

Supplemental Table 1: Literature Review Findings on Classroom Management Skills Empirically Associated with School Connectedness Outcomes in K-12 School Settings

Citation	Grade Level(s)	Student Sample	Teacher Sample	Classroom Management Skill(s)	School Connectedness Effects	Null Effects
Acosta et al., 2019	6-7	N= 2,834 Mean Age: NR <sup>a</sup> Sex: 49% female Race/Ethnicity: 2% African American, 7% American Indian/Alaska Native, 2% Asian, 3% Hispanic/Latino, 1% Native Hawaiian or Other Pacific Islander, 8% Other, 86% White Students Qualifying for Free/Reduced Lunch: 48%	N= NR Mean Age: NR Sex: NR Race/Ethnicity: NR Mean Years Teaching Experience: NR	Clarity and Consistency	Direct: School connectedness (positive); Peer attachment (positive) Interaction: None	None
				Teacher Support	Direct: School connectedness (positive); Peer attachment (positive) Interaction: none	None
				Positive Peer Interactions	Direct: School connectedness (positive); Peer attachment (positive) Interaction: none	None
				Student Input	Direct: School connectedness (positive); Peer attachment (positive) Interaction: none	None
Baroody et al., 2014	5	N= 387 Mean Age: NR Sex: NR Race/Ethnicity: 41% White	N= 63 Mean Age: NR Sex: 91% female Race/Ethnicity: 76% White	Morning Meeting	Direct: Teacher closeness (positive) Interaction: Responsive Classroom training * Morning Meeting and Teacher closeness	Teacher conflict

Citation	Grade Level(s)	Student Sample	Teacher Sample	Classroom Management Skill(s)	School Connectedness Effects	Null Effects
		Students Qualifying for Free/Reduced Lunch: 21%	Mean Years Teaching Experience: 12.5			
				Academic Choice	Direct: None Interaction: None	Teacher closeness; Teacher conflict
				Interactive Modelling	Direct: None Interaction: None	Teacher closeness; Teacher conflict
				Rule Creation	Direct: None Interaction: None	Teacher closeness; Teacher conflict
Buehler et al., 2015	6	N= 390 Mean Age: NR Sex: 55.9% female Race/Ethnicity: 50.8% African American, 2.6% Asian (not Hmong), 13.1% Hispanic, 0.3% Hmong/Southeast Asian, 0.8% Native American, 31.2% White Students Qualifying for Free/Reduced Lunch: NR	N= NR Mean Age: NR Sex: NR Race/Ethnicity: NR Mean Years Teaching Experience: NR	Teacher Support	Direct: School satisfaction (positive); School engagement (positive) Interaction: Teacher support * Grades and School satisfaction; Teacher support * Gender and School satisfaction; Teacher support * Black/Hispanic and School satisfaction; Teacher support * Black/Non-Hispanic White and School satisfaction; Teacher support * Ethnicity and School satisfaction; Teacher support * Grades and School engagement; Teacher support * Black/Hispanic and School	None

Citation	Grade Level(s)	Student Sample	Teacher Sample	Classroom Management Skill(s)	School Connectedness Effects	Null Effects
					engagement; Teacher support * Ethnicity and School engagement	
Doumas et al., 2019	3-6	N= 110 Mean Age: 9.76 yrs Sex: 59.1% female Race/Ethnicity: 9.1% African American, 6.4% Asian, 9.1% Hispanic, 0.9% Pacific Islander, 11.8% Other, 62.7% White Students Qualifying for Free/Reduced Lunch: NR	N= NR Mean Age: NR Sex: NR Race/Ethnicity: NR Mean Years Teaching Experience: NR	Perceived Teacher Anti-Bullying Behavior	Direct: Sense of school belonging (positive) Interaction: None	None
Duong et al., 2019	Middle School	N= 190 Mean Age: NR Sex: NR Race/Ethnicity: 1.6% African American, 21.1% Asian, 20% Hispanic/Latino, 3.7% Other, 53.7% White Students Qualifying for Free/Reduced Lunch: 50%	N= 20 Mean Age: 32.7 yrs Sex: 90% female Race/Ethnicity: 5% African American, 10% Asian, 5% Hispanic/Latino, 5% Other, 75% White Mean Years Teaching Experience: 8.7	Training in Establish-Maintain-Restore Approach	Direct: Positive student-teacher relationships (positive) Interaction: None	None
Gest et al., 2014	1, 3, 5	N= 1,063 Mean Age: NR Sex: NR Race/Ethnicity: 47% African American, 15% Hispanic, 28% White Students Qualifying for Free/Reduced Lunch: 44%	N= 54 Mean age: 41 years Sex: 91% female Race/Ethnicity: NR Mean Years Teaching Experience: 15	Popularity Attunement	Direct: none Interaction: none	Sense of peer community; Students' school bonding

Citation	Grade Level(s)	Student Sample	Teacher Sample	Classroom Management Skill(s)	School Connectedness Effects	Null Effects
				Mitigating Status Extremes	Direct: none Interaction: Mitigating status extremes * Time and Students' sense of peer community	Students' school bonding
				Friendship Attunement	Direct: none Interaction: Responsive teaching * Friendship attunement and Students' school bonding	Students' school bonding
				Supporting Isolated Children	Direct: none Interaction: Supporting isolated children * Time and Students' sense of peer community	Students' school bonding
				Aggression Attunement	Direct: none Interaction: None	Sense of peer connectedness; Students' school bonding
				Victimization Attunement	Direct: none Interaction: Responsive teaching * Victimization attunement * Time and Students school bonding	Sense of peer connectedness
				Managing Aggression	Direct: none Interaction: None	Sense of peer connectedness; Students' school bonding
				Promoting Prosocial Behavior	Direct: none Interaction: Responsive teaching * Promoting prosocial behavior * Time	Students' school bonding

Citation	Grade Level(s)	Student Sample	Teacher Sample	Classroom Management Skill(s)	School Connectedness Effects and Students' sense of peer community	Null Effects
Giles et al., 2012	7	N= 2,240 Mean Age: 12.5 yrs Sex: NR Race/Ethnicity: 56.7% African American, 26.9% Hispanic Students Qualifying for Free/Reduced Lunch: NR	N= 48 Mean Age: NR Sex: 79.2% female Race/Ethnicity: 47.9% African American, 41.7% White Mean Years Teaching Experience: 9.7	Teacher Expressive Communication Style	Direct: None Interaction: None	Positive student-teacher relationship
				Teacher Authoritarian Communication Style	Direct: Positive student-teacher relationship (negative) Interaction: None	None
Hafen et al., 2012	9-12	N= 578 Mean Age: NR Sex: NR Race/Ethnicity: 25.2% African American, 1.2% Asian, 5.1% Hispanic, 67.8% White Students Qualifying for Free/Reduced Lunch: NR	N= 34 Mean Age: NR Sex: 52.9% female Race/Ethnicity: NR Mean Years Teaching Experience: 7.5	Adolescent Autonomy	Direct: Behavioral engagement (positive) Interaction: None	None
Kearney et al., 2014	4, 5	N= 2,340 Mean Age: NR Sex: NR Race/Ethnicity: 2.7% African American, 1.5% Asian, 30.5% Hispanic, .04% Native American, 64.9% White Students Qualifying for Free/Reduced Lunch: 8-71%	N= NR Mean Age: NR Sex: NR Race/Ethnicity: NR Mean Years Teaching Experience: NR	Supportive Teacher Behavior	Direct: Student engagement in math (positive); Student engagement in reading (positive) Interaction: None	None

Citation	Grade Level(s)	Student Sample	Teacher Sample	Classroom Management Skill(s)	School Connectedness Effects	Null Effects
				Student Collegial Support	Direct: Student engagement in math (positive); Student engagement in reading (positive) Interaction: None	None
Kiefer et al., 2017	6-8	N= 209 Mean Age: NR Sex: 61% female Race/Ethnicity: 6% African American, 6% Asian American, 39% Latino, 13% Multiracial/Other, 36% White Students Qualifying for Free/Reduced Lunch: NR	N= NR Mean Age: NR Sex: NR Race/Ethnicity: NR Mean Years Teaching Experience: NR	Teacher Autonomy Support- Choice	Direct: None Interaction: None	School belonging; Involved behavior/engagement
				Teacher Autonomy Support- Respect	Direct: School belonging (positive); Involved behavior/engagement Interaction: None	None
				Teacher Autonomy Support- Relevance	Direct: None Interaction: Relevance * Expectation and Involved behavior/engagement	School belonging; Involved behavior/engagement
				Teacher Structure-Monitoring	Direct: None Interaction: Respect * Monitoring and School belonging	School belonging; Involved behavior/engagement
				Teacher Structure-Expectations	Direct: School belonging (positive); Involved behavior/engagement (positive) Interaction: Relevance * Expectation and Involved behavior/engagement	None
				Teacher Structure-Help	Direct: None Interaction: None	School belonging; Involved behavior/engagement
Kim et al., 2016	K-5	N= 111 Mean Age: 7.91	N= 31 Mean Age: NR	Peer Connection	Direct: None	Behavioral engagement

Citation	Grade Level(s)	Student Sample	Teacher Sample	Classroom Management Skill(s)	School Connectedness Effects	Null Effects
		Sex: 42% female Race/Ethnicity (teacher report): 3% African American, 95% Latino, 2% Mixed Race/Other Students Qualifying for Free/Reduced Lunch: 99%	Sex: 81% female Race/Ethnicity: 7% African American; 53% Latino, 3% Other, 37% White Mean Years Working in the School: 7.42		Interaction: Peer connection * Grade level and Behavioral engagement; Classroom quality * Peer connection and Behavioral engagement	
				Teacher-Student Closeness	Direct: None Interaction: None	Behavioral engagement
				Teacher-Student Conflict	Direct: Behavioral engagement (negative) Interaction: Teacher-student conflict * Classroom quality and Behavioral engagement	None
Lee et al., 2012	9, 10	N= 3,748 Mean Age: 15 yrs Sex: NR Race/Ethnicity: NR Students Qualifying for Free/Reduced Lunch: NR	N= NR Mean Age: NR Sex: NR Race/Ethnicity: NR Mean Years Teaching Experience: NR	Teacher-Student Relationship	Direct: Behavioral engagement (positive); Emotional engagement Interaction: None	None
Lee et al., 2015	K	N= 164 Mean Age: 4.49 yrs Sex: 56% female Race/Ethnicity: 30% African American, 14% Hispanic, 56% White Students Qualifying for Free/Reduced Lunch: NR	N= NR Mean Age: NR Sex: NR Race/Ethnicity: NR Mean Years Teaching Experience: NR	Student-Teacher Closeness	Direct: Learning engagement (positive) Interaction: None	None

Citation	Grade Level(s)	Student Sample	Teacher Sample	Classroom Management Skill(s)	School Connectedness Effects	Null Effects
Ruzek et al., 2016	Middle School	N= 960 Mean Age: NR Sex: NR Race/Ethnicity: 29.4% African American, 7.4% Asian American/Hispanic/Mixed race, 63.2% White Students Qualifying for Free/Reduced Lunch: 34.8%	N= 68 Mean Age: NR Sex: 64% female Race/Ethnicity: % African American, 6% Mixed ethnicity, 3% Other, 84% White Mean Years Teaching Experience: 8	Autonomy	Direct: Behavioral engagement (positive); Mastery motivation (positive) Interaction: None	None
				Relatedness	Direct: Behavioral engagement (positive); Mastery motivation (positive) Interaction: None	None

<sup>a</sup>NR= Not reported