**Assignment: Literature Review**

**Please use the following sub topics in red to organize the Literature or you can add or change so that it will make sense and flow….Please make this really good and please don’t repeat information. ☺ Also, I included the Abstract, Problem Statement, and Purpose of the Study Below**

* Introduction
* Discipline Disparities with Black Males
* Adverse effects of Disproportionate Discipline
* Discipline and the Achievement Gap
* Implicit Biases
* School to Prison Pipeline
* Cultural Appropriation
* Black Lives Matter
* Critical Race Theory
* Culturally Responsive Pedagogy
* Restorative Discipline
* Conclusion (Restate the introduction and sum it all up)….

**Abstract**

The disparity in discipline for Black male students relates to many factors which includes cultural misunderstanding by assigned teachers, gaps in learning, and implicit biases. Moreover, Black males often face hostile learning environments perpetuated by negative and pervasive stereotypes. From pre-school to high school these historical assumptions and deficit-based narratives of black males as unintelligent, threatening, confrontational, and difficult to teach have adverse effects on their academic achievement. Given the history of racial inequities in the United States, education stakeholders, administrators, and teachers must recognize, appreciate, and understand cultural differences to overcome barriers and cognitive dissonance. Implementing Culturally Responsive Pedagogy leads to decreased numbers in discipline disparities thereby closing the achievement gap.

**Problem Statement**

The significant phenomenon for this study is Black male students experience disciplinary actions and consequences at alarmingly higher rates in schools within my district; moreover, it is a problem across the country. Although Black males account for 19% of preschoolers in the United States, this demographic receives 47% of disciplinary infractions in preschool. Unfortunately, this problem carries on through high school where Black males continue to lag behind other subgroups academically often due to displeasure with school because of challenges with discipline (Okilwa & Robert, 2017). Sadly, the largest population of prisoners in the United States are Black males perhaps due to dropping out of school and resorting to criminal activity.

Furthermore, the discipline gap between Black students and their peers escalates the demand for teacher training in culturally responsive teaching strategies. Nevertheless, existing research is indecisive about how culturally responsive teaching practices relate to student behavior or how to assess using such practices in the classroom (Larson, 2017, P. 153). Nonetheless, typically a Black male student is highly susceptible to unwarranted disciplinary scrutiny by teachers and school administration than other non-Black students. In addition, the disparity persists across all forms of disciplinary sanctions, type of school attended, and the poverty level of the school. Likewise, adverse effects on self-esteem and motivation are prevalent because this group is not only disenfranchised but also marginalized.

**Purpose of the Study**

The purpose of this qualitative phenomenological is to uncover and understand the lived experiences and perceptions of Black males regarding discipline practices and techniques in schools; the participants are Black males in grades 9-12th from public and private schools in the metropolitan and suburban areas.