Science Advances

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Supplementary Materials for

When policy and psychology meet: Mitigating the consequences of bias in schools

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Supplemental Materials

Data Availability Statement

All datasets are available at Dryad. Study 1 data: https://doi.org/10.6078/D1VT4T ; Study 2a data: https://doi.org/10.6078/D1R39J; Swf{"4d"ata: https://doi.org/10.6078/D1MD7N.

Code Availability Statement

All coding scripts are available at Dryad. Study 1 script: https://doi.org/10.6078/D1VT4T ; Study 2a script: https://doi.org/10.6078/D1R39J; Study 2b script: https://doi.org/10.6078/D1MD7N.

<u>Tables and Figures</u>

Table S1. Experiment 1 means and standard deviations of the dependent measures broken down by experimental condition. Scales for all outcomes range 1 = Not at all – 5 = Extremely.

	Feeling Troubled	Student is a Troublemaker	Student is a Danger	Discipline-severity	Future Strong Relationship Likelihood	Behavior is a Pattern
Perspective and Growth	M = 2.28 SD = 0.62	M = 1.80 SD = 0.78	M = 1.20 SD = 0.40	M = 1.83 SD = 0.76	M = 3.63 SD = 0.78	M = 3.17 SD = 0.96
Perspective and no Growth	M = 2.69 SD = 0.90	M = 2.35 SD = 1.07	M = 1.58 SD = 0.78	M = 2.24 SD = 0.95	M = 3.31 SD = 1.01	M = 3.39 SD = 1.06
Growth and no Perspective	M = 2.51 SD = 0.78	M = 2.29 SD = 1.06	M = 1.55 SD = 0.68	M = 2.09 SD = 0.92	M = 3.62 SD = 1.04	M = 3.32 SD = 1.00
No Growth and no Perspective	M = 2.47 SD = 0.81	M = 2.22 SD = 1.07	M = 1.55 SD = 0.73	M = 2.20 SD = 0.92	M = 3.32 SD = 1.04	M = 3.23 SD = 1.14

Table S2. Pilot study means and standard deviations of the dependent measures broken down by experimental condition. Scales for all outcomes range 1 = Not at all – 5 = Extremely.

	Feeling Troubled	Discipline-severity	Student is a Troublemaker	Behavior is a Pattern	Future Strong Relationship Likelihood	Future Discipline Likelihood	Feeling Personally Responsible
Teacher Growth	M = 3.43 SD = 0.96	M = 3.00 SD = 1.02	M = 3.05 SD = 1.07	M = 3.63 SD = 0.94	M = 2.82 SD = 0.95	M = 3.15 SD = 1.09	M = 2.87 SD = 1.16
Active Teacher Control	M = 3.87 SD = 0.88	M = 3.53 SD = 1.04	M = 3.30 SD = 1.02	M = 3.94 SD = 0.87	M = 2.40 SD = 1.04	M = 3.59 SD = 1.22	M = 2.55 SD = 1.17

Table S3. Experiment 2 means and standard deviations of the dependent measures broken down by experimental condition. Scales for all outcomes range 1 = Not at all – 5 = Extremely.

	Feeling Troubled	Discipline-severity	Student is a Troublemaker	Behavior is a Pattern	Future Strong Relationship Likelihood	Future Discipline Likelihood	Feeling Personally Responsible
Teacher Growth with Black Student	M = 2.78 SD = 0.93	M = 2.42 SD = 0.95	M = 2.07 SD = 0.93	M = 3.02 SD = 0.98	M = 3.39 SD = 0.88	M = 2.21 SD = 0.94	M = 3.10 SD = 1.00
Active Teacher Control with Black Student	M = 3.01 SD = 0.89	M = 2.71 SD = 0.85	M = 2.52 SD = 1.00	M = 3.36 SD = 1.01	M = 2.85 SD = 0.86	M = 2.75 SD = 1.14	M = 2.89 SD = 1.05
Teacher Growth with White Student	M = 2.62 SD = 0.99	M = 2.20 SD = 0.93	M = 2.10 SD = 1.01	M = 3.15 SD = 0.93	M = 3.05 SD = 0.87	M = 2.29 SD = 1.05	M = 2.97 SD = 0.91
Active Teacher Control with White Student	M = 2.64 SD = 0.96	M = 2.35 SD = 1.02	M = 2.18 SD = 0.97	M = 3.05 SD = 1.14	M = 3.38 SD = 0.91	M = 2.47 SD = 1.16	M = 2.73 SD = 1.12

Study 1

Exploratory analyses. In Experiment 1, teachers were asked how dangerous they thought the student would be to other students at the school. A linear regression revealed a significant interaction of the interventions such that – when combined (student-perspective and student-growth) – they led teachers, after the second misbehavior, to be less likely to view the student as a danger (b = -0.10, se = 0.04, t(3, 242) =-2.28, p = .02), as compared to any other condition.