

DES/CCA

Resource Newsletter

ISSUE 2: JAN/FEB/MAR 2018

Program Administrator

A Note From Brook:

Suspension and expulsion from early care and afterschool care settings are known to influence a number of adverse outcomes for children's development, health, and education. Young students who are expelled are more likely to drop out of high school, experience academic failure and grade retention, and face incarceration than those who are not. Unfortunately, suspensions and expulsions of children birth to twelve years old are not uncommon in Arizona and across the U.S.



DES had a unique opportunity to bring Dr. Walter Gilliam to Arizona to facilitate conversations at the state level around this national epidemic of early expulsion. Dr. Gilliam is a renowned expert on expulsion prevention. His groundbreaking research and advocacy was instrumental in the expulsion prevention policy being added to the CCDBG reauthorization. Dr. Gilliam shared his research based ideology on the causes for early childhood expulsions and the preventative measures that can be taken to prevent, or at least reduce, the number of early childhood expulsions.

Link to Walter Gilliam videos:

<https://www.youtube.com/watch?v=k39zNyNRTio>

Thank you,
Brook Herrera

Information about
Expulsion Prevention
Trainings
Page 4 & 5

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In this Newsletter

- ◆ A Note From Program Administrator Pg. 1
- ◆ Building Community Through Resources Pg. 2
- ◆ Expulsion Prevention Articles Pg. 3
- ◆ Southwest Human Development Pg. 4
- ◆ AZ Childhood Workforce Registry Pg. 5
- ◆ ADES Available Statewide Training Topics Pg. 6

“Building Community Through Resources”

Frequently Asked Question:

- I. Why do I have to participate in the Expulsion Prevention policy?

Answer: A child’s attendance in childcare ensures they are consistently engaged in high-quality early learning experiences. This is why CCA put the Expulsion Prevention Policy in their provider contract.

- II. Do I have to turn in a form to get help or resources?

Answer: No, just reach out to us via phone or email

Contact the Expulsion Prevention Resource and Support Specialists at (602) 542-2526 or

DESExpulsionPrevention@azdes.gov

In the Spotlight

Share your story to help others!

- Do you have a Expulsion Prevention success story you like to share?
- Have you had success with Behavior Redirection that would benefit others?

Send your story to the Expulsion Prevention Resource Specialists to be featured in our next newsletter.

Send your story to:

DESExpulsionPrevention@azdes.gov

Using

“My Expulsion Prevention Story”

in the subject line!



Submitted by Bonnie Williams, Early Care and Education Manager
Bureau of Nutrition and Physical Activity (BNPA)
Arizona Department of Health Services (ADHS)

Arizona’s Empower Program provides 10 Ways to Empower Children to Live Healthy Lives’ through the implementation and policy development of the 10 standards in our early care and education programs. For ADHS licensed centers and small group homes, programs that opt in to Empower receive a 50% discount on their ADHS licensing fees. For DES providers and family child care homes, Empower is a requirement of their DES contract. In total, Arizona has almost 3,000 child care facilities that implement Empower, resulting in over 200,000 children reaping the benefit of health, nutrition and wellness in their programs! Please visit the [Empower website](#) and sign up for the monthly [Empower Newsletter](#) to receive updates and tips on Empower topics, professional development opportunities, and much more.

All of the Empower standards promote good health and can contribute to positive well-being in young children. *Standard 1: ‘Provide at least 60 minutes of daily physical activity, including adult-led and free-play. Limit screen time to three hours or less per week and no more than 60 minutes of sedentary activity at a time.’* Children are naturally inclined to move and be active. To a large extent, that’s the way they learn – by exploring and touching, by tasting and smelling, by using their whole bodies to experience new things. Movement actually helps their brains to develop, make connections and refine those connections. Have you ever seen [images of the brain before and after movement](#)? After moderate to vigorous movement, the brain is much more active and receptive for learning activities, including executive function

that helps children to make decisions and better control their behavior. Emotional self-regulation, following directions, controlling attention, increased positive play behavior, possible reduction of ADHD symptoms, enhanced cognitive skills, improved coordination, and reducing obesity are just some of the reasons to provide time and space for large muscle movement throughout the day. Physical fitness, encompassing cardiovascular endurance, muscular strength and endurance, and flexibility, are also tremendous benefits of physical activity. To summarize, children should be active *at least* 60 minutes of their full day in child care. This can be broken up into segments of outdoor/indoor, free-play/ adult-led, and moderate/vigorous. All Empower programs have been provided with a terrific resource book, [Active Play!](#) specifically to help implement part of this standard.

Here is a link to “Effects of Physical Activity on children’s Executive Function: Contributions of Experimental Research on Aerobic Exercise”:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3147174/>



Expulsion Prevention Articles:

“As States and Territories consider strategies to prevent and ultimately eliminate expulsion and suspension in the early years, why early learning programs suspend or expel young children needs to be explored. The reasons can be considered as three dimensions of the problem: 1) the absence of deep understanding of child development, 2) implicit bias, and 3) young children

Dimension 1. Knowledge of Child Development

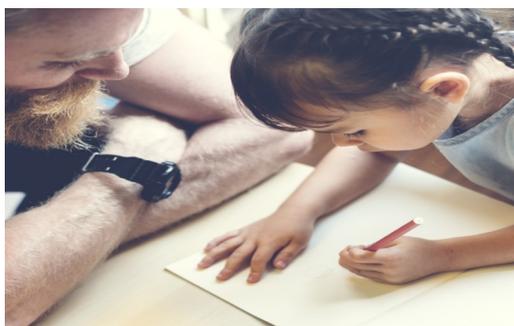
Focus on social-emotional development. Children’s social-emotional development is a cornerstone of school readiness, health, and overall well-being. This area of development includes personality, temperament, social problem solving, self-conceptualization, and self-regulation. Social-emotional development is a child’s capacity to experience, regulate, and express emotions; form close and secure interpersonal relationships; and explore and learn from his or her environment.

Focus on cultural and linguistic competence, equity, and core child development knowledge. Cultural competence in all early learning program staff is a necessary factor in reducing expulsion and suspension and advancing equity. National data suggest that children of particular cultural communities (for example, Hawaiian, Pacific Islanders, Latino, and Black) are more likely to be expelled or suspended than White children. Cross-cultural differences in children’s expression and interpretation of emotions have increasingly been documented. For example, anger, shame, and exuberant expression of positive emotions are treated differently in child socialization practices across cultures. All child development occurs in the context of culture. 17 Children learn how to

understand, address, regulate, and express culturally appropriate emotions through everyday interactions with adults and children in their families. Early childhood staff who interact daily with young children from diverse racial, cultural, and language communities need to have the knowledge and skills to understand how children’s emotional responses may reflect cultural expectations and learning. They also need to be able to communicate classroom expectations in a child’s first language; support social-emotional learning; and examine their own cultural socialization, bias, and practices.

Challenging behavior is a part of child development. Young children’s social-emotional capacity develops over time in the context of family, community, and cultural expectations. Warm, nurturing relationships with adults help very young children develop trust, empathy, and compassion. They also support children as they develop curiosity and confidence and learn to cooperate with others and persist with challenging tasks. As young children grow, they communicate through behavior such as facial expressions, body movements, and sounds. Pediatrician T. Berry Brazelton observed that as children reach key developmental milestones, they have periods of challenging behaviors that offer “touch points” for caregivers because they “typically come with regressive behavior that can provide self-doubt and despair [for the parent or caregiver]” before the child integrates the new skill. In other words, some challenging behaviors are normal and to be expected in infants and young children. Some challenging behaviors are easier to understand than others as children’s behaviors reflect their experiences, culture, and personal history.”
- Child Care State Capacity Building Center

In our third edition, CCA will further cover teacher implicit bias within the classroom.



Tips for Parent-Caregiver Communication

“As parents and caregivers, you are a part of a childcare team to raise kids in safe spaces with lots of love and care—and teams work best with great communication. Being open and honest about children’s development and needs is what is best for little ones. Here are some tips to make these conversations easier:

- Little ones listen: Choose a time and place where you can talk alone, away from a child’s ears.
- Be aware of your feelings: Take a minute to be aware of your feelings. If you’re feeling stressed, angry, or overwhelmed, it may be better to have the conversation at a time when you’re calmer.
- Share the positive: Share something that you feel the parent/caregiver/child is doing well. When positive things are shared regularly, it can help put difficult conversations in perspective.
- Take your time: Schedule enough time to talk so that no one feels rushed, or that they didn’t have the opportunity to share their thoughts and feelings.
- Create a judgment-free zone: Parenting and caregiving styles can be very personal. There may be some difference in styles between parents and caregivers, but the goal is to share thoughts and philosophies, and do what is best for the child.
- Use examples: Instead of making general statements (“You don’t help James with his separation anxiety”), support with examples: “I noticed that James was upset when I was getting ready to leave him the other day. I’m concerned that’s happening often.”
- Brainstorm solutions: Rather than leave it to one person to come up with a solution to the problem, brainstorm solutions together: “I’m concerned about how upset James gets when I leave him. Maybe it would help if you got him started on an activity right away to distract him. What else do you think might help? Is there anything I can do?”

- Sesame Street in Communities

<https://sesamestreetincommunities.org/topics/caring-for-kids/>

Partnering with Parents to Reduce Expulsion and Suspensions

Supportive relationships with families is a key ingredient in quality child care environments. Creating an environment that sends the message to children and parents that “you belong here” helps parents feel confident that their child is safe and will have an enjoyable time in group care. Partnering with families is also an essential factor in preventing expulsion in early care and school age settings.

A teacher’s ability to connect with families will foster trust, open dialogue and a sense that we are “sharing the care”. Parents want to know how their child’s day has gone and want to feel like their child’s teacher genuinely cares and likes their child. When a positive tone is set, it is much easier to discuss successes and challenges.

A renowned expert in preschool expulsion prevention, Dr. Walter Gilliam of Yale University, has stated that when teachers have a solid relationship with a child’s family, expulsions rarely take place. As is often the case, the ability to connect through a relationship makes all the difference. The sense of “we are both working on this together” creates the collaborative spirit to work through challenging child behavior or other risk factors for expulsions and suspensions. So how can teachers create this supportive approach with parents?

Caregiver/ Family Engagement Strategies

- Take time to get to know families.
- Build rapport and trust with parents.
- Greet parents every time they enter your classroom.

Strong foundations are built from a balance of becoming close while respecting boundaries.

- Respect and accept family diversity.
- Show interest in all the people in the child’s life or home who are regarded as members of the family.

Developing an understanding of the cultural, social, and economic factors affecting the family contributes to an understanding of parents’ motives and sometimes their behavior.

- Show sensitivity to the emotional needs of the family, including the need for privacy.
- Develop your ability to listen carefully without interrupting or judgment.

Accept that a family's interest in and ability to participate in their child’s program may change over time and be dependent upon life circumstances.

- A family’s previous experiences and personal preferences may affect their willingness to share
- Be careful not to share, especially with other families, information that a family does choose to share with you.

For specialized training on this topic check the Arizona Early Childhood Workforce Registry (www.azregistry.org) for trainings in your area **Course Title: Partnering with Parents to Reduce Expulsion (Foundations II) - DES Expulsion Prevention Series.**
Course Primary Knowledge Area: Family & Community Partnerships.



CCA has provided you with a Guidance Philosophy tool to share with parents that demonstrates to families that **“their child belongs”** with you.

Guidance Philosophy can be found by clicking on the link below. After clicking on the link go to the child care section, and then the child care provider tab. Click on the flyers & pamphlet’s.

<https://des.az.gov/services/basic-needs/child-care>

Registering For DES Expulsion Prevention Training



1) Login to the Arizona Early Childhood Workforce Registry at

www.azregistry.org

2) On the left hand side of the page, click on **Find Training Event**



3) Under **Select a search category**, please select **Course Title**.

4) Under **Enter search criteria**, please type **Expulsion**.

5) Click on the **Search** button

6) You will now see a list of DES Expulsion Prevention Trainings. Click on the Radio Button of the training for which you are interested, and click on **View Event**.

Course Name	Hours	Spots Available	Location	Event Type	Instructor Name	Scheduled
<input type="radio"/> DES Expulsion Prevention Training - Foundations Part 1	2	9	Phoenix	Face To Face	Leah Eckley	11/18/2017
<input type="radio"/> DES Expulsion Prevention Training - Foundations Part 1	2	11	Phoenix	Face To Face	Molly Strohkamp	11/14/2017
<input type="radio"/> DES Expulsion Prevention Training - Foundations Part 1	2	20	Prescott Valley	Face To Face	Virginia Hout	12/07/2017

[Search Again](#)

7) After reading all the details, if this is the training you wish to attend, click on **Enroll Now**.

8) Review your personal data and **Confirm and Continue Registration**.

9) Check **I Agree**, and then **Confirm and Finalize**.

10) If you have any special accommodations, you may now type in your request. **Submit Enrollment**.

You are now enrolled in the training. An email confirmation will be sent to the email address you have used as your Registry Account.

If you wish to view your enrollments, click on *My Enrollments* under *My Tools & Settings*.

ADES Statewide Available Training Topic's:

- **Primary Caregiving:** This training will help participants understand the concept and value of primary caregiving in the preschool classroom.
- **Basic Child Development:** This training will help participants gain a baseline understanding of child development.
- **Respecting Families:** This training will help participants understand the importance of families in the lives of the children for whom they provide care for. A goal of this training session will be to help participants recognize the value of building positive relationships with families.
- **Human Resource Management:** This training will help participants develop ideas for hiring, engaging and retaining staff.
- **Observation & Assessments (Plans and Procedures):** This training will be one of several that will give teachers an overview and some strategies to use in observing and assessing children in their childcare settings.
- **Behavioral Guidance:** This training will cover some foundational concepts of building relationships with children, establishing behavioral expectations, supporting autonomy & self-regulation while encouraging and modeling prosocial behaviors.
- **Professionalism-Ethics:** This training will help participants identify how their personal values align with their work in early care and education. Through the activities and discussion in this training, providers will understand how ethics in early care and education support their decision making processes.
- **FLIP IT!®:** Four supportive steps to help young children learn about their feelings, gain self-control, and reduce challenging behavior.
- **Expulsion Prevention Foundations: Part 1-** In this training, Moving Forward with Expulsion Prevention! (Foundations 1), participants will be presented with a step-by-step description of the state's five-step expulsion prevention protocol along with the rationale and responsibilities of providers at each step.
- **Expulsion Prevention Foundations: Part 2-** In this training, Partnering with Parents to Reduce Expulsion- (Foundations II), participants will learn how parent engagement and partnership is an essential factor in reducing expulsion in early childhood and school age settings. This training will focus on the importance of how to establish a meaningful partnership between the caregiver and parents. Participants will learn how a strong and effective partnership supports future success for children.

Infant and Toddler Content Specific Trainings:

- **Cognitive: Exploration and Discovery-** The goal of this training will be to provide teachers/caregivers with an understanding of infant and toddler development and how to support the children they work with. This training will help participants gain an understanding of how children grow and develop cognitive skills in the early years.
- **Physical Development: Gross Motor Development-** This training will help participants gain an understanding of how children grow and develop physical skills in the early years. The goal of this training will be to provide teachers/caregivers with an understanding of infant and toddler development and how to support the children they work with.
- **Approaches to Learning: Persistence-** The goal of this training will be to provide teachers/caregivers with an understanding and appreciation for the strategies children employ to learn.
- **Language Development: Listening and Understanding-** This training will help participants gain an understanding of how children grow and develop language skills in the early years.

See Page 5 for information on where to find and register for these trainings.

Helpful Links

ADES Child Care: <https://des.az.gov/services/basic-needs/child-care>

Arizona Workforce Early Childhood Registry: <https://www.azregistry.org/>

CCR&R (Child Care Resource & Referral): <http://www.arizonachildcare.org/>

Empower: <http://azdhs.gov/prevention/nutrition-physical-activity/empower/index.php>

