practices more likely to be used? • What program policies are related to the use of exclusionary discipline?	to another program) used in programs. • The nature of the behavior or incident (e.g., physical aggression, non-compliance) that leads to the use of exclusionary discipline • The number of children for whom a type of exclusionary discipline is applied by behavior or incident category • The number of educators who use a type of exclusionary discipline by behavior or incident category	– attendance reports and sign-out sheets that record the reason a child is asked to go home early – service plans that require shortened day educational time for behavior management – documentation of in-school exclusionary practices, such as removing a child to the administrative office or another temporary location – family reports of the use of exclusionary discipline with their children • Administrative documentation: discipline policies about permitted options
Exclusionary Discipline Experiences of those Working and Participating in ECE		
• Who are the children and families experiencing exclusionary discipline? • What are the perspectives of ECE teachers and providers about the use of exclusionary discipline? Do teachers/providers feel they have the support to serve all children?	• exclusionary discipline numbers by child characteristics (e.g., disability, age, gender, race, ethnicity, language, guardian type) • family reports of the use of exclusionary discipline • data on perceptions of classroom challenges and support	• Administrative data: For each case of exclusionary discipline, documentation on the type used and the reason for its use; child demographic data; and workforce demographic data • Datasets that include information about children who have not experienced exclusionary discipline for comparative purposes • Family surveys or focus groups: Questions about family experiences • Teacher/provider survey or focus groups: • Questions about exclusionary discipline and support • Questions about perceptions of classroom challenges and support
Strategies to Reduce or Eliminate Exclusionary Discipline		
• What supports do ECE programs and staff identify as helpful in reducing exclusionary discipline? • Are there well-being supports available for all ECE teachers/providers across the mixed-delivery system?	• description of professional development and coaching opportunities, content, frequency, and participation • description of well-being supports available for teachers and providers • description of evidence-based practices or models	• Administrative documentation: policies and procedures governing professional development and training • Teacher/provider survey or focus groups: questions about provided supports, perceptions of well-being

Ensuring Access and Positive Outcomes for All Young Children:
Using Data to Understand and Eliminate the Use of Exclusionary Discipline Practices

6

Guiding Question(s)	Suggested Measurement	Possible Data Sources
• Are professional development and coaching available to support the implementation of evidence-based models/strategies that reduce exclusionary discipline (e.g., Pyramid Model, IECMHC, behavioral consultation)?	implemented by programs and quality of implementation	• Program documentation: implementation fidelity tools related to evidence-based practices or program models

Example Scenario: Finding Hidden Data

A state team has a guiding question about the extent to which children with disabilities in public preschool classrooms experience exclusionary discipline. The team defines four types of exclusionary discipline of interest:

Formal removals	Informal Removals
• Out-of-school suspension • In-school suspension for at least two hours	• Calls to parents to pick up children more than two hours before the day ends for reason other than illness • In-school removals to a location where the child is separated from peers for one hour or more

The team further sets these parameters to guide data collection:

- Identify incidents during the spring semester (January through May)
- Include all public preschool classrooms in the state's largest district

> Think creatively about where you might find data on the use of exclusionary discipline.

As the team begins to think about data sources to answer their question, they identify these challenges and possible solutions:

Challenge	Possible Solution(s)
We have no data on exclusionary discipline.	• Data on suspensions of children with disabilities in public preschools are available through the 618 discipline collections. Some states and most LEAs should be able to pull these data specifically for preschool-age children with disabilities.
We have some data on out-of-school suspensions, but none on in-school suspensions or informal removals.	• Attendance records may include documentation of early dismissals at the school's request. • Consider conducting a parent/guardian survey about how often and why the program requests an early dismissal.
Our providers don't consider in-school removals to be exclusionary discipline and don't document these incidents.	• Teachers' classroom logs could include information about these types of removals. • Consider surveying teachers about how frequently they request that a child leaves the classroom (e.g., go to the nurse's office, library, or resource room) for behavioral reasons. • IEPs or behavioral intervention plans may document systematic exclusion (e.g., through a "shortened day" schedule). • Programs implementing the Pyramid Model or Early Childhood PBIS have Behavior Incident Report data

Data Analysis and Interpretation

Once you have collected data, you will want to conduct analyses to transform the data into meaningful information that will help your team take action. The type of analyses will depend on your guiding questions and the data that you have.

As you plan your data analyses, you will need to determine the unit of analysis for each of your data sources. For example, data may be analyzed at the program level (e.g., types of exclusionary discipline used, counts of incidents of exclusionary discipline within a program) or the region level (rolling up program-level findings to a group of programs within a region). If data are being analyzed for a state leadership team, you will need to consider which program-level data can be aggregated into meaningful state-level data (e.g., counts of exclusionary discipline incidents, summary data on available professional development), and which data should not be included in a state-level analysis (e.g., data that could identify individual children or providers).

You will most likely want to conduct disaggregated data analyses, which means looking at data findings to see if there are differences for subgroups (e.g., by child race, ethnicity, program type, program size, region). Data can be examined across settings to determine whether the use of exclusionary discipline differs by types of programs, sites, or classrooms. Multiple types of demographic data can be examined in a single analysis, such as examining race by gender (to assess experiences of Black boys, for example) or type of disability by age. Often, the process of analyzing data leads to more critical questions that your team will want to answer.

The DaSy EC Data University course on Data Analysis contains several resources to guide data analysis.

Reporting, Dissemination, and Taking Action

Data collection and analysis are only worthwhile if the team shares findings in meaningful ways with those who are invested in the issue, makes decisions using the data, and takes action from those decisions. This includes being transparent about the findings and clearly communicating and disseminating information to decision-makers, partners, and the public. Open communication about data findings and their limitations can often be a catalyst for further work with data.

In reporting data findings, be mindful of your choice of terminology (e.g., choose strength-based language) and use data visualizations to make the findings easy for your audiences to understand. The DaSy Data Visualization Toolkit has many tools and resources that can support data reporting.

To take action, the team must

- determine where the data indicate a problem or disparity between who and where exclusionary discipline practices are experienced;
- conduct a root cause analysis to identify why there are differences in who and where exclusionary discipline practices are experienced;
- value and use different partner perspectives, including those of people with lived experience of exclusionary discipline (e.g., families experiencing the issue, people with a disability) to identify action steps and strategies;
- identify and implement actions to eliminate exclusionary discipline practices based on the findings from the data;
- provide support, resources, and infrastructure to implement the action steps; and

- continuously evaluate implementation to ensure progress toward the goals of eliminating exclusionary discipline practices.

A key resource for dissemination and taking action is the Look! Think! Act! Learning Module which provides a simple but effective approach to analyzing data as a team and arriving at next steps for action.

Closing

This guide provides cross-sector teams at the state or local level with a place to begin collecting and analyzing data related to exclusionary discipline. Data collection and analysis are essential to understanding and addressing this critical issue that harms young children and their families. The helpful resources at the end of this document can support these efforts. While the work is complex and access to data might be challenging, using data will be essential for systems change to ensure equitable outcomes for young children.

Helpful Resources

Title	Author/ Organization	Description	Link
Guides			
Data Equity Framework	We All Count	A systematic way of looking at data projects	https://weallcount.com/the-data-process/
DaSy Data System Framework	DaSy	Assists in developing and enhancing high-quality state data systems for collection, analysis, reporting, and use IDEA data	https://dasycenter.org/resources/dasy-framework-2022/
DaSy Data Inquiry Cycle	DaSy	Describes an iterative sequence of six stages of a data project and offers guidance for including equity considerations at each stage	https://dasycenter.org/data-inquiry-cycle/
Look! Think! Act! Using Data for Program Improvement	DaSy	The Look! Think! Act! process is a way to use data in making decisions. The module overviews the process video, discussion guide, facilitators guide, and root cause analysis materials.	https://dasycenter.org/look-think-act/
Statewide Implementation Guide	ECTA and NCPMI	The Statewide Implementation Guide (SIG) provides teams with a process for implementing evidence-based practices statewide.	https://ectacenter.org/sig/

Title	Author/Organization	Description	Link
Tools and Toolkits			
Early Childhood Data University (EC Data U)	DaSy	Online learning experience to strengthen capacity in data foundations, data analysis, and data use and sharing	https://dasycenter.org/ec-data-u/
Data Culture Toolkit	DaSy	Information, guidance, and templates to help build effective data teams and support conditions for a culture of data use at state and local levels	https://dasycenter.org/data-culture-toolkit/
Data Governance Toolkit	DaSy	Information, guidance, and templates to assist with creating or enhancing data governance policies and procedures	https://dasycenter.org/data-governance-toolkit/
Data Visualization Toolkit	DaSy	Supports the creation and use of high-quality data products	https://dasycenter.org/datavis-toolkit/
The Behavior Incident Report System	NCPMI	The Behavior Incident Report System (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.	https://challengingbehavior.org/implementation/data-decision-making/birs/
Tip Sheets/Fact Sheets			
Tip Sheet Series: Evaluating the Implementation of Evidence-based Practices	DaSy	Guidance for collecting and analyzing high-quality data on the implementation of evidence-based practices	https://dasycenter.org/ebp-tip-sheets/
Fact Sheet: Advancing Racial Equity in Early Intervention and Preschool Special Education	ECTA	This fact sheet provides key information and supporting evidence about racial disparities and inequities for young children with a disability and their families.	https://ectacenter.org/~pdfs/topics/racialequity/factsheet-racialequity-2023.pdf
Using Data from the Behavior Incident Report to Address Equity in Pyramid Model	NCPMI, DaSy	This guidance includes critical questions about programs' use of	https://challengingbehavior.org/document/using-data-from-the-behavior-incident-report-

Title	Author/ Organization	Description	Link
Programs: Guidance for State Leadership Teams		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.	to-address-equity-in-pyramid-model-programs-guidance-for-state-leadership-teams/
Understanding Common Measures of Disproportionality	NCPMI	This resource provides illustrations of the measures used to understand disproportionality related to various groups of children and a particular factor or outcome.	https://challengingbehavior.org/document/understanding-common-measures-of-disproportionality/
Exclusionary Discipline and Equity Reports			
Centering Black Families: Equitable Discipline through Improved Data Policies in Child Care	CLASP	This brief examines inequitable disciplinary practices and how equitable data practices can center equity in data planning and collection.	https://www.clasp.org/publications/report/brief/centering-black-families-equitable-discipline/
Establishing Policies and Procedures to Eliminate the Use of Exclusionary Discipline Practices in Early Childhood Programs	NCPMI	This brief provides information on the use of exclusionary discipline practices within early childhood programs and how program-wide implementation of the Pyramid Model for Promoting the Social and Emotional Competence for Infants and Young Children can eliminate the use of these practices.	https://challengingbehavior.org/document/establishing-policies-and-procedures-to-eliminate-the-use-of-exclusionary-discipline-practices-in-early-childhood-programs/
A Holistic Approach to Ending Exclusionary Discipline for Young Learners	Children's Equity Project	This resource provides a review of data on exclusionary discipline and a framework for addressing rates and disparities in suspension and expulsion.	https://childandfamilysuccess.asu.edu/sites/default/files/2022-09/exclusionary-discipline-093022-1.pdf
Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders	Office of Special Education Programs	This document provides guidance around strategies, practices, and resources to help improve outcomes for children with disabilities.	https://sites.ed.gov/idea/idea-files/guide-positive-proactive-approaches-to-supporting-children-with-disabilities/

Title	Author/ Organization	Description	Link
Dear Colleague Letter on Implementation of IDEA Discipline Provisions (July 19, 2022)	Office of Special Education Programs	A Dear Colleagues letter that addresses disparities in the use of discipline for children with disabilities and the implementation of IDEA's discipline provisions	https://sites.ed.gov/idea/idea-files/dcl-implementation-of-idea-discipline-provisions/

References

American Academy of Pediatrics Council on School Health, Lamont, J. H., Devore, C. D., Allison, M., Ancona, R., Barnett, S. E., Gunther, R., Holmes, B., Minier, M., Okamoto, J. K., Wheeler, L. S. M., & Young, T. (2013). Out-of-school suspension and expulsion. *Pediatrics, 31*: e1000–e1007. https://doi.org/10.1542/peds.2012-3932

Anderson, K. P., Ritter, G. W., & Zamarro, G. (2019). Understanding a vicious cycle: The relationship between student discipline and student academic outcomes. *Educational Researcher*, *48*(5), 251–262. https://doi.org/10.3102/0013189x19848720

Buell, M., Kuntz, S., Whitaker, A., Hustedt, J. T., Slicker, G., & Woelki, W. (2024). Policies addressing suspension and expulsion in state early care and education subsystems: A national census of policy alignment and integration. *Early Childhood Research Quarterly, 67*, 191–207.

Children's Equity Project. (2022). *A holistic approach to ending exclusionary discipline for young learners*. https://childandfamilysuccess.asu.edu/sites/default/files/2022-09/exclusionary-discipline-093022-1.pdf

Clayback, K. A., & Hemmeter, M. L. (2021). Exclusionary discipline practices in early childhood settings: A survey of child care directors. *Early Childhood Research Quarterly, 55*, 129–136. https://doi.org/10.1016/j.ecresq.2020.11.002

Gilliam, W. S. (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten systems*. Yale University Child Study Center.

Gilliam, W. S., & Shahar, G. (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants & Young Children, 19*, 228–245. https://doi.org/10.1097/00001163-200607000-00007

Loomis, A., Davis, A., Cruden, G., Padilla, C., & Drazen, Y. (2022). Early childhood suspension and expulsion: A content analysis of state legislation. *Early Childhood Education Journal, 50,*327–344.

Morrison, H., Franklin, S., Kelley, G., Weigel, C., Mercier, B., Blanchard, S., Hamilton Biagas, K., & Coleman, V. (2023). *DaSy data inquiry cycle*. SRI International. https://dasycenter.org/data-inquiry-cycle/

Murphy, K., Giordano, K., Hoffstein-Rahmey, D., Reizin, R., & Coyne, A. (2024). Soft expulsion: A solution when there are no other options? *Children and Youth Services Review.* https://doi.org/10.1016/j.childyouth.2024.107441

Noltemeyer, A. L., Ward, R. M., & Mcloughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review, 44*, 224–240. https://doi.org/10.17105/spr-14-0008.1

Silver, H. C., & Zinsser, K. M. (2020). The interplay among early childhood teachers' social and emotional well-being, mental health consultation, and preschool expulsion. *Early Education and Development, 31*(7), 1133–1150.

Ton-Quinlivan, V. (2017). *Cross-sector collaboration: What the tipping point looks like*.

U.S. Department of Education, Office for Civil Rights (2021). *An overview of exclusionary discipline practices in public schools for the 2017-18 school year*. https://civilrightsdata.ed.gov/assets/downloads/crdc-exclusionary-school-discipline.pdf

U.S. Department of Education, Office for Civil Rights. (2022). *Supporting students with disabilities and avoiding the discriminatory use of student discipline under Section 504 of the Rehabilitation Act of 1973*. https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-factsheet.pdf

U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2022, July). *Questions and answers: Addressing the needs of children with disabilities and IDEA's discipline provisions*. https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf

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*, 743–785. https://doi.org/10.3102/00346543211070047

Suggested Citation

About Us

Find out more at dasycenter.org, challengingbehavior.org, ectacenter.org.

Ensuring Access and Positive Outcomes for All Young Children: Using Data to Understand and Eliminate the Use of Exclusionary Discipline Practices

14