

Texas Southern University

Digital Scholarship @ Texas Southern University

Dissertations (2016-Present)

Dissertations

5-2023

A School to Probation Pipeline: Examining the Perceptions of Juvenile Justice Personnel with Youth in Harris County

Gloria Okere

Follow this and additional works at: <https://digitalscholarship.tsu.edu/dissertations>

Recommended Citation

Okere, Gloria, "A School to Probation Pipeline: Examining the Perceptions of Juvenile Justice Personnel with Youth in Harris County" (2023). *Dissertations (2016-Present)*. 64.

<https://digitalscholarship.tsu.edu/dissertations/64>

This Dissertation is brought to you for free and open access by the Dissertations at Digital Scholarship @ Texas Southern University. It has been accepted for inclusion in Dissertations (2016-Present) by an authorized administrator of Digital Scholarship @ Texas Southern University. For more information, please contact haiying.li@tsu.edu.

**A SCHOOL TO PROBATION PIPELINE: EXAMINING THE PERCEPTIONS
OF JUVENILE JUSTICE PERSONNEL WITH YOUTH IN HARRIS COUNTY**

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in the Graduate School
of Texas Southern University

By

Gloria Okere, B.A., M.Ed.

Texas Southern University

2023

Approved By

Ihekwoaba Declan Onwudiwe, Ph.D.
Chairperson, Dissertation Committee

Gregory H. Maddox, Ph.D.
Dean, The Graduate School

Approved By

Dr. Ihekwoaba Declan Onwudiwe
Chairperson, Dissertation Committee

11-23-22
Date

Dr. Robert M Mupier
Committee Member

11-23-22
Date

Dr. Andrew I. E. Ewoh
Committee Member

11-23-22
Date

Dr. David Baker
Committee Member

11-23-22
Date

© Copyright By Gloria Okere

2023 All Rights Reserved

**A SCHOOL TO PROBATION PIPELINE: EXAMINING THE PERCEPTIONS
OF JUVENILE JUSTICE PERSONNEL WITH YOUTH IN HARRIS COUNTY**

By

Gloria Okere, B.A., M.Ed.

Texas Southern University, 2023

Professor Ihekwoaba Declan Onwudiwe, Advisor

The school-to-prison pipeline represents a perspective in the administration of justice, where youths in an educational environment are funneled out of the public school system into the correctional institutions. There is a dearth of knowledge in the literature regarding the net-widening effects on youths brought into the juvenile and the criminal justice system that otherwise would have remained in their educational institutions without the criminal justice intervention. The expansion of the justice system's reach to the youths has become so prevalent, raising concerns that research has yet to illustrate what happens before a youth goes from school disciplinary measures and into the prison system. This dissertation endeavors to close this vital gap in the literature by narrowly examining the school to probation pipeline to illustrate how youths are removed from the public school system and subsequently placed on probation through the juvenile justice system's surveillance. The purpose of this study is to examine the perceptions of

individuals who work directly with youth involved in the school-to-probation pipeline using Harris County in Houston, Texas, as the study site.

Fundamentally, the current dissertation employs a qualitative methodology that relies on the perceptions of the juvenile justice personnel, including juvenile counselors, teachers, juvenile probation officers, juvenile case workers, and juvenile detention officers' interviews in Harris County. Purposive sampling technique is used for the interviews. The interviews helped the study to address the research questions in this dissertation and apply positive behavioral intervention and support as a way of addressing the issue of school suspensions that become a gateway to school-to-probation pipeline; utilizing social control and critical race theories found in criminology as the models of explanation.

The findings from this research will bring awareness to the existence of the school-to-probation pipeline. It is anticipated that the data generated from this study would highlight the over-criminalization of minority youths within the public-school settings. The justification for this research appropriately would articulate cogent juvenile justice policy-making parameters for the criminal justice administrators and the society.

Keywords: *criminal justice system, positive behavioral intervention and supports, school-to-prison pipeline*

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF FIGURES	vii
VITA.....	viii
DEDICATION.....	ix
ACKNOWLEDGEMENTS.....	x
CHAPTER	
1. INTRODUCTION	1
Background.....	1
Problem Statement.....	4
Purpose of the Study	7
Research Questions.....	8
Theoretical Basis of Study.....	9
Definition of Terms.....	11
Assumptions.....	15
Limitations	15
Delimitations.....	16
Organization of the Study	16
2. LITERATURE REVIEW	18
Overview.....	18
School Discipline.....	19

	Page
School Discipline in Houston, Texas.....	24
Zero Tolerance Policies and Race.....	26
Exclusionary Discipline.....	31
Theoretical Foundation.....	32
Social Control Theory.....	32
Critiques of Social Control Theory.....	38
Critical Race Theory.....	40
Critiques of Critical Race Theory.....	44
School-to-Probation Pipeline.....	45
Positive Behavior Intervention and Supports.....	49
Shortcomings of Previous Research.....	52
Summary.....	53
3. METHODOLOGY.....	55
Sample Population.....	56
Description of Participants.....	57
Data Collection Analysis.....	60
Summary.....	61
4. DATA ANALYSIS AND RESULTS.....	62
Introduction.....	62
Participant Characteristics.....	63
Overview of Emergent Themes and Subthemes.....	69
Results.....	81

	Page
Summary	85
5. DISCUSSIONS, CONCLUSIONS, AND	
RECOMMENDATIONS.....	87
Introduction.....	87
Summary of the Study	88
Discussion of the Findings.....	90
Implications for Practice	91
Recommendations for Further Research.....	92
Conclusions.....	94
Summary	96
APPENDIX	97
A. DATA COLLECTION INSTRUMENT.....	98
B. INFORMED CONSENT	110
C. RECRUITMENT LETTER	114
D. PARTICIPANT INFORMATION.....	116
E. PARTICIPANTS RESPONSE TO SURVEY INSTRUMENT...	122
F. IRB APPROVAL LETTER.....	126
REFERENCES	128

LIST OF TABLES

Table	Page
1. Qualitative Data Analysis	80
2. Participant Information	117
3. Participants' Response to Survey Information	123

LIST OF FIGURES

Figure	Page
1. HISD Arrest Data 2010-2011	29
2. Role of Participants.....	65
3. Ethnicity of Participants.....	66
4. Gender of Participants.....	66
5. Participants' Experience in the Juvenile Justice System	67
6. Level of Education of Participants.....	67
7. Level of Income of Participants During Childhood.....	68
8. Participants' Interaction with Students' Location.....	68
9. Themes and Sub-themes	70

VITA

2007.....	Bachelor of Arts Texas Southern University Houston, TX
2013.....	Master of Education Texas Southern University Houston, TX
2013.....	Prevention Specialist Fort Bend Regional Council on Substance Abuse, Inc., Houston, TX
2015.....	Rehab Clinician & Care Coordinator, Juvenile Justice The Harris Center for Mental Health and IDD, (MHMRA) Children's Forensic Unit Houston, TX
2021-Present	Adjunct Professor of Administration of Justice Texas Southern University Houston, TX
Major Field.....	Administration of Justice

DEDICATION

I dedicate this dissertation to those who have a dream or aspiration as a reminder to never give up and remember that the impossible can always be possible if you put in the time and work.

ACKNOWLEDGEMENTS

First, I would like to thank my dissertation chair, Dr. Declan Onwudiwe. Dr. Onwudiwe has supported and encouraged me throughout my entire journey in my dissertation program and continues to push me to strive for success. I appreciate his time, patience and support. I am very grateful to have had a chair who is supportive and believed in what I want to accomplish which made this journey worth it every step of the way.

I would also like to thank my dissertation committee for the countless hours of assistance, expertise and guidance through my writing process, Dr. Mupier, Dr. Baker and Dr. Ewoh for their continuous support and feedback. To Dr. Drake who provided continuous assistance and is always there to lend a hand despite her busy schedule did not go unnoticed. To Dr. Henderson and Dr. Nwagwu who have provided me with feedback that is highly valued. To Dr. Gilbert, who has provided me with words of encouragement and wisdom and reminded me to remember my end goal.

To my parents: Thank you for your love and support and your belief in me. I would not have made it as far as I did without the constant encouragement that you all provided and I am lucky to have parents like you. To my siblings and friends who have also pushed me to move forward and motivated me to keep going. Lastly, I would like to thank my classmates for their encouragement and the participants in this study who shared their perceptions with me. Thank you all for your time.

CHAPTER 1

INTRODUCTION

This qualitative research study examined the perceptions of juvenile justice personnel's direct involvement with juveniles within the criminal justice system and how their perceptions illustrate the school-to-probation pipeline phenomenon. The educational system fails to address how disciplinary procedures within the school settings have increased the overrepresentation of juveniles, especially those of color. The research presented in this dissertation will address the existence of the school-to-probation pipeline by focusing on its causes. There has been a lack of research pertaining to how juveniles become involved within the criminal justice system. The school-to-probation pipeline illustrates an institutional problem that can be traced back to school policies within the educational realm. Addressing this pipeline will allow for individuals within the educational and criminal justice system alike to seek and develop policies that will provide better alternatives for juveniles. Chapter 1 will include the following sections: background, problem statement, purpose of the study, research questions, theoretical basis of study, definitions of terms, assumptions, limitations, delimitations and summary of the study.

Background

Law enforcement models are present within the public-school setting that reflect each state's disciplinary policies in an effort to decrease school violence. Starting with the Crime Control Act of 1990, President George W. Bush, along with members of Congress, sought to punish individuals who utilized firearms to commit unlawful acts.

Under this act, the Institute for Legislative Action states that the Gun-Free School Zones Act was initially part of the Crime Control Act of 1990 (Public Law 101-647) that took effect on January 29, 1991. On April 26, 1995, the Supreme Court struck it down as unconstitutional. In *U.S. v. Lopez*, the Court stated that Congress had overstepped its constitutional powers to regulate interstate commerce when it passed the law banning gun possession within 1,000 feet of a school. “School” means a facility that provides elementary or secondary education. “School zone” means the grounds of a public, parochial, or private school, or within a distance of 1,000 feet from such grounds.

Subsequently, the Gun Free Zone Act of 1994 allowed educational agencies to expel students who were known to have brought a weapon to school. This paved the way for school authorities to expel a student for a year and also refer him or her to criminal justice systems. The Gun-Free Schools Act, passed in 1994, mandated a yearlong out-of-school suspension for any student caught bringing a weapon to school. And as states began adopting these zero-tolerance policies, the number of suspensions and expulsions increased (Nelson & Lind, 2015). About 111,000 students were expelled in 2013–14, amounting to 0.2 percent of public-school students (NCES, 2019). In Texas, the number of student disciplinary referrals to In-School Suspension (ISS) classrooms, out-of-school suspension—and ultimately to alternative campuses (Disciplinary Alternative Education Programs)—increased dramatically in the mid-1990s following passage of the Federal Gun Free Schools Act of 1994 and the subsequent 1995 overhaul of Texas school discipline laws.

The school-to-prison pipeline is a phrase that represents a perception where youth in an educational environment are funneled out of the public school system and into the

juvenile justice or criminal justice system. This primarily occurs through the educational policies that are in place in certain school districts. According to the *NAACP Legal Defense Team and Educational Fund*, “These various policies, collectively referred to as the School-to-Prison Pipeline, push children out of school and hasten their entry into the juvenile, and eventually the criminal, justice system, where prison is the end of the road.” The school-to-prison pipeline involves youths who, due to school policies within the school setting, receive some form of reprimand before navigating from schools to prison. A youth is subjected to this form of jurisdiction once probable cause has been established that he or she violated the criminal law or engaged in delinquent behavior. Once this occurs, the juvenile court system conducts an adjudication hearing, which will determine if the juvenile receives supervision that takes place as a form of probation. These practices have become the norm in the educational setting as a form of discipline.

In Texas, each school has a student code of conduct displayed at each school providing a means of classroom management and disciplinary actions. According to the Texas Education Agency (TEA), the Texas Education Code, as it is called, includes all laws and rules passed by the state legislature. It applies to most educational institutions that are supported in whole or part by state tax funds (2022). Chapter 37 of the Texas Education Code includes provisions for independent school districts to provide alternative settings for students’ safety and disruptive behavior. This chapter grants teachers the ability to remove students through a mandatory removal, which places students in an alternative school for a given period of time due to an offense that has been deemed an act that causes harm to another individual or property. Mandatory removal requires the removal of a student who exhibits serious types of behavior, as identified in

TEC 37.006 and 37.007, to either a district alternative education placement (DAEP) program or expulsion. It is important to note that these are not “garden-type” misbehaviors; rather, they are offenses that threaten or cause egregious harm to a person or property. When students engage in this type of behavior, they need to be removed from the classroom immediately (Texas State Teachers Association, 2022).

Under Chapter 37 of the Texas Education Code, teachers also have the right to remove a student from class under their own discretion. Discretionary removals, as they are called, are based on what the teacher believes is appropriate or inappropriate behavior. The discretionary removals may be a little more problematic because they rely on the teacher’s discretion, and this will vary from teacher to teacher, as tolerance levels for inappropriate behavior vary. So, there is no one way or right way to handle a discretionary removal other than to have documentation in place to support this kind of removal (Texas State Teachers Association, 2022).

Problem Statement

While the school-to-prison pipeline is a well-noted issue in society, the school-to-probation pipeline is one that has not been addressed, as it pertains to juveniles and students of color such as Blacks and Hispanics. Limited research exists to explain the development of the school-to-probation pipeline. Over the years, the educational system has seen an increase in students being criminalized as a form of punishment for their misconduct in the school system. School policies such as zero-tolerance have been utilized as a form of discipline, especially as it pertains to students of color, such as Blacks and Hispanics. This form of discipline has led to an overrepresentation in the amount of referrals for this particular population. For example, 17.6 percent of Black

male students received one or more out-of-school suspensions compared with 9.6 percent of Black female students. The percentage of Black male students who received out-of-school suspensions (17.6 percent) was the highest of male students from any racial/ethnic group. This percentage was nearly twice the percentage of the next highest racial/ethnic group—American Indian/Alaska Native male students with 9.1 percent—and was more than twice the percentage of male students from any other racial/ethnic group (NCES, 2019). Prior research has focused on the phenomenon of the school-to-prison pipeline. As literature illustrates, in this pipeline, students are removed from their normal classroom or school environment due to disciplinary actions, such as suspensions or alternative school placement, and then are subsequently introduced to the criminal justice system, which has a higher chance of being in a jail or prison. A literature gap exists that fails to explain what occurs between a youth leaving school and being funneled into the prison system. This proposed qualitative study will examine the perspectives of juvenile justice personnel in order to understand the issue that exists within the educational school setting and communities in which one lives.

Evidence does not show that discipline practices that remove students from instruction—such as suspensions and expulsions—help to improve either student behavior or school climate (U.S. Department of Education, 2017). Disciplinary practices have created an increase in the rate of students that are expelled. This, in turn, can cause some students to become alienated from education for a certain amount of time. The U.S. Department of Education Office for Civil Rights Data Collection reports that about 2.7 million (between 5 and 6%) of all K-12 students received one or more out-of-school suspensions during the 2015–16 school year. In Texas, out-of-school-suspensions are

sometimes accompanied by referrals to criminal justice agencies, where students are then placed on probation. The lack of understanding on how this form of discipline helps create juvenile delinquency calls for a need to understand the perceptions of juvenile justice personnel who have direct contact with youth involved in the school-to-probation pipeline. According to the National Center for Education Statistics (2018), in 2013–14, a total of 246,474 students received out-of-school suspensions in the state of Texas. Although there were more male students suspended than females, the total suspension rates by race indicate 35,826 Whites, 76,431 Blacks, and 118,651 Hispanics.

As shown, Blacks and Hispanics are more likely to have higher suspension rates than White students. Under the Texas Education Code, Chapter 37, students can be expelled from their educational institution when they engage in conduct that is considered offensive or unlawful. Such behavior that occurs on school's grounds or within a certain perimeter of the school determines if the elements are met for causation to expulsion. According to the Texas Classroom Teachers Association (2022), a student may be expelled if the student engages in conduct against another student containing the elements of aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder, or capital murder or the offense of aggravated robbery, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property. These out-of-school suspensions and expulsions often deter students from educational attainment within the ordinary classroom and often result in students dropping out of school or becoming delinquent and engaging in criminal activity. These particular

students are often identified with the label “at-risk,” meaning that they are often seen as individuals who have difficulty transitioning successfully into society and adulthood.

Exclusionary discipline is one of six school policies that lead to higher dropout rates. School systems and policy makers in Texas and throughout the nation must ensure that the necessary reforms and actions be taken to provide equal education opportunity for every child in Texas regardless of race, color, or gender (*IDRA*, 2020). TEA (2007–22) says that state regulations are intended to ensure that all students are treated with dignity and respect, as well as educated in a safe environment. Behavior management techniques or discipline management practices must be implemented in such a way as to protect the health and safety of the students and others. This relates to Positive Behavioral Intervention and Supports (PBIS), which aim to encourage positive behaviors within the school setting. Despite these regulations, the inequalities that are present are examined in this dissertation as they relate to disciplinary actions that contribute to the school-to-probation pipeline.

Purpose of the Study

The purpose of this study is to examine the perceptions of juvenile justice personnel who work directly with youth involved in the school-to-probation pipeline. The current research study explores an area in research that has not previously been studied to the researcher’s knowledge. The school-to-probation-pipeline (STPP) concept has not been studied where no conceptual definition exists. It is built off of existing research relating to the school-to-prison-pipeline. Flannery (2015) describes this concept as the school-to-prison pipeline depriving students of color of their futures by pushing them out

of school's pathway to college and careers and into the juvenile and criminal justice systems.

Research Questions

This research is intended to identify the perceptions of juvenile justice personnel who work directly with youth involved with the criminal justice system. This research examines factors that provide causation toward the school-to-probation pipeline, which helped frame the following issues:

1. What are the shared perceptions of the juvenile justice personnel regarding the concept of the school-to-probation pipeline?
2. To what extent does Critical Race Theory influence the perceptions of juvenile justice personnel regarding the school-to-probation pipeline?

Theoretical Basis of Study

The theories applicable to this study include social control and critical race theory (CRT). Social control theory emerged through the aspect of social order and French sociologist Emile Durkheim's theory of crime and deviance (1895); which he viewed crime and deviance are a part of social behaviors within the society, that crime is embedded within the society, and crime occurs in the interest of one's own self. Albert Reiss (1951) argued that individuals' own personal controls lead them to have conflicts within society citing delinquency as the failure. Due to this particular interest, individuals in this sense may develop weak societal ties, which leads them to become law-abiding citizens. Due to this reasoning, the theory was developed by American sociologist Travis Hirschi (1969), suggest that members in a society tend to conform to law and order.

Hirschi's social control theory took concepts from existing social control theories to illustrate justifications for why people refrain from engaging in criminal behavior.

Social control theory suggests that individuals who have ties to social institutions such as family, school, and other aspects of society are inclined to not break the law. Hirschi believed these individuals with strong bonds to social institutions were less likely to engage in delinquent acts. The theory asserts that there is a variation in the extent to which people believe they should obey the rules of society, and, furthermore, that the less a person believes he should obey the rules, the more likely he is to violate them (Vold et al., 2016). Social control theory forms from the idea of individuals facing a disconnect with society due to the demands of social norms. The framework for social control theory illustrates the importance of individuals forming or maintaining a bond in society. Specifically, it highlights how juveniles can fall into delinquent behavior due to their social experiences. Hirschi's theory exploits how the strength of his four proposed variables of one's bond to society including the central component of the social control theory: attachment to one's family, society, and bonds to others. The other three include commitment to social norms and institutions such as one's occupation, involvement, and belief. Hirschi's theory represents the external factors that individuals have regarding their experience.

All four of these elements are what make up the social bond, and the stronger each of these four elements is, the less likely the individual will be to partake in delinquent behavior. Hirschi's theory proposes that the weaker individuals' bonds are, the more likely they are to commit acts of delinquency (Ford, 2017). The theory implies that juveniles who have weak bonds to society are more likely to engage in delinquent

behavior. The theory also implies that in addition to predicting different delinquent outcomes, social controls have also been used to examine other relationships, particularly parental relationships, which are key factors in predicting crime. For example, Hirschi (1969) indicates that “the fact that delinquents are less likely than non-delinquents to be closely tied to their parents is one of the best documented findings in delinquency research” (Wensel, 2019).

In terms of the school-to-probation pipeline, critical race theory (CRT) explores this context by analyzing societal institutions that create inequalities for certain groups of people. CRT is useful in precisely addressing the continued lack of racial equality (implicit, explicit, and complicit), highlighted by the continued rash of police brutality directed against people of color (De Rosa, 2015). CRT also illustrates how race plays a pivotal role in the treatment of juveniles within social institutions such as the educational setting/school system. CRT was developed by theorists from various disciplines, including legal scholars, researchers, and activists, who have critiqued laws in place that permit covert racism in society. The use of CRT as a framework within a transformative paradigm highlights race, racism, and discrimination within context, often through eliciting the voices of people of color focusing on the “Culturally Diverse Client Motivation 7 multiple-perspective stories of individuals and who tells the stories” (Walck, 2017). In the realm of this study, CRT illustrates how factors such as race and school discipline rotate within this pipeline.

Yosso et al. (2009) asserted that the CRT tenets are a unique approach to existing modes of scholarship in higher education because they explicitly focus on how the social construct of race shapes university structures, practices, and discourse from the

perspective of those injured by and fighting against institutional racism (Barren, 2013). Institutional racism in this aspect illustrates how members in society such as White individuals may create types of strain between different ethnic groups including Blacks and Hispanics, which play a vital role in the disciplinary practices in the educational setting. Racial analysis is the central focus of CRT; however, some CRT scholars (Cho, Crenshaw, & McCall, 2013) also seek to understand the intersectionality of subordination for people of color, including class, gender, language, immigration status, and other forms of oppression (De Rosa, 2015).

The purpose of this study is to examine the perceptions of juvenile justice personnel's direct involvement with juveniles within the criminal justice system, and how these perceptions illustrate the school-to-probation pipeline phenomenon. This study aims to illustrate the existence of the school-to-probation pipeline as a means of providing an understanding to the causes that permit this pipelines' operation. Applying CRT and social control theory to this current study allows the researcher to explore the context surrounding the school-to-probation pipeline and the impact it has on the school policies today. The contribution of both theories allows the researcher to focus on expanding literature that brings awareness to the deep underlying context that race plays as it relates to disciplining juveniles.

Definitions of Terms

The following terms are applied throughout this study contributing to the characteristics of the school-to-probation pipeline. These terms may not be clear to a first- time reader and therefore are defined as follows:

Alternative School: An educational setting designed to accommodate educational, behavioral, or medical needs of children and adolescents that cannot be adequately addressed in a traditional school environment (*Healthofchildren*, 2021).

At-Risk Youth: The term “at-risk youth” describes middle and high school–aged children whose future is at risk, where the likelihood of an adverse outcome is higher than other children unless someone intercedes (*At Risk Youth Programs*, 2021).

Criminal Justice System: Responsible for providing public safety by deterring and preventing crime, punishing offenders, and reintroducing those who have served their time back into the community. The criminal justice system is based on the body of laws that define crimes and offenses, and specify what punishments are appropriate for those crimes (Texas State Records, 2022).

Critical Race Theory: A framework that offers researchers, practitioners, and policy makers a race-conscious approach to understanding educational inequality and structural racism to find solutions that lead to greater justice (Price, 2016).

Disciplinary alternative education programs (DAEPs): DAEPs serve as alternative education settings for students temporarily removed for disciplinary purposes from their regular instructional settings (*Pine Tree Independent School District*, 2022).

Education System: Public schooling, not private schooling, and more commonly kindergarten through high school programs. Schools or school districts are typically the smallest recognized form of “education system,” and countries are the largest. States are also considered to have education systems (Edglossary, 2013).

Expulsion: A permanent removal of a student from his or her regular educational setting due to a violation of serious school rules or policies. The length and reason for expulsion vary by state and school district (School Discipline Support Initiative, 2020).

Exclusionary Discipline: Refers to any school disciplinary practice that isolates students from their classroom environments (Gagnon et al., 2016).

Juveniles: A “juvenile” in this context refers to an individual who is legally able to commit a criminal offence owing to being over the minimum age of criminal responsibility, but who is under the age of criminal majority, when a person is legally considered an adult. The minimum age of criminal responsibility varies internationally between 6 and 18 years, but the age of criminal majority is usually 18 years (Young et al., 2017).

Juvenile Delinquency: The violation of a law of the United States committed by a person prior to his eighteenth birthday which would have been a crime if committed by an adult (U.S. Department of Justice, 2020).

Juvenile Justice Personnel: The primary categories are judges, attorneys, caseworkers (probation officers), and court administrative staff—executive and clerical (*law.jrank.org*, 2022).

Positive Behavioral Intervention and Supports (PBIS): Methods used to identify and support desired behaviors in the school setting; seek to reduce or eliminate poor behavior schoolwide through the encouragement of positive behaviors (PBIS Rewards, 2021).

Probation: Probation is a disposition under which the court conditionally releases the youth to the community in the care and custody of a parent, guardian, or custodian under prescribed rules and conditions (U.S. Department of Justice, 2000).

School Resource Officers (SROs): SROs are sworn law enforcement officers responsible for safety and crime prevention in schools (Community Oriented Policing Services, 2022).

School-to-Prison Pipeline: Refers to the school policies and procedures that drive many of our nation's schoolchildren into a pathway that begins in school and ends in the criminal justice system (Anti-Defamation League, 2021).

Social Control Theory: Asserts that ties to family, school and other aspects of society serve to diminish one's propensity for deviant behavior. As such, social control theory posits that crime occurs when such bonds are weakened or are not well established (Roots of Youth Violence, 2016).

Suspension: Temporary removal of a student from his or her regular educational setting for a violation of school policies or rules (School Discipline Support Initiative, 2020).

Texas Education Code: Includes all laws and rules passed by the state legislature. It applies to most educational institutions that are supported in whole or part by state tax funds (*Texas Education Code*, 2022).

Zero-Tolerance: School discipline policies and practices that mandate predetermined consequences, typically severe, punitive, and exclusionary (School Discipline Support Initiative, 2020).

Assumptions

The nature of this study is such that assumptions will be made. The first assumption is that the participants in the study provide honest and candid responses. The second assumption is that the participants recognize their bias and that each individual understands the context of the school-to-probation pipeline. The third assumption is that participants have a genuine interest in the study and its contribution to policy associations within the educational setting. Prior research centers on the school-to-prison pipeline without focusing on the elements before prison, such as alternative schools or probation. Lastly, policies and procedures within educational institutions indirectly create this pipeline that disproportionately affect students of color. Therefore, the researcher reviewed the findings to the best of her knowledge that negated biases and formulated findings based on participant responses.

Limitations

One of the potential limitations of this study is that of saturation, which is an external validity problem. Given the nature of the study, it was exploratory utilizing juvenile justice personnel in Harris County. Selecting individuals who work directly with juveniles involved with the criminal justice system could potentially produce results that are limited. Thus, an adequate sample size was chosen that included participants with diverse educational backgrounds and levels of expertise as it relates to this study.

Another limitation of this study is the lack of research surrounding this topic. The research is formulated from the definition of the study based on the concept of school-to-prison pipeline, which includes similar elements but is missing the important component of probation and all it entails.

Delimitations

The delimitation of this study is based on purposeful sampling regarding the study population. The study population consists of juvenile justice personnel from Harris County. Personnel were identified through the researcher's own personal and professional experiences in the realm of working within juvenile justice agencies and attending events throughout the community. The researcher was able to build relationships during these times, which will be described in more detail in Chapter 4. Before conducting the study, the primary researcher obtained approval from the Institutional Review Board (IRB). Written consent was obtained from all study participants, who were made aware of the voluntary nature of their participation and given the opportunity to discontinue at any time.

Organization of the Study

The purpose of Chapter 1 is to introduce the study's scope and focus relating to the school-to-probation pipeline. The chapter reviewed the background, problem statement, purpose of the study, research questions, theoretical basis of study, definitions of terms, assumptions, limitations, and delimitations of the study. Chapter 2 introduces prior and existing research of the school-to-prison pipeline that creates the topic of the school-to-probation pipeline. This chapter also reviewed the literature gap that exists pertaining to this topic along with determining factors of the school-to-probation pipeline, which warrants the need for additional scholarly work on this concept.

Additionally, Chapter 3 consists of the research methodology, sample population, description of participants, data collection/analysis, and summary. Chapter 4 presents data analysis and results, participant characteristics, overview of emergent themes and

subthemes, results, and summary. Lastly, Chapter 5 includes a summary of the study, discussion of the findings, implications for practice, recommendations for further research, and conclusions.

CHAPTER 2

LITERATURE REVIEW

Overview

The school-to-probation pipeline is a concept derived from the school-to-prison pipeline metaphor. The practice of pushing kids out of school and toward the juvenile and criminal justice systems has become known as the school-to-prison pipeline (Flannery, 2015). Most frequently, Black and Brown students fall under this practice, which diverts these students from an educational setting toward a criminalized lifestyle. Research has identified various themes that coincide with this concept that relates to school discipline, zero-tolerance policies, and race. The development of these themes is identified throughout of this study, which stems from the research along with data on the school-to-prison pipeline.

This study illustrates what happens when youths are pushed out of the classroom and into the juvenile justice system. It is a concept that researchers use to illustrate the intersection of the K–12 public education system and law enforcement, and the trend of referring students directly to law enforcement for committing offenses at school or creating conditions that increase the probability of students eventually becoming incarcerated, such as suspending or expelling them (Nance, 2016). This phrase also illustrates the social phenomenon of how the educational system continues the policies and practices that directly and indirectly push students of color, such as Blacks and Hispanics, out of school and on a pathway to prison, including, but not limited to, harsh school discipline policies that overuse suspension and expulsion (NEA, 2016). Students therefore become subjected to and familiarized with the criminal justice system due to

disciplinary procedures from their school. This has affected students of color at a disproportionate rate, which is due to bias and subjective views held by school faculty members. This bias originates from the perception of school violence that called for federal, state and city officials to implement policies that promoted school and student safety.

School Discipline

The development of school discipline within educational institutions stemmed from school districts aiming to promote positive behaviors while decreasing disciplinary problems. Since the last 20 to 30 years, there has been a greater focus on children's acting-out behaviors within the school context (Millers & Myers, 2015). Previously, students were expected to follow authoritative discipline while in school, which was implemented by the teachers, who served as substitutes for parental disciplinary figures. In the 19th century, social norms demanded that teachers maintain total control in the classroom (Blakemore, 2016). Problem behaviors of students were an issue in public schools, which enacted disciplinary procedures despite what rights or due process students believed they were entitled to. The history of due process standards in school discipline proceedings probably begins with the Fourteenth Amendment to the U.S. Constitution, which says, *inter alia*: "No state shall . . . deprive any person of life, liberty or property, without due process of law" (Frydman & King, 2006).

Due process serves the purpose of basic fairness. It allows individuals to resolve disputes once a claim or allegation is made against them when there is substantial evidence to support the claim. When a claim is made against a student of inappropriate behavior that results in discipline, there should be enough evidence to support that claim,

and the student and his or her guardian should be made aware of the claim. This is evident in a landmark United States Supreme Court case, *Bolling v. Sharpe (1954)*. This case challenged the concept of fairness and equal protection of the law. A group of African American students claimed being deprived of equal treatment and denied admission into a high school based on their race. The students argued that this racial segregation was a form of discipline constituting an arbitrary deprivation or violating their rights to liberty and unreasonable detention. Notwithstanding *Bolling*, before 1961, due process played a “negligible role in school and college discipline” proceedings. This near absence of due process protection began to change that year when the Fifth Circuit decided *Dixon v. Alabama State Board of Education* (Frydman & King, 2006).

In this United States landmark case, school discipline is illustrated as a means of expelling students without giving proper cause or notice to the students based on his or her race. These students, who were African American, exercised their freedom of speech and were reprimanded for participating in sit-ins and protests, which their prospective school concluded did not represent the school. However, instead of allowing state universities to discipline their students without regard to their constitutional rights as they were permitted to do under the *in loco parentis* era, the Fifth Circuit mandated that state universities had to abide by constitutional restrictions. Specifically, it held that state universities must provide notice and some opportunity to be heard before they could expel their students for misconduct (Lee, 2014). The landmark United States civil rights case *Brown v. Board of Education (1954)* ruled unanimously that racial segregation within the educational setting was unconstitutional.

The *Brown* decision annihilated the “separate but equal” rule, previously sanctioned by the Supreme Court in 1896, that permitted states and school districts to designate some schools “whites-only” and others “Negroes-only. . . . But *Brown* was unsuccessful in its purported mission—to undo the school segregation that persists as a central feature of American public education today” (Rothstein, 2014). Although *Brown v. Board of Education* broke down barriers relating to obtaining access to equal educational opportunities, the achievement gap still remained between minority juveniles and their White counterparts.

Due process and equal educational opportunities became some of the mechanisms for change within the educational environment. School discipline itself was not without corporal punishment. This afforded teachers the ability to discipline students through means of physical pain due to what the teacher viewed as undesired or unacceptable behavior. Corporal punishment encompasses all types of physical punishment, including spanking, slapping, pinching, pulling, twisting, and hitting with an object (Morin, 2020). In the late 1970s, corporal punishment was utilized across school districts as a means of controlling behavior. These incidents were not recorded, and parents were not notified of the discipline occurring. *Ingraham v. Wright* (1977) was a case concerning corporal punishment in a public school and whether corporal punishment violated the Eighth Amendment right of Ingraham and another student, Andrews, from Dade County, Florida. Ingraham was held over a table in the principal’s office and given more than twenty licks because of his failure to respond to a teacher’s instructions in a timely manner (White, 2003). This type of school discipline was upheld due to the Supreme Court’s ruling that the Eighth Amendment’s prohibition of cruel and unusual punishment

was not applicable to students. Corporal punishment by means of spanking, slapping, and hitting a student with an object was upheld in the majority of classrooms. More than 160,000 children, from preschool through 12th grade, were subjected to corporal punishment in public schools in the 2013–2014 school year, according to the U.S. Department of Education (Gersoff & Font, 2016).

The economic inequality reflected within disciplinary procedures also stemmed from President Nixon's 1970 War on Drugs initiative. He dramatically increased the size and presence of federal drug control agencies and pushed through measures such as mandatory sentencing and no-knock warrants (Drug Policy Alliance, 2022). This campaign aimed to target illegal drug use, abuse, and trade in the United States. The war on drugs, however, contributed to mass incarceration of minority individuals as Blacks in particular were subjected to disproportionately harsh sentencing practices. The well-known policy advisor to President Nixon, John Erlichmann, stated in a 1994 interview that the war on drugs had two enemies: the antiwar left and Black people. "You understand what I'm saying? We knew we couldn't make it illegal to be either against the war or black, but by getting the public to associate the hippies with marijuana and blacks with heroin, and then criminalizing both heavily, we could disrupt those communities" (Klein, 2018). The criminalization of drug use within the United States fueled the school disciplinary policies and increased police presence within the schools. School discipline was related to the accountability factor that school systems hoped to promote in their campaign for positive school climates.

The integration of crimes and drugs migrated within the school system, where the promotion of stricter school polices became implemented due to a heightened increase of

gun violence within schools. The Public Safety and Recreational Firearms Use Protection Act signed by President Clinton during the early 1990s set the tone for banning semiautomatic assault weapons. However, this bill only applied to certain types of weapons, and many citizens believed it did not reduce gun violence. Many youth have grown up in the shadow of mass shootings, including at Columbine High School, Sandy Hook Elementary, and Marjorie Stoneman Douglas High School (NEA, 2021). Mass shootings in schools heightened school policies that created a strong bipartisan support towards mental health and school safety. School safety became a priority, focusing on practices within the school setting that aimed to decrease school violence. These practices have been coupled with disciplinary policies that lead to school expulsions and suspensions. The Government Accountability Office (GAO) examines these practices to measure their effectiveness relating to the decrease of school violence (Arundel, 2020). School shootings in the United States have become an epidemic since the late 1990s. The 1999 shooting at Columbine High School was a watershed moment for many state lawmakers working to keep schools safe. In response to that school shooting—and several other high-profile shootings over the next two decades—policy makers passed new statutes and enacted new regulations in hopes of stopping similar incidents (Temkin et al., 2020). Policies such as restorative justice, administered during through the Obama administration, focused on reducing exclusionary discipline and focusing on positive climate and fair discipline policies in order to negate disproportionate disciplinary procedures that affect students such as Blacks and Hispanics and students with disabilities. A common practice in schools is the restorative “circle” where individuals within the school discuss their lives and work together to solve problems, or they hold

dialogic conferences among students and teachers (Warnick & Scribner, 2020). During the Trump administration, restorative justice was not openly received or even considered in society.

Restorative justice within the school system was rescinded by the Trump administration due to the belief that it failed to allow teachers and school staff to report students with behavioral issues. Though the Obama administration restorative justice decreased the arrest of Black students due to referrals and calls to police officers, the Trump administration argued it warranted the failure to track the history of behavioral students who could potentially become involved in criminal behavior. The new recommendations came from Trump's federal school safety commission, which was formed in response to the Parkland massacre. The plan calls for rolling back an Obama-era policy that was meant to curb racial disparities in school discipline, but that critics say left schools afraid to take action against potentially dangerous students (Binkley & Ortega, 2018). Addressing violent behavior does not negate the fact that it occurs within the school system.

School Discipline in Houston, Texas

Traditionally, school disciplinary policies were placed in the hands of school administrators to engage in procedures they deemed fit for their schools. Teachers would report inappropriate behavior of students to their administrators or engage in corporal punishment as a form of school discipline. Houston, Texas, stands as the fourth-largest city in the United States, with the Houston Independent School district (HISD) being the largest public school system in the state of Texas. The district serves a widely diverse student population of more than 203,000 in the district's 279 schools (Kennedy, 2019).

Despite this diversity, racial disparities regarding school discipline have been evident. Black students are at a higher risk for disciplinary actions than their peers of other racial groups, demonstrating school inequality. Overall, although Black students made up just 24% of the district's enrollment, they represented 37% of the students receiving in-school suspensions, 51% of those receiving out-of-school suspensions, and 56% of expulsions as well as 53% of the referrals to law enforcement, according to data from the 2015–16 school year released by the Department of Education's Office for Civil Rights (Binkovitz, 2018).

Teachers within HISD have the authority to remove students from the classroom whom they believe are disruptive and violent. Since the adoption of the Texas Safe Schools Act in 1995, all Texas public school districts have been required to provide disciplinary alternative education programs (DAEPs). DAEPs serve as alternative education settings for students temporarily removed for disciplinary purposes from their regular instructional settings (*Pine Tree Independent School District, 2022*). Research has illustrated that the removal of a student from his or her school environment for a period of time can hinder his or her educational growth. Texas schools sent 80,815 students to DAEPs in 2018–19. DAEP referrals disproportionately affect Black students, who made up almost 23% of the students referred to DAEPs but only 12.5% of the student population (Ramon, 2020). Black students are thus overrepresented in disciplinary referrals when compared to students of different races. African American students are inconsistently excluded from classroom instruction, which increases discipline recidivism; purposefully examining the ability to manage student behavior through

relationship building to reduce exclusionary discipline practices remains the objective (Watson, 2018).

Zero-Tolerance Policies and Race

As a result of harsh disciplinary procedures, zero-tolerance policies became implemented within educational institutions. In Texas and nationally, zero-tolerance policies are removing thousands of juveniles from the classroom and sending them to in-school and out-of-school suspension and to DAEPs. For too many, involvement in the school disciplinary system becomes a gateway to the justice system (*Texas Appleseed*, 2007). Zero-tolerance policies punish all offenses severely, no matter how minor. School systems began adopting the tough codes after Congress passed the 1994 Gun-Free Schools Act, which required one-year expulsions for any child bringing a firearm or bomb to school (Koch, 2000). These policies were highly influenced during the late 1980s through the early 1990s by the Reagan administration's "war on drugs," President Bush's Gun-Free School Zone Acts, and President Clinton's 1994 crime bill that included "three strikes" policies implemented in the United States as a means to toughen crime control. Zero-tolerance policies became a means of social control, in order to remove any student deemed to have disruptive or problematic behaviors. The policies were extended to include a variety of offenses that disrupted the day-to-day learning activities of an educational institution.

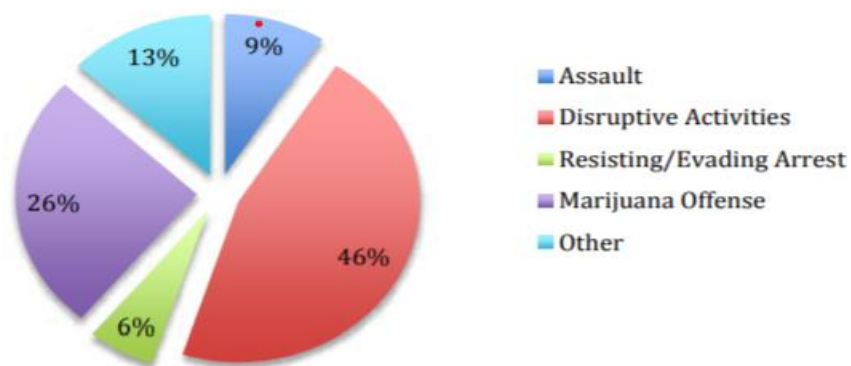
The majority of shootings that have occurred in K–12 schools did not involve a mass shooter targeting a school but rather involved a student bringing a gun to school (Bowmer, 2017). Hence, after President Nixon's "war on drugs" policies that criminalized Black youths through higher rates of arrest, Gun Free Zone Acts (GFSZA)

were intended to reduce the presence of guns and crime within certain locations, such as school zones. A school zone, as defined by the GFSZA, is any distance 1,000 feet from the school (Belinskas, 2017). Any known possession of a firearm thus violated the GFSZA, which allowed educational administrators to expel any student known to be in possession of a weapon. Belinskas (2017) illustrated that the fact that only about 6,000 students are expelled per school year for bringing a firearm to school (U.S. Department of Education, 1998) would suggest that only a fraction of students who do so are being detected or sanctioned, particularly given current zero-tolerance policies that require suspension or expulsion (usually the latter) for students who carry guns to school. Expansion in the coverage of zero-tolerance policy to offenses outside the initial scope of weapon and drug offenses has led to a disproportionate ratio of African American students and students with disabilities being excluded from schools through punitive measures, including suspensions, expulsions, and, in many cases, referral to law enforcement agencies (Dickerson, 2014).

The 1994 crime bill accelerated the U.S. prison boom by authorizing more than \$12 billion to subsidize the construction of state correctional facilities, giving priority to states that enacted so-called truth-in-sentencing laws (Chung et al., 2019). Although crime during that time was steadily decreasing, the federal prison population doubled. The crime bill implemented a rash of new three-strikes laws—laws that impose automatic life sentences for people convicted of certain felony offenses if they already have two convictions on their record (Shannon, 2019). Three-strikes policies have been utilized for purposes ranging from felony sentences to school and classroom discipline. In recent years, the struggle to keep violence and crime out of schools has led to the

implementation of three-strikes policies: three warnings and the student leaves class, three visits to the principal and the student is suspended, three suspensions and the student is expelled (Healy, 2014). The get-tough-on-crime bills increased the presence of law enforcement within the school system, which has continued to cause disparities regarding arrests of students of color such as Blacks and Hispanics over disciplinary actions.

Certain actions resulted in the criminalization of students' behavior, which allowed for an increase in law enforcement presence within the schools. Law enforcement personnel within schools are often referred to as School Resource Officers (SROs). The responsibilities of SROs are similar to regular police officers in that they have the ability to make arrests, respond to calls for service, and document incidents that occur within their jurisdiction (Community Oriented Policing Services, 2022). School discipline in many schools within HISD involves the presence and involvement of SROs. Research illustrates that the presence of SROs increases the racial disparities and bias due to disciplinary referrals leading to suspension and expulsion of students. According to Texas Appleseed (2010), Houston ISD had an enrollment of 203,294 students in 2010–11. The district has its own ISD Police Department, with 193 police officers and 12 security officers. Houston ISD issued 4,313 tickets during the 2009–10 school year and 3,363 tickets during the 2010–11 school year. Houston ISD's ticketing rate (citations/1,000 students) in 2010–11 was 16.5 (*Texas Appleseed*, 2010).

Figure 1*HISD Arrest data 2010–11*

Source: Texas Appleseed

Figure 1 shows the number of arrests made during the 2010–11 school year. Out of the total number of arrests made, 46% were due to disruptive activities. Nine percent of arrests involved assault, 26% included marijuana offenses, 6% were due to resisting and evading arrest, while the remainder 13% were other behaviors that resulted in a student’s arrest. Houston ISD made 1,483 arrests during the 2009–10 school year and 1,349 arrests during the 2010–11 school year. Houston ISD’s arrest rate (arrests/1,000 students) in 2010–11 was 6.6 (Texas Appleseed, 2010).

Between 2012 and 2014, African American students made up approximately 12–13% of the student population but accounted for approximately 36% of all tickets issued by SROs and 39% of arrests made by SROs. Altogether, “Black students are 2.3 times as

likely to receive a referral to law enforcement or be subject to a school-related arrest as white students” (Quereshi & Okonofua, 2017). The presence of SROs creates a shift in an educational setting for students that can affect their learning. When a student’s behavior violates a school’s rules, he or she is often sent to an alternative school, suspended, or even expelled. Nationwide data show that Black students are at the greatest risk for suspension. Black students face the highest risk of suspension, followed by Native Americans and then Latinos (Losen et al., 2014). Tickets and complaints regarding these students can lead to referrals, which can cause them to be subjected to juvenile probation.

For students of color, disciplinary policies create racial disparities leading to unequal treatment. A landmark study published in 2014 tracked nearly 1 million Texas students for at least six years. The study controlled for more than 80 variables, such as socioeconomic class, to see how they affected the likelihood of school discipline. The study found that African Americans were disproportionately punished compared with otherwise similar White and Latino students (Elias, 2013). The implicit and explicit biases are illustrated by the overrepresentation of students of color such as Blacks and Hispanics within the criminal justice system. According to a 2014 report on racial discrimination in America, juveniles of color represented 67% of “juveniles committed to public facilities nationwide,” nearly twice their share of the juvenile population. Despite making up only 15% of the juvenile population, Black juveniles were arrested two times more often than their White counterparts (Hagler, 2015). The subjective behavioral issues that African American students may demonstrate at times results in disproportionate arrests being made, referrals, and suspensions and expulsions of these particular students.

Exclusionary Discipline

African American students are subjected to disciplinary procedures that include suspensions and expulsions at a rate higher than any other race within the educational setting. Exclusionary school discipline refers to any school disciplinary practice that isolates students from their classroom environments. In-school suspension (ISS), out-of-school suspension (OSS), and expulsion are all forms of exclusionary discipline (Gagnon et al., 2016). Studies have shown that exclusionary discipline creates an effect on students that results in lower achievement and dropping out or failing to continue on with school. Schools that suspend more students see a host of negative outcomes later in life. These negative outcomes include lower educational achievement, lower graduation rates, lower college enrollment rates, and higher involvement in the juvenile and adult criminal justice systems (Bacher-Hicks, 2020). This has been evident for African American students, for whom the effects of this type of discipline produces negative achievement outcomes. Students who are suspended or expelled from school not only miss critical days of instruction, but they are permanently stigmatized as “problem students,” which disrupts academic progress. As students who are suspended or expelled are more likely to be held back a grade or to drop out of school, the racial bias in school discipline contributes to the achievement gap between Whites and students of color (Equal Justice Initiative, 2015). The underlying racial bias is illustrated when viewing the disparities of exclusionary discipline; however, school districts attempt to focus on a student’s misbehavior as the driving force toward discipline.

Disparities in discipline are seen as early as preschool. For instance, African American preschool students are more than three times as likely to be sent home for

misbehaving as White children. These disparities continue in kindergarten through 12th grade. In 2013–14, 18% of African American boys were suspended compared to 10% of African American girls, 5% of Caucasian boys, and 2% of Caucasian girls (Taylor et al., 2019). It is evident that the subjective racial bias of school staff is a factor in the determination of exclusionary disciplinary based on one's own stereotype of African American students. Taylor et al.'s (2019) research illustrates that stereotypes have a long and convoluted history in the United States, widely influencing African American males, who are the most visibly stereotyped racial group in the United States. Due to this racial imbalance, notable disparities are bringing awareness to interventions that should not be race specific.

Theoretical Foundation

The current study is guided by two theoretical frameworks that serves as a lens that outlines the racial disparities and disproportionate disciplinary procedures utilized within the educational realm. Hirschi's (1969) social control theory and critical race theory (1970s) created by Derrick Bell, Kimberlé Crenshaw, Richard Delgado, and others are featured as the conceptual model for this study. The assumptions of each theory is highlighted to illustrate the connection of race and discipline as it pertains to the school-to-probation pipeline.

Social Control Theory

Individuals engage in criminal activity when their bond to society is weak. Social control theory, originally known as social bond theory purports this notion. The fundamental question addressed with social control theory can be traced back to the work of Thomas Hobbes. Hobbes, and later the classical criminologists Jeremy Bentham and

Cesare Beccaria, assumed that human nature is fundamentally asocial or selfish (Costello, 2014). This theory is built on traditions of classical theory which implies that crime occurs due to one's own free will and rational thought. Developed by Travis Hirschi in 1969, suggests that one's level of social control determines the likelihood that he or she would participate in criminal activities. Hirschi argues that individuals who engage in these criminal activities are motivated due to one's own self-control and what he or she gains from the crimes committed. Crawford (2014) states that according to Hirschi, delinquency and crime is explained through four types of basic bonds that people develop, which determine whether or not they will become involved in criminal activity. These four bonds include attachment, commitment, involvement, and belief. The rationale behind this is the belief that delinquency in itself is natural, a part of being human; so thus individuals in society must conform by creating bonds between them self and society. Attachment represents the social bonds one holds to society such as family, friends, and teachers. Commitment relates to activities one invest his or her time in such as educational and or career goals. Involvement relates to the amount of energy and time spent on activities, which negates time left to engage in criminal behavior. Last is belief; which allows one to assume the values and belief systems of which are the mainstream norms.

Whereas most theorists question the aspect of why people commit crimes, control theories, such as the one posed here, are focused on the central theme of why individuals do *not* commit crimes. In 1969, Travis Hirschi published *Causes of Delinquency*, an exposition of his views concerning delinquency causation. Hirschi believed that delinquency could be explained due to the absences of social bonds. His theory exists as a

kind of control theory (Cretacci, 2002). Deviant behavior emerges due to one's weakened bond toward the nature of society. First, Hirschi (1969) identified three primary foundational relationships that are the most influential in a juvenile's milieu—family, school, and peer groups. These foundational relationships are external to the individual and serve as forms of control (Wensel, 2019). Without a strong connection to these influential factors, deviance results in behavior that violates the social norms in society. Wensel (2019) stated that, according to Hirschi (1969), "the fact that delinquents are less likely than non-delinquents to be closely tied to their parents is one of the best documented findings in delinquency research." Parental attachment is often associated with juvenile delinquency, which illustrates the structure of one's family. This structure pertains to whether or not a juvenile comes from a has a single- or two-parent home as well as the discipline that occurs within the home. Costello and Laub (2020) explain how Hirschi believed the relation between attachment to school and delinquency was assessed with measures of academic ability and performance, how much the student reported liking school, concern for teachers' opinions, and acceptance of the school's authority to set rules for behavior. Poor performance in school relates to how the student shapes his or her feelings towards the school as a whole. This type of performance which is academic is thus paired with one's behavior which could lead to difficulties within the classroom and with school personnel. Hirschi posits that the absence of inhibition or the lack of strong positive relationships and the presence of weak social bonding, especially to school, facilitates engagement in various forms of antisocial behaviors (Gentle-Genitty, 2019). Antisocial behaviors are often associated with a lack of feelings for others, which causes one to engage in deviant behavior.

Mostafa et al. (2018) illustrates that adolescents living with half- or stepsiblings were found to have poorer academic achievement and higher levels of depression, school-related behavioral difficulties, and delinquency than children living with full siblings only. These associations cut across different parental structures and remained after controlling for family background characteristics, family instability, quality of interpersonal relationships within the family, and parental investment in children. The relationships that form tends to strengthen social bonding, that without it creates a key predictor of delinquency for a juvenile. For youth who are exploring their own identity and finding their own sense of self, opportunities for social bonding are an essential ingredient to their academic and future success (Gentle-Genitty, 2019). Poor social bonding and lack of parental attachment cause the juvenile to engage in juvenile behavior. The absence of early family association such as parental and or sibling connection illustrate a predisposed to failure towards school and education. Sprott (2004) examined the effects of school support during childhood on later adolescent violent and nonviolent offending. Data were collected from study participants on three separate occasions: in 1994/1995 when the participants were approximately 10 and 11 years of age; at the ages of 12 and 13 in 1996/1997; and then again at ages 14 and 15 in 1998/1999. Overall, Sprott (2004) found that young people who behaved violently often came from classrooms that provided little emotional support to the students (Wortley et al., 20). Limited support for students creates behavioral problems where classroom management would usually be utilized as a tool for prevention and treatment.

Evidence shows that these factors are linked to juvenile delinquency as Hirschi purports that one's commitment to intuitions allows for conforming to social norms.

Hirschi argued that a commitment to long-term educational or occupational goals acts as a deterrent to delinquency because the successful attainment of these goals is jeopardized by violating the rules of the social institutions that provide educational and occupational rewards (Costello & Laub, 2020). In one of the early control theories, Lilly (2007) writes that Albert J. Reiss (1951) “proposed that delinquency was behavior consequent to the failure of personal and social controls” (Horst, 2012). Horst (2012) reiterates that personal control, according to Reiss (1951), was defined as “the ability of the individual to refrain from meeting needs in ways which conflict with the norms and rules of the community,” whereas social control was “the ability of social groups or institutions to make norms or rules effective.” The more one is committed to one’s academic studies, the less likely it is that one will engage in delinquent behavior, due to the energy invested in one’s educational goals. Commitment relates to the aspect of conformity when members in society bound themselves to conventional norms and rules. Gombar (2016) illustrates that commitment to conformity is identified by three elements: an individual is in a situation whereby his or her involvement in certain activities has direct or indirect consequences on other interests, involvement in those activities must be a conscious choice, and the ramifications of one’s actions must be recognized.

Social groups and institutions relate to the education setting, which assumes that the more involved one is with their educational goals, the less likely one is to have time for any delinquent behavior. Continued involvement in conventional activities strengthens a person’s commitment and investments in all areas of society (McCown-Harris, 2005). Time is of great importance due to the nature of activity one chooses to engage in. Thus, juveniles tend to have more leisure time compared to that of adults due

to not having a full-time job or parental commitments and duties. This, in turn, grants juveniles more time to engage in delinquent activities unless they utilize their time on prosocial activities. Hirschi's question is, "Why don't they commit crimes?" The reason they do not offend is that they are unable to participate in delinquent activities due to limited time (*All Answers Ltd*, 2018). By participating in prosocial activities, the juvenile has less time for deviance. Although data were scarce as Hirschi developed this portion of his hypothesis, with no direct data connecting delinquency to time spent on activities, researchers have found relationships between deviance and free time, feelings of boredom, involvement in sports and youth clubs, and involvement in school-based activities (Costello, 2014).

Social bonds such as one's belief serves the purpose as to what he or she values. Beliefs relates to the laws and rules of a given society that encourages one's behavior towards the norm. Hirschi argued that there is variation in the extent to which people believe in the moral validity of laws and norms, so some individuals regard the norms of society with more reverence than do others (Costello, 2010). Juveniles who have a strong belief system avoid deviance as they accept socialized behavior whereby they engage in productive activities. Belief reflects the extent that an individual embraces prosocial values, rules, and norms. Acceptance of the general rules of conventional society is assumed to inhibit involvement in deviance (Cho, 2010). Hirschi views belief as values and norms that become accepted, which limits the idea for juveniles engaging in criminal activity.

Regarding juveniles, criminal acts have been linked to weak social bonds within society. In the literature on dropouts and chronic truancy, some of the variables that

directly influence the behavior include interactions in the family, peer group, community, personal characteristics, religious community, and factors in the school environment (Gentle-Genitty, 2019). Early intervention warrants deviant behavior of juveniles in order to promote positive social reactions in a healthy society. Cioban et al. (2021) illustrate that despite the way the causal relationship between academic failure and deviance is questioned (Phillips & Kelly, 1979), there is no doubt that school deviance correlates to academic underachievement. Researchers have found that socioeconomic status, cultural capital, and social capital have an impact on academic results, even after controlling for family characteristics (DiMaggio, 1982). Social control theory illustrates precursors toward understanding delinquency and the bonds individuals create that determines their behavior.

Critiques of Social Control Theory

Justifications for criticisms of Hirschi's social control theory have been noted which arises out of limitations placed within his theory. In regard to his social bonds, support is limited towards the variable of involvement. Instead, studies generally have found that youths with more conventional involvement (e.g., participating in organized sports, holding a job) commit more delinquency than do those with less conventional involvement (Bernard et al., 2016). The assumption relates to variables associated with sports such as drug use, which can be a direct cause of juvenile delinquency. Despite Hirschi's claim that juveniles involved in sports are too busy to engage in criminal activity, scholars are divided with this view and its connection to social bonds. Another critique of Hirschi's social control theory is the view on juveniles having a strong parental attachment. One of the weaknesses is that when adolescents are involved in a lot

of delinquent activities outside of their home, the bond they have with their parents weakens. This is because Hirschi did not take into consideration that bonds change over time, and that strong bonds of attachment and involvement can take place among peers even when parental bonds are strong (UKEssays, 2018). There is a sense that this element also fails to take into account the unique bonds juveniles share with extended family members and their effects on the juveniles' aspect to conform to societal norms. The theory's biggest weakness is that it places too much importance on the bonds relative to an individual and society, without looking at other concepts like autonomy and impulsiveness (Social Science, 2021). Critics believe that this creates a state of confusion during Travis Hirschi's original concept of social control, which did not focus on the individual's personality and positive relations with others relative to criminality. For example, many scholars have taken the lack of evidence for an association between attachment to friends and delinquency as evidence against social control theory, which overlooks the important fact that attachment to friends is positively related to attachment to parents in virtually all studies that examine that association (Costello & Laub, 2020). Many of the variations associated with social control theory lean toward social bonds and fail to create an inclusion of other factors, such as race and gender. For example, feminist researchers have argued that traditional theories of crime like social control theory were developed by and about males and question the extent to which they can explain processes leading to female delinquency or the sex difference in levels of delinquency (Costello & Laub, 2020). Nonetheless, it is noted that Hirschi's social control theory had a profound impact in the aspect of criminology and its explanation of juvenile delinquency. Social control theory has successfully pointed out specific elements of the

social bond important in delinquency causation, but it is perhaps better thought of as a general theory pointing to the lack of social integration as the major cause of crime and delinquency (Cullen & Wilcox, 2010). Hirschi eventually expanded on his social control theory, developing a General Theory of Crime (1990), also known as Self-Control Theory, with Michael Gottfredson, which explains various types of crime through the aspect of self-control.

Critical Race Theory

Critical race theory (CRT) is a multicultural discipline that developed over time. The basic tenets of CRT emerged from a framework for legal analysis in the late 1970s and early 1980s created by legal scholars Derrick Bell, Kimberlé Crenshaw, and Richard Delgado, among others (Sawchuk, 2021). Emerging from the civil rights movement, CRT analyzes the structural racism and inequalities that exist within U.S. culture. It emphasizes how individuals in society perceive cultural influences that shape racism and the unique responses of how individuals respond to these elements that are components of CRT. Originating from the Critical Legal Studies Movement (CLS), CRT was a response to the notion that the law is utilized to maintain the social disorder regarding race, while at the same time holding power to produce racial inequality. CRT first circulated in U.S. law schools, bringing together issues of power, race, and racism to address power imbalances, particularly as these are racialized. In 1989, after continued dissatisfaction with the failures of CLS, a number of lawyers left this group and formed CRT (Martinez, 2014).

Components of CRT draw on the notion of race as a social construction. CRT views race as the major dependent variable; race is a social construction, evolving

dialectically in reaction to historical, social, political, and economic contexts (Daniels, 2008). CRT theorists maintain the notion that the division of race is utilized by the dominant group in the United States as a means for superiority in order to exploit those whose skin complexion represents that of inferiority. “CRT recognizes that racism is not a bygone relic of the past. Instead, it acknowledges that the legacy of slavery, segregation, and the imposition of second-class citizenship on Black Americans and other people of color continues to permeate the social fabric of this nation” (McSwain, 2021). In doing this, it examines the structural themes within the United States that promote a racial caste system for people of color. This caste includes institutionalized racism trickling within the education system. The politics aspects of the education system are thus subjective and include racial stereotypes and inequalities within the classroom setting.

For decades, Black students in the United States have lagged behind their White peers in academic achievement (Weir, 2016). The lesson of CRT relates to the landmark U.S. case *Brown v. Board of Education* and what students of color such as Blacks and Hispanics faced before and after the ruling for desegregating of schools throughout the nation. As some Americans celebrated this important ruling and its impact on democracy, their early belief in *Brown*’s power to eliminate racial inequities in the public schools now reflects a hopeful naiveté and the beginning of a decades-long struggle to fulfill its promise (Ramsey, 2022). The theme of racism in the context of U.S. history sparks outrage and confusion as to why reviewing history will create a new division among individuals within the education setting. Equally insidious, if we examine preK–12 school curricula closely, we quickly ascertain whose knowledge is taught, valued, and

represented in schools nationwide. This hidden curriculum flagrantly services White students (Hartlep, 2009). The subject of racial inequality within the educational setting is part of the national conversation, which sparked attention when in 2020, 46-year-old African American George Floyd was murdered at the hands of a White police officer in Minneapolis, Minnesota. This incident led to classroom discussions about race and the American legal system. Silence and inaction reinforce the status quo. Avoidance speaks volumes—it communicates to students of color that racism does not matter enough to warrant attention and, by omission, invalidates their experiences, perspectives, identities, and lives. White students, on the other hand, often see racism being accepted and normalized, without acknowledgment or accountability (NEA, 2021). The academic concept of CRT illustrates how racism is embedded within the writing of U.S. laws and how these laws have systematically produced racial disparities that discriminate against people of color.

CRT illustrates the permanence of racism engulfed within American society. The concept of CRT references the legal scholarship of American law through the institutional dynamics of race. In order to understand racial inequalities that exist within society, CRT includes components to illustrate the underlying perspectives of race and racism. There are five major components or tenets of CRT: (1) the notion that racism is ordinary and not aberrational; (2) the idea of an interest convergence; (3) the social construct of race; (4) the idea of storytelling and counter-storytelling; and (5) the notion that Whites have actually been recipients of civil rights legislation (Hartlep, 2009). The tenets framed the second research question for this study. Various hypotheses emerged

from the tenets of CRT, illustrating the social construct of race and its effect on policies that create a racial divide within the educational institution.

CRT's core tenets assert that although racism is a social construction, it is embedded into everyday American life. Rather than focus on racism as primarily being a problem of person to person racism. CRT elucidates how institutions, systems, and policies can be designed in ways that reinforce, codify, and perpetuate exposures, risks and opportunities that differ across socioeconomic and racial groups (Lantz, 2021). Another tenet of CRT seeks to reject the idea of "colorblindness" and asserts that accountability is fundamental in the systematic nature of racial inequality. Racism and White supremacy are not aberrant, insofar as the oppressors—the status quo—exploit the "others" (the oppressed) in order to maintain their elitist control, as well as to claim that they are neutral (Hartlep, 2009). CRT states that through the aspect of storytelling and recognizing meaning and myths that exist within society. CRT theorists state that counter-storytelling can be utilized to expose the truth of race and its impact on social and structural concepts. Counter-storytelling also aims to expose race-neutral discourse to reveal how White privilege operates within an ideological framework to reinforce and support unequal societal relations between Whites and people of color (Hunn et al., 2022).

CRT aims to illustrate the interaction of race within social institutions like education. Besides Adverse Childhood Experiences (ACEs), which are traumatic experiences children may face before the age of 18, CRT focuses on race, which affects the day to day interactions of people of color in and out of the educational setting. CRT underlines the struggles that students of color face regarding disciplinary actions due to

racial biases and perspectives of these individuals due to the color of their skin. CRT within the classroom setting allows individuals to be more inclusive while bridging racial divides that exist. Scholars who study critical race theory in education look at how policies and practices in K–12 education contribute to persistent racial inequalities in education, and advocate for ways to change them (Sawchuk, 2021). The need to acknowledge structural racism that exists within society promotes growth and conversation whereby individuals within the educational setting become more unified.

Critiques of Critical Race Theory

Conversations that center on race creates race relations within the context of ideologies. America’s problem with racism can be divided into two parts. One contains all the myriad injustices that still blight African American lives a century and a half after the end of slavery. The other is the way that factions on the right exploit racial division as a political tool (*The Economist*, 2020). The call for accountability on the views that America is engulfed in systemic racism has critics believing that the theory promotes discrimination against Whites, who should feel guilty about racism as a whole and their “Whiteness.” Many Republicans view the concepts underlying critical race theory as an effort to rewrite American history and convince white people that they are inherently racist and should feel guilty because of their advantages (Anderson, 2021). In some states, including Texas, legislation has banned the use and teachings of CRT in classrooms within the public setting. This is because they believe that CRT promotes the idea of the United States being inherently racist, and this will be taught to divide students within the classrooms.

The relationship between law and education blends policies and curriculum together, which conservatives believe to be too liberal. Critics argue that CRT is utilized to create a racial divide through the means of education by teaching that the idea of the superiority of a race promotes the idea of structural racism, which should not be taught within the school systems. Some critics claim that the theory discriminates against White people in order to achieve equity. They mainly aim those accusations at theorists who advocate for policies that explicitly take race into account (Sawchuk, 2021). Although the framework of CRT has been around since the 1980s, critiques of it surfaced during Trump's presidency in 2020 when he issued an executive order excluding the teachings of CRT, as he believed it created anti-American propaganda. Conservative activist Christopher F. Rufo embarked on a mission to abolish the theory altogether, believing that the fundamental conclusion of the theory is false. Rufo (2021) stated, "Its premise—that American history includes slavery and other injustices, and that we should examine and learn from that history—is undeniable. But its revolutionary conclusion—that America was founded on and defined by racism and that our founding principles, our Constitution, and our way of life should be overthrown—does not rightly, much less necessarily, follow." For supporters, it is an important framework for understanding the way systemic racism can perpetuate discrimination and disadvantage. For opponents, it is a subversive plan to indoctrinate young Americans to reject their country and its history (Zurcher, 2021).

School-to-Probation Pipeline

When students engage in conduct that violates school policies or are involved in delinquent behavior, an active juvenile criminal record is created. A law enforcement

officer may take a juvenile into custody if there is probable cause to believe that the juvenile violated a criminal law, engaged in delinquent conduct or conduct indicating a need for supervision, or violated a court-ordered condition of probation (Bruchmiller & Nielsen, 2017). Regarding the educational system, referrals are made, which establishes a student's involvement with the juvenile justice system. According to a 2015 report by the Council of State Governments Justice Center, 60,000 young people are incarcerated on any given day, and they are legally obligated to receive educational services (Malter, 2018). Students who are not immediately incarcerated for an offense receive a detention hearing that determines whether or not they will be released or detained until a court date is set for the offense for which they are charged. If the juvenile is kept in detention, a detention hearing must be held every 10 days to determine whether continued detention is warranted. If the court decides to release a juvenile, it may impose specific conditions on him or her relating to the release (Bruchmiller & Nielsen, 2017). One of the terms imposed on a student is that of probation. Of all the court's choices, probation supervision is most commonly used. Because children remain in their homes and schools, probation is the least costly, least disruptive course of action (Juvenile Services, 2020.).

Currently, there are over 800,000 youth involved in the U.S. juvenile justice system. Within this system, probation is the primary tool for managing delinquent youth in various phases: diversion from formal prosecution, community sanction, and aftercare (Rudes et al., 2022). Probation often includes a combination of placement in a treatment center or a secure probation facility and community-based probation that keeps the youth in their home, checking in with their probation officer. Youth may also receive rehabilitative treatment in their community (Texas Appleseed, 2022). Probation is most

often used for first-time offenders or low-offending individuals. It also serves as an alternative to incarcerating a student as it serves to also rehabilitate a student who agrees to the terms and conditions of the probation period. Students who are suspended often commit crimes while being away from school or sent to an alternative school tend to become arrested and placed on probation for a period of time. In a given year, more than 50,000 juveniles are arrested or referred to the juvenile probation system in Texas. Local county juvenile justice systems provide services for these youth, many of whom are diverted from further involvement with the juvenile justice system (Texas Juvenile Justice Department, 2022). After an arrest, a juvenile is usually released to his or her guardian to await hearings prior to trial. One of the potential outcomes after a hearing in Harris County is that of probation. More than 1,500 young people, mostly Black and Hispanic teenagers, were referred to Harris County's juvenile probation department in the year 2020 (Isensee, 2021). Probation serves as an alternative resolution to confinement where juveniles are afforded to remain in their respective homes under the supervision of the juvenile court system. Of all the court's choices, probation supervision is most commonly used. Because children remain in their homes and schools, probation is the least costly, least disruptive course of action (Fort Bend County, 2022).

The STPP is a concept for which no standard definition exists within the literature. Definitions that this concept derives from is that of School-to-Prison Pipeline which is a national trend within the educational system where, due to school policies, students are removed and or funneled from their educational environments and hasten their entry into the juvenile, and eventually the criminal, justice system, where prison is the end of the road (NAACP Legal Defense Team, 2022). Other definitions focus on the

disparities regarding school suspension as it relates to a student's race, gender, and educational disabilities. The School Discipline Support Initiative (2020) defines it as school discipline policies (e.g., zero-tolerance) and practices that remove students from learning opportunities; e.g., Out -of-School Suspension (OSS) and push students out of school (e.g., expulsion, school-based arrest) and into the juvenile and criminal justice systems, increasingly for minor offenses and nonviolent behavior such as smoking cigarettes, coming to school out of uniform, or using a cell phone. Discipline disparities create strategies that promote inequalities toward sanctions imposed on a student. Research and data have indicated that racial/ethnic minorities and students with disabilities are disproportionately affected by such policies and practices.

The original intention of the juvenile court was to act in the best interest of the child, in an informal, caring environment. This often led to arbitrary decisions, according to Lawrence (1998). Treatment and rehabilitation were often a misnomer for a longer and more punitive sentence compared to adults who had committed similar offenses (Jones, 2002). Before a juvenile or student enters into a jail or prison system, he or she is granted alternative choices such as probation. Therefore, the concept of the school-to-prison pipeline is redirected to the concept of school-to-probation pipeline. Reviewing prior literature, which illustrates a student's path toward probation, reveals the following : (1) zero-tolerance policies and school suspensions/expulsions; (2) racial and ethnic disparities and biases; and (3) criminalization of student as she or he is removed from the educational setting and funneled through the pipeline from school to the juvenile justice system. SSTP relates to students in the public education system who are under the age of 18 and fit the definition of what constitutes a juvenile in the state of Texas. The

importance of this pipeline adds to the literature due to the notion that alternatives to incarceration are often overlooked when dealing with juveniles. Instead, the focus point in literature focuses on the transition of students to the adult prison system.

Although most juvenile offenders eventually desist from delinquent behavior (e.g., Farrington, 1986; Piquero et al., 2007), many continue their criminal behavior into adulthood (Rhoades et al., 2016). The SSTP emphasizes factors that contribute to this ongoing system that is revolving within the educational system. The systems that connect this pipeline bring awareness to policies and practices within school districts that funnel this pipeline while seeking alternatives to disciplinary matters that disproportionately place students of color into the criminal justice system. As systems start to shift their practice to keep more youth at home and to use more effective but less costly approaches to supervision and services, the dollars saved can be used to further expand the array of options available (McCarthy et al., 2016).

Positive Behavior Intervention and Supports

Probation provides an alternative to juvenile incarceration or confinement where students are afforded opportunities to remove themselves from the criminal justice system. PBIS is an approach that allows educational school systems to proactively promote appropriate school behavior and safety. It is a commitment to addressing student behavior through systems change. When it is implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective (PBIS, 2022). Educational school systems have implemented punishment in order to correct a student's behavior using disciplinary procedures. PBIS, on the other hand, utilizes an approach that analyzes

the behavior and determines how to deter certain behaviors labeled as problematic. PBIS thus seeks alternatives not geared toward the criminal justice system but rather on problem solving. PBIS strategies are employed by schools to effectively teach, encourage, and reinforce prosocial behavior in and out of the classroom. A positive approach to working with students includes a focus on prevention and early intervention; teamwork between all adults; meeting students' needs; and building a positive school climate (*Texas Education Agency, 2014*). Research illustrates that PBIS is said to produce better behavioral outcomes for students, according to its evidence-based data. The current use of PBIS can be related back to B. F. Skinner's early works. Skinner's (1953) behaviorist views focus on how children acquire new behaviors through the act of observation and reinforcement (Hodnett, 2008). The act of observation can lead to desirable and undesirable behaviors as well as learning about the consequences of those behaviors.

Harris (2020) stated that it is well known that early disruptive problem behavior can lead to antisocial behavior, poor school achievement, and increased risk of delinquency later in life (Fergusson & Horwood, 1995; Jakobsen et al., 2012; Tremblay et al., 1992), which indicates the importance of addressing disruptive behavior during the early grades. Increasing positive behavior leads to higher achievement and participation from students within the school setting. More than 50,000 youths in the U.S. are placed in secure-care residential facilities due to involvement in the juvenile justice system. Through policy and best practices guidance, juvenile justice jurisdictions are encouraged to strengthen positive, instructional, and therapeutic programming to better meet the diverse academic, behavioral, social, and mental health needs of young people in their

care (Center on PBIS, 2022). Effective prevention measures have been proven to decrease inappropriate student behaviors that can result in disciplinary actions. However, it has been found that addressing universal systems through primary prevention reduces occurrences of relatively minor behavior problems that occupy a great deal of staff time and distract them from addressing—or even recognizing—the needs of youth who have more serious behavioral and emotional issues (Nelson & Scott, 2008). Improving the holistic part of a student allows one to focus on his or her development which leads to prevention and not punishment. The collection and use of behavioral data are particularly critical for identifying youths in need of more intensive supports that supplement universally delivered, instructionally based supports for youth at high risk of behavior problems and those with some limited behavioral difficulties (Gagnon et al., 2018).

HISD, for example, understands the need for PBIS and the importance of implementing it across the school campuses. HISD promoted the belief that within this framework, the department supports the explicit teaching of behavior expectations and the implementation of evidence-based interventions to positively impact students' academic and behavior success. Our strategic priority is to improve school conditions for student learning to create a healthy, safe school environment (HISD, 2022). PBIS allows for strategic planning of decreasing referrals within the school system and the concept of positive reinforcement. Systems based on reinforcement lead to more powerful behavior change than do systems based exclusively on punishment (Fluke & Peterson, 2013). Harris County credits PBIS for being a supportive tool as it promotes a healthy, safe environment for students. It motivates students to practice good behavior while allowing for behavior management within the classrooms and normalizes the concept of

appropriate behavior while illustrating behavioral expectations of students. According to the Texas Education Agency (2021), Tiered Interventions Using Evidence-Based Research (TIER) provides information and resources for implementing a multitiered system of support (MTSS), including pathways and PBIS resources for developing an interconnected framework to support mental health. This ensures all students have access to effective, accurate instructional and behavioral practices as well as interventions.

Shortcomings of Previous Research

The review of the literature illustrates a trend of how youth of color, such as Blacks and Hispanics, are pushed out of the public school system and into the criminal justice system to prison—the school-to-prison pipeline. Studies indicate that minority youth, African American males enter the criminal justice system at higher rates than any other racial group. The national rate of youth incarceration was 152 per 100,000; the Black youth placement rate was 433 per 100,000 compared to 86 per 100,000 for White youth (Equal Justice Initiative, 2017). Many studies identify the biases and racial inequality that persist among judges, court room actors, and even personnel within the educational system. Addressed in the literature is the racial gap that explains the disparities and the factors that may provide causation, such as disciplinary actions, which are a leading factor within the school system.

One key factor that is not addressed in the literature is identifying what occurs after a youth or juvenile is removed from the educational setting they are in, and what occurs before they enter the criminal justice system. The gap in research that reviews the concept of probation as an alternative to confinement is a key component of different outcomes a youth may exercise. The number of youths and students who are placed on

probation illustrates the linkage between disciplinary factors and the school-to-probation pipeline. The research data obtained for the purposes of this dissertation provides insight into linkages and key factors that provide causation for the school-to-probation pipeline.

Summary

In further exploring the concept of STPP, the implementation of school discipline coupled with race has profoundly impacted the number of youth who are funneled into the juvenile criminal justice system. Black students are over-represented in arrests, court referrals, and use of force incidents, despite research showing they are no more likely to misbehave than their peers. Though Black students make up 13% of total Texas school enrollment, they represent 32% of tickets/complaints issued, 22% of arrests, and 40% of use of force incidents between 2011 and 2015 (Johnson & Clark, 2016). Teacher frustration with students along with microaggression adds to the concept of STPP. In summary, the literature review has provided the key factors along with definitions of STPP, including its development and reasons for the phenomenon. The review has illustrated how certain educational policies are consistent and persistent in the educational setting, allowing for students of color to push forward toward the juvenile and criminal justice systems. Furthermore, research has tied exclusionary practices to a host of negative outcomes, including lower levels of attendance, self-esteem, academic performance, and graduation as well as higher levels of anxiety, dropout, delinquency, victimization, and arrest (Hemez et al., 2020). Students are safer when policy makers invest in trained restorative justice practitioners, behavior interventionists and counselors to help prevent and address safety concerns, ensure a welcoming environment, and meet

students' needs (Whittenberg & Fernandez, 2022). The next chapter will illustrate the research methods chosen for this study.

CHAPTER 3

METHODOLOGY

The literature suggests that a STPP exists. The following methodology includes an analysis regarding the research method such as the design and procedures included in the study. The reasoning for the chosen methodology is provided. This study's research method included the theoretical frameworks: critical race theory and social control theory along with interviewing juvenile justice personnel to analyze their perceptions due to their direct contact with this particular group of youths. Furthermore, sample population including the participants of this study, and data collection will be discussed. The purpose of this qualitative study aims to analyze the perceptions of juvenile justice personnel with juveniles who have some form of involvement with the criminal justice system and seeks to understand the school-to-probation-pipeline. Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes (Creswell, 2013). A phenomenological research method was a strategy employed using a descriptive analysis which focuses on the phenomena of School-to-Probation Pipeline. It focuses on the lived experiences of individuals as well as how a phenomenon is perceived. According to Penner & McClement (2008), a descriptive phenomenological approach is used when little is known about an issue and

the aim of the study is to make clear and understand the most essential meaning of a phenomenon of interest from the perspective of those directly involved in it.

This method promotes the classification of the data into descriptive categories as well as the examination of survey results which illustrates the description and interpretation of participants' perspectives which are features of all qualitative approaches. "Theme" is the main product of data analysis that yields practical results in the field of study. Meanings are conveyed in terms of themes and their related subdivisions as subthemes, though some variations are available in the use of the terms of "category" and "theme" (Vaismoradi et. al, 2016). Themes are patterns across data sets that are essential to a better description of a phenomenon (Cassol et al., 2018).

Sample Population

This study takes advantage of an ongoing research relationship I have with the Juvenile Criminal Justice System in Houston, particularly Harris County. For this study, the sample consists of 20 participants purposefully selected adults whose ages range from 26 to 50 years of age. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Palinkas et al., 2015). Sandelowski (1995) recommends that qualitative sample sizes are large enough to allow the unfolding of a "new and richly textured understanding" of the phenomenon under study, but small enough so that the "deep, case-oriented analysis" (p. 183) of qualitative data is not precluded. Morse (2000) posits that the more useable data are collected from each person, the fewer participants

are needed (Vasileiou , 2018). Kumar et al. (2020) stated that as a result, sampling does not take representative opinions into account. The emphasis is always on information adequacy or to be more specific information richness. Consequently, more than sample size, sample adequacy and sample appropriateness become extremely important in qualitative sampling (Morse & Field, 1995). The selected individuals provided their perceptions of juveniles through the use of a questionnaire given individually in a private seating area. Each individual was required to have some type of knowledge and involvement regarding this study as it centers on juveniles within this pipeline discussed. Data are collected in person at three distinct locations where the participants worked or had access to an office that allowed for participants' privacy to be respected. The primary researcher met each participant individually and was present to answer any question or wording the participant did not understand. The length of the interviews is no longer than 60 minutes, with the primary replacing all identifiers with pseudonyms for the purpose of the study. Data are stored in a locked cabinet to ensure confidentiality and anonymity.

Description of Participants

The target population assessed in the study were geared toward professionals who render services to youth involved with the juvenile criminal justice system in Houston, Texas. The juvenile justice system presents a range of challenges to law enforcement officers, judges, and juvenile justice professionals (U.S. Department of Justice, 2022). When it comes to personnel who work with youth involved in the Juvenile Justice System, occupations include juvenile probation officers, juvenile detention officers, juvenile case workers, juvenile counselors, and teachers. A breakdown of the participants' roles is included in the next chapter in Table 1. The researcher chose

juvenile probation officers in order to solidify the findings that have been presented in the literature review suggesting that juvenile justice professionals are charged with the responsibility to assure public safety, promote competency development, and provide safe care of juvenile justice involved youth (Clark, 2018).

Juvenile probation officers (JPOs) supervise youth who have been accused or convicted of crimes and are subsequently placed on probation or under protective supervision. JPOs work closely with law enforcement, social services, schools, and parents to help juveniles become successful (Juvenile probation officers, 2020). Juvenile probation officers are responsible for supervising youth and making sure that they are in compliance with court orders. In Texas, individual counties provide services to all youth referred to the juvenile courts and prosecute juvenile cases through either their district or county attorney's office. County juvenile probation departments handle most of the sanctions and therapeutic interventions the courts may impose (*Texas Juvenile Justice Department, 2022*). Harris County Juvenile Probation Department (HCJPD) serves as the largest juvenile probation department in Texas. The average number of youth held in the detention center charged with minor offenses such as trespass, theft, and violating probation—things that some experts say should not land kids behind bars at all—increased by 64% from 2010 to 2017. Meanwhile, the average number held for violent crimes like armed robbery and rape, called “felonies against persons,” increased by about 46% (Rose, 2018). Juvenile probation programs also center on education and prevention.

Juvenile detention officers (JDOs) monitor activities and behavior of juveniles, including safety and security procedures; transports detainees inside the facility; documents activities; is responsible for the care, custody, and control of assigned youth

and maintaining control in the juvenile facility; and processes youths remanded to the facility custody (Texas Juvenile Justice Department, 2022). Juvenile detention officers affect the lives of youth due to their direct interaction with the youth regardless of their length of stay. Juvenile detention and correctional facilities may affect youth with mental health issues due to overcrowding, lack of available treatment/services, and separation from support systems such as family members and friends (Office of Juvenile Justice and Delinquency Prevention, 2017). Juvenile detention officers go through on-the-job training, usually after completion of an academy, which usually lasts three weeks.

The role of a juvenile case worker, also called juvenile case manager in the realm of mental or behavioral health, is to oversee a course of action in the treatment of the individual's diagnosed condition or disorder. Case managers are involved in evaluating clients and coordinating various services to help them gain function and independence (Dayton, 2021). These individuals advocate on behalf of the youth while promoting their well-being. Children with mental health needs sometimes enter a juvenile justice system that is ill-equipped to assist them. Between 65% and 70% of the 2 million children and adolescents arrested each year in the United States have a mental health disorder (NSCL, 2022). Juvenile case workers make a profound impact, as they provide opportunities that allow the juvenile to become rehabilitated back to a successful lifestyle within society.

Juvenile counselors are individuals who provide support and guidance to youth deemed delinquent in order to provide resources and assist them in the rehabilitation process. Juvenile counselors assess the needs of each youth and implement individualized treatment plans, including by outlining goals for what each individual wants to improve upon. A juvenile justice counselor delivers counseling to confined youths in juvenile

facilities (Sun, 2008). Juvenile justice counselors are a vital fragment of America's juvenile correctional system that supports youthful offenders in their development of social and vocational skills, as well as in the implementation of educational plans (Sun, 2008). Juvenile counselors often work in facilities such as detention centers or correctional where they also implement programming that enforces discipline in order to maintain a healthy, safe environment for all.

Teachers are vital in education because they are the drivers behind spreading and providing knowledge to youth, which helps shape their future behavior and cognitive development. A teacher can assist students in making informed decisions while encouraging them to solve real-life problems. Teachers also provide a solid foundation within the school setting while empowering students to succeed. Regarding the juvenile justice system, the teachers serving these students work in a very unusual educational environment where they must manage curricula, students, and facility demands, where the class roll literally changes daily (Reed, 2017). Working with these particular students calls for teachers to provide more caring and stable relationships so that the students' academic needs are being met.

Data Collection Analysis

Data are collected by the primary researcher, who interviewed each participant separately, outside of the participants place of employment and in a convenient location for each participant. The primary researcher was able to answer any questions the participants had and clarify information to obtain accuracy of responses. The data obtained from the participants was coded and categorized into relevant themes. The themes were analyzed and used to illustrate the patterns and commonalities across the

data set. The themes also identified effective management strategies to dismantle the STPP as well as provide evidenced-based behavioral outcomes and interventions such as restorative practices in the school system for this dissertation. Before participants exited the study, the researcher asked them if they had any questions or concerns from the interview. The researcher remained a neutral party throughout the research to avoid biases in the analysis of the participants' responses. The research instrument for each participant was recorded and stored in a cabinet in the primary researcher's home office.

Summary

The study aimed to explore the perceptions of juvenile justice personnel as related to STPP. Participants such as of juvenile counselors, teachers, juvenile probation officers, juvenile case workers, and juvenile detention officers within the school setting were the target population for this study. Through a qualitative, purposeful sampling approach, the researcher aims to test the proposed conceptual frameworks in hopes of highlighting factors that contribute to the perpetuation of the STPP. The following section will also apply the research findings to professional practice and discuss implications for social change within the educational system.

CHAPTER 4

DATA ANALYSIS AND RESULTS

Introduction

This qualitative study was intended to examine the perceptions of juvenile justice personnel's direct involvement with juveniles within the criminal justice system, and how their perceptions illustrate the STPP phenomenon. The purpose was achieved by examining the data gathered by the primary researcher from in-person interviews with 20 juvenile justice personnel that included juvenile counselor, teacher, juvenile probation officer, juvenile case worker, and juvenile detention officers, in the Harris County area of Houston, Texas. The instrumentation used to collect data was an in-depth protocol interview with selected experienced personnel. The interviews took place face-to-face and were recorded for accuracy by the researcher, with a copy being provided to the participants. The researcher was able to answer questions for clarification by the participants. In this chapter, the data gathered from the survey interviews are analyzed.

The chapter will illustrate the demographics of participants involved in the study and research site. It will also highlight their perceptions of the STPP along with the emergent themes presented throughout the survey responses. The demographics of the research participants is analyzed and presented in charts and graphs. Following the overview of the demographic data, the second portion of this chapter illustrates the qualitative results, demonstrating how the research data stratified into three distinct coping patterns or themes for each research question presented. A summary statement of the data analysis concludes this chapter. The purpose of this chapter is to answer the

following research questions: (1) What are the shared perceptions of the juvenile justice personnel regarding the concept of the school-to-probation pipeline? (2) To what extent does CRT influence the perceptions of juvenile justice personnel regarding the STPP? By examining these research questions, the researcher hopes to provide insight on the concept of the school to probation pipeline and illustrate how the data generated from this study would exhibit the overcriminalization of minority youth within the public-school settings.

Participant Characteristics

A total of 20 juvenile justice personnel completed the research survey. Analysis of the participants in this study illustrated a diverse group consisting of juvenile counselors (30%), teachers (30%), juvenile probation officers (25%), juvenile case workers (15%), and juvenile detention officers (0%) within the school setting. Each of the research participants has worked in various capacities with youth involved with the juvenile criminal justice system. In order to maintain confidentiality of participants, protect privacy, and minimize identifiability, pseudonyms are utilized for the participants in this research study.

The research survey was divided into two parts where it first asked the participants questions regarding their demographics. This area consisted of nine categories for the participants to choose a response they best identify with. Table 1 indicates the questions and the participants' responses. Corresponding pie charts include figures of the first seven categories to illustrate the percentages of the participants' responses. Illustrated in Figure 1, the common roles of the participants are Juvenile Counselor (30%), Teacher (30%), Juvenile Probation Officer (25%), and Juvenile Case

Worker (15%). In Figure 2, the two most frequently indicated groups are African Americans or Black (70%) and Hispanic (15%). Figure 3 illustrated the gender of participants of males (35%) and females (65%). Figure 4 illustrated that 50% of the participants had 5 to 10 years of experience working in the juvenile justice system. Illustrated in Figure 5, the common level of education for participants consisted of a bachelor's degree (50%) and a master's degree (50%). Figure 6 illustrated that the level of income of participants during childhood of the majority fell between the middle class \$58,500 to \$145,500. Lastly, Figure 7 illustrated that the two most common locations for the participants' interaction with students were at their school environment located at an HISD campus (30%) and/or other (30%).

Data regarding the last two sections are illustrated in the appendix which Table 1 illustrate more specifically that the locations for the participants' interaction with students occurred at either more than one school or "other." The demographics analyzed the sociodemographic of each participant and the nature of their characteristics. Table 2 illustrates the participants responses on the survey instrument which consisted of Likert type questions ranging from strongly agree to strongly disagree. This allowed for descriptive technique data employed to arrange from the questionnaire.

The second part of the research survey consisted of the descriptive analysis, which highlighted emergent themes and subthemes noted. Through descriptive analysis, the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened (Nassaji, 2015). The elements of data illustrated identified patterns and interpreted the meaning in relation to the research questions. The goal of a descriptive analysis is to

collect data as it is qualitatively, and the method of analysis is also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories (Nassaji, 2015).

Part I.
Figure 2

Role of participants

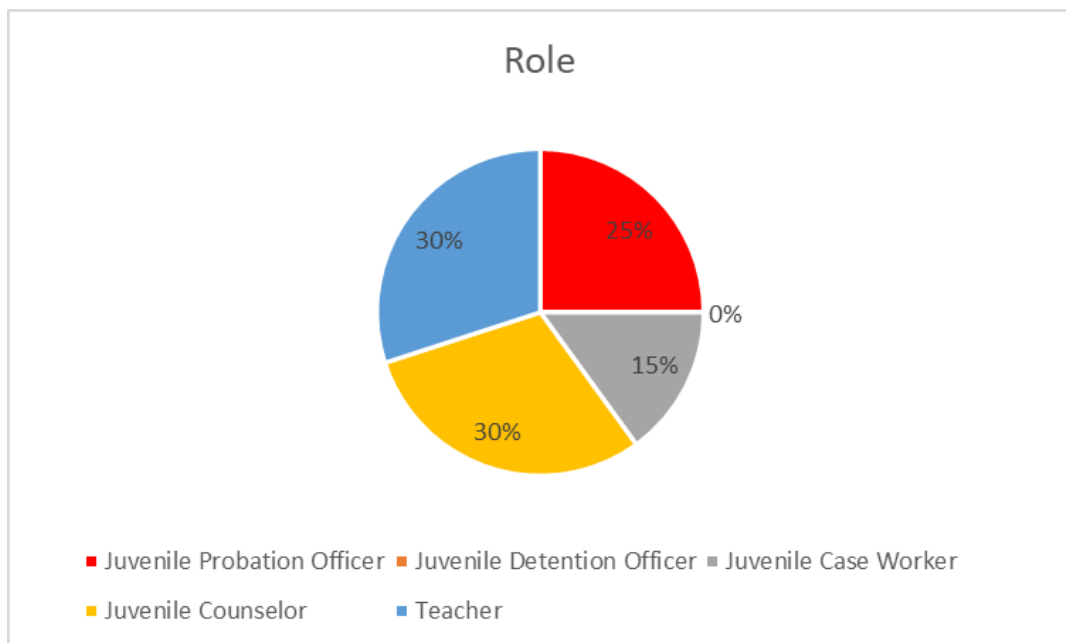


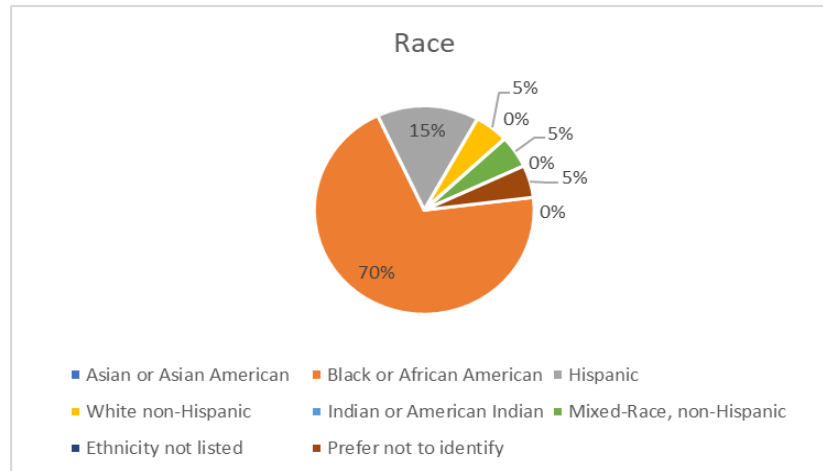
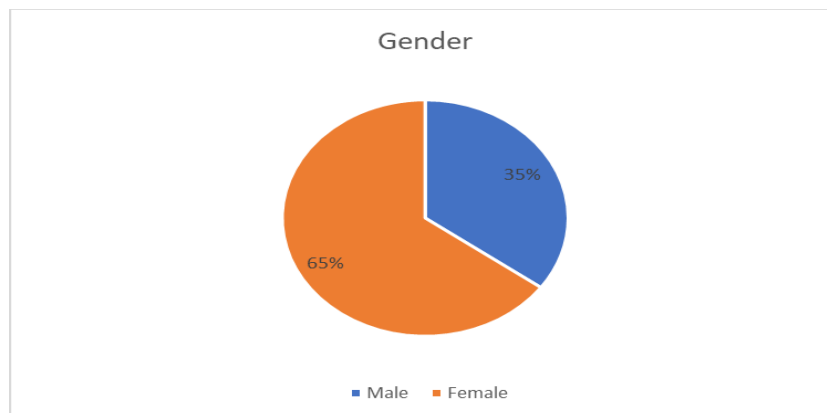
Figure 3*Ethnicity of Participants***Figure 4***Gender of Participants*

Figure 5

Participants' Experience in the Juvenile Justice System

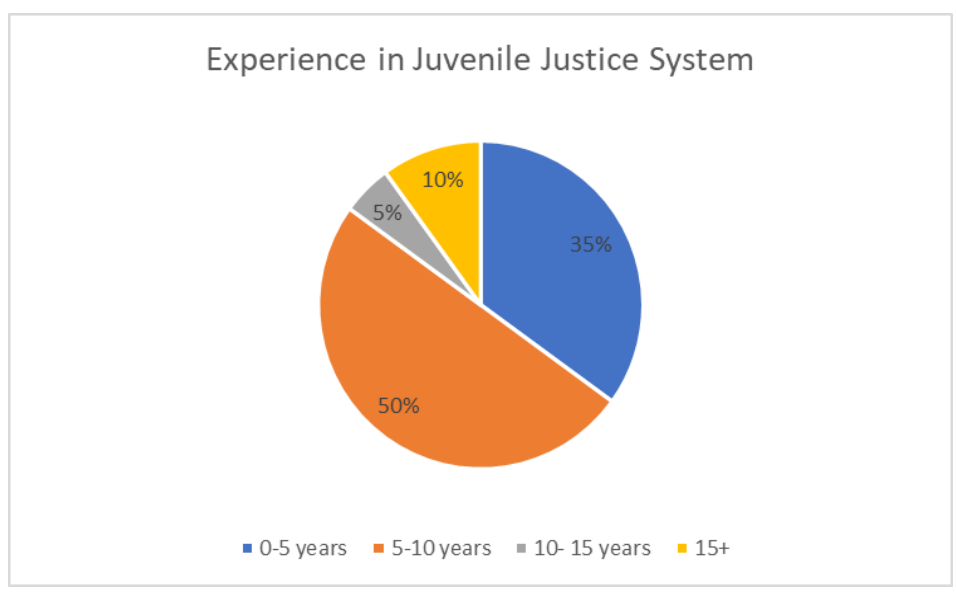


Figure 6

Level of Education of Participants

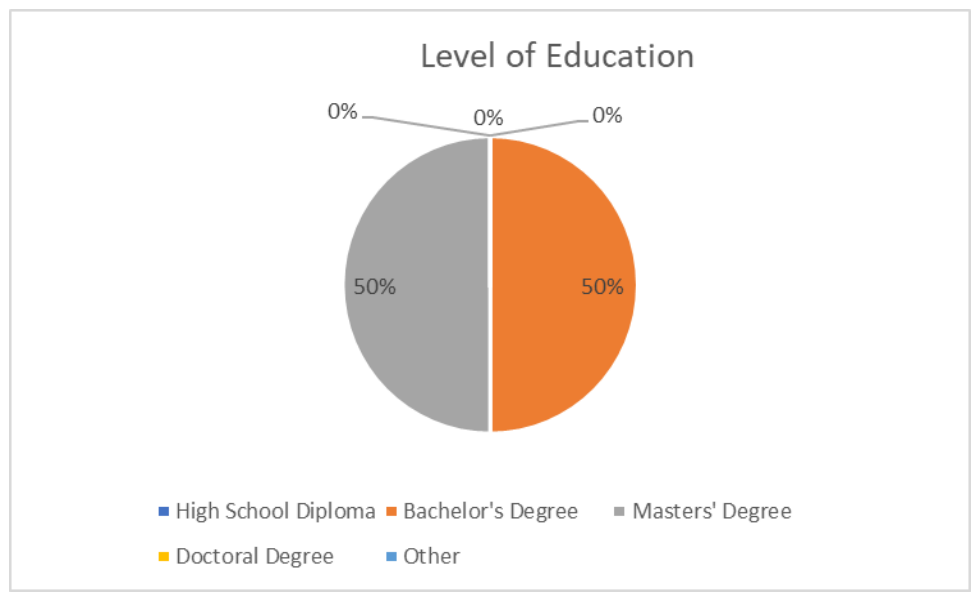


Figure 7

Level of Income of Participants During Childhood

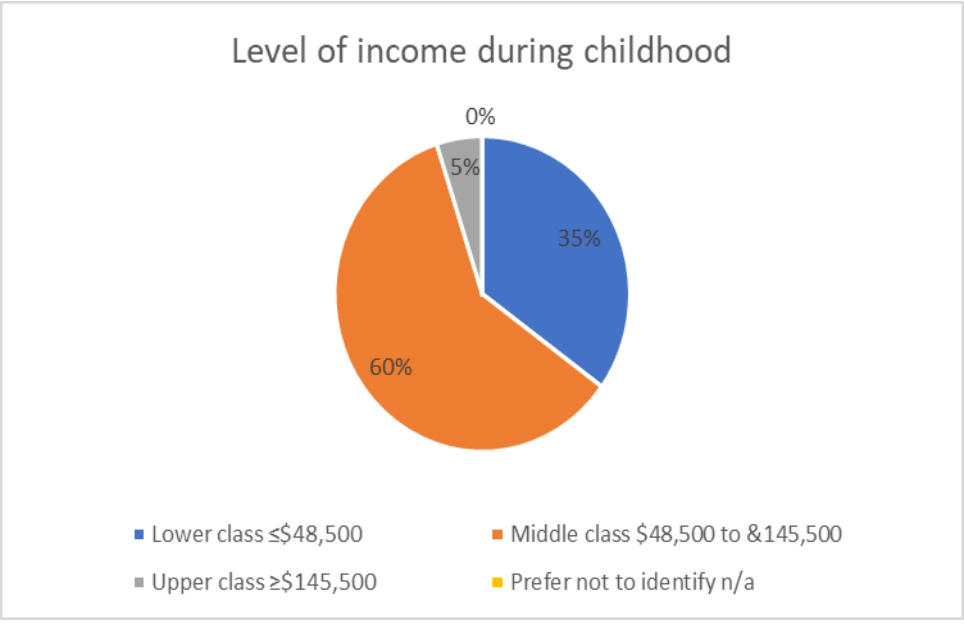
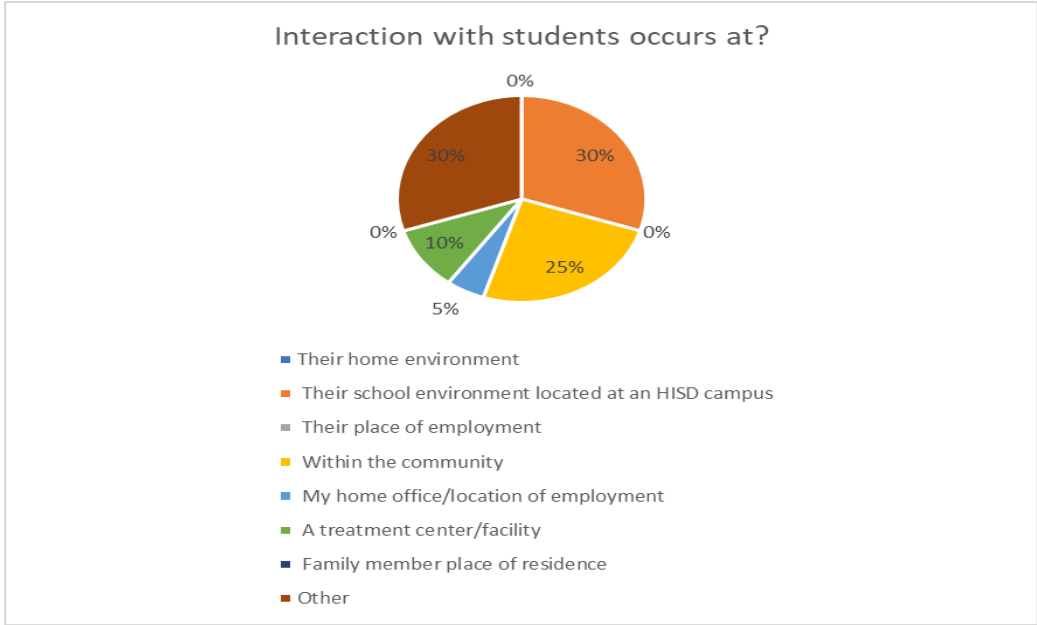


Figure 8

Participants' Interaction with Students' Location



The two most frequently indicated groups in the study consisted of African Americans or Black (70%) and Hispanic (15%). The gender of participants of males (35%) and females (65%). Common level of education consisted of bachelor's degree (50%) and a masters' (50%). Income of participants fell between the middle-class \$58,500 to \$145,500 and participants' interaction with students were at their school environment located at an HISD campus (30%) and/or other (30%).

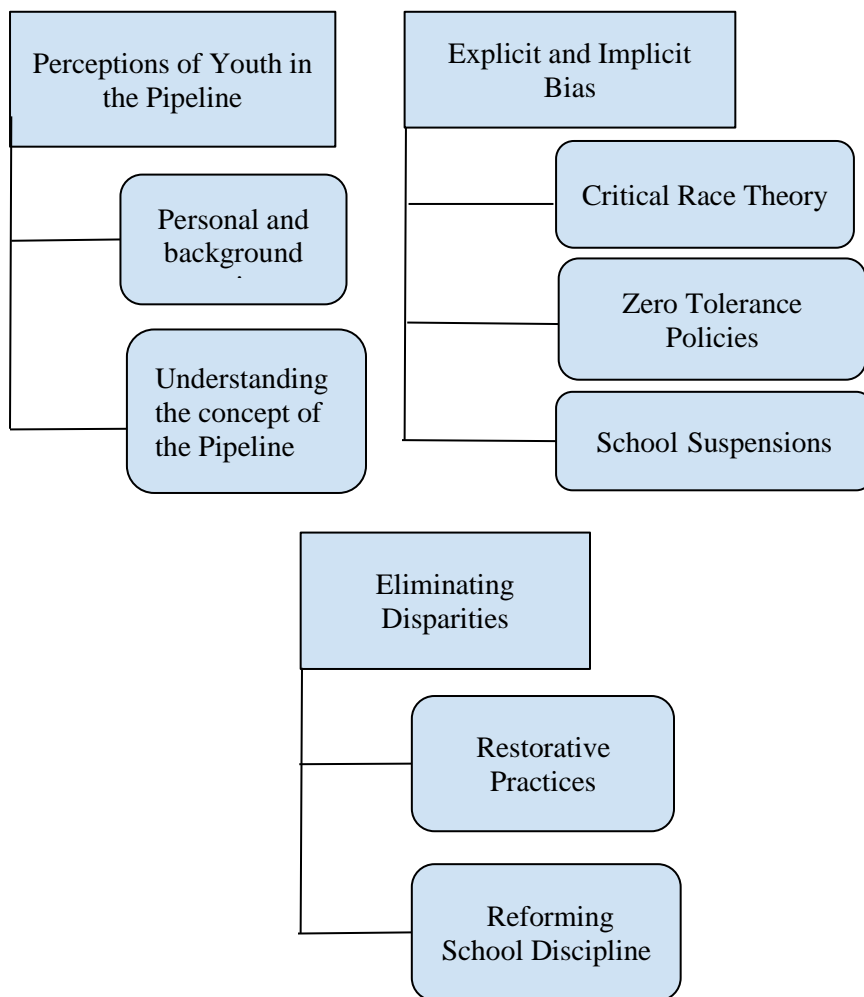
Overview of Emergent Themes and Subthemes

There were three themes that emerged from the research survey addressing the study's research questions,

1.) What are the shared perceptions of the juvenile justice personnel regarding the concept of the school-to-probation pipeline?

2.) To what extent does Critical Race Theory influence the perceptions of juvenile justice personnel regarding the school-to-probation pipeline?)

The main themes that emerged during coding to identify the themes and analyze the meaning are as follows: (1) Perceptions of Youth in the Pipeline, (2) Explicit and Implicit Bias, and (3) Eliminating Disparities. The three themes and their associated subthemes are illustrated below in Figure 8. The analysis of the themes illustrates the overall findings of this research.

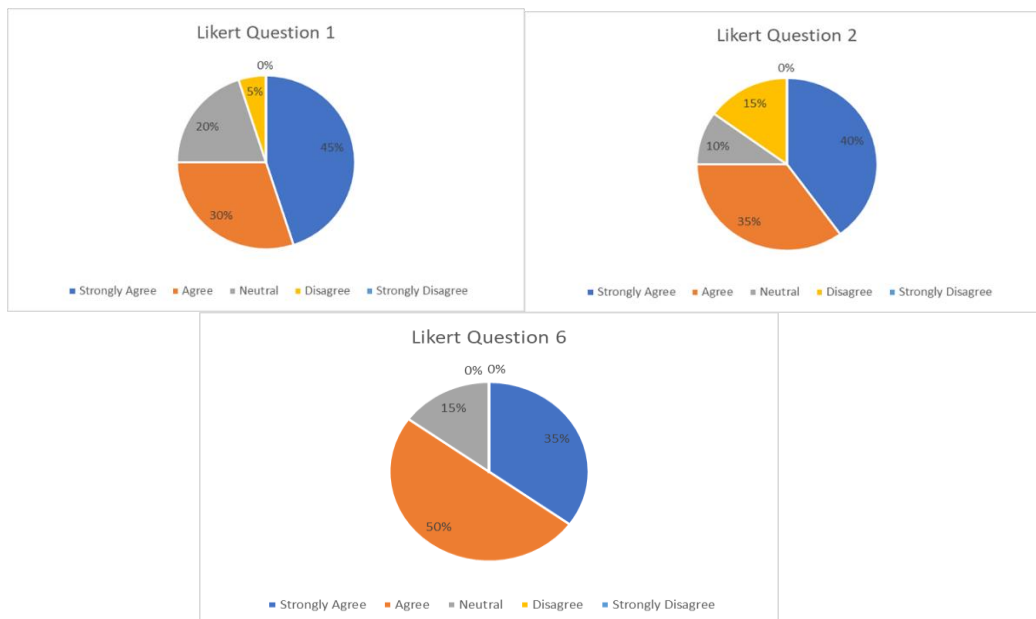
Figure 9*Themes and Sub-themes*

Theme 1: Perceptions of Youth in the Pipeline. The first emerging theme from the analysis of the research survey related to the first research question centered on the 20 participants' shared perceptions of youth in the pipeline. Researchers are able to understand multiple realities that are socially constructed based on these perceptions. Perceptions are interpretations, and for most individuals, interpretations become their truth. Thus, perceptions are extremely powerful and influential in human thought and

behavior (Given, 2008). Perceptions allow for individuals to understand human behavior in the context of their environment while recognizing the reactions and expectations of certain factors.

Personal and background experience with youth on Pipeline. The first subtheme in this section related to the 20 participants. The participants had personal and background experience relevant to the youths the study centered on. This experience related to the participants occupation which provided each participant with direct interaction with youth involved in the juvenile justice system. The occupations of the participants consisted of juvenile justice personnel, including juvenile counselors, teachers, juvenile probation officers, juvenile case workers, and juvenile detention officers'. The importance of these roles as it relates to this study illustrates the participants' personal experience, which allows for richer data on facilitating their practice and development of skills. The participants personal and background experience related to the next subtheme which answers the first research question in this study.

Understanding the concept of the Pipeline. The second subtheme related to the participants undertaking the pipeline. Due to the participants' personal and background experience as it relates to their occupation, the participants exhibited a clear understanding of the school-to-probation pipeline concept. The data results, which will be explained later in this section, illustrated that participants were in agreement on the existence of the concept. The results of the survey instrument demonstrated how the participants' answer choices gave weight to the research question relating to the perceptions of the youth in the pipeline.



The results from the survey instrument were grouped, to which the respondents' answers derived themes from the data. Each of the twenty-one questions presented was compressed to 'strongly agree' and 'strongly disagree' which illustrated the questions to be favorable and non-favorable towards the results.

➤ **Theme 1: Perceptions of Youth in the Pipeline**

1.) A student's academic achievement has an impact on his or her ability to remain out of trouble in school. Strongly Agree-45% / Strongly Disagree- 0%
Favorable / Unfavorable

2.) There is a correlation between a student's level of education and its impact on criminal activity.
 Strongly Agree- 40% / Strongly Disagree- 0%
Favorable / Unfavorable

6.) The School-to-Probation Pipeline is a problem where youth are funneled out of public schools and into the Juvenile Justice and Criminal legal systems. Strongly Agree- 35% / Strongly Disagree- 0%
Favorable / Unfavorable

16.) The School-to-Probation Pipeline is observed mostly in underserved communities and areas that lack resources and funding.
 Strongly Agree- 70% / Strongly Disagree- 0%
Favorable / Unfavorable

21.) I do not feel as though there is School-to-Probation Pipeline problem that exists within the educational school systems.

Strongly Agree- 0% / Strongly Disagree- 55%
Unfavorable / Favorable

Theme 2: Explicit and Implicit Bias. The second emerging theme from the analysis of the research survey relates to the participants' answer choices that illustrated explicit and implicit bias within the school system relating to the pipeline. Explicit attitudes and biases are within an individual's conscious awareness. An individual can reflect on and monitor these easily. Implicit attitudes and biases are the automatically activated unconscious counterparts of self-reported explicit attitudes. In some situations, implicit attitudes predict behaviors better than explicitly held beliefs (Reihl et al., 2015). Implicit bias relates to one's attitudes and stereotypes based on one's experience. Implicit biases are unconscious and relate to one's attitude toward people with regard to race, gender, and age, to name a few. Education scholars have hypothesized that implicit bias, or unconscious beliefs, may contribute to stubborn racial disparities in education, such as differences in student achievement and school discipline between Black and White students. For instance, teachers' unconscious racial beliefs could produce biased evaluations of students' academic performance, which translates into real implications for educational attainment (Dhaliwal et al., 2020).

Explicit bias occurs when individuals are aware of their prejudices towards other groups of people. These types of biases illustrate overt racism and racist comments that are harmful towards other groups of individuals because of the color of his/her skin. It is intentional behaviors that is disguised as racial discrimination in the comments and beliefs of individuals towards others. Explicit bias within the educational setting can affect a students' achievement and lead to racial disparities in education. These

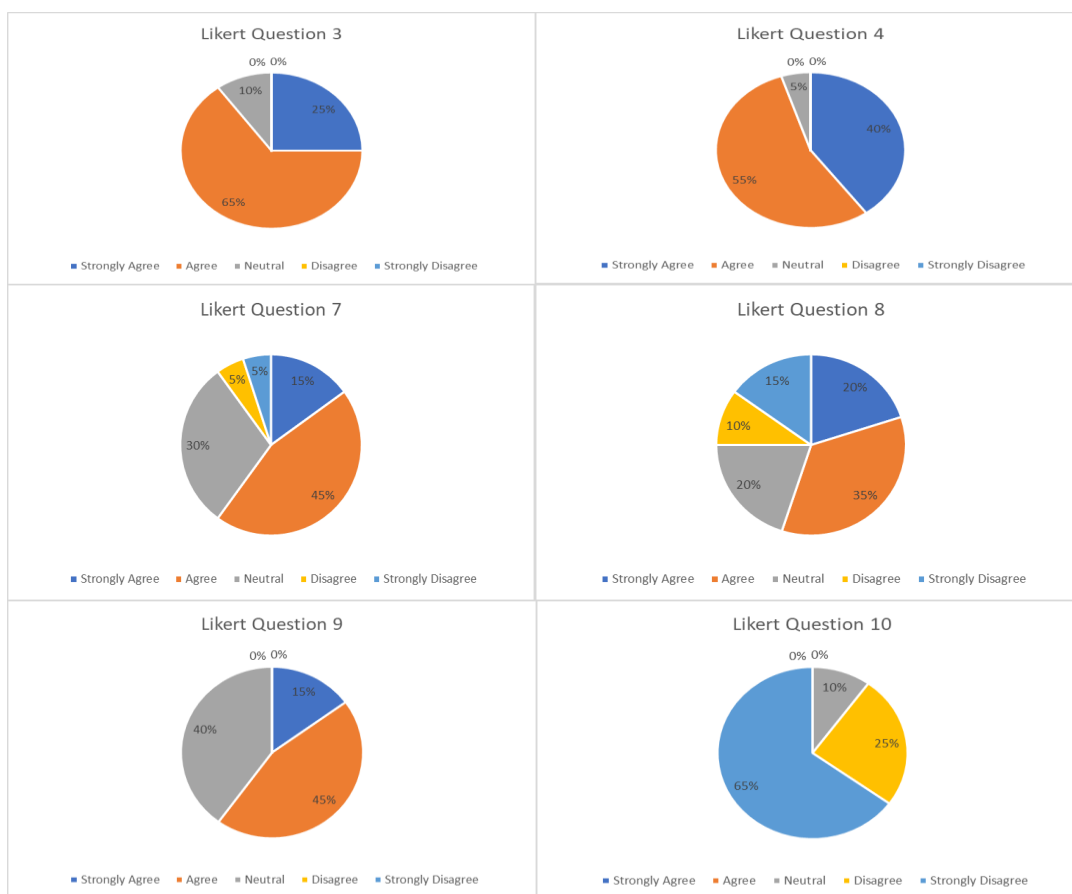
disparities can lower the quality of education that students receive and produce inequalities such as academic resources and underrepresentation in gifted and talented courses. Explicit bias explains why a study by Vanderbilt University professors found that even with identical test scores, White students were twice as likely as African-American students to be selected for gifted programs (Seale, 2019). The data from the research survey illustrated explicit and implicit bias towards minority students such as Blacks and Hispanics.

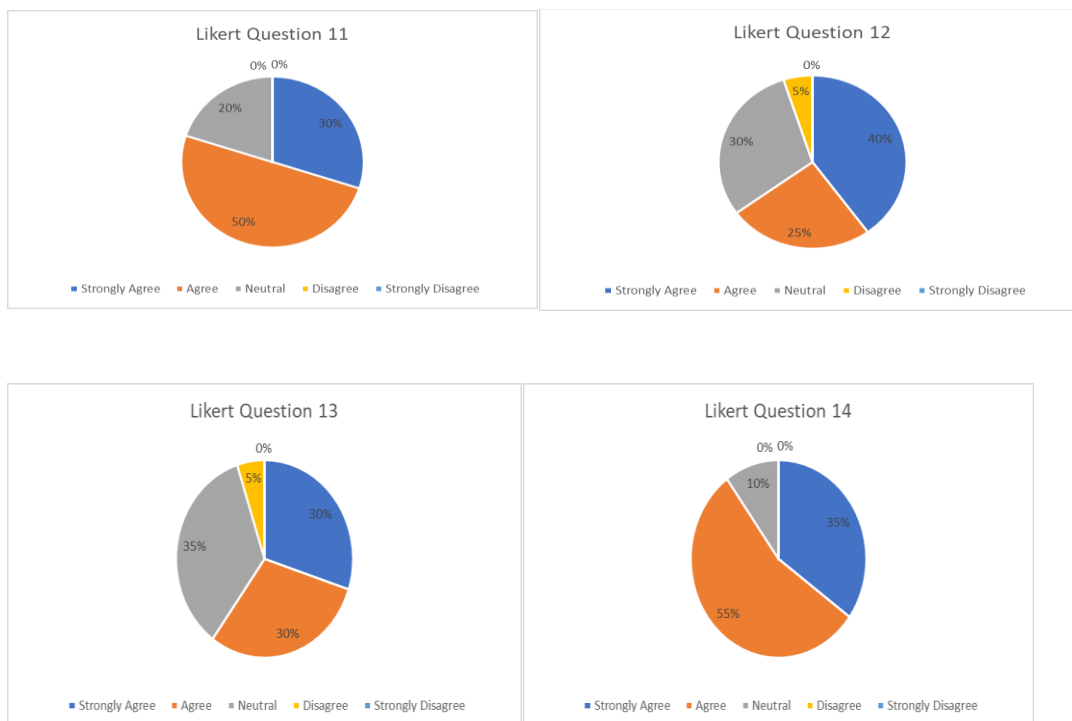
Critical Race Theory. The theoretical framework of Critical Race Theory (CRT) was illustrated in the data as the first subtheme in this section. As the survey results illustrated from the participants below in this chapter, CRT focuses on the academic concept within the school system, which highlights the racial inequalities embedded in this type of institution faced by students of color, such as Blacks and Hispanics. This subtheme also highlights the role that the school system plays in various rules and regulations, such as the next subtheme listed below, which illustrates differential outcomes for students based on race.

Zero-Tolerance Policies. The second subtheme under this section illustrates the data of the participants regarding policies such as zero-tolerance and how it plays a significant role in disciplinary procedures that disproportionately affect minority students. Moreover, zero-tolerance policies may negatively affect the relationship of education with juvenile justice and appear to conflict to some degree with current best knowledge concerning adolescent development (*American Psychologist*, 2008).

School Suspensions. The third and last subtheme under this section was identified within the data that suggested the prevalence of school suspensions due to

conditions that have been implemented through certain policies. According to the data chart illustrated below in this chapter, sixty-five percent of the participants agreed and were in favor of these finding, and twenty-five percent strongly agreed that policies within the school system contributed to the STPP. These policies affect students of color, who are often subject to harsher discipline and major racial disparities. Many students who are suspended or placed in involuntary seclusion are put there because of zero-tolerance policies that schools have put in place since the last two decades (Chen, 2022).





Theme 2: Explicit and Implicit Bias

3.) Do school discipline policies (e.g., zero tolerance) and practices that remove students from the classroom setting increase their chances into the Juvenile Justice System.

Strongly Agree- 25% / Strongly Disagree-0%
Favorable / Unfavorable

4.) Frequent suspensions and expulsions that remove students from their classrooms and disconnects them from their school community increase a student's chances towards the School-to-Probation-Pipeline.

Strongly Agree- 40% / Strongly Disagree- 0%
Favorable / Unfavorable

7.) Policies that encourage police presence at schools, including physical restraint, and automatic punishments that result in suspensions and expulsions are huge contributors to the School-To-Probation Pipeline.

Strongly Agree- 15% / Strongly Disagree- 5%
Favorable / Unfavorable

8.) Academic frameworks such as Critical Race Theory reinforces racial stereotypes which increases the likelihood for minority students such as Blacks and Hispanics to be on the School-to-Probation Pipeline.

Strongly Agree- 20% / Strongly Disagree- 15%
Favorable / Unfavorable

9.) Critical Race theory illustrates how school policies help shapes life outcomes for students of different races.

Strongly Agree- 15% / Strongly Disagree- 0%

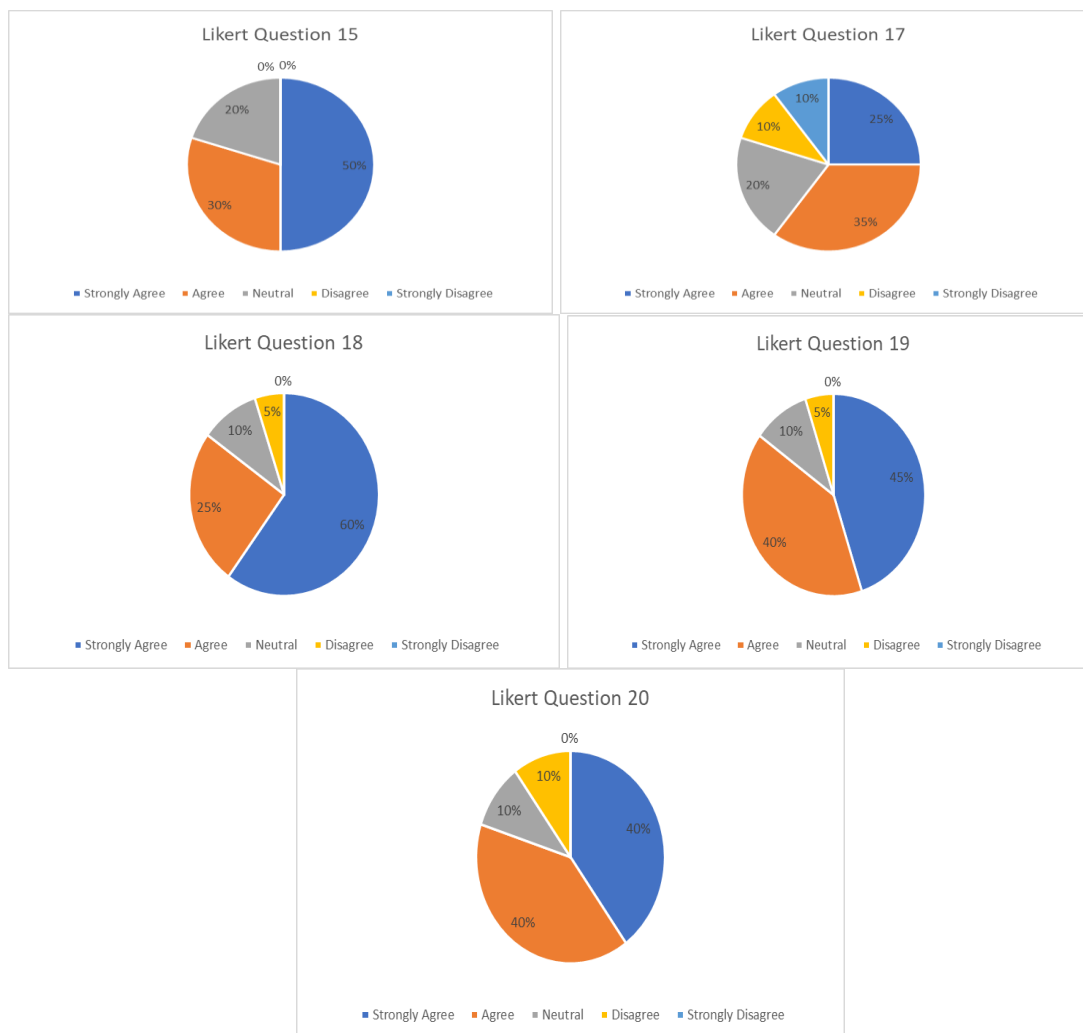
Favorable / Unfavorable

Theme 3: Eliminating Disparities. The third emerging theme that arose from the data related to eliminating disparities within the school system with regard to students of color. Study participants agreed that the need to narrow the inequality gap is warranted. Disparities within the school system provide causation for low academic performance and graduation rates. Given the strong relationship between loss of classroom instruction time and school failure, the elimination of disparities in school discipline could also help close the achievement gap. Although challenging, the elimination of this practice is possible through strong leadership and the collaborative efforts of teachers, staff members, and parents (Nishioka, 2013). Eliminating disparities addresses students' behavior and achievement while reducing race and gender disparities toward discipline.

Restorative Practices. The first subtheme under this section relates to building healthy relationships within the school system. Restorative practices promote inclusiveness, relationship building, and problem solving through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders, and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm (Porter, 2007). The responsive measures of the participants illustrated the perspective that positive interventions involve a means to alternative discipline practices. The implementation of restorative justice practices bridges racial gaps that exist and focuses on solutions toward rewarding positive student behavior and

encouraging students' strengths. Research illustrates that restorative practices reduces exclusionary disciplinary practices while improving the learning environment and enhancing positive growth and direction. Restorative practices can play a key role in nurturing students' social and emotional skills. A restorative school provides students with many opportunities to practice social and emotional skills through the use of the circle process where students learn to express their emotions and to listen and respond to the feelings of others, which helps develop empathy (Department of Education, 2022).

Reforming School Discipline. The last subtheme under this section relates to restorative practices and the need to reform school discipline. Restorative practices reform school discipline by providing the necessary support toward managing conflicts, limiting harm, and repairing relationships. A commonly applied framework for addressing school behavior in schools is the three-tiered PBIS approach: Tier 1: Schoolwide Improvements. Implement strategies and programs in all settings and for all students to support prosocial skills and behavior and reduce new cases of problem behavior. Tier 2: Targeted Interventions. Implement strategies and programs aimed at a small group of students exhibiting early warning signs. Tier 3: Intensive Interventions. Implement intensive strategies and programs to intensively intervene with troubled students. Tier 3 interventions sometimes rely on administering assessments to individual students and providing intensive assistance (Colombi & Osher, 2015). Reforming school discipline relates to programs and policies, which moves away from punitive and exclusionary approaches toward restorative practices.



➤ **Theme 3: Eliminating Disparities**

15.) School challenges create recidivism for minority students such as Blacks and Hispanics on probation. Strongly Agree- 50% / Strongly Disagree- 0%
Favorable / Unfavorable

17.) Probation serves as an alternative for educational institutions, but not for the student. Strongly Agree- 25% / Strongly Disagree- 10%
Favorable / Unfavorable

18.) Minority students such as Blacks and Hispanics are more likely to travel down the School-to-Probation Pipeline compared to their White peers. Strongly Agree- 60% / Strongly Disagree- 0%
Favorable / Unfavorable

19.) Restorative practices that focusing on repairing harm caused by the behavior and restoring the relationships creates healthy environments for students and teachers.

Strongly Agree- 45% / Strongly Disagree- 0%

Favorable / Unfavorable

20.) Implementing restorative practices in any school creates alternatives to zero-tolerance discipline which can ensures school safety.

Strongly Agree- 40% / Strongly Disagree- 0%

Favorable / Unfavorable

Table 1

Qualitative Data Analysis

Coding		De-Contextualization	Contextualization	
Research Questions	Themes	Findings	Interpretations	Discussions
What are the shared perceptions of the juvenile justice personnel regarding the concept of the school-to-probation pipeline?	<p>Perceptions of youth in the pipeline.</p> <ul style="list-style-type: none"> - Personal and background -Understanding 	Research illustrates that the removal of a student from his or her classroom for a period of time can hinder their educational growth.	Perceptions are interpretations and for most individuals, interpretations become their truth. The	Literature illustrates probation is the primary tool for managing delinquent youth in various: diversion from formal prosecution
To what extent does Critical Race Theory influences the perceptions of juvenile justice personnel regarding the school-to-probation pipeline?	<p>the concept of the pipeline.</p> <p>Explicit and Implicit Bias</p> <ul style="list-style-type: none"> -Critical Race Theory - Zero-Tolerance Policies - School Suspensions <p>Eliminating Disparities</p> <ul style="list-style-type: none"> - Restorative Practices - Reforming School Discipline 	<p>In Texas and nationally, zero-tolerance policies remove juveniles from classrooms and send them to In-school suspensions (ISS), out-of-school suspensions (OSS), and DAEPs (Disciplinary Alternative Education Program).</p> <p>For students of color, disciplinary policies create racial disparities leading to unequal treatment.</p> <p>Restorative justice focuses on reducing exclusionary discipline and focusing on positive climate and fair discipline.</p>	<p>participants exhibited a clear understanding of the school-to-probation pipeline concept given their personal and background experience.</p> <p>.Certain factors such as zero-tolerance policies exist within the school system that illustrates this phenomenon.</p> <p>Building healthy relationships promotes inclusiveness, relationship and problem solving.</p>	<p>community sanction, and aftercare.</p> <p>Racial bias in school discipline contributes to the achievement gap between Whites and students of color (Equal Justice Initiative, 2015).</p> <p>Implication for policy is to shift toward focusing on more alternative practices that are restorative which decreases the likelihood of a juvenile engaging in reoffending behavior.</p>

Results

Analysis of data was gathered from interviews of the 20 participants who have direct interaction with youth involved in the juvenile justice system within Harris County revealed several key findings regarding the STPP. The participants' use of their personal and background experience with these youth allowed for the understanding of the pipeline.

Based on the 20 participants' understanding of the pipeline, connections could be drawn to CRT in the way that themes emerged and formed subtheme strategies to maintain and reform school policies and programming within the school system. The primary researcher was able to identify common patterns and categories that developed into emergent themes. The roles of the participants within their schools related to the research questions, which allowed for the capturing of their perspectives.

Research illustrates that race plays a factor in racial disparities within the institution of education. Verdugo (2022) stated that examination of data as to why students are suspended or expelled leads to an interesting conclusion: Minority students, especially male African American students, are more likely to be suspended because they appear threatening or because they are disrespectful. In contrast, White students are suspended for guns, weapons, and drug violations (Skiba, 2000). The fact that Whites are sanctioned for clear violations but minority students are sanctioned for ambiguous reasons raises a second equity issue. Disciplinary policies have illustrated that Black students are three times more likely to be suspended or expelled than White students, according to the Education Department's Office for Civil Rights, and research in Texas

found students who have been suspended are more likely to be held back a grade and drop out of school entirely (Nelson & Lind, 2015).

Frequent suspensions and expulsions that remove students from their classrooms increases a student's chances towards the school-to-probation-pipeline. At least two recent studies have conceptualized school discipline within the life-course context. For example, Mowen and Brent (2016) found that school suspensions increase odds of arrest and suggest that school discipline can function as a negative turning point that increases contact with the criminal justice system. In a follow-up study, Mowen, Brent, and Boman (2019) examined the effect of school suspensions on offending behaviors using four waves of data from the NLSY97. The authors found that school suspensions actually increased offending behaviors among youth who experienced school punishment (Hemez et al., 2020).

Critical Race Theory (CRT) illustrates how educational policies provide systematic failure for minority students such as Blacks and Hispanics. CRT focuses on the structures and policies that govern educational institutions. Since the murder of George Floyd by a police officer in the year 2020, schools across the country have been overhauling their curricula to address systemic racism and seek to make classrooms more equitable. Among other efforts, districts are instituting antibias training for teachers and requiring that history lessons include the experiences of marginalized groups (Lati, 2021). In 2014, the Department of Education and Department of Justice jointly issued a Dear Colleague Letter (DCL) on racial disparities in school discipline. It acknowledged that different rates of discipline per se do not reveal discrimination, citing scholarly research and past investigations by the departments to support the assertion that the disparities "are not explained by more frequent or more serious misbehavior by students of color" (Gordon, 2018).

The higher percentages of minority students such as Blacks and Hispanics enrolled in public school, the greater the number of referrals towards disciplinary action leading to probation. Research illustrates that Black children are more likely to be disciplined than their White peers across all ages and all forms of discipline, according to data from the Department of Education for the 2017–18 school year (USA Facts, 2021). Minority students such as Blacks and Hispanics are more likely to travel down the STPP compared to their White peers. Students from marginalized communities are more likely to end up in the STPP because of systemic racism. Also known as structural or institutional racism, systemic racism refers to systems and policies that create and/or maintain racial inequalities. School and community factors include impoverished or disorganized communities and poor academic performance. During the 2015–16 school year, 2.7 million K–12 students received one or more out-of-school suspensions. This number revealed a disproportionate impact on Black or African American students. Though this demographic made up just 8% of both the male and female students, they represented 25% and 14% of their respective genders' out-of-school suspensions. In comparison, White students received out-of-school suspensions at a rate lower than their enrollment. (School of Education, 2021). The racial disparities relating to school discipline for Black or African American students remain substantially higher than White students. This increases instruction loss for these students which can contribute to inequities towards the ability to learn and obtain new information. The gaps in discipline for these students also relates to an achievement gap based on discriminatory practices.

In regard to restorative practices, it can create healthy environments for students and teachers. Restorative practices offer schools an alternative to traditional disciplinary actions that center on punishment for misbehavior and breaking rules. These punishments push kids—disproportionately students of color and low-income students—out of their classroom and school community. They may be suspended or simply sent to the principal’s office, but students who are pushed out may drop out of school altogether. In contrast, restorative practices focus on resolving conflict, repairing harm, and healing relationships. They support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents. A restorative culture can mitigate the negative effects of punitive discipline policies that exacerbate inequity (Nextgenlearning.org, 2022).

The research question had a designed set of interview questions that would help the researcher answer the research questions (Appendix A). The research questions focused on the goal of this study which is analyzing the perceptions of the juvenile justice personnel with youth on probation. This goal also called for analyzing the concept of STPP, which is a new concept as far as the research entails. The research questions were related to the participants’ roles and their involvement with youth on probation.

Research question #1: What are the shared perceptions of the juvenile justice personnel regarding the concept of the school-to-probation pipeline?

The findings illustrated that participants agreed that the concept of STPP exists within the institution of education. Many of the questions centered on how disciplinary policies and race are contributors to the pipeline which causes a continuation of the pipeline. In particular, the last question asked of the participants asked directly wherever

they believed there was STPP, and none of the 20 participants disagreed or strongly agreed with this notion.

Research question #2: To what extent does Critical Race Theory influence the perceptions of juvenile justice personnel regarding the school-to-probation pipeline?

Under research question 2, the questions focused on the theoretical framework of CRT. The questions were constructed to ask the participants their understanding the theory as it relates to racial disparities and disproportionate rates of school suspensions and expulsions of students of color. The findings showed the 20 participants to be in agreement that the tenets of CRT illustrate educational institutions and polices differ for students of color. The questions centered on the five tenets of CRT, which are as follows: (1) the notion that racism is ordinary and not aberrational; (2) the idea of an interest convergence; (3) the social construction of race; (4) the idea of storytelling and counter storytelling; and (5) the notion that Whites have actually been recipients of civil rights legislation (Hartlep, 2009).

Summary

Chapter 4 began with an introduction that included the research questions for this study. The chapter illustrated the participants' characteristics, such as the demographics of the participants along with the breakdown of their role/occupation, race, gender, experience in the juvenile justice system, level of education, level of income, and where their interactions with these particular youth occur. The chapter illustrated the themes and subthemes that emerged from the data drawn from the research survey. Chapter 5 will discuss the findings of the research and conclude the study. The following will be

presented and discussed in the next chapter: an introduction, a summary and discussion of the research findings, implications for practice, recommendations for future research, conclusion, and overall summary of the chapter.

CHAPTER 5

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

Introduction

This qualitative study intended to examine the perceptions of juvenile justice personnel who have direct involvement with juveniles within the criminal justice system in Harris County, and how their perceptions illustrate the STPP phenomenon. The participants in the study were individuals who have direct contact and interaction with youth in the juvenile justice system. The discussion of the results responds to the two research questions of the study:

1. What are the shared perceptions of the juvenile justice personnel regarding the concept of the school-to-probation pipeline?
2. To what extent does Critical Race Theory influence the perceptions of juvenile justice personnel regarding the school-to-probation pipeline?

The purpose of this study was to examine the perceptions of individuals who work directly with youth involved in the STPP. The goal of this study was to advance the understanding of the perceptions juvenile justice personnel have as it relates to the criminal justice system with these particular youths. The purpose was achieved by examining the data gathered from in-person interviews with 20 participants within the Harris County area whose roles/occupations involved direct contact or interaction with youth within the juvenile justice system. Chapter 5 illustrates a summary of the study, discussion of the findings and conclusions, implications for practice, and recommendations for further research. Chapter 4 explained the emergent themes derived

from the research data and its findings, which enhances a broader understanding of the school-to-probation pipeline.

Summary of the Study

The current dissertation study seeks to fill some existing gap in the school-to-probation pipeline research. The aspect of the concept of STPP is one that derives from the phenomenon of the school-to-prison pipeline. Although this particular pipeline explains the disproportionate number of students of color entering the juvenile justice system, it has not, illustrated the gray area of what happens to students before they reach jail or prison, such as probation. The importance of this study illustrates how the institution of education has become intertwined with policies that lead to the STPP as well as the component of probation and the role it plays. According to *Mid-Atlantic Equity Consortium (MAEC)*, current trends, nationwide, show that when it comes to school discipline, African American students are suspended two to three times more frequently than other students. Similarly, they are overrepresented in office referral, expulsion, and corporal punishment (Skiba et al., 2011; Duncan, 2010; Kim et al., 2010). The problem of disproportionality has been particularly controversial surrounding “zero-tolerance” and “one strike, you are out.” The practice of pushing students out of the classroom and into the criminal system through means of probation can sometimes increase one’s longevity within the juvenile justice system. According to Wolfe (2020), status offenses and technical violations are connected because “oftentimes young people on probation end up being locked up for breaking rules that are just symptomatic of adolescence,” as stated by Steve Bishop, a senior associate with the Annie E. Casey

Foundation. STPP provides awareness of a concept that, through data, illustrates the need for restorative practices.

Juvenile probation, originally designed to keep young people out of jail, has become a “significant driver” of youth incarceration across the United States, according to a former senior probation official. “There are far more young people in the justice system under the supervision of probation departments than there are in any other aspect of the system,” says David Muhammad, a former deputy probation commissioner in New York City who is now executive director of the National Institute for Criminal Justice Reform. “Probation is a significant driver of incarceration” (Handelman, 2020, p.1).

The study illustrated the theoretical frameworks of social control theory and CRT. American criminologist Travis Hirschi developed the social control theory due to his views and perspective on criminal behavior and delinquent juveniles. Hirschi believed that members in society are prone to criminal behavior, so his theory focused on the question of “Why don’t we do it?” In order to prevent delinquent behaviors, Hirschi identified four elements of social bonds that are imperative for youth to develop: (a) attachment, the emotional component of social control that signifies the connections and bonds one has with others; (b) commitment, which is the cognitive component of social control and refers to the person’s valuing the social relationships one has with others; (c) involvement, the behavioral component of social control that concerns the act of engaging in prosocial behavior; and (d) belief, or the attitudinal component of social control that denotes adherence to values associated with prosocial behavior (Beard, 2015). Critical Race Theory (CRT) illustrates how disciplinary procedures within the school system disproportionately affect students of colors. CRT acknowledges the history

of marginalization and trauma of Black Americans and other communities of color. Once a youth enters the juvenile justice system, the consequences often escalate and are usually accompanied by social stigma, decreasing the likelihood of receiving empathy or treatment for mental health issues (Dutil, 2020).

After reviewing the literature review, and upon IRB approval, the participants were selected utilizing purposeful sampling. Data were collected during the in-person interviews that were scheduled based on each individual's time. The location for the interview took place within Harris County at three distinct locations where the participants worked or had access to an office to ensure confidentiality and anonymity. Data were collected in person by the primary researcher, with each participant meeting on an individual basis. The length of time for the research survey was 60 minutes or less, with the primary researcher replacing all identifiers with pseudonyms for the purpose of the study. Data were then stored in a locked cabinet in order to ensure confidentiality and anonymity. The primary researcher obtained informed consent from all 20 participants and reviewed with each participant the purpose of the study along with possible risks and benefits, presented in Appendix B, to determine interest. The participants also filled out the research survey presented in Appendix A, which included the demographics and questionnaire in order to obtain data results towards the research questions and the hypothesis to justify the results. From data analysis, utilizing a descriptive analysis, three themes emerged along with seven sub-themes of 20 participants' research surveys.

Discussion of the Findings

While conducting an exhaustive search, the primary researcher was able to conclude that the STPP is a fairly new concept whose fundamentals are similar to that of

the school-to-prison pipeline. The findings illustrated the existence of the pipeline within Harris County using data from the literature review in Chapter 2. Studies have illustrated that within Harris County, students of color face discipline at disproportionate rates that place them on this pipeline pathway. The goal of this study was to illustrate the existence of the STPP using Harris County in Houston, Texas, as the study site. This involved the perspectives of juvenile justice personnel who have direct interaction with youths on probation illustrates. This section discussed the implications of the findings to the research questions.

Implications for Practice

The 20 participants in this study acknowledged the existence of the STPP concept within Harris County. The use of restorative practices in school creates alternatives to zero-tolerance discipline and still maintains school safety. Restorative practices are strategies that use the underlying principles of restorative justice instead of traditional punishment measures. They represent a positive step forward in helping all students—from elementary school through middle school and high school—learn how to navigate conflict resolution; take ownership of their behavior; and practice empathy, perspective-taking, and forgiveness (Woolf, 2022). The 20 participants utilized their personal and background experience as a means of bringing awareness to this concept due to their direct interaction with youth on probation who are involved in the juvenile justice system. Research suggests that the practice of pushing students of color out of the classrooms due to exclusionary discipline practices increases their involvement within the juvenile criminal justice system. Research has shown that the shift toward focusing on more alternative practices that are restorative decreases the likelihood of a juvenile engaging in

reoffending behavior. Restorative justice entails more than a symbolic interaction between parties. It has proven more successful in reducing recidivism and collecting restitution than the traditional retributive-justice process, which can fail to heal either the victim or offender, often resulting in worse criminal behavior (Newton, 2016).

The role of the participants are of crucial importance for the youth on this pipeline. The guidance of juvenile justice personnel exhibits positive friendships, quality education, and alternatives for youth to follow that lead to positive outcomes. Restoring school policies and applying PBIS is vital to restructuring the school system in Harris County. Schoolwide PBIS is a multitiered prevention framework that guides the implementation of evidence-based academic and behavioral practices, which can lead to significant reduction in the behaviors that result in disciplinary removals (Shore & Yuster, 2022).

This research study provided insight from juvenile justice personnel who have direct contact with these particular youths in Harris County. The perceptions of the personnel shown in this study illustrated the need for PBIS, restorative practices, and reforming disciplinary school policies with the goal of improving school climate.

Recommendations for Future Research

The findings from this study illustrated the need to expand on this research and to identify other factors that provide causation for the STPP. As this study focused on the perceptions of juvenile justice personnel with youth on probation, utilizing purposive sampling, there needs to be further longitudinal research using different methods of participant feedback that illustrates a broader range of participants that go beyond the criminal justice system. For the purposes of this research, the study focused on youth who

have involvement with the juvenile justice system, which pertains to youth on probation. Juvenile probation is a form of community supervision that may include reporting to a supervisory officer, participating in behavior-change programming, paying victim restitution, being tested for drug use, or other conditions. Failure to follow these conditions can result in a probation violation, which may lead to additional conditions, incarceration, or other sanctions or incentives to modify behavior (Hartman, 2021). Based on the analysis and data derived from this study, the researcher suggests the following recommendations for future study:

1. Include staff members beyond the roles of teachers in order to establish rapport with students, which can increase education relationships that center on social-emotional learning.
2. Increase social and mental health workers within the school districts who are able to be hands-on with students and staff experiencing difficulties.
3. Utilize restorative justice practices that have the benefit of increasing positive behavior within the classrooms.
4. Utilized open-ended questions to obtain more in-depth information and responses that include diversified data.
5. Seek alternatives to suspension and expulsion disciplinary practices such as behavior monitoring, in-kind restitution, and coordinated behavior plans.

Future research assists with dismantling the pipeline such as implementing school diversion programs as well. Research illustrates that biases within the school system affect students of color where they disproportionately experience disciplinary procedures and racial disparities. This warrants other studies that illustrate low suspension rates and

expulsions and what type of disciplinary procedures are in place for school districts with similar demographics. Studies that review how principals and individuals in leadership in school districts determine whom to suspend and how the outcomes affect the culture of a school could assist with decreasing the existing disparities. Furthermore, the research survey focused on the perceptions of staff who have direct contact with youth on probation. Future research could expand the roles of participants by interviewing parents and students and their perspectives on the STPP phenomena. Lastly, prospective studies could expand to other school districts outside of the state of Texas.

Conclusions

This qualitative study included grounded theory (GT) by which theory is generated from the analysis of data. Theory is not discovered; rather, theory is constructed by the researcher who views the world through their own particular lens (Tie et. al, 2019). The study is supported with findings through the examination of perceptions of juvenile justice personnel who work directly with youth involved in the Juvenile justice system. The purpose of this study is to examine the perceptions of individuals who work directly with youth involved in the school-to-probation pipeline. Additionally, this study provided insight of the pipeline and its causations as well as ways to dismantle it. This study revealed three emergent themes along with seven subthemes that were consistent with best practices identified through the literature review of previous research and data. The findings of this study supported the theoretical frameworks: Social control theory and CRT, which illustrated how the pipeline is continuous in the realm of the educational institution. Question two from the research survey stated ‘There is a correlation between a student’s level of education and its impact on criminal activity’;

which 35% of the participants agreed and 40% strongly agree. Social control theory suggests that when students have a weak bond towards educational goals, it purports deviant behavior and a lack of commitment towards this type of institution. For example, students' relationships with teachers and other school adults and their perceptions of the fairness of school rules are important mechanisms of informal social control that have consistently been found to relate to lower rates of student problem behaviors including juvenile delinquency (Fisher et. al, 2018). Question nine from the research survey stated 'Critical Race theory illustrates how school policies help shapes life outcomes for students of different races'; which 45% of the participants agreed and 15% strongly agree. Critical race theory illustrates how laws are implemented within the educational institutions to perpetuate racial inequality for students of color such as Blacks and Hispanics. The findings also emphasized the importance of restorative practices to interventions such as PBIS.

Each participant received a copy of a recruitment letter outlining what the study was about (see Appendix C), along with a consent form (see Appendix B) and the research survey instrument (see Appendix A). The participants were selected through purposeful sampling, which allowed the primary researcher to gain insight through the use of data collected about the school-to-probation phenomenon. All participants consented to the research, which provided rich data and clear results.

Further research is needed to examine ways to dismantle the STPP along with implementing school policy reform that centers on engaging the community on best practices. The implications for this study focus on future research on this phenomenon and contributes to encouraging equitable disciplinary procedures that create fair and

effective practices. Contributions to the existing literature regarding the fundamental principles of the school-to-prison pipeline will assist in evolving this current study.

This study helps address the research gap in providing the insight of the STPP and examining the perceptions of juvenile justice personnel who work with these particular youths. The findings of this study can assist in guiding policy implications in a new direction to promote a healthy school environment where disciplinary expectations are clear, consistent, and equitable for all students. This study can also provide awareness of this phenomenon to policy makers in order to make improvements to codes of conduct implemented within school districts that can advance educational learning by exhibiting short and long term goals that better serve the community. Although probation serves as an alternative for youth in the aspect of correcting behavior before they reach adulthood, youth often feel stigmatized and could experience negative outcomes while away from the classroom.

Summary

In conclusion, as illustrated in the preceding sections, the findings of this study were able to bring awareness to this phenomenon through the use of data derived from the extensive literature review along with the data obtained from participants in the study. Racial achievement gaps that exist pinpoint disparities in educational achievement. Forming partnerships within the community that could assist in negating unfair practices for youth of color, such as Blacks and Hispanics, could help keep these particular youth from being placed on this pipeline and instead place them on a path of restorative practices that focus on managing conflicts and promoting positive interactions with other youth and school staff who represent the communities in which they serve.

APPENDIX

APPENDIX A

DATA COLLECTION INSTRUMENT

**A School to Probation Pipeline: Examining the Perceptions of Juvenile Justice
Personnel with Youth in Harris County**

Part I. The following section asks a few questions about you. Please select one answer for each question that you feel represents you.

1. I identify my ethnicity as:
 - a. Asian or Asian American
 - b. Black or African American
 - c. Hispanic
 - d. White Non-Hispanic,
 - e. Indian or American Indian
 - f. Mixed-Raced, non-Hispanic
 - g. Ethnicity not listed
 - h. Prefer not to identify

2. How many years have you worked in the Juvenile Justice System?
 - a. 0-5 years
 - b. 5-10 years
 - c. 10-15 years
 - d. 15 years or more

3. Choose the option that best reflects your occupational title.
 - a. Juvenile Probation Officer
 - b. Juvenile Detention Officer
 - c. Juvenile Case Worker
 - d. Juvenile Counselor

- e. Teacher
4. My interaction with students occurs at?
- a. Their home environment
 - b. Their school environment located at an HISD campus
 - c. Their place of employment
 - d. Within the community
 - e. My home office/location of employment
 - f. A treatment center/facility
 - g. Family member place of residence
 - h. Other
5. My interaction with a student(s) occurs at this HISD High School.
- a. Bellaire High School
 - b. Booker T. Washington High School
 - c. Charles H. Milby High School
 - d. César E. Chávez High School
 - e. Ebbert L. Furr High School
 - f. Evan E. Worthing High School
 - g. Jack Yates High School
 - h. James Madison High School
 - i. Kashmere High School
 - j. North Forest High School
 - k. Northside High School
 - l. Phillis Wheatley High School

- m. Robert E. Lee High School
 - n. Ross Shaw Sterling High School
 - o. Sam Houston Math, Science, & Technology Center
 - p. Scarborough High School
 - q. Sharpstown High School
 - r. Westbury High School
 - s. More than one school listed
 - t. Other
6. My interaction with a student(s) occurs at this HISD Middle School.
- a. Attucks Middle School
 - b. Ezekiel W. Cullen Middle School
 - c. Forest Brook Middle School
 - d. Lawson Middle School
 - e. Navarro Middle School
 - f. Paul Revere Middle School
 - g. More than one school listed
 - h. Other
7. Indicate your gender
- a. Male
 - b. Female
8. Indicate your highest level of education.
- a. High School Diploma
 - b. Bachelor's Degree

- c. Masters' Degree
- d. Doctoral Degree
- e. Other

9. Please identify the category that best represents your family's social class during your childhood.

- a. Lower Class < or equal to \$48,500
- b. Middle Class \$48,500 to \$145,500
- c. Upper Class > or equal to \$145,500
- d. Prefer not to identify

Part II. For the next set of questions, you are asked about your perceptions of the School to Probation Pipeline. For the following statements, identify the degree to which you agree or disagree with each statement. Please circle one answer for each question that best matches your opinion.

1. A student's academic achievement has an impact on his or her ability to remain out of trouble in school?

- a. Strong Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

2. There is a correlation between a student's level of education and its impact on criminal activity.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

3. Do school discipline policies (e.g., zero-tolerance) and practices that remove students from the classroom setting increase their chances into the Juvenile Justice System?
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

4. Frequent suspensions and expulsions that remove students from their classrooms and disconnects them from their school community increase a student's chances towards the School-to-Probation-Pipeline.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

5. Allowing School Resource Officers to arrest a student — or, referring a student to enforcement leads that student towards the Juvenile Justice System?
- a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
6. The School-to-Probation Pipeline is a problem where youth are funneled out of public schools and into the Juvenile Justice and Criminal legal systems.
- a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
7. Policies that encourage police presence at schools, including physical restraint, and automatic punishments that result in suspensions and expulsions are huge contributors to the School-To-Probation Pipeline.
- a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

8. Academic frameworks such as Critical Race Theory reinforces racial stereotypes which increases the likelihood for minority students such as Blacks and Hispanics to be on the School-to-Probation Pipeline?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

9. Critical Race theory illustrates how school policies help shapes life outcomes for students of different races.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

10. School discipline is the same across the board no matter one's racial background.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

11. According to Critical Race Theory, educational institutions and polices can be designed in ways that reinforce opportunities that differ across socioeconomic and racial groups.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

12. According to Critical Race Theory, the tenet of 'interest convergence' illustrates the self-interest of elite whites than a desire to help blacks regarding policy change and civil rights.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

13. Critical Race Theory illustrates the tenet of "interest convergence" stressing that racial equality in institutionalized settings such as educational will be achieved when it converges with the interests of Whites.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree

e. Strongly Disagree

14. According to Critical Race Theory, educational policies provide systematic failure for minority students such as Blacks and Hispanics who have unequal access to knowledge provides placement for the School-to-Probation Pipeline.

a. Strongly Agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

15. School challenges create recidivism for minority students such as Blacks and Hispanics on probation.

a. Strongly Agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

16. The School-to-Probation Pipeline is observed mostly in underserved communities and areas that lack resources and funding.

a. Strongly Agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

17. Probation serves as an alternative for educational institutions, but not for the student.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

18. Minority students such as Blacks and Hispanics are more likely to travel down the School-to-Probation Pipeline compared to their White peers.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

19. Restorative practices that focusing on repairing harm caused by the behavior and restoring the relationships creates healthy environments for students and teachers.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

20. Implementing restorative practices in any school creates alternatives to zero-tolerance discipline which can ensure school safety.

- a. Strongly Agree

- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

21. I do not feel as though there is School-to-Probation Pipeline problem that exists within the educational school systems.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

APPENDIX B
INFORMED CONSENT

Study title	The School to Probation Pipeline: Examining the Perceptions of Juvenile Justice Personnel with Youth in Harris County.
Researcher	Gloria Okere/ Ph.D./ Administration of Justice

I am inviting you to participate in a research study. Participation is completely voluntary. If you agree to participate now, you can always change your mind later. There are no negative consequences, whatever you decide.

What is the purpose of this study?

To examine the experiences of juvenile justice personnel with youth who are on probation and has some form of involvement with the Criminal Justice System in Houston, Texas.

What will I do?

I will ask you questions about your experiences working with youth who are on probation. These questions will be conducted in the form of an interview. The total time will be about 60 minutes.

Risks

Possible risks	How we're minimizing these risks
Some questions may feel personal	You can skip any questions you don't want to answer.
Breach of confidentiality (your data being seen by someone who shouldn't have access to it)	<ul style="list-style-type: none"> • Data is anonymous. • All identifying information is removed and replaced with a study ID. • I will store all paper data in a locked filing cabinet in a locked office. • All research paper data will be destroyed once the study is complete.

There may be risks that I do not know about yet. Throughout the study, I will tell you if I learn anything that might affect your decision to participate.

Other Study Information

Possible benefits	<ul style="list-style-type: none"> • Educate society on practices/procedures that causes youth to not become successful in the educational setting. • Allow individuals associated with the criminal justice system, along with community members to re-examine practices that influence juvenile delinquency /behavior. • Describe the origin of 'school-to-probation-pipeline' and the contributions of personnel who have direct contact with these youth.
Estimated number of participants	20-30

How long will it take?	40-60 minutes
Costs	None
Compensation	None
Future research	Your information will not be distributed for future research studies.
Recordings	Audio recording may be necessary to this research. Any audio recordings will be kept within a definitive timeframe, archived after transcription, and destroyed after one year of data collection .

What if I am harmed because I was in this study?

If you're harmed from being in this study, let me know. If it's an emergency, get help from 911 or your doctor right away and tell me afterward. I can help you find resources if you need psychological help. You or your insurance will have to pay for all costs of any treatment you need.

Confidentiality and Data Security

Signed consent forms will be kept separate from the survey data and the two will not be connected.

Email addresses along with your name may be collected as a follow up. May we contact you again to request your participation in a follow up study? Yes/No

Where will data be stored?	In my office in a locked cabinet.
How long will it be kept?	Once research/ study is complete.

Who can see my data?	Why?	Type of data
The researcher	To conduct the study and analyze the data	Coded data (names removed and labeled with a study ID)
The IRB (Institutional Review Board) at Texas Southern University. The Office for Human Research Protections (OHRP) or other federal agencies	To ensure I am following laws and ethical guidelines	Coded data --names removed and labeled with a study ID. No one will be able to identify you from the information we share. Despite these measures, we cannot guarantee anonymity of your personal data.

Anyone (public)	If I share my findings in publications or presentations	<ul style="list-style-type: none"> De-identified (no names, birthdate, address, etc.)
-----------------	---	--

Contact information:

For questions about the research	Gloria Okere	g.okere4326@student.tsu.edu / 832-860-0790
For questions about your rights as a research participant	IRB (Institutional Review Board; provides ethics oversight)	713-313-4301 / www.tsu.edu\research
For complaints or problems		713-313-4301
	IRB	www.tsu.edu\research

Signatures

If you have had all your questions answered and would like to participate in this study, sign on the lines below. Remember, your participation is completely voluntary, and you are free to withdraw from the study at any time. By signing this form, you acknowledge your understanding of the study and agree to be a participant.

 Name of Participant (print)

 Signature of Participant

 Date

APPENDIX C
RECRUITMENT LETTER

Dear Participant,

My name is Gloria Okere and I am a Ph.D. candidate from the School of Public Affairs at the Texas Southern University. I am writing to invite you to participate in my research study about your experiences working with youth in the school-to-probation pipeline.

You're eligible to be in this study because you work directly with youth directly involved in the pipeline and your knowledge and experiences are valuable to this topic as well as adding valuable information for future research.

If you decide to participate in this study, you will be asked to give your perspective on issues that may provide causation and or contribute to the school-to-probation pipeline. Specifically, the questions asked will take approximately 60 minutes to complete in which there are no wrong or right answers. Informed consent will also be obtained before the interview process begins. I would like to audio record your responses to the questions asked for precision where all identifying information will be kept confidential.

Remember, this is completely voluntary. You can choose to be in the study or not. If you'd like to participate or have any questions about the study, please email or contact me at okereg@ymail.com or by phone at (832) 860-0790.

Thank you very much.

Sincerely,

Gloria Okere
Doctoral Candidate
Texas Southern University
g.okere4326@student.tsu.edu
(832) 860-0790

APPENDIX D
PARTICIPANT INFORMATION

Table 2: Participant Information (N=20)

Role/ Pseudonym	Race	Gender	Experience in Juvenile Justice System	Level of Education	Level of Income	Interactio n with students occurs at?	Interactio n with students occurs at this HISD school.	Interactio n with students occurs at this HISD middle school.
Juvenile Probation Officer A	African America n or Black	Male	15+	Masters' Degree	Lower Class <\$48,500	Other	Other	Other
Juvenile Probation Officer B	African America n or Black	Female	5-10 years	Bachelor' s Degree	Middle class \$48,500- \$145,500	Other	Other	Other
Juvenile Probation Officer C	African America n or Black	Male	0-5 years	Bachelor' s Degree	Middle class \$48,500- \$145,500	Within the communit y	Other	Other
Juvenile Probation Officer D	African America n or Black	Male	15+	Masters' Degree	Upper class>\$1 45,500	Other	Other	Other

Juvenile Probation Officer E	Hispanic	Female	5-10years	Masters' Degree	Lower Class <\$48,500	Within the community	Other	Other
Teacher A	African American or Black	Female	0-5years	Bachelor's Degree	Lower Class <\$48,500	Their school environment located at HISD campus	Other	Other
Teacher B	African American or Black	Male	0-5years	Bachelor's Degree	Lower Class <\$48,500	Their school environment located at HISD campus	Other	Other
Teacher C	Mixed Race, non-Hispanic	Female	5-10 years	Bachelor's degree	Middle class \$48,500-\$145,500	Their school environment located at HISD campus	Other	Other

Teacher D	Hispanic	Female	0-5years	Bachelor's Degree	Middle class \$48,500- \$145,500	Their school environment located at HISD campus	Other	Other
Teacher E	African American or Black	Female	5-10 years	Bachelor's Degree	Middle class \$48,500- \$145,500	Their school environment located at HISD campus	Other	Other
Teacher F	Hispanic	Male	0-5 years	Bachelor's Degree	Lower Class <\$48,500	Their school environment located at HISD campus	Other	Other
Juvenile Counselor A	African American or Black	Female	0-5 years	Masters' Degree	Lower Class <\$48,500	Other	Other	Other

Juvenile Counselor B	African America n or Black	Male	5-10 years	Masters' Degree	Middle class \$48,500- \$145,500	Other	More than one school listed	More than one school listed
Juvenile Counselor C	Prefer not to identify	Female	5-10 years	Masters' Degree	Middle class \$48,500- \$145,500	Within the communit y	More than one school listed	More than one school listed
Juvenile Counselor D	White	Female	0-5years	Masters Degree	Middle class \$48,500- \$145,500	Other	More than one school	More than school
Juvenile Counselor E	African America n or Black	Female	5-10 years	Masters' Degree	Middle class \$48,500- \$145,500	A treatment center/ facility	Other	Other
Juvenile Counselor F	African America n or Black	Male	5-10 years	Masters' Degree	Lower Class <\$48,500	A treatment center/ facility	Other	Other
Juvenile Caseworke r A	African America n or Black	Female	10-15 years	Bachelor' s Degree	Middle class \$48,500- \$145,500	Within the communit y	More than one school listed	Other

Juvenile Caseworker B	African American or Black	Female	5-10 years	Masters' Degree	Middle class \$48,500- \$145,500	My home office/ location of employ- ment	More than one school listed	Other
Juvenile Caseworker C	African American or Black	Female	5-10 years	Bachelor' s Degree	Middle class \$48,500- \$145,500	Within the communit y	More than one school listed	More than one school listed

APPENDIX E
PARTICIPANTS' RESPONSE TO SURVEY INSTRUMENT

Table 3 Participants Response to Survey Instrument

Indicator/ Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A student's academic achievement has an impact on their ability to remain out of trouble?	9	6	4	1	0
There is a correlation between a student's level of education and its impact on criminal activity.	8	7	2	3	0
Do school policies & practices that removes students from their classroom increase their chances into Juvenile Justice System?	5	13	2	0	0
Frequent suspensions & expulsions that remove students from their classrooms and disconnects them from their school community increases their chances towards the school-to-probation pipeline?	8	11	1	0	0
Allowing school resources officers to arrest a student-or referring them to law enforcement leads a student towards the Juvenile Justice System?	5	11	2	2	0
The school-to-probation pipeline is a problem where youth are funneled out of the public school system and into the juvenile justice & criminal legal systems.	7	10	3	0	0
Policies that encourage police presence at schools, including physical restraint that result in suspensions are huge contributors to school-to-probation pipeline.	3	9	6	1	1
Academic frameworks such as Critical Race Theory reinforces racial stereotypes which increases the likelihood for minority students such as Blacks & Hispanics to be on the school-to-probation pipeline.	4	7	4	2	3
Critical Race Theory illustrates how policies help shape life outcomes for students of different	3	9	8	0	0

racers.					
School discipline is the same across the board no matter one's racial background.	0	0	2	5	13
According to Critical Race Theory, educational institutions and policies can be designed in ways that reinforce opportunities that differ across socioeconomic and racial groups.	6	10	4	0	0
According to Critical Race Theory, the tenet of 'interest convergence' illustrates the self-interest of elite Whites than a desire to help Blacks regarding policy change & civil rights.	8	5	6	1	0
Critical Race Theory illustrates the tenet of 'interest convergence' stressing racial equality in institutionalized setting such as educational will be achieved when it converges with the interests of Whites.	6	6	7	1	0
According to Critical Race Theory, educational policies provide systematic failure for minority students such as Blacks & Hispanics who have unequal access to knowledge provides placement for school-to-probation pipeline.	7	11	2	0	0
School challenges create recidivism for minority students such as Blacks & Hispanics on probation.	10	6	4	0	0
The school-to-probation pipeline is observed mostly in underserved communities and areas that lack resources and funding.	14	4	2	0	0
Probation serves as an alternative for educational institutions, but not for the student.	5	7	4	2	2
Minority students such as Blacks & Hispanics are more likely to travel down the school-to-probation pipeline compared to their White peers.	12	5	2	1	0

Restorative practices that focusing on repairing harm caused by the behavior & restoring the relationships creates healthy environments for students & teachers.	9	8	2	1	0
Implementing restorative practices in any school creates alternatives to zero-tolerance discipline which can ensure school safety.	8	8	2	2	0
I do not feel as though there is a school-to-probation pipeline problem that exists within the educational school systems.	0	1	2	6	11

APPENDIX F
IRB APPROVAL LETTER



TEXAS SOUTHERN UNIVERSITY
Office of Research

October 4, 2022

Good day, Okere Gloria!

This is to inform you that your amendment protocol #ES014B, "The School to Probation Pipeline: Examining the Perceptions of Juvenile Justice Personnel with Youth in Harris County", is exempt from Texas Southern University's Institutional Review Board (IRB) full committee review. Based on the information provided in the research summary and other information submitted, your research procedures meet the exemption category set forth by the federal regulation 45 CFR 46.104(d)(2):

Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording)

The Federal Wide Assurance (FWA) number assigned to Texas Southern University is FWA00003570.

If you have questions, you may contact the Research Compliance Administrator for the Office of Research at 713-313-4301.

PLEASE NOTE: (1) All subjects must receive a copy of the informed consent document, if applicable. If you are using a consent document that requires participants' signatures, signed copies can be retained for a minimum of 3 years of 5 years for external supported projects. Signed consents from student projects will be retained by the faculty advisor. Faculty is responsible for retaining signed consents for their own projects, however, if the faculty leaves the university, access must be made available to TSU CPHS in the event of an agency audit. (2) Documents submitted to the Office of Research indicate that information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subject; and the identities of the subjects will not be obtained or published; and any disclosures of the human subjects' responses outside the research will not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. The exempt status is based on this information. If any part of this understanding is incorrect, the PI is obligated to submit the protocol for review by the CPHS before beginning the respective research project. (3) Research investigators will promptly report to the CPHS any injuries or other unanticipated problems involving risks to subjects and others.

This protocol will expire March 11, 2024

Sincerely,

A handwritten signature in black ink that reads "Marion S. Smith".

Marion Smith, PhD, Chair
Institutional Review Board (IRB)

REFERENCES

- All Answers Ltd.* (November 2018). An Examination of Social Learning Theory & Social Bond Theory. Retrieved from <https://ukdiss.com/examples/social-learning-theory-bond-theory.php?vref=1>
- American Psychologist.* (2008, December). Are zero-tolerance policies effective in the schools? Retrieved from <https://www.apa.org/pubs/reports/zero-tolerance.pdf>
- Arundel, K. (2020, July 21). Exclusionary school discipline approaches not effective at preventing school violence. *District Administration*. Retrieved from <https://districtadministration.com/exclusionary-school-discipline-approaches-not-effective-at-preventing-school-violence/>
- Bacher-Hicks, A. (2020, September 24). Long-term impacts of school suspension on adult crime. *Center for Education Policy Research*. Retrieved from <https://sdp.cepr.harvard.edu/blog/long-term-impacts-school-suspension-adult-crime>
- Bernard, T., Gerould, A., & Snipes, J. (2016). *Vold's theoretical criminology*. New York: Oxford.
- Binkley, C., & Ortega, O. (2018, December 18). Trump's safety panel seeks to revoke school discipline rules. *SunSentinel*. Retrieved from <https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-ne-trump-school-safety-20181218-story.html>
- Binkovitz, L. (2018, April 25). Both nationally and locally, newly released data reveal disciplinary disparities, as well as other gaps. Retrieved

<https://kinder.rice.edu/2018/04/25/newly-released-data-show-school-discipline-disparities>

Blakemore, E. (2016, August 8). The problem of school discipline in the twenties. *JStor Daily*. Retrieved from <https://daily.jstor.org/the-problem-of-school-discipline-in-the-twenties/>

Bruchmiller, S., & Neilson, H. (2017). The basics of juvenile law. *Texas District & County Attorneys Association*. Retrieved from <https://www.tdcaa.com/journal/the-basics-of-juvenile-law/#:~:text=Arrest%20and%20detention&text=A%20law%20enforcement%20officer%20may,court%2Dordered%20condition%20of%20probation>

Cassol, H., Pétré, B., Degrangé, S., Martial, C., Charland-Verville, V., Lallier, F., Bragard, I., Guillaume, M., & Laureys, S. (2018). Qualitative thematic analysis of the phenomenology of near-death experiences. *PloS one*, *13*(2), e0193001. <https://doi.org/10.1371/journal.pone.0193001>

Center on PBIS. (2022). Retrieved from <https://www.pbis.org/topics/juvenile-justice>

Chen, G. (2022, May 21). Students of color disproportionately disciplined in schools. Retrieved from <https://www.publicschoolreview.com/blog/students-of-color-disproportionately-disciplined-in-schools>

Chung, E., Pearl, B., & Hunter, L. (2019, March 26). The 1994 Crime Bill continues to undercut justice reform—Here's how to stop it. *American Progress*. Retrieved from <https://www.americanprogress.org/article/1994-crime-bill-continues-undercut-justice-reform-heres-stop/>

- Cioban, S., Lazar, A., Bacter, C., & Hatos, A. (2021, October 12). Adolescent deviance and cyber-deviance. A systematic literature review. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.748006/full>
- Colombi, G., & Osher, D. (2015). Advancing school discipline reform. Education leaders report. Retrieved from <https://nasbe.nyc3.digitaloceanspaces.com/2020/01/Advancing-School-Discipline-Reform.pdf>
- Community Oriented Policing Services. (2022). What is a school resource officer? Retrieved from <https://cops.usdoj.gov/supportingsafeschools#:~:text=The%20responsibilities%20of%20SROs%20are,emergency%20managers%2C%20and%20informal%20counselors>
- Costello, B. (2014, September 14). Hirschi, Travis: Social control theory. *Encyclopedia of Criminological Theory*. Retrieved from https://study.sagepub.com/system/files/Hirschi%2C_Travis_-_Social_Control_Theory.pdf
- Costello, B. & Laub, J. (2020). Social control theory: The legacy of Travis Hirschi's causes of delinquency. Retrieved from <https://prohic.nl/wp-content/uploads/2021/01/150-14jan2021-SocialControlTheoryOverview.pdf>
- Crawford, M. (2014, July 14). Social control theory. Retrieved from https://www.researchgate.net/publication/275154441_Social_Control_Theory
- Creswell, J. (2013, July). *Qualitative inquiry & research design*. (3rd Ed.). Sage Publishing. Retrieved from <http://www.ceil-conicet.gov.ar/wp-content/uploads/2018/04/CRESWELL-Qualitative-Inquiry-and-Research-Design-Creswell.pdf>

- Cullen, F. T., & Wilcox, P. (Eds.) (2010). *Encyclopedia of criminological theory*. (Vols. 1–2). SAGE Publications, Inc. <https://dx.doi.org/10.4135/9781412959193>
- Daniels, D. (2008). *Critical HRD (CHRD) and Critical Race Theory (CRT)—Theory building and suggested methodologies from the voices of descendants of the African Diaspora*. Retrieved from https://www.ufhrd.co.uk/wordpress/wp-content/uploads/2008/06/22-2_daniels.pdf
- Dayton, D. (2021, June 14). Job description of a case manager in behavioral health. *CHRON*. Retrieved from <https://work.chron.com/job-description-case-manager-behavioral-health-17981.html>
- Department of Education. (2022). Restorative practices in schools research. Retrieved from https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE031518&RevisionSelectionMethod=latestReleased&Rendition=primary
- Dhaliwal, T., Chin, M., Lovison, V., & Quinn, D. (2020, July 20). Educator bias is associated with racial disparities in student achievement and discipline. *Brookings*. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2020/07/20/educator-bias-is-associated-with-racial-disparities-in-student-achievement-and-discipline/#:~:text=Education%20scholars%20have%20hypothesized%20that,between%20Black%20and%20white%20students.>
- Dickerson, S. (2014). (In)Tolerable zero-tolerance policy. *Journal of Education Policy*. Retrieved from <https://eric.ed.gov/?id=EJ1158091>
- Drug Policy Alliance. (2022). A history of the drug war. Retrieved from <https://drugpolicy.org/issues/brief-history-drug-war>

- Dutil, S. (2020, July). Dismantling the school-to-prison pipeline: A trauma-informed, critical race perspective on school discipline. *Children & Schools*, Volume 42, Issue 3, July 2020, Pages 171–178, <https://doi.org/10.1093/cs/cdaa016>
- Elias, M. (2013). Policies and practices that favor incarceration over education do us all a grave injustice. *Learning for Justice*. Retrieved from <https://www.learningforjustice.org/magazine/spring-2013/the-school-to-prison-pipeline>
- Equal Justice Initiative. (2017, September 14). Black children five times more likely than White youth to be incarcerated. Retrieved from <https://eji.org/news/Black-children-five-times-more-likely-than-whites-to-be-incarcerated/#:~:text=The%20national%20rate%20of%20youth,increased%2022%20percent%20since%202001.>
- Equal Justice Initiative. (2015, August 31). Black students disproportionately suspended and expelled from schools in the South. Retrieved from <https://eji.org/news/Black-students-disproportionately-suspended-expelled-in-the-south/>
- Fisher, B., Gardella, J., & Smith, E. (2018, August 6). Social Control in Schools: The relationships between school security measures and informal social control mechanisms. *Journal of School Violence*. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/15388220.2018.1503964>
- Flannery, M.E. (2015, January 5). The school-to-prison pipeline: Time to shut it down. *National Education Association*. Retrieved from <https://www.nea.org/advocating-for-change/new-from-nea/school-prison-pipeline-time-shut-it->

- Gershoff, E. & Font, S. (2016). Corporal punishment in U.S. public schools: Prevalence, disparities in use, and status in state and federal policy. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5766273/>
- Given, L. M. (2008). Perception. In *The SAGE encyclopedia of qualitative research methods* (pp. 607-607). SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781412963909.n314>
- Gombar, V. (2016, March 12). Effects of social bonding on crime and delinquency: A review of Hirschi's social control theories. Retrieved from https://www.researchgate.net/publication/297914143_Effects_of_Social_Bonding_on_Crime_and_Delinquency_A_Review_of_Hirschi's_Social_Control_Theories
- Gordon, N. (2018, January 18). Disproportionality in student discipline: Connecting policy to research. *Brookings*. Retrieved from <https://www.brookings.edu/research/disproportionality-in-student-discipline-connecting-policy-to-research/>
- Hagler, J. (2015, May 28). 8 facts you should know about the criminal justice system and people of color. Retrieved from <https://www.americanprogress.org/article/8-facts-you-should-know-about-the-criminal-justice-system-and-people-of-color/>
- Handelman, S. (2020, October 26). How juvenile probation lands more youths in jail. *The crime report*. Retrieved from <https://thecrimereport.org/2020/10/26/how-juvenile-probation-lands-more-young-people-in-jail/>
- Harris, N. (2020). Implementing the class pass intervention within schoolwide positive behavior interventions and support. *Scholar Commons*. Retrieved from <https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=9410&context=etd>

- Hartman, M. (2021, May). Juvenile probation. *National Conference of State Legislators*. Retrieved from <https://www.ncsl.org/research/civil-and-criminal-justice/juvenile-probation.aspx>
- Hartley, N. (2009, October 11). Critical race theory: An examination of its past, present, and future implications. Retrieved from <https://eric.ed.gov/?id=ED506735>
- Hemez, P., Brent, J., & Mowen, T. (2020, July 13). Exploring the school-to-prison pipeline: How school suspensions influence incarceration during young adulthood. *Youth Violence and Juvenile Justice*, 18(3), 235–55. Retrieved from <https://doi.org/10.1177/1541204019880945>
- Healy, C. (2014, March 26). Discipline and punishment: How School Suspensions Impact the Likelihood of Juvenile Arrest. Chicago Policy Review. Retrieved from <https://chicagopolicyreview.org/2014/03/26/discipline-and-punishment-how-school-suspensions-impact-the-likelihood-of-juvenile-arrest/>
- Hemez, P., Brent, JJ., & Mowen, TJ. (2020, July). Exploring the school-to-prison pipeline: How school suspensions influence incarceration during young adulthood. *Youth Violence Juvenile Justice*, 18(3):235–55. doi: 10.1177/1541204019880945. Epub 2019 Oct 31. PMID: 34262407; PMCID: PMC8277150.
- HISD. (2022). Behavior interventions and support. Retrieved from <https://www.houstonisd.org/Page/179265>
- Horst, A. (2012). On the relationship between bonding theory and youth gang resistance in U.S. 8th graders: Competing structural equation models with latent structure indirect effects. Retrieved from

https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=osu1337029117&disposition=inline

Hunn, L., Guy, T., & Mangliitz, E. (2006). Who can speak for whom? Using counter-storytelling to challenge racial hegemony. Kansas State University Libraries. Retrieved from <https://newprairiepress.org/cgi/viewcontent.cgi?article=2503&context=aerc>

Intercultural Development Research Association. (2020, February 25). Discipline practices in Texas push students away from school—Web story. Retrieved from https://www.idra.org/research_articles/unfair-school-discipline/

Isensee, L. (2021, March 21). Harris County will spend \$4 million to prevent youth incarceration. Houston Public Media. Retrieved from <https://www.houstonpublicmedia.org/articles/news/criminal-justice/2021/03/29/394576/harris-county-to-invest-4-million-in-community-programs-as-an-alternative-to-youth-incarceration/>

Johnson, K., & Clark, P. (2016, December 14). New report finds that Texas schools continue to rely on police officers, courts, and juvenile probation to address minor school misbehavior. Texas Appleseed. Retrieved from https://www.texasappleseed.org/sites/default/files/2016SchoolPolicing_PressRelease_Final.pdf

“Juvenile Probation Officers.” (2020, October 15). Juvenile probation officer: Career guide. Retrieved from <https://www.criminaljusticedegreeschools.com/careers/juvenile-probation-officer/>

- Juvenile Services (2020). Retrieved from <https://www.co.guadalupe.tx.us/juvenile/child.php>
- Kennedy, R. (2019, June 10). An Overview of the Houston Independent School District. Retrieved from <https://www.publicschoolreview.com/blog/texas-schools-an-overview-of-the-houston-isd#:~:text=As%20the%20largest%20public%20school,in%20the%20district's%20279%20schools.>
- Klein, A. (2018, December). Poly and Tricky Dick: The drug war origins of the term “polydrug use.” Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7434111/>
- Kumar, S., Kumar, Sa., Govindaraj, M., & Prabhu, N. (2020). Sampling framework for personal interviews in qualitative research. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 17(7). ISSN 1567-214x
- Lantz, P. (2021, July 15). The tenets of critical race theory have a long-standing and important role in population health science. *The Milbank Quarterly*. Retrieved from <https://www.milbank.org/quarterly/opinions/the-tenets-of-critical-race-theory-have-a-long-standing-and-important-role-in-population-health-science/>
- Lati, M. (2021, May 29). What is critical race theory, and why do Republicans want to ban it in schools? *Washington Post*. Retrieved from <https://www.washingtonpost.com/education/2021/05/29/critical-race-theory-bans-schools/>
- Lee, P. (2014). The case of *Dixon v. Alabama*: From civil rights to students' rights and back again. University of the District of Columbia. Retrieved from https://digitalcommons.law.udc.edu/fac_journal_articles/86/

- Losen, D., Hewitt, D., & Toldson, I. (2014). Eliminating excessive and unfair exclusionary discipline in schools policy recommendations for reducing disparities. Retrieved from https://www.njjn.org/uploads/digital-library/OSF_Discipline-Disparities_Disparity_Policy_3.18.14.pdf
- Malter Z. (2018, July 10). 5 Things I wish I had known about juvenile justice. *American Youth Policy Forum*. Retrieved from <https://www.aypf.org/blog/blog-5-things-i-wish-i-had-known-about-juvenile-justice/>
- Martinez, A. (2014, November). Critical race theory: Its origins, history, and importance to the discourses and rhetorics of race. Retrieved from https://www.academia.edu/9264464/Critical_Race_Theory_Its_Origins_History_and_Importance_to_the_Discourses_and_Rhetorics_of_Race
- McCarty, P., Schiraldi, V., & Shark, M. (2016, October). The future of youth justice: A community-based alternative to the youth prison model. Retrieved from <https://www.ojp.gov/pdffiles1/nij/250142.pdf>
- McSwain, C. (2021, August 31). Anti-Racism Resource: Three articles to understand the Critical Race Theory debate. National Juvenile Justice Network. Retrieved from <https://www.njjn.org/article/anti-racism-resource-three-articles-to-understand-the-critical-race-theory-debate>
- Miller, C., & Meyers, S. (2015, March). Disparities in school discipline practices for students with emotional and learning disabilities and autism. *Journal of Education and Human Development*. Retrieved from http://jehdnet.com/journals/jehd/Vol_4_No_1_March_2015/23.pdf

Mid-Atlantic Equity Consortium. (2022). Disproportionality, discipline, and race.

Retrieved from <https://maec.org/resource/disproportionality-discipline-and-race/>

Morse, J. M. (2000). Determining sample size. *Qualitative Health Research*, *10*(1), 3–5.

doi: 10.1177/104973200129118183.

Morin, A. (2020, August 6). Facts about corporal punishment. *VeryWell Family*.

Retrieved from [https://www.verywellfamily.com/facts-about-corporal-punishment-](https://www.verywellfamily.com/facts-about-corporal-punishment-1094806#:~:text=Corporal%20punishment%20encompasses%20all%20types,hot%20sauce%2C%20or%20hot%20pepper)

[1094806#:~:text=Corporal%20punishment%20encompasses%20all%20types,hot%20sauce%2C%20or%20hot%20pepper](https://www.verywellfamily.com/facts-about-corporal-punishment-1094806#:~:text=Corporal%20punishment%20encompasses%20all%20types,hot%20sauce%2C%20or%20hot%20pepper)

Mostafa, T., Gambaro, L., & Joshi, H. (2018). The impact of complex family structure on child well-being: Evidence from siblings. *Journal of Marriage and Family*.

Retrieved from <https://www.econstor.eu/bitstream>

[/10419/200192/1/Mostafa_2018_Impact%20Complex%20Family%20FT.pdf](https://www.econstor.eu/bitstream/10419/200192/1/Mostafa_2018_Impact%20Complex%20Family%20FT.pdf)

NAACP Legal Defense Team and Educational Fund. (2022). Dismantling the school-to-

prison-pipeline. Retrieved from [https://www.naacpldf.org/wp-](https://www.naacpldf.org/wp-content/uploads/Dismantling_the_School_to_Prison_Pipeline_Criminal-Justice_.pdf)

[content/uploads/Dismantling the School to Prison Pipeline Criminal-Justice .pdf](https://www.naacpldf.org/wp-content/uploads/Dismantling_the_School_to_Prison_Pipeline_Criminal-Justice_.pdf)

Nance, J. (2016). Students, police, and the school-to-prison pipeline. University of

Florida Levin College of Law. Retrieved from

<https://scholarship.law.ufl.edu/cgi/viewcontent.cgi?article=1782&context=faculty>
[pub](https://scholarship.law.ufl.edu/cgi/viewcontent.cgi?article=1782&context=faculty)

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data

analysis. *Language Teaching Research*, *19*(2), 129–

132. <https://doi.org/10.1177/1362168815572747>

National Center for Education Statistics (2018). Digest of education statistics. Retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_233.30.asp

National Center for Education Statistics (2019, February). Indicator 15: Retention, suspension, and expulsion. Retrieved from https://nces.ed.gov/programs/raceindicators/indicator_rda.asp#:~:text=About%20111%2C000%20students%20were%20expelled,all%20other%20racial%2Fethnic%20groups

National Education Association. (2016). Policy statement on discipling and the school-to-prison-pipeline. Retrieved from <https://ra.nea.org/delegate-resources/policy-statement-on-discipline/>

National Education Association. (2021, December 02). Gun violence prevention. Retrieved from <https://www.nea.org/advocating-for-change/action-center/our-issues/gun-violence-prevention>

Nelson, C., & Scott, T., Gagnon, J., Jolivet, K., & Sprague, J. (2008, May). Positive behavior support in the juvenile justice system. Retrieved from https://tuhat.helsinki.fi/ws/portalfiles/portal/125527861/PBIS_Volume4_Issue3.pdf

Nelson, L., & Lind, D. (2015, October 27). The school-to-prison pipeline, explained. *Vox*. Retrieved from <https://www.vox.com/2015/2/24/8101289/school-discipline-race>

Nextgenlearning.org. (2022). Restorative practices in schools: Designing for equity. Retrieved from <https://www.nextgenlearning.org/equity-toolkit/school-culture>

- Newton, D. (2016, October 6). Restorative justice and youthful offenders. Retrieved from <https://leb.fbi.gov/articles/featured-articles/restorative-justice-and-youthful-offenders#:~:text=Restorative%20justice%20entails%20more%20than,resulting%20in%20worse%20criminal%20behavior>
- Nishioka, V. (2013, April). Eliminating disparities in school discipline. Retrieved from <https://educationnorthwest.org/sites/default/files/eliminating-disparities.pdf>
- NSCL. (2022). Mental health needs of juvenile offenders. Retrieved from <https://www.ncsl.org/documents/cj/jjguidebook-mental.pdf>
- Office of Juvenile Justice and Delinquency Prevention. (2017, July). Intersection between mental health and the juvenile justice system. Retrieved from https://ojjdp.ojp.gov/model-programs-guide/literature-reviews/intsection_between_mental_health_and_the_juvenile_justice_system.pdf
- Palinkas, L., Horwitz, S. ., Green, C., Wisdom, J., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health*, 42(5), 533–44. <https://doi.org/10.1007/s10488-013-0528-y>
- Penner, J., & McClement, S. (2008). Using Phenomenology to Examine the Experiences of Family Caregivers of Patients with Advanced Head and Neck Cancer: Reflections of a Novice Researcher. *International Journal of Qualitative Methods*. Retrieved from [https://journals.sagepub.com/doi/pdf/10.1177/160940690800700206#:~:text=A%20descriptive%20phenomenological%20approach%20is,it%20\(Giorgi%2C%201997\)](https://journals.sagepub.com/doi/pdf/10.1177/160940690800700206#:~:text=A%20descriptive%20phenomenological%20approach%20is,it%20(Giorgi%2C%201997)).
- Pine Tree Independent School District. (2016-2021). PTISD code of conduct. Retrieved from <http://ptisd.org/page/Home.Students.Discipline>

- Porter, A. (2007, March 21). Restorative practices in schools: Research reveals power of restorative approach, Part I. *International Institute for Restorative Practices*. Retrieved from <https://www.iirp.edu/news/restorative-practices-in-schools-research-reveals-power-of-restorative-approach-part-i>
- Quereshi, A., & Okonofua, J. (2017). Locked out of the classroom: How implicit bias contributes to disparities in school discipline. Retrieved from https://www.naacpldf.org/files/about-us/Bias_Reportv2017_30_11_FINAL.pdf
- Ramon, A. (2020, February). Why disciplinary alternative education programs do more harm than good. Retrieved from <https://www.idra.org/resource-center/why-disciplinary-alternative-education-programs-do-more-harm-than-good/>
- Ramsey, S. (2022). The troubled history of American education after the Brown decision. Organization of American Historians. Retrieved from <https://www.oah.org/tah/issues/2017/february/the-troubled-history-of-american-education-after-the-brown-decision/>
- Reed, M. (2017). Teach(-er/-ing) in detention: The experiences of teachers in juvenile detention facilities. Retrieved from https://ir.ua.edu/bitstream/handle/123456789/3169/file_1.pdf?sequence=1&isAllowed=y
- Reihl, K., Hurley, R., & Taber, K. (2015, October 21). Neurobiology of implicit and explicit bias: Implications for clinicians. *Journal of Neuropsychiatry and Clinical Neurosciences*. Retrieved from <https://neuro.psychiatryonline.org/doi/10.1176/appi.neuropsych.15080212#:~:text=Explicit%20attitudes%20and%20biases%20are,of%20self%2Dreported%20expl>

icit%20attitudes

Rhoades, K., Leve, L., Eddy, J., & Chamberlain, P. (2016). Predicting the transition from juvenile delinquency to adult criminality: Gender specific influences in two high-risk samples. Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4624625/>

Rose, L. (2018, February 2). TX tribune investigation shines light on juvenile probation .

Texans Care for Children. Retrieved from <https://txchildren.org/posts/2018/2/2/tx-tribune-investigation-shines-light-on-juvenile-probation>

Rothstein, R (2014, April 17). Why have we been so disappointed? What have we learned? economic policy institute. Retrieved from

<https://www.epi.org/publication/brown-at-60-why-have-we-been-so-disappointed-what-have-we-learned/#:~:text=But%20Brown%20was%20unsuccessful%20in,of%20American%20public%20education%20today.&text=But%20resource%20equality%20itself%20is,prepare%20for%20success%20in%20school>

Rudes, D., Viglione, J. & Taxman, F. (2022). Juvenile probation officers: How the perception of roles affects training experiences for evidence-based practice implementation. Retrieved from

https://www.uscourts.gov/sites/default/files/75_3_1_0.pdf

Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing & Health*, 18(2), 179–183. <https://doi.org/10.1002/nur.4770180211>

Sawchuk, S. (2021, May 18). What is critical race theory, and why is it under attack? Education Week. Retrieved from <https://www.edweek.org/leadership/what-is->

[critical-race-theory-and-why-is-it-under-attack/2021/05](#)

School Discipline Support Initiative. (2020). Pipeline to prison. Retrieved from

<https://supportiveschooldiscipline.org/school-to-prison-pipeline#:~:text=The%20pipeline%20to%20prison%20refers,criminal%20justice%20systems%20increasingly%20for>

School of Education. (2021, February 24). Who is most affected by the school to prison

pipeline? Retrieved from <https://soeonline.american.edu/blog/school-to-prison-pipeline#:~:text=Students%20from%20marginalized%20communities%20are,and%20For%20maintain%20racial%20inequalities>

Seale, C. (2019, January 30). Forget implicit bias, let's talk about explicit bias in

education. Ed Post. Retrieved from <https://www.edpost.com/stories/forget-implicit-bias-lets-talk-about-explicit-bias-in-education#:~:text=Explicit%20bias%20explains%20how%20a,parents%20just%20don't%20care>

Shannon, R. (2019, May 10). 3 ways the 1994 crime bill continues to communities of color. *American Progress*. Retrieved from

<https://www.americanprogress.org/article/3-ways-1994-crime-bill-continues-hurt-communities-color/>

Shore, R., & Yuster, D. (2022). Advocacy strategies to stop the school-to-prison pipeline: from working with localities to litigation. Retrieved from

https://www.advocatesforchildren.org/sites/default/files/library/white_paper_stpp_2018.pdf?pt=1

Social Science. (2021, February 20). <https://socialsci.libretexts.org/@go/page/8141>

Sun, K. (2008). *Correctional counselors: Roles, work environments, conflicts, and challenges*. New York, NY: Jones and Barrett.

Taylor, E., Guy-Wells, P., Wilkerson, P., & Addae, R. (2019). The historical perspectives of stereotypes on African-American males. *Journal of Human Rights and Social Work*. Retrieved from <https://link.springer.com/article/10.1007/s41134-019-00096-y#citeas>

Temkin, D., Stuart-Cassel, V., Lao, K., Nunez, S., Kelley, S., & Kelley, C. (2020, February 12). The evolution of state school safety laws since the Columbia school shooting. *Child Trends*. Retrieved from <https://www.childtrends.org/publications/evolution-state-school-safety-laws-columbine>

Texas Appleseed. (2010-2011). Ticketing & arrest data update. Retrieved from <https://www.texasappleseed.org/sites/default/files/156-STPP-TicketingandArrestDataUpdated-LOWRes.pdf>

Texas Appleseed. (2007, October). Texas' school-to-prison pipeline: Dropout to incarceration. Retrieved from <https://www.texasappleseed.org/sites/default/files/208K-STPP-PipelineReportExecutiveSummary.pdf>

Texas Classroom Teacher's Association (2022). Student discipline rights and responsibilities. Retrieved from <https://www.tcta.org/professional-resources/students/student-discipline/student-discipline-rights-and-responsibilities>

Texas Education Agency. (2021). About TIER. Retrieved from <https://tier.tea.texas.gov/about>

Texas Education Agency. (2007-2022). Discipline and school removals. Retrieved from [https://tea.texas.gov/academics/special-student-populations/special-](https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/state-guidance/discipline-and-school-removals)

[education/programs-and-services/state-guidance/discipline-and-school-removals](https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/state-guidance/discipline-and-school-removals)

Texas Education Agency. (2014). Positive behavior interventions and supports.

Retrieved from <https://tea.texas.gov/about-tea/other-services/mental-health/positive-behavior-interventions-and-supports>

Texas Education Agency. (2022). Laws and rules. Retrieved from

<https://tea.texas.gov/about-tea/laws-and-rules>

Texas Juvenile Justice Department. (2022). The juvenile justice system in Texas.

Retrieved from <https://www.tjjd.texas.gov/index.php/juvenile-system>

Texas Juvenile Justice Department. (2022). Juvenile detention officer I. Retrieved from

<https://www2.tjjd.texas.gov/aboutus/jobopportunities/jobpostinfo.aspx?ID=YQgkHAegmEA=#:~:text=Monitors%20activities%20and%20behavior%20of,remanded%20to%20the%20facility%20custody>

Texas State Teachers Association. (2022). When there is no other alternative: Using

Chapter 37 to remove the disruptive student. Retrieved from

<https://www.tsta.org/sites/default/files/Removing%20the%20Disruptive%20Student.pdf>

The Economist. (2020, July 9th). The new ideology of race, and what is wrong with it.

Retrieved from <https://www.economist.com/leaders/2020/07/09/the-new-ideology-of-race>

The United States Department of Justice. (2022). Deliberative and Pre-decisional.

Retrieved from <https://www.justice.gov/file/1354576/download>

- Tie, C., Birks, M., & Francis, K. (2019). Grounded theory research: A design framework for novice researchers. *SAGE open medicine*, 7, 2050312118822927.
<https://doi.org/10.1177/2050312118822927>
- UKEssays. (November 2018). Hirschi's social bond theory in criminology. Retrieved from <https://www.ukessays.com/essays/criminology/social-bonds-in-modern-criminology.php?vref=1>
- U.S. Department of Education. (2017, January 4). Rethinking discipline. Retrieved from <https://www2.ed.gov/policy/gen/guid/school-discipline/index.html>
- U.S. Department of Education- Civil Rights Data Collection. (2015–2016). School Climate and Safety. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/school-climate-and-safety.pdf>
- USA Facts. (2021). Black students are more likely to be punished than white students. Retrieved from <https://usafacts.org/articles/black-students-more-likely-to-be-punished-than-white-students/>
- Vaismoradi, M., Jones, J., Turunen, H., & Snelgove, S. (2016, January 15). *Journal of Nursing Education and Practice*. Retrieved from <https://asset-pdf.scinapse.io/prod/2245858136/2245858136.pdf>
- Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018, November 21). Characterizing and justifying sample size sufficiency in interview-based studies: Systematic analysis of qualitative health research over a 15-year period. *BMC Med Res Methodol*, 18(1):148. doi: 10.1186/s12874-018-0594-7. PMID: 30463515; PMCID: PMC6249736.

- Verdugo, R. (2020). Race-ethnicity, social class, and zero-tolerance policies: The cultural and structural wars. Retrieved from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.922.4902&rep=rep1&type=pdf>
- Walck, D. (2017). Enhancing clients' perspectives and the therapeutic process by expanding our view of cultural wealth. *International Journal for the Advancement of Counselling*, 39. 1–10. 10.1007/s10447-017-9305-z.
- Warnick, B., Scribner, C. (2020, February 10). Discipline, punishment, and the moral community of schools. *Theory and Research in Education*. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/1477878520904943>
- Weir, K. (2016, November). What's behind the racial disparity in our education system? Retrieved from <https://www.apa.org/monitor/2016/11/cover-inequality-school>
- Wensel, D. (2019, August). Impacts of social bonds on crime in the transition between adolescence and young adulthood. Retrieved from file:///C:/Users/okere_g/Downloads/Wensel
- Whittenberg, T., & Fernandez, M. (2016, June 7). The Education Justice Research and Organizing Collaborative (EJ-ROC). Retrieved from <https://steinhardt.nyu.edu/metrocenter/ejroc/ending-student-criminalization-and-school-prison-pipeline>
- Wolfe, D. (2020, September 4). Thousands of children on probation are incarcerated each year for nonviolent, noncriminal behaviors. *The Appeal*. Retrieved from <https://theappeal.org/thousands-of-children-on-parole-are-incarcerated-each-year-for-nonviolent-noncriminal-behaviors/>

Woolf, N. (2022). Restorative Practices to Implement in 2022. Panorama Education.

Retrieved from <https://www.panoramaed.com/blog/restorative-practices-to-implement#:~:text=What%20is%20Restorative%20Justice%20in,bring%20together%20students%20and%20educators>

Wortley, S., Seepersad, R., McCalla, A., Singh, R., Madon, N., Greene, C., Myers, N., &

Roswell, T. (2008, July). Social Control and Self-Control Theories. The Review of the Roots of youth violence. Retrieved from

http://www.children.gov.on.ca/htdocs/english/documents/youthandthelaw/roots_of_youthviolence-vol5.pdf

Young, S., Greer, B., & Church, R. (2017, February). Juvenile delinquency, welfare,

justice and therapeutic interventions: a global perspective. *BJPsych Bull*,

41(1):21–29. doi: 10.1192/pb.bp.115.052274. PMID: 28184313; PMCID:

PMC5288089

Zurcher, A. (2021, July 22). Critical race theory: The concept dividing the US. *BBC*

News. Retrieved from <https://www.bbc.com/news/world-us-canada-57908808>