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## WELCOME AND OVERVIEW

❖ This training is to provide awareness of the Preschool Expulsion Act in Illinois. You will learn how to implement this law in your family childcare program. As well how to objectively observe children and know what are the legal steps of transition planning.

- We must be respectful to our audience's questions/comments/concerns.
- Please unmute yourself if you have any questions, you can use the reaction option to raise your hand or add your questions in the chat.

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## OBJECTIVES

- Comprehend what is the Preschool Expulsion Act.
- Learn how to conduct objective observations to support children in your program.
- Review the **legal** steps you need to take in your program before you begin transition planning.
- Implement transition planning in your program's policy and parent handbook.

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**POLL QUESTIONS**

1. Have you heard of the Preschool Expulsion Act ? Yes, No, Not Sure
2. Do you have a policy about behavior in your parent handbook? Yes, Not, Not Sure



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**THE PRESCHOOL EXPULSION ACT: P.A. 100-105**

- > This public act states that children from 0-5 years old cannot be expelled from their early childcare program due to behavior issues. A transition plan must be implemented in order to help the family and child find an appropriate childcare program.
- > Children who are showing signs of behavioral issues benefit the most of receiving early childhood care.



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**VIDEO**

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

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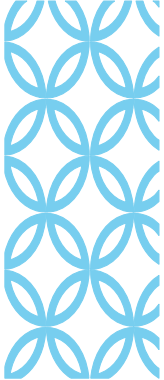
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EFFECTIVE JANUARY 2018 THESE CHILDHOOD PROGRAMS ARE OBLIGATED TO INCORPORATE THIS ACT IN THEIR PROGRAM:

- ❑ SCHOOL AND COMMUNITY BASED PROGRAMS RECEIVING FEDERAL GRANTS
- ❑ LICENSED CHILDCARE PROVIDERS SERVING 0-5 YEARS OLD
- ❑ HEAD START ALREADY PROHIBITED EXPULSION IN THEIR EARLY CHILDHOOD PROGRAMS

**WHICH CHILDCARE PROGRAMS MUST FOLLOW THIS LAW?**

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**THIS LAW SUPPORTS CHILDREN AND FAMILIES:**

**Children:**

- Will receive support services to progress in school.
- Avoid being removed and placed in multiple childcare settings-receive consistent early childhood care.
- Lower future drop out rate in higher education.

**Families:**

- Parents will be more involved with the child's program to help provide support.
- Parents will be aware of their child's rights and help in transition planning.

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**HOW TO IMPLEMENT THIS LAW INTO YOUR PROGRAM**

Discuss	Discuss this public act with your staff.
Practice	Practice how to write valid observations with your staff.
Keep	Keep your documentation practice consistent. Use videos/written notes.

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**HOW TO DISCUSS THIS LAW WITH YOUR PARENTS?**

- Have research and articles available!
- Set up a "parent reunion" parent meeting to discuss the law and what are the steps for transition planning.
- Update the parent handbook and inform the family about what is transition planning. Parents will need to sign this policy.

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## STEPS BEFORE TRANSITION PLANNING

If you observe a child with behavioral issues in your program such as:

- Consistently biting others
- Consistently being physically/verbally aggressive
- Consistently physically hurting others
- Causing risk of harm or causing harm in your program, etc

You must begin to document your observations

- Observe and document the behavior. (If you have an assistant, have them document/make observations as well)

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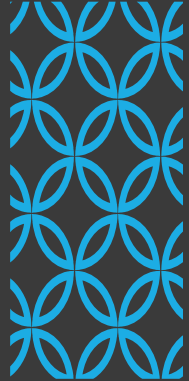
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## OBJECTIVE OBSERVATIONS

Objective observation: When you're observing what a child is doing you need to have an objective lens.

This means that you need to describe exactly what is happening without making **assumptions** about why they are occurring. To be an objective observer, you need to be unbiased and avoid stereotypes.

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### Is this a valid observation?

-Margo is sad because her mom left. She is frustrated and upset. This is the reason why she does not like school.

VS.

-Margo cried at drop off time. Margo has tears on her face. Margo stated, "I do not want to be here." Margo sat alone at the table.

White Board Activity : State objective statements of your daily routing with the children today.

OBJECTIVE OBSERVATIONS: PRACTICE

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### BEHAVIORAL LOG:

Behavioral Log  
Objective documentation of the child's behavior, progress, and needs.

Date: June 2023 Child's Name: Lucy Sones Child's Date of Birth: 4/21/21

Date	Description of the child's behavior/progress or change	Where and what time did this behavior take place?	What was taking place right before the behavior?	Action/Follow Up
6/3/23	Lucy was very shy to interact with the other children.	10:00am in the play area	Lucy was playing blocks and shapes	Encourage her to play with other children
6/10/23	Lucy was very shy to interact with the other children.	10:30am in the play area	Lucy was playing blocks and shapes	Encourage her to play with other children
6/17/23	Lucy was very shy to interact with the other children.	3:30pm in the play area	Lucy was playing blocks and shapes	Encourage her to play with other children
6/21/23	Lucy was very shy to interact with the other children.	11:15am in the play area	Lucy was playing blocks and shapes	Encourage her to play with other children
6/24/23	Lucy was very shy to interact with the other children.	3:30pm in the play area	Lucy was playing blocks and shapes	Encourage her to play with other children
6/27/23	Lucy was very shy to interact with the other children.	10:30am in the play area	Lucy was playing blocks and shapes	Encourage her to play with other children

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### STEPS BEFORE TRANSITION PLANNING

- Bring your observations to the parents. **(Document/take notes and have a signature of those meetings)**
- Discuss the behavior of the child. Allow the parents to explain why the behaviors may occur? New family transitions? Parents need support? Understand what is going on with the family dynamic to help support the child.
- Remember: Effective communication: active listening, validate, summarize. Try to empower the parents in looking for resources.

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## STEPS BEFORE TRANSITION PLANNING

- Work with the parents to find available resources for support such as working with their pediatrician and seeking referrals for mental health/early intervention.
- 0–3-year-olds receive early intervention. A specialist can come to your program or the child’s home to work with the child.
- Families with children older than 3 years old need to reach out to their local school district for children support services.

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## STEPS BEFORE TRANSITION PLANNING

- Help the family set up referrals for early intervention/mental health services.
- The observations/behavioral charts you documented will help the specialist understand the child’s behavior. You can also use other developmental assessments such as Ages and Stages Questionnaire or the Redleaf Family Childcare Curriculum.
- Become a **multidisciplinary team**. You, the parent, the child, and the specialists/therapist join to help the child’s needs.

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## STEPS BEFORE TRANSITION PLANNING

- With your multidisciplinary team, track the child’s progress/needs/challenges. Set up meetings to go over the child’s goals.
- Continue and share your objective observations.
- Teach the parents how to conduct objective observations so they can share it you and the team.
- Always ask for help if you find it challenging working with the child. Parents/specialists may have a different perspective that can be new to you to help the child.

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## STEPS BEFORE TRANSITION PLANNING

- Continuously reflect and discuss the child's needs and progress.
- Determine as a team with parent if your childcare program is appropriate for the child.

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- If the services the child is receiving is not benefiting the child (per recommendation time period of the specialist) and the family, have a meeting to discuss **transition planning**.
- If the parents refuses early intervention or any other supportive programs to help the child or decides to discontinue the support services, you can begin transition planning.
- Explain to the parent your program's policy on transition planning and your help in finding early childhood care for the child.

## STEPS TO TRANSITION PLANNING

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## STEPS TO TRANSITION PLANNING

- Have a minimum of 3 childcare programs that you recommend for the child and family.
- Document this meeting explaining your conversation with the parents. State your work in helping the family, your objective observations, and your recommendations for another childcare program. (Signature in agreement!)
- Select a final date for the child and keep this documentation in the child's folder. (Give a minimum of two weeks of notification to the family)
- Notify DCFS your license representative of transition plan with the family.



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## PARENT'S DECLINING SUPPORT SERVICES

- If parents are not interested in receiving services: create a document with your observations/meeting signatures stating that the parent decided to decline services.
- Work with the parent to find an appropriate childcare setting for the child. (Document this meeting). Give the parents a minimum of two weeks to find childcare.
- If parent refuses and removes child from your program, document day of removal, get their signature and save this information in the child's file.

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## UPDATE YOUR FAMILY CHILDCARE PARENT HANDBOOK: REMEMBER PARENTS NEED TO SIGN!

**TEMPLATE EXAMPLE UNDER GUIDANCE AND DISCIPLINARY POLICY:**

**2018-2019 Updated Information with law P.A.100-105 Early Childhood Expulsion:**

Effective January 2019 early childhood programs in Illinois must complete a transition plan before transitioning a child from 0-5 years to another early childhood program. Suspension and expulsion is no longer acceptable in removing a child from a program due to behavioral issues. The parent/caregiver and the family childcare provider must work together in order to find resources or early intervention services.

**Objective observations of the child's behavior must be documented and discussed with the parents. The family childcare provider and parents must work together to find a solution on how to support the child.**

Discussions (texts, emails, face to face conversations) and meetings will be documented to show the effort taken from parents and the early childhood program.

Early intervention or mental health services will be provided if needed.

If the parent/caregiver does not want to find services for the child or discontinues early intervention/mental health services, the Family Childcare Provider may remove the child from the program in acknowledgment and agreement of their actions and start Transition Planning

The Family Childcare Provider and Parents will seek suitable early childcare for the child. (3 childcare programs will be selected for enrollment and parents will receive a minimum of a 2 weeks notice of the child's final date in the program)

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## DCFS'S POLICY GUIDANCE AND DISCIPLINE: [HTTPS://DCFS.ILLINOIS.GOV/CONTENT/DAM/SOI/EN/WEB/DCFS/DOCUMENTS/ABOUT-US/POLICY-RULES-AND-FORMS/DOCUMENTS/RULES/RULES-406.PDF](https://dcfs.illinois.gov/content/dam/soi/en/web/dcfs/forms/documents/rules/rules-406.pdf)

**LICENSING STANDARDS FOR DAY CARE HOMES**  
Article 24.000 - Updated version 03/01/17

**Section 24.015 Guidance and Discipline**

(1) The center or day care facility licensee receives disciplinary notification and shall have the right to appeal such disciplinary action to the Department of Children and Family Services.

- 1) The caregiver shall establish simple, understandable rules so that expectations and discipline are clear to the child.
- 2) Discipline shall not be the use of punishment or the practice of aggressive behavior.
- 3) Discipline shall not include the child's name and shall be limited to removal from the child's room or the child's access of the relationship between care and supervision.
- 4) Removal from the group to help a child gain control shall not exceed one minute per year of age. Removal from the group shall not be used for children less than 30 months of age.

(b) No child shall be subjected to extreme punishment:

- 1) No child shall be subjected to physical punishment, use of any device, frightening, or humiliating methods for use.
- 2) There shall be no verbal abuse, threats, or derogatory remarks directed at the child or the child's family.
- 3) Displaying a child of mouth or any part of mouth shall never be used as punishment.
- 4) No child shall be punished for minor accidents.

(c) Expulsion due to a child's repeated pattern of challenging behavior is prohibited. Planned expulsions to remove a child who is not in the child's best interest are considered expulsions.

(Source: Amended 04/18, Reg. 141.16, effective September 18, 2010)

Illinois Department of Children and Family Services  
Article 24.000 - 103

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# DEVELOPMENTAL HISTORY: HAVE PARENT'S FILL THIS OUT BEFORE ENROLLMENT

### Developmental History

Completing this form thoroughly will allow us to better understand your child's individual needs and characteristics that guide our care and our educational plan for the student.

**Child's name:** \_\_\_\_\_ **Date of birth:** \_\_\_\_\_

**Where would you like us to send your child each week?** \_\_\_\_\_

**Approved provider for your child?** \_\_\_\_\_

**When would you like us to start?** \_\_\_\_\_

**Does your child have a special needs or should I call for more info with what?** \_\_\_\_\_

### Birth Data

**Was he/she born at \_\_\_\_\_?** \_\_\_\_\_

**Was he/she born at \_\_\_\_\_?** \_\_\_\_\_

**Was he/she born at \_\_\_\_\_?** \_\_\_\_\_

**Was he/she born at \_\_\_\_\_?** \_\_\_\_\_

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# BEHAVIOR GUIDANCE AND DISCIPLINE POLICY STATEMENT

### Behavior Guidance & Discipline Policy Statement

As a state member of the \_\_\_\_\_ I understand that I am responsible to provide developmentally appropriate guidance for the health of the children in my care. This includes:

- Establishing positive, trusting, and respectful relationships with children.
- Establishing a safe, healthy, and positive environment for the children.
- Establishing a positive and respectful relationship with the children's families.
- Establishing a positive and respectful relationship with the community.
- Establishing a positive and respectful relationship with the children's staff.
- Establishing a positive and respectful relationship with the children's peers.
- Establishing a positive and respectful relationship with the children's learning environment.

My primary goal is to create a safe and positive learning environment for the children. I will use positive guidance and discipline practices to help the children learn to regulate their emotions and behaviors. I will use the following strategies:

- Establishing clear and consistent expectations.
- Using positive reinforcement to encourage desired behaviors.
- Using redirection to guide children away from inappropriate behaviors.
- Using natural and logical consequences to help children understand the impact of their actions.
- Using problem-solving to help children resolve conflicts.
- Using active listening to understand children's needs and feelings.
- Using collaborative problem-solving to resolve conflicts.
- Using self-regulation strategies to help children manage their emotions.
- Using social skills training to help children learn to interact with others.
- Using restorative practices to help children understand the impact of their actions on others.

Parental guidance:

- Share your child's behavior with us so we can help build a strong relationship with your child's behavior.
- Provide us with information about your child's behavior and any concerns you may have.
- Share your child's strengths and interests with us so we can tailor our guidance and discipline practices to your child's needs.
- Share your child's cultural and linguistic background with us so we can ensure our guidance and discipline practices are culturally and linguistically appropriate.
- Share your child's medical history and any medications they are taking with us.

### Parental Consent

I have read and understand the \_\_\_\_\_ Behavior Guidance and Discipline Policy and understand that I am responsible to provide developmentally appropriate guidance for the health of the children in my care. I consent to the \_\_\_\_\_ Behavior Guidance and Discipline Policy and understand that I am responsible to provide developmentally appropriate guidance for the health of the children in my care. I understand that this policy is designed to ensure the safety and well-being of the children in my care and that I will support and follow this policy.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# REVIEW OF YOUR REQUIREMENTS AND STEPS TO FOLLOW THE PRESCHOOL EXPULSION ACT

- Update your program's policy and parent handbook. You can use the example template provided in this power point. After edit to your program's standards.
- Inform your families about the policy on transition planning.
- Objectively observe the child's behavioral and include staff if available.
- Arrange meetings with the parents and document these meetings with signature and date.
- Seek early intervention and support the family if they need to look for community services.
- If the parents decline early intervention or mental health services for the child, you can start transition planning to find a suitable childcare program for the child and family. Or if there is no progress with early intervention services and both the family and you mutually decide it is time for the child to seek another program you can begin transition planning. Everything must be documented and signed!
- Make sure to help the family look for other childcare programs within a reasonable time frame (2 weeks or more) and document this decision of changing the child's early childcare program and explain why.
- Notify DCFS your licensing representative of the transition plan.
- Keep all your documents in a stored and secured place.

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## ADDITIONAL RESOURCES IN ILLINOIS

**Transforming School Discipline Collaborative**

<http://www.transformschooldiscipline.org/>

**IL State Board of Education**

<https://www.isbe.net/Pages/Topics.aspx>

**Town Square**

<http://townsquareil.org>

**Child Care Resource and Referral Agencies**

<http://www.ilqualitycounts.org/component/sjasearch/?Itemid=142>

**The IL Pyramid Model Partnership**

<https://www2.illinois.gov/sites/OECD/Pages/Pyramid-Model.aspx>

**Caregiver Connections**

[www.caregiverconnections.org](http://www.caregiverconnections.org)

**Illinois Association for Infant Mental Health**

[www.ilaimh.org](http://www.ilaimh.org)

**Illinois Children's Mental Health Partnership**

[www.icmhp.org](http://www.icmhp.org)

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## ADDITIONAL RESOURCES IN ILLINOIS

• **Illinois Childhood Trauma Coalition**

• <http://www.illinoischildhoodtrauma.org/>

• **Crossroads Antiracism Organizing and Training**

• <http://crossroadsantiracism.org>

• **ExcelerateIllinois, Child Screening guide and tools**

<http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=50>

• **Early Childhood Center of Professional Development**

• <http://www.eclearnmail.org/>

• **Illinois STARnet**

• [www.star-net.org](http://www.star-net.org)

• **Early Choices:**

• [www.ecire.org](http://www.ecire.org)

• **The Erikson Institute:**

<http://www.erikson.edu/>

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## REFERENCES

<https://www2.illinois.gov/sites/OECD/Pages/Suspension-and-Expulsion-Resources.aspx>

<https://www2.illinois.gov/sites/OECD/Documents/P.A.%20100-0105%20FAQ.pdf>

[https://indigo.uic.edu/articles/report/Evaluation\\_Report\\_of\\_the\\_Implementation\\_of\\_Illinois\\_Public\\_Act\\_100-0105\\_Early\\_childhood\\_programs\\_knowledge\\_of\\_and\\_responses\\_to\\_the\\_2018\\_expulsion\\_legislation/14522400](https://indigo.uic.edu/articles/report/Evaluation_Report_of_the_Implementation_of_Illinois_Public_Act_100-0105_Early_childhood_programs_knowledge_of_and_responses_to_the_2018_expulsion_legislation/14522400)

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