



Teacher Strategies When Addressing Social Exclusion

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INTRODUCTION

- Teachers have a powerful impact on children’s attitudes towards inclusion and cross-group friendships (Skinner & Meltzoff, 2019).
- Classroom discussions about social exclusion lead to more cross-group play and positive trait attributions (Killen et al., 2022).
- Previous research has explored teachers’ comfort with discussing discrimination and how perpetuating bias impacts students (Kaufman et al., 2024).
- For this project, our goal was to **explore teachers’ reported strategies when addressing intergroup social exclusion in the classroom** using data from the *Developing Inclusive Youth (DIY)* program.

METHODS

PARTICIPANTS

- 3rd-5th grade teachers ($N = 29$, 79.3% female, 75.9% White) in 6 public schools

PROCEDURE

- Utilized data from *DIY* intervention to increase intergroup friendships and peer inclusion through a web-based curriculum and teacher led discussions.
- Teachers in the *DIY* **program** and the **control** conditions took a pre and post test survey

ASSESSMENT

- “If [instances of social exclusion] arise, describe how you address them with students.”

RESEARCH QUESTION

Do teachers who participate in the *DIY* **program** use different approaches than the **control** group when addressing social exclusion in their classrooms?

DISCUSSION

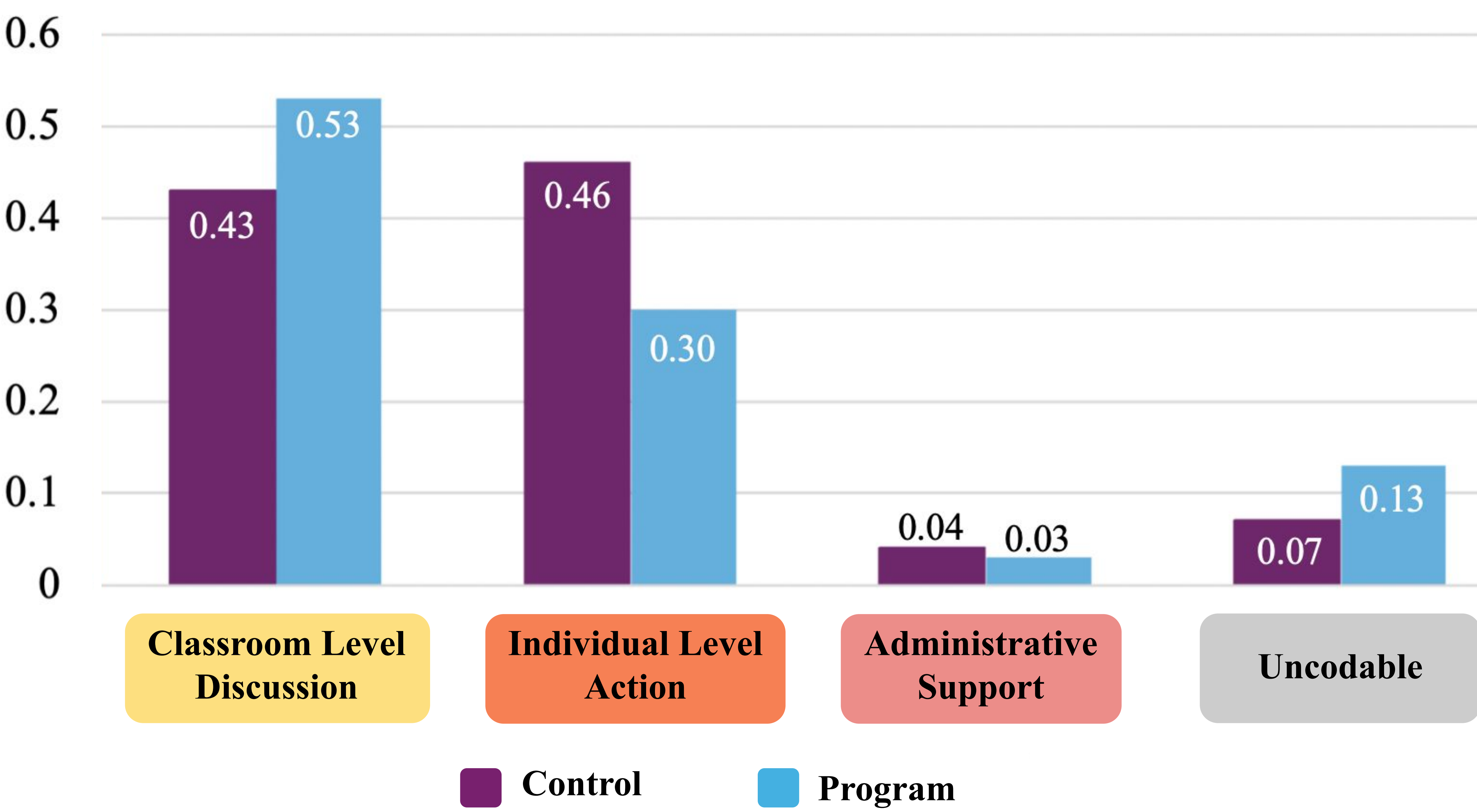
- At post test, teachers in the **program** condition primarily reported addressing intergroup exclusion at the **group level**.
- At post test, teachers in the **control** condition reported addressing intergroup exclusion similarly at the **individual** and **classroom level**.
- This could be attributed to the teacher-facilitated group discussions in *DIY*, leading to more group level discussions and shared classroom norms after the intervention.

FUTURE DIRECTIONS

- Knowledge of teachers’ approaches in addressing intergroup exclusion can inform the development of future school interventions to encourage strategies that reduce bias and increase cross-group friendships.
- Collecting data on a larger scale in the future would allow for a greater understanding of teachers’ strategies in addressing exclusion.

RESULTS

Proportion of Participants



Category	Definition	Example
Classroom Level Discussion	Addressing exclusion with the classroom, including establishing classroom norms and principles or facilitating class discussions	“We discuss as a class how important it is to treat each other with respect because we are all equals.”
Individual Level Action	Handling instances of social exclusion privately or solely with the individuals involved	“I confront the students privately and tell them that is not how we treat other people.”
Administrative Support	Using programs or resources from administration, including bringing in a counselor for support	“I have the counselor come in and provide a lesson about inclusion.”

REFERENCES

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THE PROGRAM

