Supplementary Information for

Reappraising Academic and Social Adversity Improves Middle-School Students' Academic Achievement, Behavior, and Well-Being

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**Research Setting.** The setting for our study was a Midwestern school district in a locale defined as a “midsize city” by the National Center for Education Statistics enrolling over 20,000 students. According to official state records, the district’s racial/ethnic demographics for all students were 44% White, 19% Latino, 18% African American, 9% Asian, and 8% two or more groups, and 2% other groups. In addition, 48% were eligible for free or reduced-price lunch and 19% were classified as English Language Learners. In many respects, the demographic and achievement characteristics in the district reflected features of the student population of the United States, which was 52% White, 26% Latino, 16% African American, 5% Asian, and 47% eligible for free or reduced-price lunch, and 9% English Language Learners.

To contextualize academic performance, we compared average achievement characteristics from the district to districts in the nation using the Stanford Education Data Archive (SEDA) (SI-1). The study district was average (0.00 in standardized units) in terms of both average achievement during grades 3-8 and achievement growth over those grades.

Despite overall achievement that was average in the nation, there were large racial/ethnic achievement gaps in the study district. According to SEDA estimates combining mathematics and language arts scores in grades 3-8, the average gaps between White and African American students and between White and Latino students were more than a standard deviation (corresponding to more than 3 grade levels), gaps that were among the largest 5% of all districts in the nation. However, the growth in achievement gaps during the school year, which researchers have argued is an indicator of school-age learning opportunities (SI-2: Reardon et al.
2019), was less pronounced. White-African American disparities grew by 0.01 standard deviations per year (73rd percentile in the nation) and White-Latino gaps decreased by 0.02 standard deviations per year (28th percentile). Asian students were relatively high achieving in this district, with mean achievement one third of standard deviation higher than White students on average.

In short, the research setting was typical in terms of overall composition and achievement (and size, among districts classified as urban by NCES), but academic disparities for African American and Latino students were large and widely known. Even if the origins of these differences were complex and shaped by factors outside of school, race/ethnicity was a salient educational characteristic in this setting, and addressing these achievement gaps was a stated priority of district and community leaders during the time of the study. The potential relevance of race and ethnicity for educational processes in this district led us to plan analyses of racial/ethnic differences in the effects of the belonging intervention with an emphasis on historically underserved racial/ethnic minority groups. Although correlated, poverty was less prominent in district and community discussions, and therefore not a planned focus in this study.

**Study materials and implementation.** Study materials for both sessions of the belonging intervention consisted of teacher instructions and the student activities. Researchers’ direct interactions with teachers were limited to a 15-minute orientation meeting prior to the school year in which the study was described generally as a study about student perspectives on the transition to middle school (teachers were blind to the experimental hypotheses, conditions, and group assignments) and teachers were asked to incorporate the sessions into their normal
classroom activities. Instructions were provided for each administration. For teacher instructions associated with each of the two exercises, see Appendix A.

Student exercises were personalized according to experimental condition (i.e., control group students received a control group packet with their name on it whereas intervention group students received an intervention group packet with their name on it). They were administered entirely by teachers. The personalized copies were delivered to the school prior to each implementation and the completed packets were collected afterward. To view the templates for Exercises 1 and 2, see Appendix B.

**Stable Unit Value Treatment Assumption (SUTVA).** Our impact estimates are unbiased under the assumption that the potential outcomes under the intervention and control condition for an individual are not affected by the intervention status of other individuals. The most plausible way this assumption would be violated is if there are virtuous spillovers of positive impacts, such as social norms that promote belonging and a better learning environment due to less acting out. In that case, control students in the current study would have enjoyed indirect benefits of the belonging message. Thus, we expect the estimates from the current design may underestimate the benefits of the intervention if implemented widely. This is a hypothesis that can be tested by future research that randomizes the intervention at the school level, including designs that randomly vary the proportion of intervention students across schools.

**Manipulation check measures.** Manipulation checks in the form of five-point Likert items (from “Not at all” to “A Lot”) were included at the end of both exercises. Exercise 1 items addressed worries about academic underperformance in school that could undermine students’ middle school belonging (How much do you think 6th graders last year worried about taking
important tests in middle school?; How much do you think those same students worry now about taking important tests as 7th graders?). Exercise 2 manipulation check measures addressed relational worries at school (How much do you think 6th graders last year worried about whether they “fit in” or “belonged” at your school?; How much do you think those same students worry now as 7th graders about whether they “fit in” or “belong” at your school?).

**Additional information on survey measures.** Measurement properties of the scales are described by Pyne and colleagues (SI-3). The school trust scale contained three items (The teachers at this school treat students fairly; At this school, students are supported; The adults at this school care about the students;). The social belonging scale was comprised of four items (People in my school accept me; I feel like I belong in my school; I feel like an outsider in my school [reversed]; I feel comfortable in my school). The Evaluation Anxiety measure was comprised of four items (People will look down on me if I do not do well in school; If I don’t do well on important tests, others may question my ability; If I do poorly on an important test, people will look down on me; People will think I have less ability if I do not do well on important tests). Identification with School scale was comprised of two-items (It is important for me to do well in school; I want to do well in school).

Pre-intervention characteristics by historically underserved group membership and gender are in Table S3. We found generally small (less than 0.1 standard deviations) and statistically insignificant group differences in reported well-being measures prior to the intervention, including for the key mediating variables of school trust and social belonging. The exceptions were racial/ethnic differences in evaluation anxiety (0.23 SD, p < .05) and gender differences in identification with school (0.17 SD, p < .05; Table S3), dimensions least
associated with intervention effects (see below). These baseline demographic similarities might contribute to similar benefits of the intervention, but more evidence is needed to definitively establish group differences in this context and whether group patterns hold in other local settings.

**Student achievement measures.** Our achievement outcomes of interest were sixth-grade students’ post-intervention grade point average (GPA) and accumulated D and F letter grades. Because the intervention exercises occurred in the first quarter of the academic year, we averaged GPA and summed failing grades for terms 2-4 of sixth grade, purposely excluding term 1. Grade point average is based on a 4-point scale and Ds and Fs are counted for every course in a term. Prior-year achievement is each student’s score on the Measures of Academic Progress test, a formative, computer adaptive assessment administered in spring of the prior (5th grade) school year.

**Student behavioral measures.** The measure of behavioral referrals is each student’s total post-intervention office disciplinary referrals for their sixth-grade school year, from the second, and final, intervention session (depending on classroom implementation date) to the end of the year. The measure of student absences was the total number of days absent in terms 2 through 4, as recorded by district records, and corresponded to the post-intervention portion of the school year. Both variables were skewed, given that most students had zero or very few instances of either behavior; to mitigate the influence of outlier observations, we top-coded values for the largest half a percent of values, at 35 behavioral referrals and 45 absences.

**Supplemental Information on Results and Analysis**

**Tables corresponding to main analyses.** Table S1 indicates that experimental balance was achieved across conditions. Table S5 displays full results of regression models for
manipulation check outcomes. Standard errors were clustered at the school level for all multiple regression and path models. Table S2 displays full results from individual regression analyses and corresponds to results reported in Figure 2. Table S4 displays full results from the path analysis reported in Figure 4. For readers interested in associations between covariates and outcome variables, Tables S2, S4 and S5 report the effects from all variables in the models.

Manipulation check analyses. To assess whether the intervention exercises had the intended immediate effect on students’ attitudes, we included manipulation check questions for students at the end of each writing exercise (i.e., after all reading and writing parts of each exercise were completed; see Appendix B) that asked about academic and relational worries. The intervention was designed to help students consider that all students have those worries at the beginning of sixth-grade (i.e., the message that worries are normal); however, after some time, students realize that they do not need to be so worried (i.e., the message that anxiety is temporary). Therefore, students were asked two questions: one about how much current seventh-grade students at their school had worries when they began sixth-grade and a second question that asked how much seventh-graders had those worries currently (Table S5).

Results of the manipulation check questions for Exercise 1 indicated intervention group students changed attitudes about academic worries that could undermine belonging, as expected. Specifically, intervention group students rated students as having more worries at the beginning of sixth-grade than control group students ($z = 2.16, p = .031, \beta = .07$) and reported that students had lower levels of worry in seventh-grade than control group students ($z = -8.62, p < .001, \beta = -.22$), suggesting that intervention group students viewed academic worries that could undermine belonging as more normal and temporary than control group students.
Results of the manipulation check questions for Exercise 2 indicated intervention group students changed attitudes about relational worries that could undermine belonging as expected. Specifically, intervention group students, as compared to control group students, reported that students had higher levels of relational worries at the beginning of sixth-grade than control group students ($z = 8.86, p < .001, \beta = .23$) and thought that seventh-graders had lower levels of relational worries ($z = -2.10, p = .035, \beta = -.07$), suggesting that intervention group students viewed relational worries as more normal and temporary than control group students.

**Structural equation model: Direct effects on student well-being.** We used baseline covariates and the intervention indicator and interactions to examine the effect of the belonging intervention on each of the four student well-being measures. Consistent with individual model results presented in Figure 2, there was an intervention effect on all student well-being measures, such that students in the intervention group had higher identification with school ($z = 2.76, p = .006, \beta = .06$), higher school trust ($z = 5.19, p < .001, \beta = .12$), higher social belonging ($z = 2.86, p = .004, \beta = .09$), and lower evaluation anxiety ($z = -2.48, p = .013, \beta = -.06$), as compared to control group students.

**Structural equation model: Direct effects on behavior and GPA.** Baseline covariates, the intervention indicator and interactions, and student well-being measures predicted behavioral referrals and absences in the model. Thus, if student well-being measures mediated part of the intervention effect on student behaviors, then the direct effect would be smaller than the previously reported total effect. With the inclusion of student attitude mediators as predictors in the model, there remained a direct intervention effect on behavioral referrals half the size of the total effect ($z = -3.52, p < .001, \beta = -.06$) and a direct effect on number of absences two-fifths of
the total effect ($z = -1.72, p = .086, \beta = -0.05$). Among student attitudes predicting behaviors, higher school trust was associated with fewer behavioral referrals ($z = -2.46, p = .014, \beta = -0.12$) and fewer absences ($z = -2.34, p = .019, \beta = -0.09$). Higher levels of social belonging were marginally associated with fewer absences ($z = -1.73, p = .083, \beta = -0.08$).

Four independent variables in the model significantly predicted GPA: identification with school ($z = 4.08, p < .001, \beta = 0.07$), school trust ($z = 2.17, p = .030, \beta = 0.05$), number of behavioral referrals ($z = -5.46, p < .001, \beta = -0.23$), and number of absences ($z = -8.55, p < .001, \beta = -0.19$).

**Supplemental Analysis: Heterogeneity across school contexts.** This study was not designed to investigate heterogeneity across local schools. Eleven schools comprise a small sample size for this purpose, and the sites were not selected to maximize contextual variation. However, an important theoretical question is whether social belonging processes and the effect of the belonging intervention vary across local social environments, and we therefore conducted two exploratory analyses of school variation.

First, we decomposed the variance in pre-intervention variables between schools to assess whether there was meaningful school variation in local contexts. There were small but meaningful differences between schools in terms of prior achievement: 11% of the variance in the 5th grade achievement measure was between schools. However, there was much less of a distinction between schools in terms of prior absences (less than 1% of variation), prior behavioral referrals (3%), or any of the initial social-psychological variables (2% between schools for school belonging, social belonging, and less than 1% for evaluation anxiety). This pattern of results suggested that although school settings are not monolithic, they did not vary
widely in terms of the focal conditions related to belonging (at least as students are starting 6th grade).

Second, to assess how universally the benefits of the intervention may apply across school contexts, we estimated multilevel varying-effects models (SI-4) to test for variability in intervention impacts across the 11 sites. The estimated standard deviation of impact estimates across sites was less than 0.0001, implying no evidence for school-level heterogeneity. However, this result must be interpreted with the caution that these data are not well-powered to detect variability. The minimum detectable standard deviation of the true distribution in effects across sites for the study is 0.08, which is large relative to the overall impact estimate for the main outcome (0.09).

**Supplemental analysis: Intervention effect heterogeneity by implementation classroom type.** To assess whether the type of implementation classroom (English language arts or homeroom) influenced the benefits of the intervention, we added to each of the regression models in the main document an interaction between intervention condition and classroom type. These analyses showed no evidence of meaningful moderation of intervention impacts by classroom type.

**Supplemental analyses: Estimates of average causal mediation effects.** We present the structural equation model in the main text because it provides a cohesive summary of the system of associations between theoretically relevant variables. However, mediation estimates from this approach may not correspond to precisely defined causal mediation parameters (SI-5).

We conducted supplemental mediation analyses following the approach presented by Imai and colleagues (SI-5), which provides a formal counterfactual definition of causal
mediation effects, explains assumptions required for non-parametric identification, and provides a method for estimating causal mediation parameters. In the current setting, we highlight that the study design is well suited to meet the two sequential ignorability assumptions required to identify causal mediation effects. The first, unconfoundedness of treatment with the mediator and outcome, holds due to random assignment. The second, unconfoundedness of the mediator with outcome, is reasonable because we collected (and conditioned on) pre-intervention measures of the social-psychological mediators, behavioral measures, and academic outcomes.

Our parameters of interest were the Average Causal Mediation Effects (ACME), the average causal effect of intervention on the outcome variable due to changes in the mediator induced by the intervention, and the Average Direct Effect (ADE), the average causal effect of the intervention that does not operate through the mediator. We also considered the proportion of the total effect represented by the ACME. We used the general algorithm proposed by Imai and colleagues (SI-5) to estimate these parameters, with linear models of the mediator and outcome, and simulation-based inferential statistics. We included all pre-intervention covariates (demographics, prior achievement, prior attendance, prior disciplinary referrals, and pre-intervention measures of the social-psychological variables) in all models. We conducted separate analyses for each theorized mediator and outcome.

Results of these causal mediation analyses are presented in Table S6. Our conclusions mirror the key substantive results from the SEM model described above. First, both social-psychological and behavioral variables mediate substantial portions of the intervention impacts on GPA (18-46%, with the exception of evaluation anxiety). Second, among social-psychological variables, school trust and social belonging are most important, mediating 18-27%
of the GPA impact and a portion of the impacts on both behavioral referrals and absences (16-24%). Third, there is little evidence that evaluation anxiety is an active mechanism, and effects via identification with school do not operate through behavioral referrals or attendance.

A limitation of this approach is that it does not allow us to draw conclusions about the combined indirect effects of multiple mediators. The mediation effects are not additive. Nonetheless, the pattern of separate individual mediation results is consistent with the conclusions presented in the main text based on the SEM model.

**Supplemental exploratory analyses: Heterogeneous intervention effects by SES.**

Although not predicted by the authors *a priori*, at reviewers’ request, we tested for heterogeneity of effects of the intervention due to students’ socioeconomic background using free/reduced price lunch (FRL) participation as a proxy for social class. Additionally, to test for intersectional effects of historically underserved minority group membership and social class, we also examined the three-way interaction between experimental group, FRL, and historically underserved group.

We turn first to models with the two-way interaction between the intervention and FRL participation. These models are functionally similar to those in the main text, (i.e., with centered contrast-coded interactions between intervention, historically underserved group, and gender, including covariates and school fixed effects) but add a two-way interaction term between the intervention indicator and a centered contrast-coded free/reduced price lunch participation indicator for each outcome. Results in Table S7 indicate that main effects of intervention generally remain statistically significant and similar in size to main text results, even with additional predictors in the models. There are no statistically significant or substantively
meaningful experimental group-by-FRL interactions for any of the achievement, behavior, or survey outcome models. This is also true of models with three-way interactions that examine whether intervention effects differ by race and social class, with a potential hypothesis that the most highly psychologically threatened students might be students from historically underserved racial/ethnic minority groups and low socioeconomic status backgrounds (Table S8). Although main effects of the intervention remain consistent with results in Table S7 and those in the main text, there are no statistically significant two-way interactions between experimental group and FRL or three-way interactions between experimental group, FRL and historically underserved group membership.

We reiterate that these models were not part of the original hypotheses when designing the study; the resulting proliferation of numerous non-hypothesized tests increases the risk of observing statistically significant effects by chance alone. As such, these results should be interpreted as exploratory. Future studies designed with these hypotheses in mind can better assess whether interventions have effects for students from low SES backgrounds.

**Supplemental exploratory analyses: Heterogeneous intervention effects by race.**

Although not predicted by the authors *a priori*, at reviewers’ request, we tested heterogeneous effects of the intervention by separate race/ethnicity categories rather than by the combined historically underserved group. As reflected in the primary statistical models, we hypothesized that students from different historically underserved racial/ethnic groups would experience the intervention similarly. As with the SES tests above, the numerous non-hypothesized tests added here increase the risk of observing statistically significant effects by chance. In addition, due to
smaller group sizes, there is also less power to detect differences. As such, these results should be interpreted as exploratory.

These analyses support the general lack of differences in the benefits of the intervention due to race that are shown in the main analyses (i.e., 20 out of 24 new two-way racial group by intervention interactions and 22 out of 24 of new three-way race-gender-intervention interactions are not statistically significant, indicating an inability to distinguish intervention effects across racial groups).

These models differ slightly from primary models in that we added predictors for individual racial groups and accompanying interactions with experimental group. Here, we use dummy-coded intervention and gender indicators along with dummy-coded race/ethnicity variables with African American students as the reference category. These models also exclude 18 students designated as part of a racial or ethnic group that is not African American, White, Latino or Asian since this group was too small to analyze for differences in intervention effects. Results in Table S9 indicate that intervention effects for African American students remain statistically significant and meaningful for GPA, number of D/Fs, absences, and school trust. The intervention effect on behavioral referrals for African American students is marginally significant in this alternative non-hypothesized model. African American /White student differences in the number of D/Fs are statistically significant in this alternate model, as are differences between African American /Latino students on GPA and number of D/Fs, and between African American and Asian students on levels of school trust.
Supplemental Information. To provide additional context, we report descriptive characteristics of outcome variables by potentially academic racial/ethnic group and by gender (Table S10).

Cost estimates. Our estimate in the discussion for the cost of deploying this intervention in other middle school contexts is based on the following calculations. Assuming two 15-minute writing exercises, each teacher would invest approximately 30 minutes of time over the course of the academic year. According to the Bureau of Labor Statistics, the average secondary school teacher in the U.S. earns an annual salary of $56,760. Over a 40-hour work week, this annual salary would equal a pay rate of $27.28 per hour. Assuming an average class size of approximately 25 students, we estimate the opportunity costs for 30 minutes of a teacher’s time to be $0.55 per student. With the four-page student exercise and an approximate printing cost of $0.10 per page, the two interventions can be produced at a cost of $0.80 per student. Therefore, the typical school system could sustain delivery of the intervention’s two exercises at a cost of approximately $1.35 per student, per academic year.
SI References

SI-1. Reardon, SF, et al. (2018). Stanford Education Data Archive (Version 2.1). Retrieved from http://purl.stanford.edu/db586ns4974.

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SI-3. Pyne J, Rozek CS, & Borman GD (2018) Assessing malleable social-psychological academic attitudes in early adolescence. J Sch Psychol 71:57-71.

SI-4. Bloom, HS, Raudenbush, SW, Weiss, MJ, & Porter, K (2017) Using multisite experiments to study cross-site variation in treatment effects: A hybrid approach with fixed intercepts and a random treatment coefficient. Journal of Research on Educational Effectiveness, 10(4), 817–842.

SI-5. Imai K, Keele L, Tingley D, & Yamamoto T (2011) Unpacking the black box of causality: Learning about causal mechanisms from experimental and observational studies. Am Political Sci Rev 105(4):765-789.
Table S1. Experimental Balance on Pre-intervention Covariates

| VARIABLES                        | Full Sample (N=1,304) | Intervention (N=652) | Control (N=652) | I/C Difference (SD) |
|----------------------------------|-----------------------|----------------------|-----------------|---------------------|
| Prior Achievement                | 495 (56)              | 495 (56)             | 495 (55)        | 0.00 (0.00)         |
| Prior D’s and F’s                | 0.40 (0.98)           | 0.39 (0.96)          | 0.41 (0.99)     | -0.02 (0.02)        |
| Prior Behavioral referrals       | 0.04 (0.20)           | 0.04 (0.19)          | 0.04 (0.21)     | 0.00 (0.00)         |
| Prior Attendance                 | 0.74 (0.44)           | 0.73 (0.44)          | 0.74 (0.44)     | -0.02 (0.02)        |
| Fall School Trust                | 4.23 (0.61)           | 4.23 (0.59)          | 4.22 (0.63)     | 0.02 (0.02)         |
| Fall Social Belonging            | 4.06 (0.65)           | 4.06 (0.66)          | 4.07 (0.64)     | -0.02 (0.02)        |
| Fall Evaluation Anxiety          | 2.76 (0.82)           | 2.76 (0.82)          | 2.77 (0.83)     | -0.01 (0.01)        |
| Fall Identification with School  | 4.72 (0.48)           | 4.72 (0.46)          | 4.71 (0.51)     | 0.02 (0.02)         |
| English Language Proficiency     | 0.16 (0.36)           | 0.17 (0.37)          | 0.15 (0.35)     | 0.06 (0.06)         |
| Free/Reduced Lunch Price Status  | 0.85 (0.97)           | 0.83 (0.97)          | 0.87 (0.97)     | -0.04 (0.04)        |
| Disability Status                | 0.11 (0.32)           | 0.11 (0.32)          | 0.12 (0.32)     | -0.03 (0.03)        |
| Female                           | 0.49 (0.50)           | 0.48 (0.50)          | 0.50 (0.50)     | -0.04 (0.04)        |
| HU                               | 0.43 (0.50)           | 0.44 (0.50)          | 0.43 (0.50)     | 0.02 (0.02)         |

Note: HU = student is a member of a historically underserved racial/ethnic minority group (African American, Latino, Native American or multiracial). First row for each variable in the first three columns is the mean. Second row in parentheses is the standard deviation. The final column value is the standard deviation differences between intervention and control group averages. The p-values for all tests of groups differences were greater than 0.05.
### Table S2. Multiple Regression Results for Academic, Behavior, and Well-being Outcomes

| VARIABLES                        | GPA        | Ds and Fs | Behavioral referrals | Absences | School Trust | Social Belonging | Evaluation Anxiety | Identification with School |
|----------------------------------|------------|-----------|----------------------|----------|--------------|-------------------|--------------------|--------------------------|
| Experimental Group               | 0.03*      | -0.06*    | -0.39**              | -0.49*   | 0.11***      | 0.10***           | -0.07**            | 0.06**                   |
|                                  | (0.02)     | (0.03)    | (0.14)               | (0.20)   | (0.03)       | (0.03)            | (0.02)             | (0.02)                   |
|                                  | 2.08       | -2.04     | -2.89                | -2.41    | 4.37         | 3.37              | -2.74              | 2.80                     |
| HU                               | -0.07***   | 0.11**    | 0.60***              | 0.34     | -0.01        | -0.02             | -0.00              | 0.06                     |
|                                  | (0.02)     | (0.03)    | (0.18)               | (0.41)   | (0.04)       | (0.03)            | (0.05)             | (0.04)                   |
|                                  | -3.95      | 3.22      | 3.30                 | 0.83     | -0.30        | -0.68             | -0.07              | 1.56                     |
| Gender (Female=1)                | 0.13***    | -0.13***  | -0.65***             | -0.27    | -0.03        | -0.09***          | 0.05*              | 0.10***                  |
|                                  | (0.02)     | (0.03)    | (0.18)               | (0.27)   | (0.03)       | (0.02)            | (0.02)             | (0.03)                   |
|                                  | 8.28       | -4.83     | -3.73                | -1.03    | -1.17        | -4.77             | 2.35               | 3.88                     |
| Exper Group X HU                 | 0.02       | -0.05     | -0.18                | -0.44    | 0.06         | 0.02              | -0.01              | 0.02                     |
|                                  | (0.01)     | (0.03)    | (0.12)               | (0.24)   | (0.03)       | (0.03)            | (0.02)             | (0.03)                   |
|                                  | 1.71       | -1.56     | -1.50                | -1.86    | 1.93         | 0.79              | -0.64              | 0.58                     |
| Exper Group X Female             | -0.01      | 0.03      | 0.15                 | 0.40*    | 0.04         | 0.03              | -0.03              | -0.02                    |
|                                  | (0.01)     | (0.03)    | (0.14)               | (0.18)   | (0.03)       | (0.02)            | (0.03)             | (0.02)                   |
|                                  | -0.73      | 1.04      | 1.10                 | 2.24     | 1.73         | 1.37              | -0.89              | -0.87                    |
| HU Female                        | 0.01       | -0.05**   | -0.34***             | -0.09    | 0.00         | -0.01             | -0.03              | -0.04                    |
|                                  | (0.01)     | (0.02)    | (0.09)               | (0.15)   | (0.03)       | (0.02)            | (0.03)             | (0.02)                   |
|                                  | 0.46       | -3.01     | -3.93                | -0.61    | 0.09         | -0.20             | -1.09              | -1.57                    |
| Exper Group X HU X Female        | 0.00       | 0.02      | 0.12                 | 0.37     | -0.03        | 0.02              | 0.00               | 0.00                     |
|                                  | (0.02)     | (0.03)    | (0.17)               | (0.26)   | (0.03)       | (0.02)            | (0.02)             | (0.02)                   |
|                                  | 0.03       | 0.56      | 0.71                 | 1.41     | -1.03        | 0.88              | 0.02               | -0.02                    |
| Free/Reduced Lunch               | -0.23***   | 0.34***   | 0.99***              | 1.45***  | -0.08*      | -0.01             | 0.07**             | -0.06                    |
|                                  | (0.02)     | (0.06)    | (0.29)               | (0.42)   | (0.04)       | (0.03)            | (0.03)             | (0.06)                   |
|                                  | -10.61     | 5.25      | 3.40                 | 3.45     | -2.14        | -0.23             | 2.74               | -0.89                    |
| English Language Learner         | 0.11*      | -0.25*    | -2.44***             | -2.70**  | 0.38***     | 0.06              | 0.10               | 0.10                     |
|                                  | (0.05)     | (0.12)    | (0.64)               | (0.87)   | (0.07)       | (0.06)            | (0.08)             | (0.08)                   |
|                                  | 2.38       | -2.13     | -3.83                | -3.12    | 5.58         | 0.89              | 1.30               | 1.40                     |
| Student with Disability          | -0.17*     | 0.11      | 0.74                 | 2.62     | -0.01        | -0.12             | 0.10               | -0.13                    |
|                                  | (0.07)     | (0.14)    | (0.46)               | (1.35)   | (0.13)       | (0.11)            | (0.11)             | (0.13)                   |
|                                  | -2.41      | 0.81      | 1.61                 | 1.94     | -0.07        | -1.11             | 0.86               | -1.01                    |
| Prior Year Achievement           | 0.65***    | -0.62***  | -1.20**              | -1.38*   | 0.16**      | 0.08              | -0.01              | 0.14*                    |
|                                  | (0.04)     | (0.10)    | (0.40)               | (0.62)   | (0.05)       | (0.06)            | (0.05)             | (0.06)                   |
|                                  | 15.94      | -6.02     | -3.02                | -2.21    | 3.03         | 1.29              | -0.29              | 2.24                     |
| Pre-Intervention Measure         | 9.53***    | 3.96***   | 0.35***              | 0.41***  | 0.41***      | 0.34***           |                    |                          |
### School Fixed Effects

|                | (1.63) | (0.37) | (0.03) | (0.02) | (0.04) | (0.03) |
|----------------|--------|--------|--------|--------|--------|--------|
|                | 5.84   | 10.82  | 13.53  | 16.99  | 11.73  | 13.04  |

| School Fixed Effects | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|---------------------|---|---|---|---|---|---|---|---|---|
| Constant            | 0.14 | 2.84*** | 6.26*** | 9.38** | -0.89** | -0.39 | -0.06 | -0.53 |
|                     | (0.20) | (0.44) | (1.82) | (3.14) | (0.28) | (0.30) | (0.28) | (0.36) |
|                     | 0.69 | 6.44 | 3.44 | 2.99 | -3.21 | -1.30 | -0.22 | -1.49 |

| Observations        | 1,304 | 1,304 | 1,304 | 1,304 | 1,304 | 1,304 | 1,304 | 1,304 |

Note: HU = student is a member of a historically underserved racial/ethnic minority group (African American, Latino, Native American or multiracial). The first row for each independent variable is the estimate. Second row is the robust standard error. Third row is the test statistic (z-score). Experimental group, gender, and HU indicators are contrast coded. Pre-Intervention Measure is the prior measure of the corresponding outcome variable (e.g., prior absences for the absence outcome model). Prior Year Achievement is measured with state standardized tests. Standard errors are clustered in schools. *** p<0.001, ** p<0.01, * p<0.05.
Table S3. Pre-Intervention Attitude Scale Scores by Historically Underserved Minority Group Membership and Gender

|                          | Racial/Ethnic Group | Gender           |            |            |            |            |
|--------------------------|----------------------|------------------|------------|------------|------------|------------|
|                          | Non-HU (N=739)       | HU (N=565)       | Difference (SD) | Male (N=664) | Female (N=640) | Difference (SD) |
| School trust (T1)        | 4.25 (0.58)          | 4.19 (0.66)      | 0.10 (0.65) | 4.24 (0.58) | -0.05 (0.58) |
| Social belonging (T1)    | 4.07 (0.64)          | 4.05 (0.66)      | 0.03 (0.64) | 4.04 (0.66) | 0.08 (0.66)  |
| Evaluation anxiety (T1)  | 2.68 (0.77)          | 2.87* (0.89)     | -0.23 (0.83) | 2.74 (0.82) | 0.06 (0.82)  |
| Identification with school (T1) | 4.72 (0.48) | 4.72 (0.49) | 0.00 (0.52) | 4.76* (0.45) | -0.17 (0.45) |

Note: HU = student is a member of a historically underserved racial/ethnic minority group (African American, Latino, Native American or multiracial). Asterisk indicates a statistically significant between-group difference (p<.05)
### Table S4. Path Analysis Results

| VARIABLES                      | GPA       | Behavioral referrals | Absences | School Trust | Social Belonging | Evaluation Anxiety | Identification with School |
|--------------------------------|-----------|----------------------|----------|--------------|------------------|--------------------|-----------------------------|
| Behavioral referrals           | -0.23***  | (0.04)               | -5.46    |              |                  |                    |                             |
| Absences                       | -0.19***  | (0.02)               | -8.55    |              |                  |                    |                             |
| School Trust                   | 0.05*     | (0.02)               | -0.12*   | -0.09*       |                  |                    |                             |
| Social Belonging               | 0.02      | (0.02)               | 0.12     | -0.26        |                  |                    |                             |
| Evaluation Anxiety             | 0.01      | (0.02)               | -0.05    | -0.49        |                  |                    |                             |
| ID with School                 | 0.07***   | (0.02)               | 0.12     | -0.09        |                  |                    |                             |
| Experimental Group             | 0.00      | (0.02)               | 0.12     | 0.09**       | -0.06*           | 0.06**             |                             |
| HU                             | -0.06**   | (0.02)               | 0.14***  | 0.05         | -0.01            | 0.03               | 0.02                        |
| Gender (Female=1)              | 0.13***   | (0.02)               | -0.15*** | -0.05        | -0.02            | -0.10***           | 0.02                        |
| Exper Group X HU               | 0.00      | (0.02)               | -0.03    | -0.49        | 0.06             | 0.03               | 0.02                        |
| Exper Group X Female           | 0.01      | (0.02)               | 0.05**   | 0.07***      | 0.05*            | 0.04               | -0.02                       |
| HU X Female                    | -0.01     | (0.02)               | -0.09*** | -0.02        | -0.02            | -0.01              | -0.03                       |
|                                 | -0.01     | (0.02)               | 0.12     | -0.09        |                  |                    |                             |
| Term                          | Estimate | Std. Error | z     | p-value |
|-------------------------------|----------|------------|-------|---------|
| Exper Group X HU X Female     | -0.70    | 0.02       | -3.49 | <0.001  |
|                              | -4.42    | 0.03       | -59.3 | <0.001  |
|                              | -1.11    | 0.04       | -29.7 | <0.001  |
|                              | -0.44    | 0.03       | -14.3 | <0.001  |
|                              | -0.26    | 0.03       | -7.49 | <0.001  |
|                              | -1.11    | 0.01       | -8.68 | <0.001  |
|                              | -2.18    | 0.00       | -100  | <0.001  |
| Free/Reduced Lunch           | -0.20    | 0.03       | -6.89 | <0.001  |
|                              | 0.21     | 0.04       | 4.76  | <0.001  |
|                              | 0.19     | 0.03       | 6.90  | <0.001  |
|                              | -0.11    | 0.04       | -2.72 | <0.01   |
|                              | -0.04    | 0.03       | -1.29 | 0.20    |
|                              | 0.08     | 0.06       | 1.38  | 0.17    |
|                              | -0.08    | 0.00       | -2.31 | <0.01   |
| English Language Learner     | -0.04    | 0.02       | -2.19 | 0.03    |
|                              | -0.20    | 0.04       | -4.76 | <0.001  |
|                              | -0.13    | 0.04       | -3.72 | <0.001  |
|                              | 0.14     | 0.03       | 4.33  | <0.001  |
|                              | 0.00     | 0.03       | 0.08  | 0.93    |
|                              | 0.03     | 0.04       | 1.00  | 0.31    |
|                              | 0.05     | 0.04       | 1.58  | 0.12    |
| Student with Disability      | -0.03    | 0.03       | -1.10 | 0.27    |
|                              | 0.07     | 0.05       | 3.07  | <0.001  |
|                              | 0.11     | 0.04       | 2.14  | 0.03    |
|                              | -0.01    | 0.03       | -0.25 | 0.80    |
|                              | -0.06    | 0.04       | -2.30 | <0.01   |
|                              | 0.03     | 0.04       | 0.61  | 0.54    |
|                              | -0.05    | 0.04       | -1.09 | 0.28    |
| Prior Year Achievement       | 0.41     | 0.03       | 16.13 | <0.001  |
|                              | -0.14    | 0.04       | -4.84 | <0.001  |
|                              | -0.11    | 0.02       | -2.56 | 0.01    |
|                              | 0.10     | 0.04       | 4.51  | <0.001  |
|                              | 0.10     | 0.04       | 2.46  | 0.01    |
|                              | -0.04    | 0.04       | -1.23 | 0.22    |
|                              | 0.10     | 0.04       | 2.57  | 0.01    |
| School Fixed Effects         | ✓        | ✓          | ✓     | ✓       |
| Intercept                    | 1.02     | 0.25       | 4.04  | 0.00    |
|                              | 1.46     | 0.24       | 6.03  | <0.001  |
|                              | 1.65     | 0.40       | 4.13  | <0.001  |
|                              | -0.95    | 0.22       | -4.33 | <0.001  |
|                              | -0.91    | 0.36       | -2.52 | <0.01   |
|                              | 0.29     | 0.37       | 0.79  | 0.44    |
|                              | -0.81    | 0.04       | -2.01 | 0.04    |

Note: HU = student is a member of a historically underserved racial/ethnic minority group (African American, Latino, Native American or multiracial). The first row for each independent variable is the standardized estimate. Second row is the robust standard error. Third row is the test statistic (z-score). Experimental group, gender, and HU indicators are contrast coded. Prior Year Achievement is measured with state standardized tests. Standard errors are clustered in schools. *** p<0.001, ** p<0.01, * p<0.05.
Table S5. Regression Results for Manipulation Checks

|                                | Exercise 1 |          |          | Exercise 2 |          |          |
|--------------------------------|------------|----------|----------|------------|----------|----------|
|                                | Worry Before | Worry Now |          | Worry Before | Worry Now |          |
| Experimental Group             | 0.07*       | -0.22*** | 0.23***  | -0.07*     |          |          |
|                                | (0.03)      | (0.03)   | (0.03)   | (0.03)     |          |          |
|                                | 2.16        | -8.62    | 8.86     | -2.10      |          |          |
| HU                             | 0.05        | 0.05     | 0.05     | 0.06       |          |          |
|                                | (0.04)      | (0.05)   | (0.05)   | (0.05)     |          |          |
|                                | 1.23        | 1.11     | 1.09     | 1.20       |          |          |
| Gender (Female=1)              | 0.04        | 0.01     | 0.12***  | 0.06       |          |          |
|                                | (0.02)      | (0.03)   | (0.03)   | (0.05)     |          |          |
|                                | 1.72        | 0.39     | 4.25     | 1.29       |          |          |
| Exper Group X HU               | -0.02       | -0.01    | -0.02    | -0.04      |          |          |
|                                | (0.03)      | (0.04)   | (0.02)   | (0.03)     |          |          |
|                                | -0.75       | -0.28    | -1.09    | -1.26      |          |          |
| Exper Group X Female           | 0.02        | -0.03    | 0.01     | -0.00      |          |          |
|                                | (0.04)      | (0.03)   | (0.04)   | (0.03)     |          |          |
|                                | 0.43        | -1.06    | 0.18     | -0.04      |          |          |
| HU X Female                    | 0.01        | -0.01    | -0.00    | 0.00       |          |          |
|                                | (0.02)      | (0.03)   | (0.02)   | (0.03)     |          |          |
|                                | 0.56        | -0.44    | -0.19    | 0.13       |          |          |
| Exper Group X HU X Female      | -0.02       | -0.03    | 0.01     | -0.01      |          |          |
|                                | (0.03)      | (0.03)   | (0.02)   | (0.04)     |          |          |
|                                | -0.78       | -1.04    | 0.32     | -0.25      |          |          |
| Free/Reduced Lunch             | -0.01       | 0.02     | -0.09    | 0.03       |          |          |
|                                | (0.03)      | (0.05)   | (0.05)   | (0.05)     |          |          |
|                                | -0.49       | 0.38     | -1.58    | 0.69       |          |          |
| English Language Learner       | 0.06        | 0.34***  | -0.03    | 0.14       |          |          |
|                                | (0.06)      | (0.08)   | (0.09)   | (0.11)     |          |          |
|                                | 1.05        | 4.31     | -0.40    | 1.27       |          |          |
| Student with Disability        | -0.04       | 0.17     | -0.07    | 0.20*      |          |          |
|                                | (0.10)      | (0.15)   | (0.14)   | (0.09)     |          |          |
|                                | -0.40       | 1.17     | -0.47    | 2.09       |          |          |
| Prior Year Achievement         | 0.00**      | -0.00    | 0.00     | -0.00*     |          |          |
|                                | (0.00)      | (0.00)   | (0.00)   | (0.00)     |          |          |
|                                | 3.07        | -1.47    | 0.75     | -2.07      |          |          |
| School Fixed Effects           | √           |          |          | √          |          |          |
| Constant                       | -1.98***    | 0.43     | -0.04    | 0.84*      |          |          |
|                                | (0.49)      | (0.40)   | (0.46)   | (0.42)     |          |          |
|                                | -4.08       | 1.06     | -0.08    | 2.03       |          |          |
| Observations                   | 1,304       | 1,304    | 1,304    | 1,304      |          |          |

Note: HU = student is a member of a historically underserved racial/ethnic minority group (African American, Latino, Native American or multiracial). Intervention, HU status, and gender are centered contrasts. Robust standard errors in parentheses. *** p<0.001, ** p<0.01, * p<0.05
### S6. Causal Mediation Estimates of Intervention Effects

| Outcome | Tested Mediator          | ACME  | p  | ADE  | p  | % Mediated |
|---------|--------------------------|-------|----|------|----|------------|
| **GPA** |                          |       |    |      |    |            |
|         | School Trust             | 0.009 | <.01 | 0.014 | 0.28 | 37%        |
|         | Social Belonging         | 0.005 | <.01 | 0.020 | 0.14 | 18%        |
|         | ID with School           | 0.004 | 0.02 | 0.019 | 0.16 | 18%        |
|         | Evaluation Anxiety       | -0.001 | 0.18 | 0.026 | 0.04 | -5%        |
|         | Behavioral Referrals     | 0.012 | 0.03 | 0.014 | 0.23 | 46%        |
|         | Absence                  | 0.010 | 0.05 | 0.017 | 0.18 | 36%        |
| **Behavioral Referrals** |                          |       |    |      |    |            |
|         | School Trust             | -0.056 | <.01 | -0.015 | 0.92 | 24%        |
|         | Social Belonging         | -0.042 | 0.01 | -0.011 | 0.99 | 16%        |
|         | ID with School           | -0.006 | 0.57 | -0.063 | 0.71 | 1%         |
|         | Evaluation Anxiety       | 0.015 | 0.19 | -0.073 | 0.59 | -4%        |
| **Absences** |                          |       |    |      |    |            |
|         | School Trust             | -0.096 | <.01 | -0.294 | 0.16 | 23%        |
|         | Social Belonging         | -0.071 | <.01 | -0.303 | 0.12 | 18%        |
|         | ID with School           | -0.029 | 0.08 | -0.367 | 0.08 | 6%         |
|         | Evaluation Anxiety       | -0.004 | 0.82 | -0.378 | 0.06 | 1%         |

ACME = Average Causal Mediation Effect; ADE = Average Direct Effect; % Mediated = percentage of total causal effect (not shown) accounted for by the ACME

Note: Each row reports results from a separate mediation analysis. All analyses condition on pre-intervention measures of achievement, behavior, social-psychological variables, and demographics.
Table S7. Heterogeneous Intervention Effects by SES

|                     | GPA | D/F | Referrals | Absent | School Trust | Social Belonging | Evaluation Anxiety | Identification with school |
|---------------------|-----|-----|-----------|--------|--------------|------------------|--------------------|---------------------------|
| Exper Group         | 0.04* | -0.07* | -0.35** | -0.46* | 0.08*** | 0.07** | -0.04** | 0.02 |
|                     | (0.02) | (0.03) | (0.13) | (0.19) | (0.02) | (0.03) | (0.02) | (0.01) |
| FRL                 | 0.15*** | 0.20*** | 0.70*** | 0.98*** | -0.06* | -0.02 | 0.06*** | -0.03 |
|                     | (0.02) | (0.04) | (0.19) | (0.27) | (0.02) | (0.02) | (0.01) | (0.02) |
| Exper Group x FRL   | -0.01 | 0.02 | -0.15 | -0.11 | 0.02 | -0.02 | -0.01 | 0.01 |
|                     | (0.01) | (0.01) | (0.09) | (0.16) | (0.02) | (0.02) | (0.02) | (0.01) |
| HU                  | 0.07*** | 0.09* | 0.79*** | 0.40 | -0.02 | 0.01 | 0.02 | 0.05* |
|                     | (0.02) | (0.04) | (0.22) | (0.40) | (0.03) | (0.02) | (0.04) | (0.02) |
| Female              | 0.13*** | 0.13*** | -0.89*** | -0.38 | -0.02 | -0.08*** | 0.02 | 0.06*** |
|                     | (0.01) | (0.03) | (0.20) | (0.30) | (0.02) | (0.01) | (0.01) | (0.01) |
| Exper Group x HU    | 0.03* | -0.06* | -0.05 | -0.30 | 0.03 | 0.03 | 0.02 | 0.00 |
|                     | (0.01) | (0.03) | (0.16) | (0.30) | (0.03) | (0.03) | (0.01) | (0.02) |
| Exper Group x female| -0.01 | 0.03 | 0.38* | 0.55** | 0.03 | 0.03 | -0.02 | -0.01 |
|                     | (0.01) | (0.03) | (0.19) | (0.18) | (0.02) | (0.02) | (0.03) | (0.01) |
| HU x female         | 0.01 | 0.06*** | -0.47** | -0.17 | -0.02 | -0.01 | -0.03 | -0.03* |
|                     | (0.01) | (0.01) | (0.16) | (0.14) | (0.03) | (0.02) | (0.02) | (0.01) |
| Exper Group x HU x female | 0.00 | 0.02 | 0.25 | 0.39 | -0.02 | 0.03 | -0.02 | -0.00 |
|                     | (0.02) | (0.04) | (0.22) | (0.29) | (0.02) | (0.02) | (0.02) | (0.01) |
| ELP                 | 0.12* | -0.34** | -3.56*** | -3.31*** | 0.33*** | 0.02 | 0.07 | 0.07 |
|                     | (0.05) | (0.12) | (0.94) | (0.88) | (0.05) | (0.05) | (0.08) | (0.05) |
| Special Education Designation | -0.19** | 0.10 | 1.10** | 2.72* | -0.01 | -0.13* | 0.08 | -0.07 |
|                     | (0.07) | (0.13) | (0.36) | (1.25) | (0.10) | (0.06) | (0.11) | (0.06) |
| Prior achievement   | 0.63*** | 0.64*** | -1.73*** | -1.97*** | 0.19*** | 0.15** | -0.06 | 0.09*** |
|                     | (0.04) | (0.09) | (0.52) | (0.65) | (0.04) | (0.05) | (0.06) | (0.03) |
| Constant            | 0.03 | 3.72*** | 10.79*** | 16.74*** | 2.88*** | 3.23*** | 2.95*** | 4.23*** |
|                     | (0.21) | (0.50) | (3.06) | (3.43) | (0.24) | (0.26) | (0.34) | (0.18) |
| Observations        | 1,304 | 1,304 | 1,304 | 1,304 | 1,304 | 1,304 | 1,304 | 1,304 |

Note: HU = student is a member of a historically underserved racial/ethnic minority group (African American, Latino, Native American or multiracial). Robust standard errors in parentheses. Experimental group, free/reduced price lunch participation, HU status, and gender are all contrast coded. 
*** p<0.001, ** p<0.01, * p<0.05
**Table S8. Heterogeneous Intervention Effects by SES and Historically Underserved Minority Group Membership**

|                                | GPA   | D/F   | Referrals | Absent | School Trust | Social Belonging | Evaluation Anxiety | Identification with school |
|--------------------------------|-------|-------|-----------|--------|--------------|------------------|---------------------|---------------------------|
| Experimental group             | 0.05**| -0.07**| -0.39*    | -0.46+ | 0.09***      | 0.07**           | -0.04*              | 0.03                      |
|                                | (0.02)| (0.03) | (0.17)    | (0.25) | (0.02)       | (0.02)           | (0.02)              | (0.02)                    |
| HU                             | -0.06***| 0.06  | 0.59**    | 0.30   | -0.00        | 0.01             | 0.01                | 0.05*                     |
|                                | (0.02)| (0.04) | (0.20)    | (0.33) | (0.03)       | (0.03)           | (0.04)              | (0.02)                    |
| Free/Reduced Lunch             | -0.15***| 0.20***| 0.71***   | 0.98***| -0.05**      | -0.02            | 0.06***             | -0.02                     |
|                                | (0.02)| (0.04) | (0.20)    | (0.33) | (0.03)       | (0.04)           | (0.02)              | (0.02)                    |
| Exper Group x FRL              | -0.01 | 0.01   | -0.18     | -0.12  | 0.03         | -0.02            | -0.01               | 0.01                      |
|                                | (0.01)| (0.01) | (0.10)    | (0.16) | (0.02)       | (0.02)           | (0.02)              | (0.01)                    |
| Exper Group x HU               | 0.03***| -0.06* | -0.03     | -0.29  | 0.03         | 0.03             | 0.03                | 0.01                      |
|                                | (0.01)| (0.03) | (0.16)    | (0.26) | (0.03)       | (0.03)           | (0.02)              | (0.02)                    |
| HU X FRL                       | -0.02 | 0.07*  | 0.43***   | 0.21   | -0.04*       | -0.01            | 0.00                | 0.00                      |
|                                | (0.02)| (0.03) | (0.13)    | (0.23) | (0.02)       | (0.02)           | (0.02)              | (0.02)                    |
| Exper Group x HU x FRL         | -0.01 | 0.01   | 0.05      | 0.01   | -0.01        | -0.00            | -0.00               | -0.01                     |
|                                | (0.01)| (0.03) | (0.10)    | (0.16) | (0.02)       | (0.02)           | (0.03)              | (0.01)                    |
| Female                         | 0.13***| -0.13***| -0.89***  | -0.38  | -0.02        | -0.08***         | 0.02                | 0.06***                   |
|                                | (0.01)| (0.03) | (0.20)    | (0.30) | (0.02)       | (0.01)           | (0.01)              | (0.01)                    |
| Exper Group x Female           | -0.01 | 0.03   | 0.37*     | 0.54** | 0.03         | 0.03             | -0.02               | -0.01                     |
|                                | (0.01)| (0.03) | (0.18)    | (0.19) | (0.02)       | (0.02)           | (0.03)              | (0.01)                    |
| HU x Female                    | 0.01  | -0.06***| -0.48**   | -0.18  | -0.01        | -0.01            | -0.03               | -0.03*                    |
|                                | (0.01)| (0.01) | (0.15)    | (0.13) | (0.03)       | (0.02)           | (0.02)              | (0.01)                    |
| Exper Group x HU x Female      | 0.00  | 0.02   | 0.23      | 0.38   | -0.02        | 0.03             | -0.02               | -0.00                     |
|                                | (0.02)| (0.04) | (0.21)    | (0.29) | (0.02)       | (0.02)           | (0.02)              | (0.01)                    |
| English Language Learner       | 0.12**| -0.34**| -3.57***  | -3.32***| 0.33***      | 0.02             | 0.07                | 0.07                      |
|                                | (0.05)| (0.12) | (0.92)    | (0.88) | (0.06)       | (0.05)           | (0.08)              | (0.05)                    |
| Special Education Designation  | -0.19*| 0.09   | 1.04**    | 2.69*  | -0.00        | -0.13*           | 0.08                | -0.07                     |
|                                | (0.07)| (0.14) | (0.36)    | (1.26) | (0.09)       | (0.05)           | (0.11)              | (0.06)                    |
| Prior achievement             | 0.63***| -0.66**| -1.80***  | -2.00**| 0.20***      | 0.15**           | -0.06               | 0.09**                    |
|                                | (0.04)| (0.09) | (0.52)    | (0.63) | (0.04)       | (0.05)           | (0.06)              | (0.03)                    |
| Constant                      | 0.03  | 3.71***| 10.74***  | 16.73***| 2.88***      | 3.24***          | 2.96***             | 4.24***                   |
|                                | (0.21)| (0.49) | (2.98)    | (3.45) | (0.24)       | (0.25)           | (0.35)              | (0.18)                    |

Observations: 1,304, 1,304, 1,304, 1,304, 1,304, 1,304

Note: HU = student is a member of a historically underserved racial/ethnic minority group (African American, Latino, Native American or multiracial). Robust standard errors in parentheses. Experimental group, free/reduced price lunch participation, HU status, and gender are all centered contrasts.

*** p<0.001, ** p<0.01, * p<0.05, + p<.10
### Table S9. Heterogeneous Intervention Effects by Race/Ethnicity

| Term                                      | GPA     | D/F     | Referrals | Absent | School Trust | Social Belonging | Evaluation Anxiety | Identification with school |
|-------------------------------------------|---------|---------|-----------|--------|--------------|------------------|---------------------|---------------------------|
| Experimental Group (dummy coded)          | 0.24**  | -0.69*  | -5.12+    | -5.15**| 0.35*        | 0.08             | 0.05                | 0.13                      |
|                                           | (0.10)  | (0.31)  | (2.79)    | (1.95) | (0.17)       | (0.14)           | (0.14)              | (0.11)                    |
| Race = White                              | 0.36*** | -1.03***| -7.91***  | -2.74  | 0.20         | 0.20             | -0.01               | -0.10                     |
|                                           | (0.08)  | (0.21)  | (2.31)    | (1.84) | (0.19)       | (0.13)           | (0.17)              | (0.13)                    |
| Race = Latino                             | 0.37**  | -1.00***| -8.18***  | -0.92  | 0.08         | 0.03             | -0.00               | 0.03                      |
|                                           | (0.12)  | (0.26)  | (2.41)    | (1.52) | (0.18)       | (0.18)           | (0.18)              | (0.11)                    |
| Race = Asian                              | 0.45*** | -1.03***| -7.71***  | -4.91**| 0.30*        | 0.10             | 0.02                | 0.09                      |
|                                           | (0.11)  | (0.24)  | (2.08)    | (1.68) | (0.15)       | (0.11)           | (0.18)              | (0.16)                    |
| Female                                    | 0.30*** | -0.72** | -7.60**   | -1.90  | -0.09        | -0.11            | -0.00               | 0.19                      |
|                                           | (0.08)  | (0.25)  | (2.34)    | (2.19) | (0.25)       | (0.08)           | (0.21)              | (0.10)                    |
| Exper Group x White                       | -0.18   | 0.63*   | 4.25      | 4.56   | -0.35        | 0.02             | -0.12               | -0.05                     |
|                                           | (0.11)  | (0.32)  | (3.05)    | (2.55) | (0.21)       | (0.15)           | (0.17)              | (0.13)                    |
| Exper Group x Latino                      | -0.30*  | 0.76*   | 5.82      | 2.35   | -0.12        | -0.01            | -0.10               | 0.00                      |
|                                           | (0.13)  | (0.32)  | (3.25)    | (2.19) | (0.17)       | (0.19)           | (0.19)              | (0.12)                    |
| Exper Group x Asian                       | -0.16   | 0.64    | 5.54      | 4.42   | -0.50**      | -0.16            | -0.19               | -0.40                     |
|                                           | (0.16)  | (0.37)  | (2.91)    | (2.42) | (0.19)       | (0.17)           | (0.24)              | (0.22)                    |
| Exper Group x female                      | -0.07   | 0.45    | 6.20      | 3.69   | -0.01        | 0.16             | -0.29               | -0.05                     |
|                                           | (0.16)  | (0.41)  | (3.94)    | (3.30) | (0.27)       | (0.13)           | (0.26)              | (0.10)                    |
| White x female                            | -0.02   | 0.58*   | 6.49**    | 1.29   | -0.03        | 0.06             | 0.17                | 0.02                      |
|                                           | (0.10)  | (0.25)  | (2.48)    | (2.17) | (0.25)       | (0.10)           | (0.22)              | (0.10)                    |
| Latino x female                           | -0.10   | 0.47    | 7.13*     | 1.59   | 0.05         | 0.20             | 0.09                | -0.11                     |
|                                           | (0.13)  | (0.29)  | (2.86)    | (2.20) | (0.27)       | (0.18)           | (0.24)              | (0.12)                    |
| Asian x female                            | -0.06   | 0.43    | 6.44**    | 0.38   | 0.03         | -0.06            | -0.11               | -0.19                     |
|                                           | (0.15)  | (0.30)  | (2.45)    | (2.29) | (0.28)       | (0.21)           | (0.28)              | (0.21)                    |
| Exper Group x white x female              | 0.01    | -0.39   | -5.47     | -3.03  | 0.23         | -0.13            | 0.15                | -0.01                     |
|                                           | (0.18)  | (0.44)  | (4.26)    | (3.91) | (0.30)       | (0.13)           | (0.27)              | (0.12)                    |
| Exper Group x Latino x female             | 0.14    | -0.50   | -7.25     | 0.40   | 0.01         | 0.03             | 0.27                | -0.06                     |
|                                           | (0.19)  | (0.40)  | (4.57)    | (3.59) | (0.25)       | (0.30)           | (0.28)              | (0.07)                    |
| Exper Group x Asian x female              | -0.03   | -0.45   | -6.96     | -2.60  | 0.10         | -0.05            | 0.67*               | 0.43*                     |
|                                           | (0.27)  | (0.47)  | (4.02)    | (4.09) | (0.47)       | (0.32)           | (0.31)              | (0.22)                    |
| FRL                                       | -0.23***| 0.29*** | 0.88**    | 1.58***| -0.08*       | -0.04            | 0.09***             | -0.04                     |
|                                           | (0.03)  | (0.06)  | (0.28)    | (0.41) | (0.03)       | (0.03)           | (0.03)              | (0.02)                    |
| ELP                                        | 0.04    | -0.16   | -2.35**   | -2.67**| 0.31***      | 0.03             | 0.04                | 0.08                      |
|                                           | (0.06)  | (0.13)  | (0.81)    | (0.90) | (0.05)       | (0.05)           | (0.05)              | (0.06)                    |
| Special Education Designation             | -0.20** | 0.15    | 1.30***   | 2.78*  | -0.03        | -0.14*           | 0.10                | -0.08                     |
|                                           | (0.07)  | (0.13)  | (0.38)    | (1.24) | (0.10)       | (0.06)           | (0.10)              | (0.06)                    |
| Prior achievement                         | 0.61*** | -0.58***| -1.34**   | -1.89**| 0.18***      | 0.15**           | -0.05               | 0.09**                    |
|                                           | (0.04)  | (0.07)  | (0.46)    | (0.64) | (0.05)       | (0.05)           | (0.05)              | (0.03)                    |
| Constant                                  | -0.14   | 4.20*** | 15.93***  | 8.39***| 2.79***      | 3.29***          | 2.91***             | 4.21***                   |
|                                           | (0.24)  | (0.53)  | (3.83)    | (3.41) | (0.31)       | (0.29)           | (0.40)              | (0.25)                    |

**Observations**

|             | 1,286 | 1,286 | 1,286 | 1,286 | 1,286 | 1,286 | 1,286 | 1,286 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|


Robust standard errors in parentheses. Observations designated into the "Other" race/ethnicity category are not included in these analyses (N=18). African-American students are the reference group for the race dummy-coded predictors.

*** p<0.001, ** p<0.01, * p<0.05
S10. Means by Demographic Group and Experimental Condition
By Historically Underserved Minority Group Membership

|                        | Non-HU Students | HU Students |
|------------------------|-----------------|-------------|
|                        | Control         | Intervention | Control         | Intervention |
| GPA                    | Mean            | SD          | Mean            | SD          | Mean            | SD          |
| Ds and Fs              | 3.41            | 0.57        | 3.46            | 0.53        | 2.66            | 0.75        |
| Behavioral referrals   | 0.20            | 0.62        | 0.15            | 0.61        | 1.09            | 1.45        |
| Absences               | 5.91            | 6.41        | 5.53            | 6.63        | 9.60            | 9.98        |
| School trust           | 3.90            | 0.73        | 3.98            | 0.67        | 3.64            | 0.88        |
| Social belonging      | 3.97            | 0.76        | 4.07            | 0.66        | 3.81            | 0.76        |
| Evaluation anxiety     | 2.69            | 0.81        | 2.55            | 0.74        | 2.84            | 0.87        |
| Identification with school | 4.65          | 0.55        | 4.69            | 0.48        | 4.66            | 0.51        |

By Gender

|                        | Male | Female |
|------------------------|------|--------|
|                        | Control         | Intervention | Control         | Intervention |
| GPA                    | Mean            | SD          | Mean            | SD          | Mean            | SD          |
| Ds and Fs              | 2.96            | 0.78        | 3.05            | 0.73        | 3.21            | 0.70        |
| Behavioral referrals   | 0.71            | 1.30        | 0.54            | 1.11        | 0.45            | 0.96        |
| Absences               | 8.34            | 9.96        | 6.34            | 7.60        | 6.65            | 6.23        |
| School trust           | 3.86            | 0.78        | 3.96            | 0.72        | 3.73            | 0.82        |
| Social belonging      | 4.02            | 0.71        | 4.09            | 0.67        | 3.81            | 0.79        |
| Evaluation anxiety     | 2.69            | 0.83        | 2.64            | 0.75        | 2.80            | 0.84        |
| Identification with school | 4.57          | 0.59        | 4.66            | 0.50        | 4.73            | 0.46        |

Note: HU = student is a member of a historically underserved racial/ethnic minority group (African American, Latino, Native American or multiracial).
Appendix A. Teacher Instructions

Exercise 1

**Information for Teachers, Exercise 1**

1. An *staffer will bring you a stack of packets, sorted by period. Each packet will contain exercises with a student's name and a study ID number. She will also leave a set of blank packets in case you have new students or transfer students in your classes. Please make sure the new students write their names on the cover page.

2. When introducing our writing activity we would like you to refer to it as “creative writing” or “free writing activity”. If you post a schedule for the day's activities, please use these terms to refer to this writing activity. This will help students to connect the activity to the regular class day rather than to participation in a research study.

3. Please open the envelope and pass out the packets. Tell students not to open packets until after receiving your directions. Once you have passed out the exercises, please follow the script below to instruct students on how to complete the exercise. Please use it as a guide but give the instructions in accordance with your instructional style:

   “Today you are going to write about yourselves and your experiences coming into middle school. In this exercise you will be given results of a survey taken by last year’s seventh graders. Please take your time and read these carefully. Then you will be asked some questions about your experiences coming to our school. Please read these questions carefully, and then write quietly and independently. I want you to write down your own ideas and opinions, and don’t worry about spelling or grammar. Remember that your answers can help other students coming to middle school in the future, so be honest and write what you feel. If you have any questions, please raise your hand and I will come explain the directions to you. When you are finished, bring your packet to my desk, and place it in the envelope.”

4. Suggested responses to potential student questions are on the reverse side of this sheet.

5. Please try not to refer to the exercises as tests and not to mention words like research or study. Emphasize that your school and * want to learn about students’ experiences moving from elementary to middle school, and their honest answers will help.

6. Please monitor students carefully to make sure that they are not reading one another’s exercises or switching exercises.

7. Allow the students 15-20 minutes to complete the exercise, and provide them with a 5 minute warning before you collect their work. Some students may take longer to complete the exercises; please allow them as much time as they need and record how much actual time was needed on the classroom debrief form.

8. After each class period, please complete the classroom debrief form. This form helps us track absences and gives us a feel of the classroom context. Then put the form and the completed exercises in the envelope and turn the envelopes in to your learning coordinator or keep them until the end of the day when an * staffer will come by to pick them up.

We are sincerely grateful for your participation in this project and optimistic about the potential of these writing exercises to help * students. We look forward to sharing our results with you. Once again, thank you for granting us some of your class time and best of luck in the new school year.
Answering Student Questions

1. **Why are we doing this?** If students ask why they are completing this activity, explain that we want to understand their attitudes and ideas about middle school when they are new to the school.

2. **Is this for the whole school?** No, only the 6th grade Language arts or homeroom teachers are doing this assignment today because we are interested in students who are new to middle school, just like you.

3. **Do I have to do this?** Your opinions and ideas are important. So I would like you to complete this assignment. If the student repeats the question, please offer to give the student a different writing assignment, but assure them that they have to write and handle the situation in accordance with your normal classroom rules and procedures.

4. **Why are we doing this?** We are interested in your opinion about these topics: what you think. The only way for us to know what you think is for you to share your opinions with us. Remember, your responses will help other students coming into middle school in the future.

5. **Will this count towards my grade?** No, so please don’t worry about spelling or grammar, just answer as best you can.

6. **What is this number (on the corner of the cover page)?** This is a special number that tells the district who you are without anyone knowing your name.

7. **Why does s/he have a different exercise from me?** We want to know students’ ideas and opinions on many topics so we ask different questions so nobody has to answer them all.

8. **Why is my name on this assignment?** To make sure that every student gets the right exercise.

9. **How long will this take?** Not very long, but please take your time reading the responses and answering the questions. People will finish at different times.

10. **What if I don’t know the answer?** There are no right or wrong answers, just answer the best you can.

11. **What if I disagree with what other people have said (in the survey)?** Just do your best to respond to the questions based on your experiences as a middle schooler. Those are listed as examples. Do your best to respond to the questions based on your experiences.

When answering student questions and giving instructions, please emphasize that we simply want to learn about them and that their ideas are important. Try not to refer to the exercises as tests and not to mention words like research. We want to buffer students with positive ideas and to avoid inducing any anxiety for them.
Exercise 2

**Information for Teachers, Exercise 2**

The second exercise similar to the first, and should be conducted similarly. Students may wonder why they are being asked to complete these exercises again. If so, please explain that we want to understand more about the transition to middle school and so we are asking them different questions this time.

1. An [Teacher Name] staffer will bring you a stack of packets, sorted by period. Each packet will contain exercises with a student’s name and a study ID number. She will also leave a set of blank packets in case you have new students or transfer students in your classes. Please make sure the new students write their names on the cover page.

2. When introducing our writing activity we would like you to refer to it as “creative writing” or “free writing activity.” If you post a schedule for the day’s activities, please use these terms to refer to this writing activity. This will help students to connect the activity to the regular class day rather than to participation in a research study.

3. Please open the envelope and pass out the packets. Tell students not to open packets until after receiving your directions. Once you have passed out the exercises, please follow the script below to instruct students on how to complete the exercise. Please use it as a guide but give the instructions in accordance with your instructional style:

   “Today you are going to write about yourselves and your experiences coming into middle school. In this exercise you will be given results of a survey taken by last year’s seventh graders. Please take your time and read these carefully. Then you will be asked some questions about your experiences coming to our school. Please read these questions carefully, and then write quietly and independently. I want you to write down your own ideas and opinions, and don’t worry about spelling or grammar. Remember that your answers can help other students coming to middle school in the future, so be honest and write what you feel. If you have any questions, please raise your hand and I will come explain the directions to you. When you are finished, bring your packet to my desk, and place it in the envelope.”

4. Suggested responses to potential student questions are on the reverse side of this sheet.

5. Please try not to refer to the exercises as tests and not to mention words like research or study. Emphasize that your school and [School Name] want to learn about students’ experiences moving from elementary to middle school, and their honest answers will help.

6. Please monitor students carefully to make sure that they are not reading one another’s exercises or switching exercises.

7. Allow the students 15-20 minutes to complete the exercise, and provide them with a 5 minute warning before you collect their work. Some students may take longer to complete the exercises; please allow them as much time as they need and record how much actual time was needed on the classroom debrief form.

8. After each class period, please complete the classroom debrief form. This form helps us track absences and gives us a feel of the classroom context. Then put the form and the completed exercises in the envelope and turn the envelopes in to your learning coordinator or keep them until the end of the day when an [Teacher Name] staffer will come by to pick them up.
REAPPRAISING ADVERSITY

Answering Student Questions

1. **Why are we doing this again?** If students ask why they are completing this activity a second time, explain that we have a lot of different things we want to ask them so these questions are different from the last time.

2. **Is this for the whole school?** No, only the 6th grade Language arts or homeroom teachers are doing this assignment today because we are interested in students who are new to middle school, just like you.

3. **Do I have to do this?** Your opinions and ideas are important. So I would like you to complete this assignment. If the student repeats the question, please offer to give the student a different writing assignment, but assure them that they have to write and handle the situation in accordance with your normal classroom rules and procedures.

4. **Why are we doing this?** We are interested in your opinion about these topics: what you think. The only way for us to know what you think is for you to share your opinions with us. Remember, your responses will help other students coming into middle school in the future.

5. **Will this count towards my grade?** No, so please don’t worry about spelling or grammar, just answer as best you can.

6. **What is this number (on the corner of the cover page)?** This is a special number that tells the district who you are without anyone knowing your name.

7. **Why does s/he have a different exercise from me?** We want to know students’ ideas and opinions on many topics so we ask different questions so nobody has to answer them all.

8. **Why is my name on this assignment?** To make sure that every student gets the right exercise.

9. **How long will this take?** Not very long, but please take your time reading the responses and answering the questions. People will finish at different times.

10. **What if I don’t know the answer?** There are no right or wrong answers, just answer the best you can.

11. **What if I disagree with what other people have said (in the survey)?** Just do your best to respond to the questions based on your experiences as a middle schooler. Those are listed as examples. Do your best to respond to the questions based on your experiences.

When answering student questions and giving instructions, please emphasize that we simply want to learn about them and that their ideas are important. Try not to refer to the exercises as tests and not to mention words like research. We want to buffer students with positive ideas and to avoid inducing any anxiety for them.

We are sincerely grateful for your participation in this project and optimistic about the potential of these writing exercises to help Madison students. We look forward to sharing our results with you. Once again, thank you for granting us some of your class time and best of luck in the new school year.
Appendix B. Writing Exercises

Exercise 1 - Treatment

THE 7th GRADE SCHOOL NAME SURVEY

Directions

1. Read about the results from the 7th Grade SCHOOL NAME Survey below and on the next page.

2. Answer the questions on the following pages.

RESULTS OF THE 7th GRADE SURVEY

Last year, the 7th grade students at SCHOOL NAME answered questions about how they felt about taking tests when they were in the 6th grade like you.

Almost all 7th graders said they had worried a lot about taking middle-school tests at the beginning of 6th grade.

But almost all 7th graders say that now they worry much less about taking tests.
Three Quotes from Typical 7th Graders

Please take your time and read these carefully

1. “When I first came to SCHOOL NAME, I was a little scared of taking big tests. Everyone else seemed to know what they were doing. I thought I was the only one who was scared. But then I found out that it is normal to be a little scared. Everyone worries at first about looking bad in hard classes and on big tests. It doesn’t mean that you won’t do well or that you don’t belong. You just do your best and everything is fine. I feel really good here now.”

2. “I didn’t like taking tests at the beginning of 6th grade, especially the WKCE - the state test. I thought I wasn’t prepared, and that my teachers and other people would think I wasn’t smart. Sometimes when I had to take a test my stomach hurt. But the teachers were really nice. They helped me get better even if I didn’t do well at first. Now I know I can trust people here. Teachers are on your side at SCHOOL NAME, and you make friends who help you out.”

3. “At first in 6th grade I worried a lot about taking tests. My new teachers didn’t know me, and I thought they would think I was stupid. But after a little while I learned that people wanted to help me do well even when I didn’t know the answers. They treated me and my friends with respect. That made me feel a lot better. Now I feel like I fit in.”
Now please write your answers to these questions. When you answer these questions, think about yourself, and how you feel about taking tests. Focus on your thoughts and feelings, and don’t worry about spelling, grammar, or how well written it is.

1. Name 1 or 2 reasons why a 6th grader like you might worry about taking tests.

   For example: Because you are in a new school.

   1. 

   2. 

2. Name 1 or 2 reasons why a 6th grader like you might worry less about taking tests after a little bit of time.

   For example: Because you get to know your teachers and find out the teachers are there to help.

   1. 

   2. 

3. Name 1 or 2 reasons why a 6th grader like you might do well on tests even if you worry about taking tests.

   For example: Because everybody worries about taking tests but students who worry still end up doing well.

   1. 

   2. 
Questions

Please mark the box that comes closest to the way you feel for each question.

1. How much do you think 6th graders last year worried about taking big tests in middle school? They worried:

   NOT AT ALL [ ]
   A LITTLE BIT [ ]
   SOMewhat [ ]
   A FAIR AMOUNT [ ]
   A LOT [ ]

2. How much do you think those same students worry now about taking important tests as 7th graders? They worry:

   NOT AT ALL [ ]
   A LITTLE BIT [ ]
   SOMewhat [ ]
   A FAIR AMOUNT [ ]
   A LOT [ ]
Exercise 1 – Control

THE 7TH GRADE SCHOOL NAME SURVEY

Directions

1. Read about the results from the 7th Grade SCHOOL NAME Survey below and on the next page.

2. Answer the questions on the following pages.

RESULTS OF THE 7TH GRADE SURVEY

Last year, the 7th grade students at SCHOOL NAME answered questions about how they felt about national politics when they were in the 6th grade like you.

- Almost all 7th graders said they had *not cared much about politics at the beginning of 6th grade*.

- But almost all 7th graders said that *now they understand much more that what happens in national politics is important*. 

Three Quotes from Typical 7th Graders

Please take your time and read these carefully

1. “It was hard for me to think about politics in 6th grade. Every time I thought about it, I would get a headache. I guess I didn’t see what the point was or why people liked talking about it. But I learned more about it at school and from my parents, and now I see why it can be important sometimes. What the government does can matter in lots of different ways. It’s good to know about these things and to find out more when you can.”

2. “At first in 6th grade I thought politics was boring. But it can be interesting and it’s sort of important. If you think about it, the government runs lots of programs in the state. Now I think about local events more than I used to. Sometimes I even watch the local news. I know more about what’s going on in Wisconsin. Sometimes we talk about these things in class too.”

3. “I remember in 6th grade I didn’t know much about government. It didn’t really matter to me, and I didn’t know anything about it. But my teacher had us watch the news for homework. It wasn’t that bad, and I kind of started to like finding out about what’s going on. Now I pay attention to the news more, so I know more about what is happening in the world.”
Now please write your answers to these questions. When you answer these questions, think about yourself, and how you feel about national politics. Focus on your thoughts and feelings, and don’t worry about spelling, grammar, or how well written it is.

1. Name 1 or 2 reasons why a 6th grader like you might not be interested in national politics.

   For example: Because it doesn’t affect your life.

   1. 

   2. 

2. Name 1 or 2 reasons why a 6th grader like you might start to learn more about national politics in middle school.

   For example: Because you discuss current events.

   1. 

   2. 

3. Name 1 or 2 reasons why a 6th grader like you might start to think more about national politics in the future.

   For example: Because you learn more about it.

   1. 

   2. 
### Questions

Please mark the box that comes closest to the way you feel for each question.

1. How much do you think 6th graders *last year* worried about taking big tests in middle school? They worried:

| NOT AT ALL | A LITTLE BIT | SOMEWHAT | A FAIR AMOUNT | A LOT |
|------------|--------------|----------|---------------|------|
| [ ]        | [ ]          | [ ]      | [ ]           | [ ]  |

2. How much do you think those same students worry now about taking important tests as 7th graders? They worry:

| NOT AT ALL | A LITTLE BIT | SOMEWHAT | A FAIR AMOUNT | A LOT |
|------------|--------------|----------|---------------|------|
| [ ]        | [ ]          | [ ]      | [ ]           | [ ]  |

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Exercise 2 – Treatment

MORE FROM THE 7TH GRADE SCHOOL NAME SURVEY

Directions

1. Read about the results from the 7th Grade SCHOOL NAME Survey below and on the next page.
2. Answer the questions on the third page.

RESULTS OF THE 7TH GRADE SURVEY

As you may know, last year the 7th grade students at SCHOOL NAME answered questions about how they felt about SCHOOL NAME when they were in the 6th grade like you. Here’s what they said.

Almost all 7th graders said they had worried at first that they did not “fit in” or “belong” at SCHOOL NAME in 6th grade.

But almost all 7th graders say that now they know that they “fit in” and “belong” at SCHOOL NAME.
Three Quotes from Typical 7th Graders

*Please take your time and read these carefully*

1. “When I started 6th grade, at first I didn’t feel like I fit in. I was shy, and I didn’t know a lot of people. But then I saw that all the 6th graders were nervous. You just have to be brave and talk to the people around you. It took time, but I ended up making some close friends. They look out for me. Now I feel really good at SCHOOL NAME. People here accept you for who you are.”

2. “I felt like I had a knot in my stomach in my first few months at SCHOOL NAME. I was afraid to talk to my teachers. I didn’t know them, and the classes are harder. I worried that they thought I was dumb. But they believe in you even when you get bad grades. They want to help you get better, and they helped me do better in the second quarter. Teachers are there for you at SCHOOL NAME.”

3. “Middle school is scary at first but it gets better. SCHOOL NAME seems big. You have to do more things on your own and change classes. I worried I wouldn’t find my classes, and that I’d forget my locker combination. But SCHOOL NAME teachers and staff care about you. Once I got lost but the people I asked showed me the way. Even when I got in trouble or didn’t do well in class the teachers showed me respect. They are easy to talk to and they listen to what you have to say. I have good friends now at SCHOOL NAME, I get along well with my teachers, and I feel at home here.”
Now please write your answers to these questions. When you answer these questions, think about yourself, and how you feel about SCHOOL NAME. Focus on your thoughts and feelings, and don’t worry about spelling, grammar, or how well written it is.

1. Name 1 or 2 reasons why a 6th grader like you might worry at first about whether you “fit in” or “belong” at SCHOOL NAME.

For example: Because middle school is so different from elementary school.

1. ________________________________

2. ________________________________

2. Name 1 or 2 reasons why a 6th grader like you might feel that you “fit in” or “belong” at SCHOOL NAME after a while.

For example: Because you make new friends.

1. ________________________________

2. ________________________________

Questions

Please mark the box that comes closest to the way you feel for each question.

1. How much do you think 6th graders last year worried about whether they “fit in” or “belonged” at SCHOOL NAME? They worried:

   NOT AT ALL [ ]     A LITTLE BIT [ ]     SOMewhat [ ]     A FAIR AMOUNT [ ]     A LOT [ ]

2. How much do you think those same students worry now as 7th graders about whether they “fit in” or “belong” at SCHOOL NAME? They worry:

   NOT AT ALL [ ]     A LITTLE BIT [ ]     SOMewhat [ ]     A FAIR AMOUNT [ ]     A LOT [ ]
Exercise 2 – Control

MORE FROM THE 7TH GRADE SCHOOL NAME SURVEY

Directions

1. Read about the results from the 7th Grade SCHOOL NAME Survey below and on the next page.
2. Answer the questions on the third page.

RESULTS OF THE 7TH GRADE SURVEY

As you may know, last year the 7th grade students at SCHOOL NAME answered questions about how they felt about eating in the SCHOOL NAME lunch room when they were in the 6th grade like you. Here’s what they said.

- Almost all 7th graders said they had some trouble getting used to eating in the lunch room at first in 6th grade.
- But almost all 7th graders say that now they are used to eating in the lunch room.
Three Quotes from Typical 7th Graders

*Please take your time and read these carefully*

1. “When I first came to SCHOOL NAME I thought the lunch room was really noisy. With all of the noise and talking, I could hardly hear what anyone said. But after a little while I got used to it. I learned how to tune out the background noise. Now sometimes I don’t even think it is loud at lunch. I can hear better what people are saying. But, if I pay attention, it can still be really loud.”

2. “The food at lunch at SCHOOL NAME is different from what I was used to in elementary school. Sometimes it’s better, sometimes it’s worse. And some of us had to eat earlier than we were used to. I wasn’t hungry that early because I had eaten breakfast just a few hours before. So I didn’t eat so much at lunch. But then I would get hungry again later in the day. I learned that I had to eat more at lunch, even if I wasn’t hungry that early. Now I eat more at lunch and I don’t get hungry later in the day.”

3. “The lunch room at SCHOOL NAME seems a lot bigger than the lunch room in my old elementary school. It is really noisy too, because more people have lunch at the same time. The food is different too, and we had to eat so early that I got hungry again before school ended. I guess I just had to make some changes. I ate more at lunch and that way I didn’t get hungry later. Now it’s just normal to me.”
Now please write your answers to these questions. When you answer these questions, think about yourself, and how you feel about eating in the lunch room. Focus on your thoughts and feelings, and don’t worry about spelling, grammar, or how well written it is.

1. Name 1 or 2 reasons why a 6th grader like you might have trouble getting used to eating in the SCHOOL NAME lunch room.

For example: Because it is loud.

1. ____________________________

2. ____________________________

2. Name 1 or 2 reasons why a 6th grader like you might get used to the SCHOOL NAME lunch room after a little bit of time.

For example: Because you spend more time in the lunch room.

1. ____________________________

2. ____________________________

Questions

Please mark the box that comes closest to the way you feel for each question.

1. How much do you think 6th graders last year worried about whether they “fit in” or “belonged” at SCHOOL NAME? They worried:

- Not at all [ ]
- A little bit [ ]
- Somewhat [ ]
- A fair amount [ ]
- A lot [ ]

2. How much do you think those same students worry now as 7th graders about whether they “fit in” or “belong” at SCHOOL NAME? They worry:

- Not at all [ ]
- A little bit [ ]
- Somewhat [ ]
- A fair amount [ ]
- A lot [ ]