

Social Support

Social support refers to personal relations that students have with people in and out of school including teachers, parents, and other students who may help them do well in school.
(Lee, Smith, Perry, and Smylie, 1999)

Subcomponent(s)		Summary / Definition	Supporting Research	Data Source(s)
Teacher Support	Teacher Characteristics and Beliefs	<p>Does our staff believe in students and their potential? One aspect of teacher social support for their students is connected to their beliefs about students. Teachers who express greater warmth and supportiveness towards students and spend more time listening to and talking with students about personal and social issues are more likely to exhibit this behavior in the classroom (and have students feel supported). Additionally, there has been research to show that teachers are more supportive of students who have a widely held belief that a traditional academic curriculum is appropriate for most students. Finally, there has been some connection to the amount of support that teachers provide students when they actually perceive the overall classroom environment having order (as reported by few student discipline problems).</p>	<p>(Bryk and Driscoll, 1988) (Bryk, Lee, & Holland, 1993) (Baker, Terry, Bridger, & Winsor, 1997)</p>	<p>Teacher Survey: Appendix D</p> <p>Student surveys: Appendices C & E</p>
	Student Perceptions of Staff Support	<p>Do students think that our teachers are supportive? The other aspect of teacher support connects to how students view their teachers. Students who view their teachers as being supportive of them, caring about them, and having an interest in their academic pursuits, are more likely to feel connected to school which results in increased social support.</p>	<p>(Baker, Terry, Bridger, & Winsor, 1997) (Akey, 2006) (Lee & Smith, 1999) (Libbey, 2004)</p>	<p>Student survey: Appendix C</p>
Support from Outside the School	Community Support	<p>Do students come to our school with enough support from our community to allow them to overcome difficulties? One component of the support a student receives is from outside the community. Students who have reported the following have an increased level of social support in the school building:</p> <ul style="list-style-type: none"> • If there is a problem in the neighborhood, neighbors get together to solve it • Neighborhood adults know who the local children are • People in the neighborhood can be trusted • Adults in the neighborhood can be counted on to see that children are safe and don't get in trouble • There are adults in the neighborhood whom children can look up to 	<p>(Lee, Smith, Perry, and Smylie, 1999)</p>	<p>Student surveys (In Development)</p>
	Parental Support	<p>Do students come to our school with enough support from our parents to allow them to overcome difficulties? Another form of community support for students comes from their parents. Students who report that their parents discuss school activities or events of interest, help them with homework, discuss things they have studied in class with them, discuss homework with them, visited classes, attended a school event, spoke to his or her teacher or counselor, and have high expectations for them exhibit more social support and have more success in school.</p>	<p>(Lee, Smith, Perry, and Smylie, 1999) (Rumberger, 1995) (Ma, 2003)</p>	<p>Student surveys (In Development)</p>

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Subcomponent(s)		Summary / Definition	Supporting Research	Data Source(s)
Peer Support	Peer Relations	Do students think their classmates encourage them towards academics or discourage them from academic pursuits? There are two aspects to how peers support their fellow students. This aspect connects to how students support and push each other towards success in their academic pursuits. Examples of this are students who work together to solve problems, help each other learn, and forge shared values and ideals in pursuit of a meaningful common goal.	(Lee, Smith, Perry, and Smylie, 1999) (Baker, Terry, Bridger, & Winsor, 1997) (Rumberger, 1995) (Choy, 2002)	Student surveys: Appendix C
	Safety	Do our students feel safe at school and supported by their peers? The other aspect of peer relations that contributes to how students support one another is the overall culture around discipline and safety. When students report that there is an overall culture of respect from their peers and they feel safe, it increases their social support. The other component of this is what students report how their peers view them: students who are seen as trouble makers, not as a good student, and are not viewed positively by others are less likely to feel a sense of peer support in this area.	(Rumberger, 1995) (Rumberger & Thomas, 2004)	Student surveys: Appendix C
Student Orientation	Positive Orientation Towards School	Do students have an emotional link to our school? One measure of student connection to school is his or her affinity for school. Affinity would be measured by examining if students look forward to going to school, enjoy their classes, and are connected to their academic classes. Students who demonstrate these characteristics are more successful in school.	(Jenkins, 1997)	Student survey: Appendix C
	Sense of Belonging/Extracurricular Engagement	Are students committed or invested in our school? Students who are involved in extracurricular activities and/or feel a sense of belonging with school can also draw on these resources as part of their social support.	(Moody & Berman, 1998) (Brown & Evans, 2002)	School Extracurricular Involvement (In-process)
	Academic Self-Efficacy (Effort/Optimism)	Do students have enough confidence in their academic abilities to persist in their academics? This component examines students' perceived confidence in performing important tasks in school and their beliefs that their efforts in school will pay off in their studies.	(Bandura, 1997) (Newell and Ryzin, 2005)	Student surveys: Appendix C
School Support	Student Voice	Do students feel that they are heard? This aspect measures if students feel they have input into the school environment. If this were present, students would report that the school and teachers are willing to listen to their suggestions, that they frequently have a choice in their projects and assignments, and that they are involved in making decisions that affect them.	(Eccles, et. al., 1997) (Finn, 1993)	Student surveys: Appendix C
	Discipline/Fairness	Do students think our school treats them fairly? This component of school support examines how students view the school rules. If students see the overall school rules as being fair and conducive to learning, it has been shown to increase their connection to school.	(Jenkins, 1997) (Eccles, et. al., 1997) (Ma, 2003)	Student surveys: Appendix C

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