

Slide #1 Welcome

Welcome to this course titled, “Safe Responses for Challenging Behaviors”.

This course is developed as part of the Washington State Department of Children, Youth, and Families (DCYF) alignment process, to prepare providers and licensors in their understanding of the “why”, the “what” and the “how” of complying with the updated Foundational Quality Standards for Early Learning Programs (referred to in each course as the Foundational Quality Standards).

This course has some difficult topics and high interest content areas. DCYF experienced many discussions and concerns through our community meetings and Negotiated Rule Making about many of these topics.

The intent of this course is to provide a deeper understanding of specific licensing standards. DCYF recognizes that we are all in a different place in our own growth of understanding or experiences related to these topics.

This journey is about how to strengthen our practices and implement key strategies that will best develop our children in healthy and positive ways.

Slide #2 Helpful Hints

WA DCYF is pleased to present this e-Learning course! To help provide a positive learning experience for you, please take a moment to review the following “Helpful Hints” summary, detailing what you can expect from this course. A complete list of Helpful Hints has been added to the Resources section of your learner’s screen for reference.

- If you would like to access and review the full course text, please visit the Resources section of your learner’s screen. You can view, print, or download a full version of the course text that is narrated within each module. The full text will be included in each course and listed as the first resource in the Resources section of your course frame.
- The time to complete the course will depend on the course topic and the pace at which you advance through the slides.
- To help you get the most out of the course, settings are in place to prevent users from skipping ahead through the slides. You can advance through the course when the narration for each slide concludes by selecting the “Next” button, or, go back to review material already presented by selecting the “Previous” button.
- Web links and additional resources will be utilized in some of the courses to enhance your learning experience. We hope you will take time to explore them to further develop your knowledge about the topics being presented.

Slide #3 Course Introduction

This course is designed to introduce you to the updated Washington Administrative Code (WAC), as well as outline strategies and examples of WAC compliance. Updated WACs will be detailed in each course as a reference and a full listing of the WAC is included in the Resources section of your learner's screen. You can print or download this resource at any time, either as a reference while you complete this course, or as a resource after the course is completed.

Slide #4 Learning Outcomes

This course will help early learning professionals understand how to meet, assess for, and demonstrate ongoing compliance with the Foundational Quality Standards.

Upon completion of this course, participants will:

- Understand that children communicate through verbal and non-verbal cues
- Identify behaviors or actions that are prohibited in early learning programs
- Understand the criteria for the restraint of a child and the formation of a clear restraint policy
- Recognize the significant impact of expulsion on children and their future development and success
- Develop an expulsion policy that will support parents, children and the early learning program
- Adapt early learning program environments and revise practices to lessen challenging behaviors

Slide #5 Guiding Principles

As we cover the material in this course, please keep in mind the following Guiding Principles. We will revisit these at the end of the course to check in with you and give you an opportunity to assess your understanding and application of the course content.

Guiding Principles:

- Much of the learning and development that occurs for children, and continues throughout their lifetime, is influenced by the people and places they encounter. Early learning programs have the opportunity to create lasting impacts on young children.
- Children communicate through verbal and non-verbal behaviors.
- "At least one adult in a child's life who provides a stable, caring and supportive relationship is one of the strongest ways to build resilience and help stack the scale against adversity."

This last Guiding Principle is from a Harvard report from 2015 which focused on children involved in toxic stress environments or abusive relationships which can

inhibit learning and healthy development for children.

This quote is part of our Guiding Principles, because any of you can be that one adult that makes the difference in a child's life and success.

Slide #6 Course Introduction continued

These Foundational Quality Standards contain important details and information for all early learning providers and their staff, as well as for licensors. Quite comprehensive in scope, they provide a wealth of straightforward information about how to demonstrate, and assess for, compliance with the WAC.

The course will cover the following sections from the Foundational Quality Standards:

- WAC 110-300-0331 - Prohibited behavior, discipline, and physical removal of children
- WAC 110-300-0335 - Physical restraint
- WAC 110-300-0340 - Expulsion
- WAC 110-300-0486 - Expulsion policy
- WAC 110-300-0490 - Child restraint policy

Slide #7 Behavior is Communication

Let's explore a few areas to set the stage for our understanding surrounding some of these topics. This course will reach into adult behavior, attitudes, biases: children's behavior and also environmental impacts.

We ALL have a passion and commitment to children. This is why many of you through the years have invested hours, relentless energy and sacrificed a great deal to ensure children within your care or purview receive everything they need to be happy and healthy. However, if you have been in the child care field for long, you probably have run across a child or two that has been challenging or a puzzler in how to support their needs.

So let's talk about behavior-what is it?

The Oxford definition is "the way in which one acts or conducts oneself, especially toward others."

What we should know about behavior is captured in this quote and will help us with the framework toward our roles in expulsion, restraint and prohibited behaviors.

"Behavior is communication; that the behavior will continue until the message is heard."

This quote came from Right Response which is a program offering different behavior management and intervention strategies.

Our role as the adult is to figure out what the behavior is telling us so that we can engage in supportive action or supportive environmental changes. Thinking about what is this child needing? This takes focus and intentional observation-we also need an awareness about how we are responding or reacting to the child.

Children communicate with their behavior. Non-verbal children may be trying to tell the adult in the room that they are hungry, or tired, or I need help, or I need attention! We may see behavior telling the adult that the child is stressed, angry or confused-needing an adult to help manage feelings.

As we all know children, behave differently for a variety of reasons. Children may feel stressed and some may be due to trauma or difficult challenges at home or in relationships.

All of us carry biases or triggers that may bring negativity to the situation as opposed to solution oriented. Ultimately, the responsibility is with us as adults to change our perspective, attitude, approach or to adapt the environment so that the child's needs are met.

You may have heard the phrase "To bring calm, you must possess calm." This is really important to keep in mind as we move through this course.

Children's developing ability to regulate begins with steady, calm, regulated adults.

Adults need to offer emotional safety and connection and once children have calmed, then they can engage in problem solving.

Slide #8 Positive Behavior Support

In this course we will explore positive and relationship based responses, and prevention type strategies to avoid particular situations or dynamics within the early learning programs.

Paying attention to verbal and non-verbal cues of children will be an important piece of our work.

Since behavior is communication, early learning professionals should focus on asking themselves:

- "What is this child showing me or telling me through this behavior? How does he feel, what does he need?"
- "How can I teach him or help him manage his feelings and express his needs more effectively?" and
- "How can I respond differently to support this child?"

Early learning professionals can respond to children's behaviors by identifying and addressing their underlying needs. It will be important to focus on the

importance of the relationship and the impact of the relationship on the child's regulatory capacity rather than focusing on "fixing" the child's behavior.

You can find multiple resources regarding Positive Behavior Support in the Extend Your Learning PDF, located in the Resources section of your learner's screen.

Slide #9 Video

This short video "Understanding challenging behavior in young children" is about early learning program staff, who share their efforts to understand children's behaviors and looking at causes of their behaviors and how to meet their needs.

You may begin the video by selecting the [youtube.com](https://www.youtube.com) link.

Slide #10 Expansion of Trauma-Informed Child Care

Before we begin our WAC content, let's cover the expansion of Trauma informed care or healing centered care in the state of Washington at DCYF.

In 2018, there was a House Bill (2861) that was passed and created a Trauma Informed Care Advisory Group. The group's task was to develop a 5-year plan specifically for expanding the availability of trauma-informed early care and education experiences.

For more information, you can find a link to House Bill (2861) report in the Extend Your Learning PDF, located in the Resources section of your learner's screen. You can use the latest report to the legislature to find out more and what you have to look forward to as early learning professionals.

Something to keep in mind, when a child has experienced trauma or toxic stress and exhibits challenging behaviors, these behaviors are communication of distress. Efforts to "fix" or extinguish the behavior are not trauma-informed or developmentally appropriate.

Slide #11 Test Your Learning!

Before we continue, let's test your learning. Review the question and select True or False?

A young child is crying - what might the child be trying to tell you? They could be hurt, hungry, scared or feeling ill.

- True
- False

Slide #12 Test Your Learning!

A young child is pushing other children- what might the child be trying to tell you? They could be tired and impatient with others, or feeling unsafe.

- True
- False

Slide #13 Test Your Learning!

A young child is destructive in peer play - what might the child be trying to tell you? All children are destructive during peer play and this behavior is not communicating anything.

- True
- False

Slide #14 Test Your Learning!

A young child is withdrawn from peers and activities- what might the child be trying to tell you? They might need individual attention or may need help with building social relationships.

- True
- False

Slide #15 WAC 110-300-0331

The first WAC we will explore is:

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children

(1) An early learning provider must take steps to prevent and, once aware of, must not tolerate:

- (a) Profanity, obscene language, "put downs," or cultural or racial slurs;**
- (b) Angry or hostile interactions;**
- (c) Threats of physical harm or inappropriate discipline such as, but not limited to, spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment;**
- (d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child's family;**

Slide #16 WAC 110-300-0331 continued

A provider must take steps to prevent and once aware of must not tolerate.

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children

- (e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or corrupting a child;**
- (f) Prevent a child from or punish a child for exercising religious rights; or**
- (g) Anyone to:**
 - (i) Restrict a child's breathing;**
 - (ii) Bind or restrict a child's movement unless permitted under WAC [110-300-0335](#);**
 - (iii) Tape a child's nose, mouth, or other body part;**
 - (iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;**
 - (v) Force a child to ingest something as punishment such as hot sauce or soap;**

WAC 110-300-0335 mentioned in subsection (g)(ii), we will be covering in the Physical Restraint section of this course.

Slide #17 WAC 110-300-0331 continued

A provider must take steps to prevent and once aware of must not tolerate.

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children

- (vi) Interfere with a child's ability to take care of his or her own hygiene and toileting needs;**
- (vii) Use toilet learning or training methods that punish, demean, or humiliate a child;**
- (viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;**
- (ix) Expose a child to extreme temperatures as punishment;**

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children

- (x) Demand excessive physical exercise or strenuous postures. Excessive physical exercise includes, but is not limited to, running laps around the yard until overly tired, an extensive number of push-ups, having a child rest more than the child's development requires, standing on one foot for an uncomfortable amount of time, or holding out one's arms until tired or painful;**
- (xi) Place the separated child in a closet, bathroom, locked room, outside, or in an unlicensed space; and**
- (xii) Use high chairs, car seats, or other confining space or equipment to punish a child or restrict movement.**

This is not an easy section to read, explore or consider in any child's experience.

Slide #18 Data and Changing Outcomes

During Negotiated Rule Making, there were multiple discussions about why these areas had to be in the regulations. Questions came up "why would anyone do that?" "Why providers wouldn't know these are bad or inappropriate things to do?"

There may be a lack of knowledge of child development resulting in unrealistic expectations of a child, inappropriate behavior strategies being used, high stress due to a high demand role-there may be many reasons why.

Unfortunately, over the last 2 years, DCYF has had 184 complaints with 286 valid

WAC violations specifically surrounding the content areas we are discussing in this course. Out of those complaints there were 77 reports involving abuse or neglect allegations. These were investigated by the Licensing Division Child Protective Service unit.

Out of the 286 WAC violations, 235 of these were just regarding the Prohibited Behaviors section under the past center WAC 170-295-2040.

Many of these included adults being aggressive with children, excessive discipline, inappropriate restraint causing injury, yelling at children, pinching, shaking young children, dragging children, or staff using scary language with children.

Unfortunately, these kinds of behaviors do happen and we want to educate and support our early learning programs with resources, strategies, networking and technical assistance to proactively tackle these issues. What strategies have worked for you in your program when you experienced challenging or difficult behaviors from children or do you have some ideas to help support staff?

For family home and center providers this section may be familiar in some places and there are other additional updates as the agency had priorities to include. Particularly from subsection (e) forward. The expansion of certain language is meant to bring clarity and add meaning to certain phrases.

Slide #19 Test Your Learning!

Before we continue let's test your learning. Review the question and select the best response.

Based on this WAC section 0331, which statement is correct?

- A. A provider only needs to tell a child or staff to stop inappropriate behaviors once and they have met their obligation.
- B. It is okay to call names if the other child thinks it is funny too.
- C. A provider must not demand excessive physical exercise or strenuous postures for children.
- D. A provider can keep a young child in a high chair for a set time period if the child is not cooperative with the planned activities.

Self-Reflection:

Let's self-reflect and think of how you would respond if you saw or heard any of the behaviors listed in options A-D.

Providers – What would you do if you were the only adult in the room?

Licensors – What do you do if you walk into a program or are in a setting and see or hear any of the behaviors in the room?

Coaches – How would you provide technical assistance to a program to prevent or not tolerate any of the behaviors?

Slide #20 WAC 110-300-0331 continued

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children

(2) An early learning provider must supervise to protect children from the harmful acts of other children. A provider must immediately intervene when they become aware that a child or children are teasing, fighting, bullying, intimidating, or becoming physically aggressive.

This section was a high priority for DCYF due to the negative impact to children when there is aggressive or bullying behavior demonstrated by others around them. This requires the early learning provider to proactively intervene when there is bullying or other harmful behavior occurring amongst children or within the environment. From the developmental perspective, adults will need to be mindful of interventions and communication to ensure children have gained some level of their own behavioral understanding.

There are some great resources in the Extend Your Learning PDF in the Resources section of your learner's screen, that will address working with children on empathy and how to develop healthy attachments to their peers. There's also an article from the NAEYC (National Association for the Education of Young Children) website. From some of their work and data gathering, they uncovered that 20.4% of children ages 2-5 years old have experienced physical bullying and 14.6% had been teased or verbally bullied. This is an important topic and it starts young.

Caring for Our Children, 3rd Edition Standard 2.2.0.1 Methods of Supervision of Children notes that "It is the responsibility of caregivers or teachers to monitor what children are talking about and intervene when necessary." The importance of supervision and knowing what children are doing or saying is imperative when it comes to inappropriate behaviors that can be detrimental.

Supervision is a cornerstone for quality in early learning. There is guidance in WAC 110-300-0345 subsection (3) about scanning the environment, visibly

checking often, positioning, being aware of verbal and non-verbal cues, intervening, and redirecting.

We all understand that setting the environment in positive ways will increase children's ability to succeed and develop in healthy ways based on our role or actions as adults and caregivers. Many times, we see that adults do the best they can with what they know so we want to focus this course on supports and resources to ensure that all of us have access and know how to get the type of help that is needed.

We want to ensure that children are receiving the skills to develop the capacity and learn strategies to manage strong feelings and frustrations.

Slide #21 Bullying

Let's drill down a little deeper with this particular section to illustrate the importance of our role in stopping bullying type behavior. There have been multiple studies and research regarding the impact of bullying and mental health.

One study from Yale University states that "victims of bullying are 2 to 9 times more likely to entertain the thought of suicide than non-victims."

You can access the Bullying and Suicide Statistics link in the Extend Your Learning PDF, in the Resources section of your learner's screen.

There are multiple kinds of bullying and is not limited to cyber, emotional, or physical avenues. Intervention is key to protect and guard children from this kind of harm from other children or adults.

Slide #22 Bullying continued

NAEYC provides clarity regarding the definition of "bullying" behavior.

Three elements:

- Act of aggression intended to do harm
- Repeated over time
- Occurs within the context of power imbalance

This distinguishes the difference between bullying and "rough tumble play" and other aspects of young children's developing social skills.

Slide #23 Bullying continued

Current statistics from an ABC News story indicated that over 160,000 kids stay home from school every day because of fear of bullying. Children not only suffer

from the bullying but will also suffer academically due to lack of attendance and emotional well-being.

From the Office of Superintendent of Public Instruction website, “Every absence, excused or unexcused, is a learning opportunity lost and can have significant impacts on a student’s success in school and life. A student who misses 10% or more of their school days, which can mean just two days a month, for any reason, is considered chronically absent. Chronically absent students are more likely to fall behind academically and less likely to graduate from high school. Addressing chronic absenteeism and developing good attendance habits is a solvable problem for which we all share responsibility.”

Slide #24 Bullying continued

The US Department of Health and Human Services-National Institute of Health has a helpful resource you can access in the Extend Your Learning PDF, located in the Resources section of your learner’s screen.

“Those who are bullied are at increased risk for mental health problems, headaches, and problems adjusting to school. Bullying also can cause long-term damage to self-esteem.

Children and adolescents who are bullies are at increased risk for substance use, academic problems, and violence to others later in life.”

Slide #25 Video

This brief video *Bullying Exerts Psychiatric Effects Into Adulthood* shows the impact of bullying. The study from the National Institute of Mental Health involves following children who have been bullied and mental, cognitive, academic and physical impacts as a result of being a bully victim.

Guest speakers are from Duke University in the Dept. of Psychiatry and Behavioral Sciences and Division of Developmental Translational Research.

You may begin the video by selecting the [youtube.com](https://www.youtube.com/watch?v=...) link.

Slide #26 Bully Prevention and Proactive Strategies

This was a poignant video really illustrating the importance of our intervention, prevention and proactive work with children.

Providers-

- What are you doing in your early learning programs to prevent bullying?
- What are you teaching children in your program about what children do if they are being bullied?

- What involvement do parents have in the anti-bullying efforts in your programs?

Licensors and Coaches-

- How can you provide technical assistance or resources around this significant topic?

Slide #27 Video

This video PSA on bullying by kids demonstrates from a child's perspective what it feels like and what can be done. It's titled "Everyone Matters" and is a PSA sponsored by the Human Rights Commission.

You may begin the video by selecting the [youtube.com](https://www.youtube.com) link.

Slide #28 WAC 110-300-0331 continued

We will continue in our learning and focus on subsection (3) which describes steps when there is a situation when a child needs to be separated from the group. This is only pertaining to preschool age or school age children-not toddlers (12 months-29 months or 1-year-old to almost 2 ½ years old). We must consider the developmental stages of children and the capacity to understand what is happening and this standard keeps the separation of children from preschool age and older.

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children

(3) An early learning provider may separate a preschool age or school age child from other children when that child needs to regain control of him or herself.

(a) During separation time, the child must remain under the appropriate level of supervision of a licensee, center director, assistant director, program supervisor, lead teacher or an assistant teacher.

(b) Separation time should be minimized and appropriate to the needs of the individual child.

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children

- (4) If a child is separated from other children, an early learning provider must:**
- (a) Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions; and**
 - (b) Communicate to the child the reason for being separated from the other children.**

Do you see separation as punishment? How may a child see separation? How may the child's peers see the separation?

We know that early experiences for children can have long lasting impacts whether the experience is positive or negative. A child's feeling of acceptance or "fitting in" is critical to healthy development.

Slide #29 WAC 110-300-0331 continued

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children

- (5) If an early learning provider follows all strategies in this section, and a child continues to behave in an unsafe manner, only a licensee, center director, assistant director, program supervisor, lead teacher, or an assistant teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing or removing the child. Physical removal of a child is determined by that child's ability to walk:**
- (a) If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation.**
 - (b) If the child is not willing or able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others.**

This section indicates that if all other strategies in the regulation are followed and the child is still behaving in an unsafe manner, then the child may be separated. An important note here is that very young children may not independently "gain control" of themselves. Early learning professionals can assist in supporting this ability through using events to bring positive teaching moments. Options for these type of situations, may be to utilize a "cozy space" or a "calm down" space that a child can go to help calm down or regulate their emotions. These places should not be used as punishment or "time out" areas but are acceptable safe places children can go to calm themselves when they are feeling overwhelmed. Early learning program curriculum may include breathing practices and other self-soothing strategies.

Additionally, this update also incorporates vital feedback from community and stakeholders to ensure that actions involving separating a child are developmentally appropriate, taking into consideration children with special needs, culturally relevant for the specific child and clarification granted around the conditions of separating a child.

Slide #30 WAC 110-300-0335

Let's review the definition of physical restraint before we begin the next section.

"Physical restraint" means holding a child as gently as possible for the minimum amount of time necessary to control a situation where that child's safety or the safety of others is threatened.

WAC 110-300-0335 Physical restraint

(1) An early learning provider must have written physical restraint protocols pursuant to WAC [110-300-0490](#), and implement such protocols only when appropriate and after complying with all requirements of WAC [110-300-0330](#) and [110-300-0331](#).

WAC 110-300-0335 Physical restraint

(2) Physical restraint must only be used if a child's safety or the safety of others is threatened, and must be:

- (a) Limited to holding a child as gently as possible to accomplish restraint;**
- (b) Limited to the minimum amount of time necessary to control the situation;**
- (c) Developmentally appropriate; and**
- (d) Only performed by early learning providers trained in a restraint technique pursuant to WAC [110-300-0106\(9\)](#).**

Physical restraint should be an unusual or extreme circumstance happening in child care and only used if the child's safety is of concern or the safety of other children. Typically, physical restraint would be a part of a behavioral plan or individual care plan.

We learned in the course *Creating a Positive Environment for Learning* that it's about positive relationships and child guidance. We also covered establishing the perspective of proactive, attentive and preventive measures directly impact outcomes for children. Some guidance techniques include modeling, coaching, distracting, redirecting, planning ahead, and adapting the environment.

Slide #31 WAC 110-300-0335 continued

WAC 110-300-0335 Physical restraint

(3) No person may use bonds, ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights (including an adult sitting on a child) to physically restrain children.

WAC 110-300-0335 Physical restraint

(4) Licensees, center directors, assistant directors, program supervisors, lead teachers or trained staff must remove him or herself from a situation if they sense a loss of their own self-control and concern for the child when using a restraint technique if another early learning provider is present. If an early learning provider observes another staff using inappropriate restraint techniques, the staff must intervene.

Slide #32 WAC 110-300-0335 continued

WAC 110-300-0335 Physical restraint

(5) If physical restraint is used, staff must:

- (a) Report the use of physical restraint to the child's parent or guardian as soon as possible, but no later than the release of the child at the end of the day, and to the department within twenty-four hours, pursuant to [WAC 110-300-0475](#);**
- (b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;**
- (c) Document the incident in the child's file, including the date, time, early learning program staff involved, duration and what happened before, during and after the child was restrained;**

WAC 110-300-0335 Physical restraint

- (d) Develop a written plan with input from the child's primary care or mental health provider, parents or guardians, to address underlying issues and reduce need for further physical restraint if:
 - (i) Physical restraint has been used more than once; and**
 - (ii) A plan is not already a part of the child's individual care plan.****
- (e) Notify the department when a written plan has been developed.**

We know that physical restraint can also trigger past trauma for children exposed to abusive incidents in their past. If you are taking part of this in your program, this needs to be seriously considered as well as in depth conversations with parents of children in your care. The work with parents is critical in developing a positive plan to help their child be successful in their day.

Slide #33 WAC 110-300-0490

Child restraint policy is found in the Program Administration and Oversight section. This is where you will find your other policies required in chapter 110-300.

WAC 110-300-0490 Child restraint policy

- (1) An early learning provider must have and follow a child restraint policy that contains behavior management and practices, pursuant to WAC [110-300-0335](#).**
- (2) A restraint policy must be:**
 - (a) Appropriate for children's developmental level, abilities, and language skills;**
 - (b) Directly related to the child's behavior; and**
 - (c) Designed to be consistent, fair, and positive.**

WAC 110-300-0490 Child restraint policy

- (3) Family home licensees, center directors, assistant directors, program supervisors, lead teachers and other appropriate staff members must be trained annually in the program's child restraint policy.**
- (4) Only trained staff may restrain a child in care in accordance with WAC [110-300-0335](#).**

As we review this section notice that in subsection (2) (b) and (c) that physical restraint is specific to a child's behavior tying back to if the child's safety is of concern or the safety of others. Physical restraint is not meant as discipline or punishment of a child.

Subsection (3) states there is annual training required regarding the program's child restraint policy. Additionally, the individual restraining a child must have the specific training.

Slide #34 WAC 110-300-0490 continued

Some of the Physical Restraint language may be familiar to you and other parts are new depending on what type of provider you are.

The Child Care and Development Block Grant (CCDBG) Act of 2014 updated the federal child care law, placing an emphasis on quality child care. The encouragement was to lean into recommendations from Caring for Our Children. This supports the policy of who may use a restraint to a limited number of staff roles and requires advance training on restraint. This is supported by Caring for Our Children, Standard 2.2.0.10, which addresses the importance of trained personnel in this situation.

Additionally, following this national guideline that anyone applying a restraint must remove him or herself if there begins to be a loss of control. This is a logical extension of the safeguards that are proposed to be put in place when restraints are used.

This revision also incorporates vital feedback from community and stakeholders to ensure that actions involving restraint are developmentally appropriate, taking into consideration children with special needs; culturally relevant for the specific child and the necessity of family engagement in the child's plan.

You will find different language here specifically requiring that the policy contain behavior management and practices.

Slide #35 WAC 110-300-0340

This next section is on Expulsion and has never been in the licensing standards. This section received a lot of attention and discussion during our community meetings, during Negotiated Rule Making and at a national level is getting a lot of attention. More and more research is happening currently and in a more longitudinal approach to see how expulsion impacts children's well-being and their life journey.

WAC 110-300-0340 Expulsion

(1) To promote consistent care and maximize opportunities for child development and learning, an early learning provider must develop and follow expulsion policies and practices, pursuant to WAC [110-300-0486](#).

(2) An early learning provider may expel a child only if:

- (a) The child exhibits behavior that presents a serious safety concern for that child or others; and**
- (b) The program is not able to reduce or eliminate the safety concern through reasonable modifications.**

Just to briefly emphasize the contextual statement again-the goal is to promote

consistent care for children so that they do not have multiple environments and changes to endure and also to really maximize opportunities for them in their learning.

As we look at this last subsection in (2)(b) we want to suggest this modification could be a variety of solutions-environmental, staffing, program-it will depend on the needs of the child.

Slide #36 WAC 110-300-0340 continued

WAC 110-300-0340 Expulsion

(3) If a child is expelled, an early learning provider must:

- (a) Review the program's expulsion policy with the parent or guardian of the child;**
- (b) Provide a record to the parent or guardian about the expulsion and the steps that were taken to avoid expulsion. The record must include the date, time, early learning program staff involved, and details of each incident that led to expulsion; and**
- (c) Provide information to the parent or guardian of the child that includes, but is not limited to, community-based resources that may benefit the child.**

Some of the research and work happening now is identifying these type of supports for providers and for all of us to understand ways to stabilize children that need help. Even now we are seeing some providers include in their handbooks community resources such as mental health or behavioral health agencies for example.

Slide #37 WAC 110-300-0340 continued

WAC 110-300-0340 Expulsion

(4) The early learning provider must report to the department when children are expelled.

The information must include:

- (a) Child demographic data including, but not limited to, the age, race, ethnicity, and gender of the child;**
- (b) The reason the child was expelled; and**
- (c) The resources that were provided to the parent or guardian of the child.**

We do have a form that has been developed for this reporting purpose which will be covered later in this course.

Slide #38 Expulsion

As we review various outcomes of expulsion and impacts to children, we want to share a quote from the National Child Care State Capacity Building Center that produced a report “Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning.” In other words, there is no benefit to children to be expelled.

DCYF’s approach was also informed by a recent document, issued by the U.S. Department of Health and Human Services and U.S. Department of Education, titled Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings. You can access the link to this document in the Extend Your Learning PDF, located in the Resources section of your learner’s screen. In a brief summary-expulsion occur at high rates in preschool settings, research is clearly showing that it is associated with negative educational and life outcomes and lastly the stark racial and gender disparities exist in these practices.

Also found within Caring for Our Children, 3rd edition, in the standard on expulsion is the rationale that expulsion is exceptional and that referral and support are needed in addressing the issue.

The standard also adds record-keeping requirements as a common-sense measure to protect the program, the family and the child by clear documentation of the issues and how they are resolved.

Honing this conversation down to our state level, in a federal policy paper from US Department of Health and Human Services, Administration for Children & Families titled “State and Local Action to Prevent Expulsion and Suspension in Early Learning Settings” (2016) Washington was highlighted as one of the first states in the nation to work on addressing expulsion through policy and prevention efforts across multiple systems both in public settings and child care settings.

Some of the highlighted policy responses was that due to the data indicating high expulsion rates the issue should be addressed through the quality rating and improvement system-Early Achievers.

In ECEAP, Washington’s pre-K program, they have had a no expulsion policy since 2006. One of the great components of the ECEAP program is of course their great wrap around services to really help support children and their families who have the greatest need.

Slide #39 Washington State vs. National Data

In 2009, University of Washington surveyed parents of children transitioning into kindergarten.

The survey included if they had a child ever asked to leave a program due to problem

behavior. 16.7 per 1,000 children-comparatively national estimates indicated 6.7 per 1,000 children.

So we have some work to do in our state. We need resources to support caregivers to maintain children in the same environment. We need education for our early learning community. We need data to leverage funds to adequately support this work.

During Negotiated Rule Making, this data gathering was an important piece that providers and DCYF brought to the table for inclusion into the standards. This is also some of the heavy lifting that the Trauma-Informed Care Advisory Group is working on right now!

Slide #40 Washington Expulsion Data

Additionally, during some of the pilot work of QRIS 450 child care directors were interviewed. 56% of family child care homes and 69% of centers reported removing a child during the last five years.

A high percentage of these programs did not have a “no expulsion” policy in place.

Slide #41 Expulsion Impacts

We can all agree that the data is showing we have a national issue but also one in our very own state of Washington.

This quote is from the “Preventing Suspensions and Expulsions in Early Childhood Settings” and speaks to the negative impact that expulsion can have on children and changes their life trajectory.

“Exclusionary discipline practices deprive children of valuable early learning experiences and teach them to believe that there is something wrong or bad about them.

When children are excluded from learning environments by being suspended or expelled, they miss valuable educational opportunities and are at greater risk of disengagement and diminished educational opportunities.”

As we consider these grave and long term consequences to children, we must reconsider how we respond and react to children’s behaviors that are puzzling, challenging, or difficult so that we can gain better outcomes for children.

Slide #42 Expulsion and Disparity

Let’s review some statistics from current national research and the disproportionate view by age, gender and race.

- Four-year-olds are expelled at a rate about 50% greater than 3-year-olds.
- Boys are expelled at a rate more than 4.5 times that of girls.
- Black children account for almost 50% of public preschool suspensions but less than one-fifth of all preschoolers.
- Black children are also estimated to be 2 times as likely to be expelled as Latino and White children and more than 5 times as likely to be expelled as Asian-American children.

These data points represent real children and is very concerning-our hope in this course and moving forward is to change the state's landscape to support and allow for different choices to providers and parents.

Slide #43 Expulsion Predictors

In a report from Center for American Progress, it highlights findings from Yale University researchers who conducted a study regarding expulsion rates and preschoolers. They reported that 250 preschoolers were being expelled each day. This was three times higher than school age children.

It was found that the three best predictors of preschool expulsion were the three B's: "big, Black or boy."

That is, teachers are more likely to recommend preschool suspension or expulsion when the child is black, a boy, or is physically bigger than their peers. Obviously, this puts black boys in the greatest danger of being excluded from early learning opportunities.

Slide #44 Test Your Learning!

Before we continue, let's test your learning. Review the question and select all that apply.

What does DCYF and the WAC promote by having an expulsion standard?

- A. Consistent Care
- B. Maximize opportunities for child development and learning
- C. Cultural diversity
- D. All of the above

Slide #45 Test Your Learning!

Review the question and select all that apply.

When can an Early Learning Provider expel a child?

- A. The child exhibits behavior that presents a serious safety concern for that child and others.
- B. The program is not able to reduce or eliminate the safety concern through reasonable modifications.
- C. The classroom teacher does not get along with the child.
- D. The child's parent has not paid their bill.

Slide #46 Test Your Learning!

Review the question and select the best response.

As an Early Learning Provider what do you need to do with parents if you expel a child?

- A. Review the expulsion policy with the parent or guardian.
- B. Provide a record to the parent or guardian about expulsion and the steps taken to avoid expulsion.
- C. Provide the parent or guardian community based resources that may benefit the child.
- D. All of the above

Slide #47 Test Your Learning!

Review the question and select all that apply.

As an Early Learning Provider what do you need to tell DCYF, if you expel a child?

- A. Child demographic data
- B. Reason for expulsion
- C. Resources provided to parent or guardian
- D. The child's name

Slide #48 Report of Expelled Child Form

Let's review the reporting form that has been developed for you that will not only give parents what is required but also the department. This is not a required form but will help providers gather information for both the parent and the department.

In the Resources section of your learner's screen you will find the form that has been developed for your use to inform parents but also to submit to the department when you do expel a child. The form was developed to cover the needs in one form so that providers would not need to fill out duplicate forms.

At the top of the form there is guidance about reviewing the expulsion policy with the child's parent or guardian and also providing a record. There is also the reporting to DCYF that is important to note. The bolded section is something to pay attention to- DCYF is not interested in collecting names of children but very interested in collecting expulsion data so that funds and supports can start to happen. Providers will need to remove the child's name. Until we have accurate data, funding supports are unlikely to happen.

As we move through the form there is basic information about expulsion reason, incidents leading to the decision to expel, steps you took to prevent expulsion and then what resources were provided to the child's parent or guardian that may benefit the child moving forward.

Special notice at the end of the form focuses on the demographic information so that there is a clear understanding of funding, mental health services, and staff supports.

Slide #49 WAC 110-300-0486

We will be finishing our WAC over view with the Expulsion Policy WAC 110-300-0486. Let's discuss the policy required to guide how a program handles expulsion.

WAC 110-300-0486 Expulsion policy

- (1) An early learning provider must have and follow an expulsion policy, pursuant to WAC [110-300-0340](#).**
- (2) An expulsion policy must:**
 - (a) Provide examples of behavior that could lead to expulsion from the early learning program;**
 - (b) Detail steps the provider takes to avoid expelling a child including, but not limited to, environmental and staffing changes;**
 - (c) Detail how the provider communicates to the parent or guardian of a child the steps taken under (b) of this subsection; and**
 - (d) Include information that may benefit an expelled child including, but not limited to, community based resources.**

Slide #50 Expulsion Reflections

Now that we have covered some moving data and information about the long lasting impacts of children who have been expelled but also the crisis we are seeing in early learning programs and expulsion. Let's move to some self-reflection that will bring us to individual and collective commitment points.

We want you to consider what commitments can you make? Consider changes in the environment or curriculum, how to train or provide training, how implicit biases can be acknowledged and how your child development expertise can make a positive impact in a child's stability.

Slide #51 Parent Partnerships and Positive Environments

Children speak to us in many different ways through verbal and non-verbal cues.

We have learned it is important to build and sustain programs that incorporate positive guidance methods, endeavor strong parental relationships and partnerships steadfast commitments to our children to stop bullying and seek all other alternatives other than expulsion due to life-long negative impacts into their future.

We learned in this course that one of our important roles is to change how we view or respond to child behaviors. Our response or reaction to a situation or an event can become foundational groundwork for a child or a pretty bumpy journey.

Slide #52 Guiding Principles

This concludes the content portion of this course! Thank you for your participation!

Before this course ends, please take a moment to reflect and set personal goals related to the following Guiding Principles and ways that each of the principles relate to early learning professionals.

Guiding Principles:

- Much of the learning and development that occurs for children, and continues throughout their lifetime, is influenced by the people and places they encounter. Early learning programs have the opportunity to create lasting impacts on young children.
- Children communicate through verbal and non-verbal behaviors.
- "At least one adult in a child's life who provides a stable, caring and supportive relationship is one of the strongest ways to build resilience and help stack the scale against adversity."

What take-a-ways do you have? How will you change your practices as a result of participation in this learning module?

Slide #53 Course Evaluation

Please take a moment to answer the following end-of-course evaluation questions by selecting the appropriate choice.

This course improved my understanding of the course content.

- True
- False

Slide #54 Course Evaluation continued

The information presented in this course was clearly connected to the session and Learning Outcomes.

- True
- False

Slide #55 Course Evaluation continued

There are opportunities for application of this course content in my role as an early learning professional.

- True
- False

Slide #56 Course Evaluation continued

I would recommend this course to others who work in the field.

- True
- False

Slide #57 End of Course

This concludes this course on “Safe Responses for Challenging Behaviors”. If you have questions following this session, please contact your supervisor or licensor. We hope this course has been helpful in providing information about the WAC and how programs can meet the new standards with compliance.

Our goal is that all early learning professionals viewing this course have left with an increased understanding and knowledge of the updated WAC, and that you will be able to either assess programs for compliance or be able to maintain and demonstrate compliance.

Be sure to visit the Learning Management System to review and select additional modules that are part of this series.