

Addressing Disproportionality Through Pbis The Double

A revised and updated edition of the best-selling guide for schools implementing PBIS Tier 1 PBIS (positive behavior interventions and supports) is the most important tool educators have to deal with disruptive student behaviors. This revised and updated handbook provides detailed guidelines for implementing and sustaining PBIS for schools and teams. New in this edition is a chapter addressing inequity and bias in behavior referrals and discipline; a tiered fidelity inventory (TFI) to evaluate adherence to PBIS practices; different methods of data collection; and new research on sustainability. Positive school climates are not achieved through expulsions, suspensions, or detentions, but instead through collective analysis and data-driven decision-making. Downloadable digital content offers a PDF presentation to aid staff buy-in and customizable forms to help manage data and assess progress with ease.

This edited volume fills a critical void by providing the most current and authoritative information on what is known about disciplinary disparities. School exclusion—out-of-school suspension and expulsion in particular—remains a substantial component of discipline in our nation's schools, and those consequences continue to fall disproportionately on certain groups of learners. The negative consequences of frequent and inequitable use of school exclusion are substantial, including higher rates of academic failure, dropout, and contact with the juvenile justice system. As educators, policymakers, community leaders, and other youth-serving organizations begin the difficult work of creating more equitable school disciplinary systems, the need for effective disparity-reducing alternatives could not be more important. Drawing on the multi-year ground-breaking work of the Discipline Disparities Collaborative, the chapters in this book provide cutting edge knowledge supporting a new national imperative to eliminate race, gender, disability, and sexual orientation-based disciplinary disparities.

In recent years, a rise in incidents of juvenile delinquency and violence in American schools has led to increasing concern among school administrators, students, parents, and the general public. The frequency of these cases calls into question issues of safety, risk factors, and prevention strategies within the modern school system. *Critical Examination of School Violence and Disturbance in K-12 Education* is an authoritative reference source for the latest research on youth violence in schools, offering a thorough analysis of contributing factors to such incidents and possible solutions to prevent future occurrences. Highlighting relevant issues on zero tolerance policies, historical perspectives, and preventive actions, this book is ideally designed for school administrators, law enforcement, teachers, and researchers actively working in educational environments.

In schools, much of the responsibility of implementing interventions to improve outcomes for students falls on teachers, which may lead to capacity and resource issues. One solution to this problem is the use of Peer-Mediated Interventions (PMIs), which include a variety of approaches that utilize similar individuals to the target student (e.g., students in school-based interventions) as interventionists or behavior change agents. Although there is a wealth of research to support the effectiveness of students as interventionists, peers remain an under-utilized resource in school-based intervention delivery. *Peers as Change Agents* is a comprehensive resource for school-based professionals working to incorporate PMIs across academic, behavioral, and social-emotional interventions. The text synthesizes the current research on school-based PMIs and distills the literature into concrete strategies that can be easily implemented in school-based contexts. Building on the foundational principles of PMIs, the authors reconceptualize this work into three new categories: Peer-Mediated Academic Interventions; Peer-Mediated Behavioral Interventions; and Peer-Mediated Group Supports, to better address students' unique needs. Chapters also highlight the advantages of PMIs, including their potential for cultural relevance. As school staff continue to grapple with the practical challenges of ensuring equity in student outcomes, *Peers as Change Agents* provides educators, school psychologists, and counsellors effective and efficient tools to support students as change agents in their own learning communities.

A Leader's Guide to Using Data to Change Hearts and Minds

The Special EDge

Classroom Management and Positive Behavior Support

Research Anthology on Culturally Responsive Teaching and Learning

School Suspensions--are They Helping Children?

Inequality in School Discipline

Peers as Change Agents

This unique book will provide teachers and other service providers the knowledge and skills for positive behavior supports in school settings, thereby improving the academic and social skills of their students. It is written in an informational format that teachers and other service providers can immediately put to use. The text is generic across age levels K-12, and focuses on the positive behavior supports in school settings. Each chapter begins with Key Written Questions, followed by Window to the World case studies, Discussion Questions, and suggestions for classroom and school activities. Additionally, an overview of positive behavior supports is examined, which includes measuring behavior, functional assessment and analysis, reinforcement, punishment, classroom structure, preventative procedures and Interventions, cooperative learning and peer tutoring. The self-management strategies, social skills instruction, and school-wide positive behavior supports are vital points that will prove valuable for training purposes. This "how to teach" book is written for teachers and other direct service providers in a non-technical manner with specific real-world examples.

As enrollment numbers continue to grow for online education classes, it is imperative instructors be prepared to teach students from diverse groups. Students who engage in learning in classrooms where their backgrounds are recognized and the instruction is welcoming and all-inclusive perform better. Individuals who teach in online settings must endeavor to create caring and culturally appropriate environments to encourage learning among all students irrespective of their demographic composition. Care and Culturally Responsive Pedagogy in Online Settings is a collection of innovative research on the incorporation of culturally sensitive teaching practices in online classrooms, and how these methods have had an impact on student learning. While highlighting topics including faculty teaching, restorative justice, and nontraditional students, this book is ideally designed for instructors, researchers, instructional designers, administrators, policymakers, and students seeking current research on online educators incorporating care and culturally responsive pedagogy into practice.

An updated edition of an indispensable resource offers practical strategies for teaching and supporting students with mental health and learning disorders. Covering topics including PTSD, bipolar disorder, autism spectrum disorder, and many others, this accessible, ready-to-use reference explains how each disorder or difficulty might be exhibited in the classroom and offers straightforward suggestions for what to do (and what not to do). Using clear, jargon-free language, the book helps all educators—whether in inclusive classrooms, general education settings, or other environments—recognize mental health issues and learning disabilities that are often observed in students. Fully revised and updated to correspond to the DSM-5, this edition addresses newly diagnosed disorders, as well as incorporating the latest research and interventions for existing disorders. The book also includes current information about educational practices such as creating a culturally responsive classroom and supporting students' social-emotional learning. Digital content includes customizable forms from the book. A free downloadable PLC/Book Study Guide is available at freespirit.com/PLC.

The School Counselor's Guide to Multi-Tiered Systems of Support is the first book to provide school counseling practitioners, students, and faculty with information and resources regarding the alignment and implementation of Comprehensive School Counseling Programs (CSCPs) such as the ASCA National Model and Multi-Tiered Systems of Support (MTSS). This innovative text provides a strong theoretical and research base, as well as practical examples from the field, case studies, and relevant hands-on resources and tools to assist school counselors in comprehending, facilitating, and strengthening the implementation of CSCPs, particularly through MTSS alignment. Furthermore, chapters include pertinent information from the CACREP standards and the ASCA National Model. This book is an essential resource for pre-service and practicing school counselors, as well as their leaders, supervisors, and faculty looking to better understand and utilize the overlap between CSCPs and MTSS, to strengthen school counseling programs to better serve students, schools, and communities.

Grand Challenges for Social Work and Society

Exploring the Effects of Positive Behavioral Supports on Disciplinary Practices in Schools and It's Potential to Mitigate Disproportionality in Disciplinary Outcomes for African American Students

Violence and Society: Breakthroughs in Research and Practice

Supporting Underserved Students

Preventing Challenging Behavior in Your Classroom

International Perspectives

The field of classroom management is not a neatly organized line of inquiry, but rather consists of many disparate topics and orientations that draw from multiple disciplines. Given the complex nature of the field, this comprehensive second edition of the Handbook of Classroom Management is an invaluable resource for those interested in understanding it. This volume provides up-to-date summaries of research on the essential topics from the first edition, as well as fresh perspectives and chapters on new topics. It is the perfect tool for both graduate students and practitioners interested in a field that is fascinating but not immediately accessible without the proper guidance.

This volume brings together the most recent and cutting edge research on the understanding of education. It focuses on the lived experience of the students in the context of different educational institutions. In doing so, it unravels layers of inequalities in the understanding of education.

As education continues to take great strides to become more inclusive and understanding of diverse students and cultures, teaching practices and methods for learning are an essential part of the puzzle and must be addressed to create culturally responsive educational experiences. Teachers must make meaningful connections between a student's culture, language, life experiences, and background to what the student is learning in the classroom. By integrating culture into the classroom, student achievement can be fostered, and students can excel. Underserved populations may face discrimination when it comes to culture, language, or race, and their needs can often be neglected. By

implementing culturally responsive teaching, students can feel valued, motivated, understood, and included in their education. The Research Anthology on Culturally Responsive Teaching and Learning displays the best practices and lessons learned for culturally responsive teaching and learning across different types of institutions, classroom subjects, and with different types of students from diverse cultural backgrounds. The chapters focus on culturally responsive practices and how these methods for teaching can impact student success, empowerment, and cultural competence. This book is essential in understanding cultural diversity and inequity in education as well as the ways to address it. This book is ideal for faculty, teachers, counselors, administrators, principals, curriculum developers, instructional designers, professionals, researchers, and students seeking to improve their understanding of culturally responsive teaching and learning.

Violent behavior is an unavoidable aspect of human nature, and as such it has become deeply integrated into modern society. Examining violence through a critical and academic perspective can lead to a better understanding of its foundations and implications. *Violence and Society: Breakthroughs in Research and Practice* explores the social and cultural influences of violence on human life and activity. Focusing on emerging research perspectives, case studies, and future outlooks, this comprehensive collection is an essential reference source for graduate-level students, sociologists, researchers, professionals, and practitioners interested in the effects of violence in contemporary culture.

Breakthroughs in Research and Practice

Effective and Practical Strategies for Teachers and Other Service Providers (2nd Ed.)

Practical Prevention Strategies

Handbook of Multicultural School Psychology

Unconditional Education

Solving Disproportionality and Achieving Equity

Restructuring Inequality

After decades of reform, America's public schools continue to fail particular groups of students; the greatest opportunity gaps are faced by those whose achievement is hindered by complex stressors, including disability, trauma, poverty, and institutionalized racism. When students' needs overwhelm the neighborhood schools assigned to serve them, they are relegated to increasingly isolated educational environments. These placements negatively impact students by reinforcing patterns of institutionalization and persistent exclusion. *Unconditional Education (UE)* offers an alternate approach that transforms schools into communities where all students can thrive. Within UE schools, student supports are deployed when and where they are needed. Realignment of the resources associated with serving high-needs youth allows students to remain in their natural communities while schools gain access to the academic, behavioral, and clinical expertise required to support them. Furthermore, UE reduces the need for more intensive and costly future remediation by pairing a holistic, multi-tiered system of supports with an intentional focus on overall culture and climate, and promotes systematic coordination and integration of funding and services by identifying gaps and eliminating redundancies to increase the efficient allocation of available resources. This book is an essential resource for mental health and educational stakeholders (i.e., school social workers, therapists, teachers, school administrators, and district-level leaders) who are interested in adopting an unconditional approach to supporting the students within their schools.

The first volume of its kind to take a comprehensive view of social justice issues and interventions for young people from a global perspective.

Revised with an eye toward the ever-evolving research base undergirding positive behavior support (PBS) and related approaches, *Preventing Challenging Behavior in Your Classroom*, second edition, focuses on real-world examples and practical strategies to prevent and reduce behavior problems and enhance student learning. Featuring a new chapter on culturally responsive PBS, this second edition helps readers understand disparities in punitive responses and identify strategies to promote equitable, positive school discipline. Teachers will be able to smartly appraise the efficacy of a range of classroom management practices with the help of updated standards, function-based strategies to differentiate evidence-based from questionable or harmful practices, and resources and tools for evaluation. Written in engaging, easy-to-understand language, this book is an invaluable resource for pre- and in-service educators looking to strengthen their understanding and implementation of equitable PBS.

Disproportionality in special education and school discipline in the U.S. Education system has been a crucial and complex issue. Research has shown that evidence-based interventions that lie within the positive behavioral interventions and supports (PBIS) framework has been effective in improving educational outcomes for all students. In this study, the author investigated the impact of the School-Wide Benchmarks of Quality, a PBIS fidelity measure, on student disciplinary outcomes. 380 schools presented four years of disciplinary outcome data. Results showed that the PBIS fidelity measure had a modest effect on the overall student disciplinary outcomes but did not address the disproportionate representation of African Americans. Observations of the effects of PBIS on African American student outcomes without the fidelity measure showed similar results. Per the results of this study, PBIS is an important strategy for reducing school disciplinary actions but has not address disproportionality in African American student disciplinary outcomes.

Addressing Racial Disproportionality and Disparities in Human Services

School Social Work

Motivating the SEL Field Forward Through Equity

Safe and Healthy Schools, Second Edition

Practical Handbook of Multi-Tiered Systems of Support

Strategies and Methods for Implementing Trauma-Informed Pedagogy

Does Compliance Matter in Special Education?

"The 9th edition of *School Social Work: Practice, Policy and Research* marks the further development of school social work as a social work specialization, as well as this venerable

textbook itself. American school social work is well into its second century now, and despite ever-present concerns about limited resources, budgets, and school social worker: student ratios, school social work continues to grow, both in the U.S. and internationally. Throughout the U.S. and globally, school social work is becoming increasingly essential to the educational process as families and communities strive to make schools safe and inclusive places for children to learn, to grow, and to flourish. This 9th edition strives to reflect how school social work practice in the third decade of the 21st century effectively impacts academic, behavioral, and social outcomes for youth and the school communities they serve"-- Accessible and comprehensive, this book shows how to build a schoolwide multi-tiered system of support (MTSS) from the ground up. The MTSS framework encompasses tiered systems such as response to intervention (RTI) and positive behavioral interventions and supports (PBIS), and is designed to help all K-12 students succeed. Every component of an MTSS is discussed: effective instruction, the role of school teams, implementation in action, assessment, problem solving, and data-based decision making. Practitioner-friendly features include reflections from experienced implementers and an extended case study. Reproducible checklists and forms can be downloaded and printed in a convenient 8 1/2" x 11" size.

The Grand Challenges for Social Work Initiative (GCSWI), which is spearheaded by the American Academy of Social Work and Social Welfare (AASWSW), represents a major endeavor for the entire field of social work. GCSWI calls for bold innovation and collective action powered by proven and evolving scientific interventions to address critical social issues facing society. The purpose of GCSWI was modeled after the National Academy of Engineering, which aimed to identify some of the most persistent engineering problems of the day and then put the attentions, energies, and funding of the entire field to work on them for a decade. The GCSWI does the same for social issues, tackling problems such as homelessness, social isolation, mass incarceration, family violence, and economic inequality. Grand Challenges for Social Work and Society is an edited book that will present the foundations of the GCSWI, laying out the start of the initiative and providing summaries of each of the twelve challenges. The 12 main chapters that form the core of the book, one on each of the dozen Grand Challenges, are written by the primary research teams who are driving each GC project.

This volume highlights five critical key issues relevant to Colorado's Black and Brown communities. As a result of the recent activity around policing and equity, marijuana, education and biases, prisoner reintegration, and activism, it offers solutions to managing those problems. The book is a resource that must be read by K-12 educators, social workers, probation officers, grass roots leaders, adult educators, and university professors in the area of sociology, education, Black studies, and the non-traditional disciplines. Additionally, the volume contains essential tools for training professionals and teaching our youth by offering insights to problem solve in urban areas. It provides pertinent information vital to the development and success of our youth struggling in K-12, higher education, and the criminal justice system. Although Colorado's Black communities are the focus of the volume, it will also serve as a model for urban communities in different states.

National Perspectives on Practice in Schools

Setting Expectations and Building Positive Behavior

Improving Equity and Outcomes for Adolescents with Disabilities

A Guide to Implementing Peer-Mediated Interventions in Schools

How to Make PBIS Culturally and Linguistically Responsive (PBIS-Compatible Resources for Culturally and Linguistically Responsive Teaching)

An Interdisciplinary Perspective

Transition by Design

School Social Work: National Perspectives on Practice in Schools aligns with the SSWAA national model. The book approaches diversity from an intersectionality perspective, accounting for the experiences of students based on differences such as sexuality, race, and gender. Authors from across the U.S. provide a national overview of the profession.

A Knowledge-Outcomes-Impact model for multi-tier systems of behavior support. This KOI PBIS manual will provide your school teams with the tools, forms, and step-by-step instructions to implement a Positive Behavior Intervention and Support (PBIS) system in your school. PBIS is a multi-tiered decision making framework for behavior that is culturally responsive for your staff, students, and community. With PBIS, you will measurably decrease disruptive behaviors, increased academic achievement and improve your school climate and safety.? The eBook interactive textbook, available exclusively online, shows you color photos, videos, and full page documents in every chapter from schools implementing PBIS.

As much as Americans believe in the promise of an egalitarian, color-blind society, the reality is far from that ideal. People of color consistently lag behind their white counterparts in key quality-of-life areas. Despite many significant gains, widespread structural inequalities continue to exist and thrive. Race and Social Problems takes the long view of this state of affairs, offering both multi-level analysis and a practical blueprint for social justice. It begins by explaining how race-related social problems have changed over the decades. This volume identifies factors contributing to their persistence in this century, most notably the central role of economic disparities in exacerbating related social problems and replicating them for future generations. The chapters expand on this knowledge by detailing innovative and successful strategies for addressing aspects of six major areas of inequality: Poverty: challenging standard American concepts of poverty. Education: approaches toward closing the achievement gap. Intergroup relations: enhancing race dialogues. Family and lifespan: programs targeting families, youth, and elderly. Criminal justice: reducing incarceration and increasing public safety. Health and mental health: promoting positive outcomes. Race and Social Problems casts a wide net across the most pressing social issues, clarifying both the immediate and larger tasks ahead for a range of professionals in such diverse fields as social work, anthropology, communications, criminology, economics, history, law, political science, psychology, public health, and sociology.

Now in a fully revised and updated second edition, this authoritative resource provides a complete toolkit for designing and implementing an evidence-based school safety plan. Foremost experts guide practitioners to understand and prevent violence, bullying, and peer harassment in grades K–12. Best practices are reviewed for creating a positive school climate and

establishing effective security and crisis response procedures. The authors describe ways to identify and support behaviorally at-risk students across multiple tiers of intervention, beginning with universal screening. In a convenient large-size format, the book includes reproducible planning tools. Purchasers get access to a Web page where they can download and print the reproducible materials. New to This Edition *Reflects over 15 years of research advances, new initiatives, and the growth of universal prevention models. *Grounded in current positive behavior interventions and supports (PBIS) practices; also incorporates restorative discipline, social–emotional learning, and trauma-informed practices. *State-of-the-art behavioral screening and threat assessment methods are integrated throughout. *Discussions of timely topics, including cyberbullying, the role and limitations of policing in schools, and racial/ethnic disparities in discipline. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

Social Justice for Children and Young People

Handbook of Effective Inclusive Elementary Schools

Responding to Problem Behavior in Schools, Third Edition

Supporting Schools to Serve All Students

KOI PBIS Tier 1 Manual

Blending RTI and PBIS

Research and Practice

"Now revised and expanded with the latest research and adaptations for additional target behaviors, this is the gold-standard guide to Check-In, Check-Out (CICO), the most widely implemented Tier 2 behavior intervention. CICO is designed for the approximately 10-15% of students who fail to meet schoolwide behavioral expectations but who do not require intensive, individualized supports. In a large-size format with lay-flat binding for easy photocopying, the book includes step-by-step procedures and reproducible tools for planning and implementation. At the companion website, purchasers can download and print the reproducible tools and can access online-only training materials, sample daily progress reports, and an Excel database for managing daily data. (Second edition subtitle: The Behavior Education Program.) Key Words/Subject Areas: CICO, Tier 2, II, behavior education program, behavior support teams, positive behavior interventions and supports, PBIS, daily progress reports, implementation guide, behavioral problems, training workshops, attendance, academic engagement, prevention, elementary students, secondary, children, adolescents, school psychology, school psychologists Audience: School psychologists, school counselors, school social workers, and administrators working with children ages 4-17 (grades PreK-12); PBIS coaches and team leaders; special educators"--

Motivating the SEL Field Forward Through Equity looks for a deeper critical understanding of the role of social and emotional learning (SEL) as a lever for equitable access to the competencies and skills individuals will ultimately need to be successful in school, work, and life.

Many schools have implemented academic response to intervention (RTI) and schoolwide positive behavioral interventions and supports (PBIS) as separate initiatives. This book provides keys to making these programs more effective, seamless, efficient, and sustainable by combining them into a single multi-tiered system of support (MTSS). Steps and strategies are outlined for integrating data structures, practices, teams, and district systems. Contributing authors present detailed case examples of successful MTSS implementation in three states. In a large-size format with lay-flat binding, the book features 27 reproducible checklists and evaluation tools. Purchasers get access to a companion website where they can download and print the reproducible materials plus other helpful resources. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Twenty-first century classrooms are diverse in nature and everchanging. Students enter classrooms with many experiences, both positive and negative, that influence and affect their ability to learn. More specifically, children who have experienced trauma often struggle socially, emotionally, and academically. Unfortunately, many educators are not adequately trained to identify the signs of trauma in children. In fact, they may misinterpret the outward behavioral manifestations of trauma as other conduct disorders. Strategies and Methods for Implementing Trauma-Informed Pedagogy is a critical reference book that helps teachers and administrators identify manifestations of trauma in children and explain the characteristics and classroom interventions and resources that can aid educators in supporting students who have experienced trauma. This text explains the effects of trauma and the ways in which it manifests in children, explores resources and community options to support children who have experienced trauma, presents strategies to help students who have experienced trauma to learn in the classroom, and teaches the management of behaviors in positive ways to cultivate a community of learners. Covering topics such as positive behavioral interventions and supports (PBIS), racial trauma, and student classroom behavior, this text is essential for classroom teachers, teachers in training, school counselors, school psychologists, preservice teachers, administrators, researchers, and academicians.

Race and Social Problems

The School Counselor's Guide to Multi-Tiered Systems of Support

IDEA and the Hidden Inequities of Practice

Multisystemic Approaches

The Check-In, Check-Out Intervention

POSITIVE BEHAVIOR SUPPORTS IN CLASSROOMS AND SCHOOLS

Education and Youth Today

Given the burgeoning number of diverse students in our nation's schools, coupled with the potentially negative outcomes and wasted resources associated with the misidentification of students for special education and excessive use of exclusionary discipline for specific subgroups of students, it is imperative that educational professionals understand and address the implications arising

from disproportionality for children both with and without disabilities. This text contributes unique perspectives and up-to-date information, including advances and research that have emerged since the last of the extant books was published. Presented in three sections, the first considers disproportionality in special education identification, with chapters examining overrepresentation by ethnicity, gender, and language. The second section addresses disproportionality in discipline, specifically focusing on inequalities in school disciplinary actions and juvenile justice decisions based on ethnicity and gender. The final section provides readers with approaches for addressing disproportionality and creating more equitable learning environments now and in the future. The text encourages bidirectional and evolving relationships between the topics examined in each chapter with the historical framework presented. Because of the comprehensive nature of the topics covered in the book, it is an ideal "one-stop" reference for readers aiming to acquire a broad understanding of the key issues related to the topic. The book will appeal to a range of potential readers, including university students and practitioners in the fields of education, psychology, sociology, gender studies, ethnic studies, and criminal justice as well as lay-readers interested in issues of equality and/or education.

Well-educated populations are important aspects of any contemporary society, as education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases. Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources, opportunities, and treatment, which ensures success for every person. Ensuring equal access to quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups. Policy and Practice Challenges for Equality in Education takes a multifaceted look at issues of equality and inequality in education as related to policy, practice, resource access, and distribution. As such, this book explores the potential practices in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities. The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education-related matters. This book is ideal for sociologists, administrators, instructors, policymakers, data scientists, community leaders, practitioners, stakeholders, researchers, academicians, and students interested in educational equality and the unique challenges being faced worldwide.

When the numbers don't lie, this is your guide to doing what's right. If your school is faced with a disproportionate rate of suspensions, gifted program enrollment, or special education referrals for students of color, this book shows how you can uncover the root causes and rally your staff to face the challenge head on. You will: Understand how bias creates barriers to the success of students of color. Know what questions to ask and what data to analyze. Create your own road map for becoming an equity-driven school, with staff activities, data collection forms, checklists, and progress monitoring tools.

The issue of racial disproportionality in the child welfare system, particularly as it impacts African-American children and families, has long been a concern to practitioners and policymakers. However, disproportionality is not limited to the African-American community. Latino, Native-American, Asian-American, and Pacific Islander populations experience inequities in treatment. From leading voices on culturally-competent care comes a cutting-edge book that examines disproportionalities across all of these racial and ethnic groups. Eliminating Racial Disproportionality and Disparities examines a wide range of systems that often affect and interact with child welfare. Chapters are devoted to the juvenile justice system, mental health, the courts, education, and healthcare, making it the only book to offer a multisystemic approach to disparities and disproportionality. Filled with in-depth case studies, key terms, study questions, and resources, and written to reflect CSWE-mandated competencies, this expansive book gives students, educators, policymakers, practitioners, and administrators new knowledge for providing culturally competent services while simultaneously addressing disproportionality across various systems of care.

Key Issues Confronting the Black Community in Denver, CO

DISPROPORTIONALITY IN EDUCATION AND SPECIAL EDUCATION

Handbook of Classroom Management

Critical Examinations of School Violence and Disturbance in K-12 Education

Practice, Policy, and Research

Integrated Multi-Tiered Systems of Support

A Report

Does Compliance Matter in Special Education? IDEA and the Hidden Inequities of Practice Teachers College Press Solving Disproportionality and Achieving Equity A Leader's Guide to Using Data to Change Hearts and Minds Corwin Press

The present volume consists of up-to-date review articles on topics relevant to psychology and law, and will be of current interest to the field. Notably, the majority of these topics are currently attracting a great deal of research and public policy attention in the U.S. and elsewhere, as evidenced by programs at the American Psychology-Law Society and related conferences. Topics for the present volume include: attitudes toward the police (Cole et al.), alibis (Charman et al.), hate crimes based on gender and sexual orientation (Plumm & Leighton), the role of gender at trial (Livingston et al.), neuroimages in court (Glen), intimate partner violence (Mauer & Reppucci), post-identification feedback (Douglass & Smalarz) and individual differences in eyewitness identification (Snowden & Bornstein), veterans' wellbeing (Berthelot & Prager), and plea bargaining (Levett).

Transitions to adulthood for adolescents with disabilities are as diverse as the adolescents themselves. While there have been marked improvements for students with disabilities, there is still concern that employment education and independent living outcomes are not equitable across groups of students. For example, adolescents of color are more likely to face exclusionary discipline procedures in school resulting in detention and court involvement which, in turn, can limit access to educational opportunities in inclusive settings.

Recommending a shift toward strengths-based approaches to research and practice, Trainor explores how all stakeholders, including researchers and practitioners, can help shape equitable opportunities for youth with disabilities in transition. Transition by Design reframes disability, diversity, and equity during the transition from high school to adulthood. "Audrey Trainor offers an excellent treatise on transition research and practice as cultural acts that lead to differential outcomes for youth with disabilities, particularly for those from historically marginalized groups. Each of us must heed her call to examine how our personal and professional cultures influence our work and contribute to equity, or inequity, in programs and services for these populations." -Alba A. Ortiz, professor emerita, The University of Texas at Austin "With passion and precision, Trainor calls us to see the work of transition education through new and broader lenses. Her remarkable book pushes the field to pursue equity and ensure every young person with a disability can flourish." -Erik Carter, professor, Vanderbilt University

Enhance your positive behavioral interventions and supports (PBIS) to do what's best for all students. With this equity-focused guide by Sharroky Hollie and Daniel Russell, Jr., you will discover a clear roadmap for aligning PBIS with cultural and linguistic responsiveness (CLR). Dive deep into why there is an urgent need for this alignment and then learn how to move forward to better serve your learners, especially those from historically underserved populations. Integrate culturally and linguistically responsive teaching with your PBIS strategies: Learn where PBIS falls short and why issues around discipline persist, especially with Black and Brown students. Gain clarity around culturally and linguistically responsive (CLR) teaching strategies in the classroom. Understand the difference between authentic and inauthentic CLR alignment to PBIS. Acquire practical steps, suggestions, and recommendations for being culturally and linguistically responsive in the classroom as well as across schools and districts. Give students the language, activities, and procedures to be situationally appropriate for school situations affected by PBIS in the classroom. Contents: About the Authors Introduction: The Ubiquity of Positive Behavioral Interventions and Supports Part 1: The Why of Culturally and Linguistically Responsive PBIS Chapter 1: The Basics of a CLR-Managed Classroom Chapter 2: PBIS and Authentic Cultural and Linguistic Responsiveness Chapter 3: The Need for Authentic Culturally and Linguistically Responsive PBIS Part 2: The How of Culturally and Linguistically Responsive PBIS Chapter 4: CLR PBIS Alignment, Assessment, and Activation Chapter 5: Situationally Appropriate Opportunities Within PBIS Chapter 6: The Language of Situational Appropriateness Within PBIS Final Thoughts: A Change in Mindset to Enhance PBIS Appendix: Helpful Abbreviations for Cultural and Linguistic Responsiveness

Research and Practice to Reduce Disparities

Volume 4

Advances in Psychology and Law

How to Recognize, Understand, and Help Challenged (and Challenging) Students Succeed

Building Academic and Behavioral Success in Schools

Care and Culturally Responsive Pedagogy in Online Settings

The PBIS Team Handbook

Now in its Second Edition, this seminal handbook offers a comprehensive exploration of how students with disabilities might be provided classrooms and schools that are both inclusive and effective. With an enhanced focus on the elementary level, this new edition provides readers with a richer, more holistic understanding of how inclusive settings operate in K-5, featuring expanded chapters on principal engagement, teacher preparation, district-level support, school-based improvement practices, and more. Fully revised and updated to reflect changes in the field, each chapter synthesizes the research, explores if and how this knowledge is currently used in schools, and addresses the implications for practice and directions for future research.

The second edition of the Handbook of Multicultural School Psychology continues the mission of its predecessor, offering a comprehensive, interdisciplinary view of the field of multicultural school psychology and addressing the needs of children and families from diverse cultural backgrounds. The revised organizational structure includes the following: History and Professional Issues; Consultation and Collaboration; Interventions Focused on Academic and Mental Health Issues; Data-based Decision Making; Systems-based Issues; Training and Research; and Future Perspectives. Nineteen of the volume's twenty-three chapters are completely new to this edition, while the rest have been effectively revised and updated. Comprehensive—In seven sections, this book covers theoretical, research, and practical concerns in a wide range of areas that include multicultural and bilingual issues, second language acquisition, acculturation, parent collaboration, research, and systemic issues. Chapter Structure—Chapter authors follow a uniform structure that includes theoretical and research issues and implications for practice. Recent practice and training guidelines including Blueprint for Training and Practice III (2006), NASP Model for Comprehensive and Integrated School Psychological Services (2010), and APA Multicultural Guidelines (2003) are covered. Interdisciplinary Perspective—Contributing authors are from a wide range of related fields that include school psychology, special education, general education, early childhood education, educational psychology, clinical psychology, counseling, and mental health, thus exposing readers to theory and research from various approaches. Changes—New to this edition is a section focusing on systemic issues such as overrepresentation of culturally and linguistically diverse (CLD) students in special education, prejudice, response to intervention (RTI) for CLD students and English Language Learners (ELL), and end-of-chapter discussion questions. This book is ideal for graduate courses and seminars on multicultural school psychology. It is also a useful reference for researchers and practicing school psychologists and the libraries that serve them.

A Community in Transition

A Practical Guide to Mental Health & Learning Disorders for Every Educator

Policy and Practice Challenges for Equality in Education

A Guide to Creating More Equitable Learning Environments