Focus Area Policy Brief: Disciplinary Environment Supplemental Appendix

Dr. Sarah K. Bruch
Director of Social and Education Policy
Public Policy Center
Assistant Professor of Sociology
University of Iowa

Harper Haynes
Sociology, M.A.
University of Iowa

Alex Hylka
Political Science
University of Iowa

This supplemental appendix provides further resources for the Policy Brief: Disciplinary Environment.

The first section contains web links for practitioner resources for generalized and specific interventions mentioned in the policy brief, as well as further information regarding evaluations of program efficacy. The intervention may have been evaluated by What Works Clearinghouse (WWC), a division of the Institute of Education Sciences (IES). These evaluations are indicated by the title "IES WWC Report". The WWC holds a stringent standard regarding both the study design and statistical significance of findings; as such, interventions rated effective by the WWC are proven to be successful. However, if a program does not meet the effectiveness rating of the WWC, it does not necessarily indicate the intervention is not worthy of consideration, only that the study of the intervention did not meet the WWC standard.

The second section provides an annotated reference list from all academic citations mentioned in the policy brief. Note that the reference list contains a combination of literature/evidence reviews, and peer-reviewed evaluations of intervention effects. Therefore, while some programs may not have been featured in a WWC report, you may review the references for more information regarding evaluations of the interventions.

Resources

1) Positive Behavioral Interventions & Supports (PBIS) – OSEP Technical Assistance Center

   a. http://www.pbis.org/

2) Previous presentations that outline the implementation of PBIS in various settings.

   b. http://www.pbis.org/presentations

3) Relationship building techniques in the school setting.

   a. https://safesupportivelearning.ed.gov/topic-research/engagement/relationships

4) The School Discipline Consensus report; Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System:

   a. https://csgjusticecenter.org/wpcontent/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf

5) Addressing the Root Causes of Disparities in School Discipline:

   a. https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline

6) Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers:

a. https://www.osepideasthatwork.org/evidencebasedclassroomstrategies/

7) Supportive School Discipline Webinar Series:

a. https://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series

8) School Discipline Guidance Package: Guiding Principles

a. http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf

9) Managing the Use of Suspensions, Expulsions, and Arrests: Alternatives for Schools and Districts:

a. https://safesupportivelearning.ed.gov/resources/2011-school-climate-technical-assistance-symposium-managing-use-suspensions-expulsions-and

10) Civil Rights in the Classroom: Special Education, Discipline and Homelessness:

a. http://www.safeschools.info/maec-online-sessions

11) IRIS Training Module: He Just Needs a Little Bit of Discipline:

b. http://iris.peabody.vanderbilt.edu/wpcontent/uploads/pdf_activities/case_based/IA_He_Just_Needs_A_Little_Discipline.pdf

12) Positive School Discipline Course for School Leaders:

a. http://positiveschooldiscipline.promoteprevent.org/course

13) #RetinkDiscipline: Addressing Disparities in School Discipline (Video):

a. https://www.youtube.com/watch?v=9KWDdoJJLDw

14) Disproportionality in School Discipline: An assessment of trends in Maryland, 2009-12:

a. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2014033.pdf

15) Implicit Bias and Cultural Competence Around Race, Disability, Gender and Gender Identity, and Sexual Orientation:

a. https://safesupportivelearning.ed.gov/sites/default/files/2_Russ%20Skiba_Summit_Implicit%20Bias.pptx

Annotated Bibliography

Arum, Richard. 2003. Judging School Discipline: The Crisis of Moral Authority. Cambridge, MA: Harvard University Press.

> The Current focus of educational research on improving cognitive development, measured often narrowly by standardized test score performance, has distracted attention away from other critical problems associated with contemporary schooling in this country. While educational achievement in many public schools certainly leaves ample room for improvement, discipline and student socialization also have often been ineffective and clearly are a cause of widespread public anxiety. Our research focuses on these issues and examines in detail the extent to which judicial court decisions have been one factor that had affected public school discipline.

Aud, S., KewalRamani, A., & Frohlich, L. (2011). America's youth: Transitions to adulthood (NCES 2012-026). Washington, DC: U.S. Department of Education, National Center for Education Statistics

> The transition to adulthood in the United States has changed in recent decades as many of the traditional milestones that mark adulthood, such as household establishment and marriage, have changed or been delayed (McLanahan et al. 2010; Arnett 2000). Among these changes are increased participation and attainment in education; extenuation of educational completion and subsequent delayed participation in the labor force; and delays in child rearing. Accordingly, "America's Youth: Transitions to Adulthood" examines numerous aspects of the lives of youth and young adults, ages 14 to 24, in the United States over the last several decades. The report features status and trend data from multiple surveys on the distribution of youth and their family structure; on school-, employment-, and health-related factors; and on future plans. It presents a selection of indicators that provide a broad perspective on youth; it uses trend data that cover material across disciplines and agency lines and provides information on both positive and negative aspects of the youth experience. These measures are examined in six chapters: Demographics, School-Related Characteristics, Employment-Related Characteristics, Activities Outside of School and Work, Health and Wellness, and Future Goals. Each indicator contains a table, figure, and brief text describing the types of comparisons one might reasonably make.

Balfanz, R., Byrnes, V., & Fox, J. (in press).Sent home and put off-track: The antecedents, disproportionalities, and consequences of being suspended in the ninth grade. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers.* New York: Teachers College Press.

> This study is based upon a longitudinal analysis of data for a cohort of 181,897 Florida state students who were first time 9th graders in the 2000-01 school year and follows them trough to high school and post-secondary outcomes. Analysis of 9th grade suspension data finds that black students, students who are economically disadvantaged, and special education students are three demographics subgroups that are disproportionately suspended, both in the frequency of suspensions and the duration in number of school days lost. While poverty and ethnicity are themselves highly correlated, poverty alone does not explain the disproportionate suspension rates amongst black students. Further analyses show that out-of-school suspensions in the 9th grade year are also significantly and negatively correlated to later high school graduation as well as post-secondary enrolment and persistence. Thus demographic disparities in disciplinary incidents serve to further widen any academic achievement gaps. Closer analysis though shows though that disciplinary incidents are interrelated with other of indicators of student disengagement from school, such as course failures and absenteeism. Therefore, policies seeking to address these issues cannot focus on reducing suspensions alone, but must also address student attendance and course passing in a comprehensive and systematic manner.

Banaji, M. R., & Greenwald, A. G. (2013). *The blindspot.* New York: Random House

In *Blindspot,* the authors reveal hidden biases based on their experience with the Implicit Association Test, a method that has revolutionized the way scientists learn about the human mind and that gives us a glimpse into what lies within the metaphoric blindspot. The title's "good people" are those of us who strive to align our behavior with our intentions. The aim of *Blindspot* is to explain the science in plain enough language to help well-intentioned people achieve that alignment. By gaining awareness, we can adapt beliefs and behavior and "outsmart the machine" in our heads so we can be fairer to those around us. Venturing into this book is an invitation to understand our own minds.

Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2015). Examining variation in the impact of school-wide positive behavioral interventions and supports: Findings from a randomized controlled effectiveness trial. *Journal of Educational Psychology*, *107*(2), 546.

School-Wide Positive Behavioral Interventions and Supports (SWPBIS; Sugai & Horner, 2006) is currently implemented in over 20,000 schools across the country with the goal of preventing disruptive behavior problems and enhancing the school climate. While previous studies have indicated significant main effects of SWPBIS on student outcomes, the program impacts likely vary as a function of children's social–emotional characteristics. This study examined variation in the effects of SWPBIS based on children's baseline pattern of behavior problems and social–emotional skills using data from a randomized controlled effectiveness trial. Data come from 12,344 elementary school children (52.9% male; 45.1% African American and 46.1% White; 49% received free or reduced-price meals; and 12.9% received special education services). The group randomized controlled effectiveness trial was implemented in 37 elementary schools. Latent profile analyses (LPA) were conducted on teachers' baseline ratings of children's behavior problems, concentration problems, social–emotional functioning, and prosocial behavior using the Teacher Observation of Classroom Adaptation–Checklist (TOCA–C; Koth, Bradshaw, & Leaf, 2009). LPA revealed 4 latent classes: high-risk (6.6%), at-risk (23.3%), normative (36.5%), and socially–emotionally skilled (33.6%). LPA membership was found to have a moderating impact on children's subsequent discipline problems and need for and use of school-based services. Findings suggest that the effects of SWPBIS on student outcomes tend to be greatest among at-risk and high-risk children.

Bruch, Sarah K. and Joe Soss. 2016 "Learning Where We Stand: How School Experiences Matter for Civic Marginalization and Political Inequality." Washington Center for Equitable Growth Working Paper.

"How does formal education matter for political inequality? Most answers focus on the things schools allocate, such as skills, knowledge, and other forms of human capital. In this paper, we shift attention to the relations that schools organize and the ways students experience them. Schools, we argue, operate as sites where individuals have their first, formative experiences with the rules and cultures of public institutions, authority relations with officials, and what it means to be a member of a rights¬-and--obligations-bearing community of putative equals. Connecting the recent turn toward meso-level analysis in citizenship studies to relational theories of inequality, we develop a novel account of how schools construct citizens and position them in the polity. Building on this theoretical intervention, our empirical analysis shows, first, how race (in conjunction with class and gender) structures experiences of school relations and, second, how school experiences matter for citizens' positions and dispositions in the polity. American schools, we conclude, function as relational mechanisms that convert social hierarchies into civic and political inequalities."

Cartledge, G., & Kourea, L. (2008). Culturally responsive classrooms for culturally diverse students with and at risk for disabilities. Exceptional Children, 74, 351–371.

> Culturally and linguistically diverse (CLD) students with and at risk for disabilities evidence the greatest need for quality instructional programs of all students in our schools because of disproportionate academic underachievement, special education referrals, and disciplinary actions. Authorities on culturally responsive instruction consistently point to the cultural dissonance between the home and school as a contributor to poor educational outcomes. Other researchers argue that these students are least likely to be taught with the most effective evidence-based instruction. This article discusses culturally responsive classrooms for CLD students with and at risk for disabilities within the context of culturally competent teachers, culturally effective instructional principles, and culturally appropriate behavior development. It discusses implications for educators and suggestions for a future agenda.

Clayworth, J. (2015, December 21). Iowa City Press-Citizen - press-citizen.com. Retrieved July 15, 2016, from http://www.presscitizen.com/story/news/2015/12/19/blacks-4-times-more-likely-removed-class/76342570

> The school district here removes black students from class more than four times as often as whites, a statistic that's especially embarrassing in a community that has recognized the disparity and is trying to address it.Almost 53 percent of all students removed from Iowa City's public K-12 classes were black, the highest percentage among all Iowa school districts, according to Iowa Department of Education data for last school year. Blacks make up less than 20 percent of the district's enrollment.

Cohen, Geoffrey L. and Julio Garcia. 2014. "Educational Theory, Practice, and Policy and the Wisdom of Social Psychology." Policy Insights from the Behavioral and Brain Sciences 1(1): 13-20.

> The power of psychologically based interventions has garnered much interest in the general public and in the social sciences, especially in social psychology. Among the lessons that such social-psychological interventions provide are two of special importance for educational practice and social policy. The first is that different students can perceive the same classroom differently and that these perceptions can lead to substantial differences in outcomes. The second is that timely and well-placed interventions, almost irrespective of their duration, can change students' perceptions of school and the classroom for the better. Randomized double-blind experiments show that such change is possible and can trigger lasting improvements in students' academic trajectories. In the context of closing achievement gaps, these insights offer practical solutions and a better understanding of motivation. This article focuses on how wise interventions and insights from social psychology can further apply to improve human affairs, both inside and outside the classroom.

Colvin, G., Kame'enui, E. J., & Sugai, G. (1993). School-wide and classroom management: Reconceptualizing the integration and management of students with behavior problems in general education. Education and Treatment of Children, 16, 361–381.

> Schools face serious challenges in their attempts to educate children. Calls for instructional excellence, integration of students with diverse needs, and "doing more with less" make teaching extremely difficult. Students with social and academic behavior problems perform poorly under most conditions, let alone in the context of school reform. Clearly, a different model is needed for improving schools and effectively serving all students, especially those who are at-risk of failing. The purpose of this paper is to describe a schoolwide staff development model that is based on a proactive instructional approach to solving problem behavior on a school-wide basis and utilizes effective staff development procedures. Specifically, instructional programs to teach appropriate behavior are developed by a schoolwide, building team ("Teacher-of-Teachers") that implements and sustains the

procedures among staff. This model is discussed in the context of traditional models of staff development, reactive approaches to school discipline, and students with diverse learning and behavioral histories.

Fallon, L. M., O'Keeffe, B. V., & Sugai, G. (2012). Consideration of culture and context in school-wide positive behavior support: A review of current literature. *Journal of Positive Behavior Interventions*, 1098300712442242.

A review of the literature related to culture and student behavior reveals a number of interesting observations that are not surprising. First, culture is a difficult construct to define and has been defined variably over the years. Second, schools are becoming increasingly diverse, and evidence-based behavior management practices have been implemented with varied levels of integrity and varied outcomes. Third, students who spend more time outside the classroom because of disciplinary consequences are at increased risk for negative outcomes, such as diminished academic identity, deficient academic skills, and higher attrition. The school-wide positive behavior supports (SWPBS) framework has been implemented in numerous settings with student populations representing a variety of cultures. A literature review and concept article were developed concurrently and were found to inform each other. In this study, a review of existing literature on culturally and contextually relevant strategies for behavior management in schools was conducted. Based on this review, general recommendations are presented for practitioners, personnel preparers, policy makers, and researchers, especially, in the context of implementing SWPBS.

González, T. (2015). Socializing schools: Addressing racial disparities in discipline through restorative justice. *in Closing the School Discipline Gap: Equitable Remedies for Excessive Exclusion.* (Daniel J. Losen ed., 2014).

Restorative justice as an approach to improving the school learning environment and student behavior is based on three core principles: repairing harm, involving stakeholders, and transforming community relationships. Since the first documented use of restorative justice in schools, its advocates have promoted it as an alternative to zero-tolerance and punitive exclusionary discipline. As interviews with administrators, teachers, parents, students, and school resource officers in the Denver Public Schools have revealed, the impact of restorative practices is not simply an academic idea but a practice for transforming the community. In recent years, diverse models of restorative justice have been implemented in schools across the United States to address increasing concerns about the significant negative impact of exclusionary discipline, particularly for African American and Latino students. Research showing that punitive discipline and zero-tolerance policies have resulted in a significant increase in suspensions and expulsions for all students has also documented the alarmingly disproportionate rates at which African American and Latino students experience discipline. Such experiences have far- reaching negative implications, from academic underperformance to increased risk of antisocial behavior and entry into the school-to-prison pipeline.

Green, T. D. (2005). Promising prevention and early intervention strategies to reduce overrepresentation of African American students in special education. Preventing School Failure, 49, 33–41.

In this article, the author encourages the use of prevention and early intervention methods to prevent and reduce overrepresentation of African American students in the special education categories of mental retardation, emotional disturbance, and specific learning disability. The author discusses ways to adapt A. A. Ortiz's (2002) "Prevention of School Failure and Early Intervention for English Learners" to meet the needs of African American learners. The author also provides examples of daily school practices to improve the education of African American learners and possibly reduce their representation in special education, as well as enhance the quality of schooling for all students.

Gregory, A., Bell, J., & Pollock, M. (2014). How educators can eradicate disparities in school discipline: A briefing paper on school-based interventions. *Discipline Disparities Series: Interventions, March 2014.*

> Disparities in the use of school discipline by race, gender, and sexual orientation have been well-documented and continue to place large numbers of students at risk for short- and long-term negative outcomes. In order to improve the state of our knowledge and encourage effective interventions, the Discipline Disparities Research to Practice Collaborative, a group of 26 nationally known researchers, educators, advocates, and policy analysts, came together to address the problem of disciplinary disparities. Funded by Atlantic Philanthropies and Open Society Foundations, the Collaborative has spent nearly three years conducting a series of meetings with groups of stakeholders—advocates, educators, juvenile justice representatives, intervention agents, researchers, and policymakers—in order to increase the availability of interventions that are both practical and evidence-based, and to develop and support a policy agenda for reform to improve equity in school discipline. The project has funded 11 new research projects to expand the knowledge base, particularly in the area of intervention, and commissioned papers from noted researchers presented at the Closing the School Discipline Gap Conference. A culminating report of the Collaborative's work is the formal release of the Discipline Disparities Briefing Paper Series, three papers on policy, practice, and new research summarizing the state of our knowledge and offering practical, evidence-based recommendations for reducing disparities in discipline in our nation's schools.

Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. Journal of School Psychology, 46, 455–475

> African Americans are over-represented in school suspensions, yet little is known about the underlying contributing dynamics. Study 1 reviewed a high school's annual discipline data and 442 students referred for defiance. African Americans were over-represented in referrals for defiance and most students received referrals from one or several teachers. This suggests that defiance referrals are specific to the classroom situation. Examining the situational specificity of referrals, Study 2 used repeated measures and multilevel modeling with a sub-sample of 30 African American students. Attendance, grades, and teacher reports showed that students behaved more defiantly and less cooperatively with teachers perceived as having untrustworthy authority. Predictors of African American student trust in teacher authority included teacher caring and high expectations, offering implications for lowering the discipline gap.

Himmelstein, K. E. W., & Bruckner, H. (2011). Criminal-justice and school sanctions against nonheterosexual youth: A national longitudinal study. *Pediatrics, 127*(1), 49-57.

> Nonheterosexual adolescents are vulnerable to health risks including addiction, bullying, and familial abuse. We examined whether they also suffer disproportionate school and criminal-justice sanctions. The National Longitudinal Study of Adolescent Health followed a nationally representative sample of adolescents who were in grades 7 through 12 in 1994–1995. Data from the 1994–1995 survey and the 2001–2002 follow-up were analyzed. Three measures were used to assess nonheterosexuality: same-sex attraction, same-sex romantic relationships, and lesbian, gay, or bisexual (LGB) self-identification. Six outcomes were assessed: school expulsion; police stops; juvenile arrest; juvenile conviction; adult arrest; and adult conviction. Multivariate analyses controlled for adolescents' sociodemographics and behaviors, including illegal conduct. Nonheterosexuality consistently predicted a higher risk for sanctions. For example, in multivariate analyses, nonheterosexual adolescents had greater odds of being stopped by the police (odds ratio: 1.38 [$P < .0001$] for same-sex attraction and 1.53 [$P < .0001$] for LGB self-identification). Similar trends were observed for school expulsion, juvenile arrest and conviction, and adult conviction. Nonheterosexual girls were at particularly high risk. Nonheterosexual youth suffer disproportionate educational and criminal-justice

punishments that are not explained by greater engagement in illegal or transgressive behaviors. Understanding and addressing these disparities might reduce school expulsions, arrests, and incarceration and their dire social and health consequences.

Johnstone, G. (2002) Restorative Justice – Ideas, Values, Debates. Cullompton: Willan Publishing.

In recent years, a new way of thinking about how we should view and response to crime has emerged and is beginning to make significant inroads into criminal justice policy and practice. Call restorative justice, it revolves around the ideas that crime is, in essence, a violation of a person by another person (rather than a violation of legal rules); that in responding to a crime our primary concerns should be to make offenders aware of the harm they have caused, to get them to understand and meet their liability to repair such harm, and to ensure that further offences are prevented; that the form and amount of reparation from the offender to the victim and the measures to be taken to prevent reoffending should be decided collectively by offenders, victims and members of their communities through constructive dialogue in an informal and consensual process; and that efforts should be made to improve the relationship between the offender and victim and to reintegrate the offender into the law-abiding community.

Kupchik, A., & Catlaw, T. J. (2015). Discipline and Participation The Long-Term Effects of Suspension and School Security on the Political and Civic Engagement of Youth. *Youth & Society*, *47*(1), 95-124.

This study uses the National Longitudinal Survey of Adolescent Health data set to evaluate the long-term influence of school discipline and security on political and civic participation. We find that young adults with a history of school suspension are less likely than others to vote and volunteer in civic activities years later, suggesting that suspension negatively impacts the likelihood that youth engage in future political and civic activities. These findings are consistent with prior theory and research highlighting the long-term negative implications of punitive disciplinary policies and the role schools play in preparing youth to participate in a democratic polity. We conclude that suspension undermines the development of the individual skills and capacities necessary for a democratic society by substituting collaborative problem solving for the exclusion and physical removal of students. The research lends empirical grounds for recommending the reform of school governance and the implementation of more constructive models of discipline.

Kupchik, Aaron and Nicholas Ellis. 2008. "School Discipline and Security: Fair for All Students?" Youth and Society 39(4): 549-574.)

Prior research finds that racial and ethnic minority students are more likely than White students to receive school punishments, yet little prior research considers students' perceptions of the fairness of school rules and their enforcement. Using data from a nationally representative survey of students, the authors consider whether African American and Latino and Latina students, and particularly males, perceive school safety practices as less fair overall, less well communicated, and less evenly applied than White students do. The authors also consider whether particular security strategies (security guards, metal detectors, and locker checks) impact these perceptions of fairness. The results suggest that African American students perceive less fairness and consistency of school rules and their enforcement than do White students, though the perceptions of Latino/a students do not vary significantly from those of White students.

Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. Focus on Exceptional Children, 31(6), 1–24.

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perceptions of the fairness of school rules and their enforcement. Using data from a nationally representative survey of students, the authors consider whether African American and Latino and Latina students, and particularly males, perceive school safety practices as less fair overall, less well communicated, and less evenly applied than White students do. The authors also consider whether particular security strategies (security guards, metal detectors, and locker checks) impact these perceptions of fairness. The results suggest that African American students perceive less fairness and consistency of school rules and their enforcement than do White students, though the perceptions of Latino/a students do not vary significantly from those of White students.

Losen, D., Hewitt, D., & Toldson, I. (2014). Eliminating excessive and unfair exclusionary discipline in schools: Policy recommendations for reducing disparities. *Discipline Disparities: A Research-to-Practice Collaborative*.

All schools must be safe places for all members of the learning community. Schools have the right and indeed the responsibility to develop safe school climates to protect the safety of students and teachers, as well as the integrity of learning. Yet the data indicate that it is relatively rare for students to pose a serious danger to themselves or others. In states like Texas, serious safety concerns trigger a "non-discretionary" mandatory removal, but these represent less than 5% of all disciplinary removals from school. While exclusion on grounds of safety is infrequent, students are routinely removed from school for minor offenses like tardiness, truancy, using foul language, disruption, and violation of the dress code. Of course, public school educators are also responsible for ensuring the integrity of the learning environment and attend to misbehavior that does not raise safety concerns. There is no question that there are circumstances where removing a student from a classroom is helpful to de-escalate a conflict, or to pursue an intervention outside the classroom with the support of an administrator, a counselor, parent(s) or community members. However, too many of our nation's public schools have moved away from reserving school exclusion only for the most serious offenses, and as a measure of last resort.

Losen, D. J., Keith II, M. A., Hodson, C. L., & Martinez, T. E. (2005). School discipline.

In 2011-12, every one of the nation's 95,000 schools was required to report its school discipline data, including charter schools. This report, along with the companion spreadsheet, provides the first comprehensive description of the use of suspensions by charter schools. This report, which covers more than 5,250 charter schools, focuses on out-of-school suspension rates at the elementary and secondary levels. It specifically examines the extent to which charter schools suspend children of color and children with disabilities at excessive and disparate rates.

Marchbanks III, M. P., Blake, J. J., Booth, E. A., Carmichael, D., Seibert, A. L., & Fabelo, T. (2015). The economic effects of exclusionary discipline on grade retention and high school dropout. In D. J. Losen (Ed.), Closing the school discipline gap: Equitable remedies for excessive exclusion (pp. 59-74). New York: Teachers College Press

This study highlights the added risk for grade retention and dropping out that is associated with suspensions, and in light of these significant associations it breaks new ground by also estimating the economic costs related to exclusionary discipline. To the extent that school discipline is related to negative academic effects that present economic hardship for communities and states, educational agencies should reexamine the need for exclusionary discipline.

McCurdy, B. L., Mannella, M. C., & Eldridge, N. (2003). Positive Behavior Support in Urban Schools Can We Prevent the Escalation of Antisocial Behavior?. *Journal of Positive Behavior Interventions*, *5*(3), 158-170.

This article describes a case study of a school-wide positive behavior support model implemented in an ethnically and racially diverse inner-city elementary school. The project

brought together school-based professionals with expert behavioral consultants from a local behavioral health-care agency to address the increasing rates of student disruptive behavior. Significant reductions were evident in both the overall level of office discipline referrals as well as the most serious offense, student assaults. Results are discussed within the context of the larger task of preventing antisocial behavior in urban schools.

Mendoza-Denton, R., Downey, G., Purdie, V. J., Davis, A., & Pietrzak, J. (2002). Sensitivity to status-based rejection: Implications for African American students' college experience. Journal of Personality and Social Psychology, 83, 896–918.

The authors proposed a process model whereby experiences of rejection based on membership in a devalued group can lead people to anxiously expect, readily perceive, and intensely react to status-based rejection. To test the model, the authors focused on race-based rejection sensitivity (RS-race) among African Americans. Following the development and validation of the RS-Race Questionnaire (Studies 1 and 2), the authors tested the utility of the model for understanding African American students' experiences at a predominantly White university (Study 3). Students high in RS-race experienced greater discomfort during the college transition, less trust in the university, and relative declines in grades over a 2- to 3-year period. Positive race-related experiences, however, increased feelings of belonging at the institution among students high in RS-race.

Morris, E. W., & Perry, B. L. (2016). The Punishment Gap: School Suspension and Racial Disparities in Achievement. Social Problems, 63(1), 68-86.

While scholars have studied the racial "achievement gap" for several decades, the mechanisms that produce this gap remain unclear. In this article, we propose that school discipline is a crucial, but under-examined, factor in achievement differences by race. Using a large hierarchical and longitudinal data set comprised of student and school records, we examine the impact of student suspension rates on racial differences in reading and math achievement. This analysis—the first of its kind—reveals that school suspensions account for approximately one-fifth of black-white differences in school performance. The findings suggest that exclusionary school punishment hinders academic growth and contributes to racial disparities in achievement. We conclude by discussing the implications for racial inequality in education.

Morrison, B., Blood, P., & Thorsborne, M. (2005). Practicing restorative justice in school communities: Addressing the challenge of culture change.Public Organization Review, 5(4), 335-357.

The practice of restorative justice in schools has the capacity to build social and human capital through challenging students in the context of social and emotional learning. While restorative justice was originally introduced to schools to address serious incidents of misconduct and harmful behavior, the potential this philosophy offers is much greater. The conviction is that the key challenge for schools is addressing the culture change required to make the shift from traditional discipline, driven by punitive (or rewards based) external motivators, to restorative discipline, driven by relational motivators that seeks to empower individuals and their communities.

Nicholson-Crotty, S., Birchmeier, Z., & Valentine, D. (2009). Exploring the impact of school discipline on racial disproportion in the juvenile justice system. Social Science Quarterly, 90(4), 1003-1018.

It is widely recognized that African-American youth are significantly overrepresented in many juvenile justice systems relative to their population percentages. Research has also determined that similar disproportion exists in school discipline and speculated about a "school-to-prison pipeline" for minority youth. This study explores empirically the degree to which disciplinary decisions made in schools can help to explain observed rates of disproportionate minority contact with juvenile courts. It does so in an assessment

of education and justice system data from a sample of counties in Missouri. The findings suggest that racial disproportion in out-of-school suspensions, which cannot be explained solely by differences in delinquent behavior, is strongly associated with similar levels of disproportion in juvenile court referrals. The association between disproportionate patterns of school discipline and court referrals persists after controlling for poverty, urbanization, and other relevant factors. The implication is that school-based programs that offer alternatives to suspension and expulsion and promote disciplinary equity may help alleviate racial disproportion in the juvenile justice system.

Okonofua, J. A., Walton, G. M., & Eberhardt, J. L. (2016). A Vicious Cycle A Social–Psychological Account of Extreme Racial Disparities in School Discipline. Perspectives on Psychological Science, 11(3), 381-398.

Can social–psychological theory provide insight into the extreme racial disparities in school disciplinary action in the United States? Disciplinary problems carry enormous consequences for the quality of students' experience in school, opportunities to learn, and ultimate life outcomes. This burden falls disproportionately on students of color. Integrating research on stereotyping and on stigma, we theorized that bias and apprehension about bias can build on one another in school settings in a vicious cycle that undermines teacher–student relationships over time and exacerbates inequality. This approach is more comprehensive than accounts in which the predicaments of either teachers or students are considered alone rather than in tandem, it complements nonpsychological approaches, and it gives rise to novel implications for policy and intervention. It also extends prior research on bias and stigmatization to provide a model for understanding the social–psychological bases of inequality more generally.

Perry, B. L., & Morris, E. W. (2014). Suspending progress collateral consequences of exclusionary punishment in public schools. American Sociological Review, 0003122414556308.

An influential literature in criminology has identified indirect "collateral consequences" of mass imprisonment. We extend this criminological perspective to the context of the U.S. education system, conceptualizing exclusionary discipline practices (i.e., out-of-school suspension) as a manifestation of intensified social control in schools. Similar to patterns of family and community decline associated with mass incarceration, we theorize that exclusionary discipline policies have indirect adverse effects on non-suspended students in punitive schools. Using a large hierarchical and longitudinal dataset consisting of student and school records, we examine the effect of suspension on reading and math achievement. Our findings suggest that higher levels of exclusionary discipline within schools over time generate collateral damage, negatively affecting the academic achievement of non-suspended students in punitive contexts. This effect is strongest in schools with high levels of exclusionary discipline and schools with low levels of violence, although the adverse effect of exclusionary discipline is evident in even the most disorganized and hostile school environments. Our results level a strong argument against excessively punitive school policies and suggest the need for alternative means of establishing a disciplined environment through social integration.

Sager, H. A., & Schofield, J. W. (1980). Racial and behavioral cues in Black and White children's perceptions of ambiguously aggressive acts. Journal of Personality and Social Psychology, 39, 590–598

Examined the way in which the interpretation of ambiguous social behavior is influenced by racial stereotypes and cultural differences. 40 Black and 40 White 6th-grade males were shown a variety of ambiguously aggressive behaviors performed by Black and White stimulus figures. As predicted, both Black and White Ss rated these behaviors as more mean and threatening when the perpetrator was Black than when he was White. In contrast, ratings of personal characteristics were in general determined by individual behavior rather than

by group stereotypes, although Blacks, whether they were the perpetrator or the recipient of the behaviors, were rated as stronger than their White counterparts. Cultural differences between S groups were apparent in the greater tendency of the White Ss to read threat into ambiguously aggressive behaviors involving no physical contact and to assume that the perpetrators of such behaviors were stronger than the recipients.

Shollenberger, T. L. (2014). racial Disparities in school suspension and subsequent outcomes. Closing the school discipline gap: Equitable remedies for excessive exclusion, 31.

Using data from the National Longitudinal Survey of Youth 1997, I examine the prevalence and intensity of suspension among nationally representative samples of white, black, and Hispanic youth attending secondary school during the late 1990s and follow their educational and criminal justice outcomes for roughly a decade after K-12. Consistent with prior research in individual states and districts, I find that suspension has become a common feature of the U.S. schooling experience, affecting more than one in three youth and resulting in substantial missed instructional time across K-12 (a total of one to two weeks for the typical suspendee). As with prior research, disparities by race and gender are large, with black boys suspended most frequently and most intensely: fully two in three are suspended at some point during K-12, and nearly one in five is suspended for a full month of school or more. Following youth into early adulthood, I find that suspension is highly correlated with negative educational and criminal justice outcomes in the longer term. Among boys suspended for 10 total days or more, less than half had obtained a high school diploma by their late 20s; more than three in four had been arrested; and more than one in three had been sentenced to confinement in a correctional facility. Comparing suspension to selfreported behavior – including property offenses and violent behaviors – reveals that substantial shares of suspended youth had not engaged in serious delinquency by the time they were first suspended from school. In addition, racial and ethnic gaps in suspension persist after these serious misbehaviors are controlled. In light of these findings, policymakers interested in improving educational outcomes for all youth, ensuring equity across racial and ethnic groups, and increasing public safety should promote alternatives to suspension, identify and support schools with high rates of exclusionary discipline, and fund evaluations of recent efforts to limit the use of suspension and reduce racial disparities in districts across the U.S.

Skiba, Russell J., Choong-Geun Chung, Megan Trachok, Timberly L. Baker, Adam Sheya, and Robin L. Hughes. 2014. "Parsing Disciplinary Disproportionality: Contributions of Infraction, Student, and School Characteristics to Out-of-School Suspension and Expulsion." American Education Research Journal 51(4): 640-670.

In the context of a national conversation about exclusionary discipline, we conducted a multilevel examination of the relative contributions of infraction, student, and school characteristics to rates of and racial disparities in out-of-school suspension and expulsion. Type of infraction; race, gender, and to a certain extent socioeconomic status at the individual level; and, at the school level, mean school achievement, percentage Black enrollment, and principal perspectives all contributed to the probability of out-of-school suspension or expulsion. For racial disparities, however, school-level variables, including principal perspectives on discipline, appear to be among the strongest predictors. Such a pattern suggests that schools and districts looking to reduce racial and ethnic disparities in discipline would do well to focus on school- and classroom-based interventions.

Skiba, R. J., Michael, R., Nardo, A., & Peterson, R. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. The Urban Review, 34, 317–342.

The disproportionate discipline of African-American students has been extensively documented; yet the reasons for those disparities are less well understood. Drawing upon one year of middle-school disciplinary data for an urban school district, we explored three

of the most commonly offered hypotheses for disproportionate discipline based on gender, race, and socioeconomic status. Racial and gender disparities in office referrals, suspensions, and expulsions were somewhat more robust than socioeconomic differences. Both racial and gender differences remained when controlling for socioeconomic status. Finally, although evidence emerged that boys engage more frequently in a broad range of disruptive behavior, there were no similar findings for race. Rather, there appeared to be a differential pattern of treatment, originating at the classroom level, wherein African-American students are referred to the office for infractions that are more subjective in interpretation. Implications for teacher training and structural reform are explored.

Spilt, J. L., Koot, J. M., & van Lier, P. A. C. (2013). For whom does it work? Subgroup differences in the effects of a school-based universal prevention program. Prevention Science, 14, 479 – 488. doi:10.1007/ s11121-012-0329-7

> This study examined subgroup differences in the effectiveness of a universal classroom-based preventive intervention. The Good Behavior Game (GBG) was delivered in Grade 1 and 2 in a randomized controlled trial including 759 students. Changes in externalizing and internalizing problems were modeled from Kindergarten through Grade 2. Unlike previous research, a person-centered approach was employed to examine critical combinations of child, peer, family, and demographic characteristics at baseline as moderators of intervention impact. Six subgroups were identified that differed both in baseline risk profiles and intervention responsiveness. The GBG prevented the development of externalizing and internalizing behavior among low-risk children, children with emotional problems, and victimized children. No positive intervention effects were found for children from dysfunctional families and children with combinations of behavioral and social risks. The study presented a novel approach to study subgroup differences in universal preventive interventions and provides first evidence that universal school-based programs may not be effective for children with more severe risks and risks at multiple levels.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. American Psychologist, 52, 613–629.

> A general theory of domain identification is used to describe achievement barriers still faced by women in advanced quantitative areas and by African Americans in school. The theory assumes that sustained school success requires identification with school and its subdomains; that societal pressures on these groups (e.g., economic disadvantage, gender roles) can frustrate this identification; and that in school domains where these groups are negatively stereotyped, those who have become domain identified face the further barrier of stereotype threat, the threat that others' judgments or their own actions will negatively stereotype them in the domain. Research shows that this threat dramatically depresses the standardized test performance of women and African Americans who are in the academic vanguard of their groups (offering a new interpretation of group differences in standardized test performance), that it causes disidentification with school, and that practices that reduce this threat can reduce these negative effects.

Sugai, G., & Horner, R. (1994). Including students with severe behavior problems in general education settings: Assumptions, challenges, and solutions. In J. Marr, G. Sugai, & G. Tindal (Eds.), The Oregon conference monograph (Vol. 6, pp. 102–120). Eugene: University of Oregon.

Toldson, I. A., McGee, T., & Lemmons, B. P. (in press). Reducing suspensions by improving academic engagement among school-age Black males. In D. J. Losen (Ed.), Closing the school discipline gap: Research for policymakers. New York: Teachers College Press.

U.S. Department of Education (2014). Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers. Retrieved July 15, 2016, from https://www.osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf

The U.S. Department of Education (ED), in collaboration with the U.S. Department of Justice (DOJ), today released a school discipline guidance package that will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. Even though incidents of school violence have decreased overall, too many schools are still struggling to create positive, safe environments. Schools can improve safety by making sure that climates are welcoming and that responses to misbehavior are fair, non-discriminatory and effective. Each year, significant numbers of students miss class due to suspensions and expulsions—even for minor infractions of school rules—and students of color and with disabilities are disproportionately impacted. The guidance package provides resources for creating safe and positive school climates, which are essential for boosting student academic success and closing achievement gaps.

U. S. Department of Education, Office for Civil Rights. (2016). Civil rights data collection. Retrieved from http://ocrdata.ed.gov/

The 2013-14 Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional and other staff, and resources — as well as school climate factors, such as student discipline and bullying and harassment — that impact education equity and opportunity for students. The U.S. Department of Education (ED) will release additional data highlights later in 2016 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that foster college and career readiness, and chronic student absenteeism. The full CRDC data file may be downloaded now; please visit crdc.ed.gov for more information. In Fall 2016, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at ocrdata.ed.gov.

van Lier, P. A. C., Vuijk, P., & Crijnen, A. A. M. (2005). Understanding mechanisms of change in the development of antisocial behavior: The impact of a universal intervention. Journal of Abnormal Child Psychology, 33, 521–535. doi:10.1007/s10802-005-6735-7

The association between the development of antisocial behavior, affiliation with deviant friends, and peer rejection was tested with a preventive intervention; 664 boys and girls were randomly assigned to a universal classroom-based intervention targeting disruptive behavior or a control condition. Peer nominations of antisocial behavior, friends' antisocial behavior, and peer rejection were assessed annually for 4 years. A high, a moderate, and a stable low antisocial behavior trajectory were identified. Large reductions in antisocial behavior were found among intervention children who followed the high trajectory. These reductions coincided with affiliations with nondeviant peers and with decreases in peer rejection. The affiliation between deviant and nondeviant peers was initiated by nondeviant children. The results support a causal role of deviant friends and peer rejection in the development of antisocial behavior. The implications for our understanding of the mechanisms leading to reductions in antisocial behavior are discussed.

Wachtel, T., & McCold, P. (2001). Restorative justice in everyday life. *Restorative justice and civil society*, 114-129.

In most of the essays in this volume, restorative justice is conceived as an innovative way of dealing with crime, delinquency or bullying. This essay expands the relevance of restorative justice practices – such as conferencing and circles – beyond their limited use in criminal justice systems. Used widely, restorative practices can significantly contribute to the grander

project of enhancing the civility of society. By involving all of those affected by a specific offence, conferences and circles enhance democratic processes by moving responsibility for decision-making away from judges and lawyers and giving it to those citizens with a direct interest at stake (McCold, 2000)/ But the potential of restorative practices goes beyond resolving specific incidents of wrong-doing to providing a general social mechanism for the reinforcement of standards of appropriate behavior. Restorative practices demonstrate mutual accountability – the collective responsibility of citizens to care about an take care of one another (Pranis, 1998).

Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. Journal of Emotional and Behavioral Disorders, 4, 194–209.

This article provides a reconceptualization of the role of schools in preventing antisocial behavior problems among children and youth. The U.S. Public Health Service's conceptual model of prevention, involving primary, secondary, and tertiary prevention approaches, is used as an organizing framework to illustrate how schools can deliver interventions more effectively and improve outcomes. Traditional school approaches to coping with students who are at risk and antisocial are reviewed, and the following major topics are addressed: (a) A case is made that schools can play a central, coordinating role in collaboration with families and social service agencies in addressing the challenging problems presented by antisocial students; (b) a generic intervention approach is suggested that involves reducing risk factors for antisocial behavior and enhancing protective factors; (c) a three-level approach to organizing specific interventions for achieving prevention goals and outcomes is described; and (d) recommended interventions or approaches are suggested for each prevention level (i.e., primary, secondary, tertiary). The article concludes with a discussion of some factors associated with a revised mission for schools in this domain and how these factors may impair or enhance the necessary changes required to achieve this goal.

Walton, G. M., & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. Journal of Personality and Social Psychology, 92, 82–96.

Stigmatization can give rise to *belonging uncertainty*. In this state, people are sensitive to information diagnostic of the quality of their social connections. Two experiments tested how belonging uncertainty undermines the motivation and achievement of people whose group is negatively characterized in academic settings. In Experiment 1, students were led to believe that they might have few friends in an intellectual domain. Whereas White students were unaffected, Black students (stigmatized in academics) displayed a drop in their sense of belonging and potential. In Experiment 2, an intervention that mitigated doubts about social belonging in college raised the academic achievement (e.g., college grades) of Black students but not of White students. Implications for theories of achievement motivation and intervention are discussed.

Wildhagen, T. (2012). How Teachers and Schools Contribute to Racial Differences in the Realization of Academic Potential. *Teachers College Record*, *114*(7), n7.

The fulfillment of academic potential is an underdeveloped area of inquiry as it relates to explaining racial differences in academic outcomes. Examining this issue is important for addressing not only differences in the typical outcomes for African American and White students but also the severe underrepresentation of African American students among the highest achieving students. Whereas other studies have operationalized lost academic potential as unfulfilled expectations for educational attainment, this study takes a different approach, measuring whether students earn higher or lower grades than the grades predicted by earlier tests of academic skills. Students whose grades are equal to or exceed those predicted by their earlier test scores are said to have fulfilled their academic potential,

whereas those whose grades are lower than predicted have not realized their potential. This study finds that African American high school students are less likely than their White peers to realize their academic potential. The analyses test several explanations for the racial gap in the realization of academic potential, focusing on the students themselves, their teachers, and their schools. Research Design: This study uses hierarchical linear modeling to analyze data from the Education Longitudinal Study of 2002."

Woodcock, A., Hernandez, P., Estrada, M., & Schultz, P. W. (2012). The consequences of chronic stereotype threat: Domain disidentification and abandonment. Journal of Personality and Social Psychology, 103, 635–646.

Stereotype threat impairs performance across many domains. Despite a wealth of research, the long-term consequences of chronic stereotype threat have received little empirical attention. Beyond the immediate impact on performance, the experience of chronic stereotype threat is hypothesized to lead to domain disidentification and eventual domain abandonment. Stereotype threat is 1 explanation why African Americans and Hispanic/Latino(a)s "leak" from each juncture of the academic scientific pipeline in disproportionately greater numbers than their White and Asian counterparts. Using structural equation modeling, we tested the stereotype threat-disidentification hypothesis across 3 academic years with a national longitudinal panel of undergraduate minority science students. Experience of stereotype threat was associated with scientific disidentification, which in turn predicted a significant decline in the intention to pursue a scientific career. Race/ethnicity moderated this effect, whereby the effect was evident for Hispanic/Latino(a) students but not for all African American students. We discuss findings in terms of understanding chronic stereotype threat.