Discipline Disparities:

A Research-to-Practice Collaborative

Annotated Bibliography

Alternative Discipline Interventions and Strategies

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CULTURALLY RESPONSIVE PBIS

Cheremshynski, C., Lucyshyn, J. M., & Olson, D. L. (2012). Implementation of a culturally appropriate positive behavior support plan with a Japanese mother of a child with autism: An experimental and qualitative analysis. *Journal of Positive Behavior Interventions*, **1-12.**

This multi-method design study investigates a family-centered approach to positive behavior support (PBS) that is intended to be culturally responsive to families of diverse linguistic and cultural backgrounds. The study includes a Japanese mother and a child with autism. Quantitative single-subject methods were employed to document the functional link between implementation of a PBS plan and improvement in child behavior, while qualitative methods findings provide an understanding of the parent's and the interventionist's perspectives on the provision of behavior support to the family. The mother saw an improvement in her son's behavior and was able to teach him to successfully participate in a dinner routine in the home. Three themes emerged from the qualitative analysis highlighting the importance of culture in supporting behavior modification and school success: (a) developing a rapport informed by family culture; (b) working with a cultural guide to facilitate understanding the family's cultural values, beliefs, and parenting practices; and (c) accommodating the mother's cross-cultural values and beliefs. Results of this study provide evidence of a functional relation between culturally appropriate PBS and reductions in problem behavior. Furthermore, this study provides an example of successfully combining two divergent methodologies for studying the effectiveness and use of culturally responsive PBS.

A. Does the article address office disciplinary referrals (ODRs) or suspensions/expulsions?   No
B. Does the article address issues of race, gender, or sexual orientation?   Yes
C. Is there an evaluation component?   Yes

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*, *14***(4), 209-219.**

The purpose of this literature review was to examine research-based strategies that considered culture, behavior management, and school-wide discipline and could be used to enhance school wide positive behavior supports (SWPBS) implementation. The authors found relatively little empirical research with a focus on culture and behavior management. However, when the qualitative and quantitative results were examined as a whole, a number of general themes emerged from the research that serve as general considerations or guides to practice: cultural factors and learning histories of students are important and influence academic and social success of students; more attention and detail to using cultural and contextual information about students to improve decision making; establishing cultural responsive strategies begins with an emphasis in the pre-service and in-service professional experiences of new and veteran educators; and the general framework of SWPBS represents a promising approach for improving the instructional practices of educators and academic and social outcomes for all students.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Jones, C., Caravaca, L., Cizek, S., Horner, R.H., & Vincent, C.G. (2006). Culturally responsive school-wide positive behavior support: A case study in one school with a high proportion of Native American students. *Multiple Voices for Ethnically Diverse Exceptional Learners, 9(1), 108-119.*

This case study of a New Mexico school with a predominantly Native American student population exemplifies how lesson plans and other School-wide Positive Behavior Support (SWPBS) products can be enhanced by embedding students' language, values, and exemplars of expected behaviors using culturally-relevant leaders and historical figures. The critical features of successful implementation of a culturally responsive behavior support system as defined by this article include input on social expectations from families, community, staff and students; a team-based approach employed throughout the implementation that includes families and community; evidence-based instruction for students on specific behaviors related to social expectations, on-going recognition, acknowledgement, and appreciation of student social successes; data collection and review of student behavior; and a focus on sustaining a social climate that encourages academic success. As a result of this implementation, office disciplinary referrals decreased to 0.12 per day, the third lowest of elementary schools in New Mexico that year. This study suggests that cultural responsiveness paired with the adoption of evidence-based practices can be associated with positive outcomes for students. Furthermore, school-wide PBS offers a conceptual framework that is flexible enough to adapt to each particular school.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

McIntosh, K., Craft, C. B., Moniz, C. A., Golby, R., & Steinwand-Deschambeault, T. (2013). Implementing school-wide positive behaviour support to better meet the needs of Indigenous students. *Manuscript submitted for publication.*

This case study of School-wide Positive Behavior Support (SWPBS) implementation in a high school in the Northwest Territories provides an example of culturally responsive implementation of SWPBS. Findings indicate that from the 2004-2005 school year to the 2010-2011 school year, there was a steady decrease in the rate of suspensions, with the number of days of suspensions cut in half from pre-SWPBS rates in ensuing years. Principles of Indigenous approaches to behavior support are described and compared to SWPBS. Those principles include supporting student social behavior through explicit instruction of pro-social behavior such as shared social values; reinforcement of positive rather than punishment of negative behavior; changing the school environment to support all students, rather than changing individual students; and seeking to understand the underlying causes of problem behavior, which informs appropriate behavior supports. These research findings suggest that many features of

SWPBS can be adapted to support cultural values and beliefs specific to a school and community population.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Vincent, C. G., Pavel, M., Sprague, J. R., & Tobin, T. J. (2012). Towards identifying schol-level factors reducing disciplinary exclusions of American Indian/Alaska Native students. Unpublished manuscript. Center for Civil Rights Remedies national conference: *Closing the School Research Gap: Research to Remedies.* **Retrieved from http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/copy5_of_dignity-disparity-and-desistance-effective-restorative-justice-strategies-to-plug-the-201cschool-to-prison-pipeline**

This study examined the relationship between the recommendations of the Native American community for improving outcomes for American Indian/Alaska Native (AI/AN) students and school level practices. The researchers merged data from the 2009 National Indian Education Study (NIES) with data reflecting disciplinary exclusions in Oregon for a final sample of 40 elementary schools, 40 middle schools, 10 high schools, and 10 K-8/12 schools. Results indicated that the majority of teachers did not participate in recommended professional development nor did they integrate Native culture into instruction. Linear regression outcomes indicated no significant association between school level practices and disciplinary exclusion patterns of AI/AN students. Follow-up analyses of K-8/12 schools indicated greater AI/AN enrollment density was associated with lower out-of-school suspension rates. Based on their analyses and current efforts in Oregon to improve educational outcomes for AI/AN students the authors recommended greater emphasis on (a) disaggregating discipline data by student race, (b) meaningful collaboration between state departments of education and Native community leaders, (c) schools' accountability for reaching out to Native parents and community members, and (d) sharing disaggregated data with all relevant stakeholders.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and schoolwide positive behavior support. *Journal of Positive Behavior Interventions, 13***(4), 219-229.**

In this article, the authors deconstruct the theoretical foundations of school wide positive behavior supports (SWPBS) to describe how SWPBS might provide a useful framework for culturally responsive behavior support delivery. The authors contend that by closely examining the characteristics of culturally and linguistically diverse (CLD) students we may have a better understanding of their differences and can then examine how to adopt behavioral support (PBIS) to accommodate them.

Based on practical recommendations from the literature, the authors propose an expansion of the key features of SWPBS implementation to facilitate culturally responsive behavior support delivery. These recommendations include (a) systemically promoting staff members' cultural knowledge and self-awareness, (b) a commitment to culturally relevant and validating student support practices, and (c) culturally valid decision making to enhance culturally equitable student outcomes. Case study findings presented in the article showing a 5% decrease in expulsions for Latino students and a 6% increase in reading standards demonstrates that the integration of cultural responsiveness in a school-wide PBS framework can produce culturally equitable social and academic student outcomes for all students.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Vincent, C., Sprague, J., & Gau, J. M. (2012). The effectiveness of school-wide positive behavior support for reducing racially inequitable disciplinary exclusions in middle school. Unpublished manuscript. Center for Civil Rights Remedies national conference: *Closing the School Research Gap: Research to Remedies.* **Retrieved from** http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/copy6_of_dignity-disparity-and-desistance-effective-restorative-justice-strategies-to-plug-the-201cschool-to-prison-pipeline

The authors merged data on the extent to which 35 middle schools in Oregon implemented school-wide positive behavior interventions and supports (SWPBIS) with fidelity across a period of 3 years and if implementation was associated with reductions in disciplinary inequity for students of color. The results of descriptive and inferential analyses of disciplinary exclusion rates for students from different racial/ethnic backgrounds showed that reductions in disciplinary exclusions differed across ethnic groups. African-American and American Indian/Alaska Native students tended to benefit less from SWPBIS implementation than their peers. Based on findings, the authors suggest a number of recommendations, including focused research on integrating behavioral science and critical race theory, training SWPBIS implementers in disaggregating discipline data by student race/ethnicity and interpreting data patterns, increasing meaningful integration of non-White parents into SWPBIS implementation practices, and holding implementers accountable for promoting culturally responsive systems and practices.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Wang, M., McCart, A., & Turnbull, A. P. (2007). Implementing positive behavior support with Chinese American families: Enhancing cultural competence. *Journal of Positive Behavior Interventions, 9*(1), 38-51.

This article provides a case study of a 14-year old Chinese American girl and the ways in which professionals can work with families of diverse backgrounds in implementing culturally responsive PBS practices. The authors posit that to ensure culturally responsive PBS practices, professionals need a clear understanding of the embedded cultural values (i.e. mainstream cultural values) of PBS and how they may differ from other cultures. Implementation of culturally responsive practice within a culturally embedded PBS framework led to improvements in Meng's problem behaviors in the home, enhanced her and her family's quality of life, and led to an improvement in grades at school. The authors argue that just knowing PBS concepts is not enough. Professionals need a clear understanding of the embedded mainstream cultural values of PBS, cultural-specific knowledge about families from diverse backgrounds, and must acknowledge variation in cultural values among families. Case study findings from Wang, McCart, and Turnball (2007) illustrate the strengths of combining PBS practices with a culturally responsive approach.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

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 (SWPBS) model, Key-to-Success project, implemented in an ethnically and racially diverse inner-city elementary school. A school leadership team was formed with the addition of expert behavioral consultants from a local behavioral health-care agency to address the increasing rates of student disruptive behavior. By the end of the second year of SWPBS project implementation significant results were attained. For example, office discipline referrals (ODRs) were significantly reduced by 46%, and there was a 55% reduction rate for the most serious offense, student assaults. The school also witnessed a positive impact on behavior in one of the more problematic areas within the school, the schoolyard. Over the two years of project implementation, a 53.8% decrease in per student ODRs originating from the school yard was observed, underscoring the potential value of SWPBS in the prevention of antisocial behavior. Results of this study provide evidence of a functional relation between SWPBS and the prevention of antisocial behavior through a working relationship between school personnel with a local behavioral health-care agency.

A. Address ODRs or suspensions/expulsions?   Yes
B. Address issues of race, gender, or sexual orientation?   Yes

C. Evaluation component?   Yes

Tobin, T. J., & Vincent, C. G. (2011). Strategies for preventing disproportionate exclusions of African American students. *Preventing School Failure: Alternative Education for Children and Youth*, *55*(4), 192-201.

Using national data from 46 schools, the authors examined changes in disproportionate exclusion (discipline referrals leading to out-of-school suspensions and expulsions) of African American students in relation to implementation of Schoolwide Positive Behavior Support (SWPBS). Standard linear multiple regression analyses with the relative rate index as the outcome variable and Effective Behavior Support (EBS) Survey items as predictors of strategies that might lead to reduced racial disproportionality in disciplinary exclusions indicated schools where teachers reported improving their use of praise and reinforcement for students who behaved appropriately resulted reductions in disproportionate disciplinary exclusions of African American students. This study suggests that use of SWPBS strategies such as praise and positive reinforcement are strategies the could help reduce disproportionate exclusion of African American students.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Turan, Y., Erbas, D., Ozkan, S. Y., & Kurkuoglu, B. U. (2010). Turkish special education teachers' reported use of positive and reductive interventions for problem behaviors: An examination of the variables associated with use. *Journal of Positive Behavior Interventions*, *12*(4), 211-221.

The purpose of this survey study was to determine the strategies Turkish teachers use to address problem behaviors in their special education classroom. The study explores teachers' views with regard to the effectiveness and acceptability of the strategies employed, and examines the relationship between the use of strategies and teachers perceived effectiveness and acceptability. Differences among teacher ratings of strategy use, effectiveness, and acceptability was found to be associated with teacher characteristics. Surveys from 408 Turkish teachers in Turkey revealed acceptability and use of positive interventions (i.e. giving choices, teaching replacement beahviors, etc.) varied according to years of teaching experience. Teachers with previous special education experience and/or training used positive strategies more often than teachers without formal special eduaction training. In general, ratings of positive strategies were higher than ratings of reductive strategies (i.e. time out, reports to principals, etc.). This study suggests that with greater training and knowledge of positive intervention strategies teachers will be more likely to make use of them when handling challenging student behavior.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

THREAT ASSESSMENT

Cornell, D., & Lovegrove, P. (2012). Student threat assessment as a method of reducing student suspensions. Unpublished manuscript. Center for Civil Rights Remedies national conference: *Closing the School Research Gap: Research to Remedies.* **Retrieved from** http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/student-threat-assessment-as-a-method-of-reducing-student-suspensions

School wide annual suspension rates were compared in 971 schools that chose to adopt the Virginia Threat Assessment Guidelines versus 824 schools not using the Guidelines. Use of the Virginia Guidelines was associated with a 19% reduction in the number of long-term suspensions and an 8% reduction in the number of fewer short-term suspensions school wide during the 2010-2011 school-year. Length of implementation was associated with greater reductions in suspensions. Schools with formal training in the Virginia Guidelines had greater reductions than schools that adopted them without formal training. Moreover, findings indicate no difference in the impact of the intervention between White students and students of color: Suspensions declined overall but the discipline gap remained the same. This study supports use of the Virginia Guidelines as a promising approach for reducing overall suspension rates.

A.   Addresses ODRs or suspensions/expulsions?   Yes
B.   Addresses issues of race, gender, or sexual orientation?   Yes
C.   Evaluation component?   Yes

RELATIONSHIPS

STUDENT-TEACHER RELATIONSHIPS

Gregory, A., Allen, J. P., Mikrami, A. Y., Hafen, C. A., & Pianta, R. C. (2012). The promise of a teacher professional development program in reducing disparity in classroom discipline referrals. Unpublished manuscript. Center for Civil Rights Remedies national conference: *Closing the School Research Gap: Research to Remedies.* **Retrieved from** http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/the-promise-of-a-teacher-professional-development-program-in-reducing-the-racial-disparity-in-classroom-exclusionary-discipline

This randomized controlled trial study evaluated whether a professional development program characterized as sustained, rigorous, and focused on teachers' interactions with students can change teachers' use of exclusionary discipline practices, especially for African American students. My Teaching Partner-Secondary (MTP-S) aims to improve teachers' interactions with their students when implementing instruction and managing behavior. Teachers were paired with a coach for an entire

school year (sustained approach), they regularly reflect on videorecordings of their classroom instruction and carefully observe how they interact with students (approach focused on interactions), and they apply the validated Classroom Assessment Scoring System (CLASS-S) to improve the quality of their interactions (rigorous approach). Results showed that teachers receiving MTP-S relied less on exclusionary discipline with all of their students. The program was most beneficial for teachers' reduction of exclusionary discipline with African American students. Findings from this study highlight the importance of teacher-student relationships in reducing the disproportionate use of exclusionary discipline with African American students.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Gregory, A. & Mosely P. M. (2004). The discipline gap: Teachers' views on the over-representation of African American students in the discipline system. *Equality & Excellence in Education, 37,* **18-30.**

This qualitative study examines teachers' theories about why students are disciplined in the context of a large urban high school with a racially and culturally diverse student population, but with large overrepresentation of African American males in the disciplinary system. Findings indicate that teachers consider forces inside the school, the adolescent, and the community as causes for misbehavior. Five dominant theories were captured on why students have discipline problems, which pointed to the individual student and the school as sources of the problem. The racialized nature of the discipline gap was not acknowledged. When race was mentioned, it was in the context of the deficit theory, with factors related to poverty as sources of the discipline problems in African American students. The study introduces a Culturally Relevant Discipline framework that takes into consideration the school, community, and society to influence culturally relevant intervention approaches.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Gregory, A., & Ripski, M. B. (2008). Adolescent trust in teachers: Implications for behavior in the high school classroom. *School Psychology Review, 37*(3), 337-353.

Cooperative behavior is important for well-functioning high school classrooms in which students trust their teachers and actively engage in academic tasks. Yet discipline referrals for disruption and defiance are all too common and can result in lost instructional time and increased teacher stress. This study examined teachers' relational approach to discipline as a predictor of high school students' behavior and their trust in teacher authority. Findings from interviews and surveys with 32 teachers and 32 discipline-referred students supported a mediational model; the association between a relational approach to discipline and cooperative or defiant behavior was mediated by adolescents' perceptions

of their teachers as trustworthy authority figures. Teachers may earn the trust and cooperation of students if they use relationship building to prevent discipline problems.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

RESTORATIVE PRACTICES

Cole, H., & Heilig, J. V. (2011). Developing a school-based youth court: A potential alternative to the school to prison pipeline. *Journal of Law and Education, 40***(2), 16.**

Using contextual descriptions based on seminal personal communications with law school students and faculty as they worked to build a Youth Court at a middle school in an urban area in Texas, this article describes the logistical difficulties encountered by those trying to implement the program. The model is based on a restorative justice underpinning that offers positive consequences such as peer mentoring, after school tutoring, extracurricular activities, etc., rather than enforcing punitive consequences (e.g. monetary fines, criminal records, etc.). The program runs with the assumption that the juvenile justice system works and that students will want to participate in the program. Some of the difficulties in implementing the program were lack of awareness of the justice system from a curricular standpoint, unawareness of the actual program school wide (teachers and students), and that the option of providing Youth Court was limited to misdemeanors, such as tardiness, instead of more serious offenses.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   No
C. Evaluation component?   No

Drewery, W. (2004). Conferencing in schools: Punishment, restorative justice, and the productive importance of the process of conversation. *Journal of Community & Applied Social Psychology***, 14(5), 332-344.**

Evidence to support the use of restorative justice to reduce racial/ethnic disparities in discipline has focused primarily on the indigenous Maori population in New Zealand. In this context, restorative justice was implemented through the adaption of a *hiu* style meeting, traditionally used to resolve conflict in Maori culture, as an alternative to suspensions and other forms of exclusionary discipline for certain behavior infractions. Drewery posits that restorative principles can be used to form a community of care where different people can live together harmoniously, grounded in the belief that respectful dialogue is a means to build peace.

A. Address ODRs or suspensions/expulsions?   Yes
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Graves, C. M., Gray, D. L., & Schub, O. (2005). Restorative justice: Making the case for restorative justice. *Clearinghouse Review Journal of Poverty Law and Policy, 39,* **219-228.**

The article explores how restorative justice practices, particularly in low-income communities of color, can be effectively used to avoid funneling youth into the juvenile and criminal justice systems. The authors provide examples of how restorative justice principles may be applied in both juvenile justice and in school settings, such as peacemaking circles and circles of understanding. These are described as highly effective practices in resolving community conflicts without the involvement of police or the courts. Circles have been effective in various settings including schools, community alternative programs, sentencing, and reentry. Findings provide evidence to suggest how restorative principles can be applied affectively to various settings and in communities of color to reduce juvenile justice involvement.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Gregory, A., Clawson, K., Davis, & A. M., Gerewitz, J. L. (under review). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. Submission to the special issue in the *Journal of Educational and Psychological Consultation* **(JEPC) on Restorative Justice and School Consultation: Current Science and Practice.**

Restorative approaches to school discipline are increasingly being implemented throughout the United States in an attempt to reduce reliance on suspension and eradicate the racial discipline gap. Yet, little is known about the experience of students in classrooms utilizing restorative practices (RP). The current study draws on student surveys ($N = 412$) in 29 high school classrooms. The study identifies whether higher RP implementation in high school classrooms is associated with positive teacher relationships for students of all racial and ethnic groups. The quality of teacher-student relationships was measured using two different sources: (a) surveys of student experience of their teachers as whether they thought they were respectful, and (b) school discipline records to examine the use of teacher-issued referrals for misconduct/defiance across racial and ethnic groups. Hierarchical linear modeling and regression analyses showed that high RP-implementing teachers had more positive relationships with their diverse students. They were perceived as more respectful and issued fewer exclusionary discipline referrals compared to low RP-implementers. In addition, the findings demonstrate some initial promise of well-implemented RP for reducing the racial discipline gap. The study found that high RP implementers issued fewer discipline referrals to Hispanic and African American students. The study findings have implications for equity-focused consultation in schools that honor student experience of new programming.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Jenkins, M. (2006). Gullah Island dispute resolution: An example of Afrocentric restorative justice. *Journal of Black Studies, 37(2), 299-319.*

The current study determines whether past and present informal dispute resolution processes used in the Gullah Islands of South Carolina utilize traditional Afrocentric principles and explores whether the techniques are or were considered "restorative" in nature. These Afrocentric strategies of conflict resolution were used to deal with crime, delinquency, civil matters, community grievances, and other social wrongs outside the traditional common and civil legal systems and included reparations for the harmed party, community peace, and an assurance that individuals would follow either church or community norms. Through on-site in-depth interviews, focus groups, and an analysis of archival documents, findings suggest that Gullah dispute resolution tactics fall within the parameters of restorative justice and Afrocentric principles. This article provides support for the success of restorative justice processes that incorporate Afrocentric principles for communities of color.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Lewis, S. (2009). Improving school climate: Findings from schools implementing restorative practices. *Bethlehem, PA: International Institute for Restorative Practices. Retrieved February, 5, 2012.*

This report is composed of excerpts from articles, reports, and disciplinary data from individual schools and school districts on the implementation of restorative practices in reducing suspensions and expulsions. The first portion of this document contains data from six schools in the United States; the second section reports on four international cases. Although most schools and districts implementing restorative practices have not yet conducted formal research studies or evaluations, preliminary findings from these schools highlight promising outcomes such as improved school climate, reduced school suspensions, and strengthened relationships in schools.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Mirsky, L., & Wachtel, T. (2007). " The worst school I've ever been to:" Empirical evaluations of a restorative school and treatment milieu. *Reclaiming Children and Youth: The Journal of Strength-based Interventions, 16(2), 13-16.*

This article highlights emerging findings of a survey of more than nine hundred young people placed in the Community Service Foundation and Buxmont Academy (CSF Buxmont) day treatment school program by county juvenile probation departments in Pennsylvania. Results of the study provide evidence that restorative alternative schools with a milieu concentrated on restorative practices positively improves both the attitudes and behavior of delinquent and at-risk youth, regardless of their

age, gender, race, offense type, or criminal history. Researchers conducted entry and exit interviews with students in the program and found that youth who participated in the program showed a significant increase in their prosocial values, willingness to take responsibility for their actions, and were much more likely to have positive regard for police officers when they left the program than when they entered. Additionally, the program significantly reduced offending rates, usually after the youth had spent at least three months in the program. This article illustrates the success of regularly including relationship and teambuilding activities and circles in their subject lessons as an effective strategy for reducing disruptive behaviors.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   No
C. Evaluation component?   Yes

Payne, A. A., & Welch, K. (2013). Restorative justice in schools: The influence of race on restorative discipline. *Youth & Society***, 1-26.**

This study tests racial threat hypothesis to the likelihood that schools will use specific restorative approaches to address student behavior. The authors hypothesize that schools with a greater percentage of Black students are expected to be less likely to respond to student misbehavior with specific restorative justice discipline practices. Using a logistic regression analysis of a national random sample from the National Study of Delinquency Prevention in Schools data, the authors find that schools with a greater percentage of Black students are less likely to use restorative practices such as student conferences, peer mediation, restitution, community service, and overall restorative justice discipline in response to student misbehavior. Payne and Welch's research emphasizes the importance of a switch from a punitive model of discipline to a restorative justice philosophy for overall student success and a more inclusive, equitable educational system.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Schiff, M. (2013). Dignity, disparity and desistance: Effective restorative justice strategies to plug the "school-to-prison pipeline". Unpublished manuscript. Center for Civil Rights Remedies national conference: *Closing the School Research Gap: Research to Remedies***. Retrieved from http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/dignity-disparity-and-desistance-effective-restorative-justice-strategies-to-plug-the-201cschool-to-prison-pipeline**

This paper reviews current research on zero tolerance, and provides case study examples about how restorative justice (RJ) policies can be used to combat the damaging effects of zero tolerance and help keep youth in school and out of the juvenile justice system. It also examines the capacity of restorative justice to provide dignity to youth who are too often relegated to passive recipients of adult-made policies; the disparity, or disproportionate impact of zero tolerance school discipline policies on

minority youth; and desistance – the proven ability of restorative justice strategies to reduce repeat disciplinary infractions and suspension among youth who experience it. The author highlights the success of several schools and provides support for RJ as a viable school policy strategy for keeping students in school while also useful for redefining the collaborative role of justice professionals and educators in the school setting to keep youth in school and out of juvenile justice systems. This paper encourages schools to move beyond the limited punitive disciplinary strategies in order to empower justice specialists in delinquent behavior to develop and use educational efforts, such as restorative justice, to keep youth in schools.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Simson, D. (2012). Restorative justice and its effects on (racially disparate) punitive school discipline. 7th Annual Conference on Empirical Legal Studies Paper. Available at SSRN: http://ssrn.com/abstract=2107240

This paper investigates whether the introduction of Restorative Justice (RJ) programs reduces the incidence of punitive student discipline (out-of-school suspension) and whether currently existing racial disparities in student discipline are alleviated by the introduction of Restorative Justice. Multivariate analyses of publically available suspension data for two school districts in Denver and Santa Fe revealed that 13 schools implementing a RJ program reduced their Black suspension percentage disparity by about 4.5 percentage points, while non-RJ schools increased their disparity by slightly less than 1 percent. Findings from this research suggest that restorative justice can be effective in reducing overall suspension levels as well as large African American disproportionality in school suspensions.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Stinchcomb, J., B., Bazemore, G., & Riestenberg, N. (2006). Beyond zero tolerance: Restoring justice in secondary schools. *Youth Violence and Juvenile Justice, 4,* **123-147.**

This article examined the applicability of restorative justice principles to disciplinary policies in educational settings. Pre- and post-initiative data measuring the impact of the program suggested the school district had experienced a number of positive outcomes since embracing restorative justice practices. Quantitative outcomes indicate reduced behavioral referrals and suspensions. Qualitative descriptions revealed that while some teachers had concerns about the amount of time required to implement restorative justice practices, most teachers and students had positive reactions to the programming and believed that the restorative practices improved the school climate. Overall, findings are supportive of employing restorative justice principles in response to school-related misbehavior.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   No
C. Evaluation component?   Yes

Sumner, M.D., Silverman, C.J., & Frampton, M.L. (2010). *School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland.* **Berkeley, CA: Thelton E. Henderson Center for Social Justice, University of California, Berkeley, School of Law.**

This report examines a pilot restorative justice (RJ) program at Cole Middle School in West Oakland, California that primarily serves students of color from low-income families and draws lessons from Cole's experiences in implementing school-based RJ practices. Restorative justice at Cole served as a practical alternative to zero-tolerance disciplinary policies, strengthened relationships in the school, and helped students and adults deal with violence in their community. Preliminary research over the course of a 5 year period (three years prior to implementation and two years after the implementation of RJ practices) revealed that Cole saw an 87 percent decline in suspensions, and expulsions declined to zero at Cole during the implementation of restorative justice.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Wearmouth, J., & Berryman, M. (2012). Viewing restorative approaches to addressing challenging behaviour of minority ethnic students through a community of practice lens. *Cambridge Journal of Education,* **42(2), 253-268.**

This article uses a communities of practice framework to examine how restorative practice can draw on family and community values in an effort to help students recognize their own agency in behaving for good or ill and reintegrate them into the school community. The case study examples presented here are from Aotearoa, New Zealand and relate to practices influenced by traditional Maori cultural values. The two students in these case studies were able to resolve differences in understanding between them that enabled everyone involved, particularly the boys concerned, to develop a new level of understanding of relationships and of other people and repair the damage they caused with the support of family and community. The authors suggest that principles and process associated with restorative practices may be relevant within other student groups where high rates of exclusion from school are problematic.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Wearmouth, J., McKinney, R., & Glynn, T. (2007). Restorative justice: Two examples from New Zealand schools. *British Journal of Special Education, 34,* **196-203.**

The authors discuss two examples of restorative justice practices in New Zealand that illustrate how community norms and values can help to encourage more socially appropriate behavior. Both examples take place within a Maori context and interventions are implemented with young men whose behavior was of concern in both the school and neighborhood. The interventions operated through traditional Maori culture entail a move away from a retributive justice approach in order to focus on 'putting things right' between all those involved by shifting the focus from individuals to whole communities and employing culturally appropriate mechanisms to address and resolve tension and make justice visible and more productive. The authors argue that schools must recognize the important sources of support that may be found in some families and local community groups for addressing problematic student behavior.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

EMOTIONAL LITERACY

SOCIAL AND EMOTIONAL LEARNING

Castro-Olivo, S. M., & Merrell, K. W. (2012). Validating cultural adaptations of a school-based social-emotional learning programme for use with Latino immigrant adolescents. *Advances in School Mental Health Promotion, 5***(2), 78-92.**

The purpose of this article is to describe the process of adapting an evidence-based social and emotional learning (SEL) program, *Strong Kids*, for use with Latino immigrant adolescents enrolled in public schools in the United States. The main goal of the Strong Kids program is to promote resiliency through the teaching of SEL skills linked to the target culture of the student. Pre- and post-test survey results from a sample group of 40 recent-immigrant Latino high school adolescents in California participated in the study revealed favorable social validity and acceptability ratings of the program, as well as an increase in SEL knowledge. The results suggested that developing and implementing a culturally adapted SEL program in public schools with students of color is feasible and socially valid.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Ialongo, N., Poduska, J., Werthamer, L., & Kellam, S. (2001). The distal impact of two first-grade preventive interventions on conduct problems and disorder in early adolescence. *Journal of Emotional and Behavioral Disorders, 9,* 146–160.

In this article, the authors examined the impact of two universal, first-grade preventive interventions on the prevalence of conduct problems and disorder and mental health service need and use in early adolescence. The classroom-centered (CC) intervention was designed to reduce the risk for later conduct problems and disorder by enhancing teachers' behavior management strategies in the classroom and the Family-School Partnership (FSP) intervention targeted improvement in parent-teacher communication and providing parents with effective teaching and child behavior management strategies. The intervention took place over the course of a 5 year period, beginning when the children were in first grade. Three first-grade classrooms were randomly assigned to one of the two intervention conditions or a control condition with no intervention. Follow-up data was collected when the children were in the sixth grade. At Grade 6, students assigned to the CC and FSP intervention received significantly lower ratings from their teachers for conduct problems than students assigned to the control condition with no intervention. Students in the assigned   CC intervention were significantly less likely to have been suspended in the sixth grade than children assigned to the control condition. In addition, girls in the FSP intervention were significantly less likely to have been suspended during the sixth-grade year than girls in the control condition. Research findings suggest that helping children at age 6 to learn to accept authority, pay attention to task, and participate socially can help them be successful in school at age 12 and later.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   No
C. Evaluation component?   Yes

Kidron, Y., & Osher, D. The social-emotional learning component of city year's whole school, whole child service model: A focus on the middle grades. American Institutes for Research. Retrieved from http://www.socialimpactexchange.org/sites/www.socialimpactexchange.org/files/Osher%20white%20paper%20SEL%20Middle%20Research_0.pdf

The purpose of this paper is to explain the social-emotional component of the Whole School, Whole Child (WSWC) and the research supporting it. The WSWC service model is City Year's school-based comprehensive approach to improve the conditions that help students stay in school, progress in school, and complete school. The WSWC model emphasizes social-emotional learning (SEL), which is the process of developing self-management and interpersonal skills in the context of safe, caring, well-managed, and engaging environments. The paper describes the goals, assets, activities, and anticipated outcomes of the SEL component of the City Year's Whole School Whole Child model. This is intervention is designed to help both the universal student population and students at risk for dropping out of school by promoting non-academic student outcomes including self-esteem, social-emotional skills, and communication skills.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Osher, D., Coggshall, J., Colombi, G., Woodruff, D., Francois, S., & Osher, T. (2012). Building school and teacher capacity to eliminate the school-to-prison pipeline. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children***, 35(4), 284-295.**

In this article, the authors examine four factors that perpetuate the school to prison pipeline (STPP), and argue that if addressed effectively these same factors can create alternative pathways to success. These four factors are (a) racial disparities, (b) poor conditions for learning, (c) family–school disconnection, and (d) the failure to build the social and emotional capacity of youth. Suggestions for bolstering educator and school capacity to eliminate the STPP and implications for teacher preparation include: identifying knowledge, skills, beliefs, values, attitudes, experiences, and competencies educators need in order to work effectively with at-risk youth (i.e. self-awareness, social awareness, self-management, relationship management, and responsible decision making); recruiting teachers and others into the educator workforce who are more likely to have those capacities; providing high-quality professional development opportunities to enhance those capacities; reorganizing schools to support staff development and to enable staff to use their skills to eradicate the pipeline to prison and promote pathways to thriving for all children of color; and supporting teachers as they engage families in the educational process.   Research findings from Osher et al. (2012) highlight the importance of school personnel as facilitators of the development of social and emotional capacity in students for creating pathways to success instead of pathways to the STPP.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Osher, D. M., Poirier, J. M., Jarjoura, A. G. R., & Brown, A. R. (2013). Avoid simple solutions and quick fixes. Paper submitted to the Center for Civil Rights Remedies national conference: Closing the School Research Gap: Research to Remedies. Retrieved from http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/avoid-simple-solutions-and-quick-fixes-lessons-learned-from-a-comprehensive-districtwide-approach-to-improving-conditions-for-learning

The Cleveland Metropolitan School District (CMSD) has made systematic efforts to improve safety, order, and the conditions for learning by replacing high security measures with student-centered approaches, such as the implementation district wide of social and emotional learning program (Promoting Alternative Thinking Strategies (PATHS) program), student support teams, data informed planning, and planning centers. An evaluation of that effort found improved student attendance

district-wide, a decline in behavioral incidents per school by almost half, and a district-wide decrease of out-of-school suspensions by 58.8%.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.* **Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.**

This report summarizes results from three large-scale reviews of research on the impact of social and emotional learning (SEL) programs for elementary and middle-school students. Overall, the results indicated strong and consistent support for the value of SEL programs. SEL programs yielded multiple benefits in each review and were effective in both school and after-school settings and for students with and without behavioral and emotional problems. Programs achieved significant effects across all six of the outcome categories studied: improved SEL skills, attitudes toward self and others, social behavior, and academic performance and reduced behavior problems and emotional distress. SEL programs were also effective across the K-8 grade range for racially and ethnically diverse students from urban, rural, and suburban settings. Findings from this report support the use and effectiveness of SEL programs in both academic and non-academic settings as well as with diverse racially-ethnically, socio-economically, and geographically populations.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

CULTURALLY RESPONSIVE (CR) FRAMEWORKS

CR STRATEGIES & INTERVENTIONS

Cartledge, G., Sentelle, J., Loe, S., Lambert, M. C., & Reed, E. S. (2001). To be young, gifted, and black?: A case study of positive interventions within an inner-city classroom of African American students. *Journal of Negro Education,* **7(4), 243-254.**

In this study, the authors conducted an 18-month intervention for African American inner city elementary school students in a gifted classroom utilizing Effective Behavior Support principles to reduce pupil disorder and maximize the schooling process. The intervention, supported by university-based coaches, involved positively phrased classroom behavioral expectations, social skills training, structured/systematic instruction, and preplanned positive and negative consequences for

noncompliance. Results indicate that over a 10-week period these interventions resulted in nearly a 50% reduction in disruptive/noncompliant behaviors. Findings suggest a need for culturally competent full-time professionals to guide teachers in the requisite instructional and behavior management strategies.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Hershfeldt, P. A., Sechrest, R., Pell, K. L., Rosenberg, M. S., Bradshaw, C. P., & Leaf, P. J. (2010).
Double-check: A framework of cultural responsiveness applied to classroom behavior.
Teaching Exceptional Children Plus, *6*(2), 1-18.

The Double-Check framework promotes culturally responsive teaching practices through self-assessment, and encouragement of school personnel to recognize their own attitudes and behaviors toward culturally and linguistically diverse (CLD) students. In this article, the authors introduce five components that comprise the Double-Check model and provide a case study of application of the Double-Check framework in the classroom with support from a student support team. The five components include reflective thinking about children and "group membership", authentic relationships, effective communication, connection to the curriculum, and sensitivity and awareness to student's cultural and situational messages. The authors posit that with a heightened awareness of the impact of culture on student behavior, teachers can reinforce cultural responsive components to establish and build upon relationships with students that are authentic, establish more effective communication, and promote learning by linking elements of culture to teaching concepts. Additional research on the impact of the Double-Check process on disproportionality in student discipline data and special education outcomes is currently underway.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

King, K. A., Harris-Murri, N. J., & Artiles, A. J. (2006). *Proactive culturally responsive discipline.*
National Center for Culturally Responsive Educational Systems (NCCREST). Retrieved
from http://www.nccrest.org/Exemplars/exemplar_culturally_responsive_discipline.pdf

The authors examine how one urban middle school in Phoenix, Arizona incorporates culturally responsive proactive discipline strategies into the everyday practices of the school community. The programs implemented at Cordova Middle School have resulted in a safe, positive school climate leading to a reduction of student discipline problems, and in turn, prevention of disproportionate representation of culturally and linguistically diverse students in special education due to social, emotional, and behavioral difficulties. Program implementation resulted in a 42% decrease in student referral rates, more than 15% increase in daily attendance, and an increased homework rate from 60% to over 95%. This case study provides evidence for the implementation of proactive discipline,

alternative support programs, and varied academic enrichment activities that account for cultural and linguistic student differences.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Monroe, C. R. (2009). Teachers closing the discipline gap in an urban middle school. *Urban Education,* **44(3), 322-347.**

This study focuses on student discipline as related to the perceptions, work, and backgrounds of effective Black and White teachers. The article reports on findings from a case study of 4 teachers (2 African Americans and 2 Whites) employed in an urban, predominately African American middle school. Interviews, field visits, and documents were analyzed and collectively point to four themes that are important for closing the discipline gap: (a) learning-based perceptions of student behavior, (b) the role of preservice teacher preparation, (c) the influence of remembered teachers and teacher mentors, and (d) outreach efforts to students' parents and families.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Monroe, C. R., & Obidah, J. E. (2004). The influence of cultural synchronization on a teacher's perceptions of disruption: A case study of an African American middle-school classroom. *Journal of Teacher Education, 55(3), 256-268.*

The current study examined if and how the concept of cultural synchronization relates to an African American middle-school teacher's responses to student disruption. Qualitative data were gathered from an eighth-grade classroom in a public, urban middle school. The authors found that the teacher infused culturally-based strategies into her disciplinary methods by drawing on referents such as speech patterns, voice tones, facial expressions, and word choices that conveyed her behavioral expectations to students in meaningful ways. The methods used in her classroom led to fewer disciplinary referrals. The findings suggest that cultural synchronization between the teacher and her students contributed to an effective style of classroom management that differs from traditional models. Bridging the cultural gap between students and teachers is important in changing the negative experiences minority students face in urban schools.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Montero, M. K., Ibrahim, H., Loomis, C., & Newmaster, S. (2012). "Teachers, flip your practices on their heads!" Refugee students' insights into how school practices and culture must change

to increase their sense of school belonging. *The Journal of Multiculturalism in Education*, **8**, **1-
28.**

Using qualitative research methods, this study examines factors that influence refugee students' sense
of school belonging in Ontario, Canada. In addition, the researchers asked refugee students how
educators can better address their socio-emotional needs in the public education system. Refugee
students perceived the disciplinary methods used in Canadian schools, such as verbal warnings,
detentions, and suspensions, as ineffective—they were not viewed as adequate punishments or
deterrents to misbehavior. For example, a disciplinary method at the school consisted in students'
analyzing their own misbehavior through writing as a way to advocate for themselves, but this task
was perceived to be difficult for refugee students with limited literacy skills. Findings suggest that
refugee students' sense of school belonging might be improved by validating their first language skills
in the context of school, fostering a more equitable disciplinary school climate, and supporting and
sustaining opportunities for refugee student leadership in the school.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Patterson, S. T. (2009). The effects of teacher-student small talk on out-of-seat behavior. *Education
and Treatment of Children*, **32(1), 167-174.**

This article is function-based intervention study presented through a case study initiated by a teacher
to reduce an African American student's out-of-seat behavior. Out-of-seat behavior in this study was
identifed as the leaving of his seat without teacher permission and walking around the room while
class was in session. The intervention involved greeting the target student at the classroom door and
engaging him in conversation on any topic with comments from the teacher ranging from compliments
to encouragement, coupled with verbal prompts (subtle, but direct instructions regarding teacher
expectations). The intervention reduced the student's out-of-seat behavior. The study provides support
for the capability of teachers to initiate and implement a function-based intervention with students
based on their individual needs to reduce disruptive behaviors.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Pollock, M. (2008). Talking precisely about equal opportunity. In M. Pollock (Ed.), *Every Day Anti
Racism: Getting real about race in school*. **New York: The New Press.**

Offers three suggestions to educators for talking more precisely about which acts help equalize
opportunity for students of color and what offering equal opportunity in the school actually entails.
The first suggestion is that educators discern which everyday acts move specific students or student
populations toward educational opportunities and which acts move students farther away from it. The

second suggestion is the need to identify and address the needs of specific subpopulations in their schools. The third suggestion requests educators to color their "colormuteness" by talking precisely about the causes of racial disparities, as well as discussing opportunities students would need in order to eliminate disparities.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Saifer, S., Edwards, K., Ellis, D., Ko, L., & Amy, S. (2005). Classroom to community and back: Using culturally responsive, standards-based teaching to strengthen family and community partnerships and increase student achievement, *Northwest Regional Educational Laboratory (NWREL).*

Classroom to Community and Back describes how educators can use the knowledge and culture students bring to school in a standards-based curriculum that supports student success. Culturally responsive, standards-based (CRSB) teaching draws on the experiences, understandings, views, concepts, and ways of knowing of the students sitting in the classroom. Over the course of a three year period, teachers, administrators, youth workers, curriculum coordinators, inservice trainers, and professors at colleges of education field-tested this guide. Through foundational research using field-testers and reviewers testing the guide, the report shows teachers and school leaders how CSRB engages all students in learning; builds relationships between the classroom and the outside world; and creates opportunities for families and community members to support student success in and out of school.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Scott, T. M., Hirn, R. G., & Barber, H. (2012). Affecting disproportional outcomes by ethnicity and grade level: Using discipline data to guide practice in high school. *Preventing School Failure: Alternative Education for Children and Youth,* **56(2), 110-120.**

This is a case study of a referral system created and implemented in a Midwestern high school in order to identify disproportionate referral rates for freshmen students and students of color. The article describes the process by which faculty members held data sharing meetings where they identified contextual predictors for behaviors and agreed on interventions involving rules, routines, and arrangements tailored to prevent rather than react to problem behaviors. Staff were guided to collect, graph, and discuss student discipline referral data as part of the data-based decision making process. As a result, the schools began to see positive effects in terms of reduced office referrals for both of the identified overrepresented groups. This case study demonstrates how a school might use data to identify disproportionality, analyze the contextual predictors, and develop a consensus school-wide plan for prevention.

A. Addresses ODRs or suspensions/expulsions?   Yes
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

IMPLICIT BIAS REDUCTION

Carter, P. (2008). Teaching students fluency in multiple cultural codes. In M. Pollock (Ed.), *Every Day Anti Racism: Getting real about race in school.* **New York: New Press.**

Provides accounts of how schooling is experience by different groups of students in South Africa and in the U.S. In South Africa, Carter provides a glimpse in how a White high school principal and teacher perceive certain groups of students' commitments, abilities, and motivations based on their dress, speech, and other cultural expressions that diverge from middle-class white norms. Carter also examines similar issues from a U.S. position through the experiences of youth who are not part of the dominant white-middle class U.S. culture. Carter suggests that teachers not make judgments about the capacities of students based on non-cognitive traits, but seek to help students navigate back and forth across different cultural and stylistic codes, adapting their behaviors as the situation demands. Furthermore, educators must learn to cultivate their own multicultural navigational skills to model for students how people effectively negotiate meaning among cultures. This is accomplished by respecting multiple cultural identities, engaging in pedagogic practices that expand students' worldviews, increasing cultural capital, and instilling students with pride in their multicultural identity.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   No

Dessel, A. B. (2010). Effects of intergroup dialogue: Public school teachers and sexual orientation prejudice. *Small Group Research,* *41*(5), 556-592.**

Creating safer and more inclusive school environments is critical for the wellbeing and learning of all students. An experimental mixed methods field design tested outcomes of an intergroup dialogue intervention on public school teacher attitudes, feelings, and behaviors toward lesbian, gay, and bisexual (LGB) students and parents. Quantitative results indicate dialogue participation resulted in statistically significant positive changes in attitudes, feelings, and behaviors. Teachers mentioned how dialogue promoted both examining their own thinking and being able to understand the experiences of others and raised awareness about privilege and oppression based on sexual orientation identity. Findings from qualitative analysis resulted in four key themes related to the degree of positive change in teachers' attitudes, feelings, and behaviors regarding LGB students and parents. The authors follow up with detailed descriptions of the types of positive changes in teachers' attitudes, feelings, and behaviors; rationales behind these changes; teachers' views on LGB public school culture and climate; and teachers' suggestions for improving the dialogue process.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, **1-12.**

This article describes a multi-faceted prejudice breaking intervention developed to reduce implicit bias long term. The article examines the impact of the intervention on the extent of implicit race bias assessed over time. The intervention is based on the premise that implicit bias functions like a habit that can be broken through a combination of awareness of implicit bias, concern about the effects of that bias, and the application of strategies to reduce bias. The effectiveness of the intervention was evaluated using a randomized, controlled design where 91 non-Black students completed a 12 week study for course credit. Results of the evaluation demonstrated that people who received the intervention showed great reductions in implicit race bias. Additionally, the intervention was found to increase both personal awareness of one's bias and a general concern about discrimination in society. Participants in the control group did not show any of the above effects. This study provides compelling and encouraging evidence for the effectiveness of a multifaceted intervention in promoting enduring reductions in implicit bias.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Singleton, G.E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools.* **Thousand Oaks, CA: Corwin Press.**

This book suggests the need for candid, courageous conversations about race so that educators may understand why performance inequity persists, and learn how they can develop a curriculum that promotes true academic equity. The authors present a system wide plan for transforming schools and districts that includes: (a) implementation exercises, (b) prompts, language, and tools that support profound discussion, (c) activities and checklists for administrators, and (d) action steps for creating an equity team.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Vezzali, L., Capozza, D., Giovannini, D., & Stathi, S. (2011). Improving implicit and explicit intergroup attitudes using imagined contact: An experimental intervention with elementary school children. *Group Processes & Intergroup Relations*, **15(2), 203-212.**

The study is an experimental intervention to examine whether imagined contact is an effective strategy to improve elementary school children's explicit and implicit attitudes toward immigrants. Forty-four Italian 5th-graders participated in a 3-week intervention involving imagining meeting an unknown immigrant from a foreign country in various situations. Approximately 1 week after the last session, students completed measures of self-disclosure, behavioral intentions toward immigrants, and were also administered the Implicit Association Test (IAT), a measure of implicit prejudice. Results showed that those taking part in the intervention, revealed more positive behavioral intentions and less implicit prejudice toward immigrants when compared to participants in a control condition. This study demonstrates that an imagined contact intervention is a useful tool to improve intergroup relations in educational contexts, and in general, can be successfully employed as a first step in the route toward more positive intergroup relations.

A. Addresses ODRs or suspensions/expulsions?   No
B. Addresses issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT

Bondy, E., Ross, D. D., Gallingane, C., & Hambacher, E. (2007). Creating environments of success and resilience: Culturally responsive classroom management and more. *Urban Education,* *42(4), 326-348.*

In this qualitative study, the authors describe the practices used by three effective novice teachers in urban elementary classrooms with a predominately African-American population during the first 2 hours of the first day of school. Analysis of videotape and interview data revealed that the novice teachers focused on developing relationships and establishing expectations through the use of "insistence" and a culturally responsive communication style. Teachers used two main strategies to "insist" that students meet expectations, respectfully but insistently repeating requests and calmly delivering consequences to ensure appropriate behavior; yet teachers maintained a respectful and caring connection to each student. Four elements of discourse style characterized teachers' communications: the use of familiar words and expressions, the use of references to popular culture, the use of call-and-response interaction patterns, and the use of straightforward directives.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Brown, D. F. (2004). Urban teachers' professed classroom management strategies: Reflections on culturally responsive teaching. *Urban Education, 39(3), 266-289.*

The study was designed to understand the relationship between the teachers' classroom management strategies they employed in their teaching and culturally responsive teaching. The authors conducted interviews with thirteen urban educators teaching from 1st through 12th grade selected from 7 cities in

the United States. Teachers reflected and revealed several classroom-management practices related to culturally responsive teaching: a) the development of personal relationships with students; b) the creation of caring communities; c) the establishment of business-like learning environments; d) the use of culturally and ethnically congruent communication processes; e) demonstrations of assertiveness; f) and the utilization of clearly stated and enforced expectations.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Brown, E. L. (2002). Mrs. Boyd's fifth grade inclusive classroom: A study of multicultural teaching strategies. *Urban Education, 37*(1), 126-141.

This ethnographic study investigated strategies used by one African-American fifth-grade teacher to nurture academic excellence in an inclusive classroom environment for students. Based on the study, the author suggests a number of certain skills a teacher should possess to effectively foster the academic and social engagement of all students: (a) possess effective classroom management skills; (b) maximize the inclusion of diverse cultures in the classroom environment, text books, instruction, and community resource; (c) be flexible yet consistent in discipline practices to assist students in assuming responsibility for their actions; (d) affirm the student's language code while assisting each in learning to articulate in standard English; (e) develop and utilize assessment tools to focus on student weaknesses and evaluate the effectiveness of instruction; and (f) actively encourage parent/teacher partnership.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Caldarella, P., Page, N. W., & Gunter, L. (2012). Early childhood educators' perceptions of conscious discipline. *Education, 132*(3), 589-599.

The purpose of this study was to evaluate early childhood educators' perceptions of the social validity of Conscious Discipline, a classroom management program which incorporates social and emotional learning. Using survey data from seventeen early childhood educators from a public preschool program previously trained in the program results indicated that the program had high social validity, with ratings positively correlated with both teaching experience and experience using the program.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   No
C. Evaluation component?   Yes

Hawkins, J. D., Doueck, H. J., & Lishner, D. M. (1988). Changing teaching practices in mainstream classrooms to improve bonding and behavior of low achievers. *American Educational Research Journal, 25,* 31–50.

This article describes the effects of a package of instructional methods used in mainstream classrooms on the achievement, attitudes, and behavior of seventh grade low-achieving students and the potential for preventing discipline problems through promoting good teaching practices. Low achievers in experimental classrooms showed more favorable attitudes toward math class, attachment to school, expectations for education, and rates of suspension and expulsion than their control counterparts at the end of one academic year. The results suggest that changes in the instructional methods in mainstream classrooms can promote school attachment and deter misbehavior among low-achieving students.

A. Address ODRs or suspensions/expulsions?   Yes
B. Address issues of race, gender, or sexual orientation?   No
C. Evaluation component?   Yes

Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling, 5*(1), 13-24.

This study examined the impact of training early childhood teachers in an emotional intelligence and classroom management program. The *Conscious Discipline* program is designed to help teachers enhance social and emotional skills of children and thus enhance the overall school climate. The researchers conducted eight one-day workshops to more than 200 prekindergarten through sixth grade teachers with no previous exposure to the *Conscious Discipline* program and then again months later to teachers who completed training on the program. A discriminant analysis found significant improvement in the teachers' perceptions of school climate and in their knowledge and use of these new classroom management techniques for teachers who used the program's techniques. Many teachers also showed improvement in student/teacher relationships and in mutual support among teachers. This article advocates for the training of teachers in classroom management approaches, like *Conscious Discipline*, that foster more intrinsic motivation for learning and positive behaviors that lead to more positive school climate perception.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   No
C. Evaluation component?   Yes

Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2005). Training teachers in classroom management: evidence of positive effects on the behavior of difficult children. *Srate Journal, 14*(1), 36-43.

This study examined the impact of training elementary school teachers in a classroom management program titled Conscious Discipline to aid teachers in enhancing social and emotional skills of children identified as having behavior disorders. Pre- and post-surveys were administered to K-6th grade teachers about 12 students prior to the teachers receiving workshop instruction and the second

administration occurred afterwards. Results indicate that students in classrooms where the teacher had been exposed to the Conscious Discipline program showed statistically significant improvement in behavior compared to the control group. These children exhibited marked improvements in the areas of decreased hyperactivity, aggression, and conduct problems. The article suggests that teachers must be a role model to offer support and guidance when students express anger and anxiety and help children develop the emotional intelligence to allow for choices when allocating classroom tasks.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   No
C. Evaluation component?   Yes

Raver, C. C., Jones, S. M., Li-Grining, C., Zhai, F., Bub, K., & Pressler, E. (2011). CSRP's Impact on Low-Income Preschoolers' Preacademic Skills: Self-Regulation as a Mediating Mechanism. *Child Development*, *82***(1), 362-378.**

The study examines The Chicago School Readiness Project (CRSP), a multicomponent mental health intervention that includes teacher training and coaching on behavior management strategies, improved executive functioning, attention and impulse control, and academic skills among children attending Head Start programs. The principal aim of the CSRP intervention was to improve low-income preschool-aged children's school readiness by increasing their emotional and behavioral adjustment. Results of analyses with 602 children revealed that the CSRP improved low-income children's self-regulation skills from fall to spring of the Head Start year. Findings also suggest significant benefits of children's pre-academic skills, as measured by vocabulary, letter-naming, and math skills. CSRP supported young children's development of the kinds of self-regulatory skills that matter to learning.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Utley, C. A., Greenwood, C. R., & Douglas, K. (2007). The effects of a social skills strategy on disruptive and problem behaviors in African American students in an urban elementary school: A pilot study. *Multiple Voices for Ethnically Diverse Exceptional Learners*, *10***(1), 173-190.**

This pilot study examines the effects of the implementation of the Cool Tool, a social skills strategy, on the disruptive and problem behaviors of third-grade (n=4) and fourth-grade (n =6) African American students in an urban elementary school. Following the completion of the social skills intervention in both classrooms, the findings of pre- and post-classroom observations revealed that (a) the on-task performance and socially appropriate behaviors of African American students increased and (b) teachers increased their level of praises of students' behaviors.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   Yes

C. Evaluation component?   Yes

SELECTED INTERVENTIONS FOR ADDRESSING EQUITY

ADDRESSING SEXUAL ORIENTATION, INCOME LEVEL, & GENDER INEQUITIES

Greytak, E. A., & Kosciw, J. G. (2010). Year one evaluation of the New York City Department of Education" Respect for All" training program. *Gay, Lesbian and Straight Education Network (GLSEN).*

The GLSEN (Gay, Lesbian and Straight Education Network) Research Department conducted an evaluation of the New York City Department of Education's (NYC DOE) "Respect for All" two-day training program for secondary school educators to learn to support lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and combat all forms of bias-based bullying and harassment. Findings from the Year One evaluation demonstrate that this training program is an effective means for developing the competency of educators to address bias-based bullying and harassment, and to create safer school environments for LGBTQ students. GLSEN surveyed 813 educators who participated in the training at three different stages. Compared to pre-training, post-training educators demonstrated an increase in the following: (1) Knowledge of appropriate terms; (2) Access to LGBTQ-related resources; (3) Awareness of how their own practices might have been harmful to LGBTQ students; (4) Empathy for LGBTQ students; (5) Belief in the importance of intervening in anti-LGBTQ remarks; (6) Communication with students and staff about LGBTQ issues; (7) Engagement in activities to create safer schools for LGBTQ students (i.e., supporting Gay-Straight Alliances, including LGBTQ content in curriculum); and (8) Frequency of intervention in anti-LGBTQ name-calling, bullying, and harassment. This article emphasizes the importance of training to school staff as a vital tool for improving school climate not only for LGBTQ students, but for all members of the school community.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Horowitz, A., & Hansen, A. (2008). Out for equity: School-based support for LGBTQA youth. *Journal of LGBT Youth*, *5*(2), 73-85.

This article provides a narrative account of project components and outcomes of the Out For Equity (OFE), a program supporting lesbian, gay, bisexual, transgender, questioning, and allied (LGBTQA) youth implemented in three schools in Minnesota. Data from a series of pre- and post-surveys spanning the course of four years indicated that systems level interventions such as staff development, support services for students, awareness campaigns, and classroom lessons were associated with gradual improvement in overall campus climate. Results also indicated significant improvement in

student perceptions of safety and comfort, as well as increased student and teacher intervention when homophobic language was used. The authors suggest a need for sustained system-wide interventions that create a safer, positive climate and promote respect, positive self-esteem, and academic success for LGBTQA students.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Lunenburg, F. C. (2011). The Comer school development program: Improving education for low-income students. *National Forum of Multicultural Issues Journal, 8*(1), 1-14.

The Comer School Development Program (SDP) was developed to improve the educational experience of poor ethnic minority youth. The program is currently being implemented nationally in 1150 schools, 35 school districts, and 25 states. SDP addresses factors that impact student performance, development and well-being, including school organization, school climate, curriculum and instruction, level of program implementation, and students' self-concepts, behavior, social competence, and achievement. Quantitative and qualitative data has shown that schools that used the Comer Model consistently show greater reduction in absenteeism and suspension than in the district as a whole. Significant student gains have also been found in achievement, attendance, and overall adjustment in SDP schools for children from all income, geographic, language, and ethnic and cultural groups. The authors indicate that a school comprehensive reform model is needed for all students to gain the social and academic skills needed to do well.

A. Address ODRs or suspensions/expulsions?   Yes
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Patino, V., Ravoira, L., & Wolf, A. (2006). *Rallying cry for change: Charting a new direction in the state of Florida's response to girls in the juvenile justice system.* National Council on Crime and Delinquency. Retrieved from website: http://www.policyarchive.org/handle/10207/bitstreams/5789.pdf

PACE (Practical Academic Cultural Education) Center For Girls, Inc. opened in Jacksonville, Florida as an alternative to incarceration and institutionalization of girls in or at risk of entering the juvenile justice system. Since opening, PACE has served over 12,000 girls with over a 90% success rate of girls not re-entering the justice system. This report uses the National Council on Crime and Delinquency (NCCD) research sample that includes 319 girls in the Florida system to describe the risks and needs of girls in the juvenile justice system. In general, the findings show girls are getting arrested at young ages, are committed with three or fewer criminal offenses, are sent to moderate and high risk Department of Juvenile Justice (DJJ) programs as their first placement, and many have high needs that are related to their risk of re-offending. The most common elements of "pathways" that played a role in the delinquent behavior for girls in residential programs were emotional factors, family issues, and

substance abuse. This report also identifies an essential set of services and policy initiatives critical to meet the needs of girls and reverse the numbers of girls entering the system. Services include specialized mental health services, substance abuse treatment, family focused services, specialized medical care, alternative, educational, and vocational services, and transitional placements and services.

A. Address ODRs or suspensions/expulsions?   Yes
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Payne, E. C., & Smith, M. (2011). The reduction of stigma in schools: A new professional development model for empowering educators to support LGBTQ students. *Journal of LGBT Youth*, *8*(2), 174-200.

This article describes the rationale and design of The Reduction of Stigma in Schools (RSIS) and explores the experiences of those who participated in the RSIS program during its first three years. The RSIS program is an innovative professional development program that aims to empower educators to create supportive learning environments for lesbian, gay, bisexual, transgender, queer (LGBTQ) students. The core design components of the program include an educator-to-educator program delivery model, bringing the information into the schools to reach all educators, bringing information into the schools facilitates connection of content to the specific school environment, training content that is research-based and relevant to schools and teachers, and adequate workshop time for teachers to translate their learning to practice. Interviews revealed two elements of the RSIS program design that were seen as central to how teachers think about the needs of LGBTQ students; research-based content because it lends credibility to the discussion and adequate workshop time because it provides time and space to process new information and develop strategies for implementation. The authors conclude that the RSIS core design may be effective for opening doors and beginning conversations in schools about the LGBTQ student experience.

A. Address ODRs or suspensions/expulsions?   No
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes

Winton, S. (2012). From zero tolerance to student success in Ontario, Canada. *Educational Policy*, 1-32.

This article examines relationships between the Ontario Canada's safe school policy and Student Success/Learning to 18 (SS/L18), a policy designed to increase graduation rates. The goals of SS/ L18 are to increase graduation rates and reduce drop-out rates, support good outcomes for all students, provide new and relevant learning opportunities, build on students' interests and strengths, and enable effective transitions from elementary to high school. Some of the SS/18 initiatives include an expansion of cooperative education; e-learning; school-college-work initiatives; elementary to high school transition programs; apprenticeship programs; teaching resources for numeracy and literacy; credit

rescue and recovery; and reengagement support services for returning students. Analyses of teachers' perceptions, policy texts, provincial data, and an external evaluation of SS/L18 suggest that efforts to increase graduation rates through the SS/L18 initiative may also be helping to reduce suspensions and expulsions more so than the recent changes to Ontario's safe schools policy, which include the elimination of zero tolerance and the adoption of a progressive discipline approach. Since SS/L18 was introduced in 2003, graduation rates increased 13%, suspensions decreased from 7.03% to 4.54%, and expulsions decreased from 0.09% to 0.07%. Almost all teachers noted fewer suspensions and/or expulsions than in the past.

A. Address ODRs or suspensions/expulsions?   Yes
B. Address issues of race, gender, or sexual orientation?   Yes
C. Evaluation component?   Yes