

Addressing Implicit Bias in the Pre-K–8 Classroom

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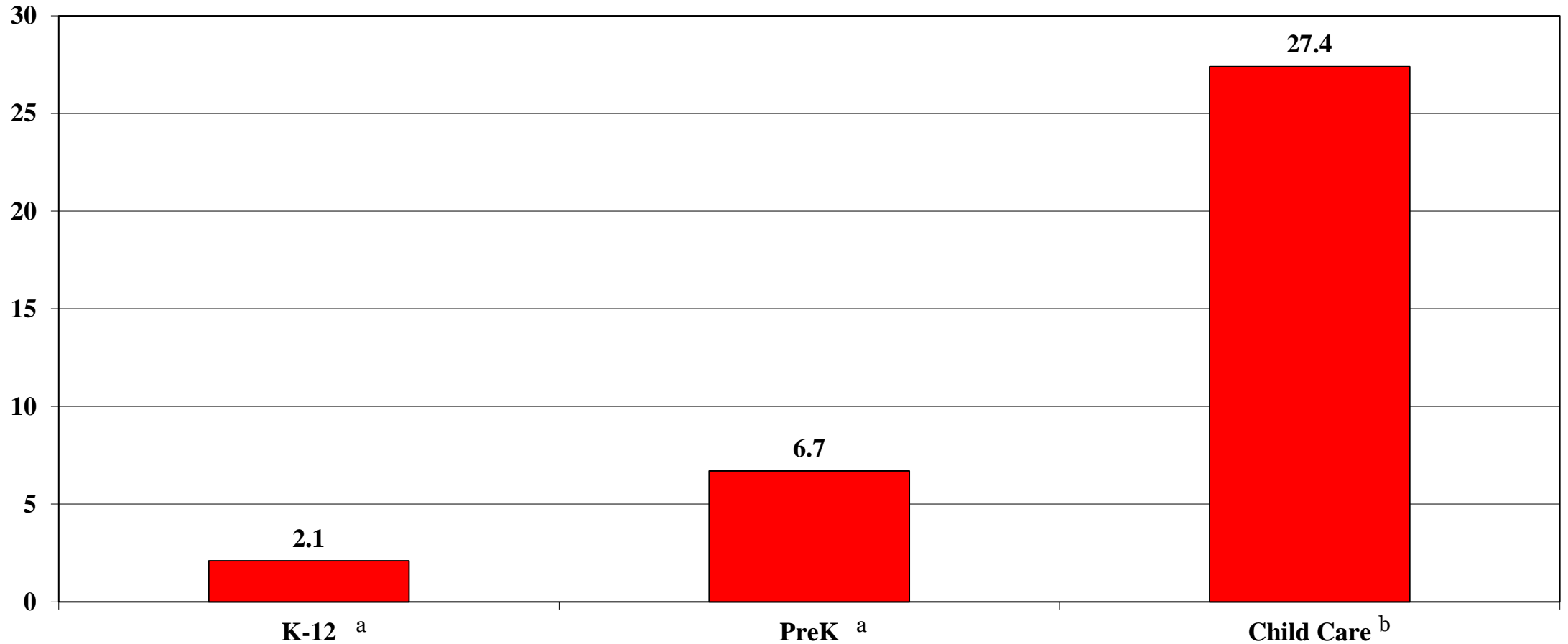
Webinar Wednesday

National Association of Elementary School Principals

February 12, 2020



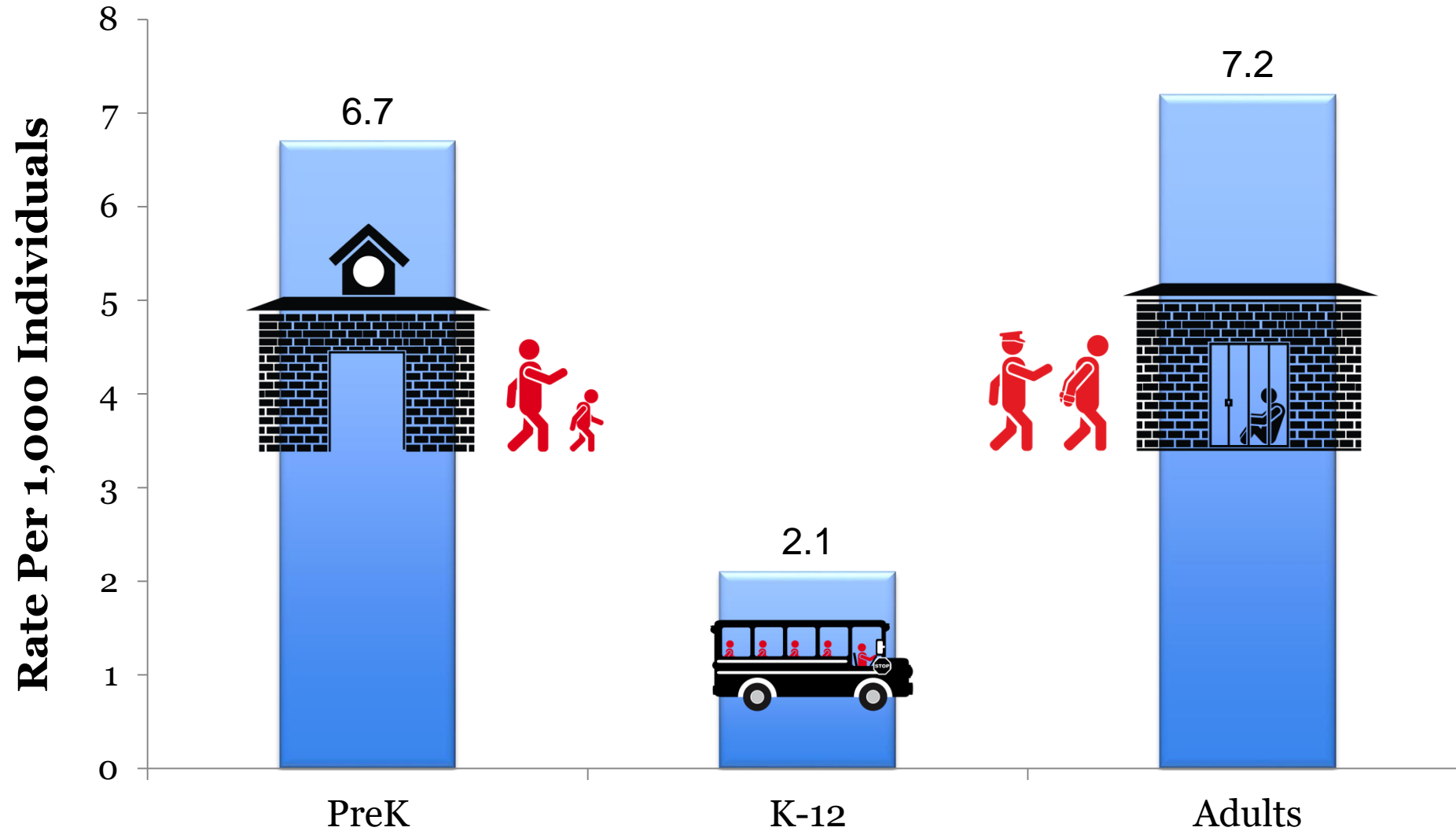
Expulsion Rates (per 1,000)



a. Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: www.ziglercenter.yale.edu/publications/briefs.html

b. Gilliam, WS & Shahrar, G (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants and Young Children, 19*, 228-245.

PRESCHOOL TO PRISON PIPELINE



Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*.

Available: www.ziglercenter.yale.edu/publications/briefs.html

Walmsley, R. (2013). *World prison population list (10th ed)*. London, UK: International Centre for Prison Studies.

Child Care Expulsion Rates

Child Rates

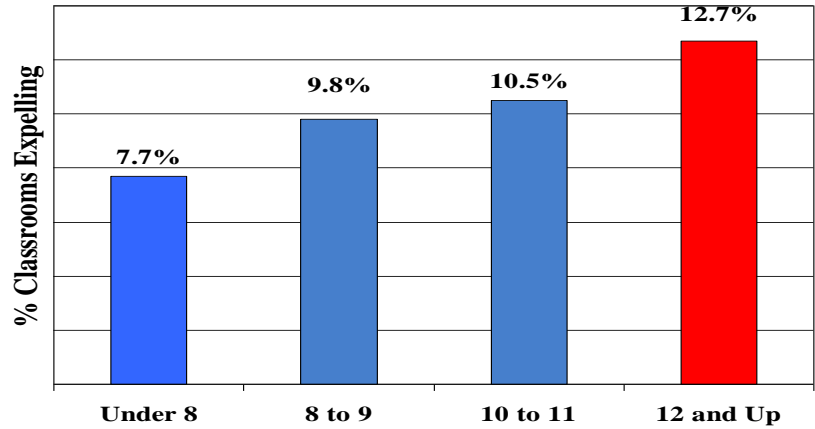
- Detroit, MI (Grannan et al., 1999; $n=127$; 28%)
 - Rate = 28/1,000
- Massachusetts (Gilliam & Shahar, 2006; $n=119$; 64%)
 - Rate = 27/1,000 (39% Classes)
- Massachusetts (MA DOE, 2003; $n=764$; ?%)
 - Rate = 2% expelled; 1% “suggested,” 1% transferred
- Colorado (Hoover, 2006; $n=1,075$; 17%)
 - Rate = 10/1,000

Center/Classroom Rates

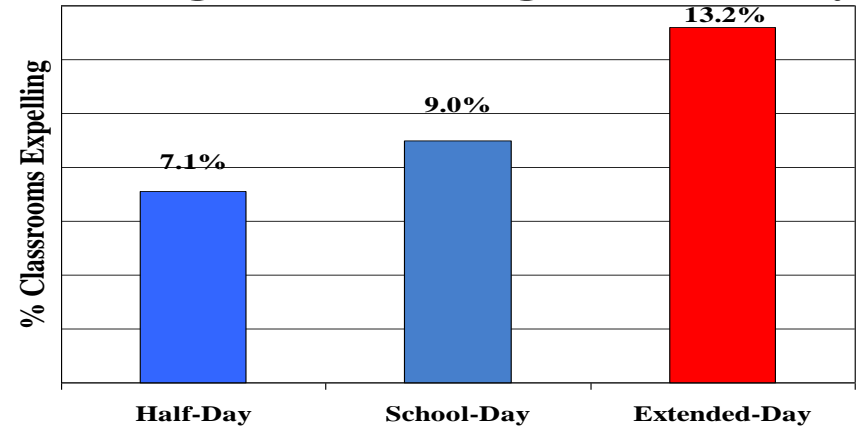
- Illinois (Cutler & Gilkerson, 2002; $n=195$ I/T; 38%)
 - Rate = 42% of Centers
- Alaska (Alaska CCPO, 2005; $n=493$; 71%)
 - Rate = 35% Centers

Factors Predicting Preschool Expulsion

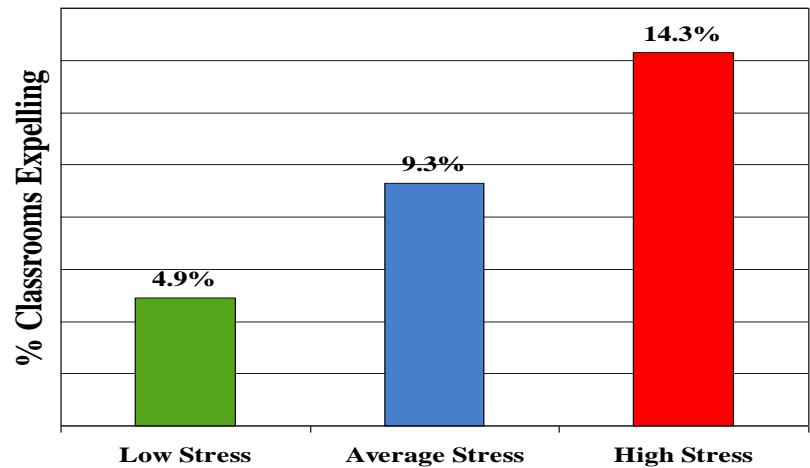
Child-Teacher Ratio



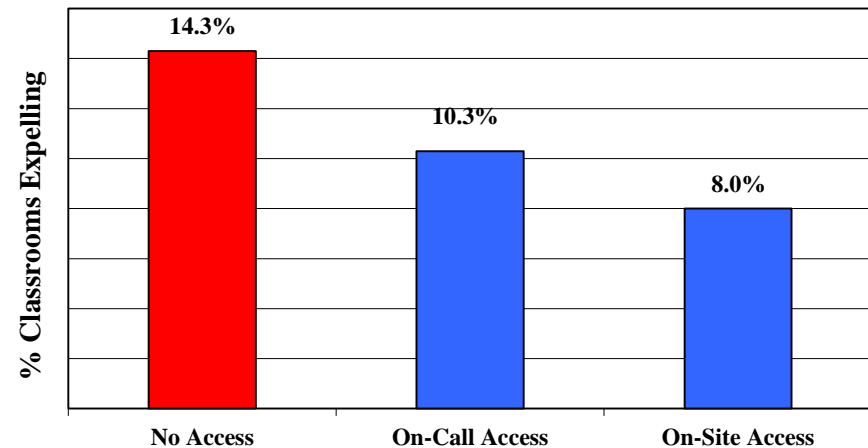
Program Length of Day



Teacher Job Stress



Access to Behavioral Supports



Preschool Expulsion

Is NOT a

Child Behavior.

It's an Adult Decision.

Who Gets Expelled?

4-year-olds 50% more likely than 3's

Black preschoolers more than 2 times as likely as white preschoolers

Boys more than 4 times as likely as girls

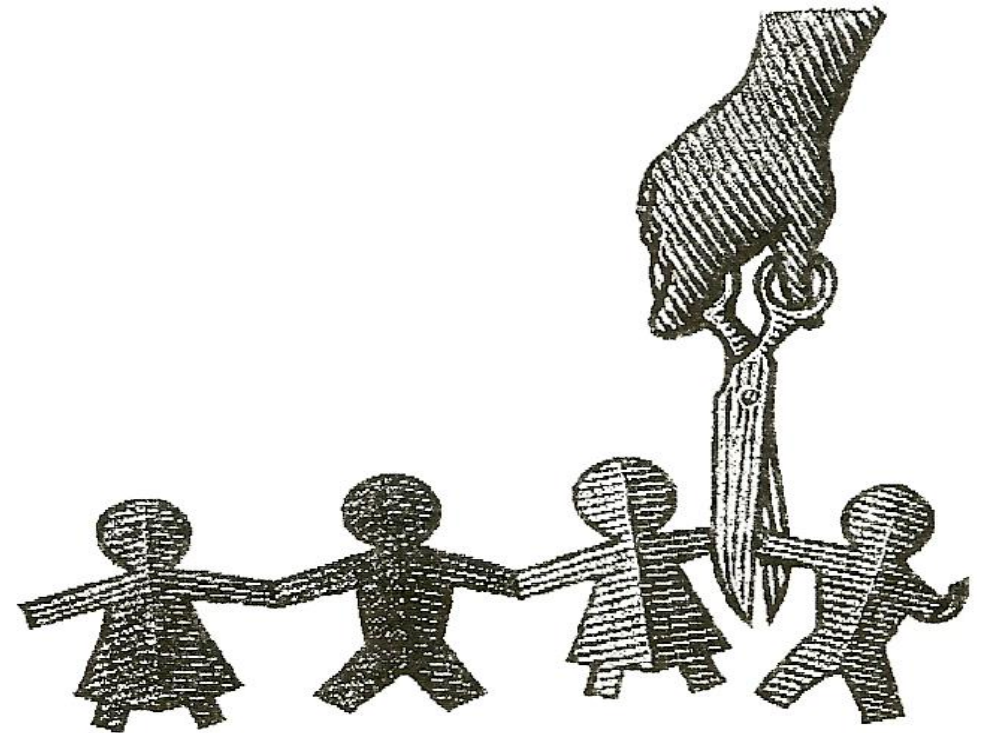


The 3 B's of Expulsion Risk

➤ **BIG**

➤ **BLACK**

➤ **BOY**



US Department of Education Office of Civil Rights (2014, 2016)



Issue Brief No. 2 (March 2014)
For other data snapshots in the series, visit the CRDC at: <http://ocrdata.ed.gov>

INSIDE THIS SNAPSHOT: Early Childhood Education Highlights

- Public preschool access not yet a reality for much of the nation: About 40% of school districts do not offer preschool programs.
- Part-day preschool is offered in preschool programs offer only part
- Limited universal access to preschool programs explicitly not
- Kindergarten retention disparately Native-Alaskan kindergarten students. Boys represent 61% of
- Suspension of preschool children preschool enrollment, but 48% of three out of four out-of-school pre

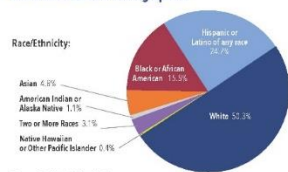


The 2013-14 Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional and other staff, and resources – as well as school climate factors, such as student discipline and bullying and harassment – that impact education equity and opportunity for students. The U.S. Department of Education (ED) will release additional data highlights later in 2016 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that foster college and career readiness, and chronic student absenteeism. The full CRDC data file may be downloaded now, please visit ocrdata.ed.gov for more information. In fall 2016, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at ocrdata.ed.gov.

Who's in the 2013-14 CRDC?

Number of school districts: 16,758 (99.2% of all school districts)
Number of schools: 95,507 (99.5% of all public schools)
Total number of students: 50,035,744

Nationwide Student Demographics:



Boys: 51.4% Girls: 48.6%

English Learners: 9.9%

Students with Disabilities: 14.0%

(Includes non-enrolling members and 100-united States (U.S.) territories)

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Newly Published Data

In this document, data highlights marked as **NEW** indicate that the CRDC collected new information on the topic for the first time in the 2013-14 CRDC.

<http://ocrdata.ed.gov>

March 2014 (2011-2012 data)

- “Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once.”
- “Boys receive more than three out of four out-of-school preschool suspensions.”

June 2016 (2013-2014 data)

- Black preschoolers 3.6 times as likely to be suspended as white preschoolers
- Blacks represent 19% of preschoolers, but 47% of suspensions
- Boys represent 54% of preschoolers, but 78% of suspensions

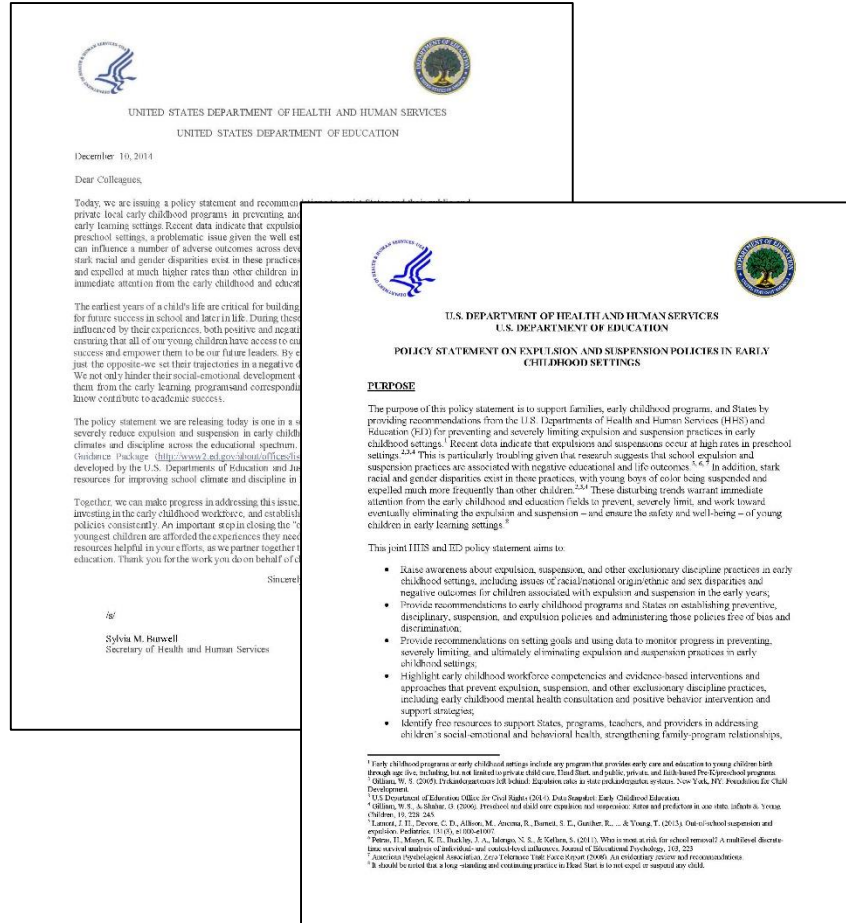
The Joint Position Statement (12/10/2014)



Secretary Burwell (HHS)



Secretary Duncan (DOE)



Joint Position

- Limits Exp/Susp
- Public & Private
- Recs to States
- ECMHC

ACEs & Preschool Expulsion/Suspension

Domestic Violence	OR = 10.6, p<.001
Family Mental Illness	OR = 9.8, p<.001
Adult Substance Abuse	OR = 4.8, p<.001
Victim/Witness of Violence	OR = 4.5, p<.01
Poverty	OR = 3.9, p<.001
Parental Divorce	OR = 3.3, p<.001
Parental Incarceration	OR = 3.0, p<.01

Zeng, Corr, O'Grady & Guan. (2019). Adverse childhood experiences and preschool suspension/expulsion: A population study. *Child Abuse & Neglect*, 97.

**Is it possible that
implicit biases about
our boys and
especially our black boys
may play a role?**

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THE NEW YORKER



ME



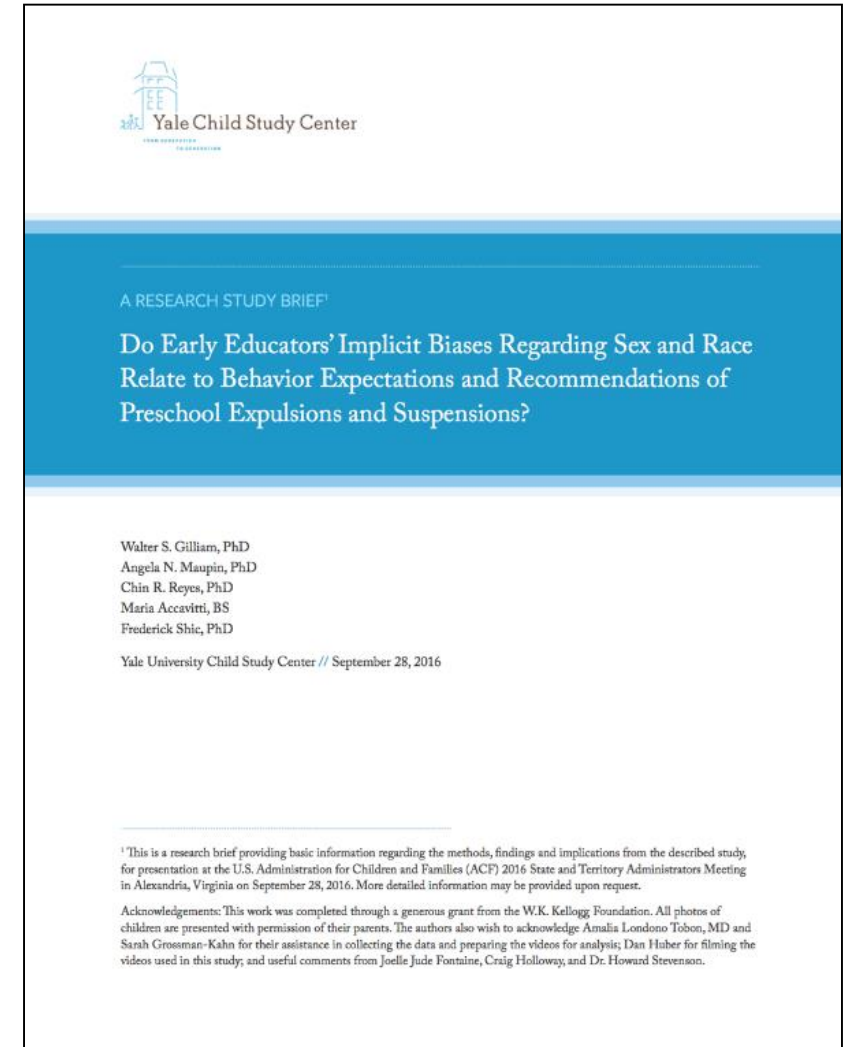
Implicit Bias in Preschool

Jan 2015 – Funding

(Thanks, W.K. Kellogg Foundation!)

Nov 2015 – Collected Data

Sep 2016 – Released Report



Participants ($N = 132$; 94% Female)

Occupation				
Classroom teacher	68.2			
Center director	9.8			
Student teachers	9.8			
Other (e.g., combination of professional roles)	9.8			
No response	2.3			
<u>Center type</u>	<u>%</u>			
Faith-affiliated program	22.7			
School-based PreK	17.4			
Not-for-profit	11.4			
Head Start	8.3			
For profit	7.6			
Other (e.g., independent school, special education)	31.8			
<u>Teacher Race</u>	<u>%</u>			
White	66.7			
Black	22.0			
<u>Teaching Experience</u>	<u>M</u>	<u>SD</u>	<u>Min</u>	<u>Max</u>
Years working at current location	6.4	6.3	0.25	28
Years working in early education	11.0	9.10	0	37







BG1

BB1

WB1

WG1



A



B

Please remember the letter
of the child who you believe
required the most of your attention.



C



D

Vignette Study

Same story, manipulated child sex/race:

DeShawn, Latoya, Jake, Emily

Pretend this child is in your classroom

Family Background or No Family Background



Video Courtesy of NPR



Las Vegas, Nevada – Feb 1, 2018



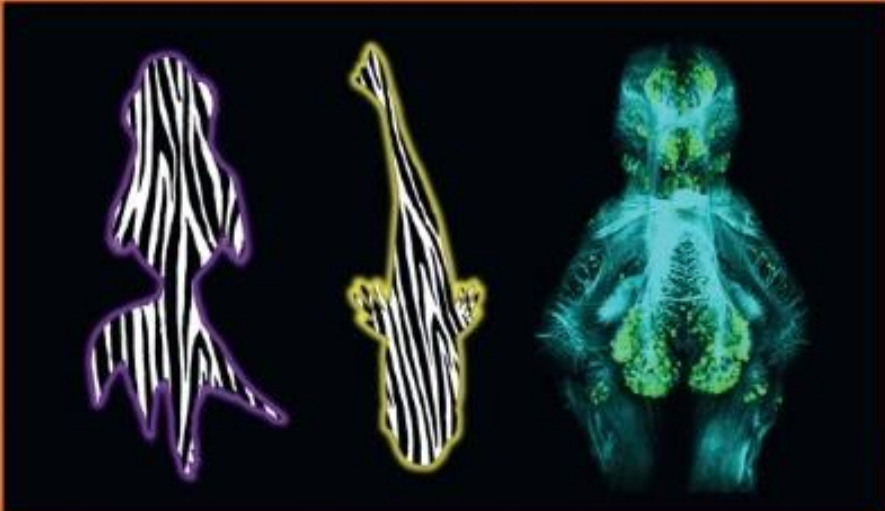


Early Childhood Mental Health Consultation

www.jaacap.org

Journal of the American Academy of
**CHILD & ADOLESCENT
 PSYCHIATRY**

Volume 55 | Number 9 | September 2016



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Advancing the science of pediatric mental health and promoting the care of youth and their families

NEW RESEARCH

Early Childhood Mental Health Consultation: Results of a Statewide Random-Controlled Evaluation

Walter S. Gilliam, MD, Angela N. Maupin, MD, Chin R. Reyes, MD

Objective: Despite recent federal recommendations calling for increased funding for early childhood mental health consultation (ECMHC) as a means to decrease preschool expulsions, no randomized-controlled evaluations of this form of intervention have been reported in the scientific literature. This study is the first attempt to isolate the effects of ECMHC for enhancing classroom quality, decreasing teacher-rated behavior problems, and decreasing the likelihood of expulsion in targeted children in early childhood classrooms.

Method: The sample consisted of 176 target children (3–4 years old) and 88 preschool classrooms and teachers randomly assigned to receive ECMHC through Connecticut’s statewide Early Childhood Consultation Partnership (ECCP) or waitlist control treatment. Before randomization, teachers selected 2 target children in each classroom whose behaviors most prompted the request for ECCP. Evaluation measurements were collected before and after treatment, and child behavior and social skills and overall quality of the childcare environment were assessed. Hierarchical linear modeling was used to

evaluate the effectiveness of ECCP and to account for the nested structure of the study design.

Results: Children who received ECCP had significantly lower ratings of hyperactivity, restlessness, externalizing behaviors, problem behaviors, and total problems compared with children in the control group even after controlling for gender and pretest scores. No effects were found on likelihood of expulsion and quality of childcare environment.

Conclusion: ECCP resulted in significant decreases across several domains of teacher-rated externalizing and problem behaviors and is a viable and potentially cost-effective means for infusing mental health services into early childhood settings. Clinical and policy implications for ECMHC are discussed.

Key words: early childhood mental health consultation, preschool children, behavioral outcomes, early childhood education, preschool expulsion

J Am Acad Child Adolesc Psychiatry 2016;55(9):754–761.

On December 10, 2014, the US Department of Health and Human Services and the US Department of Education issued a rare joint policy and recommendations statement¹ during the White House Summit on Early Childhood Education. This joint policy statement called for a drastic decrease in early childhood expulsions. Specifically, it mentioned early childhood mental health consultation (ECMHC), an intervention in which qualified mental health providers serve early childhood teachers and professionals as classroom-based consultants, as a promising intervention for decreasing and ultimately eliminating preschool expulsions. Unfortunately, no randomized-controlled evaluation of ECMHC has been published in the scientific literature to support this recommendation. Furthermore, the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriations Bill 2016 (July 10, 2015)² called for the US

Department of Health and Human Services and Department of Education to highlight evidence-based approaches to decrease suspension and expulsions in all US early care and education programs. The present study is the first true randomized-controlled evaluation designed to isolate the effects of ECMHC on decreasing the challenging classroom behaviors that often lead to expulsions, thus addressing a federally recognized urgent need.

Severe behavior problems during the preschool years are meaningful predictors of continued behavior problems, poor peer standing, and academic difficulties during kindergarten,^{3,4} later elementary school, and middle school.^{5,6} Externalizing and internalizing behavior problems in young children that occur frequently and intensely are of clinical concern because they result in significant disruptions to academic, social, and emotional development.^{7,8} Externalizing behaviors include inattention, hyperactivity, impulsivity, aggression, emotional lability, and oppositionality, whereas internalizing behaviors often include anxiousness, shyness, perfectionism, and sadness. Although high-quality early education and intervention programs can prevent severe behavior problems in young children from low-income communities and families,^{9–11} some preschoolers unfortunately begin

This article is discussed in an editorial by Dr. Jaf Q. Bostic on page 749.

Clinical guidance is available at the end of this article.

An interview with the author is available by podcast at www.jaacap.org or by scanning the QR code to the right.



Quality Measurement: The CHILD & Equity



Climate of Healthy Interactions for Learning & Development

Consultant's Guide to the CHILD Tool Pilot Version

Chin R. Reyes, Ph.D., & Walter S. Gilliam, Ph.D.
with Carla Horwitz, Ed.D.

Yale Child Study Center

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APPLYING AN EQUITY LENS USING THE CHILD TOOL

APPLYING AN EQUITY LENS AND GUARDING AGAINST POTENTIAL BIAS USING THE CHILD®: A TOOL FOR CONSULTANTS

Chin R. Reyes, Ph.D., & Walter S. Gilliam, Ph.D.
February 2018

When providing feedback to teachers, the consultant is advised to document specific behaviors that were observed during the observation. This worksheet is a tool to assist early childhood mental health consultants to detect potentially discriminatory behaviors in the classroom using the CHILD® observation scale.

Defining Equity and Bias

Let's first define what we mean by equity and bias in the context of early child care and education (ECCE). **Equity** refers to how providers apply strategies to address disparities. Potential sources of disparities/inequities include, to name a few: *race/ethnicity* (e.g., African Americans vs. European Americans), *sex* (girls vs. boys), *language* (e.g., English language learners vs. non-English language learners), *religion* (e.g., Muslims vs. Christians), *family structure* (e.g., children of single parents vs. children of two-parent households), *ability* (e.g., children with special needs vs. typically-abled children), *social class* (e.g., children from low-income vs. high-income families), and *behavior* (e.g., compliant children vs. externalizers vs. internalizers). Remember that equity and equality are not the same. A "fair" teacher spends an equal amount of time and provides an equal amount of support to all children regardless of their individual needs. Not all children, however, benefit from this "blanket approach". For instance, English language learners need to be provided with additional scaffolding because of a language barrier; or children with special needs may not be able to perform a particular activity without additional support. An "equitable" teacher knows which children need special attention and provides them with the right amount of scaffolding. This is best depicted in the picture below:



Bias is a loaded term. Many early childhood providers believe they are unbiased. Although explicit bias and outright racism do exist in some cases, there are subtler forms of bias still at play. Here, we refer to *implicit bias* among early childhood providers. Implicit bias, in contrast to explicit bias, pertains to the unintentional



Policy by the Numbers

26 States Acting

15 States with Bans

1.6 Million Preschoolers Protected



**Social Justice
& Civil Rights
Are Often Matters of
Access**





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the
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to
VOTE









Acknowledgements

THE TEAM

Amalia Londono Tobon, MD

Maria Accavitti, MA

Chin Reyes, PhD

Angela Maupin, PhD

Generous Support
from the



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FOUNDATION™



Yale Child Study Center

FROM GENERATION
TO GENERATION

Thank You! To Read More... 100



Robert Wood Johnson Report (Aug 2016)

rwjf.ws/2erCYjN

Random-Controlled Evaluation of ECMHC (Sep 2016)

bit.ly/2kwRnja; bit.ly/2kwP8MS

Yale Preschool Implicit Bias Study (Sep 2016)

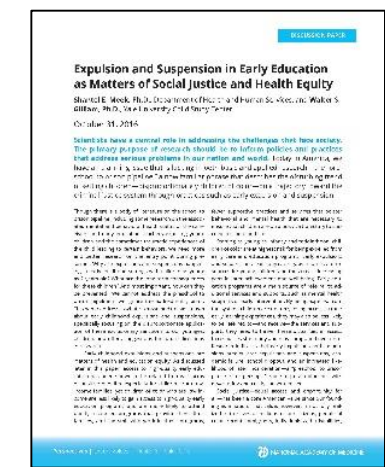
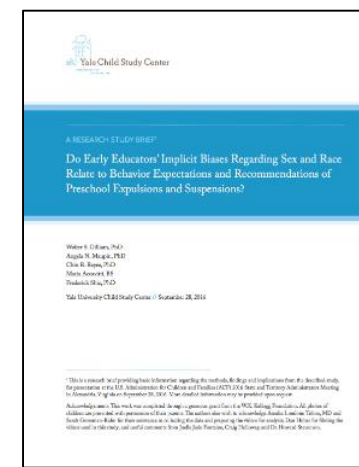
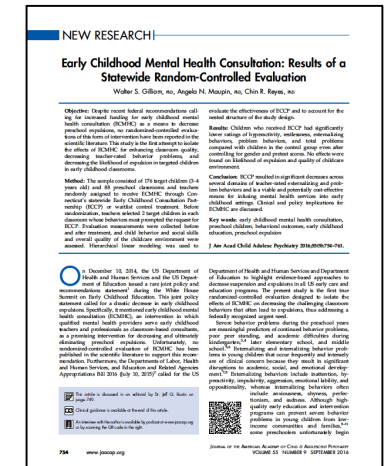
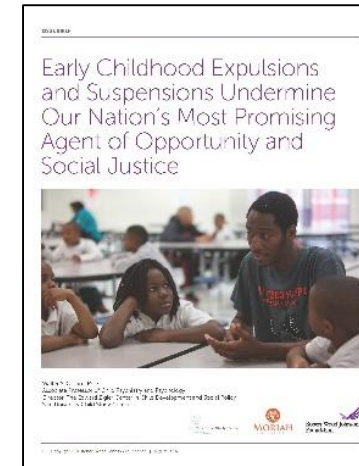
bit.ly/2erxzsP

National Academy of Sciences (Oct 2016)

bit.ly/2ff5G5t

Preschool Suspension & Expulsion Timeline

bit.ly/2erztd8



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