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Preventing expulsion and suspension will require a strong partnership with families. Programs should treat families as the foremost experts on their children and as such, exchange information relevant to the child's culture, social-emotional and behavioral strengths and concerns, approaches to learning, and strategies that work at home. At a minimum, programs should ensure families have information on:

- Their child's health, behavior and development, especially social-emotional development, during the hours they are in their early learning setting;
- Developmental milestones, healthy development and behavior, and places to go for help;
- Identifying a high-quality early learning program; and
- Communicating with program or school personnel and advocating for their child.

Below are resources to share with families to facilitate this partnership and information sharing:

- **Child learning, social-emotional and behavioral development:**
  - Family Learning Activities and Games  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families/Learning%20Games%20and%20Activities/Preschool%20Learning%20Activities%20and%20Games/home.html>
  - Parents as Teachers  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families/Everyday%20Parenting>
  - Fostering Children's Behavioral Development  
<http://challengingbehavior.fmhi.usf.edu/do/resources.htm>
  - Fostering Children's Social and Emotional Foundations for Early Learning  
<http://csefel.vanderbilt.edu/resources/family.html>
  - Backpack Connection Series for Teachers and Caregivers  
<http://challengingbehavior.fmhi.usf.edu/do/resources/backpack.html>
  - Parenting Essentials  
<http://www.cdc.gov/parents/essentials/>
- **Developmental and behavioral milestones, monitoring, and screening:**
  - Milestones Moments  
[http://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/milestonemomentseng508.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf)
  - Free Tools to Track Your Child's Development  
<http://www.cdc.gov/features/trackmilestones/>
  - Birth to Five: Watch Me Thrive – For Families  
<http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive/families>
  - Developmental and Behavioral Screening Passport  
[https://www.acf.hhs.gov/sites/default/files/ecd/screening\\_passport.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/screening_passport.pdf)
  - Where to go if You're Concerned  
<http://www.cdc.gov/ncbddd/actearly/concerned.html>
  - Center for Parent Information and Resources  
<http://www.parentcenterhub.org/>
  - Parent Training and Information Centers for Parents of Children with Disabilities  
<http://www.parentcenterhub.org/find-your-center/>
- **Identifying a high-quality early learning program:**
  - Child Care Aware  
<http://www.childcareaware.org/>

#### **APPENDIX 4: Resources for Programs, Schools and Staff**<sup>33</sup>

The following resources offer support for superintendents, program directors, principals, teachers, providers, and other staff to prevent and eliminate expulsions and suspensions in early childhood settings.

- **Social-emotional and behavioral health**
  - Center on the Social and Emotional Foundations for Early Learning  
<http://csefel.vanderbilt.edu/>
  - Technical Assistance Center for Social Emotional Intervention  
<http://challengingbehavior.fmhi.usf.edu/>
  - Positive Behavior Intervention Support  
<https://www.pbis.org/>
  - Center on Early Childhood Mental Health Consultation  
<http://www.ecmhc.org/>
  - National Center on Health  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health>
  
- **Universal developmental and behavioral screenings**
  - Watch Me! Celebrating Milestones and Sharing Concerns- Training for Teachers  
<http://www.cdc.gov/ncbddd/watchmetraining/index.html>
  - Birth to Five: Watch Me Thrive!  
<http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive>
  - Learn the Signs. Act Early  
<http://www.cdc.gov/ncbddd/actearly/index.html>
  
- **Partnering with community service providers**
  - Birth to Five: Watch Me Thrive! Community Guide  
[https://www.acf.hhs.gov/sites/default/files/ecd/communities\\_guide\\_march2014.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/communities_guide_march2014.pdf)
  - Legacy for Children: Public Domain Evidence-Based Parent Intervention  
<http://www.cdc.gov/ncbddd/childdevelopment/legacy.html>
  - Early Childhood Technical Assistance Center  
<http://ectacenter.org/>
  - Association of University Centers on Disabilities  
<http://www.aucd.org/directory/directory.cfm?program=UCEDD>
  
- **Forming strong relationships with parents and families**
  - National Center on Parent, Family, and Community Engagement: Resources and Guides  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/resources.html>
  - Family and Provider/Teacher Relationship Quality Measures: User's Manual  
<http://www.acf.hhs.gov/programs/opre/resource/family-and-provider-teacher-relationship-quality-measures-users-manual>
  - National Association for the Education of Young Children: Engaging Diverse Families  
<http://www.naeyc.org/familyengagement>
  
- **Culturally and Linguistically Responsive Practice and Nondiscriminatory Discipline**
  - National Center for Cultural and Linguistic Responsiveness  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>
  - U.S. Department of Education Office of Civil Rights Data Collection  
<http://www.ocrdata.ed.gov>
  - U.S. Department of Education and Justice Dear Colleague Letter on Nondiscriminatory Administration of School Discipline  
<http://www.ed.gov/ocr/letters/colleague-201401-title-vi.pdf>

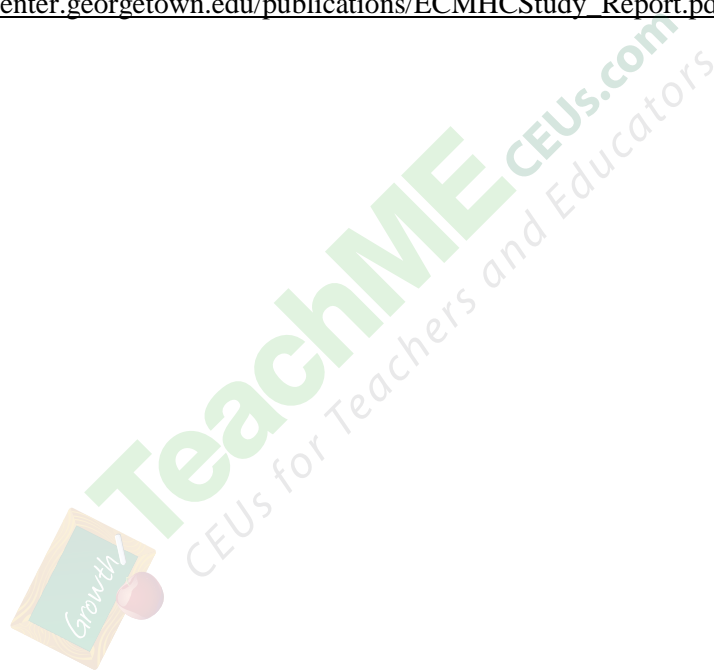


## **APPENDIX 5: Resources for States**<sup>33</sup>

States play a key role in eliminating expulsion and suspension, by establishing developmentally appropriate policies, investing in the early childhood workforce, and relaying critical information to parents and programs. Below are several free resources States can access to assist in preventing and eliminating expulsion and suspension practices.

- Action Steps for Reducing Suspension and Expulsion in California Schools  
[http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/California\\_Action\\_Steps\\_May\\_2011.pdf](http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/California_Action_Steps_May_2011.pdf)
- Association of University Centers on Disabilities Research, Education, and Service  
<http://www.aucd.org/template/index.cfm>
- Center for Early Childhood Mental Health Consultation  
<http://www.ecmhc.org/>
- Early Childhood Mental Health Consultation: Research Synthesis  
[http://csefel.vanderbilt.edu/documents/rs\\_ecmhc.pdf](http://csefel.vanderbilt.edu/documents/rs_ecmhc.pdf)
- Georgetown University Center for Child and Human Development: Early Childhood Mental Health Consultation  
<http://gucchd.georgetown.edu/67637.html>
- National Center for Culturally Responsive Educational Systems  
<http://www.nccrest.org/>
- National Clearinghouse on Supportive School Discipline  
<http://supportiveschooldiscipline.org/learn/reference-guides/positive-behavioral-interventions-and-supports-pbis>
- Positive Behavior Intervention and Supports State Coordinator Network  
<https://www.pbis.org/pbis-network>
- Positive Behavior Interventions and Supports Technical Assistance Center  
<http://www.pbis.org/>
- Resource Compendium: What Works? A Study of Effective Early Childhood Mental Health Consultation Programs  
<http://gucchd.georgetown.edu/products/78366.html>
- Roadmap to State-wide Implementation of the Pyramid Model  
[http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap\\_6.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap_6.pdf)
- State Planning Resources: Center on the Social and Emotional Foundations for Early Learning  
[http://csefel.vanderbilt.edu/resources/state\\_planning.html](http://csefel.vanderbilt.edu/resources/state_planning.html)
- State Planning Resources: Center on the Social and Emotional Foundations for Early Learning  
[http://csefel.vanderbilt.edu/resources/state\\_planning.html](http://csefel.vanderbilt.edu/resources/state_planning.html)

- State Work and Resources: Technical Assistance Center on Social Emotional Intervention  
<http://challengingbehavior.fmhi.usf.edu/communities/TACSEIstates.htm>
- Technical Assistance Center on Social Emotional Intervention  
<http://challengingbehavior.fmhi.usf.edu/>
- U.S. Department of Education Office of Civil Rights Data Collection  
<http://www.ocrdata.ed.gov>
- U.S. Department of Education and Justice Dear Colleague Letter on Nondiscriminatory Administration of School Discipline  
<http://www.ed.gov/ocr/letters/colleague-201401-title-vi.pdf>
- What Works? A Study of Effective Early Childhood Mental Health Consultation Programs  
[http://gucchdtacenter.georgetown.edu/publications/ECMHCStudy\\_Report.pdf](http://gucchdtacenter.georgetown.edu/publications/ECMHCStudy_Report.pdf)





"This course was developed from the public domain document: Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings - U.S. Department of Health and Human Services and the U.S Department of Education."