# Expulsion Prevention

BVS is committed to ensuring that all children attending our program have access to a quality early childhood education that provides a safe and developmentally appropriate experiences and nurtures positive learning and development. We will involve the child’s family in our efforts to support his or her successful inclusion in our program. BVS will make every effort to successfully include and maintain children in our program if the parents/ guardians show us they are willing to be active participants in the correction of the child’s behaviors. If we see the parents/guardians not wanting to be active participants we will work with them to figure out a pleasant exit strategy for all those involved.

## What is expulsion?

The complete and permanent removal of a child from an educational system, e.g., childcare center (Gilliam & Shahar, 2006).

Terminating the enrollment of a child or family in the regular group setting because of a challenging behavior or a health condition. (Caring for Our Children; National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, 3rd edition)

### What is suspension?

Reduction in the amount of time a child may be in attendance of the regular group setting, either by requiring the child to cease attendance for a particular period of time or reducing the number of days or amount of time that a child may attend. Requiring a child to attend the program in a special place away from the other children in the regular group setting is included in this definition. (Caring for Our Children; National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, 3rd edition)

### What are challenging behaviors?

Any behavior that makes it difficult for a young child to be successful in a group environment. Such behaviors interfere with a child’s ability to positively interact with others and may disrupt the learning process or even pose health and/or safety risks. Such behaviors often frustrate adults because the behaviors do not respond to typical behavior intervention strategies. (Izen and Kalinowski, 2010)

 \_Any repeated pattern of behavior that interferes with or is at risk of interfering with optimal learning or engagement in pro social interactions with peers and adults. (Powell, Fixsen, Smith, & Fox, 2007)

### First steps towards success:

BVS teachers are set up to redirect challenging behaviors in a way that guides and promotes positive outcomes for both the child and the teacher. These different techniques include but are not limited to:

* Turning a “no” to a “yes”
* Redirecting to appropriate behavior
* Reinforce appropriate behaviors around the child
* Providing positive attention when challenging behavior ends
* Teaching more appropriate skill and focus on reinforcing appropriate skill

Teachers are asked to document challenging behaviors each time they occur, how the behavior is handled, the outcome of the situation and then shared with the both the families and the director. The teachers continuously work with parents through communicating and exchanging techniques to better support the child at home and at school. After these techniques have been used over trial and error and the challenging behaviors are still occurring we are able to reach out to outside resources.

### Who can help?

When the teachers are unable to provide positive results from these different strategies they will ask for assistance from the Director. It is then the Director may choose to consult with outside agencies that specialize in challenging behaviors. BVS works closely with PTAN, the Early Childhood Learning Center and Community Partners. PTAN is a grant-funded statewide technical assistance and support network that promotes quality, developmentally appropriate and culturally competent early childhood education and special education programs. The mission of the ECLC is to foster early foundations for lifelong learning and social growth. We provide a welcoming, healthy, safe, confidence-inspiring environment where individuality is nurtured and independence is encouraged. Together, students, staff, and families foster meaningful relationships and a vibrant community. Community Partners are dedicated to providing quality developmental and mental health services to meet the needs of families and individuals in Strafford County.

**Resource Contact Information**

PTAN: (603) 206-6800

Early Childhood Learning Center: [(603) 664-5586](https://www.google.com/search?source=hp&ei=Te6YXLyBC6OOggfk-rOoBw&q=Early+Childhood+Learning+Center%2C+Ramsdell+Lane%2C+Barrington%2C+NH&oq=eclc+barringt&gs_l=psy-ab.1.1.0j38.3322.14797..16271...16.0..0.164.2459.26j4......0....1..gws-wiz.....0..35i39j0i131j0i22i10i30j0i22i30j0i10j0i13._vAncuZPx2c)

Community Partners: (603) 516-9300