![REL SOUTHWEST logo] **Regional Educational Laboratory Southwest**

Handout: Alternatives to Exclusionary Discipline

Introduction

Exclusionary discipline refers to any action that removes or excludes a student from their typical educational setting, including in- and out-of-school suspensions and expulsion.[1] The use of exclusionary discipline practices has shown to have negative academic and social outcomes and to be ineffective at reducing misbehavior.[2,3,4,5,6,7,8] Thus, educators and administrators are searching for alternative strategies to school discipline to mitigate the negative and disproportionate impacts. Despite some improvements associated with the use of alternative strategies to school discipline, researchers have cautioned that even these approaches must be implemented in culturally conscious and responsive manners to address disparities. Taking a careful approach can recognize and adjust for long-standing inequalities and inequities within the educational system for certain underrepresented groups.[9,10,11,12,13]

Each section below highlights a specific alternative to the use of exclusionary discipline, including what the strategy or practice is, what population it serves, how it works, what are the expected outcomes, and additional resources to support implementation.[*]

Restorative Justice Practices

Trauma-Informed Practices

Social–Emotional Learning Strategies

Positive Behavioral Interventions and Supports

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[*] REL Southwest conducted a review of literature on strategies to reduce the use of exclusionary disciplinary practices in secondary schools using related keywords to search reference databases and other sources. The strategies and research presented in this handout may not include an exhaustive list of extant research on these strategies. This handout was prepared by REL Southwest under a contract with the U.S. Department of Education's Institute of Education Sciences (IES), Contract ED-IES-91990018C0002, administered by AIR. Its content does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Restorative Justice Practices

What is it?

Restorative justice and restorative practices (often used interchangeably) have emerged as an alternative to disrupt punitive and exclusionary discipline practices as well as build relationships and strengthen communities.[14] Restorative justice strategies are focused on building social capital, that is, a network of relationships, to achieve discipline through participatory learning and decision-making. The use of restorative practices is aimed at reducing crime, violence, and bullying; improve behavior; strengthen civil society; restore relationships; and repair harm.[14] Restorative justice practices are schoolwide models that involve teachers, administrators, staff, and often the students in the building to address conflict and disruptions. Techniques associated with restorative justice include having the student acknowledge and reflect on mistakes and provide a solution that repairs bonds to those harmed.[14] Schools that implement a restorative practice model sometimes rely on student peer mediators and support staff to resolve conflicts that occur rather than relying on practices that remove the student from the learning environment.

What did the research find?

Research has shown that schools that implement restorative justice programs with fidelity will have lowered reliance on detention and suspension, improved school climate, increased trust between teachers and students, and improved academic performance.[15,16,17] One study found an association of restorative practices with closing racial disproportionality for exclusionary discipline,[18] but research has suggested that districts and schools must make an intentional commitment to closing these gaps.[9,19]

Research has indicated that student population type (age, race, etc.), geography (region or urban, rural, and suburban), and school type (elementary, middle, and high) within public, private, or charter sectors are not related to differential outcomes of restorative practices. Rather, how well embedded the program is within school culture[20] and the degree to which it is implemented with fidelity[15,21] likely impact program success.

Where can I go to learn more?

- **International Institute of Restorative Practices:** The International Institute for Restorative Practices is dedicated to the advanced education of professionals at the graduate level and to the conduct of research that can develop the growing field of restorative practices. The goal is to positively influence human behavior and strengthen civil society throughout the world. https://www.iirp.edu/restorative-practices/what-is-restorative-practices

- **Schott Foundation Restorative Practices Toolkit:** The Schott Foundation is a national public fund serving as a bridge between philanthropic partners and advocates to build movements to provide all students an opportunity to learn. The Toolkit aims to help educators better understand what restorative practices are and how they foster safe learning environments through community building and constructive conflict resolution. http://schottfoundation.org/restorative-practices

- **Restorative Justice in U.S. Schools:** This report summarizes information from a comprehensive review of the literature on restorative justice in U.S. schools. It updates and expands an earlier review on this subject, published by WestEd in 2016, and covers literature that was published or made publicly available between 1999 and mid-2018. The review captures key issues, describes models of restorative justice, and summarizes results from studies conducted in the field. The WestEd Justice & Prevention Research Center highlights the rigorous research and evaluation work that WestEd researchers have conducted in the areas of school safety, violence and crime prevention, juvenile and criminal justice, and public health. A primary goal of the center is to become a trusted source of evidence on the effects of policies and programs in these areas. https://www.wested.org/resources/restorative-justice-in-u-s-schools-an-updated-research-review/

Annotated References

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Anyon, Y., Gregory, A., Stone, S., Farrar, J., Jenson, J. M., McQueen, J., Downing, B., Greer, E., & Simmons, J. (2016). Restorative interventions and school discipline sanctions in a large urban school district. *American Educational Research Journal*, 53(6), 1663–1697. https://www.researchgate.net/profile/Yolanda-Anyon/publication/312315542_Restorative_Interventions_and_School_Discipline_Sanctions_in_a_Large_Urban_School_District/links/5eb093caa6fdcc7050a8e65c/Restorative-Interventions-and-School-Discipline-Sanctions-in-a-Large-Urban-School-District.pdf	Restorative justice practices	180 schools in Denver Public Schools (CO)	Students in grades K–12	Quasi-experimental design	• Reduced exclusionary disciplinary referrals
Darling-Hammond, S., Trout, L., Fronius, T., & Cerna, R. (2021). *Can restorative practices bridge racial disparities in schools: Evidence from the California Healthy Kids Survey*. WestEd. https://files.eric.ed.gov/fulltext/ED614793.pdf	Restorative justice practices	Middle and high schools in California	Students in grades 6–12	Quasi-experimental design	• Reduced disparities in disciplinary referrals between Black and white students • Increased grade point average
Fronius, T., Darling-Hammond, S., Guckenburg, S., Hurley, S., & Petrosino, A. (2019). *Restorative justice in US schools: An updated research review.* WestEd Justice and Prevention Research Center. https://files.eric.ed.gov/fulltext/ED595733.pdf	Restorative justice practices	United States	Students in grades K–12	Literature review	• Reduced exclusionary disciplinary referrals • Reduced disparities in disciplinary referrals between Black and white students • Improved school attendance

Reference	Strategy	Setting	Sample	Methodology	Outcomes
International Institute for Restorative Practices. (2014). Improving school climate: *Evidence from schools implementing restorative practices*. http://phillystudentunion.org/psu_WP/wp-content/uploads/2014/09/www.iirp.edu_pdf_IIRP-Improving-School-Climate.pdf	Restorative justice practices	United States	Students in grades K–12	Research brief	• Reduced exclusionary disciplinary referrals
Jones, E., Margolius, M., Rollock, M., Tang Yan, C., Cole, M. L., & Zaff J. F. (2018). Disciplined and disconnected: *How students experience exclusionary discipline in Minnesota and the promise of non-exclusionary alternatives.* Center for Promise. https://files.eric.ed.gov/fulltext/ED586336.pdf	Restorative justice practices	38 students from middle and high schools in Minnesota	Students in grades 6–12	Qualitative study	• Fewer suspensions and disciplinary referrals • Increased ratings of school climate • Improved academic performance
McNeill, K. F., Friedman, B. D., & Chavez, C. (2016). Keep them so you can teach them: Alternatives to exclusionary discipline. *International Public Health Journal, 8*(2), 169–181. https://www.researchgate.net/profile/Kevin-Mcneill-2/publication/303857022_Keep_them_so_you_can_teach_them_Alternatives_to_exclusionary_discipline/links/5758674408aec913749f04de/Keep-them-so-you-can-teach-them-Alternatives-to-exclusionary-discipline.pdf	Restorative justice practices	United States	Students in grades K–12	Research brief	• Reduced suspensions
Nishioka, V., Williams, J., & Jaffery, Z. (2019). *Identifying strategies to promote equity in school discipline*. REL Northwest. https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/facilitation-instr-strategies.pdf	Restorative justice practices	United States	Students in grades K–12	Research brief	• *Not applicable*
Villani, S., & Henry, S. (2021). *Getting started with restorative practices in schools: A guide for administrators and teacher leaders*. MAEC Center for Education Equity. https://maec.org/wp-content/uploads/2021/05/MAEC-RestorativePractices-2021.pdf	Restorative justice practices	United States	Students in grades K–12	Practitioner guide	• *Not applicable*

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Wachtel, T. (2013). *Defining restorative*. The International Institute for Restorative Practices. https://www.nassauboces.org/cms/lib/NY01928409/Centricity/Domain/1699/Defining%20Restorative.pdf	Restorative justice practices	United States	Students in grades K–12	Research brief	• *Not applicable*

Trauma-Informed Practices

What is it?

Trauma-informed practices center on trauma's impact and healing for students and their families as a condition for safety, belonging, and healthy school environments.[16,22] Key elements of successful trauma-informed systems include screening for trauma exposure; implementing culturally-appropriate, evidence-based assessments and treatments; having resources for youth and families on trauma, its impact, and treatment options; building on strengths of youth and families impacted by trauma; addressing parent or caregiver trauma; collaboration of youth-serving systems in order to coordinate care; and supporting staff with secondary traumatic stress in order to minimize burnout.[23]

Trauma-informed practices can serve all education populations. Research has indicated that schools and education spaces—regardless of geography, school type, student demographics, and grade level—can benefit from a trauma-informed lens.

What did the research find?

Evidence supporting trauma-informed approaches continues to grow. Researchers and practitioners in the field agree that trauma-informed approaches, at a systems level, have shown promise (Jones et al., 2018[16]). In one case study, one high school decreased suspensions by 83 percent and expulsions by 40 percent in the year after implementation. Another case study showed an increase in student and family engagement.[23]

Research has shown that trauma-informed practices are associated with an increase in belonging among students; improve relationships among students, staff, and families; provide positive changes in student behavior and decreased misbehavior; and improve school climates. School and staff readiness in using trauma-informed practices as a consistent and proactive alternative to exclusionary discipline is a precursor to successful implementation.[16,22] Six readiness indicators (understanding, urgency and motivation, supports and barriers to implementation, time, alignment with other initiatives, and leadership commitment) to determine staff and leadership knowledge and commitment play a major role in implementation rollout and outcomes.[16]

Where can I go to learn more?

- **Trauma Supports for Schools Virtual Summit 2021:** On August 16 and 17, 2021, REL Appalachia and the Cross-State Collaborative to Support Schools in the Opioid Crisis held a virtual summit that brought together practitioners, policymakers, and researchers to identify ways to support students and educators in PK–12 experiencing trauma. The summit allowed participants to access resource and tools, share approaches to addressing trauma within their schools, and gain a deeper understanding of the experiences and impacts that trauma has on students and educators. Presentation materials and resources shared during the summit are available on the REL website.
https://ies.ed.gov/ncee/rel/Products/Resource/-89657

- **Trauma-Sensitive Schools and Social and Emotional Learning: An Integration:** This research brief examines how trauma-sensitive schools and social and emotional learning can be integrated and expanded to create safe, supportive, and culturally responsive schools that prevent school-related trauma and foster thriving, robust equity, and transformative learning with an enhanced equity lens. The American Institutes for Research (AIR) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance to solve some of the most urgent challenges in the United States and around the world.
https://www.air.org/resource/brief/trauma-sensitive-schools-and-social-and-emotional-learning-integration

- **Trauma-Informed Care Implementation Resource Center:** This website, developed by the Center for Health Care Strategies, provides resources from trauma-informed care leaders across the country to help improve patient outcomes, increase patient and staff resilience, and reduce avoidable health care service use and costs. While the site is geared toward health care settings, many of the lessons herein can be applied elsewhere, including in child welfare services, community-based organizations, and educational settings. https://www.traumainformedcare.chcs.org/what-is-trauma-informed-care/

- **Child Trauma Toolkit for Educators:** This toolkit provides school administrators, teachers, staff, and concerned parents with basic information about working with traumatized children in the school system. The National Child Traumatic Stress Network was created to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. https://www.nctsn.org/resources/child-trauma-toolkit-educators

Annotated References

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Cole, S., et al. (2019). *How can educators create safe and supportive school cultures?* Massachusetts Advocates for Children. https://traumasensitiveschools.org/wp-content/uploads/2019/04/Research-Snapshot.pdf	Trauma-informed practices	4 elementary and 1 middle school in the United States	Students in grades K–8	Descriptive study	• Improved school climate
Jones, W., Berg, J., & Osher, D. (2018). *Trauma and learning policy initiative (TLPI): Trauma-sensitive schools descriptive study. Final report*. American Institutes for Research. https://traumasensitiveschools.org/wp-content/uploads/2019/02/TLPI-Final-Report_Full-Report-002-2-1.pdf	Trauma-informed practices	4 elementary and 1 middle school in the United States	Students in grades K–8	Descriptive study	• Positive changes in student behavior • Improved school climate
McInerney, M., & McKlindon, A. (2014). *Unlocking the door to learning: Trauma-Informed classrooms and transformational schools*. Education Law Center. https://www.pacesconnection.com/g/aces-in-education/fileSendAction/fcType/5/fcOid/480528347493407227/fodoid/480528347493407226/Trauma-Informed%20Classrooms_Transformational%20Schools_Unlocking%20the%20Door%20to%20Learning_24%20pages.pdf	Trauma-informed practices	United States	Students in grades K–12	Research brief	• *Not applicable*

Social-Emotional Learning Strategies

What is it?

Social-emotional learning (SEL) strategies involve interventions and curriculum designed to help students better understand and regulate their emotions and behavior, empathize with others, and form positive relationships.[16] SEL strategies are highly regarded as an approach for reducing exclusionary discipline through proactive child and youth development.[16] With a focus on the development of identities, goals, emotions management, and healthy relationships and when implemented with cohesion and fidelity, SEL-based strategies have shown to reduce aggression, increase school attachment, improve academic performance, and increase the use of emotion regulation strategies in students.[16,24] SEL-based strategies are included in federal education guidance and K–12 educational standards in 49 states.

Research in human development, cognitive and behavioral neuroscience, and educational practice has demonstrated that major domains of development—social, emotional, cognitive, linguistic, and academic—are deeply intertwined and all are central to learning.[24] Additionally, social, emotional, and cognitive competencies can be taught and developed throughout childhood and adolescence and are essential to success in our schools and beyond. With this foundation, SEL-based strategies can be best understood as preventive approaches to school discipline. As students develop greater control over their emotions and behavior, they are less likely to engage in negative behaviors.[16] Specifically, students are taught how to understand and regulate emotions and behavior as well as empathize and build positive relationships.[16] As a result, SEL can play a prominent role in schools' strategies for promoting positive student behavior. SEL strategies can be delivered through distinct add-on programming or curricula or can be embedded into existing practices.[16] Districts have developed "homegrown" structures and programming that schools have created themselves. Other districts use resources such as Zones of Regulation, Open Circle, or Second Step. Regardless, effective implementation is necessary to improve outcomes and for all children to benefit and must be rooted in a deep staff understanding of SEL as a condition of learning and not a perfunctory add-on.[24]

What did the research find?

SEL-based strategies have shown to reduce aggression, increase school attachment, improve academic performance, and increase the use of emotion regulation strategies in students.[16,24] For example, the *Second Step* SEL program used in elementary schools (kindergarten through grade 5) has resulted in an increase in prosocial behaviors in students, and teachers noted a reduction in student aggressive behaviors.[25] Engaging in SEL-based strategies has shown improved teacher effectiveness and well-being.[24]

Findings from four meta-analyses covering hundreds of SEL programs and hundreds of thousands of students located in the United States and parts of Europe, Mahoney et al. (2018)[26] found that adoption of SEL programs led to both short- and long-term gains in students' social and emotional skills as well as academic performance. The SEL skills included concepts such as self-regulation, conflict resolution, and decision-making. Academic performance included performance on standardized tests, school grades, and reading and mathematics achievement. The authors argued that large samples and settings in both the United States and Europe suggest that SEL programs demonstrate positive results for improving student behaviors and that they are just as effective at improving academic outcomes as other programs that are more explicitly focused on academics. Organizations such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) host additional information about specific SEL programs.

Where can I go to learn more?

- **REL Program SEL Topic Page:** The REL Program maintains a number of topic pages that contain numerous products from across the REL regions. These resources include blogs, event summaries, publications, and other types of research such as fact sheets, infographics, videos, or training materials. The SEL topic page is a collection of evidence-based resources for educators, researchers, policymakers, and others interested in SEL.
https://ies.ed.gov/ncee/rel/topics?topics=Social+Emotional+Learning

- **CASEL Program Guide:** CASEL is one of the leading organizations in social-emotional learning in education. Their *Program Guide* serves as a clearinghouse of evidence-based practices for SEL programs for prekindergarten through high school. The *Program Guide* includes a directory of well-designed, evidence-based SEL programs. Programs that meet the highest standards of evidence are rated as "SELect" in the *Program Guide's* clearinghouse. Users can apply filters by grade level, school characteristics (that is, rural, urban suburban, geographic setting), student race/ethnicity, and others to find programs that meet their setting and needs. https://pg.casel.org/review-programs/

- **Center to Improve Social and Emotional and School Safety:** The charge of the national Center to Improve Social and Emotional Learning and School Safety, funded by the U.S. Department of Education, is to expand the knowledge and capacity of state and local education agencies to integrate evidence-based SEL and school safety programs and practices with academic learning. The center uses an expansive definition of school safety that includes psychological and emotional safety and all of the ways that practitioners attend to school and classroom climate. https://selcenter.wested.org/

- **Social and Emotional Learning Research Alliance:** The Social and Emotional Learning Research Alliance, from REL Northeast & Islands, supports state and district leaders as they seek to identify and synthesize emerging evidence about SEL measures and interventions to inform their own policies and practices. https://ies.ed.gov/ncee/edlabs/regions/northeast/SocialEmotional

- **The National Commission on Social, Emotional, and Academic Development:** Drawing from research and promising practices, the commission explores how to make social, emotional, and academic development part of the fabric of every school. The commission identifies challenges and opportunities and crucial lessons from those engaged in this work. Ultimately, the commission will develop a roadmap that will point the way toward a future where every child receives the comprehensive support needed to succeed in school, in our evolving 21st century workplace, and in life. https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/

Annotated References

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Durlak, J. A., Weissberg, R. P., Dymnicki, A., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82,* 405-432.	Social-emotional learning	United States and Europe	270,034 students in grades pre-K through 12	Meta-analysis	• Improved SEL skills, attitudes about, and positive social behaviors • Reduced conduct problems and emotional distress • Improved academic performance
Frey, K., Nolen, S., Van Schoiack Edstrom, L., & Hirschstein, M. (2005). Effects of a school-based social–emotional competence program: Linking children's goals, attributions, and behavior. *Journal of Applied Developmental Psychology*, 26(2), 171–200.	Second Step	3 cities in western Washington state	15 schools offering grades K–5	Randomized controlled trial	• Reduced student aggression • Increased student use of prosocial behaviors
Jones, S., & Kahn, J. (2017). *The evidence base for how we learn: Supporting students' social, emotional, and academic development.* Consensus Statements of Evidence from the Council of Distinguished Scientists. Aspen Institute. https://files.eric.ed.gov/fulltext/ED577039.pdf	Social-emotional learning	United States	Students in grades K–12	Research brief	• Reduced student aggression • Improved academic outcomes
Jones, E., Margolius, M., Rollock, M., Tang Yan, C., Cole, M. L., & Zaff J. F. (2018). *Disciplined and disconnected: How students experience exclusionary discipline in Minnesota and the promise of non-exclusionary alternatives.* Center for Promise. https://files.eric.ed.gov/fulltext/ED586336.pdf	Social-emotional learning	United States	Students in grades K–12	Research brief	• Reduced student aggression • Higher rates of school attachment • Improved academic outcomes

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Mahoney, J. L., Durlak, J. A., & Weissberg, R. P. (2018). An update on social and emotional learning outcome research. *Phi Delta Kappan, 100*(4), 18–23.	Social-emotional learning	United States and Europe	Students in grades pre-K–12	Research brief	• Improved SEL skills, attitudes about, and positive social behaviors • Reduced conduct problems and emotional distress • Improved academic performance
Sklad, M., Diekstra, R., De Ritter, M., Ben, J., & Gravesteijn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs. Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology and Schools, 49,* 892–909.	Social-emotional learning	United States and Canada	Students in grades pre-K–12	Meta-analysis	• Improved SEL skills, attitudes about, and positive social behaviors
Taylor, R., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88,* 1156–1171.	Social-emotional learning	United States and Europe	Students in grades pre-K–12	Meta-analysis	• Reduced conduct problems and emotional distress
Wiglesworth, M., Lendrum, A., Oldfield, J., Scott, A., ten Bokkel, I., Tate, K., & Emery, C. (2016). The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programme outcomes: A meta-analysis. *Cambridge Journal of Education, 46,* 347–376.	Social-emotional learning	United States	Students in grades pre-K–12	Meta-analysis	• Improved academic performance

Positive Behavioral Interventions and Supports

What is it?

Positive behavioral interventions and supports (PBIS) is an initiative used to promote school safety and good behavior that addresses student misconduct through tiered schoolwide programs that focus on culture, climate, and belonging with the goal of minimizing exclusion from school for disciplinary infractions.[27] As a schoolwide program, PBIS aims to establish clear behavioral expectations, reward appropriate behavior, utilize progressive discipline, and provide individualized interventions for students with chronic behavior problems.[17] At its core, PBIS is a behavior management framework that uses interventions to discourage misbehavior and encourage desired behavior.[27]

PBIS has been used and shown success at elementary, middle, and high school levels. For instance, in North Carolina, 1,154 schools were participating in PBIS at some level in the 2011/12 school year; 80 of those schools were considered exemplar schools. Of the exemplar schools, most were elementary (63), 16 were middle schools, and one was a high school. As a schoolwide program, the program is used with the entire student body, including special education students and those with 504 plans and individualized educational programs.[27] Nationally, it is estimated that some form of PBIS is being implemented in more than 25,000 schools, including 35 states that have high schools implementing PBIS and at least 17 states that have legislation encouraging the use of positive and preventative school discipline practices.[16]

What did the research find?

The main purpose of PBIS is to provide and encourage an environment supportive of positive behaviors, with the idea that prosocial behaviors can be developed by rewarding specific behaviors. Staff in schools that have adopted a PBIS model teach positive behaviors just as they would any other subject so that all students are clear on what is expected. Most PBIS programs set up three tiers of support for students, including schoolwide supports (that is, all students learn behavior expectations), targeted support (that is, specific interventions for students who are not successful with only Tier 1 supports), and intensive support (that is, individualized supports and services for students who have ongoing behavioral concerns).

Schools that successfully implement PBIS often report reduced office referrals, increased academic achievement, and overall improved school climate[17] as well as improved school safety and lower levels of aggression in students.[16] Replacing a punitive model of discipline with PBIS has consistently resulted in dramatic decreases in suspensions (50–80 percent decrease within approximately one month), and effectively addresses minority expulsion and suspension disproportionality issues.[17] However, researchers have cautioned that although PBIS-focused alternative strategies have shown some positive outcomes, careful attention must be paid to how these strategies are implemented to facilitate the delivery of culturally responsive behavior support.[12,13]

Where can I go to learn more?

- **National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS):** This center, funded by the U.S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education, aims to improve the capacity of state educational agencies, local educational agencies, and schools to establish, scale-up, and sustain the PBIS framework. The website provides freely available resources (assessments, briefs, guides, and tools) to assist educators in implementing and sustaining PBIS as well as access to other supports such as technical assistance. https://www.pbis.org/

Research Brief: Are Fewer Students With Disabilities Suspended When Schools Implement PBIS? This evaluation brief explores the relationship between (a) schools' implementation of Tier 1 (universal) support within a PBIS framework and (b) the proportion of students with disabilities suspended.
https://www.pbis.org/resource/are-fewer-students-with-disabilities-suspended-when-schools-implement-pbis

- **Practice Guide: Multi-Tiered System of Supports (MTSS) in the Classroom:** This guide provides guidance to educators implementing positive behavioral interventions and supports (PBIS) in the classroom across the continuum of student need. This guide will help educators familiar with PBIS organize classroom supports for preventing, teaching, and responding to students' social, emotional, and behavioral needs across the continuum.
https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom

Annotated References

Reference	Strategy	Setting	Sample	Methodology	Outcomes
Jones, E., Margolius, M., Rollock, M., Tang Yan, C., Cole, M. L., & Zaff J. F. (2018). *Disciplined and disconnected: How students experience exclusionary discipline in Minnesota and the promise of non-exclusionary alternatives.* Center for Promise. https://files.eric.ed.gov/fulltext/ED586336.pdf	Positive Behavior Interventions and Supports	United States	Students in grades K–12	Research brief	• Fewer disciplinary referrals • Increased ratings of school safety • Improved reading proficiency
McNeill, K. F., Friedman, B. D., & Chavez, C. (2016). Keep them so you can teach them: Alternatives to exclusionary discipline. *International Public Health Journal*, 8(2), 169–181. https://www.researchgate.net/profile/Kevin-Mcneill-2/publication/303857022_Keep_them_so_you_can_teach_them_Alternatives_to_exclusionary_discipline/links/5758674408aec913749f04de/Keep-them-so-you-can-teach-them-Alternatives-to-exclusionary-discipline.pdf	Positive Behavior Interventions and Supports	United States	Students in grades K–12	Research brief	• Reduced disciplinary referrals • Increased ratings of school safety • Improved academic performance
Owen, J., Wettach, J., & Hoffman, K. C. (2015). *Instead of suspension: Alternative strategies for effective school discipline*. Duke Center for Child and Family Policy and Duke Law School. https://www.njjn.org/uploads/digital-library/instead_of_suspension.pdf	Positive Behavior Interventions and Supports	1,154 school in North Carolina	Students in grades K–12	Research brief	• Reduced rates of out-of-school suspension • Improved academic performance • Higher graduation rates
Vincent, C. G., Inglish, J., Girvan, E. J., Sprague, J. R., & McCabe, T. M. (2016). School-wide positive and restorative discipline (SWPRD): Integrating school-side positive behavior interventions and supports and restorative discipline. In R. J. Skiba, K. Mediratta, & M. K. Rausch (Eds.), *Inequality in school discipline: Research and practice to reduce disparities* (pp. 115–134). Palgrave Macmillan.	Positive Behavior Interventions and Supports	1 high school	Students in grades 9–12	Case study	• Reduced disciplinary referrals • Reduced gap in rate of referrals between Black and white students

Reference	Strategy	Setting	Sample	Methodology	Outcomes
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. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1069.4214&rep=rep1&type=pdf	Positive Behavior Interventions and Supports	10 elementary, 3 middle, and 2 high schools in a suburban school district	Students in grades K–12	Case study	• Reduced Latino students' disproportionate rate of expulsion • Improved Latino students' academic achievement

[1] Rafa, A. (2019). *Policy analysis: The status of school discipline in state police.* Education Commission of the States.

[2] Losen, D., & Gillespie, J. (2012). *Opportunities suspended: The disparate impact of disciplinary exclusion from school.* The Center for Civil Rights Remedies at The Civil Rights Project at UCLA.

[3] Nese, R., Nese, J., McCroskey, C., Meng, P., Triplett, D., & Bastable, E. (2021). Moving away from disproportionate exclusionary discipline: developing and utilizing a continuum of preventative and instructional supports. *Preventing School Failure: Alternative Education for Children and Youth, 65*(4), 301–311.

[4] Noltemeyer, A., Ward, R., & Mcloughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review, 44*(2), 224–240.

[5] Ryan, T., & Goodram, B. (2013). The impact of exclusionary discipline on students. *International Journal of Progressive Education, 9(*3), 169–179.

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