

Dismantling the School-to-Prison Pipeline through Technology: A Literature Review

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Abstract : Educational efforts to address the school-to-prison pipeline (STPP) and retain students in school require equipping teachers with evidence-based approaches to handle social-emotional behavior (SEB) needs. One aspect of these efforts involves training teachers to utilize effective and current technologies, thereby reducing SEB challenges faced by students with disabilities in their classrooms. This literature review examines eight studies conducted within the past 10 years (from 2013 to 2023) that focus on enhancing SEB needs of students with disabilities using technology. The review reveals that autism spectrum disorder (ASD), emotional behavioral disorder (EBD), and attention deficit and hyperactivity disorder (ADHD) are the predominant disabilities studied through technology interventions. Additionally, it highlights that these studies focused on examining the effectiveness of technologies in reducing disruptive behaviors, increasing on-task behaviors, reducing anxiety, and promoting social skills.

Keywords : school-to-prison pipeline, technology, evidence-based practices, EBD

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