ADMINISTRATOR AND TEACHER EXPERIENCES IMPLEMENTING RESTORATIVE PRACTICES: A PHENOMENOLOGICAL STUDY

Lervan Atticot
Concordia University

Brandy Kamm
Concordia University

AUTHOR NOTE
Correspondence concerning this submission should be addressed to lervanatticot@gmail.com or Brandy.kamm@cuw.edu.

ABSTRACT

Exclusionary disciplinary practices negatively and disproportionately impact Black students academically, socially, and emotionally and have been attributed to the school-to-prison pipeline. This research was conducted to determine the impact of restorative justice practices on exclusionary discipline by evaluating the lived experiences of school leaders and teachers. The findings of this research determined that restorative justice practices can effectively interrupt the over-suspension and expulsion of Black students if implemented as a practice as opposed to a program. Additionally, the following barriers to implementation were identified through this study: time, mindset, lack of resources, and professional development and involvement of all stakeholders. Critical race theory and labeling theory were the theoretical lenses through which this research was conducted. Sixteen school leaders and teachers were interviewed using Zoom. Interviews were transcribed and coded to identify themes. Through this research, some of the barriers to implementing restorative justice practices were identified based on the lived experiences of school leaders and teachers. Additionally, this study identified how restorative justice practices can impact exclusionary disciplinary practices. From the results emerged the following themes and subthemes: sense of community; school avoidance; negative impact on learning and growth; restorative circles as prevention and healing; developing communication and building relationships; shift in school culture; training and resources; times; mindset and stakeholder involvement. Based on the results of this study, three recommendations were made for future

research. A qualitative study can be done comparing and contrasting the lived experiences of Black girls at schools that implement restorative justice practices and schools that do not. Another suggestion for future research would entail a qualitative study that requires engaging in a restorative circle as a participant observer. The third recommendation would be a mixed methods study evaluating the effectiveness of the Restore and Heal Wheel on various elements of school culture.

Keywords: restorative justice, school-to-prison-pipeline, exclusionary discipline, suspension, expulsion, administrators, school leaders, teachers, SEL

INTRODUCTION

It has been reported that almost two million students in the United States do not have access to a guidance counselor at school but have law enforcement officers stationed at their school (Rivera-Calderon, 2019). The school-to-prison pipeline, now considered a human rights issue, refers to the disparities that exist in terms of exclusionary disciplinary practices that often lead to incarceration or involvement in the juvenile justice system. Students who are expelled or suspended usually end up on the streets, increasing the likelihood of being arrested. Recent research has also shown a direct causality between personal and cultural trauma and student behavior that often leads to suspension or expulsion. As opposed to addressing the trauma that students experience, many schools either lack the resources or the knowledge necessary to address student behavior. As a result, students are punished rather than receiving the social/emotional support they need. (Schiff, 2017). Zero tolerance policies, established during the 1990s – 2000s, tremendously influenced racial disparities (Hall et al., 2021). Those policies were established during the Reagan administration as a response to the War on Drugs.

Statement of the Problem

The problem addressed in this study was the disproportionate rate of suspension and expulsion among black students that led them into the juvenile justice system or the criminal justice system (Lustick, 2020). Many school leaders respond to typical adolescent behavior by involving law enforcement remnants of federal and state policies established in the 1990s. Schools then become the leaders in referrals to the juvenile justice system (Goldstein et al., 2019). The adverse effects of students' involvement in the juvenile justice system for school-based behavioral issues extend past academic ramifications.

Importance of the Problem

Students who identify as Black are suspended or expelled and end up in the juvenile or criminal justice system at a disproportionate rate, compared to their white counterparts, for the same or similar offenses. Most of those students are also of a low socio/economic status (Wirtz, 2021). Researchers have found that students who enter the juvenile and criminal justice system are at an academic disadvantage and are less likely to graduate from high school. Additionally, due to

their increased likelihood of becoming incarcerated, they may either become unemployed or underemployed, which may lead to other socio/economic issues, such as homelessness and increased involvement in crime (Heise & Nance, 2021). Those circumstances then inhibit those students from contributing positively to society.

Purpose of the Study

The purpose of this phenomenological study was to examine the experiences of school leaders and educators who currently implement restorative practices at their schools. More specifically, through the lived experiences of school leaders and teachers, this study examined whether restorative justice practices have any influence on the implementation of exclusionary disciplinary practices. Furthermore, this study examined the feelings of administrators and teachers regarding the implementation of restorative justice practices. Additionally, this study examined any barriers to implementation as well as any required support.

Approach of the Study

This qualitative research study was conducted using Husserl's transcendental phenomenology. The use of qualitative research began in psychological studies when researchers struggled to quantify human behavior. In qualitative research, non-numerical data is used to analyze human experiences. People's beliefs, experiences, attitudes, behaviors, and interactions with others can be investigated using the qualitative approach.

Research Questions

The specific research questions that were investigated in this study included:

Research Question 1

What are school leaders' and teachers' lived experiences with exclusionary disciplinary practices (suspension/expulsion), and how could these practices affect students behaviorally and academically?

Research Question 2

What are teachers' and school leaders' lived experiences with the use of restorative justice practices and how could these practices affect students behaviorally and academically?

Research Question 3

What are the perceptions of educators regarding the barriers to implementing restorative justice or restorative practices based on the lived experiences of school leaders and other educators?

Significance of the Study

This study brought about awareness and heightened awareness relative to the disparities in the formulation and administration of discipline. There are clear disparities as it relates to student

discipline. For example, Black students are suspended or expelled at a much higher rate than their white counterparts for the same or similar offenses (Wirtz, 2021). Black students, particularly Black boys, are most affected by those disparities. When students are removed from their place of learning, they are essentially deprived of an education. This leads to academic deficiencies that affect their ability to pursue higher education, whether college or trade school (Rafa, 2019).

THEORETICAL FRAMEWORK

The school-to-prison pipeline is rooted in racism and discrimination (Grace & Nelson, 2019). In order to begin addressing this issue and coming up with effective solutions, it is necessary to delve into the root cause of the issue. While this research was guided by critical race theory and labeling theory, it was also important to discuss sociocultural theory and Adlerian theory as contributors to the "roadmap" in understanding the dimensions of this study.

Critical race theory explores the role of anti-discriminatory laws and American laws in maintaining the status quo regarding White privilege (Fornili, 2018). Critical race theory dissects racism's conformity in society and how it leads to a lack of acknowledgment, making it difficult to dismantle this social construct. Critical race theory also provides a historical perspective in relation to how "minority" groups have been deemed "excluded" groups by the "included group," leading to the evolution of viewpoints about race. Critical race theory also reinforces the idea that "minority groups" are more competent than majority groups to speak on issues of race and racism, given their unique history of oppression. Recent research by Reynolds and Mayweather (2017) defined "counterstorytelling," as a methodological instrument used in Black communities that allows members of marginalized groups to share their lived experiences. Often, those experiences are not authenticated by the dominant culture and even counteract the stories of the dominant or included group. This tool aligns with recognizing the experiences of Black communities, one of the six tenets of critical race theory (Reynolds & Mayweather, 2017). Racism doesn't exist without institutional power, by definition (Berman & Paradies, 2010; Hoyt, 2012). Identity in terms of race and gender determines the trajectory of an individual's life.

While Black female students have less interaction with the school-to-prison pipeline compared to Black males, the effects of the pipeline on Black females are more profound (Mendoza et al., 2020). Therefore, overt racism and even micro-aggressions based on race have detrimental and long-term effects on Black people, particularly Black boys. Institutional racism, defined as institutions directly or indirectly discriminating against certain groups, serves as "fuel" for the school-to-prison pipeline. The tenets of critical race theory demonstrate how some educational and social policies are rooted in white supremacy that seeks to continue the oppression and social control of Black students. They serve as parasites that "suck" economic and social advancement from the grasp of Black students (Dutil, 2020). Often, students are blamed for their disconnecting as it relates to school. Many studies do not consider the general negative culture of some schools as the cause of that disconnect that leads to "dropout" (Cramer, 2014). Through critical race theory, the layers of equity become even more apparent (Grace & Nelson, 2019).

Students who become "victims" of the school-to-prison pipeline are often labeled. Labels that are deviant reciprocate deviant behavior that increases over time (Liberman et al., 2014). As children are labeled, their identity is redefined and reshaped. To disrupt the school-to-prison pipeline, actions by school personnel to move away from labeling children and finding more appropriate "tools" to empower them serve as one of the foundational tools. According to Pesta, students who are labeled "trouble makers" struggle academically. They tend to have negative perspectives about the school, thereby hindering their ability to achieve academically. Labeling predominantly affects students of color, and the types of labels can have a detrimental impact on students who are Black. Labeling students as disadvantaged or deficient directly leads to exclusion. Studies also show that normal deviant adolescent behavior that may be deemed acceptable for white adolescents would be perceived as deviant for students of color. Additionally, students of color lack the resources necessary to cope with the aforementioned negative responses (Pesta, 2018).

The Adlerian theory provides context based on the social/emotional effects of the school-to-prison pipeline (Emmons & Belangee, 2018). This theory helps identify how individuals who have been funneled through the school-to-prison pipeline see themselves. Given that humans are social beings, have their experiences caused them to lack a sense of belonging in society? Children's negative assumptions about themselves and life, in general, may lead them to make certain choices and take certain actions that may be deemed inappropriate. Students do not thrive in discouraging environments, and their reactions to such negative environments are often reflected by their behavior. Negative behavior is often met with negative attention from adults in school buildings despite the fact that there may be instances where students exhibit such behavior because of mental health issues (Emmons & Belangee, 2018).

The sociocultural theory demonstrates how and why culture affects student outcomes (Curenton et al., 2022). Culture has a tremendous influence on the school-to-prison pipeline. Student's behavior and performance explain psychological activity as opposed to characteristics such as intelligence and motivation since culture affects cognitive development. What children think about is greatly influenced by their environment, and clearly, culture is transferred from adults to children. The sociocultural theory outlines the relationship between cognitive development and the school-to-prison pipeline. It is evident that social learning precedes development. Culture affects cognitive development, and the environment affects how and what children think about it (Wang et al., 2011). One of the ways that institutions have "remedied" this history of development preceding learning is through Culturally Responsive Teaching. Culturally Responsive Teaching is defined as having an awareness and understanding of the social, political, and economic context in order to establish a learning environment that is safe and nurturing for all students. This is enabled through engagement with families, deviating from "normal" classroom procedures, and being intentional regarding cultural sensitivity (Delale-O'Connor et al., 2017).

Zero Tolerance and Exclusionary Disciplinary Practices

Fitzgerald et al. (2019) revealed that in most school districts where the school-to-prison pipeline had been a concern, disciplinary practices and policies implemented in schools led to students going through the juvenile justice system. Additionally, later on in life, those students are more likely to end up becoming incarcerated. Exclusionary disciplinary practices predate the implementation of Zero Tolerance. Students were suspended or expelled at a much lower rate in the seventies. However, despite the low suspension rate, Black students were still suspended at a much higher rate than any other group (Losen & Martinez, 2013). The "historical tentacle" of the school-to-prison Pipeline related to exclusionary discipline practices is Zero Tolerance Policy, a derivative of the Gun-Free Schools Act of 1994 (Mallet, 2016; Pigott et al., 2018; Yang et al., 2018). Based on data from Fitzgerald et al. (2019), those policies disproportionately affected mostly Black individuals. Since the establishment of zero tolerance, school arrests for minor offenses such as misbehavior or disobedience have increased by 300-500% (Fornili, 2018). Students who are arrested miss out on education because they are removed from the educational setting.

School Resource Officers

Research conducted by Heise and Nance (2021) intensively highlighted the impact of School Resource Officers or even police presence in schools and its effects on the school-to-prison pipeline (Heise & Nance, 2021). The percentage of schools with school resource officers is much higher at schools with 20% or more Black students than schools with less than 20% Black students (Crosse et al., 2022). It is evident that an increased presence of SROs would lead to increased interactions with law enforcement. Additionally, relinquishing disciplinary power to School Resource officers, educators, and administrators disrupts the sense of trust and community that should create a safe space in schools. Exclusionary referrals increase because relationships are severed or strained when students are referred to SROs for minor infractions. They not only lose respect, but they also lose control which in turn leads to an increase in referrals for minor concerns.

Restorative Justice Practices

Several researchers have investigated the effect of restorative justice practices on the school-to-prison pipeline. Restorative justice practices are strategies that enable students to take responsibility for their actions and rectify their wrongdoing with their school community while the community supports both the victim and the offender. Darby states that twenty-one states have successfully implemented restorative justice, practices that are rooted in Native American, African, Maori, and other worldwide indigenous practices (Darby, 2021). Darby also states that the six categories of restorative justice practices include restorative justice as a whole school model; restorative justice as an alternative to exclusionary discipline; culturally competent and trauma-informed restorative justice; restorative justice in professional development; funding for school-based restorative justice programs and the collection of data based on school-based restorative justice practices (Darby, 2021).

Adultification and Discipline Disparities

Disparities exist in terms of how students of color, particularly males, are disciplined in comparison to their white counterparts for the same or similar offenses (Pesta, 2018). The school-to-prison Pipeline also has a detrimental and somewhat irreversible effect on academic prospects for Black students (Pesta, 2018). The "adultification" of students of color "plants a seed" that's germinated through implicit bias (Yang et al., 2018). Very often, Black students are perceived by white adults as being much older than their actual age.

Students Who Learn Differently

The history of special education provides some context for some of the variables affecting the school-to-prison Pipeline (Mallet, 2017). While many would agree that placing students with special needs into more integrated settings has been beneficial in some aspects, it is also evident that this initiative has been detrimental to some marginalized groups, such as Black students. The evolution of special education programs and the juvenile justice system appear to be headed in the same direction. Changes in those two structures have both led to the exclusion or some element of exclusion. According to a recent study, at least 47% of incarcerated youth have emotional and behavioral disabilities, and 39% are learning disabled (Houchins et al., 2021). Between 66-77% of youth in the juvenile justice system exhibit at least three forms of mental conditions (Lee et al., 2017).

Implicit and Explicit Bias

Implicit and explicit bias in terms of race and gender have been instrumental in reinforcing and sanctioning the school-to-prison pipeline (Hughes et al., 2020; Nitzel, 2018). This issue is multifaceted. Black students are receiving more severe punishment than their white peers for the same offenses. Simple mistakes in the classroom that could be addressed through redirection and other non-punitive approaches are met with severe punishment, including suspension, expulsion, and, in some cases, even referrals to law enforcement. One most recent example is the suspension of several Black students and their referral to law enforcement for having toy guns visible as they learned remotely during the pandemic (Helton, 2021). As stated by Darby (2021), there are many variables contributing to the school-to-prison pipeline that primarily affects Black students.   The literacy rate among Black students is much lower than any other group. Academic expectations are much lower for students who are already at an academic disadvantage (Bryan, 2017). Due to standardized testing and underperformance, they are most likely to not advance to the next grade level. Often, due to disciplinary concerns, they are placed at alternate sites. The dropout or "push out" rate for Black students is much higher than any other group, thereby causing them to have the lowest graduation rate compared to other groups. The school culture in some of the schools they attend sometimes instills fear and even causes them to suffer consequences even when they are victims (Darby, 2021). Due to the aforementioned issues, Black students who struggle

academically may exhibit behavior that may be inappropriate but does not warrant severe punishment or discipline.

Societal Impact

The school-to-prison pipeline has a devastating effect on society, both economically and socially. Individuals who are incarcerated are not able to contribute to revenue or participate in civic engagement and are more likely to rely on social services (Fitzgerald et al., 2019; Pesta, 2018). There are very few options available for rehabilitation once incarcerated youth have become involved in the criminal justice system. Their basic needs to survive become threatened. They lose access to housing, education, and employment, leading to negative ramifications as it relates to their physical, emotional, and mental health (Gargano & Miguel, 2017). Another inevitable ripple effect with social implications is rooted in the destruction of families.

Restorative Justice

Restorative Justice is defined as a philosophical approach to problem-solving that permits individuals to own up to and remedy the harm that they have caused. It takes on a non-punitive approach to responding to and addressing harm without violating human rights (Morgan, 2021). While there has been tremendous research done in support of Restorative Justice as a means of disrupting the school-to-prison pipeline, others argue that Restorative Justice practices alone have not been effective at disrupting the school-to-prison pipeline in some school districts. Some positive outcomes were reported as it related to Restorative Justice. However, most of the results were invalid when determining whether Restorative Justice led to desired outcomes (Morgan, 2021).

Additionally, some continue to support Zero Tolerance policies as they believe those policies are one of the only ways to keep schools safe (Bleakley & Bleakley, 2018). In addition, some argue that Culturally Responsive and Culturally Relevant Teaching has little or no impact on the school-to-prison pipeline.

METHODOLOGY

This was a qualitative research study. A focal point of this study was strategies school administrators and educators use that align with restorative justice practices in response to student disciplinary issues. This study also focused on any pertinent barriers that have prevented teachers and school leaders from implementing restorative justice practices. Another focal point of this study was culturally responsive discipline.

This was a qualitative research study. Qualitative research is defined as a natural inquiry process that does not make use of arithmetic data. Rather than focusing on the end result or consequence of the research, qualitative research focuses on the process of predicting patterns (Nassaji, 2020). Therefore, qualitative research relies extensively on the lived experiences of participants. This study focused on strategies school administrators and educators use that align

with restorative justice practices in response to student disciplinary issues. This study will focus on any pertinent barriers that have prevented teachers and school leaders from implementing restorative justice practices. Another focal point of this study was culturally responsive discipline.

Transcendental phenomenology was incorporated into this research in order to capture the lived experiences of teachers and school leaders. Phenomenology is a type of qualitative research that seeks to understand human behavior through participants' perspectives (Dangal & Joshi, 2020). Psychological, nursing, tourism, and health science research have adopted phenomenological approaches to studying phenomena, but education research lags behind. It is evident that developing relationships and experiences are at the core of teaching and learning. Research in education requires learning from others' experiences. In order to develop their practice, educators, intentionally or unintentionally, draw on the experiences of others through feedback, physical or verbal cues, and analyzing or direct questions (Farrell, 2020). Therefore, despite phenomenology's underutilization in education research, it is still the most effective approach because it uses the experiences of school leaders and other educators to enhance the understanding of pertinent development in the field of education. Transcendental phenomenology was chosen as the appropriate methodology to understand the meaning of participants' experiences. Moustakas describes Husserl's transcendental phenomenology as a qualitative research approach that seeks to comprehend human experiences (Babaeer, 2021). Transcendental phenomenology was most appropriate for this research study because, through this methodology, the nature and meaning of the experience were revealed through the experiences of school leaders and other educators.

Instrumentation

Field testing was done to ensure that interview questions were validated. Field testing was accomplished by providing questions to a group of teachers as well as a group of administrators to receive feedback. Field testing provided an opportunity to assess the syntax of questions as well as the clarity of questions. Furthermore, through field testing, communication can be evaluated (McGrath et al., 2019). Semi-structured individual interviews were conducted to collect data using purposeful sampling.

Participants

Educators and school leaders with experience implementing restorative justice practices and currently employed in middle school and high school were used as participants in this study. Participant recruitment on Facebook and LinkedIn was done through purposive sampling. Individuals selected by purposeful or purposive sampling are those holding special knowledge or experience about a specific topic (Bazen & Takeshita, 2021). School leaders were selected for this study because they make final decisions in regard to consequences when disciplinary issues arise (Mavrogordato & White, 2020).

Participant Profiles

There were ten female participants and five male participants. Years of experience in education ranged from seven years to thirty-five years. Thirteen participants were affiliated with the New York City Department of Education, and two participants were affiliated with a school district on Long Island.

Participant 1. Participant 1 identified as female. She serves as a principal in the New York City Department of Education. Sixty-five of the students at the school where she serves are Asian, one hundred and forty are Black, one hundred and sixty-six are Hispanic, and forty are White.

Participant 2. Participant 2 identified as male. He serves as a principal in the New York City Department of Education. In regard to demographics, students in his school are primarily Black and Hispanic. Two percent are Asian. Ninety percent of the students at his school are male.

Participant 3. Participant 3 identified as male. He serves as a dean in a school district on Long Island. The majority of the students at the school where he serves are Black. There are a few Hispanic, White, and Asian students.

Participant 4. Participant 4 identified as female. She serves as an Assistant Principal in the New York City Department of Education. The majority of the students at the school where she serves are male students of color.

Participant 5. Participant 5 identified as female. She is a teacher in the New York City Department of Education.

Participant 6. Participant 6 identified as female. She is an assistant principal in the New York City Department of Education. In terms of demographics, her school comprises of male and female students as well as students who are transitioning or identify as gender fluid. In regard to "race" or "ethnicity," students identify as Black, White, Hispanic, Filipino, Indian, African American, and African. In regard to age, students range in age from fourteen to twenty-one.

Participant 7. Participant 7 identified as female. She serves as a teacher in the New York City Department of Education.

Participant 8. Participant 8 identified as female. She serves as an administrator in the New York City Department of Education. The school where she serves is evenly split between males and females. However, some students identify as transgender or non-binary. Ninety-nine percent of the students at the school where she serves are students of color. Two students identify as white, a few students identify as Asian, and a few students identify as Arabic.

Participant 9. Participant 9 identified as female. She is a teacher for the New York City Department of Education.

Participant 10. Participant 10 identified as male. He serves as a teacher for the New York City Department of Education.

Participant 11. Participant 11 identified as female. She serves as a teacher for the New York City Department of Education.

Participant 12. Participant 12 identified as female. She serves as a teacher for the New York City Department of Education.

Participant 13. Participant 13 identified as female. She serves as a teacher for the New York City Department of Education.

Participant 14. Participant 14 identified as male. He serves as a teacher for the New York City Department of Education.

Participant 15. Participant 15 identified as male. He serves as a principal for the New York City Department of Education. Ninety percent of the students at the school where he serves are students of color. Some students identify as being from the Caribbean. Some students identify as African Americans born in the United States, and some were born on the African continent. Two students identify as Japanese, and one student identifies as Yemeni. There are no students who identify as white.

Participant 16. Participant 16 identified as female. She serves as an assistant principal on Long Island. Regarding demographics, her school is 85% Latino, about 12% Black, and the rest of the students identify as other, including Middle Eastern. In terms of gender, about sixty percent are male and forty percent female.

PROCEDURES

Approval from Concordia University IRB was needed to conduct this research. A consent form was given to all participants prior to conducting the interviews detailing the purpose of the study, information about the researcher as well as the different advantages of the study. Informed consent essentially allowed the participants to share knowledge with researchers while obtaining participants' consent (Klykken, 2022). Participants shared whether restorative justice practices were used at their schools. They specified what strategies or programs are used that are in alignment with restorative justice practices. Participants also shared whether their school uses exclusionary discipline practices such as expulsion or suspension. They shared any factors that have hindered the implementation of restorative justice practices if they do work at a school that implements restorative justice practices. Additionally, participants shared whether the restorative justice practices implemented at their school are indeed culturally relevant. These practices are considered culturally relevant if they are conscious of students' backgrounds and if they serve as an impetus for changes within society (Lustick, 2020).

Since interviews were done via Zoom, measures were taken to ensure privacy and that the Zoom platform was conducive to collecting data. The Zoom link was tested ahead of time to ensure there were no audio-video concerns. Instructions were given to participants on how to log into Zoom and download Zoom, depending on their device of choice. Since interviews were recorded, a protective password was used to save the Zoom recordings. All participants were provided a direct link before the interview (Gray et al., 2020).

This comprehensive interview was a guided conversation related to the topic. Opportunities were provided for participants to provide details about how they ponder on and perceive a specific topic. Open-ended questions were asked to guide the discussion. The questions were all based on the research questions. Follow-up questions were also asked if necessary to guide the discussion (Knott et al., 2022). Participants discussed how and why they behave in a particular way, as well

as their experiences and expertise (Busetto et al., 2020). Prior to the meeting, permission was sought from all participants to record the meeting. Participants were also notified that notetaking would be used. Notes were transcribed and coded. Transcription is essentially duplicating the words spoken by participants and converting them into written form to evaluate the data. Verbatim transcription will be used, which is defined as writing down the verbal data word for word. After transcription had taken place, participants were allowed to review the transcript for accuracy and authenticity. This is referred to as member checking (McGrath et al., 2019). Member checking is also referred to as respondent validation. Providing participants with a transcribed summary of the interview and having them review it allowed them the opportunity to analyze or expound on their responses. Their assessment then became part of data collection and analysis (Busetto et al., 2020).

In qualitative research, it is necessary to ensure that collected data has been gathered, categorized, and thematically sorted in order to construct meaning and provide an organized platform to write the narrative (Lester et al., 2020). This is achieved using coding (Parameswaran et al., 2020). The first step in coding requires the identification of concepts and themes for categorization. Data are presented as concepts. These themes are indicated by short phrases or even single words (Labra et al., 2020). Participants' responses were assessed to identify and organize similar expressions or words, which were then categorized into broader themes. The researcher used the Quirkos software for coding (Williams & Moser, 2019).

For qualitative research to be trustworthy, it first has to be credible. Credibility describes how coherent findings are with realism (McGinley et al., 2021). Research participants were informed of the research conditions. Credibility was also be achieved through triangulation. Triangulation entails using various information sources to discern any identifiable patterns in the research (Stahl & King, 2020). Data triangulation was used in this research. Data sources will include transcripts from individual interviews. Triangulation allowed for a more precise and thorough understanding of the research topics (Nassaji, 2020). To address bias and its effect on trustworthiness, bracketing or epoche was used during the analysis of data. This entailed writing down or journaling any thoughts and ideas in order to challenge any preconceived notions or personal assumptions on the part of the researcher in regard to the research topic (DeBruin, 2020). Those memos revealed any areas that needed further analysis or exploration. Bracketing also ensured that ideas and thoughts were not lost when they were needed as references during the progression of the research (Ravindran, 2019). Bracketing ensured that the researcher had little emotional attachment to the research. Being emotionally detached from the research made it easier for the researcher to focus on the research (Gregory, 2019).

Transferability, defined as the transmissibility of the researcher's interpretation or conclusions to similar conditions, differs from qualitative to quantitative research. In quantitative research, transferability depends on the generalization of the research. However, generalizations would be invalid in qualitative research since there is a small group of participants, and participants are not a representative sample of the population. Therefore, transferability in qualitative relies on the in-depth and adequate submission of details that can make transmission possible if readers of the study should want to conduct this research study. Another factor of trustworthiness in

qualitative research is dependability. Dependability affirms that if readers or anyone decides to analyze the data from the study, their analysis would not differ extensively from that of the researcher (Nassaji, 2020). To guarantee dependability in this research study, participants were informed of all elements of the research design and its implementation. Details related to the collection and analysis of data, as well as the security and management of data, were also made transparent. Dependability is based on constancy in the findings (Korstjens & Moser, 2018).

DATA ANALYSIS

While there isn't a single right way to analyze qualitative research data, certain commonalities appear frequently regardless of the approach used. Thematic analysis was used in the analysis of data (Labra et al., 2020). This analysis encompasses a range of approaches that identify patterns across qualitative datasets using a variety of approaches (Peel, 2020). The first step in employing thematic analysis was gathering and centralizing recordings from the interviews. Data from those recordings were then transcribed. Transcribing the data allowed for familiarity with the data and helped in comprehending participants' thought processes (Lester et al., 2020).

It is important to note that several levels of coding were used in this research study. The first level in this process entailed generating short words or phrases used to identify significant experiences, ideas, or reflections. Coding in the first phase was typically descriptive and involved a relatively low level of inference. The thematic analysis helped predetermine what was relevant in regard to the research questions (Campbell et al., 2021). Responses were sorted based on whether they relate to exclusionary disciplinary practices, hindrances to restorative justice practices, or implementation of restorative justice practices and alternatives to exclusionary disciplinary practices. Quirkos was used to record responses based on those categories. To achieve the highest level of inference, the final phase of coding involved connecting the codes to the theoretical elements presented in the theoretical framework in the research. (Lester et al., 2020).

Research Question 1

What are school leaders' and teachers' lived experiences with exclusionary disciplinary practices (suspension/expulsion and how could these practices affect students behaviorally and academically? Research question one focused on ascertaining how exclusionary disciplinary practices affected students socially, emotionally, and academically based on the lived experiences of school leaders and teachers. Two themes and one sub-theme surfaced from the data gathered based on Research Question 1.

Table 2
Table of Themes for RQ 1

Themes/Subthemes	Descriptions/subthemes
Sense of community a. School avoidance	• Students may intentionally engage in behaviors to be removed from the school community if they lack a sense of belonging. Upon return from suspension, students often have a negative perception of their school community because they feel hurt and betrayed that they were removed from the educational setting.
Negative impact on learning and growth	• When students are suspended or expelled and removed from the educational setting, they sometimes do not have opportunities to make up assignments. This impedes learning and social/emotional growth.

Finding Related to Research Question One

The initial theme identified from Research Question 1 was a sense of community. The subthemes that emerged from this theme were school avoidance and a changed perception of the school community.

Overall, participants' responses indicated that when students experience a sense of community, they become more invested in ensuring that they contribute positively to their school. Additionally, the community influences students socially and emotionally. They often look to their school community to ensure that their emotional and psychological needs are met. Exclusion from their community can impact them significantly in many different ways.

Participants' responses indicated that when students experience a sense of community, they become more invested in ensuring that they contribute positively to their school. Additionally, the community influences students socially and emotionally. They often look to their school community to ensure that their emotional and psychological needs are met. Exclusion from their community can impact them significantly in many different ways.

In summary, participants alluded to the fact that some students engage in behaviors that would lead to removal from the education setting. To those students, this serves as a coping mechanism as they desire to escape the classroom or school for various reasons. All participants agreed that the impact on learning remained the same whether students were separated from the educational setting because of school avoidance or not.

Many participants shared that removal from the education setting leads to students missing out on valuable instructional time. Inevitably, this leads to academic deficits. While attempts are made to ensure students receive academic support while they are suspended, the effectiveness and magnitude of that support vary from school to school or district to district.

Finding Related to Research Question Two

The first theme that evolved from RQ 2 is restorative circles as prevention and healing. Many participants expressed that restorative circles are a common restorative practice used by their school community to prevent conflict or prevent the escalation of conflict, or to support students in re-entering the community after exclusion. The second theme that emerged was developing communication and building relationships. This theme highlights how restorative justice practices enable students and even staff to develop communication skills in regard to addressing some of the issues experienced by community members. Working toward effective communication inevitably leads to the building or improving relationships for all involved. The third theme that emerged was a shift in school culture. This positive change in school culture benefits all stakeholders.

Several participants shared that restorative circles, the most widely used form of restorative practices, should serve as both prevention and healing. Restorative circles can be introduced as a tool used to prevent conflict before it arises. Additionally, restorative circles can be used as a source of healing for individuals and other members of the community affected by the actions of the person who has caused the disruption.

In summary, many participants shared how restorative justice practices can help students develop communication skills. Students receive a platform and opportunity to voice their needs and concerns. Relationship building is at the core of this process. Whether those relationships develop between students and staff or students and other students, they are instrumental in empowering students to take ownership of their emotions.

To sum up, most participants shared that there was a positive shift in school culture after implementing restorative practices. However, that shift in school culture was not always seen immediately. It often took a while to see those changes. Furthermore, those changes depended on how receptive the school community was to implementing restorative practices.

Research Question 2

What are teachers' and school leaders' lived experiences with the use of restorative justice practices and how could these practices affect students behaviorally and academically? This research question focused on school leaders' and teachers' attitudes toward restorative justice practices and its impact on student behavior and academic performance. Three themes emerged from interview questions related to RQ 2.

Table 3
Table of Themes for RQ 2

Themes/Subthemes	Descriptions/subthemes
Restorative Circles as prevention and healing	● Restorative circles are a common restorative practice used to build community and is used as both a preventative restorative measure and a means of reintroducing students back into the community after being excluded.
Developing communication and building relationships	● Restorative justice practices provide opportunities to build and restore relationships with all stakeholders within the school community and even outside the school community.
Shift in school culture	● Restorative justice practices lead to a shift toward a more positive school culture that benefits all stakeholders.

Finding Related to Research Question 3

The first theme that emerged was training and resources. One subtheme was time. The second theme that emerged was mindset. The third theme was stakeholders' involvement.

In summation, many of the participants interviewed expressed that they were not averse to the implementation of restorative practices. However, in order for them to be dedicated to implementing those practices, they would need additional training and resources. Furthermore, they shared that the training should be continuous and include everyone who interacts with students within the building.

Participants reflect on time as a barrier to implementation. Time determines whether restorative justice practices can be implemented as a program or a practice. Participants expressed that they are inundated with responsibilities, so schools must be strategic in ensuring that time is dedicated to training in restorative justice practices.

In summary, the mindset of educators was identified as one of the major barriers to implementation. Some educators are fixated on punishment as opposed to restoration in that they see restorative practices as a "free pass" for students who have done wrong. Implementing restorative practices successfully would require changing the mindset of educators.

To summarize, the successful implementation of restorative practices would involve all stakeholders. Participants expressed that students do not only learn from school leaders and

educators. Interactions with other adults in the building present opportunities for teachable moments. Having the support and reinforcement of parents or guardians also helps in the successful implementation of restorative practices.

Research Question 3

What have been some hindrances to restorative justice or restorative practices based on the lived experiences of school leaders and other educators? This research question focused on barriers to the implementation of restorative justice practices as well as strategies for overcoming those barriers. Three themes and one sub-theme emerged from RQ 3. Refer to Table 4 for themes for research question 3.

Table 4

Table of Themes for RQ 3

Themes/Subthemes	Descriptions/subthemes
Training and resources ● Time	● Participants shared that inadequate and lack of continuous professional development served as a barrier to the implementation of restorative justice practices.
Mindset	● Some participants shared that the mindset of teachers and other staff needed to be shifted positively in order to successfully implement restorative practices.
Stakeholders' involvement	● Some participants shared that not having all stakeholders to buy in or be invested in the implementation of restorative practices also served as a barrier.

Discussion of the Conclusions Related to the Research Purpose

This qualitative phenomenological study investigated school leaders' and teachers' perceptions of exclusionary disciplinary practices and restorative practices. Three research questions guided this research. The first research question explored school leaders' and teachers' lived experiences regarding the impact of exclusionary disciplinary practices and its impact on students behaviorally and academically. Two primary themes and one sub-theme emerged for research question one. The first theme was that a sense of community or belonging can impact students' behavior. This theme is related to one sub-theme. That sub-theme is that students

sometimes see school avoidance as a coping mechanism to escape the learning environment. The second theme is the negative impact on learning and growth that results from students being suspended.

Limitations

There were many limitations to this study. While all participants agreed to be interviewed on Zoom, there were a few minor technical difficulties. For example, one participant lost connectivity during the session, causing the session to pause momentarily until that participant was able to reconnect. The inability to read participants' body language was the second limitation of this study. While all participants did have their cameras on during the interview, there were instances where it was difficult to perceive participants' body language due to improper lighting or other aesthetic issues. The third limitation was the varying levels of experience despite all of the participants being school leaders or educators in New York state schools.

Some participants were new to education, and some were veteran educators or school leaders. Some participants worked in community schools that served students with special needs. While others worked in schools that primarily served general education students. Students with special needs are defined as students who have learning and behavioral needs (Agran et al., 2020). Participants also had various levels of familiarity with restorative justice practices. For some, they had been recently introduced to restorative justice practices. For others, they had been engaging in and with restorative justice practices for many years. Since this was a phenomenological study, another limitation was the verification of participants' authenticity and plausibility. Another limitation would be researcher bias and the ability to ensure that bracketing was used throughout the study. Collecting and analyzing data was time-consuming and challenging, given this research relied on qualitative data.

Implications

The importance of this qualitative phenomenological study was to gather the lived experiences of educators and school leaders regarding restorative practices and exclusionary disciplinary practices to determine the implications of both restorative practices and exclusionary disciplinary practices, particularly for Black students. The purpose was to examine whether restorative practices impacted exclusionary disciplinary practices by evaluating the lived experiences of teachers and school administrators. The findings of this research aligned with the theoretical framework presented in Chapter 2 as well as previous research on this topic. Data from earlier studies showed that implementing restorative justice practices led to a decrease in the number of students who are suspended or expelled because restorative practices provide tools that educators and students need to help students manage some of the behavioral issues that may lead to suspension or expulsion (Samimi et al., 2021). Joseph et al. stated that restorative justice practices lead to the development of a positive relationship between students and staff members, which inevitably leads to a decrease in referrals that may lead to suspension or expulsion (Joseph et al., 2021).

Recommendations for Future Research

There are three recommendations for future research. The first recommendation would be to conduct a qualitative narrative study that compares the lived experiences of Black girls at schools that implement restorative justice practices to the lived experiences of those who attend schools that do not implement restorative justice practices.

The second recommendation for future research would be conducting a phenomenological qualitative study by actively participating in a restorative circle. As a participant observer actively participating in a restorative circle, the researcher would have a unique opportunity to authentically and intimately analyze the lived experiences of other participants while drawing on his or her own lived experiences as a participant.

The third suggestion for future research would be to analyze the effectiveness of the Restore and Heal Wheel depicted in Figure 1. A mixed methods approach can be done to determine whether the implementation of the Restore and Heal Wheel has any impact on the major elements of school culture. Quantitative data can be collected and analyzed to determine whether there are changes in academic performance for students before and after implementation. For schools that continue to use exclusionary disciplinary practices, quantitative data can be collected to determine the effect of the Restore and Heal Wheel on the rate of suspensions and expulsions. Qualitative data can be collected and analyzed regarding students' and staff's lived experiences regarding the school environment before and after the execution of the Restore and Heal Wheel. Barriers to implementation presented in this research included mindset, time, and resources. Participants also alluded to the inconsistency regarding support with restorative justice practices. Figure 1, the Restore and Heal Wheel addresses all of those barriers.

Figure 1

Restore and Heal Wheel
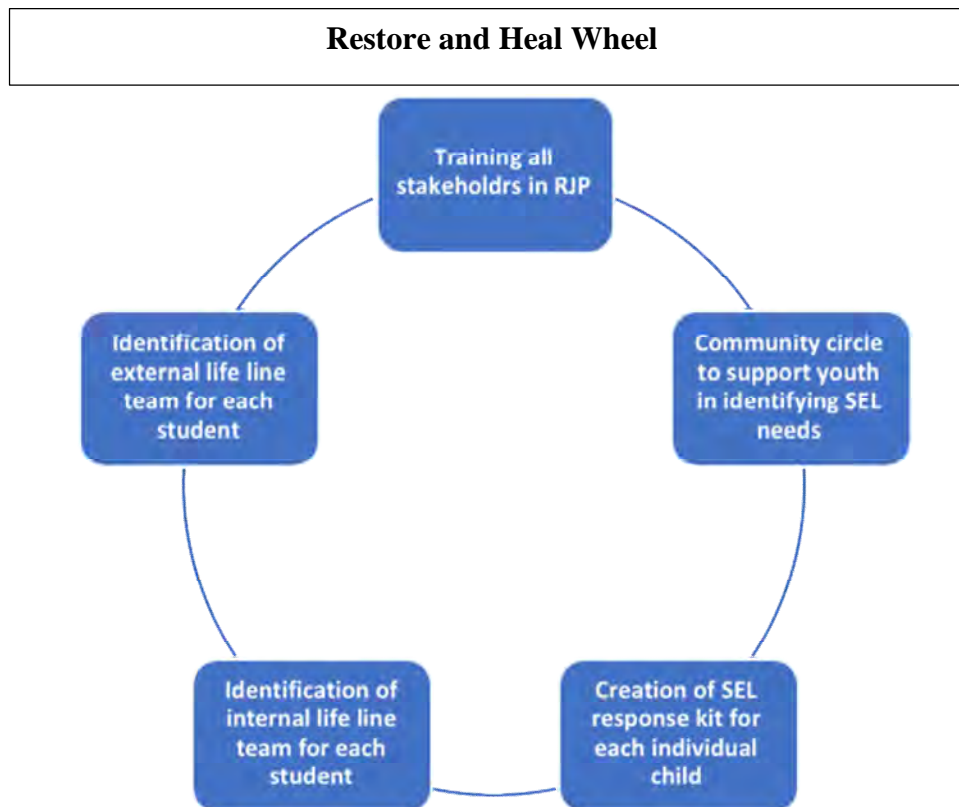
CONCLUSION

The following barriers to implementation should be well examined before and during the rollout of restorative justice practices: mindset, time, availability of resources, and stakeholder involvement. While it may not be possible to formally train all stakeholders in the implementation of restorative justice practices, all stakeholders must be aware of this practice. There has to be a common language in schools, at least. Additionally, a collaborative effort between community entities and schools can help establish some of the groundwork needed to engage students in restorative justice practices. Schools do not exist in isolation or remain unaffected by external influences. Therefore, it may be worth it for school leaders to leverage the impact of that influence when it comes to restorative justice practices.

In conclusion, restorative justice practices can effectively disrupt the overuse of exclusionary disciplinary practices, thereby disrupting the school-to-prison pipeline. However, the complexity of developing an execution plan poses a challenge to many schools. Resources have to be available, including consistent and sustainable training and support for all stakeholders. Restorative justice practices should not be a program but rather a practice that integrates both pedagogical and social/emotional instruments. It should knit together, with the strongest thread, all elements of school culture needed to empower the whole child.

REFERENCES

Agran, M., Jackson, L., Kurth, J. A., Ryndak, D., Burnette, K., Jameson, M., ... & Wehmeyer, M. (2020). Why aren't students with severe disabilities being placed in general education classrooms: Examining the relations among classroom placement, learner outcomes, and other factors. *Research and Practice for Persons with Severe Disabilities*, *45*(1), 4-13.

Bazen, A., Barg, F. K., & Takeshita, J. (2021). Research techniques made simple: an introduction to qualitative research. *Journal of Investigative Dermatology*, *141*(2), 241-247.

Bleakley, & Bleakley, C. (2018). School resource officers, "zero tolerance" and the enforcement of compliance in the American education system. *Interchange (Toronto. 1984)*, *49*(2), 247–261. https://doi.org/10.1007/s10780-018-9326-5

Bryan. (2017). White teachers' role in sustaining the school-to-prison pipeline: Recommendations for teacher education. *The Urban Review*, *49*(2), 326–345. https://doi.org/10.1007/s11256-017-0403-3

Butcher, J., & Gonzalez, M. (2020). Critical race theory, the new intolerance, and its grip on America. *Heritage Foundation Backgrounder*, *3567*, 1-42.

Charles, K. M. (2019). *Administrators' perceptions of the implementation of restorative practices at selected urban elementary schools in Southeast Texas* (Doctoral dissertation, Houston Baptist University).

Crosse, Gottfredson, D. C., Bauer, E. L., Tang, Z., Harmon, M. A., Hagen, C. A., & Greene, A. D. (2022). Are effects of school resource officers moderated by student race and ethnicity? *Crime and Delinquency*, *68*(3), 381–408. https://doi.org/10.1177/0011128721999346

Darby. (2021). Ending the school-to-prison pipeline in South Carolina through legislative reform. *Journal of Law & Education*, *50*(2), 390–423. org.cuw.ezproxy.switchinc.org/10.1080/00405841.2017.1336038

Fitzgerald, B. A., Hunt, V. H., & Kerr, B. (2019). Incarcerating exceptional pupils: Is there a school-to-prison pipeline in eastern Oklahoma? *Social Science Quarterly*, *100*(1), 233–244. https://doi-org.cuw.ezproxy.switchinc.org/10.1111/ssqu.12545

Fornili. (2018). Racialized mass incarceration and the war on drugs: A critical race theory appraisal. *Journal of Addictions Nursing*, *29*(1), 65–72. https://doi.org/10.1097/JAN.0000000000000215

Fronius, T., Hammond, S. D., Persson, H., Guckenburg, S., Petrosino, A., & Hurley, N. (2019). Restorative justice in U.S. schools. *The WestEd Justice & Prevention Research Center*. https://www.wested.org/wp-content/uploads/2019/04/resource-restorative-justice-in-u-s-schools-an-updated-research-review.pdfiu

Goldstein, N. E., Cole, L. M., Houck, M., Haney-Caron, E., Holliday, S. B., Kreimer, R., & Bethel, K. (2019). Dismantling the school-to-prison pipeline: The Philadelphia police school diversion program. *Children and youth services review*, *101*, 61-69.

Grace, J. E., & Nelson, S. L. (2019). "Tryin' to survive": Black male students' Understandings of the role of race and racism in the school-to-prison pipeline. *Leadership & Policy in*

Schools,   *18*(4),   664–680.   https://doi-org.cuw.ezproxy.switchinc.org/10.1080/15700763.2018.1513154

Grant, & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house." *Administrative Issues Journal : Education, Practice, and Research*, *4*(2), 12–. https://doi.org/10.5929/2014.4.2.9

Grecu, A. L., Hadjar, A., & Simoes Loureiro, K. (2022). The role of teaching styles in the development of school alienation and behavioral consequences: A mixed methods study of Luxembourgish primary schools. *SAGE Open*, *12*(2), 21582440221105477.

Hall, B. A., Keeney, A. J., Engstrom, D. W., & Brazzel, P. (2021). Confronting the traditional system: a qualitative study on the challenges to school based restorative practices policy implementation. *Contemporary   Justice   Review*, *24*(3),   361–383.   https://doi-org.cuw.ezproxy.switchinc.org/10.1080/10282580.2021.1931844

Heise, M., & Nance, J. P. (2021). "Defund the (school) police"? Bringing data to key school-to-prison pipeline claims. *Journal of Criminal Law & Criminology*, *111*(3), 717–772.

Helton, M. (2021). A tale of two crises: Assessing the impact of exclusionary school policies

Houchins, Jimenez, E., Langley, N., Plescow, K., & Henrich, C. C. (2021). Predictors of self-determination and mental health symptoms among youth in juvenile justice facilities. *Behavioral Disorders*, *46*(3), 138–148. https://doi.org/10.1177/0198742920911182

Hughes, T., Raines, T., & Malone, C. (2020). School pathways to the juvenile justice system. *Policy Insights from the Behavioral and Brain Sciences, 7*(1), 72–79. https://doi.org/10.1177/2372732219897093

Joseph, A., Hnilica, R. J., & Hanson, M. (2021). Using restorative practices to reduce racially disproportionate school suspensions: The barriers school leaders should consider during the first year of implementation. *Taboo: The Journal of Culture and Education*, *20*(2),

Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*, *7*(6), 44-53.

Labra, O., Castro, C., Wright, R., & Chamblas, I. (2020). Thematic analysis in social work: A case study. *Global Social Work-Cutting Edge Issues and Critical Reflections*, *10*(6), 1-20.

Lee, Goodkind, S., & Shook, J. J. (2017). Racial/ethnic disparities in prior mental health service use among incarcerated adolescents. *Children and Youth Services Review*, *78*, 23–31. https://doi.org/10.1016/j.childyouth.2017.04.019

Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, *19*(1), 94-106.

Losen, D. J., & Martinez, T. E. (2013). Out of school and off track: The overuse of suspensions in American middle and high schools.

Lustick. (2020). Culturally responsive restorative discipline. *Educational Studies (Ames)*, *56*(6), 555–583. https://doi.org/10.1080/00131946.2020.1837830

Mallett, C. A. (2016). The school-to-prison pipeline: A critical review of the punitive paradigm shift. *Child & Adolescent Social Work Journal*, *33*(1), 15–24. https://doi-org.cuw.ezproxy.switchinc.org/10.1007/s10560-015-0397-1

Mavrogordato, M., & White, R. S. (2020). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English learners. *Educational Administration Quarterly*, *56*(1), 3-45.

Miguel, C., & Gargano, J. (2017). Moving beyond retribution: Alternatives to punishment in a society dominated by the school-to-prison pipeline. *Humanities research, 6*, 15.

Morgan, H. (2021). Restorative justice and the school-to-prison pipeline: A review of existing literature. *Education Sciences*, *11*(4), 159. https://doi-org.cuw.ezproxy.switchinc.org/10.3390/educsci11040159

Morgan, T. L., & Pisciotta, L. (2018). "We have to educate every single student, not just the ones that look like us": Support service providers' beliefs about the root causes of the school-to-prison pipeline for youth of color. *Equity & Excellence in Education*, *51*(3–4), 316–331. https://doi-org.cuw.ezproxy.switchinc.org/10.1080/10665684.2018.1539358

Nance, J. P., & Heise, M. (2021). Law enforcement officers, students, and the school to-prison pipeline: A longitudinal perspective. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.3976360

Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on medical education*, *8*(2), 90-97.

Nigar, N. (2020). Hermeneutic phenomenological narrative enquiry: A qualitative study design. *Theory and Practice in Language Studies*, *10*(1), 10-18.

Novak, A., & Fagan, A. (2022). Expanding research on the school-to-prison pipeline: Examining the relationships between suspension, expulsion, and recidivism among justice-involved youth. *Crime & Delinquency*, *68*(1), 3–27. https://doi-org.cuw.ezproxy.switchinc.org/10.1177/0011128721999334

Novak, A. (2021). Trajectories of exclusionary discipline: Risk factors and associated outcomes. *Journal of School Violence*, *20*(2), 182–194. https://doi-org.cuw.ezproxy.switchinc.org/10.1080/15388220.2021.1872028

Peel, K. L. (2020). A beginner's guide to applied educational research using thematic analysis. *Practical Assessment, Research, and Evaluation*, *25*(1), 2.

Pesta, R. (2018). Labeling and the differential impact of school discipline on negative life outcomes: Assessing ethno-racial variation in the school-to-prison pipeline. *Crime & Delinquency*, *64*(11), 1489–1512. https://doi-org.cuw.ezproxy.switchinc.org/10.1177/0011128717749223

Pigott, C., Stearns, A. E., & Khey, D. N. (2018). School resource officers and the school to prison pipeline: Discovering trends of expulsions in public schools. *American Journal of Criminal Justice*, *43*(1), 120–138.

Rafa, A. (2019). Policy analysis: The status of school discipline in state policy. *Education commission of the states*.

Ramsook, L. (2018). A methodological approach to hermeneutic phenomenology. *International Journal of Humanities and Social Sciences*, *10*(1), 14-24.

Rivera-Calderón, N. (2019). Arrested at the schoolhouse gate: Criminal school disturbance laws and children's rights in schools. *National Lawyers Guild Review*, *75*(3), 1–41.

Samimi, C., Han, T. M., Navvab, A., Sedivy, J. A., & Anyon, Y. (2023). Restorative practices and exclusionary school discipline: an integrative review. *Contemporary Justice Review*, 1-20.

Schiff. (2018). Can restorative justice disrupt the "school-to-prison pipeline?" *Contemporary Justice Review : CJR*, *21*(2), 121–139. https://doi.org/10.1080/10282580.2018.1455509

Weissberg, R. P. (2019). Promoting the social and emotional learning of millions of school children. *Perspectives on Psychological Science*, *14*(1), 65–69. https://doi.org/10.1177/1745691618817756

Welsh. (2022). Overlooked exclusionary discipline: Examining placement in alternative schools, expulsions, and referrals to hearing in an urban district. *Educational Policy (Los Altos, Calif.)*, *36*(3), 550–586. https://doi.org/10.1177/0895904820901481

White, R. E., & Young, D. C. (2020). The social injustice of zero-tolerance discipline. *Handbook on promoting social justice in education*, 2471-2485.

Wirtz, E. R. (2021). Racial disparity in educational punishment. *Modern Psychological Studies*, *27*(1), 1–23.

Yang, J. L., Anyon, Y., Pauline, M., Wiley, K. E., Cash, D., Downing, B. J., Greer, E., Kelty, E., Morgan, T. L., & Pisciotta, L. (2018). "We have to educate every single student, not just the ones that look like us": Support service providers' beliefs about the root causes of the school-to-prison pipeline for youth of color. *Equity & Excellence in Education*, *51*(3–4), 316–331. https://doi-org.cuw.ezproxy.switchinc.org/10.1080/10665684.2018.1539358