



76% of teachers surveyed either had no training in how to foster belonging in their classroom and WANT that training or have had some training and want MORE.



41% of teachers say it's challenging or very challenging to address "the concerns of students who feel that they might be judged negatively based on their identity." (e.g., disability status, gender, race/ethnicity)"

STATS

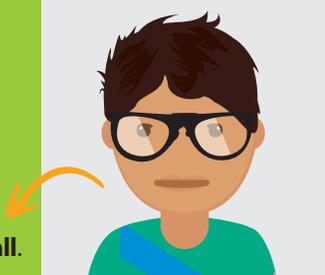
BUILDING BELONGING IN THE CLASSROOM

Detail from School Voice Report, 2016 (Quaglia Institute for Student Voice and Aspirations)
Available for download by clicking on this infographic: quagliainstitute.org/qjsa/library/view.do?id=844



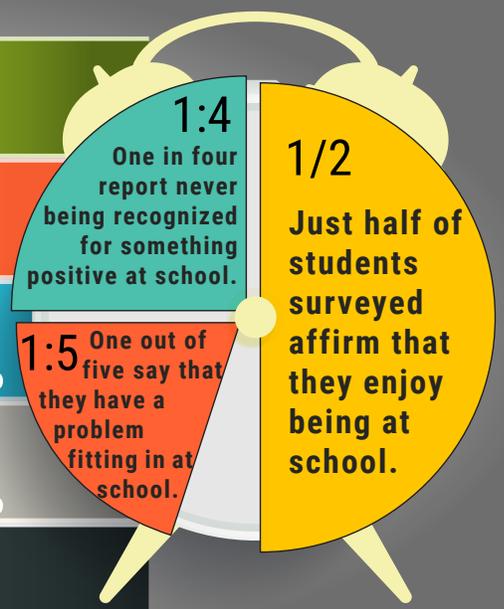
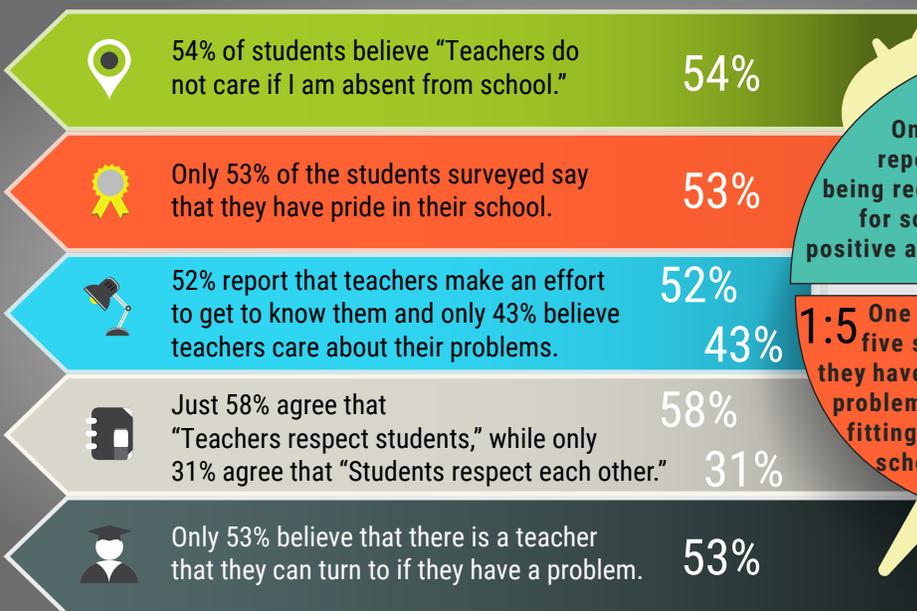
Teachers believe that a variety of factors contribute to students' sense of belonging, such as:

- whether the relationship between the students is respectful,
- whether or not curriculum highlights the contributions of cultures with which students identify, and
- whether the discipline practices in the school are perceived as fair to **all**.



49% of teachers say "finding strategies to help students concerned about fitting in because they are struggling academically" is challenging or very challenging.

Student perspectives



PEOPLE *talking*

Students who feel confident that they belong and that they are valued by teachers are able to engage more fully in learning.

Likely to:

- Have fewer behavior problems
- Get better grades
- Have higher test scores
- Stay in school longer
- Attend school more regularly
- Are more open to critical feedback
- Take greater advantage of learning opportunities
- Build important relationships
- Generally have more positive attitudes about classmates and teachers
- Are more likely to persevere in the face of difficulty

Less likely to:

- Smoke cigarettes
- Drink alcohol
- Have sexual intercourse
- Carry a weapon or become involved in violence
- Be injured from drinking and driving or not wearing seat belts
- Have emotional distress or eating disorders
- Consider / attempt suicide



Students who perceive inconsistent treatment because of their racial or ethnic group may respond with defiance and misbehavior.



A lack of trust in school correlated with higher subsequent discipline rates and a lower likelihood of later enrollment in a four-year university.



Students from under-represented or negatively represented stereotyped groups are more likely than their peers to worry about whether people like them and whether they are accepted by their peers.



In a 2016 Stanford study, researchers found that students whose teachers participated in a training about the importance of empathy in the classroom were half as likely to be suspended by the end of the school year than the students whose teachers had not participated.



Direct-to-student programs and changes in instructional practices have been linked to long term gains in academic performance and reductions in achievement gaps on the basis of race/ethnicity, gender and being the first in one's family to go to college.



A large body of evidence shows that is especially important that students in middle school and high school feel a sense of belonging.

Sources:

Mindset Scholar's Network,
<http://mindsetscholarsnetwork.org>
Centers for Disease Control and Prevention
Education Week Research Center Survey

Additional research from:

Stanford University
University of Texas
Yale University

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