



## **School Climate, Discipline, and Safety Research**

["Trauma Responsive Educational Practices: Helping Students Cope and Learn," Keels, M., ASCD \(2023\).](#)

- This book "examines the neurobiology of trauma; presents mindfulness strategies that strengthen student self-regulation and extend professional longevity; and demonstrates how to build pedagogically caring relationships, psychologically safe discipline, and an emotionally safe classroom learning climate... [The book] also shows educators how to attend to equity and use trauma as a critical lens through which to plan instruction and respond to challenging situations with coregulation." See also, [www.trepeducator.org](http://www.trepeducator.org).

["Bringing Evidence-Based Decision Making to School Safety," Keels, M., EdResearch for Recovery Project, Annenberg Institute for School Reform at Brown University, Brief No. 11 \(2020\).](#)

- "[T]he evidence reviewed in this brief covers a broad range of studies of the effects of police presence in schools and the racial disproportionality of those effects, and of studies that provide guidance for identifying evidence-based school safety strategies." (p.2) "Research consistently places practices to improve mental health as well as social and emotional skills at the center of evidence-based school safety interventions.... Strong information-gathering and information-sharing protocols, coupled with a culture of caring, are necessary for proactively monitoring the school climate and identifying students who need targeted mental health supports." (p.4)

["Black Educational Leadership: From Silencing to Authenticity," Rogers-Ard, R. and Knaus, C., Routledge \(2020\).](#)

- "This book explores Black educational leadership and the development of anti-racist, purpose-driven leadership identities. Recognizing that schools within the United States maintain racial disparities, the authors highlight Black leaders who transform school systems. With a focus on 13 leaders, this volume demonstrates how US schools exclude African American students and the impacts such exclusions have on Black school leaders. It clarifies parallel racism along the pathway to becoming teachers and school leaders, framing an educational pipeline designed to silence and mold educators into perpetrators of educational disparities. This book is designed for district administrators as well as faculty and students in Race and Ethnicity in Education, Urban Education, and Educational Leadership."

Informing Youth Policy, Improving Youth Outcomes

Stephanie McGencey, MPH, PhD, Executive Director

1101 Connecticut Ave., NW, Suite 450 | Washington, DC 20036 | 202.775.9731 | 202.775.9733 | [www.aypf.org](http://www.aypf.org)

["School Discipline Disparities Information Hub", American Youth Policy Forum \(2022\).](#)

- AYPF's information hub provides links to research and other valuable resources that outline the problem of disparities in school discipline and highlights evidence-based solutions and alternatives to punitive practices. The user-friendly information hub is divided into three categories: research, policy, and practice.

["Are We Moving the Needle on Racial Disproportionality? Measurement Challenges in Evaluating School Discipline Reform," Bottiani, J.H. et al., American Educational Research Journal, 60\(2\), 293-329 \(2022\).](#)

- "Challenges in the measurement of racial disparities in school discipline are a significant barrier to identifying policy and programmatic reforms that are effective at closing gaps. This article reviews key measurement issues and presents a set of empirical analyses as an illustrative case study... [The researchers] conclude with proposed guiding principles for the selection and use of discipline disproportionality metrics in evaluation."

["Connection, Antiracism, and Positive Relationships that \(Re\)Humanize Black Boys' Experience of School," Warren, C.A., Andrews, D.J.C., & Flenbaugh T.K., Teachers College Record, Volume 124 Number 1 \(2022\).](#)

- "Generic calls to simply 'develop relationships' with Black boys are inadequate. This study revealed that young Black men and boys are looking for evidence that adults are engaging them for their goodness and possibility, rather than as problems needing to be solved. Building positive relationships with young Black men and boys that establishes connection...necessitates knowing them, seeing them, and believing (in) them.... And because antiracism is foundational to the design and structure of U.S. social institutions, including its schools, any attempt at reclaiming these spaces—to (re)humanize them—requires relationship building by educators unafraid to reconcile how these histories have long made schools dehumanizing spaces in the first place."

["Contextualizing the Social and Educational Journeys of Adolescents within the Life Course," Crosnoe, R., Journal of Research on Adolescence, 31\(4\), 1135-1151 \(2021\).](#)

- This article explores "how the social ups and downs of secondary school shape adolescents' educational trajectories, translating their backgrounds into their futures through the interplay of their personal agency with the constraints imposed by the stratified institutions they navigate. Illustrative examples include gender differences in risky behavior, racialized experiences of school discipline, immigrant youths' family relations, LGBTQ students' school safety, STEM education, adverse childhood experiences, and mindset interventions."

["Double Jeopardy: Teacher Biases, Racialized Organizations, and the Production of Racial/Ethnic Disparities in School Discipline," Owens, J., \*American Sociological Review\*, 87\(6\), 1007-1048 \(2022\).](#)

- "Bridging research in social psychology with scholarship on racialized organizations, this article shows how individual bias and organizational demographic composition can operate together to shape the degree of discrimination in schools... [This research found] that, compared to White boys, Black and Latino boys face a double jeopardy. They experience both (1) individual-level teacher bias, where they are perceived as being more "blameworthy" and referred more readily for identical misbehavior, and (2) racialized organizational climates of heightened blaming, where students of all races/ethnicities are perceived as being more "blameworthy" for identical misbehavior in schools with large minority populations versus in predominantly White schools."

["How and Why Context Matters in the Study of Racial Disproportionality in Special Education: Toward a Critical Disability Education Policy Approach," Tefera, A. & Fischman, G.E., \*Equity & Excellence in Education\*, 53\(4\), 433-448 \(2020\).](#)

- This article examines "one U.S. school district's response to federal citations for disproportionality in both the over-identification of students of color in special education and over-representation of students of color with disabilities being disciplined. [Their] findings demonstrate the important role of historical legacies of inequality and the limitations of technical approaches to equity oriented education policies. [They] end by offering a critical disability education policy approach that accounts for complex sociocultural contexts, attending to disability and its intersections, in an effort to move toward more just and equitable education policies."

["Organizational Consultation to Promote Equitable School Behavioral Data Practices Using the Participatory Culture-Specific Intervention Model," Brann, K.L., et al., \*Journal of Educational and Psychological Consultation\*, 1-23 \(2022\).](#)

- "Using a participatory consultation framework is one way to build deeper school buy-in for implementing new initiatives by addressing immediate needs, taking into consideration school context and culture, and explicitly involving important stakeholders in all aspects of the planning and implementation process. We will describe the PCSIM consultation process for developing and piloting a decision-making framework around student behavior that emphasizes prevention and attempts to negate the role of implicit racial bias on decision making in order to reduce disproportionality in behavioral referrals."

["Preparing Teachers to Be Culturally Multidimensional: Designing and Implementing Teacher Preparation Programs for Pedagogical Relevance, Responsiveness, and Sustenance," Andrews, D.J.C., \*The Educational Forum\*, 85\(4\), 416-428 \(2021\).](#)

- "In this article, [the author] suggest[s] four key principles that are foundational for guiding the design and implementation of teacher education programs that prepare teachers who are culturally multidimensional in their pedagogy and practice. These programs help teachers develop mindsets, methods, and practices for enacting decolonial purposes of education with a deep and critical intentionality to context, content, methods, and identity. In this way, teachers are culturally relevant, responsive, and sustaining."

