

Appendix A: Research Objective Timeline

| Month | Research Objective |
|--------------|---|
| September | Use focus group methodology to collect qualitative data |
| October | Transcribe focus group comments |
| November | Review videos and transcripts |
| December | Develop school-relevant vignettes |
| January | Propose dissertation study |
| | Collect quantitative similarity data |
| February | Enter and verify data |
| March | Enter and verify data |
| April | Use multidimensional scaling to test my theory |
| May | Defend dissertation study |

Appendix B: Recruitment Letter from Virginia Tech (Qualitative Phase)

Dear Parent,

Adolescents’ social interactions in high school are important for their personal development and academic success. We have a unique opportunity to learn about helpful and harmful interactions between students directly from your child at school. School staff selected a variety of students with different experiences to participate in order to represent the composition of the High School. Your child was selected to participate in this study to better understand these behaviors by discussing his/her experiences during an in-school focus group led by trained facilitators.

The focus group will cover a range of issues, including:

- Aggressive and helping behaviors between students
- Social power between students

The focus group will occur on Friday, September 25th during the school day for no longer than a single class period. The focus group conversations will be used for research on how to improve school climate. More personally, the focus groups will be part of my dissertation.

If you are willing for your child to participate, we would very much appreciate it! A consent form is attached and must be returned by Thursday, September 24th for your child to participate. If you have any questions or would like to learn more about the study, please email me at smac@vt.edu.

Sincerely,

Shane McCarty, M.S.
Ph.D. Student, Department of Psychology
Developmental Science Program

Julie C. Dunsmore, Ph.D.
Associate Professor, Department of Psychology
Director, Social Development Lab

Yes, I allow my child to participate; I have attached the signed consent form.

No, I do NOT want my child to participate.

Appendix C: Consent Form for Parent of Target Child Participant

PARENT FORM

Informed Consent for Participants in Research Projects Involving Human Subjects

Adolescent focus groups on social interactions

Research Team

- Shane McCarty, Ph.D. Student, Developmental Psychology, Virginia Tech (VT)
- Reagan Miller, Psychology Major, VT
- Julie C. Dunsmore, Ph.D., Associate Professor, Department of Psychology, VT

- I. Purpose of this Research.** We invite your child to participate in a study examining helpful and harmful social interactions between peers at school.
- II. Procedures.** Two focus groups of 12-15 students each will be held during a single class session in order to explore students' perceptions of their own social interactions with others. Snacks will be provided to your child during the focus group session. The focus group will be videotaped so we can make sure to catch everything that's said. Trained facilitators will lead the focus groups. After the focus group conversations have been examined, facilitators will return to share findings with your child and other students who participated.
- III. Risks.** There is minimal risk involved. However, students will be discussing a range of actions, from helpful to harmful actions that occur among peers in school. If a student has been the perpetrator or victim of harmful actions, this could be distressing to the student. Though students will be asked not to use specific names, if a student identifies a perpetrator or victim by name, including himself/herself, it's possible there might be disciplinary consequences from the school.
- IV. Benefits.** No promise or guarantee of benefits has been made to your child. Benefits may include the opportunity to consider how their own behavior may impact others in a positive or negative way. For education and psychology, this research will contribute to how we better understand social interactions of adolescents at school so that school climate can be improved.
- V. Extent of Anonymity or Confidentiality.** Information gathered for this study will be kept strictly confidential. Information for each student will be identified by a code number only. Information linking your child's names and code number will be kept in a secure file. Video recordings will be stored securely in our research lab. Only individuals associated with the research will have access to any of the materials. Video recordings will be destroyed within 7 years after final publication of the results of this study. These video recordings will only be used for data analysis (i.e., audio from the video will be used to transcribe the comments made your child during the focus group session); no video clip will ever be shown of your child to others outside of this research team. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for

the oversight of the protection of human subjects involved in research. In any study involving children, direct evidence of abuse must be reported. If direct evidence of harm to specific students is reported, that will be shared with school administrators.

VI. Compensation. There will be no compensation for this study.

VII. Freedom to Withdraw. Your child’s participation is completely voluntary, and s/he may withdraw at any time for any reasons. There is no penalty for withdrawing.

VIII. Approval of Research. This research project has been approved, as required, by the Institutional Review Board (IRB) for Research Involving Human Subjects and by the Department of Psychology at Virginia Tech.

IX. Parent’s Permission for Child to Participate. Please discuss the study with your child, including this consent form and your child’s choice to participate in the study. I have read and understand the information above. I have received a copy of this form. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for my child named below to participate in this study.

Child participant’s name: _____

Parent’s name: _____

Parent signature: _____

Contact Information: If you have questions at any time about this study or study procedures, you may contact Dr. Julie C. Dunsmore at (540) 231 – 4201 or jdunsmor@vt.edu, or Shane McCarty at smac@vt.edu. If you feel you have not been treated according to the descriptions in this form, or that your rights as a research participant have been violated during the course of this project, you may contact Dr. David W. Harrison, Chair of the Psychology Department Human Subjects Committee at dwh@vt.edu or (540) 231 – 4422 or Dr. David Moore, Chair of the Virginia Tech Institutional Review Board for the Protection of Human Subjects at (540) 231-4991 or moored@vt.edu.

Snacks will be provided. Please state any dietary needs of your child below:

Appendix D: Assent Form for Child Participant (Qualitative Phase)

STUDENT FORM

Informed Assent for Participants in Research Projects Involving Human Subjects

Adolescent focus groups on social interactions

Research Team

- Shane McCarty, Ph.D. Student, Developmental Psychology, Virginia Tech (VT)
- Reagan Miller, Psychology Major, VT
- Julie C. Dunsmore, Ph.D., Associate Professor, Department of Psychology, VT

We invite you to participate in a research study examining helpful and harmful social interactions between students at school.

We will ask you to share your experiences in a group conversation of 12-15 students each. This conversation will be held during a single class session in order to explore students' perceptions of their own social interactions with others. No answer is right or wrong. We simply want to hear your experiences as a student and learn about your interactions with other students at school.

Snacks will be provided during the group session. The group will be videotaped so we can make sure to catch everything that's said. Trained facilitators from Virginia Tech will lead the group. After the group conversations have been examined, facilitators will return to share findings with you at a later date.

There is minimal risk involved. However, you will be discussing a range of actions, from helpful to harmful actions that occur at school. If you have been the perpetrator or victim of harmful actions, this could be distressing to you. We will ask you not to use specific names of other students when you describe social interactions. If you identify a student who is intentionally hurting others or a student who is hurt by others at school (including yourself), we need to share this information with the school, which may result in disciplinary consequences from the school. Therefore, we ask you not to use specific names but rather to share your general experiences.

If you have any questions about this study, please ask us. In research, questions are a good thing!

I have read and understand the information in this consent. I have received a copy of this form. I agree to participate in this study.

Participant's name: _____

Participant's signature: _____

Witness's signature: _____

Contact Information: If you have questions at any time about this study or study procedures, you may contact Dr. Julie C. Dunsmore at (540) 231 – 4201 or jdunsmor@vt.edu, or Shane McCarty at smac@vt.edu. If you feel you have not been treated according to the descriptions in this form, or that your rights as a research participant have been violated during the course of this project, you may contact Dr. David W. Harrison, Chair of the Psychology Department Human Subjects Committee at dwh@vt.edu or (540) 231 – 4422 or Dr. David Moore, Chair of the Virginia Tech Institutional Review Board for the Protection of Human Subjects at (540) 231-4991 or moored@vt.edu.

Appendix E: Focus Group Introduction and Ground Rules (Qualitative Phase)

[SNACKS] As students enter the classroom... (2 min) est. : actual :

Please feel free to take a snack from the table and sit down at one of these seats.

[INTRODUCTIONS] After students are seated... (1.5 m) est. : actual :

Shane: Hey, I'm Shane McCarty. I'm a graduate student at Virginia Tech. Today marks my fourth trip to your High School talking to students about leadership. Today is different because instead of me teaching you, you will be teaching us.

Reagan: Hi, I'm Reagan Miller and I'm a senior at Virginia Tech studying psychology and minoring in statistics. This is my first visit to Ohio, but I am extremely excited to be here so thank you for having us. Today, we will have a group conversation about the social interactions you have with your friends and the other students at school. This conversation will be recorded with video cameras so we do not miss anything that has been said. After this session, we will return to Virginia Tech to review the videotape and write down everything that was said.

Shane: We will use this information to better understand social interactions among students at your school. We will NOT pass along any specific information from this conversation to anyone else at your High School unless we learn of a specific student who is being hurt by other students. We really appreciate your willingness to participate because this will be used for my dissertation, which is a very, very long research paper about this experience.

[CHOICE] It is your choice to participate. (3.5 m) est. : actual :

Reagan: Your parent has signed a consent form, which gives you permission to participate in this research study. However, it is also your choice. You are a volunteer, who can choose to leave the session now or at any point later in the conversation. Now that you have

heard more about the study, I will pass around a form. Please read and then sign when you are ready to participate. Are there any questions?

[Reagan to collect and sign forms as witness]

[STUDENTS INTRO] Please introduce yourself. (6 m) est. : actual :

Shane: Now, we want to meet you. Please introduce yourself to the group. Include your year in school (e.g., sophomore) and tell us a character from a TV show or movie that is most similar to you.

[GROUND RULES] State the ground rules. (2 m) est. : actual :

Shane: Let's review the ground rules before we begin discussing the questions.

1. *We want you to do the talking.* We would like for everyone to participate and we may call on you if we haven't heard your perspective in a while. At times, we might ask every person and go around in the circle. You can say "pass" if you do not want to share, but we hope you will consider sharing if you have something to say!
2. *There are no right or wrong answers.* Every person has had different experiences at this school. Don't worry about what we think or what others in the group think about the topic. There may be overlap with people saying similar comments. That's okay! We want to hear from you about your experience.

Reagan:

3. *Do not use names.* We will discuss social interactions. We prefer you say what "someone" did for "someone" else. We don't need to hear about what Emily did to David – whether it was kind or harmful. Please use "someone" or even "your favorite

celebrity's name" to replace someone's name during the conversation. When we return to share results with you, we will not use your name or anyone else's at all.

4. *What is said in this room stays here.* We will discuss sensitive issues – when students were helped and harmed. Please do not share information revealed during this conversation with others outside of this group. As a reminder, if you identify yourself or state the name of another student who has harmed or received harm, we are required to disclose this to the school.
5. *Turn your cell phone off or to silent.* It can be distracting and perceived as disrespectful to other group members.
6. *Lastly, be respectful and let's have fun!* It is rare to be able to talk with other students about social interactions during the school day. Let's be respectful when we interact so everyone can have fun.

Shane: Are there any ground rules that you want to add in order to make this comfortable and enjoyable for everyone?!

[Reagan to add to ground rules]

Appendix F: Focus Group Questions (Qualitative Phase)

Behavior Questions

Let's transition to some questions focused on your social interactions at school.

Focal Questions (1.1): Common Behaviors of Harm

- What are the most common behaviors between students at your school that harm others?

Follow-up Questions (1.1.1)

- Are these behaviors different when they are between girls vs. boys? [gender as moderator]

Focal Questions (1.2): Common Behaviors of Benefit

- What are the most common behaviors between students at your school that benefit others?

Follow-up Questions (1.2.1)

- Are these behaviors different when they are between girls vs. boys? [gender as moderator]

Power Questions

Now, we will focus on power between students at school.

Focal Question (2.1): Conceptualization of Power

- What is power between students at your school?

Follow-up Questions (2.1.1)

- Is power different between boys and girls? (e.g., boy to boy, girl to girl, boy to girl, girl to boy)

Focal Question (3.1): Power in People

- Among students, describe who is powerful at this school.

Follow-up Questions

- 3.1.1 What characteristics does s/he have? [power type]
- 3.1.2 What gives him/her power? [cause]

Focal Question (4.1): Use of Power

- What do students do with power? [consequences]

Follow-up Questions

- 4.1.1 What do students do specifically with power that harms others?
 - 4.1.1.1 Is this different for boys and girls? If so, how and why?
- 4.1.2 What do students do specifically with power that benefits others?
 - 4.1.2.1 Is this different for boys and girls? If so, how and why?

Focal Question (5.1): Levels of Power (less, same, more) and Harmful Behavior

- 5.1.1 Does it feel different to receive a harmful behavior from someone who has less power than you?
 - Why or why not? [cause/ consq for recipient]
- 5.1.2 Does it feel different to receive a harmful behavior from someone who has the same power as you?
 - Why or why not? [cause/ consq for recipient]
- 5.1.3 Does it feel different to receive a harmful behavior from someone who has more power than you?
 - Why or why not? [cause/ consq for recipient]

Focal Question (5.2): Levels of Power (less, same, more) and Beneficial Behavior

- 5.2.1 Does it feel different to receive a beneficial behavior from someone who has less power than you?
 - Why or why not? [cause/ consq for recipient]

- 5.2.2 Does it feel different to receive a beneficial behavior from someone who has the same power as you?
 - Why or why not? [cause/ consq for recipient]

- 5.2.3 Does it feel different to receive a beneficial behavior from someone who has more power than you?
 - Why or why not? [cause/ consq for recipient]

Focal Question (6.1): Defining Social Power and Reactions

Present definition and gather reactions.

- One definition of social power is “the enhanced likelihood of getting one’s way and achieving one’s goals”.
 - Do you agree with this definition? Why or why not?

Appendix G: Recruitment Letter Front Side (Quantitative Phase)

Dear Parent,

We have invited your child to participate in a study on youth interactions. On the backside of this letter, you will find more detailed information in a letter from researchers at Virginia Tech. I hope you will consider supporting their aspirations to learn more about students' social interactions with their peers at school.

Shane McCarty and his research team visited our school for the first time in Fall 2013. Since then, they have visited our school on three occasions to deliver research-based workshops to provide knowledge and skills for our student leaders to improve our school climate and culture. We are grateful for their on-going support and look forward to their return visit to our school to better understand our school climate and student behavior.

XX
Superintendent

Appendix H: Recruitment Letter Front Side (Quantitative Phase)

Dear Parent,

Adolescents’ social interactions in high school are important for their personal development and academic success. We have a unique opportunity to learn about interactions between students directly from your child at school. During this school year (on September 30th), high school students participated in focus group sessions to discuss their social interactions at school among peers. Now, we are hoping to learn more by distributing to surveys to all students during the school day. Your child is invited to participate to better understand these behaviors.

The survey will involve reading various scenarios about students’ social interactions.

- An example of a scenario is: *Matt is not an honors student and Brandon is an honors student. Everyone in class received their graded tests from the teacher. Matt then told Brandon: “It looks like we got our tests back.”*
- Your child will receive this survey during the school day from his/her teacher with many of these scenarios and rate how (dis)similar the scenarios are from each other.

The survey day will occur during an upcoming school day for no longer than a single class period. The survey results will be used for research on how to improve student interactions and school climate. More personally, the study will be part of my dissertation for graduate school.

If you are willing for your child to participate, we would very much appreciate it! A consent form is attached and must be returned by January 8th for your child to participate. If you have any questions or would like to learn more about the study, please email me at smac@vt.edu.

Sincerely,

Shane McCarty, M.S.
Ph.D. Student, Department of Psychology
Developmental Science Program

Julie C. Dunsmore, Ph.D.
Associate Professor, Department of Psychology
Director, Social Development Lab

Yes, I allow my child to participate; I have attached the signed consent form.

No, I do NOT want my child to participate.

Appendix I: Consent form for Parent of Target Child Participant

PARENT FORM

Informed Consent for Participants in Research Projects Involving Human Subjects

Measuring adolescent social interactions at school

Research Team

- Shane McCarty, Ph.D. Student, Developmental Psychology, Virginia Tech (VT)
- Reagan Miller, Psychology Major, VT
- Julie C. Dunsmore, Ph.D., Associate Professor, Department of Psychology, VT

X. Purpose of this Research. We invite your child to participate in a study examining social interactions between peers at school.

XI. Procedures. During a normal class session, your child will be invited to participate in the research study by completing a survey on social interactions. The teacher will invite your child to participate during his/her class and review the consent process so your child can also choose whether or not s/he wants to participate. If your child chooses to participate, s/he will read various scenarios about students' interactions. The following an example of one of the scenarios: *Matt is not an honors student and Brandon is an honors student. Everyone in class received their graded tests from the teacher. Matt then told Brandon: "It looks like we got our tests back."*

The survey will include paired scenarios (scenario A and B). Your child will read scenarios A and B before responding on a 1-7 rating scale to show how similar or different s/he believes those interactions to be. This will continue throughout the survey using different scenarios.

XII. Risks. There is minimal risk involved. It's possible that a scenario could remind your child of an uncomfortable event at school. However, experiencing distress is likely rare given the scenarios.

XIII. Benefits. No promise or guarantee of benefits has been made to your child. Benefits may include the opportunity to consider how their own behavior may impact others in a positive or negative way. For education and psychology, this research will contribute to how we better understand social interactions of adolescents at school so that school climate can be improved.

XIV. Extent of Anonymity or Confidentiality. Information gathered for this study will be kept strictly confidential. Information for each student will be identified by a code number only. Information linking your child's names and code number will be kept in a secure file. Only individuals associated with the research will have access to any of the materials. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human

subjects involved in research. In any study involving children, direct evidence of abuse must be reported.

XV. Compensation. There will be no compensation for this study.

XVI. Freedom to Withdraw. Your child's participation is completely voluntary, and s/he may withdraw at any time for any reasons. There is no penalty for withdrawing.

XVII. Approval of Research. This research project has been approved, as required, by the Institutional Review Board (IRB) for Research Involving Human Subjects and by the Department of Psychology at Virginia Tech.

XVIII. Parent's Permission for Child to Participate. Please discuss the study with your child, including this consent form and your child's choice to participate in the study. I have read and understand the information above. I have received a copy of this form. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for my child named below to participate in this study.

Child participant's name: _____

Parent's name: _____

Parent signature: _____

Contact Information: If you have questions at any time about this study or study procedures, you may contact Dr. Julie C. Dunsmore at (540) 231 – 4201 or jdunsmor@vt.edu, or Shane McCarty at smac@vt.edu. If you feel you have not been treated according to the descriptions in this form, or that your rights as a research participant have been violated during the course of this project, you may contact Dr. David W. Harrison, Chair of the Psychology Department Human Subjects Committee at dwh@vt.edu or (540) 231 – 4422 or Dr. David Moore, Chair of the Virginia Tech Institutional Review Board for the Protection of Human Subjects at (540) 231-4991 or moored@vt.edu.

Appendix J: Assent Form for Child Participant (Quantitative Phase)

STUDENT FORM

Informed Assent for Participants in Research Projects Involving Human Subjects

Measuring adolescent social interactions at school

Research Team

- Shane McCarty, Ph.D. Student, Developmental Psychology, Virginia Tech (VT)
- Reagan Miller, Psychology Major, VT
- Julie C. Dunsmore, Ph.D., Associate Professor, Department of Psychology, VT

We invite you to participate in a research study examining social interactions between students at school.

We will ask you to read scenarios where a student is interacting with another student at school. There will be many different scenarios, but the following is an example of a scenario that could be on the survey: *Matt is not an honors student and Brandon is an honors student. Everyone in class received their graded tests from the teacher. Matt then told Brandon: "It looks like we got our tests back."* Each survey has questions with pairings of scenarios (e.g., Scenario A and B.). You will be asked to read two scenarios and decide how dissimilar or similar the scenarios are to each other. No answer is right or wrong. We simply want to understand how you view social interactions as a student.

There is minimal risk involved. It's possible that a scenario could remind you of an uncomfortable event at school. However, experiencing distress is likely rare given the scenarios.

If you have any questions about this study, please ask us. In research, questions are a good thing!

I have read and understand the information in this consent. I have received a copy of this form. I agree to participate in this study.

Participant's name: _____

Participant's signature: _____

Witness's signature: _____

Contact Information: If you have questions at any time about this study or study procedures, you may contact Dr. Julie C. Dunsmore at (540) 231 – 4201 or jdunsmor@vt.edu, or Shane McCarty at smac@vt.edu. If you feel you have not been treated according to the descriptions in this form, or that your rights as a research participant have been violated during the course of this project, you may contact Dr. David W. Harrison, Chair of the Psychology Department Human Subjects Committee at dwh@vt.edu or (540) 231 – 4422 or Dr. David Moore, Chair of the Virginia Tech Institutional Review Board for the Protection of Human Subjects at (540) 231-4991 or moored@vt.edu.

Appendix K: Teacher Survey Script (Quantitative Phase)

(for the study: Measuring adolescent social interactions at school)

STAGE 1

Read the following information to the class before passing out the survey to students:

All of your parents were sent a letter inviting you to participate in a research study about social interactions at school. Some parents provided approval for you to participate and others did not. I will pass the surveys out to students who have approval at this time. For those who did not, please do any relevant academic work for this class or another class quietly during the class period.

This survey is important to our school and a college student, who is interested in learning about your feelings about social interactions so he can write a psychology research paper.

STAGE 2

Pass out student assent forms and surveys to the students who have parental consent forms returned.

Do not read this part allowed. This is a private note to teachers: There are two different surveys: B) Blue for boys and G) Green for girls. Please pass out the blue surveys to the boys and green surveys for the girls. Students can take a survey with the gender they identify with.

STAGE 3

Read the following to the students:

Even if a parent provided approval, you may choose not to participate. If you do choose to participate, please read the instructions on the form and sign it before you begin the survey.

Read the following to students who are completing the survey:

Lastly, I will share some important information for those of you who are taking the survey.

- *Please do not write your name on this survey.*
- *Remember, there are no right or wrong answers.*
- *Please complete this survey alone.*
- *You may choose to complete one, some, or all of the questions on the survey. If there is a question you do not feel comfortable answering, you are not required to fill it out, just skip it.*
- *Your teachers and classmates will not see your survey responses, so please be honest!*

- *When you are finished, please remain quiet so other students can finish. I will collect all of the surveys when everyone has finished.*
- *Are there any questions?*

When each student returns his/her signed assent form and survey, you should sign as the “witness” so the survey results can be used in the research study.

Appendix L: Vignettes for Academic Power - Boys

| Intensity | Power | Code | Vignettes |
|-------------------------|--------------|------|---|
| Extremely Beneficial | Low to high | A | John is <u>not</u> an honors student and Thomas is an honors student. Everyone in class received their graded tests from the teacher. John then told Thomas: "You're smart for doing well on a hard test." |
| | Low to low | B | Anthony is <u>not</u> an honors student and Andrew is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Anthony then told Andrew: "You're smart for doing well on a hard test." |
| | High to high | C | Robert is an honors student and Bradley is an honors student. Everyone in class received their graded tests from the teacher. Robert then told Bradley: "You're smart for doing well on a hard test." |
| | High to low | D | Sean is an honors student and Brandon is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Sean then told Brandon: "You're smart for doing well on a hard test." |
| Moderately beneficial | Low to high | E | Tyler is <u>not</u> an honors student and Austin is an honors student. Everyone in class received their graded tests from the teacher. Tyler then told Austin: "It looks like you did well." |
| | Low to low | F | Joshua is <u>not</u> an honors student and Spencer is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Joshua then told Spencer: "It looks like you did well." |
| | High to high | G | Luke is an honors student and Steven is an honors student. Everyone in class received their graded tests from the teacher. Luke then told Steven: "It looks like you did well." |
| | High to low | H | Nicholas is an honors student and Benjamin is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Nicholas then told Benjamin: "It looks like you did well." |
| Neither benefit or harm | Low to high | I | Mitchell is <u>not</u> an honors student and Evan is an honors student. Everyone in class received their graded tests from the teacher. Mitchell then told Evan: "It looks like we got our tests back." |
| | Low to low | J | Cameron is <u>not</u> an honors student and Alexander is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Cameron then told Alexander: "It looks like we got our tests back." |

| | | | |
|--------------------|--------------|---|---|
| | High to high | K | David is an honors student and Blake is an honors student. Everyone in class received their graded tests from the teacher. David then told Blake: "It looks like we got our tests back." |
| | High to low | L | Hunter is an honors student and William is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Hunter then told William: "It looks like we got our tests back." |
| Moderately harmful | Low to high | M | Trevor is <u>not</u> an honors student and Matthew is an honors student. Everyone in class received their graded tests from the teacher. Trevor then told Matthew: "It looks like you didn't do too well." |
| | Low to low | N | Cody is <u>not</u> an honors student and Richard is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Cody then told Richard: "It looks like you didn't do too well." |
| | High to high | O | Mark is an honors student and Seth is an honors student. Everyone in class received their graded tests from the teacher. Mark then told Seth: "It looks like you didn't do too well." |
| | High to low | P | Timothy is an honors student and Jacob is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Timothy then told Jacob: "It looks like you didn't do too well." |
| Extremely harmful | Low to high | Q | Dominic is <u>not</u> an honors student and Jared is an honors student. Everyone in class received their graded tests from the teacher. Dominic then told Jared: "You're stupid for doing so bad on an easy test." |
| | Low to low | R | Garrett is <u>not</u> an honors student and Alex is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Garrett then told Alex: "You're stupid for doing so bad on an easy test." |
| | High to high | S | Eric is an honors student and Adam is an honors student. Everyone in class received their graded tests from the teacher. Eric then told Adam: "You're stupid for doing so bad on an easy test." |
| | High to low | T | Logan is an honors student and Mason is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Logan then told Mason: "You're stupid for doing so bad on an easy test." |

Appendix M: Vignettes for Academic Power - Girls

| Intensity | Power | Code | Vignettes |
|-----------------------|--------------|------|--|
| Extremely Beneficial | Low to high | AA | Caitlin is an honors student and Brittany is an honors student. Everyone in class received their graded tests from the teacher. Caitlin then told Brittany: "You're smart for doing well on a hard test." |
| | Low to low | BB | Jennifer is <u>not</u> an honors student and Rebecca is <u>not</u> honors student. Everyone in class received their graded tests from the teacher. Jennifer then told Rebecca: "You're smart for doing well on a hard test." |
| | High to high | CC | Destiny is an honors student and Morgan is an honors student. Everyone in class received their graded tests from the teacher. Destiny then told Morgan: "You're smart for doing well on a hard test." |
| | High to low | DD | Kathryn is an honors student and Lauren is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Kathryn then told Lauren: "You're smart for doing well on a hard test." |
| Moderately beneficial | Low to high | EE | Hannah is <u>not</u> an honors student and Jasmine is an honors student. Everyone in class received their graded tests from the teacher. Hannah then told Jasmine: "It looks like you did well." |
| | Low to low | FF | Maria is <u>not</u> an honors student and Sara is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Maria then told Sara: "It looks like you did well." |
| | High to high | GG | Shelby is an honors student and Amanda is an honors student. Everyone in class received their graded tests from the teacher. Shelby then told Amanda: "It looks like you did well." |
| | High to low | HH | Michaela is an honors student and Madeline is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Michaela then told Madeline: "It looks like you did well." |
| Neither benefit/harm | Low to high | II | Cheyenne is <u>not</u> an honors student and Emily is an honors student. Everyone in class received their graded tests from the teacher. Cheyenne then told Emily: "It looks like we got our tests back." |
| | Low to low | JJ | Mikayla is <u>not</u> an honors student and Jenna is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Mikayla then told Jenna: "It looks like we got our tests back." |
| | High to | KK | Alyssa is an honors student and Katelyn is an honors |

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| | high | | student. Everyone in class received their graded tests from the teacher. Alyssa then told Katelyn: "It looks like we got our tests back." |
| | High to low | LL | Victoria is an honors student and Brianna is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Victoria then told Brianna: "It looks like we got our tests back." |
| Moderately harmful | Low to high | MM | Kelsey is <u>not</u> an honors student and Bailey is an honors student. Everyone in class received their graded tests from the teacher. Kelsey then told Bailey: "It looks like you didn't do too well." |
| | Low to low | NN | Elizabeth is <u>not</u> an honors student and Breanna is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Elizabeth then told Breanna: "It looks like you didn't do too well." |
| | High to high | OO | Claire is an honors student and Marissa is an honors student. Everyone in class received their graded tests from the teacher. Claire then told Marissa: "It looks like you didn't do too well." |
| | High to low | PP | Haley is an honors student and Alexandra is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Haley then told Alexandra: "It looks like you didn't do too well." |
| Extremely harmful | Low to high | QQ | Mackenzie is <u>not</u> an honors student and Gabrielle is an honors student. Everyone in class received their graded tests from the teacher. Mackenzie then told Gabrielle: "You're stupid for doing so bad on an easy test." |
| | Low to low | RR | Sydney is <u>not</u> an honors student and Ashley is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Sydney then told Ashley: "You're stupid for doing so bad on an easy test." |
| | High to high | SS | Julia is an honors student and Chloe is an honors student. Everyone in class received their graded tests from the teacher. Julia then told Chloe: "You're stupid for doing so bad on an easy test." |
| | High to low | TT | Olivia is an honors student and Faith is <u>not</u> an honors student. Everyone in class received their graded tests from the teacher. Olivia then told Faith: "You're stupid for doing so bad on an easy test." |

Appendix N Vignettes for Social Power - Boys

| Intensity | Power | Code | Vignettes |
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| Extremely Beneficial | Low to high | AAA | Kyle is a student who recently moved to Town after previously attending X High School. Jack has grown up in Town along with his family, who has been here for many generations. Kyle asked Jack: "Where did you get those shoes?! I am going to get some tomorrow." |
| | Low to low | BBB | Dakota is student who recently moved to Town after previously attending X High School. Christopher is a student who recently moved to Town after previously attending X High School. Dakota asked Christopher: "Where did you get those shoes?! I am going to get some tomorrow." |
| | High to high | CCC | Michael has grown up in Town with his family, who has been here for many generations. Chase has grown up in Town with his family, who has been here for many generations. Michael asked Chase: "Where did you get those shoes?! I am going to get some tomorrow." |
| | High to low | DDD | Jeffrey is a student who has grown up in Town along with his family, who has been here for many generations. Grant is a student who recently moved to Town after previously attending X High School. Jeffrey asked Grant: "Where did you get those shoes?! I am going to get some tomorrow." |
| Moderately beneficial | Low to high | EEE | Charles is a student who recently moved to Town after previously attending X High School. Isaiah has grown up in Town along with his family, who has been here for many generations. Charles told Isaiah: "Those shoes are chill." |
| | Low to low | FFF | Nathaniel is a student who recently moved to Town after previously attending X High School. Jordan is a student who recently moved to Town after previously attending X High School. Nathaniel told Jordan: "Those shoes are chill." |
| | High to high | GGG | Caleb is a student who has grown up in Town along with his family, who has been here for many generations. Elijah is a student who has grown up in Town along with his family, who has been here for many generations. Caleb told Elijah: "Those shoes are chill." |
| | High to low | HHH | Ian is a student who has grown up in Town along with his family, who has been here for many generations. Aaron is a student who recently moved to Town after previously attending X High School. Ian told Aaron: "Those shoes are chill." |

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| Neither benefit/harm | Low to high | III | James is a student who recently moved to Town after previously attending X High School. Connor has grown up in Town along with his family, who has been here for many generations. James told Connor: "Are you wearing sneakers?" |
| | Low to low | JJJ | Ethan is a student who recently moved to Town after previously attending X High School. Nathan is a student who recently moved to Town after previously attending X High School. Ethan asked Nathan: "Are you wearing sneakers?" |
| | High to high | KKK | Cole is a student who has grown up in Town along with his family, who has been here for many generations. Dalton is a student who has grown up in Town along with his family, who has been here for many generations. Cole asked Dalton: "Are you wearing sneakers?" |
| | High to low | LLL | Jason is a student who has grown up in Town along with his family, who has been here for many generations. Ryan is a student who recently moved to Town after previously attending X High School. Jason asked Ryan: "Are you wearing sneakers?" |
| Moderately harmful | Low to high | MMM | Kenneth is a student who recently moved to Town after previously attending X High School. Dylan has grown up in Town along with his family, who has been here for many generations. Kenneth points to Dylan's shoes and says: "It's probably time to upgrade." |
| | Low to low | NNN | Isaac is a student who recently moved to Town after previously attending X High School. Noah is a student who recently moved to Town after previously attending X High School. Isaac points to Noah's shoes and says: "It's probably time to upgrade." |
| | High to high | OOO | Johnathan is a student who has grown up in Town along with his family, who has been here for many generations. Kevin is a student who has grown up in Town along with his family, who has been here for many generations. Jonathan points to Kevin's shoes and says: "It's probably time to upgrade." |
| | High to low | PPP | Devin is a student who has grown up in Town along with his family, who has been here for many generations. Christian is a student who recently moved to Town after previously attending X High School. Devin points to Christian's shoes and says: "It's probably time to upgrade." |

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| Extremely harmful | Low to high | QQQ | Patrick is a student who recently moved to Town after previously attending X High School. Brian has grown up in Town along with his family, who has been here for many generations. Patrick points to Brian’s shoes, <u>laughs</u> at him and says: “Did you get those shoes from the trash?!” |
| | Low to low | RRR | Bryce is a student who recently moved to Town after previously attending X High School. Joseph is a student who recently moved to Town after previously attending X High School. Bryce points to Joseph’s shoes, <u>laughs</u> at him and says: “Did you get those shoes from the trash?!” |
| | High to high | SSS | Justin is a student who has grown up in Town along with his family, who has been here for many generations. Alex is a student who has grown up in Town along with his family, who has been here for many generations. Justin points to Alex’s shoes, <u>laughs</u> at him and says: “Did you get those shoes from the trash?!” |
| | High to low | TTT | Zachary is a student who has grown up in Town along with his family, who has been here for many generations. Daniel is a student who recently moved to Town after previously attending X High School. Zachary points to Daniel’s shoes, <u>laughs</u> at him and says: “Did you get those shoes from the trash?!” |

Appendix O: Vignettes for Academic Power - Girls

| Intensity | Power | Code | Vignettes |
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| Extremely Beneficial | Low to high | AAAA | Megan is a student who recently moved to Town after previously attending X High School. Madison has grown up in Town along with her family, who has been here for many generations. Megan told Madison: “Your hair is perf #hairgoals.” |
| | Low to low | BBBB | Grace is a student who recently moved to Town after previously attending X High School. Sierra is a student who recently moved to Town after previously attending X High School. Grace told Sierra: “Your hair is perf #hairgoals.” |
| | High to high | CCCC | Erin has grown up in Town with his family, who has been here for many generations. Miranda has grown up in Town with his family, who has been here for many generations. Erin told Miranda: “Your hair is perf #hairgoals.” |
| | High to low | DDDD | Nicole is a student who has grown up in Town along with her family, who has been here for many generations. Savannah is a student who recently moved to Town after previously attending X High School. Nicole told Savannah: “Your hair is perf #hairgoals.” |
| Somewhat beneficial | Low to high | EEEE | Sarah is a student who recently moved to Town after previously attending X High School. Kayla has grown up in Town along with her family, who has been here for many generations. Sarah told Kayla: “Your hair looks good.” |
| | Low to low | FFFF | Mary is a student who recently moved to Town after previously attending X High School. Danielle is a student who recently moved to Town after previously attending X High School. Mary told Danielle: “Your hair looks good.” |
| | High to high | GGGG | Lindsey is a student who has grown up in Town along with his family, who has been here for many generations. Amber is a student who has grown up in Town along with his family, who has been here for many generations. Lindsey told Amber: “Your hair looks good.” |
| | High to low | HHHH | Courtney is a student who has grown up in Town along with her family, who has been here for many generations. Samantha is a student who recently moved to Town after previously attending X High School. Courtney told Samantha: “Your hair looks good.” |

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| Neither benefit/harm | Low to high | IIII | Rachel is a student who recently moved to Town after previously attending X High School. Brooke has grown up in Town along with her family, who has been here for many generations. Rachel told Brooke: "Did you do something with your hair?" |
| | Low to low | JJJJ | Stephanie is a student who recently moved to Town after previously attending X High School. Mariah is a student who recently moved to Town after previously attending X High School. Stephanie asked Mariah: "Did you do something with your hair?" |
| | High to high | KKKK | Natalie is a student who has grown up in Town along with his family, who has been here for many generations. Alexis is a student who has grown up in Town along with his family, who has been here for many generations. Natalie asked Alexis: "Did you do something with your hair?" |
| | High to low | LLLL | Makayla is a student who has grown up in Town along with her family, who has been here for many generations. Katie is a student who recently moved to Town after previously attending X High School. Makayla asked Katie: "Did you do something with your hair?" |
| Somewhat harmful | Low to high | MMMM | Jordan is a student who recently moved to Town after previously attending X High School. Anna has grown up in Town along with her family, who has been here for many generations. Jordan points to Anna's hair and says: "What is going on with your hair?" |
| | Low to low | NNNN | Kaitlyn is a student who recently moved to Town after previously attending X High School. Taylor is a student who recently moved to Town after previously attending X High School. Kaitlyn asked Taylor: "What is going on with your hair?" |
| | High to high | OOOO | Emma and Jessica have grown up in Town with their families, who have been here for many generations. Emma asked Jessica: "What is going on with your hair?" |
| | High to low | PPPP | Tiffany is a student who has grown up in Town along with her family, who has been here for many generations. Kaylee is a student who recently moved to Town after previously attending X High School. Tiffany asked Kaylee: "What is going on with your hair?" |

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| Extremely harmful | Low to high | QQQQ | Autumn is a student who recently moved to Town after previously attending X High School. Allison has grown up in Town along with her family, who has been here for many generations. Autumn points to Allison’s hair, <u>laughs</u> at her, and says: “When is the last time you showered?” |
| | Low to low | RRRR | Hailey is a student who recently moved to Town after previously attending X High School. Paige is a student who recently moved to Town after previously attending X High School. Hailey points to Paige’s hair, <u>laughs</u> at her, and says: “When is the last time you showered?” |
| | High to high | SSSS | Katherine is a student who has grown up in Town along with his family, who has been here for many generations. Leah is a student who has grown up in Town along with his family, who has been here for many generations. Katherine points to Leah’s hair, <u>laughs</u> at her, and says: “When is the last time you showered?” |
| | High to low | TTTT | Abigail is a student who has grown up in Town along with her family, who has been here for many generations. Alexandria is a student who recently moved to Town after previously attending X High School. Abigail points to Alexandria’s hair, <u>laughs</u> at her, and says: “When is the last time you showered?” |

Appendix P: Example Layout for Survey

FOR OFFICE USE: 1 Survey Code A Packet Code

Ratings of Interactions at School by Students

INSTRUCTIONS

These stories are about interactions between classmates. For each question, you will read 2 stories (story A and story B) and tell us how similar they are to each other.

If you think the two stories are:

- Not at all similar, circle a 1.
• Between not at all similar and very similar, circle 2, 3, 4, 5, or 6.
• Very similar, circle 7.

Not at all similar 1 2 3 4 5 6 7 Very similar

EXAMPLE 1.

Story A: A student eats an apple.

Story B: A student eats an orange.

Both stories involve a student. Both stories involve eating a fruit. An apple and orange are different types of fruit. These are more similarities than differences in this story, so you could circle a number between 5 and 7.

Not at all similar 1 2 3 4 5 6 7 Very similar

EXAMPLE 2.

Story A: A coach throws a football.

Story B: A student eats an apple.

The coach and student are different. The actions, throwing and eating are different. The objects, a football and apple, are different. There stories are more different than similar, so you could circle a number between 1 and 3.

Not Very Similar 1 2 3 4 5 6 7 Very similar

Remember: There are no correct or incorrect answers. Some of these stories are not at all similar and very similar. You get to decide. You might need to read a story a few times to understand it and then compare it to the other story in the question.

TURN PAGE FOR QUESTIONS ->

QUESTION 1.

Story A: Anthony is not an honors student and Andrew is not an honors student. Everyone in class received their graded tests from the teacher. Anthony then told Andrew: “You’re smart for doing well on a hard test.”

Story B: Trevor is not an honors student and Matthew is an honors student. Everyone in class received their graded tests from the teacher. Trevor then told Matthew: “It looks like you didn’t do too well.”

Not at all similar 1 2 3 4 5 6 7 **Very similar**

QUESTION 2.

Story A: Robert is an honors student and Bradley is an honors student. Everyone in class received their graded tests from the teacher. Robert then told Bradley: “You’re smart for doing well on a hard test.”

Story B: Timothy is an honors student and Jacob is not an honors student. Everyone in class received their graded tests from the teacher. Timothy then told Jacob: “It looks like you didn’t do too well.”

Not at all similar 1 2 3 4 5 6 7 **Very similar**
