

References

- Anyon, Y., Jenson, J. M., Altschul, I., Farrar, J., McQueen, J., Greer, E., et al. (2014). The persistent effect of race and the promise of alternatives to suspension in school discipline outcomes. *Children and Youth Services Review, 44*, 379–386.
- Anyon, Y., Zhang, D., & Hazel, C. (2016). Race, exclusionary discipline, and connectedness to adults in secondary schools. *American Journal of Community Psychology, 57*(3–4), 342–352.
- Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2014). Promoting an equitable and supportive school climate in high schools: The role of school organizational health and staff burnout. *Journal of School Psychology, 52*(6), 567–582.
- Bradshaw, C. P., Mitchell, M. M., O'Brennan, L. M., & Leaf, P. J. (2010). Multilevel exploration of factors contributing to the overrepresentation of Black students in office disciplinary referrals. *Journal of Educational Psychology, 102*(2), 508–520.
<http://eric.ed.gov/?id=EJ884851>
- Cornelius-White, J. (2007) Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research, 77*(1), 113–143. <http://eric.ed.gov/?id=EJ782445>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.
- Fabelo, T., Thompson M. D., Plotkin M., Carmichael D., Marchbanks, M. P. III, & Booth E. A. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement*. New York, NY: Council of State Governments Justice Center. Retrieved October 18, 2016, from <https://csgjusticecenter.org/youth/breaking-schools-rules-report/>
- Finn, J. D., & Servoss, T. J. (2015). Security measures and discipline in American high schools. In D. J. Losen (Ed.), *Closing the school discipline gap: Equitable remedies for excessive exclusion* (pp. 44–58). New York, NY: Teachers College Press.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. (2nd ed.). New York, NY: Teachers College Press. <http://eric.ed.gov/?id=ED510010>
- Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016). *Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions?* New Haven, CT: Yale University, Edward Zigler Center in Child Development and Social Policy. Retrieved October 18, 2016, from <http://ziglercenter.yale.edu/publications/briefs.aspx>

- Gregory, A., Allen, J. A., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2015). The promise of a teacher professional development program in reducing racial disparity in classroom exclusionary discipline. In D. J. Losen (Ed.), *Closing the discipline gap: Equitable remedies for excessive exclusion* (pp. 166–179). New York, NY: Teachers College Press.
- Gregory, A., Bell, J., & Pollock, M. (2016). How educators can eradicate disparities in school discipline: Issues in intervention. In R. J. Skiba, K. Mediratta, & M.K. Rausch (Eds.), *Inequality in school discipline: Research and practice to reduce disparities* (pp. 39–58). New York: Palgrave MacMillan.
- Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal*, 48(4), 904–934. <http://eric.ed.gov/?id=EJ932386>
- Gregory, A., Hafen, C. A., Ruzek, E. A., Mikami, A. Y., Allen, J. P., & Pianta, R. C. (2016). Closing the racial discipline gap in classrooms by changing teacher practice. *School Psychology Review*, 45(2), 171–191.
- Gregory, A. & Ripski, M. B. (2008). Adolescent trust in teachers: Implications for behavior in the high school classroom. *School Psychology Review*, 37(3), 337–353. <http://eric.ed.gov/?id=EJ817297>
- Hall, E. T. (1976). *Beyond Culture*. New York, NY: Anchor Books Editions.
- Himmelstein, K. E. W., & Bruckner, H. (2011). Criminal justice and school sanctions against nonheterosexual youth: A national longitudinal study. *Pediatrics*, 127(1), 49–57.
- Kaufman, J. S., Jaser, S. S., Vaughan, E. L., Reynolds, J. S., Di Donato, J., Bernard, S. N., et al. (2010). Patterns in office referral data by grade, race/ethnicity, and gender. *Journal of Positive Behavior Interventions*, 12(1), 44–54. <http://eric.ed.gov/?id=EJ873846>
- Losen, D. J., & Martinez, T. E. (2013). *Out of school and off track: The overuse of suspensions in American middle and high schools*. Los Angeles, CA: University of California, Los Angeles, Civil Rights Project. <http://eric.ed.gov/?id=ED541731>
- Morris, E. W., & Perry, B. L., (2016). The punishment gap: School suspension and racial disparities in achievement. *Social Problems*, 63(1), 68–86.
- Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, 26(5), 617–624.

- Okonofua, J. A., Paunesku, D., & Walton, G. M. (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences of the United States of America*, 113(19), 5221–5226 .
- Payne A. A. & Welch K. (2015). Restorative justice in schools: the influence of race on restorative discipline. *Youth & Society*, 47, 539–564. <http://eric.ed.gov/?id=EJ1063731>
- Perry B. L., & Morris, E. W. (2014). Suspending progress collateral consequences of exclusionary punishment in public schools. *American Sociological Review*, 79(6), 1067–1087.
- Poteat, P. V., Scheer, J. R., & Chong, E. S. K. (2016). Sexual orientation-based disparities in school and juvenile justice discipline practices: Attending to contributing factors and evidence of bias. In R. J. Skiba, K. Mediratta, & M. K. Rausch (Eds.), *Inequality in school discipline: Research and practice to reduce disparities* (pp. 61–78). New York, NY: Palgrave MacMillan.
- Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529.
- Skiba, R. J., Chung, C-G., Trachok, M., Baker, T. L., Sheya, A., & Hughes, R. L. (2014). Parsing disciplinary disproportionality: Contributions of infraction, student, and school characteristics to out-of-school suspension and expulsion. *American Educational Research Journal*, 51(4), 640–670.
- Voight, A., Hanson, T., O'Malley, M., & Adekanye L. (2015). The racial school climate gap: Within-school disparities in students' experiences of safety, support, and connectedness. *American Journal of Community Psychology*, 56(3), 252–267.
- Welch, K., & Payne, A. (2010). Racial threat and punitive school discipline. *Social Problems*, 57(1), 25–48.