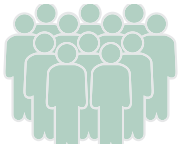




TALKS
on Tuesdays

Preventing Suspension and Expulsion in Early Childhood

May/June 2025



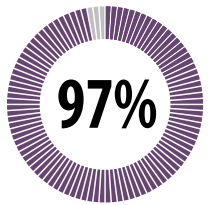
253 registered for the live webinars



184 completed the survey

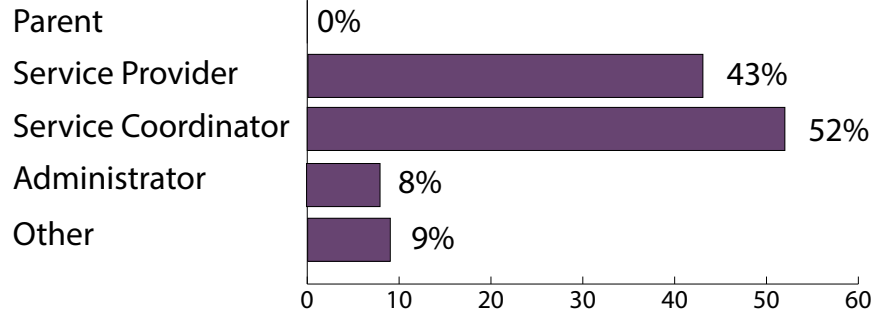


viewed via archived recordings



satisfied or highly satisfied

Role vs Percentage Responded to Survey



*Rounded to the nearest whole percentage

AGREE OR STRONGLY AGREE

The information was practical and useful to me in my work.	96%
I learned about resources that I will now use in my work with families.	90%
This type of professional development worked well for me.	96%
I feel more confident about my knowledge of the topic.	91%
I learned more about practical strategies that I can use.	88%
As a result of this webinar, my knowledge/skills have increased.	89%
The training will have a positive impact on my professional work.	94%

HOW will you use the information you learned?

Participants overall mentioned they will:

- Provide resources, emotional support, and practical strategies to children and families
- Use trauma-informed approaches and support social-emotional growth
- Advocate for inclusive practices instead of exclusionary discipline, including educating other providers
- Supporting families to advocate for their children
- Support childcare providers to implement alternative discipline protocols and strategies to reduce disruptive behavior before discipline becomes necessary

I am a teacher in Texas, Pre-K SPED classroom in a school district. I serve a class of non-verbal Kindergarten bound/4 year olds. I really loved hearing the parent speak about socioeconomic repercussions to families that have students expelled. I also like looking at student behaving through a trauma informed response. I think it's important to know that students with disabilities can't advocate for themselves or tell you their fears, anxieties, past experiences. Great training at the end of the school year, as anxieties amp up and behavior increases.

