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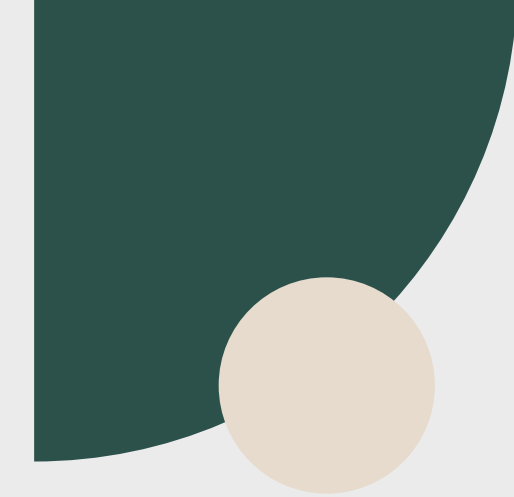


Executive Summary  
**Exclusionary  
Practices in  
Childcare**  
in the Roanoke Valley



Presented by  
**the Roanoke Valley  
Trauma-Informed  
Community Network  
(RVTICN)**






The research conducted in the Roanoke Valley on exclusionary discipline in childcare facilities replicated previous findings highlighting inequitable distribution. The study identified disparities in suspension and expulsion rates affecting children in foster care, those with disabilities, trauma history, and receiving therapy. More than half of educators polled had suspended a child in the past year, with three-fourths of them doing so more than five times. Reasons for discipline ranged from aggression to safety concerns. Parents reported strained relationships with teachers and negative financial impacts due to exclusionary discipline.

However, limitations in the research sample, specifically the underrepresentation of certain demographics, especially the Black community, were acknowledged. Racial biases in disciplinary practices, previously demonstrated in the Roanoke Valley, were not fully captured due to the lack of depth in the sampled Black population. Future research aims to address this gap and improve representation among racial and socioeconomic groups.

The findings indicate that exclusionary discipline negatively affects children, families, and their engagement within the school community. Caregivers highlighted disruptions in relationships, family-wide impacts, fear of school reentry, and economic strains due to disciplinary actions. This underscores the urgent need for more inclusive, supportive strategies in childcare facilities, especially for vulnerable children with trauma history, disabilities, or in foster care.





To mitigate these issues, the study suggests enhanced education and support for childcare providers focusing on trauma-informed care, social-emotional development, and positive disciplinary approaches. Additionally, advocating for intervention programs and funding at these critical developmental stages is crucial for future health and well-being.

The study's limitations emphasize the necessity of more comprehensive sampling, particularly to accurately address racial disparities in disciplinary practices within the Roanoke Valley. Expanding the research to include more diverse voices is essential for a nuanced understanding and effective interventions to promote equity in childcare discipline.

## FOR INQUIRIES

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