

EXPOSURE TO COMMUNITY VIOLENCE ...

is associated with higher levels of aggression, anxiety, depression, inattention, mistrust of authority figures, and other challenging classroom behaviors. These primary effects of trauma may lead to secondary effect of school failure depending on how educators respond.

EXCLUSIONARY DISCIPLINARY PRACTICES

MAINTAINING SCHOOL ENGAGEMENT

Exclusionary Disciplinary Practices are procedures like suspension and expulsion that remove students from opportunities to learn.

The minor to moderate, non-violent infractions such as disobedience, disrespect, attendance problems and general classroom disruptions are majority of the offenses for which students are suspended.

The increased use of exclusionary discipline is intended to improve school climate by removing disruptive students, but may be associated with worsening school climate because of its negative effects on connectedness. These students are more likely to become academically disengaged, increase association with deviant peers, and become resentful of school personnel.

A suspension in the primary grades is the strongest predictor of the number suspensions a student will incur in middle school even after statistically controlling for socioeconomic status, race-ethnicity, special education status, teacher ratings of student behavior and academic achievement.

Significant racial-ethnic biases occur in both the initial referral to the office as well as the disciplinary decisions that result. Suspension and expulsion for discretionary school violation nearly triples a student's likelihood of juvenile justice contact within the subsequent year. This correlation is strongest for Black students.

The extensive use of exclusionary disciplinary practices is a key risk factor that puts students on the path to involvement with the juvenile justice system.

School engagement is the degree to which students are emotionally, behaviorally, and academically engaged in school.

To maintain engagement educators must remember that behavior is learned. Educators need to identify: (1) aspects of the current context that trigger and escalate the behavior, (2) how current context can be changed to extinguish the behavior, and (3) proactive ways of teaching more adaptive replacement behaviors.

Positive and proactive approaches to discipline used in Positive Behavioral Interventions and Supports, which continually reteach appropriate alternatives to inappropriate behavior and proactively reinforce appropriate behaviors, have been shown to decrease office discipline referrals and increase positive school climate.

An educator's competence in de-escalation skills increases the likelihood that anxious, oppositional and defiant students will remain in the classroom, re-engage in positive teacher-student interactions, and maintain access to instructional content.

A reduction in racial-ethnic biases requires an intentional focus on disproportionate discipline. Discipline data must be examined to determine if a particular racial-ethnic-by-gender subgroups are more likely to be referred to the office, receive harsher discipline and receive biased discipline from their teachers.

Student engagement with school is a key lever in disrupting the association between growing up in high crime neighborhoods and negative outcomes.

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