A Social Network Intervention to Improve Adolescents' Intergroup Tolerance Via Norms of Equality-Based Respect: The "Together for Tolerance" Feasibility Study

Online Supplementary Materials

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Appendix A: Detailed participation frequencies

Table A.1

Sample Characteristics (Total Sample and by School)

	Comparison School (N=572)	Intervention School (N=767)	Total (N=1339)	p value
Grade Level				< 0.001
5	88 (15.4%)	108 (14.1%)	196 (14.6%)	
6	81 (14.2%)	110 (14.3%)	191 (14.3%)	
7	105 (18.4%)	97 (12.6%)	202 (15.1%)	
8	88 (15.4%)	104 (13.6%)	192 (14.3%)	
9	103 (18.0%)	119 (15.5%)	222 (16.6%)	
10	57 (10.0%)	98 (12.8%)	155 (11.6%)	
11	39 (6.8%)	56 (7.3%)	95 (7.1%)	
12	11 (1.9%)	46 (6.0%)	57 (4.3%)	
13	0 (0.0%)	29 (3.8%)	29 (2.2%)	
Age				0.059
Mean (SD)	13.589 (2.073)	13.826 (2.411)	13.725 (2.275)	
Range	10.000 - 19.000	10.000 - 25.000	10.000 - 25.000	
Gender				0.221
N-Miss	14	22	36	
Male	294 (52.7%)	367 (49.3%)	661 (50.7%)	
Female + Other	264 (47.3%)	378 (50.7%)	642 (49.3%)	
Socioeconomic Status				0.022
N-Miss	0	1	1	
Mean (SD)	4.523 (1.575)	4.324 (1.572)	4.409 (1.576)	
Range	1.000 - 10.000	1.000 - 10.000	1.000 - 10.000	
Religion				< 0.001
N-Miss	1	4	5	
Christianity (Catholic)	52 (9.1%)	187 (24.5%)	239 (17.9%)	
Cghristianity (Evangelic)	325 (56.9%)	231 (30.3%)	556 (41.7%)	

	Comparison School (N=572)	Intervention School (N=767)	Total (N=1339)	p value
Christianity (other)	14 (2.5%)	14 (1.8%)	28 (2.1%)	
Judaism	4 (0.7%)	4 (0.5%)	8 (0.6%)	
Islam	21 (3.7%)	111 (14.5%)	132 (9.9%)	
Hinduism	0 (0.0%)	2 (0.3%)	2 (0.1%)	
Budaism	1 (0.2%)	0 (0.0%)	1 (0.1%)	
Other	18 (3.2%)	22 (2.9%)	40 (3.0%)	
No religion	136 (23.8%)	192 (25.2%)	328 (24.6%)	
Migration background				< 0.001
N-Miss	26	30	56	
Without migration background	420 (76.9%)	446 (60.5%)	866 (67.5%)	
With migration background	126 (23.1%)	291 (39.5%)	417 (32.5%)	

Note. P value is based on Kruskal-Wallis test for numeric variables and the Chi-square goodness of fit test for categorical variables. Migration background = Self or at least one of parents born outside Germany.

Table A.2

Sample Characteristics Intervention School (Grades 7-9, by Social Referent Status)

	Not social referents (N=289)	Social referents (N=31)	Total (N=320)	p value
Grade				
7	88 (30.4%)	9 (29.0%)	97 (30.3%)	
8	94 (32.5%)	10 (32.3%)	104 (32.5%)	
9	107 (37.0%)	12 (38.7%)	119 (37.2%)	
Age				0.972
Mean (SD)	13.653 (1.185)	13.645 (0.985)	13.652 (1.166)	
Range	12.000 - 25.000	12.000 - 16.000	12.000 - 25.000	
Gender				0.676
N-Miss	8	0	8	
Male	143 (50.9%)	17 (54.8%)	160 (51.3%)	
Female + other	138 (49.1%)	14 (45.2%)	152 (48.7%)	
Socioeconomic Status				0.362

	Not social referents (N=289)	Social referents (N=31)	Total (N=320)	p value
Mean (SD)	4.274 (1.568)	4.548 (1.767)	4.301 (1.587)	
Range	1.000 - 10.000	1.000 - 8.000	1.000 - 10.000	
Religion				0.275
N-Miss	2	0	2	
Christianity (Catholic)	69 (24.0%)	8 (25.8%)	77 (24.2%)	
Cghristianity (Evangelic)	91 (31.7%)	4 (12.9%)	95 (29.9%)	
Christianity (other)	5 (1.7%)	2 (6.5%)	7 (2.2%)	
Judaism	2 (0.7%)	0 (0.0%)	2 (0.6%)	
Islam	44 (15.3%)	6 (19.4%)	50 (15.7%)	
Other	8 (2.8%)	1 (3.2%)	9 (2.8%)	
No religion	68 (23.7%)	10 (32.3%)	78 (24.5%)	
Migration background				0.195
N-Miss	6	0	6	
Without migration background	171 (60.4%)	15 (48.4%)	186 (59.2%)	
With migration background	112 (39.6%)	16 (51.6%)	128 (40.8%)	

Note. P value is based on Kruskal-Wallis test for numeric variables and the Chi-square goodness of fit test for categorical variables. Migration background = Self or at least one of parents born outside Germany.

Appendix B: Detailed participation frequencies

Table B.1

Number of Participating Students (and Percentages) in Each Wave by Grade Level, Intervention School

Participation in surveys	Grade Level									
	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**Total**
Only T0	2 (2%)	0 (0%)	3 (3%)	2 (2%)	2 (2%)	16 (16%)	7 (12%)	0 (0%)	29 (100%)	61 (8.0%)
Only T1	0 (0%)	0 (0%)	0 (0%)	1 (1%)	2 (2%)	2 (2%)	2 (4%)	0 (0%)	0 (0%)	7 (0.9%)
Only T3	0 (0%)	1 (1%)	0 (0%)	0 (0%)	1 (1%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	3 (0.4%)
T0-T2	9 (8%)	3 (3%)	12 (12%)	8 (8%)	8 (7%)	5 (5%)	5 (9%)	0 (0%)	0 (0%)	50 (6.5%)
T0-T3	74 (69%)	90 (82%)	62 (64%)	62 (60%)	64 (54%)	16 (16%)	15 (27%)	26 (57%)	0 (0%)	409 (53.3%)
T0+T1	2 (2%)	0 (0%)	5 (5%)	2 (2%)	3 (3%)	38 (39%)	10 (18%)	3 (7%)	0 (0%)	63 (8.2%)
T0+T1+T3	10 (9%)	7 (6%)	4 (4%)	10 (10%)	22 (18%)	7 (7%)	11 (20%)	13 (28%)	0 (0%)	84 (11.0%)
T0+T2	2 (2%)	0 (0%)	0 (0%)	1 (1%)	2 (2%)	2 (2%)	2 (4%)	0 (0%)	0 (0%)	9 (1.2%)
T0+T2+T3	0 (0%)	2 (2%)	6 (6%)	11 (11%)	7 (6%)	2 (2%)	1 (2%)	2 (4%)	0 (0%)	31 (4.0%)
T0+T3	3 (3%)	0 (0%)	0 (0%)	0 (0%)	2 (2%)	7 (7%)	1 (2%)	2 (4%)	0 (0%)	15 (2.0%)
T1-T3	1 (1%)	7 (6%)	3 (3%)	5 (5%)	4 (3%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	21 (2.7%)
T1+T2	2 (2%)	0 (0%)	1 (1%)	1 (1%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (0.7%)
T1+T3	1 (1%)	0 (0%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	2 (4%)	0 (0%)	0 (0%)	4 (0.5%)
T2+T3	2 (2%)	0 (0%)	0 (0%)	1 (1%)	1 (1%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	5 (0.7%)

Table B.2

Number of Participating Students (and Percentages) in Each Wave by Grade Level, Intervention School

Participation in survey	Grade level									
	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**Total**
Only T0	2 (2%)	4 (5%)	12 (11%)	23 (26%)	9 (9%)	14 (25%)	5 (13%)	1 (9%)	0 (NA%)	70 (12.2%)
Only T2	13 (15%)	10 (12%)	8 (8%)	15 (17%)	10 (10%)	6 (11%)	7 (18%)	1 (9%)	0 (NA%)	70 (12.2%)
T0+T2	73 (83%)	67 (83%)	85 (81%)	50 (57%)	84 (82%)	37 (65%)	27 (69%)	9 (82%)	0 (NA%)	432 (75.5%)

Appendix C: Respect Norms and Tolerance – Item Analysis

Table C.1

Prescriptive norms: Intervention school, TO

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Prescriptive Norms Scale: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich...	0.55 %	4.3	0.79	-1.13	0.77 (0.000)	0.86	0.68	0.74
Prescriptive Norms Scale: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschülerinnen und Mitschüler würden wahrscheinlich ...	0.55 %	4.31	0.78	-1.15	0.77 (0.000)	0.86	0.70	0.72
Prescriptive Norms Scale: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich ...	0.55 %	4.23	0.77	-0.92	0.79 (0.000)	0.85	0.63	0.78

Mean inter-item-correlation=0.597 · Cronbach's α=0.816

Table C.2

Prescriptive norms: Intervention school, T1

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Prescriptive Norms Scale: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich...	0.93 %	4.22	0.8	-0.99	0.79 (0.000)	0.84	0.72	0.76
Prescriptive Norms Scale: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschülerinnen und Mitschüler würden wahrscheinlich ...	0.93 %	4.25	0.79	-0.99	0.79 (0.000)	0.85	0.68	0.80
Prescriptive Norms Scale: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich ...	0.93 %	4.19	0.78	-0.79	0.81 (0.000)	0.84	0.71	0.77

Mean inter-item-correlation=0.636 · Cronbach's α=0.839

Table C.3

Prescriptive norms: Intervention school, T2

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Prescriptive Norms Scale: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich...	1.13 %	4.13	0.85	-0.69	0.82 (0.000)	0.83	0.81	0.85

Prescriptive Norms Scale: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschülerinnen und Mitschüler würden wahrscheinlich ...	1.13 %	4.14	0.85	-0.61	0.82 (0.000)	0.83	0.81	0.86
Prescriptive Norms Scale: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich ...	1.13 %	4.08	0.86	-0.71	0.83 (0.000)	0.82	0.79	0.87

Mean inter-item-correlation=0.753 · Cronbach's α=0.901

Table C.4

Prescriptive norms: Intervention school, T3

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Prescriptive Norms Scale: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich...	1.57 %	4.07	0.83	-0.59	0.83 (0.000)	0.81	0.79	0.83
Prescriptive Norms Scale: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschülerinnen und Mitschüler würden wahrscheinlich ...	1.57 %	4.1	0.82	-0.66	0.83 (0.000)	0.82	0.78	0.84
Prescriptive Norms Scale: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder	1.57 %	4.03	0.82	-0.62	0.83 (0.000)	0.81	0.76	0.85

ihr Herkunftsland ist. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich ...								

Mean inter-item-correlation=0.723 · Cronbach's α=0.887

Table C.5

Prescriptive norms: Comparison school, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Prescriptive Norms Scale: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich...	0.20 %	3.98	0.86	-0.53	0.85 (0.000)	0.80	0.72	0.78
Prescriptive Norms Scale: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschülerinnen und Mitschüler würden wahrscheinlich ...	0.20 %	3.93	0.87	-0.64	0.85 (0.000)	0.79	0.71	0.78
Prescriptive Norms Scale: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich ...	0.20 %	3.92	0.79	-0.5	0.84 (0.000)	0.78	0.71	0.80

Mean inter-item-correlation=0.649 · Cronbach's α=0.846

Table C.6

Prescriptive norms: Comparison school, T2

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Prescriptive Norms Scale: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich...	1.20 %	3.88	0.89	-0.73	0.85 (0.000)	0.78	0.77	0.77
Prescriptive Norms Scale: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschülerinnen und Mitschüler würden wahrscheinlich ...	1.20 %	3.84	0.9	-0.63	0.86 (0.000)	0.77	0.72	0.82
Prescriptive Norms Scale: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich ...	1.20 %	3.85	0.9	-0.74	0.85 (0.000)	0.77	0.71	0.82

Mean inter-item-correlation=0.672 · Cronbach's α=0.860

Table C.7

Descriptive Norms: Intervention School, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Prescriptive Norms Scale: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle	1.20 %	3.88	0.89	-0.73	0.85 (0.000)	0.78	0.77	0.77

gleich behandelt werden. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich...								
Prescriptive Norms Scale: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschülerinnen und Mitschüler würden wahrscheinlich ...	1.20 %	3.84	0.9	-0.63	0.86 (0.000)	0.77	0.72	0.82
Prescriptive Norms Scale: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist. Meine Mitschüler und Mitschülerinnen würden wahrscheinlich ...	1.20 %	3.85	0.9	-0.74	0.85 (0.000)	0.77	0.71	0.82

Mean inter-item-correlation=0.672 · Cronbach's α=0.860

Table C.8

Descriptive Norms: Intervention School, T1

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Descriptive Norms: ... behandeln Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern als gleichwertig?	0.78 %	3.76	0.89	-0.57	0.86 (0.000)	0.75	0.64	0.76
Descriptive Norms: ... behandeln alle Menschen mit Respekt, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	0.78 %	3.7	0.91	-0.57	0.87 (0.000)	0.74	0.68	0.71

Descriptive Norms: ... hören anderen Menschen wirklich zu, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	0.78 %	3.68	0.9	-0.56	0.87 (0.000)	0.74	0.65	0.75

Mean inter-item-correlation=0.587 · Cronbach's α=0.810

Table C.9

Descriptive Norms: Intervention School, T2

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Descriptive Norms: ... behandeln Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern als gleichwertig?	1.32 %	3.72	0.81	-0.38	0.86 (0.000)	0.74	0.71	0.75
Descriptive Norms: ... behandeln alle Menschen mit Respekt, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	1.32 %	3.71	0.84	-0.45	0.86 (0.000)	0.74	0.70	0.76
Descriptive Norms: ... hören anderen Menschen wirklich zu, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	1.32 %	3.71	0.84	-0.46	0.86 (0.000)	0.74	0.66	0.79

Mean inter-item-correlation=0.623 · Cronbach's α=0.832

Table C.10

Descriptive Norms: Intervention School, T3

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Descriptive Norms: ... behandeln Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern als gleichwertig?	1.40 %	3.67	0.82	-0.49	0.86 (0.000)	0.73	0.74	0.76
Descriptive Norms: ... behandeln alle Menschen mit Respekt, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	1.40 %	3.61	0.87	-0.51	0.87 (0.000)	0.72	0.72	0.78
Descriptive Norms: ... hören anderen Menschen wirklich zu, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	1.40 %	3.6	0.86	-0.39	0.87 (0.000)	0.72	0.69	0.81

Mean inter-item-correlation=0.650 · Cronbach's α=0.847

Table C.11

Descriptive Norms: Comparison School, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Descriptive Norms: ... behandeln Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern als gleichwertig?	0.20 %	3.55	0.88	-0.53	0.87 (0.000)	0.71	0.64	0.68

Descriptive Norms: ... behandeln alle Menschen mit Respekt, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	0.20 %	3.43	0.93	-0.46	0.88 (0.000)	0.69	0.60	0.72
Descriptive Norms: ... hören anderen Menschen wirklich zu, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	0.20 %	3.49	0.88	-0.38	0.87 (0.000)	0.70	0.61	0.71

Mean inter-item-correlation=0.541 · Cronbach's α=0.779

Table C.12

Descriptive Norms: Comparison School, T2

Component 1

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Descriptive Norms: ... behandeln Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern als gleichwertig?	1.39 %	3.51	0.87	-0.33	0.88 (0.000)	0.70	0.63	0.68
Descriptive Norms: ... behandeln alle Menschen mit Respekt, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	1.39 %	3.41	0.93	-0.18	0.89 (0.000)	0.68	0.61	0.69
Descriptive Norms: ... hören anderen Menschen wirklich zu, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist?	1.39 %	3.36	0.9	-0.15	0.89 (0.000)	0.67	0.59	0.72

Mean inter-item-correlation=0.536 · Cronbach's α=0.775

Table C.13

Respect Attitudes: Intervention School, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Attitudes respect: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden.	0.55 %	4.73	0.64	-3.23	0.47 (0.000)	0.95	0.74	0.87
Attitudes respect: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	0.55 %	4.75	0.59	-3.01	0.47 (0.000)	0.95	0.81	0.81
Attitudes respect: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	0.55 %	4.7	0.62	-2.66	0.53 (0.000)	0.94	0.78	0.84

Mean inter-item-correlation=0.721 · Cronbach's α=0.885

Table C.14

Respect Attitudes: Intervention School, T1

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Attitudes respect: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden.	1.24 %	4.61	0.77	-2.39	0.56 (0.000)	0.92	0.83	0.91

Attitudes respect: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	1.24 %	4.66	0.72	-2.45	0.54 (0.000)	0.93	0.88	0.86
Attitudes respect: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	1.24 %	4.61	0.73	-2.13	0.58 (0.000)	0.92	0.83	0.90

Mean inter-item-correlation=0.805 · Cronbach's α=0.925

Table C.15

Respect Attitudes: Intervention School, T2

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Attitudes respect: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden.	1.70 %	4.47	0.85	-1.58	0.66 (0.000)	0.89	0.92	0.94
Attitudes respect: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	1.70 %	4.47	0.82	-1.39	0.67 (0.000)	0.89	0.90	0.95
Attitudes respect: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	1.70 %	4.46	0.84	-1.53	0.67 (0.000)	0.89	0.92	0.93

Mean inter-item-correlation=0.887 · Cronbach's α=0.959

Table C.16

Respect Attitudes: Intervention School, T3

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Attitudes respect: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden.	2.27 %	4.49	0.84	-1.76	0.65 (0.000)	0.90	0.85	0.94
Attitudes respect: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	2.27 %	4.51	0.8	-1.64	0.65 (0.000)	0.90	0.88	0.92
Attitudes respect: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	2.27 %	4.49	0.8	-1.67	0.67 (0.000)	0.90	0.91	0.89

Mean inter-item-correlation=0.846 · Cronbach's α=0.942

Table C.17

Respect Attitudes: Comparison School, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*

Attitudes respect: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden.	0.20 %	4.52	0.78	-1.92	0.64 (0.000)	0.90	0.78	0.87
Attitudes respect: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	0.20 %	4.54	0.74	-1.76	0.65 (0.000)	0.91	0.81	0.85
Attitudes respect: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	0.20 %	4.54	0.74	-1.82	0.65 (0.000)	0.91	0.81	0.85

Mean inter-item-correlation=0.750 · Cronbach's α=0.899

Table C.18

Respect Attitudes: Comparison School, T2

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Attitudes respect: Menschen aus unterschiedlichen Kulturen, Religionen oder Herkunftsländern sollten alle gleich behandelt werden.	1.59 %	4.38	0.86	-1.41	0.72 (0.000)	0.88	0.81	0.87
Attitudes respect: Alle Menschen sollten mit Respekt behandelt werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	1.59 %	4.36	0.87	-1.37	0.73 (0.000)	0.87	0.80	0.87

Attitudes respect: Alle Menschen verdienen es, gehört zu werden, egal was ihre Kultur, ihre Religion oder ihr Herkunftsland ist.	1.59 %	4.34	0.83	-1.21	0.75 (0.000)	0.87	0.82	0.86

Mean inter-item-correlation=0.761 · Cronbach's α=0.905

Table C.19

Outgroup Tolerance: Intervention School, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians	0.83 %	4.66	0.59	-2.73	10.30	0.63 (0.000)	0.93	0.63	0.71
tol_muslims	0.97 %	4.69	0.61	-3.01	11.87	0.57 (0.000)	0.94	0.63	0.70
tol_Jews	0.97 %	4.6	0.77	-2.7	8.28	0.58 (0.000)	0.92	0.64	0.71

Mean inter-item-correlation=0.561 · Cronbach's α=0.785

Table C.20

Outgroup Tolerance: Intervention School, T1

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians	1.87 %	4.58	0.73	-2.38	6.74	0.63 (0.000)	0.92	0.68	0.69
tol_muslims	2.02 %	4.67	0.65	-2.49	7.40	0.58 (0.000)	0.93	0.62	0.76
tol_Jews	2.18 %	4.54	0.84	-2.27	5.46	0.61 (0.000)	0.91	0.66	0.72

Mean inter-item-correlation=0.576 · Cronbach's α=0.799

Table C.21

Outgroup Tolerance: Intervention School, T2

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians	2.45 %	4.5	0.78	-1.59	2.35	0.69 (0.000)	0.90	0.78	0.76
tol_muslims	2.64 %	4.53	0.8	-1.88	3.53	0.64 (0.000)	0.91	0.76	0.77
tol_Jews	2.83 %	4.36	1.01	-1.77	2.79	0.68 (0.000)	0.87	0.67	0.87

Mean inter-item-correlation=0.680 · Cronbach's α=0.853

Table C.22

Outgroup Tolerance: Intervention School, T3

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians	3.15 %	4.46	0.82	-1.89	3.98	0.70 (0.000)	0.89	0.73	0.71
tol_muslims	3.15 %	4.52	0.79	-1.93	3.94	0.66 (0.000)	0.90	0.66	0.78
tol_Jews	3.67 %	4.33	0.99	-1.67	2.45	0.71 (0.000)	0.87	0.67	0.78

Mean inter-item-correlation=0.618 · Cronbach's α=0.822

Table C.22

Outgroup Tolerance: Comparison School, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*

tol_russians	0.20 %	4.48	0.7	-1.81	4.31	0.75 (0.000)	0.90	0.64	0.83
tol_muslims	0.20 %	4.41	0.79	-1.52	2.38	0.77 (0.000)	0.88	0.74	0.74
tol_Jews	0.20 %	4.39	0.87	-1.8	3.54	0.73 (0.000)	0.88	0.74	0.74

Mean inter-item-correlation=0.634 · Cronbach's α=0.837

Table C.23

Outgroup Tolerance: Comparison School, T2

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians	1.99 %	4.37	0.75	-1.16	0.95	0.81 (0.000)	0.87	0.64	0.82
tol_muslims	2.39 %	4.32	0.86	-1.38	1.79	0.78 (0.000)	0.86	0.74	0.72
tol_Jews	3.19 %	4.26	0.96	-1.53	2.18	0.76 (0.000)	0.85	0.71	0.75

Mean inter-item-correlation=0.626 · Cronbach's α=0.830

Table C.24

Outgroup Avoidance: Intervention School, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians_avoidance	0.97 %	1.81	0.94	1.24	1.18	0.83 (0.000)	0.36	0.69	0.80
tol_Muslims_avoidance	0.97 %	1.8	0.98	1.29	1.17	0.80 (0.000)	0.36	0.75	0.75
tol_Jews_avoidance	0.97 %	1.91	1.02	1.15	0.83	0.83 (0.000)	0.38	0.70	0.80

Mean inter-item-correlation=0.645 · Cronbach's α=0.845

Table C.25

Outgroup Avoidance: Intervention School, T1

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians_avoidance	1.87 %	1.96	1.06	1.05	0.45	0.84 (0.000)	0.39	0.71	0.78
tol_Muslims_avoidance	2.18 %	1.93	1.11	1.13	0.45	0.81 (0.000)	0.39	0.72	0.76
tol_Jews_avoidance	2.18 %	2.02	1.11	0.96	0.18	0.84 (0.000)	0.40	0.68	0.80

Mean inter-item-correlation=0.637 · Cronbach's α=0.840

Table C.26

Outgroup Avoidance: Intervention School, T2

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians_avoidance	38.30 %	2.02	0.99	0.71	-0.11	0.87 (0.000)	0.40	0.63	0.80
tol_Muslims_avoidance	38.49 %	2.03	1.03	0.82	0.21	0.86 (0.000)	0.41	0.74	0.68
tol_Jews_avoidance	38.68 %	2.07	0.97	0.46	-0.45	0.86 (0.000)	0.41	0.66	0.77

Mean inter-item-correlation=0.605 · Cronbach's α=0.822

Table C.27

Outgroup Avoidance: Intervention School, T3

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians_avoidance	3.15 %	2.16	0.99	0.54	-0.19	0.90 (0.000)	0.43	0.62	0.76
tol_Muslims_avoidance	3.32 %	2.14	1.04	0.6	-0.21	0.88 (0.000)	0.43	0.68	0.70
tol_Jews_avoidance	3.67 %	2.3	1.04	0.34	-0.46	0.89 (0.000)	0.46	0.64	0.74

Mean inter-item-correlation=0.578 · Cronbach's α=0.804

Table C.28

Outgroup Avoidance: Comparison School, T0

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians_avoidance	0.20 %	2.12	1.03	0.72	-0.10	0.90 (0.000)	0.42	0.69	0.82
tol_Muslims_avoidance	0.20 %	2.33	1.11	0.57	-0.30	0.91 (0.000)	0.47	0.72	0.80
tol_Jews_avoidance	0.20 %	2.32	1.06	0.54	-0.17	0.91 (0.000)	0.46	0.76	0.76

Mean inter-item-correlation=0.660 · Cronbach's α=0.853

Table C.29

Outgroup Avoidance: Comparison School, T2 (Only grades 7 and above)

Row	*Missings*	*Mean*	*SD*	*Skew*	*Kurtosis*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
tol_russians_avoidance	33.47 %	2.21	1.02	0.68	0.07	0.91 (0.000)	0.44	0.64	0.80
tol_Muslims_avoidance	33.86 %	2.48	1.07	0.29	-0.56	0.93 (0.000)	0.50	0.68	0.76

tol_Jews_avoidance	34.46 %	2.49	1.02	0.32	-0.19	0.93 (0.000)	0.50	0.73	0.72

Mean inter-item-correlation=0.613 · Cronbach's α=0.826

Appendix D: Perceived Effectiveness: Distribution and Subgroup Analysis

Distributions of the seven items measuring self-assessed impact in T3 and subgroup analysis are available in Figure D.1. Interestingly, between 25% and 32% of participants across items chose the option "I do not know", and an additional 15% to 18% chose the option "I do not remember".

Among the students who answered these questions, 44% agreed that Together for Tolerance positively influenced their own behavior toward peers from other groups, compared to only 23% who disagreed that the program had such impact on them. Moreover, 35% agreed that the program enhanced their interest in hearing different opinions then their own, compared to 32% who disagreed. Roughly 40% agreed that the intervention has increased students' awareness of discrimination and their sense of belonging to the school. Around one third also believe that the intervention had a positive impact on how students talk to each other and their tolerance toward students from diverse background, compared to less than third who disagreed and slightly more than a third who remained neutral regarding the impact of the intervention.

On average, perceived positive impact of the intervention was M = 2.92 (SD = 1.16) on a scale ranging from 1 to five (Median = 3.00). Subgroup analysis showed that on average, and perhaps expectedly, perceived importance was significantly higher among focus group members (M = 4.000, SE = 0.468) compared to both students with network ties to them (M = 2.815, SE = 0.197) and those without such ties (M = 2.896, SE = 0.098), p = .054, d = 1.033, 95% CI [0.152, 1.914); p = .057, d =0.963, 95% CI [0.133, 1.792], respectively. Perceived impact was slightly higher in the younger cohorts (grades 7-9, EMM = 2.948, SE = 0.264) compared to grades 10-13 (EMM = 2.710, SE = 0.352) and the main target group of 7-9 graders (EMM = 2.469, SE = 0.197), although these effects are not significant according to

Tukey pairwise comparisons (ps > .125). Moreover, we found that perceived impact was higher among students with initially high respect attitudes (EMM = 3.172, SE = 0.327) compared to low attitudes (EMM = 2.245, SE = 0.349), p = .006, d = 0.841, 95% CI [-1.441, -0.242]. Finally, a significant interaction between initial attitudes and exposure to the intervention indicated among students with high initial attitudes, high exposure led to higher perceived impact (EMM = 3.607, SE = 0.226) compared to low exposure (EMM = 2.794. SE = 0.188). Interestingly, in the low respect group, low exposure (EMM = 2.421, SE = 0.497) was associated with higher perceived impact compared to high exposure (EMM =1.505, SE = 0.684), although the pairwise differences are not significant due to small number of participants within subgroups.

Figure D.1

Perceived Effectiveness – Distribution of Answers for the Entire Intervention School at T3

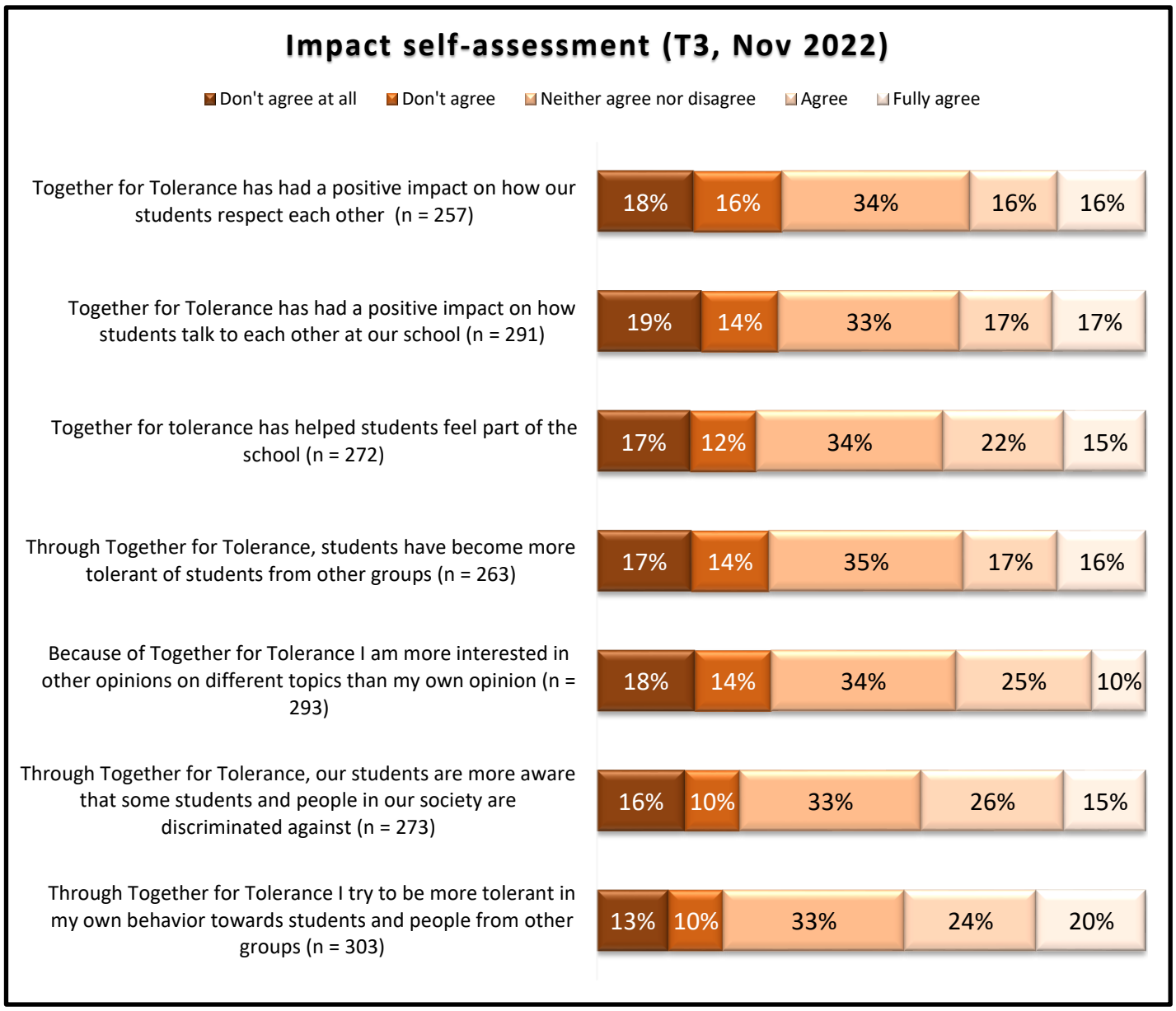


Table D.1

Perceived Effectiveness – Item Analysis

Row	*Missings*	*Mean*	*SD*	*Skew*	*W(p)*	*Item Difficulty*	*Item Discrimination*	*α if deleted*
Einfluss TFT: "Together for Tolerance" hat sich positiv darauf ausgewirkt, inwiefern sich die Schüler und Schülerinnen unserer Schule gegenseitig respektieren.	66.49 %	2.96	1.28	0.01	0.90 (0.000)	0.59	0.92	0.96
Einfluss TFT: "Together for Tolerance" hat sich positiv darauf ausgewirkt, wie Schülerinnen und Schüler an unserer Schule miteinander reden.	62.06 %	2.98	1.33	-0.02	0.90 (0.000)	0.60	0.90	0.96
Einfluss TFT: "Together for Tolerance" hat den Schülern und Schülerinnen geholfen, sich der Schule zugehörig zu fühlen.	64.54 %	3.08	1.27	-0.19	0.90 (0.000)	0.62	0.91	0.96
Einfluss TFT: Durch "Together for Tolerance" sind Schülerinnen und Schüler toleranter gegenüber	65.71 %	3.01	1.29	-0.04	0.90 (0.000)	0.60	0.91	0.96

Schülern und Schülerinnen aus anderen Gruppen geworden.								
Einfluss TFT: Wegen "Together for Tolerance" interessieren mich andere Meinungen zu verschiedenen Themen mehr als meine eigene Meinung.	61.80 %	2.95	1.22	-0.16	0.90 (0.000)	0.59	0.88	0.96
Einfluss TFT: Durch "Together for Tolerance" sind sich die Schülerinnen und Schüler unserer Schule stärker bewusst, dass manche Schüler und Schülerinnen und Menschen in unserer Gesellschaft diskriminiert werden.	64.41 %	3.16	1.26	-0.31	0.89 (0.000)	0.63	0.87	0.97
Einfluss TFT: Durch "Together for Tolerance" versuche ich, in meinem eigenen Verhalten gegenüber Schülerinnen und Schülern und Menschen aus anderen Gruppen toleranter zu sein.	60.50 %	3.27	1.26	-0.33	0.90 (0.000)	0.65	0.84	0.97

Mean inter-item-correlation=0.821 · Cronbach's α=0.970

Table D.2

Perceived Effectiveness – Subgroup Analysis: Relations to Focus Group

	mean_perceivedimpact							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.000	0.468	0.934	0.404	3.076 – 4.924	0.136 – 1.731	**<0.001**	173.000
rec relationstoFC [Nominated Focus group]	-1.185	0.508	-1.022	0.438	-2.187 – -0.182	-1.887 – -0.157	**0.021**	173.000
rec relationstoFC [Didn't nominate focus group]	-1.104	0.478	-0.953	0.413	-2.048 – -0.160	-1.767 – -0.138	**0.022**	173.000
Observations	176							
R^2 / R^2 adjusted	0.032 / 0.021							

Note. Analysis was carried separately since participation in school-wide action was measured only among non-focus group students

Table D.3

Perceived Effectiveness – Subgroup Analysis

	mean_perceivedimpact							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*

(Intercept)	2.468	0.534	-0.335	0.452	1.411 – 3.526	-1.231 – 0.561	**<0.001**	112.000
rec gender AW [Female]	-0.013	0.340	-0.011	0.288	-0.687 – 0.662	-0.582 – 0.561	0.970	112.000
rec_klasse_threegroups7-9 grades	-0.071	0.304	-0.060	0.258	-0.674 – 0.532	-0.571 – 0.450	0.815	112.000
rec klasse threegroups [grades 10 and above]	-0.577	0.417	-0.489	0.354	-1.404 – 0.250	-1.190 – 0.212	0.169	112.000
rec migrationbackground AW [with migration background]	-0.057	0.224	-0.048	0.190	-0.500 – 0.387	-0.424 – 0.328	0.801	112.000
Initial respect attitudes [HIGH]	0.432	0.499	0.366	0.423	-0.557 – 1.420	-0.472 – 1.203	0.389	112.000
participation in schoolwide action [partial exposure]	0.326	0.638	0.276	0.540	-0.938 – 1.589	-0.795 – 1.347	0.611	112.000
participation in schoolwide action [High exposure]	-0.983	0.824	-0.833	0.698	-2.615 – 0.649	-2.216 – 0.550	0.235	112.000
Initial respect attitudes [HIGH] Ã— participation in schoolwide action [partial exposure]	-0.020	0.684	-0.017	0.580	-1.375 – 1.336	-1.165 – 1.132	0.977	112.000
Initial respect attitudes [HIGH] Ã— participation in schoolwide action [High exposure]	1.784	0.861	1.512	0.730	0.078 – 3.491	0.066 – 2.957	**0.041**	112.000

rec_gender_AWFemale:rec_klasse_threegroups7-9 grades	-0.525	0.451	-0.445	0.382	-1.419 – 0.368	-1.202 – 0.312	0.246	112.000
rec gender AW [Female] Ã— rec klasse threegroups [grades 10 and above]	0.631	0.617	0.534	0.523	-0.592 – 1.853	-0.502 – 1.570	0.309	112.000
Observations	124							
R^2 / R^2 adjusted	0.200 / 0.122							

Appendix E: Confirmatory Factor Analysis

In order to confirm the dimensional structure of equality-based respect norms and attitudes, we conducted multiple Confirmatory Factor Analyses (CFAs), separately for each school and measurement time. In each model, we specified a correlated three-factor structure corresponding to prescriptive norms, descriptive norms, and attitudes of equality-based respect, and compared it to a corresponding model with a single factor. We assessed the fit of the models to the data in terms of goodness of fit using common indices (Hu & Bentler, 1999), and compared the models using chi-square difference test (corrected for robust MLR standard errors). The analysis was conducted using the lavaan package (Rosseel, 2012) in R. Due to deviations from normality in most items, we used MLR estimates and robust parameters. Detailed model parameters are available in Table E.1. All thre-factor models showed satisfactory fit to the data and outperformed single-factor models, which demonstrated rather poor fit to the data in both school and every wave. The robust chi-square difference test significantly favored the more complex model. Since it matched with the theory, we retained the three-factor models and computed for each participant in each wave average scores for prescriptive norms of equality-based respect, descriptive norms of equality-based respect, and respect attitudes.

Table E.1

Summay and Model Fit Statistics for Confirmatory Factor Analysis Models with Equality Based-Respect Prescriptive Norms, Descriptive Norms, and Attitudes

Model	Scaled χ^2(df)	SCF	Δχ2 (df)	AIC	RMSEA [90% CI]	CFI	TLI	SRMR	CRs	AVEs	Modifications
Intervention: T0, three factors (n= 718)	32.083(24)	1.384		11901.162	.022 [.000, .037]	.994	.992	.025	>= .782	>= .546	
Intervention: T0, one factors (n= 718)	826.964(27)***	1.313	616.8(3)***	12936.536	[.233, .219, .247]	.638	.518	.135	.580	.317	
Intervention: T1, three factors (n = 635)	46.450 (24)**	1.505		10570.218	.038 [.025, .052]	.985	.977	.022	>= .808	>= .584	
Intervention: T1, one factors (n = 635)	612.346(27)***	1.763	762.09(3)***	11573.716	.245 [.229, .262]	.679	.572	.147	.606	.360	
Intervention: T2, three factors (n = 521)	23.541 (24)	1.740		7946.632	.000 [.000, .046]	1.000	1.000	.016	>= .831	>= .622	
Intervention: T2, one factors (n = 521)	522.062(27)***	2.173	786.01(3)***	9033.933	.277 [.256, .297]	.714	.618	.152	.724	.490	
Intervention: T3, three factors (n = 559)	30.190(24)	1.595		8902.871	.027 [.000, .054]	.996	.993	.017	>= .847	>= .649	
Intervention: T3, one factors (n = 559)	784.965(27)***	1.833	932.6(3)***	10287.199	.303 [.285, .322]	.603	.471	.189	.630	.394	

Comparison: T0, three factors (n = 501)	23.006(24)	1.229		8912.701	.000 [.000, .038]	1.000	1.001	.020	>= .780	>= .542	
Comparison: T0, one factors (n = 501)	663.506(27)***	1.405	570.59(3)***	9810.448	.257 [.240, .274]	.592	.456	.164	.579	.329	
Comparison: T2, three factors (n = 494)	26.410(24)	1.475		9248.023	.017 [.000, .049]	.998	.998	.016	>= .779	>= .540	
Comparison: T2, one factors (n = 494)	512.085(27)***	1.688	566.89(3)***	10067.394	.248 [.229, .267]	.642	.523	.141	.632	.384	

Note. **Estimator** is **MLR**. Chi-square difference test using Satorra Bentler (2010) method. Abbreviations: F: Factor, SCF: Scaling correction Factor, AIC: Akaike information criterion; BIC: Bayesian information criterion; CI: confidence interval; CFI: comparative fit index; DF: degrees of freedom; PGD: prolonged grief disorder; RMSEA: root mean square error of approximation; SRMR: standardized root mean squared residual; SS-BIC: samplesize-adjusted Bayesian information criterion; TLI: Tucker–Lewis index. All models include 9 items, three factor models include three for each subscale of equality-based respect, with correlated factors, while one factor models refer to a single factor comprised of all 9 items.

* p < .05, ** p < .01, *** p < .001.

Appendix F: Reliability Indices for Outcome Variables

Table F.1

Reliabilities (Chronbach Alphas) for Outcome Variables by School and Wave

	Intervention school				Control School	
	T0	T1	T2	T3	T0	T2
Prescriptive norms: Equality-based respect	.816	.839	.901	.887	.846	.860
Descriptive norms: Equality-based respect	.780	.810	.832	.847	.779	.775
Respect attitudes	.885	.925	.959	.942	.899	.905
Tolerance (Russians)	.845	.926	.949	.939	.856	.879
Tolerance (Muslims)	.863	.936	.954	.954	.876	.927
Tolerance (Jews)	.929	.956	.967	.966	.940	.955
Tolerance (overall)	.785	.799	.853	.822	.837	.830
Avoidance (Russians)	.831	.885	.903	.874	.851	.887
Avoidance (Muslims)	.857	.921	.912	.913	.887	.910
Avoidance (Jews)	.889	.918	.906	.915	.898	.904
Avoidance (overall)	.845	.840	.822	.804	.853	.826

Appendix G: Analysis of Intervention Effectiveness

Outcome Measures: Summary Tables

In order to examine our three main hypotheses for preliminary effects of the intervention, we conducted a set of linear mixed models that allowed to account for clustering of repeated observations (level-1) within each individual student (level-2), and clustering of students within each classroom (level-3). Each model included a random intercept for the individual student level, and most models included a parallel random intercept at the classroom level, except for models in which convergence was not achieved when including such coefficient. In all models, however, the variance of the random intercept at the classroom level was minimal. Model parameters were estimated using the lme4 package for R and Restricted Maximum Likelihood (REML). P-values for coefficients are based on df with Kenward-Rogers approximation (sjPlot package). Planned comparisons were performed with the emmeans package, using the Tukey method and the Kenward-Roger approximation to degrees of freedom (Lenth, Singmann, Love, Buerkner, & Herve, 2018), and focused on differences across measurement times. Models for hypothesis 1 included the fixed factors condition, time, and initial respect attitudes (for which we dichotomized the score for respect attitudes at T0 so that scores of up to 4.0 were considered low, and above 4.0 were considered high). Models for hypothesis 2 included data from the intervention school, grades 7 to 9, with the fixed factors time and relations to focus group (focus group members, students with ties to focus group, and students without ties to focus group). Models for hypothesis 3 included data from the intervention school (all students) with the fixed factors time and exposure to the school-wide action (low, medium, and high). For the outcomes outgroup tolerance and avoidance, students indicating to be Muslims, Jews, or Russians were excluded from the analysis.

Table G.1

Observed Means (SDs), Estimated Marginal Means (SE) and Effect Sizes (with CIs) for Intervention Effects

		Observed means (M(SD))				Estimated marginal means (M(SE))				Effect sizes (based on estimated marginal means	
Variable		Intervention school		Control School		Intervention school		Control School		Intervention	Control
		T0	T2	T0	T2	T0	T2	T0	T2	T2-T0	T2-T0
Prescriptive norms: Equality-based respect	Low prior attitudes	3.820 (0.783)	3.662 (0.816)	3.505 (0.749)	3.456 (0.815)	3.837 (0.067)	3.665 (0.084)	3.553 (0.065)	3.453 (0.069)	0.290 [-0.022, 0.601]	0.167 [-0.092, 0.427]
	High Prior attitudes	4.378 (0.596)	4.193 (0.748)	4.102 (0.665)	3.997 (0.729)	4.393 (0.034)[a]	4.216 (0.039)[a]	4.143 (0.042)	4.054 (0.045)	0.299 [0.165, 0.433]	0.149 [-0.009, 0.308]
Descriptive norms: Equality-based respect	Low prior attitudes	3.270 (0.840)	3.355 (0.759)	3.189 (0.793)	3.177 (0.701)	3.304 (0.069)	3.380 (0.086)	3.224 (0.066)	3.162 (0.071)	-0.129 [-0.442, 0.184]	0.139 [-0.121, 0.400]
	High Prior attitudes	3.852 (0.701)	3.775 (0.687)	3.599 (0.696)	3.534 (0.740)	3.876 (0.034)	3.801 (0.039)	3.631 (0.043)	3.579 (0.046)	0.127 [-0.007, 0.261]	0.086 [-0.071, 0.248]
Respect attitudes	Low prior attitudes	3.775 (0.707)	3.893 (0.974)	3.627 (0.677)	3.738 (0.778)	3.829 (0.052)	3.931 (0.067)	3.637 (0.050)	3.746 (0.054)	-0.193 [-0.498, 0.112]	-0.206 [-0.464, 0.051]
	High Prior attitudes	4.933 (0.186)	4.558 (0.736)	4.868 (0259)	4.595 (0.635)	4.929 (0.025)[a]	4.580 (0.03)[a]	4.855 (0.031)[b]	4.588 (0.034)[b]	0.611 [0.529, 0.794]	0.505 [0.347, 0.663]
Outgroup tolerance	Low prior attitudes	4.082 (0.693)	3.926 (0.912)	3.755 (0.798)	3.757 (0.832)	4.140 (0.070)	3.987 (0.085)	3.788 (0.059)	3.783 (0.062)	0.318 [-0.060, 0.696]	0.011 [-0.262, 0.284]
	High Prior attitudes	4.768 (0.395)	4.570 (0.684)	4.654 (0.456)	4.515 (0.606)	4.789 (0.034)[a]	4.589 (0.038)[a]	4.651 (0.039)[b]	4.517 (0.042)[b]	0.418 [0.270, 0.570]	0.278 [0.109, 0.448]

Contact avoidance	Low prior attitudes	2.384 (0.957)	2.699 (0.810)	2.582 (0.704)	2.743 (0.747)	2.292 (0.105)	2.526 (0.130)	2.468 (0.089)	3.636 (0.096)	-0.391 [-0.839, 0.056]	-0.282 [-0.603, 0.040]
	High Prior attitudes	1.613 (0.653)	1.979 (0.804)	1.972 (0.817)	2.293 (0.876)	1.596 (0.053) [a]	1.925 (0.061) [a]	1.914 (0.063) [b]	2.229 (0.105) [b]	-0.551 [-0.735, -0.366]	-0.526 [-0.735, -0.316]

Note. Estimated marginal means are obtained from linear mixed model analysis. All models included gender, age, SES and migration background as covariates. Differences between mean values across time based on planned comparisons with Tukey's correction are designated by **identical** lowercase **letters in rows**, $p < .05$. Since initial respect attitudes were included as a moderator, only participants who were surveyed at T0 are included in the analysis. Contact avoidance was measured only in grades 7-13. The models for tolerance and contact avoidance excluded minorities (Muslims, Jews, and Russians).

Table G.2

Parameter Estimates for Linear Mixed Models Predicting Outcome Variables from Initial Respect Attitudes, Condition, and Time

Outcome variable	Interaction Condition X Time			Interaction Initial attitudes X Time			Interaction Initial attitudes X Condition X Time		
	Estimate (SE) with p value	Standardized estimate	95% CI	Estimate (SE) with p value	Standardized estimate	95% CI	Estimate (SE) with p value	Standardized estimate	95% CI
Prescriptive norms: Equality-based respect	-0.073 (0.123)	-0.097 (0.098)	[-0.313. 0.168]	0.011 (0.092)	0.014 (0.123)	[-0.170, 0.191]	-0.016 (0.137)	-0.021 (0.184)	[-0.285, 0.254]
Descriptive norms: Equality-based respect	0.159 (0.123)	0.212 (0.164)	[-0.082, 0.400]	0.030 (0.092)	0.040 (0.123)	[-0.150, 0.210]	-0.182 (0.138)	-0.243 (0.184)	[-0.452, 0.088]
Respect attitudes	-0.007 (0.107)	-0.010 (0.152)	[-0.218, 0.203]	-0.375 (0.081)***	-0.533 (0.115)	[-0.534, -0.216]	-0.075 (0.120)	-0.107 (0.171)	[-0.312, 0.161]
Outgroup tolerance	-0.147 (0.114)	-0.216 (0.167)	[-0.371, 0.076]	-0.128 (0.078)	-0.188 (0.115)	[-0.282, 0.026]	0.080 (0.126)	0.118 (0.185)	[-0.168, 0.328]
Contact avoidance	0.066 (0.168)	0.077 (0.197)	[-0.264, 0.395]	0.146 (0.116)	0.171 (0.137)	[-0.083, 0.375]	-0.051 (0.187)	-0.058 (0.220)	[-0.419, 0.317]

Note. All models included gender, age, SES and migration background as covariates. Since initial respect attitudes were included as a moderator, only participants who were surveyed at T0 are included in the analysis. Contact avoidance was measured only in grades 7-13. The models for tolerance and contact avoidance excluded minorities (Muslims, Jews, and Russians). Detailed models are presented below.
* $p < .05$, ** $p < .01$, *** $p < .001$

Table G.3

*Results of Linear Mixed Models Predicting Outcome Variables from Time and **Relations to Focus Group Members** in the Intervention School (Grades 7-9)*

Variable		Estimated marginal means (EMM(SE))				Interaction effects (Time X Relations to focus group)	Effect sizes (based on estimated marginal means)		
		T0	T1	T2	T3	F-test	T1-T0	T2-T0	T3-T0
Prescriptive norms: Equality-based respect	Focus group	4.271 (0.186)	4.479 (0.186)	4.167 (0.196)	4.237 (0.191)	F(6, 776.26) = 0.790, p = .578	-0.345[-1.040, 0.349]	0.172 [-0.551, 0.895]	0.057 [-0.651, 1.241]
	With ties to focus group	4.202 (0.070)	4.287 (0.073) [a]	4.142 (0.074)	4.022 (0.074) [a]		-0.141 [-0.414, 0.132]	0.100 [-0.177, 0.377]	0.2997 [0.022, 0.577]
	Without ties to focus group	4.233 (0.057) [a,b]	4.158 (0.058)	4.000 (0.059) [a]	3.992 (0.059) [b]		0.124 [-0.095, 0.343]	0.387 [0.159, 0.615]	0.400 [0.176, 0.623]
Descriptive norms: Equality-based Respect	Focus group	3.875 (0.193)	3.875 (0.193)	3.824 (0.210)	3.841 (0.198)	F(6, 778.16) = 0.456. p = .841	0.000 [-0.694, 0.694]	0.081 [-0.660, 0.822]	0.054 [-0.654, 0.761]
	With ties to focus group	3.654 (0.073)	3.716 (0.076)	3.741 (0.077)	3.599 (0.078)		-0.100 [-0.373, 0.173]	-0.138 [-0.415, 0.138]	0.087 [-0.290, 0.465]
	Without ties to focus group	3.713 (0.059) [a]	3.665 (0.060)	3.641 (0.063)	3.521 (0.062) [a]		0.076 [-0.142, 0.295]	0.114 [-0.113, 0.341]	0.305 [0.081, 0.528]

Respect attitudes	Focus group	4.833 (0.194)	4.896 (0.194)	4.814 (0.209)	4.629 (0.198)	F(6, 764.64) = 1.187, p = .311	-0.104 [-0.798, 0.590]	0.033 [-0.708, 0.774]	0.341 [-0.368, 1.049]
	With ties to focus group	4.759 (0.073)	4.632 (0.076)	4.567 (0.077)	4.580 (0.077)		0.194 [-0.079, 0.468]	0.319 [0.042, 0.597]	0.298 [0.020, 0.577]
	Without ties to focus group	4.672 (0.059) [a,b]	4.541 (0.060) [c]	4.260 (0.063) [a,c]	4.401 (0.062) [b]		0.218 [-0.001, 0.437]	0.686 [0.457, 0.916]	0.453 [0.227, 0.678]
Outgroup tolerance	Focus group	4.764 (0.238)	4.653 (0.238)	4.667 (0.238)	4.698 (0.249)	F(6, 588.13) = 0.212, p = .097	0.228 [-0.754, 1.210]	0.199 [-0.783, 1.182]	0.135 [-0.890, 1.160]
	With ties to focus group	4.720 (0.075)	4.725 (0.078)	4.549 (0.077)	4.536 (0.079)		-0.009 [-0.334, 0.316]	0.352 [0.028, 0.676]	0.379 [0.048, 0.709]
	Without ties to focus group	4.602 (0.057) [a,b]	4.631 (0.058) [c,d]	4.415 (0.061) [a,c]	4.439 (0.060) [b,d]		-0.060 [-0.304, 0.184]	0.383 [0.127, 0.639]	0.334 [0.081, 0.587]
Contact avoidance	Focus group	1.44 (0.295) [a]	1.486 (0.295) [b]	1.764 (0.295)	2.528 (0.309) [a,b]	F(6, 585.44) = 2.528, p = 0.020	-0.069 [-1.051, 0.913]	-0.530 [-1.512, 0.453]	-1.798 [-2.826, -0.769]
	With ties to focus group	1.547 (0.093) [a,b]	1.681 (0.096) [c,d]	1.983 (0.096) [a,c]	2.110 (0.098) [b,d]		-0.222 [-0.548, 0.103]	-0.723 [-1.049, -0.397]	-0.935 [-1.268, -0.602]
	Without ties to focus group	1.931 (0.071) [a,b]	1.969 (0.072)	2.152 (0.076) [a]	2.163 (0.075) [b]		-0.064 [-0.308. 0.181]	-0.367 [-0.623, -0.111]	-0.385 [-0.638, -0.133]

Note. Estimated marginal means are obtained from linear mixed model analysis. Difference between mean values across time based on planned comparisons with Tukey's correction are designated by **identical** lowercase **letters in rows**, $p < .05$. The models for tolerance and contact avoidance excluded minorities (Muslims, Jews, and Russians). Models for outgroup tolerance and contact avoidance were calculated without a random intercept for class (level-3) due to non-convergence.

Table G.4

*Results of Linear Mixed Models Predicting Outcome Variables from Time and **Exposure to School-Wide Action** in the Intervention School*

Variable		Estimated marginal means (EMM(SE))				Interaction effects (Time X Relations to focus group/ Time X exposure to intervention)	Effect sizes (based on estimated marginal means)		
		T0	T1	T2	T3	F-test	T1-T0	T2-T0	T3-T0
Prescriptive norms: Equality-based respect	No exposure	4.318 (0.048) [a,b]	4.232 (0.048) [c,d]	4.048 (0.046) [a,c]	4.065 (0.049) [b,d]	F(6, 1354.23) = 1.346, p = .234	0.114 [-0.044, 0.332]	0.452 [0.268, 0.636]	0.423 [0.209, 0.636]
	Partial exposure	4.340 (0.061) [a,b]	4.212 (0.062)	4.070 (0.060) [a]	4.044 (0.063) [b]		0.215 [-0.024, 0.453]	0.452 [0.218, 0.686]	0.496 [0.231, 0.762]
	High exposure	4.309 (0.070)	4.413 (0.071) [a]	4.263 (0.069)	4.117 (0.070) [a]		-0.175 [-0.451, 0.101]	0.076 [-0.192, 0.345]	0.321 [0.027, 0.615]
Descriptive norms: Equality-based Respect	No exposure	3.776 (0.051)	3.706 (0.052)	3.720 (0.050)	3.656 (0.053)	F(6, 1366.77) = 1.641, p = .132	-0.008 [-0.196, 0.180]	0.020 [-0.163, 0.203]	0.171 [-0.049, 0.391]
	Partial exposure	3.711 (0.064)	3.808 (0.065)	3.687 (0.063)	3.609 (0.067)		-0.086 [-0.325, 0.152]	-0.101 [-0.334, 0.133]	0.167 [-0.105, 0.438]
	High exposure	3.889 (0.074) [a]	3.716 (0.075)	3.712 (0.073)	3.535 (0.074) [a]		0.313 [0.036, 0.589]	0.224 [-0.045, 0.493]	0.748 [0.448, 1.049] Large effect
Respect attitudes	No exposure	4.743 (0.047) [a,b]	4.612 (0.048) [c]	4.425 (0.046) [a,b]	4.520 (0.049) [b]	F(6, 1316.66) = 0.600, p = .731	0.226 [0.037, 0.414]	0.547 [0.363, 0.731]	0.383 [0.167, 0.599]
	Partial exposure	4.792 (0.060) [a,b]	4.619 (0.061)	4.478 (0.059) [a]	4.474 (0.062) [b]		0.297 [0.059, 0.536]	0.539 [0.305, 0.773]	0.547 [0.279, 0.815]

	High exposure	4.771 (0.069) [a,b]	4.693 (0.071) [c,d]	4.473 (0.068) [a,c]	4.425 (0.069) [b,d]		0.134 [-0.143, 0.410]	0.501 [0.241, 0.780]	0.594 [0.296, 0.891]
Outgroup tolerance	No exposure	4.735 (0.048) [a,b]	4.626 (0.049) [c,d]	4.421 (0.047) [a,c]	4.416 (0.049) [b,d]	F(6, 1074.58) = 2.376, p = .028	0.234 [0.023, 0.445]	0.675 [0.470, 0.880]	0.684 [0.467, 0.900]
	Partial exposure	4.591 (0.061) [a]	4.551 (0.062) [b]	4.471 (0.061)	4.474 (0.064) [a,b]		0.086 [-0.182, 0.354]	0.258 [-0.004, 0.519]	0.251 [-0.024, 0.526]
	High exposure	4.691 (0.073)	4.697 (0.074)	4.612 (0.071)	4.452 (0.072)		-0.012 [-0.331, 0.306]	0.168 [-0.141, 0.477]	0.513 [0.200, 0.826]
Contact avoidance	No exposure	1.824 (0.071) [a,b]	1.888 (0.073) [c,d]	2.093 (0.070) [a,c]	2.177 (0.074) [b,d]	F(6, 680.17) = 0.844, p = 0.537	-0.111 [-0.361, 0.139]	-0.468 [-0.708, -0.227]	-0.615 [-0.871, -0.358]
	Partial exposure	1.571 (0.098) [a,b,c]	1.849 (0.101) [a]	1.977 (0.097) [b]	2.048 (0.104) [c]		-0.483 [-0.825, -0.141]	-0.707 [-1.038, -0.375]	-0.831 [-1.185, -0.476]
	High exposure	1.830 (0.129) [a,b]	1.815 (0.133) [c,d]	2.183 (0.127) [a,c]	2.204 (0.129) [b,d]		0.027 [-0.427, 0.480]	-0.615 [-1.051, -0.178]	-0.652 [-1.095, -0.209]

Note. Estimated marginal means are obtained from linear mixed model analysis. Difference between mean values across time based on planned comparisons with Tukey's correction are designated by **identical** lowercase **letters in rows**, $p < .05$. Since exposure to school-wide action was included as a moderator, only participants who were surveyed at T2 are included in the analysis. Contact avoidance was measured only in grades 7-13. The models for tolerance and contact avoidance excluded minorities (Muslims, Jews, and Russians).

Table G.5

Linear Mixed Models Predicting Prescriptive Norms: Equality Based Respect from Initial Respect Attitudes, Condition, and Time

	p_norms_respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	3.654	0.149	-0.752	0.088	3.361 – 3.948	-0.924 – -0.581	**<0.001**	974.594
rec gender AW [Female]	-0.026	0.035	-0.034	0.046	-0.094 – 0.042	-0.125 – 0.057	0.458	1091.374
SES AW	-0.007	0.011	-0.014	0.023	-0.029 – 0.015	-0.059 – 0.032	0.548	1118.751
age AW	-0.007	0.009	-0.020	0.027	-0.025 – 0.011	-0.073 – 0.032	0.444	104.497
rec migrationbackground AW [with migration background]	0.071	0.038	0.095	0.050	-0.002 – 0.145	-0.003 – 0.194	0.058	1116.324
condition [Intervention]	0.284	0.093	0.380	0.124	0.102 – 0.466	0.136 – 0.624	**0.002**	1000.517
wave [T2]	-0.099	0.079	-0.133	0.105	-0.253 – 0.055	-0.339 – 0.073	0.207	955.637
prior respect attitudes [HIGH]	0.590	0.073	0.789	0.098	0.447 – 0.733	0.598 – 0.981	**<0.001**	1838.411

condition [Intervention] Ã— wave [T2]	-0.073	0.123	-0.097	0.164	-0.313 – 0.168	-0.419 – 0.224	0.554	1054.866
condition [Intervention] Ã— prior respect attitudes [HIGH]	-0.034	0.102	-0.046	0.136	-0.234 – 0.165	-0.313 – 0.221	0.737	1877.057
wave [T2] Ã— prior respect attitudes [HIGH]	0.011	0.092	0.014	0.123	-0.170 – 0.191	-0.227 – 0.255	0.908	958.829
(condition [Intervention] Ã— wave [T2]) Ã— prior respect attitudes [HIGH]	-0.016	0.137	-0.021	0.184	-0.285 – 0.254	-0.382 – 0.339	0.908	1045.461

Random Effects

σ^2	0.35
$\tau_{00\ Unique\_SoSciNu:specific\_classes}$	0.12
$\tau_{00\ specific\_classes}$	0.01
ICC	0.27
$N_{\ Unique\_SoSciNu}$	1139
$N_{\ specific\_classes}$	84

Observations	1998
Marginal R^2 / Conditional R^2	0.145 / 0.373

Table G.6

Linear Mixed Models Predicting Descriptive Norms: Equality-based respect from Initial Respect Attitudes, Condition, and Time

	d_norms_respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	3.205	0.152	-0.530	0.090	2.905 – 3.506	-0.706 – -0.354	**<0.001**	965.736
rec gender AW [Female]	-0.079	0.036	-0.106	0.048	-0.150 – -0.008	-0.200 – -0.011	**0.029**	1097.906
SES AW	-0.013	0.012	-0.028	0.024	-0.036 – 0.009	-0.075 – 0.020	0.250	1117.412
age AW	0.007	0.009	0.019	0.027	-0.012 – 0.025	-0.035 – 0.073	0.479	102.983
rec migrationbackground AW [with migration background]	0.097	0.039	0.129	0.052	0.020 – 0.174	0.027 – 0.232	**0.014**	1119.261

condition [Intervention]	0.060	0.095	0.080	0.127	-0.127 – 0.247	-0.169 – 0.330	0.529	994.669
wave [T2]	-0.082	0.078	-0.110	0.105	-0.236 – 0.071	-0.316 – 0.095	0.293	946.924
prior respect attitudes [HIGH]	0.387	0.075	0.517	0.100	0.240 – 0.534	0.321 – 0.714	**<0.001**	1796.290
condition [Intervention] Ã— wave [T2]	0.159	0.123	0.212	0.164	-0.082 – 0.400	-0.109 – 0.534	0.196	1041.813
condition [Intervention] Ã— prior respect attitudes [HIGH]	0.185	0.105	0.247	0.140	-0.021 – 0.390	-0.027 – 0.521	0.078	1840.674
wave [T2] Ã— prior respect attitudes [HIGH]	0.030	0.092	0.040	0.123	-0.150 – 0.210	-0.201 – 0.281	0.743	950.285
(condition [Intervention] Ã— wave [T2]) Ã— prior respect attitudes [HIGH]	-0.182	0.138	-0.243	0.184	-0.452 – 0.088	-0.603 – 0.118	0.187	1033.070

Random Effects

σ^2	0.35

$\tau_{00\ Unique\_SoSciNu:specific\_classes}$	0.15
$\tau_{00\ specific\_classes}$	0.01
ICC	0.31
$N_{\ Unique\_SoSciNu}$	1139
$N_{\ specific\_classes}$	84
Observations	1996
Marginal R^2 / Conditional R^2	0.099 / 0.378

Table G.7

Linear Mixed Models Predicting Respect Attitudes from Initial Respect Attitudes, Condition, and Time

	pa_norms_respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	3.387	0.105	-1.391	0.072	3.180 – 3.594	-1.531 – -1.250	**<0.001**	1244.358
rec gender AW [Female]	0.125	0.025	0.178	0.036	0.076 – 0.175	0.107 – 0.249	**<0.001**	1073.054
SES AW	0.016	0.008	0.034	0.018	-0.000 – 0.032	-0.001 – 0.069	0.057	1079.203

age AW	0.009	0.006	0.028	0.019	-0.003 – 0.021	-0.010 – 0.066	0.148	102.265
rec migrationbackground AW [with migration background]	-0.007	0.027	-0.010	0.039	-0.061 – 0.047	-0.086 – 0.067	0.804	1086.271
condition [Intervention]	0.192	0.072	0.273	0.102	0.051 – 0.332	0.073 – 0.473	**0.008**	1287.935
wave [T2]	0.109	0.069	0.155	0.098	-0.027 – 0.245	-0.038 – 0.348	0.116	986.159
prior respect attitudes [HIGH]	1.218	0.057	1.731	0.081	1.106 – 1.330	1.572 – 1.890	**<0.001**	1936.126
condition [Intervention] Ã— wave [T2]	-0.007	0.107	-0.010	0.152	-0.218 – 0.203	-0.309 – 0.289	0.947	1105.691
condition [Intervention] Ã— prior respect attitudes [HIGH]	-0.118	0.080	-0.168	0.114	-0.275 – 0.039	-0.391 – 0.055	0.141	1974.381
wave [T2] Ã— prior respect attitudes [HIGH]	-0.375	0.081	-0.533	0.115	-0.534 – -0.216	-0.760 – -0.307	**<0.001**	989.622
(condition [Intervention] Ã— wave [T2]) Ã— prior	-0.075	0.120	-0.107	0.171	-0.312 – 0.161	-0.443 – 0.228	0.531	1092.405

respect attitudes [HIGH]	
Random Effects	
σ^2	0.28
$\tau_{00\ Unique\_SoSciNu:specific\_classes}$	0.01
$\tau_{00\ specific\_classes}$	0.00
ICC	0.06
$N_{\ Unique\_SoSciNu}$	1139
$N_{\ specific\_classes}$	84
Observations	1994
Marginal R^2 / Conditional R^2	0.404 / 0.439

Table G.8

Linear Mixed Models Predicting Outgroup Tolerance from Initial Respect Attitudes, Condition, and Time

	tolerance_all3groups							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	3.465	0.141	-1.177	0.086	3.187 – 3.744	-1.345 – -1.009	**<0.001**	763.494
rec gender AW [Female]	0.146	0.033	0.214	0.048	0.081 – 0.210	0.119 – 0.308	**<0.001**	904.676
SES AW	0.004	0.011	0.008	0.024	-0.018 – 0.025	-0.039 – 0.056	0.731	927.262
age AW	0.015	0.009	0.048	0.028	-0.002 – 0.032	-0.008 – 0.104	0.090	102.051
rec migrationbackground AW [with migration background]	0.066	0.041	0.097	0.060	-0.014 – 0.147	-0.021 – 0.215	0.105	922.057
condition [Intervention]	0.351	0.089	0.515	0.131	0.176 – 0.527	0.258 – 0.772	**<0.001**	898.786
wave [T2]	-0.005	0.067	-0.008	0.098	-0.136 – 0.126	-0.200 – 0.184	0.936	780.691
prior respect attitudes [HIGH]	0.862	0.065	1.264	0.095	0.735 – 0.989	1.078 – 1.449	**<0.001**	1474.994
condition [Intervention] Ã— wave [T2]	-0.147	0.114	-0.216	0.167	-0.371 – 0.076	-0.543 – 0.111	0.196	866.208

condition [Intervention] Ã— prior respect attitudes [HIGH]	-0.213	0.097	-0.312	0.142	-0.403 – -0.024	-0.590 – -0.035	**0.028**	1507.160
wave [T2] Ã— prior respect attitudes [HIGH]	-0.128	0.078	-0.188	0.115	-0.282 – 0.026	-0.413 – 0.038	0.103	785.973
(condition [Intervention] Ã— wave [T2]) Ã— prior respect attitudes [HIGH]	0.080	0.126	0.118	0.185	-0.168 – 0.328	-0.246 – 0.481	0.525	859.167

Random Effects

σ^2	0.23
$\tau_{00\ Unique\_SoSciNu:specific\_classes}$	0.10
$\tau_{00\ specific\_classes}$	0.01
ICC	0.33
$N_{\ Unique\_SoSciNu}$	943
$N_{\ specific\_classes}$	84
Observations	1649

Marginal R^2 / Conditional R^2 0.263 / 0.506

Table G.9

Linear Mixed Models Predicting Contact Avoidance from Initial Respect Attitudes, Condition, and Time

	avoidance_all3groups							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	3.274	0.282	0.757	0.103	2.714 – 3.833	0.553 – 0.960	**<0.001**	452.879
rec gender AW [Female]	-0.265	0.051	-0.312	0.060	-0.365 – -0.166	-0.429 – -0.195	**<0.001**	658.362
SES AW	-0.001	0.017	-0.001	0.030	-0.035 – 0.033	-0.060 – 0.058	0.967	678.238
age AW	-0.040	0.017	-0.081	0.035	-0.074 – -0.005	-0.151 – -0.010	**0.025**	86.667
rec migrationbackground AW [with migration background]	-0.180	0.065	-0.211	0.077	-0.308 – -0.052	-0.362 – -0.061	**0.006**	676.480
condition [Intervention]	-0.175	0.134	-0.206	0.157	-0.438 – 0.087	-0.515 – 0.103	0.190	541.721
wave [T2]	0.169	0.098	0.198	0.115	-0.024 – 0.361	-0.028 – 0.424	0.085	542.020

prior respect attitudes [HIGH]	-0.553	0.098	-0.650	0.115	-0.745 – -0.362	-0.876 – -0.425	**<0.001**	1009.201
condition [Intervention] Ã— wave [T2]	0.066	0.168	0.077	0.197	-0.264 – 0.395	-0.310 – 0.464	0.696	595.594
condition [Intervention] Ã— prior respect attitudes [HIGH]	-0.143	0.144	-0.168	0.170	-0.426 – 0.140	-0.501 – 0.165	0.322	1042.821
wave [T2] Ã— prior respect attitudes [HIGH]	0.146	0.116	0.171	0.137	-0.083 – 0.375	-0.097 – 0.440	0.211	545.180
(condition [Intervention] Ã— wave [T2]) Ã— prior respect attitudes [HIGH]	-0.051	0.187	-0.059	0.220	-0.419 – 0.317	-0.492 – 0.373	0.787	592.463

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu:specific\_classes}$	0.19
$\tau_{00\ specific\_classes}$	0.02
ICC	0.37

$N_{Unique\_SoSciNu}$	687
$N_{specific\_classes}$	60
Observations	1166
Marginal R^2 / Conditional R^2	0.211 / 0.506

Table G.10

Linear Mixed Models Predicting Prescriptive Norms: Equality-Based Respect from Relations to Focus Group Members and Time in the Intervention School (Grades 7-9)

	p_norms_respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.271	0.186	0.175	0.250	3.906 – 4.636	-0.316 – 0.666	**<0.001**	832.033
rec relationstoFC [Nominated Focus group]	-0.068	0.199	-0.092	0.267	-0.458 – 0.322	-0.617 – 0.433	0.731	834.908
rec relationstoFC [Didn't nominate focus group]	-0.038	0.194	-0.051	0.262	-0.419 – 0.344	-0.564 – 0.462	0.846	836.181
wave [T1]	0.208	0.213	0.280	0.287	-0.210 – 0.627	-0.283 – 0.844	0.329	768.627

wave [T2]	-0.104	0.222	-0.140	0.299	-0.540 – 0.332	-0.727 – 0.447	0.641	781.288
wave [T3]	-0.034	0.217	-0.046	0.293	-0.461 – 0.393	-0.621 – 0.528	0.875	774.790
rec relationstoFC [Nominated Focus group] × wave [T1]	-0.124	0.229	-0.166	0.308	-0.573 – 0.326	-0.771 – 0.439	0.590	772.049
rec relationstoFC [Didn't nominate focus group] × wave [T1]	-0.283	0.224	-0.381	0.301	-0.722 – 0.156	-0.971 – 0.209	0.206	771.595
rec relationstoFC [Nominated Focus group] × wave [T2]	0.043	0.238	0.058	0.320	-0.423 – 0.510	-0.570 – 0.687	0.855	783.567
rec relationstoFC [Didn't nominate focus group] × wave [T2]	-0.129	0.233	-0.174	0.313	-0.587 – 0.328	-0.789 – 0.441	0.578	783.759
rec relationstoFC [Nominated Focus group] × wave [T3]	-0.146	0.234	-0.197	0.314	-0.605 – 0.312	-0.814 – 0.420	0.531	778.163
rec relationstoFC [Didn't nominate focus group] × wave [T3]	-0.207	0.228	-0.278	0.307	-0.654 – 0.241	-0.880 – 0.324	0.365	777.572

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu}$	0.19
ICC	0.34
$N_{\ Unique\_SoSciNu}$	320
Observations	1093
Marginal R^2 / Conditional R^2	0.022 / 0.357

Table G.11

Linear Mixed Models Predicting Descriptive Norms: Equality-Based Respect from Relations to Focus Group Members and Time in the Intervention School (Grades 7-9)

	d_norms_respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	3.875	0.193	0.264	0.251	3.497 – 4.253	-0.229 – 0.756	**<0.001**	842.454
rec relationstoFC [Nominated Focus group]	-0.221	0.206	-0.288	0.268	-0.626 – 0.183	-0.815 – 0.238	0.283	845.283

rec relationstoFC [Didn't nominate focus group]	-0.162	0.202	-0.211	0.262	-0.558 – 0.233	-0.726 – 0.304	0.421	846.515
wave [T1]	-0.000	0.223	-0.000	0.290	-0.437 – 0.437	-0.569 – 0.569	1.000	767.807
wave [T2]	-0.051	0.238	-0.066	0.309	-0.518 – 0.416	-0.674 – 0.541	0.830	787.874
wave [T3]	-0.034	0.227	-0.044	0.296	-0.480 – 0.412	-0.624 – 0.537	0.882	774.141
rec relationstoFC [Nominated Focus group] × wave [T1]	0.063	0.239	0.082	0.312	-0.407 – 0.533	-0.530 – 0.693	0.793	771.276
rec relationstoFC [Didn't nominate focus group] × wave [T1]	-0.048	0.234	-0.063	0.304	-0.507 – 0.410	-0.659 – 0.534	0.837	770.812
rec relationstoFC [Nominated Focus group] × wave [T2]	0.138	0.254	0.180	0.330	-0.360 – 0.636	-0.468 – 0.828	0.586	789.213
rec relationstoFC [Didn't nominate focus group] × wave [T2]	-0.021	0.249	-0.027	0.324	-0.509 – 0.467	-0.662 – 0.608	0.934	789.667

rec relationstoFC [Nominated Focus group] × wave [T3]	-0.021	0.244	-0.028	0.318	-0.500 – 0.458	-0.651 – 0.596	0.931	777.556
rec relationstoFC [Didn't nominate focus group] × wave [T3]	-0.158	0.238	-0.206	0.310	-0.626 – 0.309	-0.815 – 0.403	0.507	776.956

Random Effects

σ^2	0.40
$\tau_{00\ Unique\_SoSciNu}$	0.20
ICC	0.33
$N_{\ Unique\_SoSciNu}$	320
Observations	1092
Marginal R^2 / Conditional R^2	0.011 / 0.340

Table G.12

Linear Mixed Models Predicting Respect Attitudes from Relations to Focus Group Members and Time in the Intervention School (Grades 7-9)

	pa_norms_respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.833	0.194	0.351	0.249	4.453 – 5.213	-0.138 – 0.839	**<0.001**	765.978
rec relationstoFC [Nominated Focus group]	-0.074	0.207	-0.096	0.266	-0.481 – 0.332	-0.618 – 0.427	0.719	768.971
rec relationstoFC [Didn't nominate focus group]	-0.161	0.202	-0.207	0.260	-0.559 – 0.236	-0.718 – 0.303	0.426	770.381
wave [T1]	0.062	0.212	0.080	0.273	-0.354 – 0.479	-0.455 – 0.616	0.768	762.885
wave [T2]	-0.020	0.227	-0.025	0.291	-0.465 – 0.425	-0.597 – 0.546	0.930	779.649
wave [T3]	-0.204	0.216	-0.263	0.278	-0.629 – 0.220	-0.809 – 0.283	0.345	768.186
rec relationstoFC [Nominated Focus group] × wave [T1]	-0.179	0.228	-0.230	0.293	-0.626 – 0.269	-0.805 – 0.345	0.433	766.000
rec relationstoFC [Didn't nominate focus group] × wave [T1]	-0.193	0.222	-0.248	0.286	-0.630 – 0.243	-0.810 – 0.313	0.385	765.605

rec relationstoFC [Nominated Focus group] × wave [T2]	-0.172	0.242	-0.221	0.311	-0.647 – 0.303	-0.831 – 0.390	0.478	780.973
rec relationstoFC [Didn't nominate focus group] × wave [T2]	-0.392	0.237	-0.504	0.305	-0.857 – 0.073	-1.102 – 0.094	0.099	781.262
rec relationstoFC [Nominated Focus group] × wave [T3]	0.025	0.232	0.033	0.299	-0.431 – 0.482	-0.554 – 0.619	0.913	771.265
rec relationstoFC [Didn't nominate focus group] × wave [T3]	-0.067	0.227	-0.086	0.292	-0.513 – 0.379	-0.659 – 0.487	0.768	771.086

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu}$	0.24
ICC	0.40
$N_{\ Unique\_SoSciNu}$	320
Observations	1088

Marginal R^2 / Conditional R^2 0.041 / 0.425

Table G.13

Linear Mixed Models Predicting Outgroup Tolerance from Relations to Focus Group Members and Time in the Intervention School (Grades 7-9)

	tolerance_all3groups							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.764	0.238	0.280	0.351	4.296 – 5.232	-0.410 – 0.970	**<0.001**	514.058
rec relationstoFC [Nominated Focus group]	-0.044	0.250	-0.064	0.368	-0.534 – 0.447	-0.787 – 0.659	0.861	516.255
rec relationstoFC [Didn't nominate focus group]	-0.162	0.245	-0.239	0.361	-0.644 – 0.319	-0.948 – 0.470	0.508	515.621
wave [T1]	-0.111	0.244	-0.164	0.359	-0.590 – 0.368	-0.869 – 0.542	0.649	573.898
wave [T2]	-0.097	0.244	-0.143	0.359	-0.576 – 0.382	-0.848 – 0.562	0.690	573.898
wave [T3]	-0.066	0.254	-0.097	0.375	-0.565 – 0.434	-0.833 – 0.639	0.796	580.456
rec relationstoFC [Nominated Focus group] × wave [T1]	0.115	0.257	0.170	0.378	-0.389 – 0.620	-0.573 – 0.913	0.653	575.608

rec relationstoFC [Didn't nominate focus group] × wave [T1]	0.140	0.251	0.207	0.370	-0.353 – 0.634	-0.520 – 0.934	0.576	574.925
rec relationstoFC [Nominated Focus group] × wave [T2]	-0.074	0.257	-0.110	0.378	-0.578 – 0.430	-0.852 – 0.633	0.772	575.576
rec relationstoFC [Didn't nominate focus group] × wave [T2]	-0.090	0.252	-0.132	0.371	-0.584 – 0.405	-0.861 – 0.597	0.722	575.235
rec relationstoFC [Nominated Focus group] × wave [T3]	-0.119	0.267	-0.175	0.394	-0.644 – 0.406	-0.948 – 0.598	0.657	581.761
rec relationstoFC [Didn't nominate focus group] × wave [T3]	-0.097	0.262	-0.143	0.386	-0.611 – 0.417	-0.901 – 0.615	0.711	581.237

Random Effects

σ^2	0.24
$\tau_{00\ Unique\_SoSciNu}$	0.22
ICC	0.48

$N_{Unique\_SoSciNu}$	240
Observations	821
Marginal R^2 / Conditional R^2	0.025 / 0.490

Table G.14

Linear Mixed Models Predicting Contact Avoidance from Relations to Focus Group Members and Time in the Intervention School (Grades 7-9)

	avoidance_all3groups							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	1.444	0.295	-0.602	0.346	0.865 – 2.024	-1.281 – 0.077	**<0.001**	512.966
rec relationstoFC [Nominated Focus group]	0.102	0.309	0.120	0.362	-0.506 – 0.710	-0.592 – 0.831	0.742	515.160
rec relationstoFC [Didn't nominate focus group]	0.486	0.303	0.570	0.355	-0.110 – 1.083	-0.128 – 1.268	0.110	514.528
wave [T1]	0.042	0.301	0.049	0.353	-0.550 – 0.634	-0.645 – 0.742	0.890	573.886
wave [T2]	0.319	0.301	0.374	0.353	-0.273 – 0.912	-0.319 – 1.067	0.290	573.886

wave [T3]	1.084	0.315	1.269	0.368	0.466 – 1.702	0.546 – 1.993	**0.001**	580.417
rec relationstoFC [Nominated Focus group] × wave [T1]	0.092	0.318	0.108	0.372	-0.531 – 0.716	-0.622 – 0.839	0.771	575.591
rec relationstoFC [Didn't nominate focus group] × wave [T1]	-0.003	0.311	-0.004	0.364	-0.614 – 0.607	-0.718 – 0.711	0.991	574.910
rec relationstoFC [Nominated Focus group] × wave [T2]	0.117	0.317	0.137	0.372	-0.507 – 0.740	-0.593 – 0.867	0.713	575.560
rec relationstoFC [Didn't nominate focus group] × wave [T2]	-0.098	0.311	-0.115	0.365	-0.710 – 0.514	-0.831 – 0.601	0.753	575.218
rec relationstoFC [Nominated Focus group] × wave [T3]	-0.520	0.331	-0.609	0.387	-1.169 – 0.129	-1.369 – 0.151	0.116	581.720
rec relationstoFC [Didn't nominate focus group] × wave [T3]	-0.852	0.324	-0.997	0.379	-1.488 – -0.215	-1.742 – -0.252	**0.009**	581.197

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu}$	0.33
ICC	0.48
$N_{\ Unique\_SoSciNu}$	240
Observations	821
Marginal R^2 / Conditional R^2	0.060 / 0.509

Table G.15

Linear Mixed Models Predicting Prescriptive Norms: Equality-Based Respect from Exposure to School-Wide Action and Time in the Intervention School

	p norms respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.318	0.048	0.170	0.066	4.223 – 4.412	0.040 – 0.300	**<0.001**	477.091
participation in schoolwide action [partial exposure]	0.022	0.077	0.031	0.105	-0.128 – 0.173	-0.176 – 0.237	0.771	1699.018

participation in schoolwide action [High exposure]	-0.009	0.084	-0.012	0.116	-0.174 – 0.157	-0.240 – 0.216	0.919	1511.898
wave [T1]	-0.086	0.057	-0.118	0.079	-0.198 – 0.026	-0.272 – 0.036	0.133	1193.051
wave [T2]	-0.270	0.056	-0.371	0.076	-0.379 – -0.161	-0.521 – -0.221	**<0.001**	1176.402
wave [T3]	-0.252	0.065	-0.347	0.089	-0.379 – -0.125	-0.522 – -0.172	**<0.001**	1771.054
participation in schoolwide action [partial exposure] Ã— wave [T1]	-0.042	0.092	-0.058	0.127	-0.223 – 0.139	-0.307 – 0.191	0.647	1180.813
participation in schoolwide action [High exposure] Ã— wave [T1]	0.190	0.101	0.262	0.140	-0.009 – 0.389	-0.012 – 0.536	0.061	1178.875
participation in schoolwide action [partial exposure] Ã— wave [T2]	0.000	0.090	0.000	0.124	-0.176 – 0.177	-0.243 – 0.244	0.997	1162.203
participation in schoolwide action [High exposure] Ã— wave [T2]	0.224	0.099	0.309	0.136	0.030 – 0.418	0.042 – 0.575	**0.023**	1158.022

participation in schoolwide action [partial exposure] Ã— wave [T3]	-0.044	0.103	-0.060	0.142	-0.246 – 0.159	-0.339 – 0.219	0.672	1766.718
participation in schoolwide action [High exposure] Ã— wave [T3]	0.061	0.110	0.084	0.152	-0.156 – 0.277	-0.214 – 0.381	0.582	1698.720

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu:specific\_classes}$	0.16
$\tau_{00\ specific\_classes}$	0.00
ICC	0.31
$N_{\ Unique\_SoSciNu}$	498
$N_{\ specific\_classes}$	40
Observations	1862
Marginal R^2 / Conditional R^2	0.028 / 0.332

Table G.16

Linear Mixed Models Predicting Descriptive Norms: Equality-Based Respect from Exposure to School-Wide Action and Time in the Intervention School

	d norms respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	3.776	0.051	0.079	0.069	3.675 – 3.878	-0.057 – 0.214	**<0.001**	348.795
participation in schoolwide action [partial exposure]	-0.065	0.079	-0.087	0.106	-0.220 – 0.090	-0.294 – 0.121	0.412	1689.679
participation in schoolwide action [High exposure]	0.112	0.088	0.150	0.117	-0.059 – 0.284	-0.079 – 0.380	0.199	1583.775
wave [T1]	-0.071	0.058	-0.094	0.077	-0.183 – 0.042	-0.245 – 0.057	0.220	1183.302
wave [T2]	-0.057	0.056	-0.076	0.075	-0.167 – 0.053	-0.223 – 0.071	0.313	1168.044
wave [T3]	-0.120	0.066	-0.161	0.089	-0.250 – 0.010	-0.335 – 0.014	0.071	1789.523
participation in schoolwide action [partial exposure] Ã— wave [T1]	0.168	0.093	0.224	0.124	-0.015 – 0.350	-0.020 – 0.468	0.072	1171.894

participation in schoolwide action [High exposure] Ã— wave [T1]	-0.102	0.102	-0.137	0.137	-0.303 – 0.099	-0.405 – 0.132	0.318	1169.927
participation in schoolwide action [partial exposure] Ã— wave [T2]	0.032	0.091	0.043	0.121	-0.146 – 0.211	-0.195 – 0.281	0.721	1154.626
participation in schoolwide action [High exposure] Ã— wave [T2]	-0.121	0.100	-0.161	0.133	-0.316 – 0.075	-0.422 – 0.100	0.226	1150.515
participation in schoolwide action [partial exposure] Ã— wave [T3]	0.018	0.105	0.024	0.141	-0.189 – 0.225	-0.253 – 0.300	0.866	1764.363
participation in schoolwide action [High exposure] Ã— wave [T3]	-0.233	0.112	-0.312	0.150	-0.454 – -0.013	-0.607 – -0.017	**0.038**	1695.730

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu:specific\_classes}$	0.19

$\tau_{00\ specific\_classes}$	0.01
ICC	0.35
$N_{\ Unique\_SoSciNu}$	498
$N_{\ specific\_classes}$	40
Observations	1862
Marginal R^2 / Conditional R^2	0.010 / 0.358

Table G.17

Linear Mixed Models Predicting Respect Attitudes from Exposure to School-Wide Action and Time in the Intervention School

	pa norms respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.743	0.047	0.226	0.066	4.650 – 4.837	0.097 – 0.355	**<0.001**	479.839

participation in schoolwide action [partial exposure]	0.049	0.076	0.068	0.105	-0.100 – 0.198	-0.139 – 0.275	0.521	1669.117
participation in schoolwide action [High exposure]	0.027	0.084	0.038	0.116	-0.137 – 0.192	-0.190 – 0.265	0.745	1450.245
wave [T1]	-0.132	0.056	-0.182	0.077	-0.241 – -0.022	-0.334 – -0.030	**0.019**	1184.536
wave [T2]	-0.319	0.054	-0.442	0.075	-0.426 – -0.212	-0.589 – -0.294	**<0.001**	1166.687
wave [T3]	-0.223	0.064	-0.309	0.089	-0.349 – -0.098	-0.483 – -0.135	**0.001**	1758.990
participation in schoolwide action [partial exposure] Ã— wave [T1]	-0.042	0.090	-0.058	0.125	-0.219 – 0.135	-0.303 – 0.188	0.644	1171.452
participation in schoolwide action [High exposure] Ã— wave [T1]	0.054	0.099	0.074	0.138	-0.141 – 0.248	-0.196 – 0.344	0.590	1169.358
participation in schoolwide action [partial exposure] Ã— wave [T2]	0.005	0.088	0.007	0.122	-0.168 – 0.177	-0.233 – 0.246	0.957	1153.021

participation in schoolwide action [High exposure] Ã— wave [T2]	0.022	0.097	0.030	0.134	-0.168 – 0.211	-0.233 – 0.292	0.824	1148.993
participation in schoolwide action [partial exposure] Ã— wave [T3]	-0.096	0.102	-0.132	0.141	-0.296 – 0.104	-0.409 – 0.145	0.349	1759.523
participation in schoolwide action [High exposure] Ã— wave [T3]	-0.123	0.109	-0.170	0.151	-0.337 – 0.091	-0.466 – 0.126	0.260	1693.900

Random Effects

σ^2	0.34
$\tau_{00\ Unique\_SoSciNu:specific\_classes}$	0.17
$\tau_{00\ specific\_classes}$	0.00
ICC	0.34
$N_{\ Unique\_SoSciNu}$	498
$N_{\ specific\_classes}$	40
Observations	1858

Marginal R^2 / Conditional R^2 0.032 / 0.360

Table G.18

Linear Mixed Models Predicting Outgroup Tolerance from Exposure to School-Wide Action and Time in the Intervention School

	tolerance all 3 groups							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.735	0.048	0.275	0.073	4.641 – 4.829	0.132 – 0.417	**<0.001**	932.472
participation in schoolwide action [partial exposure]	-0.144	0.078	-0.218	0.118	-0.297 – 0.009	-0.450 – 0.014	0.066	917.040
participation in schoolwide action [High exposure]	-0.044	0.087	-0.067	0.132	-0.215 – 0.127	-0.326 – 0.192	0.612	923.725
wave [T1]	-0.109	0.050	-0.166	0.076	-0.207 – -0.011	-0.315 – -0.017	**0.029**	1082.213
wave [T2]	-0.314	0.048	-0.477	0.073	-0.409 – -0.220	-0.621 – -0.333	**<0.001**	1072.233
wave [T3]	-0.319	0.051	-0.484	0.078	-0.419 – -0.218	-0.636 – -0.331	**<0.001**	1089.393

participation in schoolwide action [partial exposure] Ã— wave [T1]	0.069	0.081	0.105	0.123	-0.090 – 0.228	-0.136 – 0.346	0.394	1078.876
participation in schoolwide action [High exposure] Ã— wave [T1]	0.115	0.091	0.174	0.138	-0.063 – 0.293	-0.096 – 0.445	0.206	1080.241
participation in schoolwide action [partial exposure] Ã— wave [T2]	0.194	0.079	0.295	0.119	0.040 – 0.349	0.061 – 0.529	**0.014**	1069.283
participation in schoolwide action [High exposure] Ã— wave [T2]	0.236	0.088	0.358	0.133	0.064 – 0.408	0.097 – 0.620	**0.007**	1069.966
participation in schoolwide action [partial exposure] Ã— wave [T3]	0.202	0.083	0.306	0.126	0.039 – 0.364	0.059 – 0.553	**0.015**	1085.962
participation in schoolwide action [High exposure] Ã— wave [T3]	0.080	0.090	0.121	0.137	-0.097 – 0.256	-0.147 – 0.389	0.377	1078.505

Random Effects

σ^2	0.22
$\tau_{00\ Unique\_SoSciNu}$	0.21
ICC	0.49
$N_{\ Unique\_SoSciNu}$	396
Observations	1468
Marginal R^2 / Conditional R^2	0.030 / 0.506

Table G.19

Linear Mixed Models Predicting Contact Avoidance from Exposure to School-Wide Action and Time in the Intervention School

	avoidance all 3 groups							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	1.824	0.071	-0.167	0.085	1.685 – 1.964	-0.334 – -0.000	**<0.001**	567.883
participation in schoolwide action [partial exposure]	-0.253	0.121	-0.302	0.145	-0.491 – -0.015	-0.586 – -0.018	**0.037**	554.970

participation in schoolwide action [High exposure]	0.005	0.148	0.006	0.176	-0.285 – 0.295	-0.340 – 0.353	0.971	559.645
wave [T1]	0.064	0.073	0.076	0.087	-0.080 – 0.207	-0.095 – 0.247	0.384	685.011
wave [T2]	0.269	0.070	0.321	0.084	0.131 – 0.406	0.156 – 0.485	**<0.001**	676.720
wave [T3]	0.353	0.075	0.421	0.089	0.207 – 0.499	0.247 – 0.596	**<0.001**	688.280
participation in schoolwide action [partial exposure] Ã— wave [T1]	0.214	0.124	0.255	0.148	-0.029 – 0.456	-0.035 – 0.545	0.084	682.013
participation in schoolwide action [High exposure] Ã— wave [T1]	-0.079	0.151	-0.094	0.181	-0.376 – 0.218	-0.449 – 0.260	0.602	683.336
participation in schoolwide action [partial exposure] Ã— wave [T2]	0.137	0.119	0.163	0.142	-0.097 – 0.371	-0.116 – 0.443	0.251	674.821
participation in schoolwide action [High exposure] Ã— wave [T2]	0.084	0.145	0.100	0.173	-0.201 – 0.369	-0.240 – 0.441	0.562	675.303

participation in schoolwide action [partial exposure] Ã— wave [T3]	0.124	0.127	0.148	0.152	-0.126 – 0.373	-0.150 – 0.446	0.330	686.384
participation in schoolwide action [High exposure] Ã— wave [T3]	0.022	0.149	0.026	0.178	-0.271 – 0.314	-0.324 – 0.375	0.885	681.029

Random Effects

σ^2	0.33
$\tau_{00\ Unique\_SoSciNu}$	0.35
ICC	0.52
$N_{\ Unique\_SoSciNu}$	255
Observations	936
Marginal R^2 / Conditional R^2	0.043 / 0.538

Appendix H: Details curriculum and activity guide of Together for Tolerance

Phase I: Grundlagen der Zusammenarbeit schaffen

Sitzung 1: Kennenlernen der Gruppe und Vorstellung des Projektes - Introduction and getting to know activities (1)

Sitzung 2: Teambuilding - Introduction and getting to know activities (2)

Phase II: Grundprinzipien für ein tolerantes Miteinander erarbeiten – (Respekt (equality-based respect), Toleranz, Perspektivwechsel und Empathie)

Sitzung 3: Respekt (Equality-based respect) - Respect and tolerance (in the school), problems regarding (dis)respect in our school

Sitzung 4: Perspektivwechsel and Dialog - Problems in our school (with a focus on group relations)? How can respect help us overcome different problems?

Phase III: Probleme analysieren und Lösungsansätze finden

Sitzung 5: Miteinander füreinander an unserer Schule - Crafting norms of respect: setting norms of respect for our school, how do we react to disrespectful behavior? How can we promote respectful behavior?

Sitzung 6: Probleme identifizieren und Lösungen erarbeiten

Phase IV: Gemeinsame Ideen entwickeln

Sitzung 7: Planung einer Aktion Part 1 - Planning school-wide intervention (1)

Sitzung 8: Planung einer Aktion Part 2 - Planning school-wide intervention (2)

Phase V: Umsetzung einer schulweiten Aktion

Sitzung 9: Umsetzung einer Aktion (begleitende Sitzung) - Implementation of the intervention (open session to assist the students: discussing the intervention, solving problems they might encounter)
Sitzung 10: Reflexion der Gruppenarbeit und der schulweiten Aktion - Concluding session: Reflecting on the activity, how can we continue promoting or maintaining respect in our school in daily lives?

Session 1 & 2: Kennenlernen der Gruppe und Vorstellung des Projektes & Teambuilding

Sitzung 1: Kennenlernen der Gruppe und Vorstellung des Projektes 28.04.2022 13:15 – 14:30 Uhr				
Zeit	**Min‘**	**Thema**	**Verantwortung**	**Materialien**
13:15-13:30	15‘	**Begrüßung** **Kennenlernrunde** ➔ Vernetzt-Spiel	JL & SW	Hoberman Modell, Roter Faden
13:30-13:50	20‘	**Projektvorstellung (Input)** - Poster mit Zielen, Struktur, Sitzungen, Zeitplan des Projektes	JL&SW	Poster mit Phasen & Zeitplan
13:50-14:10	20‘	**Gruppengespräch und Make change box** - Konzept der Influencer*in (social referent) erklären - Rollenverständnis von Change Makern erklären/ Bedeutung der Gruppe hervorheben ➔ Make change Box einführen	JL & SW	Make Change Box (Große Box und Karten)
14:10-14:25	15‘	**Erwartungen gemeinsam erarbeiten und festhalten** - Abfragen von Erwartungen - Motivation zur Beteiligung fördern - Poster gestalten	JL&SW	Poster etc.
14:25-	20‘	**Pause** - Draußen Selfies ohne Maske machen	JL&SW	Instax und Filme

Sitzung 2: Teambuilding 28.02.2022 14:45 – 16:00 Uhr				
14:45-15:15	30‘	**Brückenbau** ➔ Leonardo Brücke bauen (mit Reden)	JL & SW	Holzstäbe
15:15-15:30	15‘	**Reflexion** Message: we can achieve more when we work together	JL & SW	
15:30-15:45	15‘	**Regeln für Zusammenarbeit** - Umgangsregeln gemeinsam festhalten - Poster gestalten	JL & SW	Poster, Stifte etc.
15:45-16:00	15‘	**Abschluss: Fünffinger-Feedback** - (Was war gut, was hat mich zum Nachdenken gebracht, was war nicht so gut, was nehme ich mit, was kam zu kurz) - Ausblick auf nächste Sitzung	JL & SW	

Sitzung 3: Kennenlernen der Gruppe und Vorstellung des Projektes 03.05.2022 13:15 – 14:30 Uhr				
Zeit	**Min‘**	**Thema**	**Verantwortung**	**Materialien**
13:15-13:25	10‘	**Begrüßung** **Check-in**	SW+JL	
13:25-13:40	15‘	***Respekt miteinander reden. Einander anerkennen.*** ➔ 3 Hashtags zum Mitnehmen aus dem Video Reflexionsfragen: Was bedeutet für euch Respekt? Wie kann man anderen Respekt zeigen?		https://www.youtube.com/watch?v=Ak-eTNquCbg Poster, Stifte [Überleitung: Respekt bedeutet anderen zuzuhören und so miteinander umzugehen, dass andere nicht verletzt werden. Manchmal gibt es aber auch Missverständnisse und nicht alles was wir sagen oder hören, war so gemeint, wie wir es selbst verstehen.]
13:40-14:10	30‘	***Kommunikation nach dem Vier-Seiten-Modell von Schulz von Thun*** - Rollenspiel Juliane & Sandrine - Arbeitsblatt mit Beispielen		Sprüchen Stühle, Stift, Papier
14:10-14:20	10	**Übung „Auf Anweisung“** Schüler*innen bekommen Anweisungen für eine Zeichnung und müssen etwas zeichnen, ohne das fertige Bild zu kennen.		Stühle, Stift, Papier
14:20-14:30	10‘	**Abschluss mit kurzer Feedbackmethode**		

Sitzung 4: Perspektivwechsel and Dialog 11.05.2022 10:45 – 12:00 Uhr				
Zeit	**Min‘**	**Thema**	**Verantwortung**	**Materialien**
10:45-11:00	15‘	**Begrüßung** **Check-in**	SW	
11:00-11:20	20‘	**Musikstühle** - A: Ohne Regeln - B: Mind. Zwei Argumente des Gegenübers aufgreifen - C: Körperhaltung ändern		Stühle, Musikbox, Playlist Diskussionsfragen/Statements
11:20-11:30	10‘	**Reflexion** - Wie hat sich das angefühlt? Was war leicht oder schwer?		
11:30-11:55	25‘	**Verhaltenskodex erarbeiten und Poster gestalten:** ➔ Gemeinsam Prinzipien für ein gutes Miteinander sammeln *Wie gehen wir mit Konflikten und Meinungsverschiedenheiten um?*		Poster, Stifte etc. Mögliche Formulierung für Kodex:

		Wie können wir Perspektivwechsel anregen? *Wie können wir ein Verständnis für die Gefühle anderer schaffen? [Empathie]*		- Eigene Meinung artikulieren - Meinungen anderer aufnehmen, ohne direkt zu reagieren.
11:55-12:00	05‘	**Feedback und Abschluss**		

Sitzung 5: Miteinander füreinander an unserer Schule **17.05.2022 10:45 – 12:00 Uhr**				
Zeit	**Min‘**	**Thema**	**Verantwortung**	**Materialien**
10:45-10:55	10‘	**Begrüßung** **Check-in**	SW	
10:55-11:05	10‘	**Bank of Behavior** (Einzelarbeit)		Handout „Haltung haben – Haltung zeigen!“
11:05-11:20	15‘	**Make Change Box** - Gesammelte Erwartungen und Gedanken ansprechen - Informationen aus der ersten Befragungswelle teilen (Zu Polarisierung an der Schule und Konflikten zwischen Gruppen		Make Change Box [Passt das, was ihr für eure Freund*innen tun würdet mit dem zusammen, was ihr euch für die Schule wünscht?]
11:20-11:45	25‘	**Kleingruppenarbeit** Probleme der Schule erarbeiten		Stifte, Karten

11:40-11:55	15‘	**Plenum** Zusammentragen der Ergebnisse		
11:55-12:00	05‘	**Feedback und Abschluss**		

Sitzung 6: Probleme identifizieren und Lösungen erarbeiten **25.05.2022 13:15 – 14:30 Uhr**				
Zeit	**Min‘**	**Thema**	**Verantwortung**	**Materialien**
13:15-13:25	10‘	**Begrüßung** **Check-in**		
13:25-13:40	15‘	**Übung: Haltung zeigen?!** - Gemeinsame Diskussion von Lösungsansätzen		3 Fragen aus dem Spiel: Was ist Zivilcourage? Fragen anpassen und 3 Fragen vorab auswählen [Pro Frage 5 Min.]
13.40-14:00	20‘	**Kleingruppenarbeit: Crafting Norms und Vision Board** - Positiven Verhaltenskodex für Schule formulieren: *Was braucht es für eine bessere Atmosphäre im Schullalltag?* *Welche Regeln brauchen wir für ein gutes Miteinander?*		Make Change Box Zettel an einer Wäscheleine aufhängen. Bank of Behaviour

		- *Individuelle Lösungen von der Bank of Behaviour auf die schulische Ebene übertragen.*		Crafting Norms nach Paluck, Poster, Stifte, Karten mit Motiven (negativ, positiv)
14:00-14:20	20´	**Vision Board** Gemeinsam gestalten		Vision Board, Poster, Stifte, Karten
14:20-14:30	10‘	**Feedback und Abschluss**		

Sitzung 7: Planung der Aktion Part 1 31.05.2022 08:15 – 09:30 Uhr				
Zeit	**Min‘**	**Thema**	**Verantwortung**	**Materialien**
08:15-08:25	10‘	**Begrüßung** **Check-in**		
08:25-08:45	20‘	**Brainstorming** - 635-Methode - Bei Bedarf Vorschläge/ Beispiele geben (Roots Prg) *Welche Probleme wollen wir adressieren? Was soll sich ändern? Wie machen wir darauf aufmerksam?*		Roots Programm, Poster, Washi-Tape, Aufkleber, Marker, Flipchart, Stifte

08:45-09:05	20‘	**Kleingruppenarbeit**		
09:05-09:25	20‘	**Aufgabenverteilung und Zeitplan festhalten** ➔ Zeitstrahl		Zeitstrahl auf langem Poster, Bilder von Sitzung 1
09:25 09:30	5‘	**Feedback und Abschluss**		

Sitzung 8: Planung der Aktion Part 2 09.06.2022 13:15 – 14:30 Uhr				
Zeit	**Min‘**	**Thema**	**Verantwortung**	**Materialien**
13:15-13:25	10‘	**Begrüßung** **Check-in**		
13:25-13:55	30‘	**Aktuelles Update der Aktion:** - Wie läuft die Planung bisher? - Was klappt gut und wo gibt es Probleme? - Welche Materialien werden benötigt?		Flipchart

		- Welche Kanäle sollen verwendet werden, um Schulweite Aktion zu bewerben (z.B. Social Media, Schülerzeitung, Plakate aufhängen, Lehrerbrief...)		
13:55-14:00	5´	**Energizer (z.B. Fan-Schnick-Schnack)**		
14:00-14:20	20‘	**Aufgabenverteilung schriftlich festhalten** ➔ Zeitstrahl updaten		Zeitstrahl, Karten, Stifte, Fotos aus Sitzung 1
14:20-14:30	10‘	**Feedback und Abschluss**		

Sitzung 9: Umsetzung einer Aktion (begleitende Sitzung) – evtl. Projekttag **15.06.2022 13:15 – 14:30 Uhr**				
Zeit	**Min‘**	**Thema**	**Verantwortung**	**Materialien**
13:15-13:30	15‘	**Begrüßung** **Check-in**		
13:30-14:05	35‘	**Umsetzung der Aktion & Organisatorische Unterstützung**		Flipchart, Stifte, Marker, Karten

				Social Media Account VNB/IGS
14:05-14:20	15‘	**Reflexion und Erwartungen**		
14:20-14:30	10‘	**Feedback und Abschluss**		

Sitzung 10: Reflexion der Gruppenarbeit und der schulweiten Aktion **23.06.2022 10:45 – 12:00 Uhr**				
Zeit	**Min**	**Thema**	**Verantwortung**	**Materialien**
10:45-10:55	10‘	**Begrüßung** **Check-in**		
10:55-11:15	20‘	**Rückblick auf das Projekt** - Rückblick auf die letzten Wochen und Ausblick auf das nächste Schuljahr? - Wie können die Ideen nachhaltig implementiert werden? ➔ Mit Lehrer*innen oder Schulsozialarbeiter*innen		Vision Board, Mind-Map,
11:15-11:30	15‘	**Bericht für Schulwebsite/VNB-Insta** Wer hat Lust etwas zu gestalten?		Social Media Account

11:30-11:40	10‘	**Zertifikat/ Bescheinigung für Teilnahme aushändigen**		Zertifikate + kleines Geschenk
11:40-12:00	20‘	**Feedback und Abschluss** - Rucksack Feedback - Feedback Stationen Poster, Stifte, Motive (Wolke, Sonne, Ballon), Karten		Zettel für Rücken, Poster, Motive, Klebepunkte, Stifte

Appendix I: Social Network Analysis

Table I.1

Global Centrality Measures, EI (Homophily) and Jaccard Indices, and Social Referent Status Across Waves

Parameter	T0	T1	T2	T3
Global centrality parameters				
Degree centrality				
Indegree	.014	.017	.015	.013
Outdegree	.031	.028	.029	.025
Betweeness centrality	.086	.086	.081	.064
Transitivity	.390	.396	.417	.420
Eigenvector centrality	.969	.966	.972	.981
EI Indices for vertex attributes				
Grade (5-13)	-.852	-.844	-.867	-.859
Gender (male/female)	-.674	-.699	-.678	-.650
Socioeconomic status (high/low)	.553	.553	.552	.569
Migration Background (with/without)	-.269	-.315	-.295	-.354
Number of social referents retained (from T0)	31 (100%)	14 (45%)	6 (19%)	8 (26%)
Number of focus group members maintaining status (from T0)	16 (100%)	8 (50%)	2 (25%)	6 (38%)
Jaccard indices:				
T1	.396			
T2	.312	.402		
T3	.302	.368	.400	

Appendix J: Focus Group Feedback

Table J.1

Descriptive Statistics: Focus Group Feedback at T1 (Mid-Intervention)

	vars	n	mean	sd	median	trimmed	mad	min	max	range	skew	kurtosis	se
FF02_01_sat_intervention	1	14	4.571	1.089	5	4.833	0	1	5	4	-2.489	5.28	0.291
FF02_02_sat_meetings	2	14	4.571	1.089	5	4.833	0	1	5	4	-2.489	5.28	0.291
FF02_03_sat_activities	3	14	4.357	1.082	5	4.583	0	1	5	4	-2.028	3.7	0.289
FF02_04_sat_content	4	14	4.5	1.092	5	4.75	0	1	5	4	-2.304	4.581	0.292
FF02_05_sat_facilitation	5	14	4.714	1.069	5	5	0	1	5	4	-2.978	7.413	0.286
FF03_01_exp_positive	6	14	9.429	0.756	10	9.5	0	8	10	2	-0.769	-0.962	0.202
FF05_05_expressopinion	7	14	4.5	0.519	4.5	4.5	0.741	4	5	1	0	-2.138	0.139
FF05_01_feltrespected	8	14	4.857	0.363	5	4.917	0	4	5	1	-1.826	1.455	0.097
FF05_02_feltsafe	9	14	4.786	0.426	5	4.833	0	4	5	1	-1.246	-0.466	0.114
FF05_03_feltheard	10	14	4.571	0.646	5	4.667	0	3	5	2	-1.037	-0.203	0.173
FF05_04_feltimportant	11	14	4.429	0.646	4.5	4.5	0.741	3	5	2	-0.551	-0.905	0.173
FF09_02_pimp_tolerance	12	14	4.714	0.469	5	4.75	0	4	5	1	-0.849	-1.362	0.125
FF09_03_pimp_TfT	13	14	4.857	0.363	5	4.917	0	4	5	1	-1.826	1.455	0.097
FF09_04_pefficacy	14	14	4.214	0.802	4	4.25	1.483	3	5	2	-0.348	-1.476	0.214
FF10_01_personalchange	15	14	4	0.877	4	4.083	0.741	2	5	3	-0.635	-0.344	0.234
FF10_02_focusgroupchange	16	14	4.214	0.699	4	4.25	0.741	3	5	2	-0.256	-1.128	0.187

Table J.2

Descriptive Statistics: Focus Group Feedback at T2 (Post-Intervention)

	vars	n	mean	sd	median	trimmed	mad	min	max	range	skew	kurtosis	se
FF02_01_sat_intervention	1	13	5	0	5	5	0	5	5	0	#N/A	#N/A	0
FF02_02_sat_meetings	2	13	4.923	0.277	5	5	0	4	5	1	-2.816	6.444	0.077
FF02_03_sat_activities	3	13	4.846	0.376	5	4.909	0	4	5	1	-1.702	0.989	0.104
FF02_04_sat_content	4	13	4.923	0.277	5	5	0	4	5	1	-2.816	6.444	0.077
FF02_05_sat_facilitation	5	13	5	0	5	5	0	5	5	0	#N/A	#N/A	0
FF03_01_exp_positive	6	13	9.846	0.376	10	9.909	0	9	10	1	-1.702	0.989	0.104
FF05_05_expressopinion	7	13	4.692	0.48	5	4.727	0	4	5	1	-0.739	-1.556	0.133
FF05_01_feltrespected	8	13	4.846	0.376	5	4.909	0	4	5	1	-1.702	0.989	0.104
FF05_02_feltsafe	9	13	4.692	0.63	5	4.818	0	3	5	2	-1.602	1.262	0.175
FF05_03_feltheard	10	13	4.462	0.877	5	4.545	0	3	5	2	-0.919	-1.116	0.243
FF05_04_feltimportant	11	13	4.462	0.776	5	4.545	0	3	5	2	-0.87	-0.895	0.215
FF09_02_pimp_tolerance	12	13	4.846	0.376	5	4.909	0	4	5	1	-1.702	0.989	0.104
FF09_03_pimp_TfT	13	13	4.538	0.66	5	4.636	0	3	5	2	-0.93	-0.449	0.183
FF09_04_pefficacy	14	13	4.385	0.768	5	4.455	0	3	5	2	-0.663	-1.133	0.213
FF10_01_personalchange	15	13	3.923	0.862	4	3.909	1.483	3	5	2	0.128	-1.746	0.239
FF10_02_focusgroupchange	16	13	4.231	0.832	4	4.273	1.483	3	5	2	-0.389	-1.556	0.231
FF11_01_onlyw3_pimp_action	17	13	4.385	0.506	4	4.364	0	4	5	1	0.421	-1.956	0.14
FF11_02_onlyw3_pimp_actionschool	18	13	4.154	0.801	4	4.182	1.483	3	5	2	-0.239	-1.524	0.222
FF11_03_onlyw3_pefficacy_action	19	13	4	0.816	4	4	1.483	3	5	2	0	-1.615	0.226
FF12_01_onlyw3_personalcontribution	20	13	4	0.707	4	4	0	3	5	2	0	-1.154	0.196
FF13_01_onlyw3_sat_action	21	13	4.692	0.48	5	4.727	0	4	5	1	-0.739	-1.556	0.133

Appendix K: Participation in the School-Wide Actions

Almost 38% of the respondents in T2 reported to have taken part in the in-school exhibition of diversity, and 35% took part in the online event. Participation in the exhibition seems to have been more frequent for grades 5-7 (between 45% to 55%), compared to higher grades (< 32%). In the online exhibition, more than 40% in grades 5, 7, and 8 participated, but only 4% in grade 11. Participation in the exhibition was slightly higher among individuals with initial high respect attitudes (40%) compared to low attitudes (31%), although the differences are not statistically significant, and no similar differences were found pertaining to the online event. Overall, slightly less than half of the school (49%) did not attend any event in the school-wide action (later considered as "low exposure"), compared to 29% who attended one event ("partial exposure"), and only 22% who attended both events ("high exposure"). Participation rates were therefore below expectation and rather low, which could have posed a great challenge on dissemination equality-based respect norms in the school.

Descriptive statistics on whole-school feedback items are available below. Average familiarity with the intervention increased from only 19% of students reporting to be well familiar with the intervention in mid-intervention (M = 2.758, SD = 1.112) to 33% after the action week (M = 3.083, SD = 1.120), t(446) = -5.310, p < .001, d = -0.251, 95% CI [-0.345, -0.157]. Consistently, students also communicated more with their schoolmates about together for tolerance at T2 (Mean frequency of communication = 1.951, SD = 0.861) compared to T1 (M = 1.738, SD = 0.770), t(556) = -4.626, p < .001, d = -0.219 [-0.312, -0.125]. In both occasions, about two-thirds of the students characterized their communication with others about Together for tolerance as always or mostly positive, compared to less than 30% whose communication was "sometimes negative, sometimes positive" and less than 7% who communicated mostly or always negatively. Students' average overall attitude toward the intervention was similar in both T1 (on a scale from 1 to 10: M = 6.782, SD = 1.954) and T2

(M = 6.899, SD = 1.904), t(446) = -1.156, p = .248. Moreover, among those with high exposure to the action, average satisfaction from the exhibition (M = 3.845, SD = 0.997) and the online event (M = 3.836, SD = 1.097) at T2 was high (above the scale mid-point of 3), with no significant difference in satisfaction between the two events in the action week, t(109) = 0.106, p = .916. Pertaining to perceived efficacy, 47% and 46% in T1 and T2, respectively, were indifferent regarding the ability of the program to change how students interact with each other at the school, while 26% and 30%, respectively, believed that the program is about to make a large positive change, with no significant difference between mid-intervention (M = 3.04, SD = 1.037) and post-intervention (M = 3.049, SD = 1.038) average efficacy, t(446) = -0.171, p = .865. Among high exposed students, perceived efficacy of the events was equal and quite high on average (exhibition: M = 3.682, SD = 1.116; online event: M = 3.645, SD = 1.146), t(109) = 0.470, p = .639.

Finally, subgroup analysis (see Appendix X) indicated that overall satisfaction in the school from the intervention at T2 was significantly lower among7-9 graders (EMM = 6.254, SE = 0.166) compared to among 5-6 graders (EMM = 7.266, SE = 0.212),), p < .001, d = 0.456, 95% CI [0.312, 0.781], and compared to grades 10 and above (EMM = 7.152, SE = 0.292), p = .004, d = -0.485, 95% CI [-0.784, -0.185]. Moreover, higher initial respect attitude was associated with higher satisfaction (EMM = 7.310, SE = 0.137) compared to low respect (EMM = 6.471, SE = 0.279), p = .002, d = -0.453, 95% CI [-0.742, -0.163]. Finally, those with partial exposure to the intervention (EMM = 7.252, SE = 0.259) were significantly more satisfied than low exposure students (EMM = 6.538, SE = 0.200), p = .048, d = -0.380, 95% CI [-0.696, -0.064], while high exposure (EMM = 6.892, SE = 0.304) was not different from the other two exposure groups in terms of overall satisfaction (ps > .541).

Table K.1

Participation in School-Wide Action: Exhibition

	Participated (N=187)	Did not Participate (N=311)
Class		
5	48 (55.2%)	39 (44.8%)
6	46 (45.1%)	56 (54.9%)
7	36 (47.4%)	40 (52.6%)
8	25 (31.6%)	54 (68.4%)
9	19 (25.0%)	57 (75.0%)
10	5 (18.5%)	22 (81.5%)
11	1 (4.3%)	22 (95.7%)
12	7 (25.0%)	21 (75.0%)
13	0 (NaN%)	0 (NaN%)
Gender		
Male	92 (36.4%)	161 (63.6%)
Female + Other	90 (38.6%)	143 (61.4%)
Migration Background		
no migration background	106 (35.7%)	191 (64.3%)
with migration background	74 (41.1%)	106 (58.9%)
Initial Respect Attitudes		
LOW	22 (31.4%)	48 (68.6%)
HIGH	158 (39.6%)	241 (60.4%)
Relations to Focus-group members		
Focus group	0 (NaN%)	0 (NaN%)
Nominated Focus group	37 (34.9%)	69 (65.1%)
Didn't nominate focus group	150 (38.3%)	242 (61.7%)

Table K.2

Participation in School-Wide Action: Online Event

	1 (N=176)	2 (N=322)
Class		
5	42 (48.3%)	45 (51.7%)
6	36 (35.3%)	66 (64.7%)
7	32 (42.1%)	44 (57.9%)
8	43 (54.4%)	36 (45.6%)
9	14 (18.4%)	62 (81.6%)

	1 (N=176)	2 (N=322)
10	4 (14.8%)	23 (85.2%)
11	1 (4.3%)	22 (95.7%)
12	4 (14.3%)	24 (85.7%)
13	0 (NaN%)	0 (NaN%)
Gender		
Male	97 (38.3%)	156 (61.7%)
Female + Other	77 (33.0%)	156 (67.0%)
Migration background		
no migration background	103 (34.7%)	194 (65.3%)
with migration background	65 (36.1%)	115 (63.9%)
Initial respect attitudes		
LOW	26 (37.1%)	44 (62.9%)
HIGH	144 (36.1%)	255 (63.9%)
Relations to focus group members		
Focus group	0 (NaN%)	0 (NaN%)
Nominated Focus group	38 (35.8%)	68 (64.2%)
Didn't nominate focus group	138 (35.2%)	254 (64.8%)

Table K.3

Participation in School-Wide Action: Both Events

	No exposure (N=244)	partial exposure (N=145)	High exposure (N=109)
Class			
5	31 (35.6%)	22 (25.3%)	34 (39.1%)
6	42 (41.2%)	38 (37.3%)	22 (21.6%)
7	30 (39.5%)	24 (31.6%)	22 (28.9%)
8	31 (39.2%)	28 (35.4%)	20 (25.3%)
9	49 (64.5%)	21 (27.6%)	6 (7.9%)
10	21 (77.8%)	3 (11.1%)	3 (11.1%)
11	21 (91.3%)	2 (8.7%)	0 (0.0%)
12	19 (67.9%)	7 (25.0%)	2 (7.1%)
13	0 (NaN%)	0 (NaN%)	0 (NaN%)
Gender			
Male	124 (49.0%)	69 (27.3%)	60 (23.7%)
Female + other	114 (48.9%)	71 (30.5%)	48 (20.6%)
Migration Background			
no migration background	153 (51.5%)	79 (26.6%)	65 (21.9%)
with migration background	83 (46.1%)	55 (30.6%)	42 (23.3%)

	No exposure (N=244)	partial exposure (N=145)	High exposure (N=109)
Initial respect attitudes			
LOW	35 (50.0%)	22 (31.4%)	13 (18.6%)
HIGH	189 (47.4%)	118 (29.6%)	92 (23.1%)
Relations to focus group members			
Focus group	0 (NaN%)	0 (NaN%)	0 (NaN%)
Nominated Focus group	52 (49.1%)	33 (31.1%)	21 (19.8%)
Didn’t nominate focus group	192 (49.0%)	112 (28.6%)	88 (22.4%)

Table K.4

Descriptive Statistics: School Feedback at T1

	vars	n	mean	sd	median	trimmed	mad	min	max	range	skew	kurtosis	se
FN01_01_familiaritywithintervention.x	1	610	2.654	1.11	3	2.623	1.483	1	5	4	0.07	-0.578	0.045
FN03_freq_com_int	2	610	1.698	0.759	2	1.58	1.483	1	4	3	1.036	0.932	0.031
FN04_com_int_negative	3	297	3.118	0.974	3	3.038	1.483	2	6	4	0.682	0.251	0.057
FN05_01_int_attitude	4	610	6.708	1.994	6.5	6.713	2.224	1	10	9	-0.239	0.151	0.081
FN06_01_int_efficacy	5	610	2.936	1.083	3	2.955	1.483	1	5	4	-0.214	-0.331	0.044

Table K.5

Descriptive Statistics: School Feedback at T2

	vars	n	mean	sd	median	trimmed	mad	min	max	range	skew	kurtosis	se
FN01_01_familiaritywithintervention.x	1	498	3.03	1.135	3	3.038	1.483	1	5	4	-0.158	-0.559	0.051
FN03_freq_com_int	2	498	1.94	0.861	2	1.855	1.483	1	4	3	0.644	-0.266	0.039
FN04_com_int_negative	3	272	3.176	0.944	3	3.11	1.483	2	6	4	0.483	-0.193	0.057
FN05_01_int_attitude	4	498	6.882	1.919	7	6.855	1.483	1	10	9	-0.031	-0.357	0.086
FN06_01_int_efficacy	5	498	3.028	1.036	3	3.072	1.483	1	5	4	-0.273	-0.205	0.046
FN08_01_attitude_exhibition	6	187	3.77	0.992	4	3.841	1.483	1	5	4	-0.55	0.079	0.073
FN09_01_attitude_online	7	177	3.599	1.169	4	3.692	1.483	1	5	4	-0.481	-0.623	0.088
FN11_01_efficact_exhibition	8	187	3.513	1.054	3	3.57	1.483	1	5	4	-0.309	-0.372	0.077
FN12_01_efficacy_online	9	177	3.401	1.198	3	3.497	1.483	1	5	4	-0.428	-0.591	0.09

Table K.5

Linear Regression Predicting Attitudes toward the Intervention from Subgroups

	Insgesamt Meinung: Nach dem, was du über die Prävention weißt, wie positiv oder negativ ist deine Einstellung zu ihr?							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	6.500	0.470	-0.196	0.242	5.577 – 7.423	-0.671 – 0.279	**<0.001**	424.000
rec gender AW [Female]	0.402	0.301	0.207	0.155	-0.190 – 0.993	-0.098 – 0.511	0.183	424.000
rec relationstoFC [Didn't nominate focus group]	-0.442	0.244	-0.228	0.126	-0.922 – 0.037	-0.475 – 0.019	0.071	424.000
rec_klasse_threegroups7-9 grades	-1.006	0.284	-0.518	0.146	-1.564 – -0.448	-0.805 – -0.231	**<0.001**	424.000
rec klasse threegroups [grades 10 and above]	0.087	0.382	0.045	0.197	-0.664 – 0.838	-0.342 – 0.431	0.821	424.000

rec migrationbackground AW [with migration background]	-0.134	0.188	-0.069	0.097	-0.503 – 0.236	-0.259 – 0.122	0.478	424.000
prior respect attitudes [HIGH]	1.001	0.363	0.515	0.187	0.288 – 1.714	0.148 – 0.882	**0.006**	424.000
participation in schoolwide action [partial exposure]	1.184	0.544	0.609	0.280	0.114 – 2.253	0.059 – 1.160	**0.030**	424.000
participation in schoolwide action [High exposure]	0.118	0.617	0.061	0.317	-1.094 – 1.330	-0.563 – 0.684	0.849	424.000
prior respect attitudes [HIGH] × participation in schoolwide action [partial exposure]	-0.959	0.589	-0.493	0.303	-2.116 – 0.198	-1.089 – 0.102	0.104	424.000
prior respect attitudes [HIGH] × participation in schoolwide action [High exposure]	0.473	0.659	0.243	0.339	-0.822 – 1.768	-0.423 – 0.910	0.473	424.000

rec_gender_AWFemale:rec_klasse_threegroups7-9 grades	-0.012	0.400	-0.006	0.206	-0.799 – 0.775	-0.411 – 0.399	0.976	424.000
rec gender AW [Female] × rec klasse threegroups [grades 10 and above]	-0.400	0.530	-0.206	0.273	-1.443 – 0.642	-0.743 – 0.331	0.451	424.000
Observations	437							
R^2 / R^2 adjusted	0.115 / 0.090							

Appendix L: Preliminary Analysis of Outcomes

Inspecting the distributions of outcome variables provides evidence for a ceiling effect, as that most students score at the top edge of the scales (or close to it) in the measures of respect attitudes, outgroup tolerance, and outgroup avoidance (See histograms below). A potential effect of the intervention on these outcomes is thus limited to begin with.

We examined potential selection bias pertaining to differences in students' characteristics between the intervention and comparison schools. Logistic regression on baseline scores in outcome variables predicting school belonging (see Table L.1) showed that the participants with higher SES and higher outgroup avoidance scores were less likely to be in the intervention school, but those with migration background who had higher average prescriptive norms of equality-based respect and outgroup tolerance, were more likely to be in the intervention school. The comparability of the schools across conditions was therefore not confirmed, and in terms of out outcome measures, it seems that the intervention school exhibits more favorable norm perceptions and attitudes. Considering these differences, analysis of intervention effects included control for demographic variables (gender, age, SES and migration background). This apparent selection bias also strengthens the importance of examine initial respect attitudes as a moderator of intervention effects.

Since Hypotheses 2 involved comparisons between subgroups within the intervention school, we carried out another logistic regression analysis to examine if initial performance on outcome variables predicted the group categories of social referents versus non-social referents (see Table L.2). The results suggested that those with higher tendencies to avoid contact with outgroups' members are also less likely to be social referents. There were no other significant predictors, which suggests that differences in norm perceptions and attitudes between social referents and other students were rather minimal.

Attrition between waves was considerable, mostly due to scheduling issues in the schools that made students and specific classes unavailable when data collection was held. To examine potential attrition bias that can account for or interact with intervention effects, we conducted a series of logistic regression models predicting status (retained or lost) from waves T_x from T_{x-1} main variables, separately for each school (see Tables L.3-6). The analysis found that male participants who were older and exhibited higher outgroup tolerance were less likely to be retained from T0 to T1 (n = 606), and more likely to be lost to mid-intervention testing at T1 (n = 116). A separate analysis found that older participants in the intervention school were also less likely to be retained from T0 to T2 (n = 499) and more likely to be lost at T2 (n = 223). Older age was associated with higher likelihood to be lost at T3 compared to T0 (n = 183), and lower likelihood to be retained (n = 539). In the control school, 432 retained participants from T0 to T2 were on average younger than 70 lost participants. Since attrition effects on outcome variables were mostly regarding demographics (age and gender) and outcome variables were mostly insignificant predictor of attrition, we concluded that attrition due to missingness or reluctance to participate did not pose a threat to the internal validity of the study, although age differences should be considered when interpreting the results.

Intergroup Tolerance: Three Socially-Relevant Groups

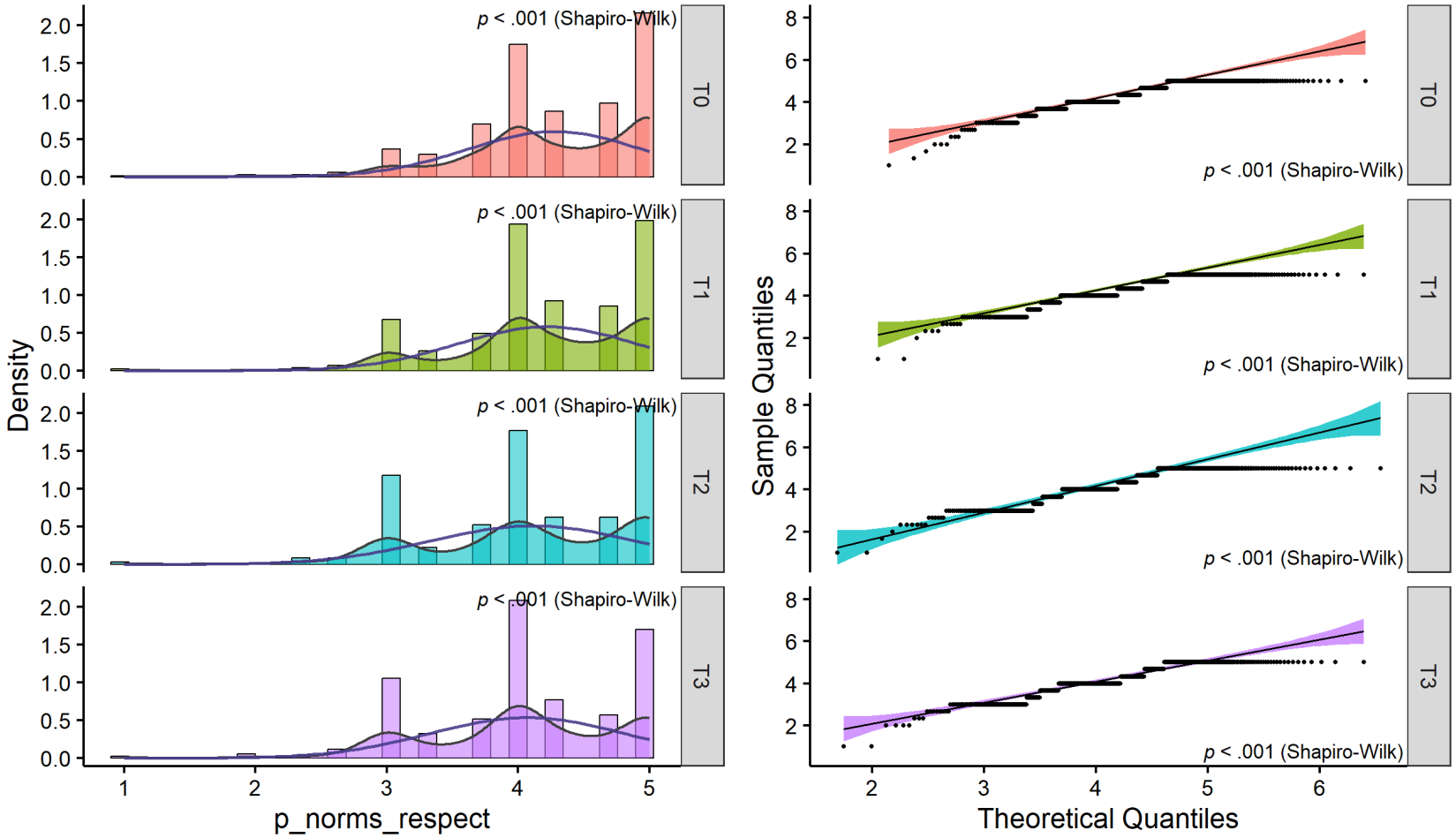
we measured tolerance and preference for contact avoidance toward three socially-relevant groups in the German society, namely Jews, Muslims, and Russians (see Appendix L). Muslims are the largest religious minority in the country and Islamophobia and anti-Muslims discrimination in schools continues to affect the social and academic functioning of students of Muslim denomination, who often also belong to ethnic minorities (Knauer, 2019). In parallel, anti-Semitic verbal and physical attacks are increasing in Germany (AJC, 2022) and the atmosphere against Jewish students is hostile and pervasive. In addition, anti-Semitic slurs are common even in the absence of Jewish students (Bernstein, 2020). Finally, the

Ukraine war that broke right before we started the intervention may lead to hostility against Russian-speaking people in Germany and students of Russian origin may be particularly vulnerable (e.g., Bruhn, 2022).

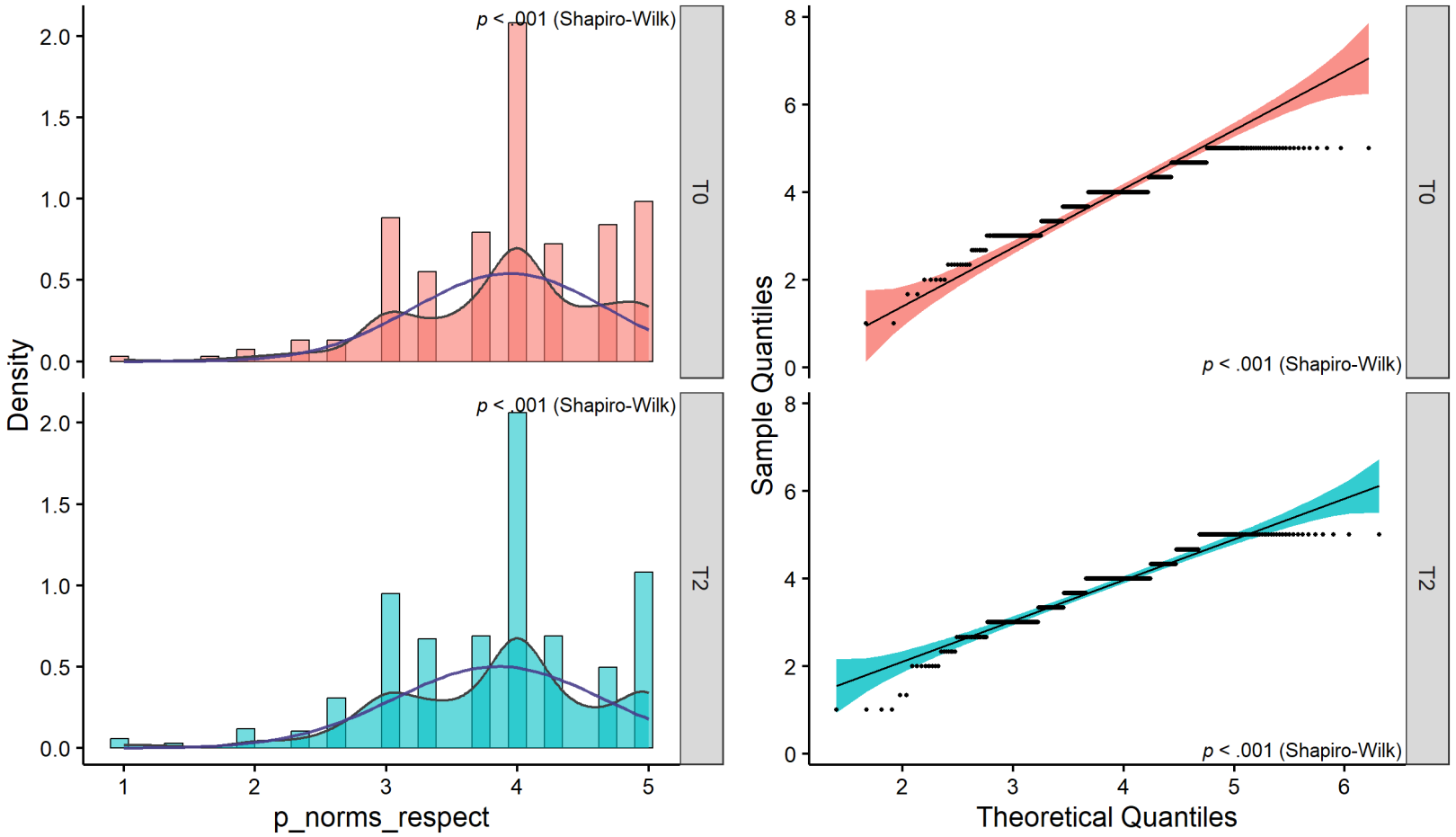
Scale Histograms

Prescriptive norms: Equality based respect

Intervention school:

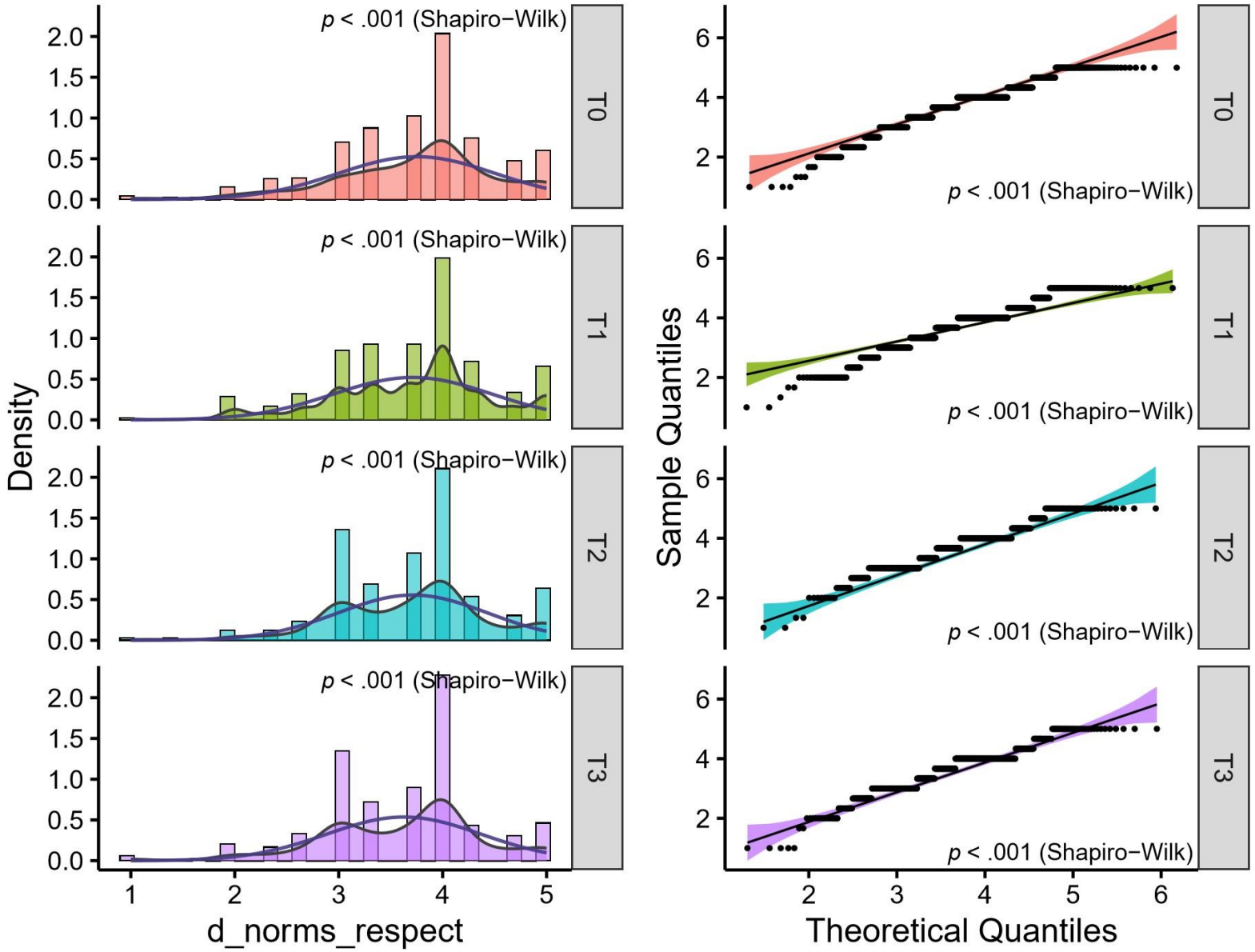


Comparison school:

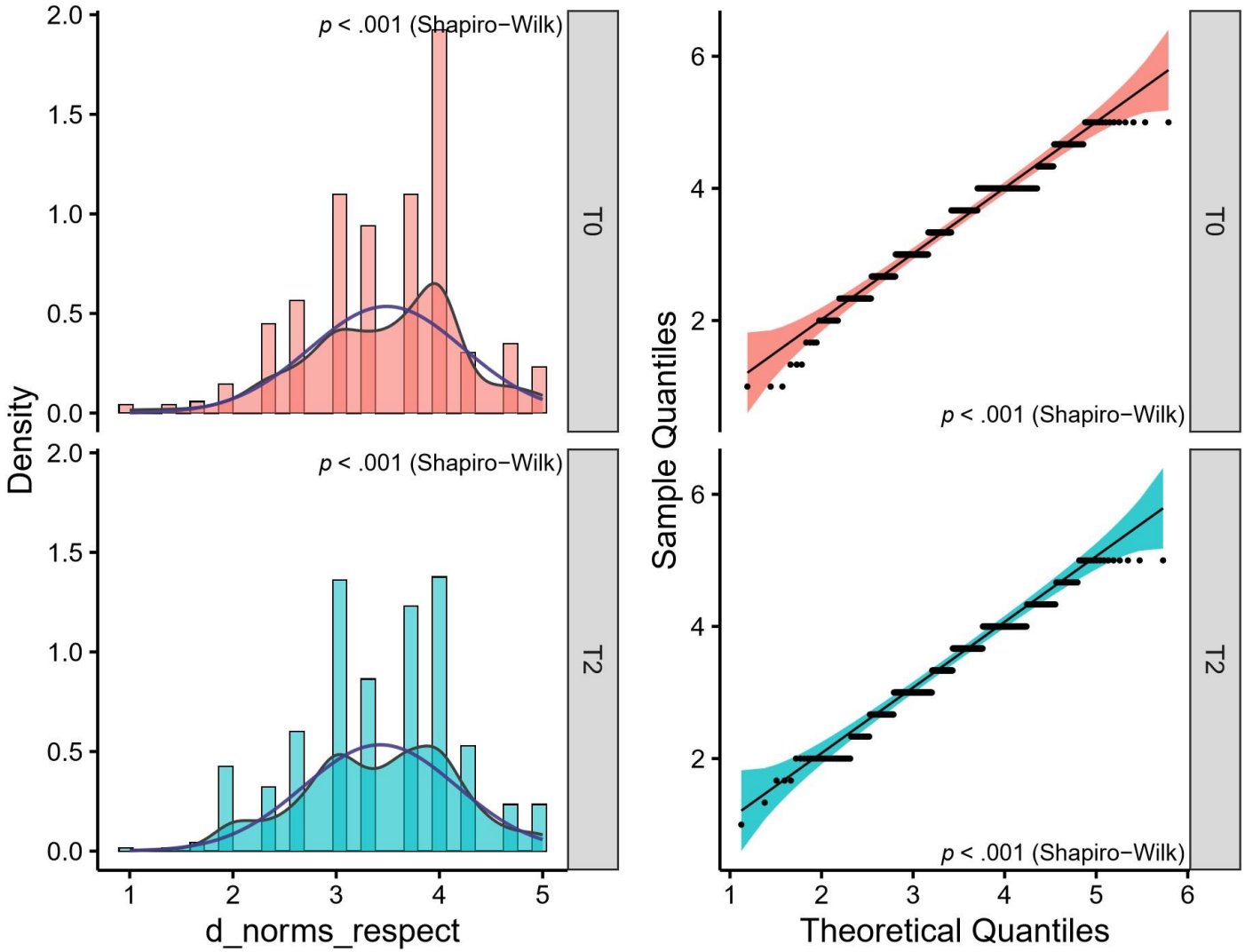


Descriptive norms: Equality-based respect

Intervention school

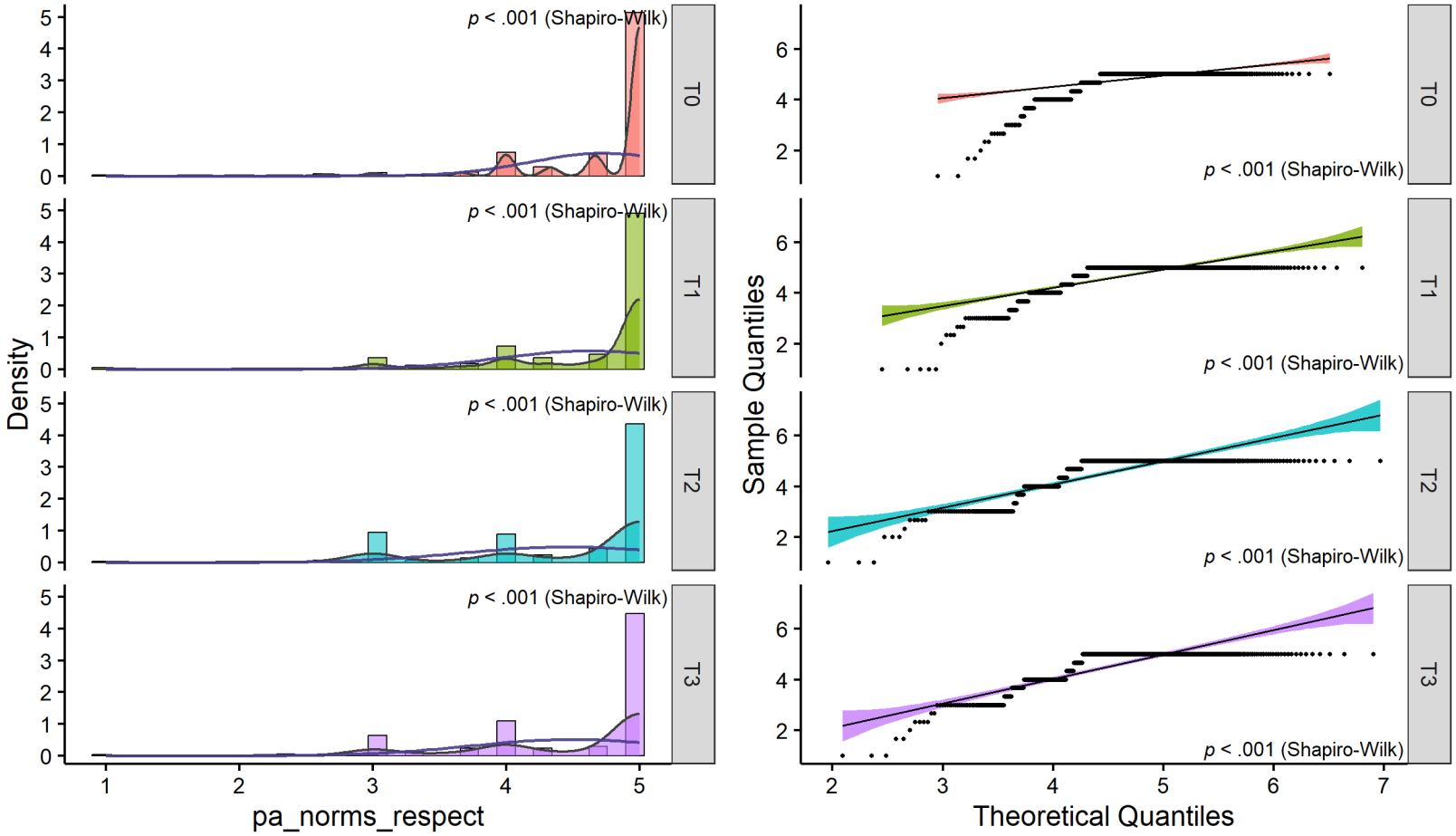

p < .001 (Shapiro−Wilk)
T0
T1
T2
T3
Density
d_norms_respect
Sample Quantiles
Theoretical Quantiles

Comparison school

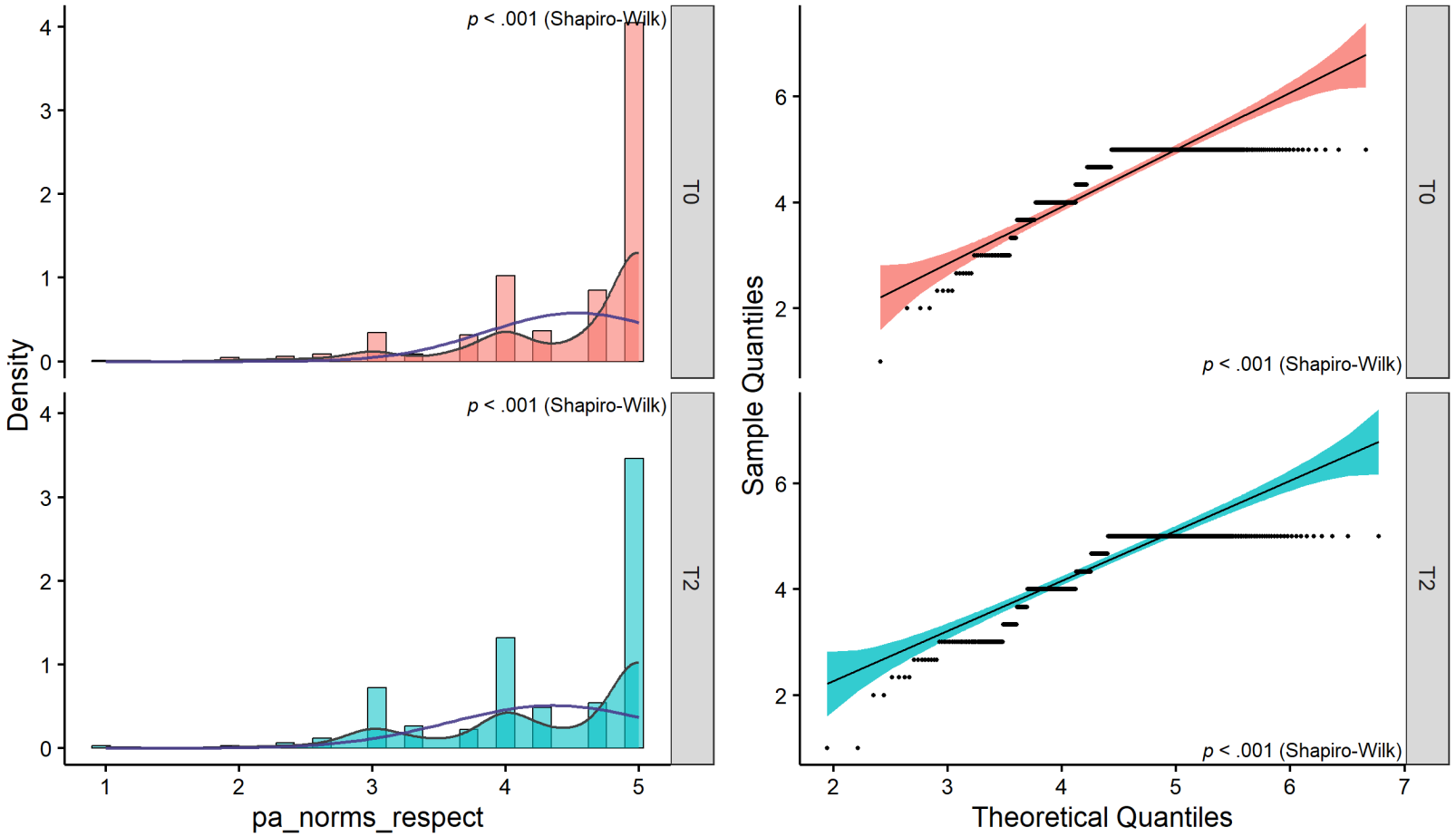

p < .001 (Shapiro−Wilk)
T0
p < .001 (Shapiro−Wilk)
T2
Density
d_norms_respect
Sample Quantiles
Theoretical Quantiles

Respect attitudes

Intervention school

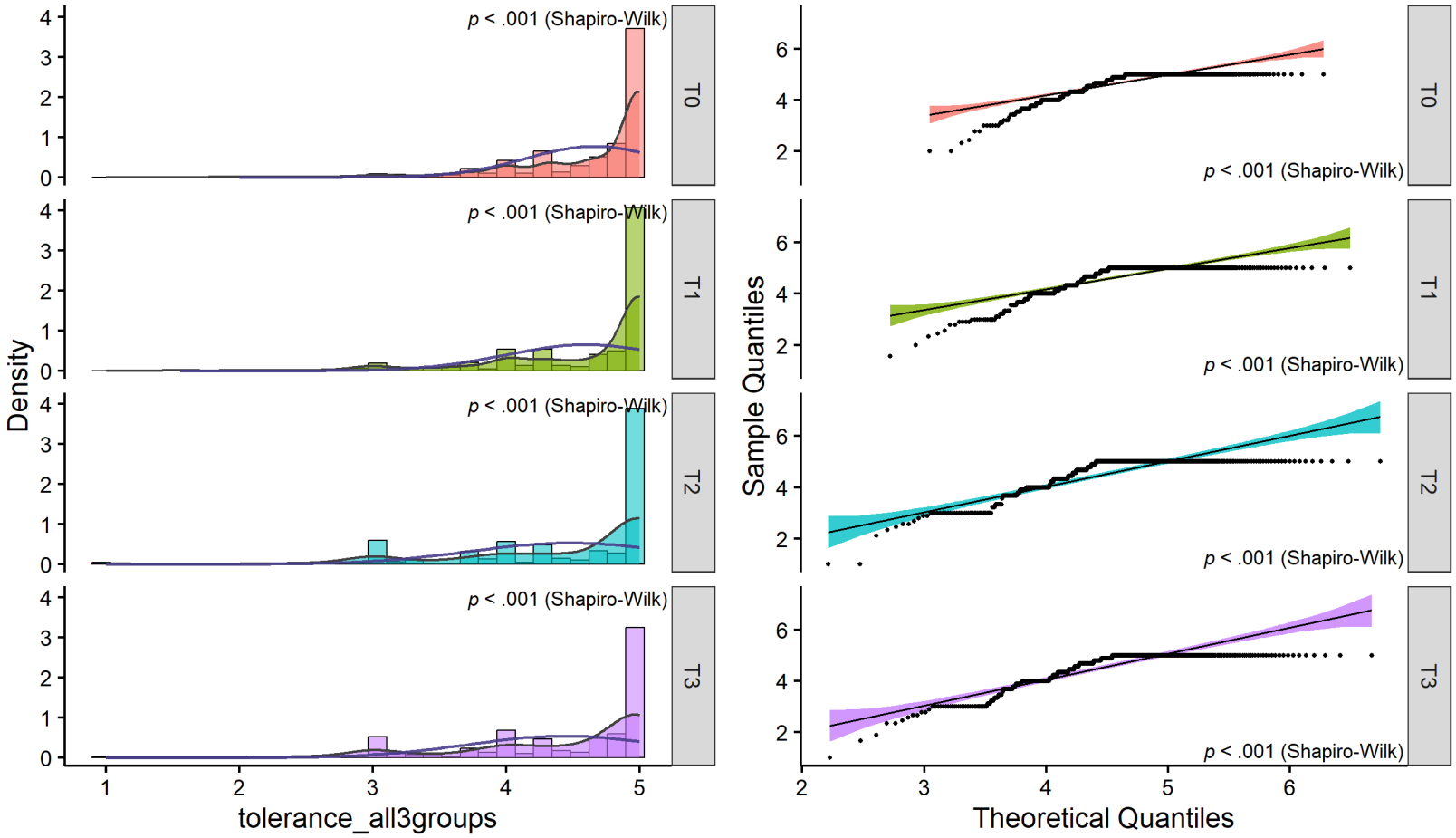


Comparison school

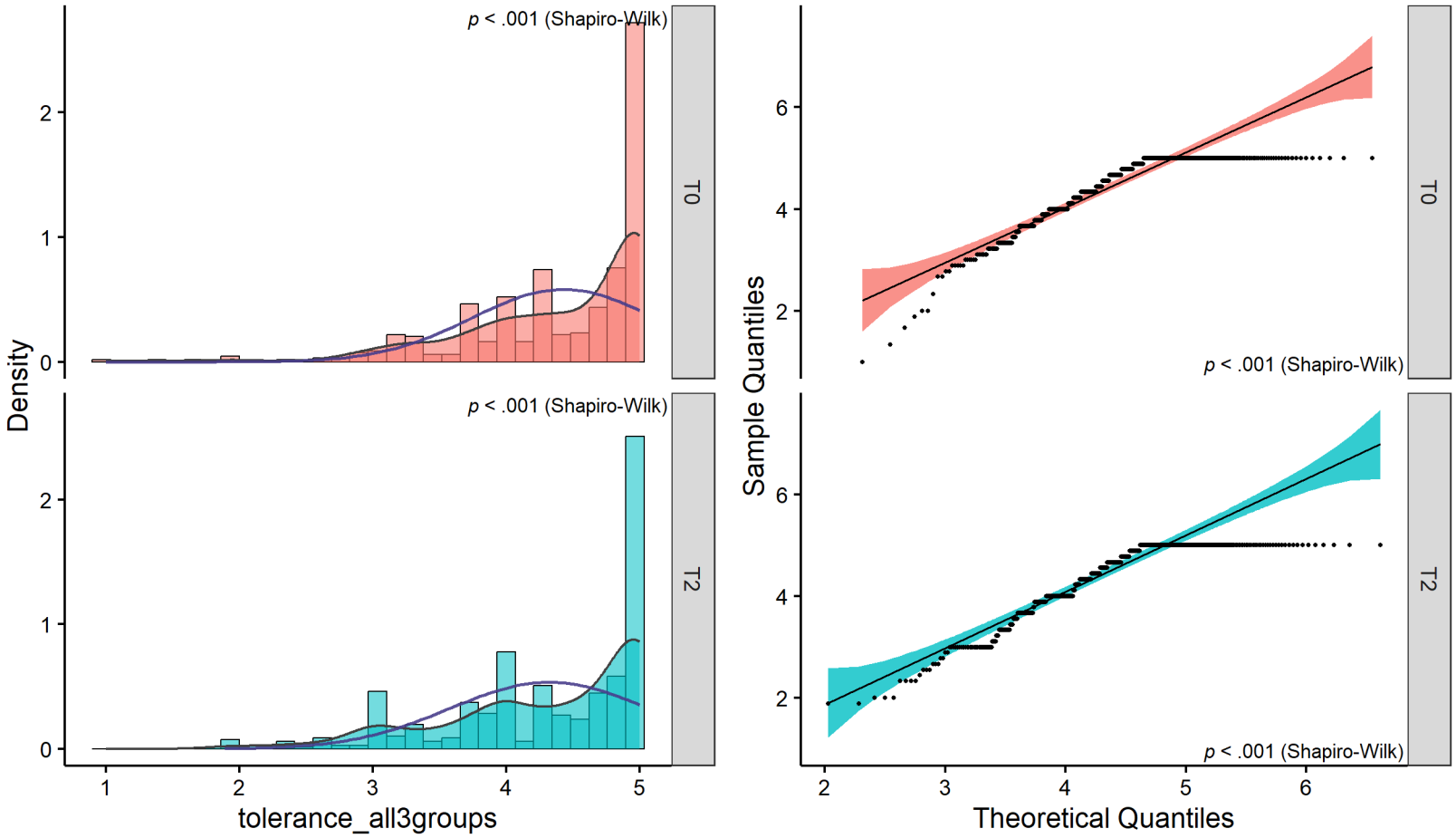


Outgorup tolerance

Intervention school

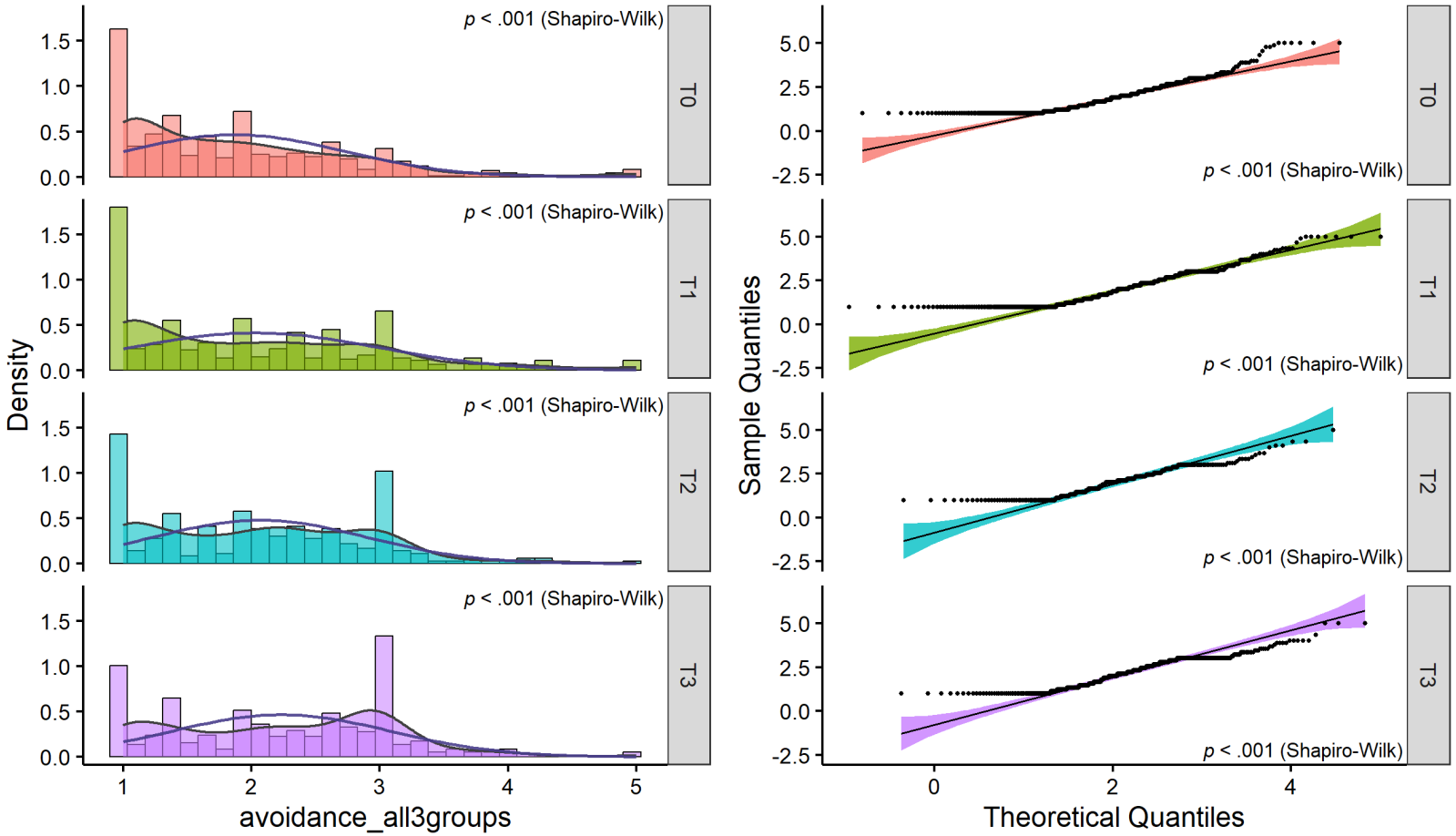


Comparison school

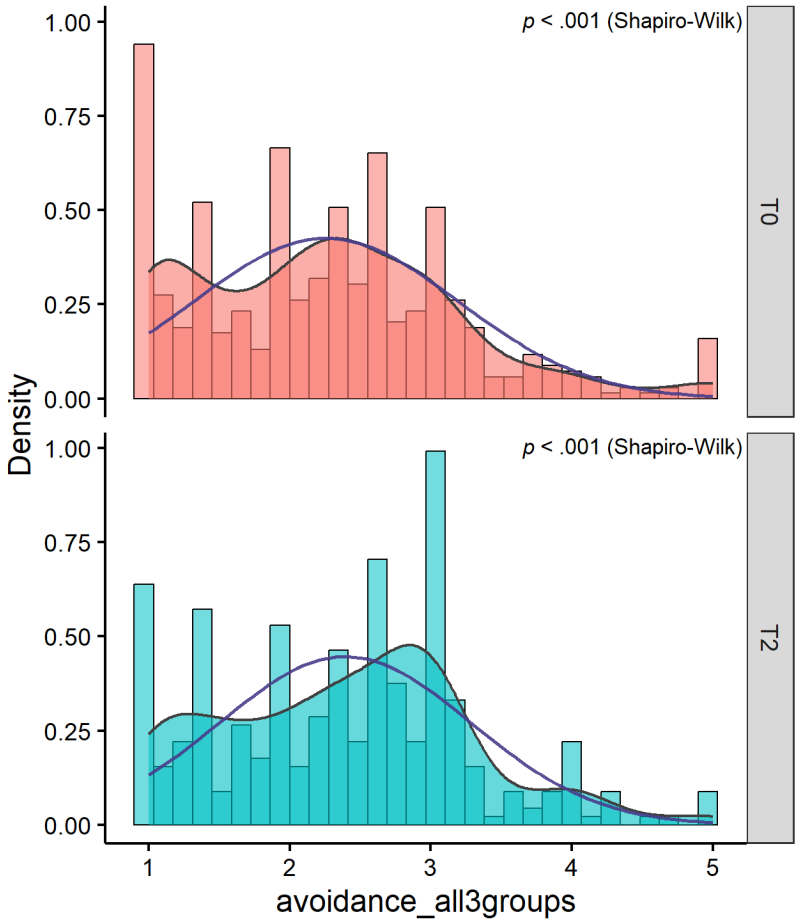


Outgroup avoidance

Intervention school



Comparison school


Density
1.00
0.75
0.50
0.25
0.00
p < .001 (Shapiro-Wilk)
T0
p < .001 (Shapiro-Wilk)
T2
1
2
3
4
5
avoidance_all3groups

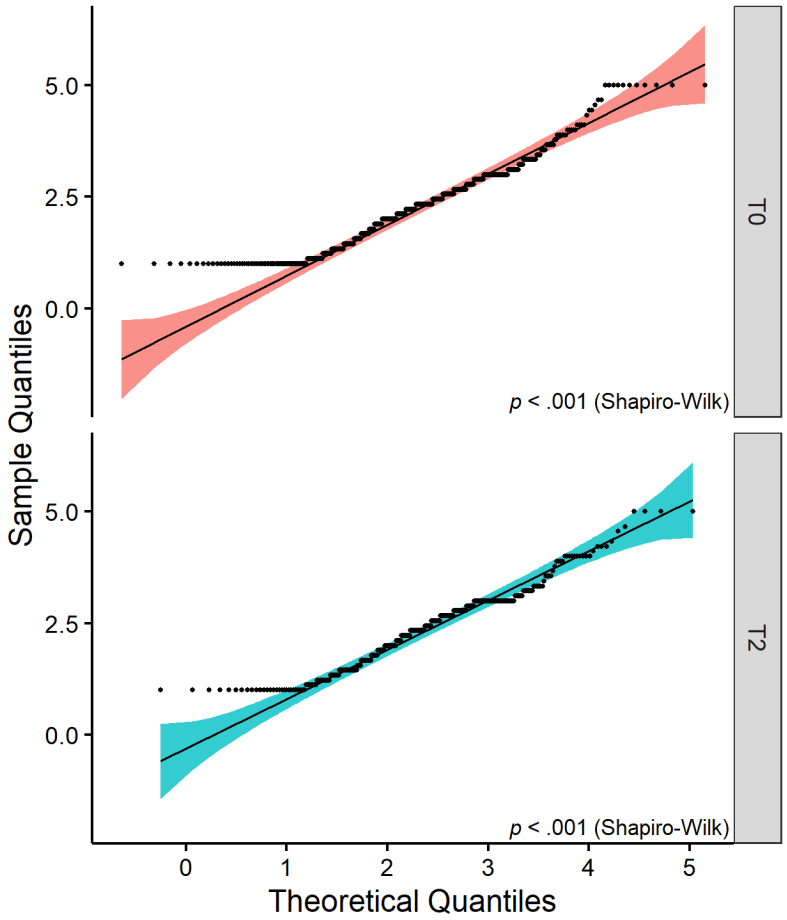

Sample Quantiles
5.0
2.5
0.0
T0
p < .001 (Shapiro-Wilk)
T2
p < .001 (Shapiro-Wilk)
0
1
2
3
4
5
Theoretical Quantiles

Table L.1

Ligistic Regression Examining Selection Bias (Pre-Existing Differences Between Intervention and Comparison at T0)

			0 = comparison 1 = intervention				
Predictors	*Odds Ratios*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*
(Intercept)	0.036	0.032	1.480	0.096	0.006 – 0.204	1.304 – 1.682	**<0.001**
Gender	1.029	0.137	1.014	0.068	0.791 – 1.337	0.890 – 1.156	0.832
Socioeconomic status	0.920	0.039	0.878	0.058	0.846 – 1.000	0.771 – 1.000	0.050
Migration background	2.013	0.291	1.387	0.094	1.520 – 2.679	1.216 – 1.586	**<0.001**
age_AW	1.053	0.031	1.125	0.075	0.994 – 1.117	0.987 – 1.284	0.079
p_norms_respect.1	1.642	0.185	1.419	0.113	1.318 – 2.051	1.215 – 1.660	**<0.001**
d_norms_respect.1	1.114	0.113	1.085	0.083	0.913 – 1.359	0.934 – 1.259	0.285
pa_norms_respect.1	0.991	0.143	0.995	0.087	0.747 – 1.315	0.838 – 1.180	0.951

tolerance_all3groups.1	1.380	0.192	1.215	0.103	1.052 – 1.817	1.031 – 1.436	**0.021**
avoidance_all3groups.1	0.684	0.055	0.709	0.052	0.583 – 0.800	0.614 – 0.818	**<0.001**
Observations	1136						
R^2 Tjur	0.128						
AIC	1408.497						
log-Likelihood	-694.248						

Table L.2

Ligistic Regression Examining Differences Between Social Referents (n = 31) and Non-Referents (n = 736) in the Intervention School at T0

	Social Referent (identified in W1)						
Predictors	*Odds Ratios*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*
(Intercept)	5.267	13.560	0.040	0.009	0.023 – 733.029	0.025 – 0.059	0.519
Gender	0.641	0.248	0.801	0.155	0.296 – 1.365	0.544 – 1.168	0.250

Socioeconomic Status	1.087	0.131	1.138	0.211	0.859 – 1.374	0.790 – 1.636	0.486
Migration background	1.600	0.600	1.258	0.230	0.764 – 3.366	0.877 – 1.808	0.210
age_AW	0.910	0.078	0.801	0.162	0.766 – 1.072	0.531 – 1.179	0.272
p_norms_respect.1	0.890	0.289	0.926	0.197	0.474 – 1.700	0.613 – 1.417	0.719
d_norms_respect.1	0.841	0.245	0.879	0.190	0.481 – 1.511	0.580 – 1.359	0.553
pa_norms_respect.1	0.897	0.418	0.945	0.228	0.377 – 2.376	0.604 – 1.566	0.816
tolerance_all3groups.1	0.862	0.391	0.927	0.214	0.366 – 2.203	0.599 – 1.496	0.743
avoidance_all3groups.1	0.427	0.142	0.488	0.137	0.211 – 0.784	0.269 – 0.814	**0.011**
Observations	667						
R^2 Tjur	0.017						
AIC	258.865						
log-Likelihood	-119.433						

Table L.3

Ligistic Regression Examining Attrition Effects: Intervention School T0-T1: Retained: N = 606, Lost: N = 116

	wave_2yesno						
Predictors	*Odds Ratios*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*
(Intercept)	85534.221	191180.126	7.679	1.089	1333.020 – 8602603.012	5.885 – 10.275	**<0.001**
Gender	0.465	0.114	0.682	0.084	0.285 – 0.748	0.534 – 0.865	**0.002**
Socioeconomic status	0.921	0.069	0.881	0.102	0.795 – 1.068	0.701 – 1.107	0.276
Migration background	1.087	0.262	1.042	0.123	0.680 – 1.754	0.829 – 1.315	0.728
age_AW	0.671	0.035	0.389	0.047	0.605 – 0.741	0.305 – 0.491	**<0.001**
p_norms_respect.1	0.990	0.217	0.993	0.143	0.641 – 1.521	0.747 – 1.317	0.962
d_norms_respect.1	0.967	0.188	0.976	0.141	0.657 – 1.410	0.731 – 1.291	0.865
pa_norms_respect.1	1.178	0.389	1.088	0.186	0.598 – 2.199	0.766 – 1.504	0.620
tolerance_all3groups.1	0.435	0.154	0.654	0.118	0.210 – 0.845	0.451 – 0.918	**0.019**
avoidance_all3groups.1	1.135	0.200	1.112	0.165	0.812 – 1.625	0.839 – 1.505	0.474

Observations	667
R^2 Tjur	0.168
AIC	515.079
log-Likelihood	-247.540

Table L.4

Ligistic Regression Examining Attrition Effects: Intervention School T0-T2: Retained: N = 499, Lost: N = 223

	wave_3yesno						
Predictors	*Odds Ratios*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*
(Intercept)	808.353	1128.660	2.759	0.278	54.506 – 13356.652	2.273 – 3.376	**<0.001**
Gender	0.683	0.134	0.826	0.081	0.464 – 1.003	0.681 – 1.001	0.052
Socioeconomic status	0.899	0.056	0.848	0.081	0.795 – 1.014	0.701 – 1.022	0.086
Migration background	0.769	0.152	0.880	0.085	0.522 – 1.132	0.728 – 1.062	0.183
age_AW	0.621	0.029	0.324	0.036	0.566 – 0.679	0.260 – 0.400	**<0.001**

p_norms_respect.1	1.125	0.195	1.080	0.123	0.800 – 1.580	0.864 – 1.350	0.497
d_norms_respect.1	1.098	0.166	1.072	0.121	0.815 – 1.477	0.859 – 1.337	0.535
pa_norms_respect.1	1.209	0.282	1.103	0.134	0.760 – 1.904	0.867 – 1.396	0.417
tolerance_all3groups.1	0.997	0.223	0.998	0.114	0.639 – 1.543	0.796 – 1.248	0.989
avoidance_all3groups.1	0.975	0.129	0.979	0.109	0.754 – 1.269	0.788 – 1.222	0.848
Observations	667						
R^2 Tjur	0.222						
AIC	693.838						
log-Likelihood	-336.919						

Table L.5

Ligistic Regression Examining Attrition Effects: Intervention School T0-T3: Retained: N = 539, Lost: N = 183

	wave_4yesno

Predictors	*Odds Ratios*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*
(Intercept)	138.439	201.512	3.645	0.382	8.475 – 2635.750	2.984 – 4.500	**0.001**
Gender	0.782	0.157	0.884	0.089	0.527 – 1.158	0.726 – 1.076	0.220
Socioeconomic status	0.975	0.061	0.962	0.093	0.862 – 1.103	0.795 – 1.164	0.691
Migration background	1.072	0.217	1.034	0.102	0.722 – 1.598	0.853 – 1.257	0.732
age_AW	0.695	0.030	0.422	0.044	0.636 – 0.756	0.343 – 0.515	**<0.001**
p_norms_respect.1	1.163	0.206	1.104	0.128	0.821 – 1.647	0.878 – 1.387	0.395
d_norms_respect.1	1.058	0.165	1.043	0.121	0.778 – 1.435	0.829 – 1.308	0.716
pa_norms_respect.1	1.269	0.308	1.132	0.142	0.782 – 2.033	0.881 – 1.444	0.326
tolerance_all3groups.1	0.849	0.201	0.920	0.111	0.528 – 1.340	0.722 – 1.161	0.489
avoidance_all3groups.1	1.252	0.180	1.208	0.146	0.950 – 1.672	0.958 – 1.542	0.118
Observations	667						
R^2 Tjur	0.143						
AIC	675.870						

log-Likelihood -327.935

Table L.6

Ligistic Regression Examining Attrition Effects: Comparison School T0-T2: Retained: N = 432, Lost: N = 70

	wave_3yesno						
Predictors	*Odds Ratios*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*
(Intercept)	79.985	148.000	6.634	0.959	2.364 – 3376.333	5.051 – 8.919	**0.018**
Gender	0.993	0.279	0.996	0.140	0.571 – 1.727	0.756 – 1.314	0.979
Socioeconomic status	1.173	0.108	1.286	0.186	0.982 – 1.410	0.972 – 1.715	0.082
Migration background	0.963	0.309	0.984	0.132	0.523 – 1.850	0.762 – 1.295	0.906
age_AW	0.810	0.054	0.645	0.089	0.709 – 0.921	0.490 – 0.843	**0.002**
p_norms_respect.1	0.708	0.167	0.778	0.133	0.443 – 1.116	0.552 – 1.083	0.143
d_norms_respect.1	1.157	0.251	1.114	0.178	0.749 – 1.763	0.808 – 1.518	0.501
pa_norms_respect.1	0.951	0.266	0.966	0.187	0.540 – 1.624	0.653 – 1.397	0.858

tolerance_all3groups.1	1.070	0.291	1.048	0.197	0.618 – 1.800	0.717 – 1.502	0.804
avoidance_all3groups.1	1.212	0.214	1.196	0.196	0.865 – 1.731	0.874 – 1.665	0.277

Observations	469
R^2 Tjur	0.041
AIC	389.519
log-Likelihood	-184.760

Appendix M: Pretesting Effects

Gaining addition 70 participants in the control school who were not tested at T0 facilitated ad-hoc analysis of potential pretesting effect, which may help to explicate the negative trend observed in both conditions. In the intervention school, not enough non-pretested participants were gained in each wave to allow for examination of pretesting effect. The results of logistic regression on demographic predictors and T2 outcome variables predicting T0 participation found that only age significantly predicted pretesting groups, and pretested participants were on average older than non-pretested ones. We could therefore conclude that no evidence of pretesting effect is found in the data.

Table M.1

Ligistic Regression Examining Pretesting Effects in the Comparison School

	wave_1yesno						
Predictors	*Odds Ratios*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*
(Intercept)	89.308	207.458	7.225	1.331	0.947 – 8907.143	5.123 – 10.583	0.053
Gender	1.102	0.408	1.050	0.195	0.533 – 2.295	0.730 – 1.516	0.793
Socioeconomic Status	1.157	0.137	1.254	0.231	0.919 – 1.466	0.877 – 1.809	0.218
Migration background	0.896	0.364	0.955	0.162	0.416 – 2.072	0.693 – 1.356	0.786
age_AW	0.773	0.083	0.661	0.114	0.624 – 0.953	0.470 – 0.926	**0.016**
p_norms_respect.3	0.759	0.222	0.810	0.181	0.421 – 1.337	0.518 – 1.247	0.346
d_norms_respect.3	1.257	0.373	1.174	0.245	0.696 – 2.244	0.775 – 1.764	0.442
pa_norms_respect.3	0.879	0.277	0.904	0.224	0.465 – 1.612	0.548 – 1.455	0.684
tolerance_all3groups.3	1.248	0.405	1.180	0.286	0.656 – 2.359	0.730 – 1.899	0.495
avoidance_all3groups.3	1.206	0.271	1.182	0.237	0.787 – 1.904	0.808 – 1.776	0.404

Observations	302
R^2 Tjur	0.033
AIC	247.051
log-Likelihood	-113.526

Appendix N: Anciliary Analysis of outcomes

Table N.1

Linear Mixed-Model Predicting Prescriptive Norms: Equality-Based Respect from Mean Distance from Focus Group Members and Time in the Intervention School

	p_norms_respect								
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*std. p*	*df*
(Intercept)	4.506	0.272	0.111	0.058	3.971 – 5.040	-0.003 – 0.225	**<0.001**	0.056	856.417
mean distance to focusgroup AW	-0.075	0.071	-0.060	0.057	-0.214 – 0.065	-0.172 – 0.052	0.294	0.294	858.005
wave [T1]	-0.079	0.321	0.007	0.069	-0.709 – 0.551	-0.128 – 0.142	0.807	0.915	791.203
wave [T2]	-0.213	0.340	-0.222	0.071	-0.881 – 0.454	-0.361 – -0.083	0.530	**0.002**	798.031
wave [T3]	-0.353	0.336	-0.284	0.070	-1.012 – 0.306	-0.422 – -0.147	0.293	**<0.001**	796.056
mean distance to focusgroup AW × wave [T1]	0.022	0.084	0.018	0.067	-0.142 – 0.187	-0.114 – 0.150	0.790	0.790	788.906

mean distance to focusgroup AW × wave [T2]	0.013	0.089	0.010	0.072	-0.163 – 0.188	-0.130 – 0.151	0.887	0.887	811.759
mean distance to focusgroup AW × wave [T3]	0.038	0.088	0.030	0.071	-0.136 – 0.211	-0.109 – 0.169	0.671	0.671	812.303

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu}$	0.19
ICC	0.34
$N_{\ Unique\_SoSciNu}$	316
Observations	1081
Marginal R^2 / Conditional R^2	0.019 / 0.357

Table N.2

Linear Mixed-Model Predicting Descriptive Norms: Equality-based Respect from Mean Distance from Focus Group Members and Time in the Intervention School

	d_norms_respect								
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*std. p*	*df*

(Intercept)	4.024	0.282	0.036	0.058	3.472 – 4.577	-0.078 – 0.150	**<0.001**	0.536	868.274
mean distance to focusgroup AW	-0.085	0.074	-0.066	0.057	-0.230 – 0.059	-0.179 – 0.046	0.246	0.246	869.786
wave [T1]	-0.074	0.335	-0.004	0.069	-0.731 – 0.583	-0.140 – 0.133	0.825	0.957	790.879
wave [T2]	0.153	0.355	-0.022	0.072	-0.543 – 0.849	-0.163 – 0.119	0.666	0.759	798.389
wave [T3]	-0.486	0.350	-0.163	0.071	-1.173 – 0.201	-0.302 – -0.024	0.166	**0.022**	795.880
mean distance to focusgroup AW × wave [T1]	0.019	0.087	0.015	0.068	-0.153 – 0.191	-0.119 – 0.148	0.829	0.829	788.509
mean distance to focusgroup AW × wave [T2]	-0.045	0.093	-0.035	0.073	-0.228 – 0.138	-0.177 – 0.107	0.629	0.629	811.975
mean distance to focusgroup AW × wave [T3]	0.096	0.092	0.074	0.072	-0.085 – 0.277	-0.066 – 0.215	0.299	0.299	812.323

Random Effects

σ^2	0.40
$\tau_{00\ Unique\_SoSciNu}$	0.20
ICC	0.33

$N_{Unique\_SoSciNu}$	316
Observations	1080
Marginal R^2 / Conditional R^2	0.009 / 0.338

Table N.3

Linear Mixed-Model Predicting Respect attitudes from Mean Distance from Focus Group Members and Time in the Intervention School

	pa_norms_respect								
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*std. p*	*df*
(Intercept)	4.745	0.285	0.191	0.058	4.186 – 5.305	0.078 – 0.305	**<0.001**	**0.001**	790.266
mean distance to focusgroup AW	-0.009	0.074	-0.007	0.057	-0.155 – 0.137	-0.119 – 0.105	0.903	0.903	792.144
wave [T1]	-0.457	0.321	-0.149	0.066	-1.087 – 0.173	-0.278 – -0.020	0.155	**0.023**	783.754
wave [T2]	-0.305	0.340	-0.391	0.068	-0.973 – 0.363	-0.524 – -0.258	0.371	**<0.001**	789.955
wave [T3]	-0.455	0.337	-0.299	0.067	-1.116 – 0.206	-0.431 – -0.167	0.177	**<0.001**	789.146
mean distance to focusgroup AW × wave [T1]	0.090	0.084	0.069	0.064	-0.074 – 0.255	-0.057 – 0.196	0.281	0.281	781.799

mean distance to focusgroup AW × wave [T2]	-0.000	0.090	-0.000	0.069	-0.176 – 0.176	-0.135 – 0.135	0.999	0.999	801.684
mean distance to focusgroup AW × wave [T3]	0.059	0.089	0.045	0.068	-0.115 – 0.233	-0.088 – 0.178	0.507	0.507	803.290

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu}$	0.25
ICC	0.41
$N_{\ Unique\_SoSciNu}$	316
Observations	1077
Marginal R^2 / Conditional R^2	0.023 / 0.419

Table N.4

Linear Mixed-Model Predicting Outgroup Tolerance from Mean Distance from Focus Group Members and Time in the Intervention School

	tolerance_all3groups								
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*std. p*	*df*
(Intercept)	4.847	0.284	0.112	0.066	4.289 – 5.405	-0.018 – 0.242	**<0.001**	0.090	533.321

mean distance to focusgroup AW	-0.050	0.073	-0.044	0.064	-0.193 – 0.094	-0.171 – 0.083	0.495	0.495	534.398
wave [T1]	-0.302	0.302	0.015	0.070	-0.895 – 0.291	-0.123 – 0.153	0.317	0.836	587.520
wave [T2]	-0.898	0.318	-0.256	0.072	-1.523 – -0.273	-0.397 – -0.114	**0.005**	**<0.001**	590.259
wave [T3]	-0.466	0.322	-0.241	0.072	-1.099 – 0.166	-0.383 – -0.100	0.148	**0.001**	589.577
mean distance to focusgroup AW Ã— wave [T1]	0.082	0.078	0.072	0.068	-0.071 – 0.234	-0.062 – 0.206	0.293	0.293	588.188
mean distance to focusgroup AW Ã— wave [T2]	0.190	0.083	0.167	0.073	0.027 – 0.352	0.024 – 0.311	**0.023**	**0.023**	601.513
mean distance to focusgroup AW Ã— wave [T3]	0.079	0.084	0.070	0.074	-0.085 – 0.243	-0.075 – 0.215	0.344	0.344	599.611

Random Effects

σ^2	0.24
$\tau_{00\ Unique\_SoSciNu}$	0.22
ICC	0.48
$N_{\ Unique\_SoSciNu}$	237

Observations	812
Marginal R^2 / Conditional R^2	0.021 / 0.490

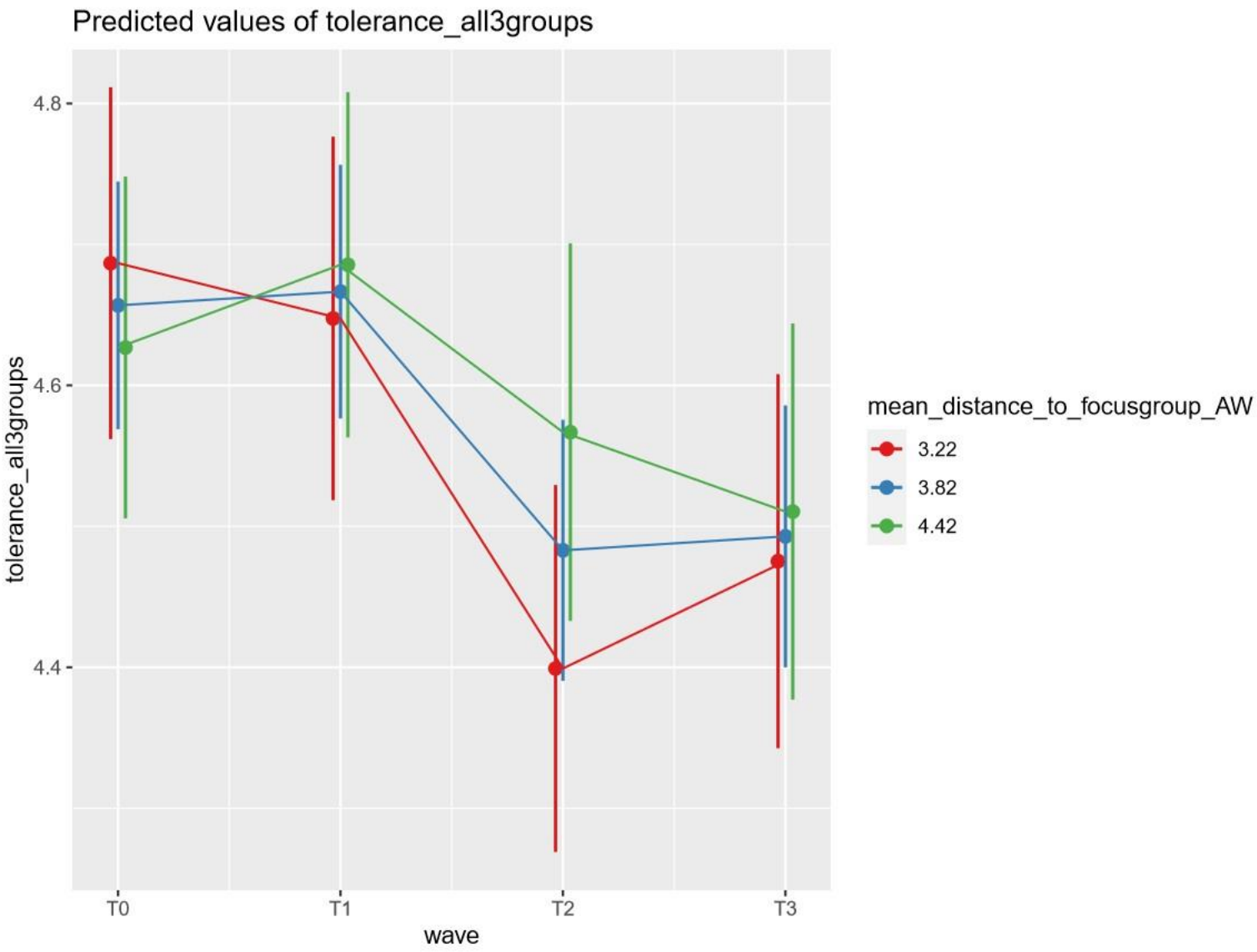

Predicted values of tolerance_all3groups
tolerance_all3groups
4.8
4.6
4.4
T0
T1
T2
T3
wave
mean_distance_to_focusgroup_AW
3.22
3.82
4.42

Table N.5

Linear Mixed-Model Predicting Contact Avoidance from Mean Distance from Focus Group Members and Time in the Intervention School

	avoidance_all3groups								
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*std. p*	*df*
(Intercept)	1.426	0.355	-0.214	0.066	0.729 – 2.122	-0.343 – -0.085	**<0.001**	**0.001**	535.575
mean distance to focusgroup AW	0.089	0.091	0.063	0.064	-0.090 – 0.268	-0.063 – 0.189	0.329	0.329	536.661
wave [T1]	0.088	0.378	0.091	0.070	-0.654 – 0.830	-0.046 – 0.229	0.816	0.193	587.631
wave [T2]	0.934	0.399	0.346	0.072	0.151 – 1.717	0.205 – 0.487	**0.019**	**<0.001**	590.404
wave [T3]	0.900	0.403	0.449	0.072	0.108 – 1.692	0.308 – 0.591	**0.026**	**<0.001**	589.718
mean distance to focusgroup AW Ã— wave [T1]	-0.003	0.097	-0.002	0.068	-0.194 – 0.188	-0.136 – 0.132	0.978	0.978	588.297
mean distance to focusgroup AW Ã— wave [T2]	-0.167	0.104	-0.118	0.073	-0.371 – 0.037	-0.261 – 0.026	0.108	0.108	601.721
mean distance to focusgroup AW Ã— wave [T3]	-0.135	0.105	-0.095	0.074	-0.341 – 0.070	-0.240 – 0.049	0.196	0.196	599.812

Random Effects

σ^2	0.37
$\tau_{00\ Unique\_SoSciNu}$	0.34
ICC	0.48
$N_{\ Unique\_SoSciNu}$	237
Observations	812
Marginal R^2 / Conditional R^2	0.036 / 0.495

Table N.6

Linear Mixed-Model Predicting Prescriptive Norms: Equality-Based Respect from Relations to Focus Group Members, Exposure to School-Wide Action, and Time in the Intervention School, Grades 7-9

	p norms respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.315	0.112	0.223	0.151	4.095 – 4.535	-0.073 – 0.519	**<0.001**	682.263

rec relationstoFC [Didn't nominate focus group]	-0.066	0.149	-0.089	0.200	-0.358 – 0.226	-0.482 – 0.304	0.657	691.730
participation in schoolwide action [partial exposure]	-0.217	0.175	-0.292	0.236	-0.561 – 0.127	-0.755 – 0.170	0.215	674.802
participation in schoolwide action [High exposure]	-0.003	0.207	-0.004	0.278	-0.408 – 0.403	-0.549 – 0.542	0.989	678.869
wave [T1]	-0.029	0.135	-0.039	0.182	-0.295 – 0.237	-0.396 – 0.318	0.830	622.192
wave [T2]	-0.105	0.131	-0.141	0.176	-0.361 – 0.152	-0.486 – 0.204	0.423	612.174
wave [T3]	-0.228	0.136	-0.306	0.183	-0.495 – 0.040	-0.666 – 0.054	0.095	624.341
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]	0.306	0.231	0.411	0.311	-0.148 – 0.760	-0.200 – 1.022	0.187	678.013
rec relationstoFC [Didn't nominate focus group] Ã— participation in	-0.012	0.268	-0.017	0.360	-0.538 – 0.513	-0.723 – 0.690	0.963	680.003

schoolwide action [High exposure]								
rec relationstoFC [Didn't nominate focus group] Ã— wave [T1]	-0.119	0.178	-0.160	0.240	-0.469 – 0.231	-0.630 – 0.311	0.505	624.379
rec relationstoFC [Didn't nominate focus group] Ã— wave [T2]	-0.254	0.173	-0.341	0.232	-0.593 – 0.086	-0.797 – 0.115	0.143	614.941
rec relationstoFC [Didn't nominate focus group] Ã— wave [T3]	-0.064	0.180	-0.086	0.242	-0.418 – 0.290	-0.562 – 0.390	0.723	625.311
participation in schoolwide action [partial exposure] Ã— wave [T1]	0.147	0.211	0.198	0.284	-0.268 – 0.563	-0.360 – 0.757	0.486	620.451
participation in schoolwide action [High exposure] Ã— wave [T1]	0.190	0.246	0.256	0.331	-0.293 – 0.674	-0.394 – 0.906	0.440	617.675
participation in schoolwide action	-0.047	0.205	-0.063	0.275	-0.448 – 0.355	-0.603 – 0.478	0.820	610.543

[partial exposure] Ã— wave [T2]								
participation in schoolwide action [High exposure] Ã— wave [T2]	0.144	0.241	0.193	0.324	-0.330 – 0.617	-0.443 – 0.830	0.551	611.410
participation in schoolwide action [partial exposure] Ã— wave [T3]	0.029	0.217	0.039	0.291	-0.397 – 0.454	-0.533 – 0.611	0.894	626.790
participation in schoolwide action [High exposure] Ã— wave [T3]	0.028	0.247	0.038	0.332	-0.457 – 0.513	-0.614 – 0.690	0.909	618.351
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T1]	-0.140	0.278	-0.188	0.374	-0.686 – 0.407	-0.923 – 0.547	0.615	620.769
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T1]	0.202	0.324	0.271	0.435	-0.434 – 0.837	-0.583 – 1.126	0.533	622.538

(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T2]	0.163	0.270	0.219	0.363	-0.367 – 0.693	-0.494 – 0.932	0.547	611.509
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T2]	0.085	0.312	0.114	0.420	-0.528 – 0.697	-0.711 – 0.938	0.787	611.866
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T3]	0.049	0.284	0.066	0.382	-0.509 – 0.607	-0.685 – 0.817	0.863	625.404
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T3]	0.053	0.320	0.071	0.431	-0.576 – 0.682	-0.775 – 0.917	0.869	619.126

Random Effects

σ^2	0.38
$\tau_{00\ Unique\_SoSciNu}$	0.17
ICC	0.31
$N_{\ Unique\_SoSciNu}$	231
Observations	855
Marginal R^2 / Conditional R^2	0.042 / 0.339

Table N.7

Linear Mixed-Model Predicting Descriptive Norms: Equality-Based Respect from Relations to Focus Group Members, Exposure to School-Wide Action, and Time in the Intervention School, Grades 7-9

	d norms respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	3.879	0.116	0.256	0.151	3.652 – 4.106	-0.040 – 0.552	**<0.001**	669.159
rec relationstoFC [Didn't nominate focus group]	-0.320	0.154	-0.417	0.200	-0.622 – -0.019	-0.809 – -0.024	**0.037**	679.053

participation in schoolwide action [partial exposure]	-0.404	0.181	-0.526	0.236	-0.759 – -0.049	-0.989 – -0.064	**0.026**	661.418
participation in schoolwide action [High exposure]	-0.177	0.213	-0.230	0.278	-0.596 – 0.242	-0.776 – 0.315	0.407	665.633
wave [T1]	-0.047	0.138	-0.061	0.180	-0.318 – 0.224	-0.415 – 0.292	0.733	621.551
wave [T2]	-0.024	0.133	-0.031	0.174	-0.286 – 0.238	-0.373 – 0.310	0.857	611.907
wave [T3]	-0.120	0.139	-0.156	0.181	-0.393 – 0.154	-0.512 – 0.200	0.390	623.620
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]	0.659	0.239	0.859	0.311	0.190 – 1.128	0.248 – 1.469	**0.006**	664.764
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]	0.597	0.276	0.777	0.360	0.054 – 1.139	0.070 – 1.483	**0.031**	666.824

rec relationstoFC [Didn't nominate focus group] Ã— wave [T1]	-0.020	0.182	-0.026	0.237	-0.377 – 0.337	-0.491 – 0.439	0.912	623.695
rec relationstoFC [Didn't nominate focus group] Ã— wave [T2]	0.022	0.176	0.029	0.230	-0.324 – 0.369	-0.422 – 0.480	0.899	614.591
rec relationstoFC [Didn't nominate focus group] Ã— wave [T3]	0.065	0.184	0.085	0.240	-0.296 – 0.427	-0.386 – 0.556	0.722	624.568
participation in schoolwide action [partial exposure] Ã— wave [T1]	0.322	0.216	0.420	0.281	-0.102 – 0.746	-0.132 – 0.972	0.136	619.907
participation in schoolwide action [High exposure] Ã— wave [T1]	-0.031	0.251	-0.041	0.327	-0.525 – 0.462	-0.684 – 0.602	0.901	617.203
participation in schoolwide action [partial exposure] Ã— wave [T2]	0.097	0.209	0.127	0.272	-0.313 – 0.508	-0.408 – 0.661	0.642	610.338

participation in schoolwide action [High exposure] Ã— wave [T2]	0.234	0.246	0.305	0.320	-0.249 – 0.717	-0.324 – 0.934	0.342	611.171
participation in schoolwide action [partial exposure] Ã— wave [T3]	0.073	0.221	0.094	0.288	-0.362 – 0.507	-0.471 – 0.660	0.743	626.004
participation in schoolwide action [High exposure] Ã— wave [T3]	0.015	0.252	0.019	0.328	-0.480 – 0.510	-0.625 – 0.664	0.953	617.854
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T1]	-0.202	0.284	-0.263	0.370	-0.760 – 0.356	-0.990 – 0.464	0.477	620.215
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T1]	-0.096	0.331	-0.125	0.430	-0.745 – 0.553	-0.970 – 0.720	0.772	621.910
(rec relationstoFC [Didn't nominate focus	-0.093	0.276	-0.120	0.359	-0.634 – 0.449	-0.825 – 0.584	0.737	611.276

group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T2]								
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T2]	-0.567	0.319	-0.739	0.415	-1.193 – 0.058	-1.554 – 0.076	0.075	611.617
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T3]	-0.177	0.290	-0.231	0.378	-0.748 – 0.393	-0.973 – 0.512	0.542	624.663
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T3]	-0.425	0.327	-0.553	0.426	-1.067 – 0.217	-1.389 – 0.283	0.194	618.620
Random Effects								
σ^2	0.39							

$\tau_{00\ Unique\_SoSciNu}$	0.19
ICC	0.33
$N_{\ Unique\_SoSciNu}$	231
Observations	855
Marginal R^2 / Conditional R^2	0.040 / 0.354

Table N.7

Linear Mixed-Model Predicting Respect Attitudes from Relations to Focus Group Members, Exposure to School-Wide Action, and Time in the Intervention School, Grades 7-9

	pa norms respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.765	0.118	0.280	0.150	4.534 – 4.996	-0.014 – 0.573	**<0.001**	624.800
rec relationstoFC [Didn't nominate focus group]	-0.109	0.156	-0.139	0.198	-0.416 – 0.197	-0.528 – 0.251	0.484	635.713

participation in schoolwide action [partial exposure]	0.034	0.184	0.043	0.234	-0.328 – 0.395	-0.417 – 0.502	0.855	616.449
participation in schoolwide action [High exposure]	0.162	0.217	0.206	0.276	-0.264 – 0.588	-0.335 – 0.747	0.455	620.984
wave [T1]	-0.161	0.135	-0.204	0.172	-0.427 – 0.105	-0.542 – 0.134	0.236	618.590
wave [T2]	-0.193	0.131	-0.245	0.166	-0.449 – 0.064	-0.571 – 0.081	0.141	610.105
wave [T3]	-0.122	0.136	-0.155	0.173	-0.390 – 0.146	-0.495 – 0.186	0.373	620.410
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]	0.091	0.243	0.115	0.309	-0.386 – 0.568	-0.491 – 0.722	0.708	620.107
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]	-0.079	0.281	-0.100	0.357	-0.631 – 0.473	-0.802 – 0.601	0.779	622.314

rec relationstoFC [Didn't nominate focus group] Ã— wave [T1]	-0.070	0.178	-0.089	0.227	-0.420 – 0.280	-0.534 – 0.356	0.695	620.586
rec relationstoFC [Didn't nominate focus group] Ã— wave [T2]	-0.343	0.173	-0.436	0.220	-0.683 – -0.004	-0.868 – -0.005	**0.047**	612.526
rec relationstoFC [Didn't nominate focus group] Ã— wave [T3]	-0.135	0.181	-0.172	0.230	-0.491 – 0.220	-0.623 – 0.279	0.454	621.901
participation in schoolwide action [partial exposure] Ã— wave [T1]	-0.018	0.212	-0.023	0.269	-0.433 – 0.398	-0.550 – 0.505	0.933	617.232
participation in schoolwide action [High exposure] Ã— wave [T1]	0.036	0.246	0.046	0.313	-0.448 – 0.520	-0.569 – 0.661	0.883	614.764
participation in schoolwide action [partial exposure] Ã— wave [T2]	-0.068	0.205	-0.087	0.260	-0.470 – 0.333	-0.597 – 0.424	0.738	608.728

participation in schoolwide action [High exposure] Ã— wave [T2]	-0.138	0.241	-0.175	0.306	-0.611 – 0.335	-0.777 – 0.426	0.567	609.457
participation in schoolwide action [partial exposure] Ã— wave [T3]	-0.213	0.217	-0.270	0.276	-0.639 – 0.213	-0.811 – 0.271	0.327	622.581
participation in schoolwide action [High exposure] Ã— wave [T3]	-0.316	0.247	-0.401	0.314	-0.801 – 0.169	-1.017 – 0.215	0.201	615.337
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T1]	0.047	0.279	0.059	0.354	-0.500 – 0.594	-0.636 – 0.754	0.867	617.510
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T1]	0.176	0.324	0.224	0.412	-0.460 – 0.813	-0.584 – 1.032	0.586	618.978
(rec relationstoFC [Didn't nominate focus	0.269	0.270	0.341	0.343	-0.262 – 0.799	-0.332 – 1.015	0.320	609.578

group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T2]								
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T2]	0.200	0.312	0.253	0.397	-0.413 – 0.813	-0.525 – 1.032	0.523	609.870
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T3]	0.118	0.285	0.150	0.362	-0.441 – 0.678	-0.561 – 0.861	0.678	621.632
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T3]	0.175	0.321	0.223	0.407	-0.454 – 0.805	-0.577 – 1.023	0.585	616.275
Random Effects								
σ^2	0.38							

$\tau_{00\ Unique\_SoSciNu}$	0.23
ICC	0.38
$N_{\ Unique\_SoSciNu}$	231
Observations	854
Marginal R^2 / Conditional R^2	0.057 / 0.414

Table N.8

Linear Mixed-Model Predicting Respect Attitudes from Relations to Focus Group Members, Exposure to School-Wide Action, and Time in the Intervention School, Grades 7-9

	pa norms respect							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.765	0.118	0.280	0.150	4.534 – 4.996	-0.014 – 0.573	**<0.001**	624.800
rec relationstoFC [Didn't nominate focus group]	-0.109	0.156	-0.139	0.198	-0.416 – 0.197	-0.528 – 0.251	0.484	635.713
participation in schoolwide action [partial exposure]	0.034	0.184	0.043	0.234	-0.328 – 0.395	-0.417 – 0.502	0.855	616.449

participation in schoolwide action [High exposure]	0.162	0.217	0.206	0.276	-0.264 – 0.588	-0.335 – 0.747	0.455	620.984
wave [T1]	-0.161	0.135	-0.204	0.172	-0.427 – 0.105	-0.542 – 0.134	0.236	618.590
wave [T2]	-0.193	0.131	-0.245	0.166	-0.449 – 0.064	-0.571 – 0.081	0.141	610.105
wave [T3]	-0.122	0.136	-0.155	0.173	-0.390 – 0.146	-0.495 – 0.186	0.373	620.410
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]	0.091	0.243	0.115	0.309	-0.386 – 0.568	-0.491 – 0.722	0.708	620.107
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]	-0.079	0.281	-0.100	0.357	-0.631 – 0.473	-0.802 – 0.601	0.779	622.314
rec relationstoFC [Didn't nominate focus group] Ã— wave [T1]	-0.070	0.178	-0.089	0.227	-0.420 – 0.280	-0.534 – 0.356	0.695	620.586

rec relationstoFC [Didn't nominate focus group] Ã— wave [T2]	-0.343	0.173	-0.436	0.220	-0.683 – -0.004	-0.868 – -0.005	**0.047**	612.526
rec relationstoFC [Didn't nominate focus group] Ã— wave [T3]	-0.135	0.181	-0.172	0.230	-0.491 – 0.220	-0.623 – 0.279	0.454	621.901
participation in schoolwide action [partial exposure] Ã— wave [T1]	-0.018	0.212	-0.023	0.269	-0.433 – 0.398	-0.550 – 0.505	0.933	617.232
participation in schoolwide action [High exposure] Ã— wave [T1]	0.036	0.246	0.046	0.313	-0.448 – 0.520	-0.569 – 0.661	0.883	614.764
participation in schoolwide action [partial exposure] Ã— wave [T2]	-0.068	0.205	-0.087	0.260	-0.470 – 0.333	-0.597 – 0.424	0.738	608.728
participation in schoolwide action [High exposure] Ã— wave [T2]	-0.138	0.241	-0.175	0.306	-0.611 – 0.335	-0.777 – 0.426	0.567	609.457
participation in schoolwide action	-0.213	0.217	-0.270	0.276	-0.639 – 0.213	-0.811 – 0.271	0.327	622.581

[partial exposure] Ã— wave [T3]								
participation in schoolwide action [High exposure] Ã— wave [T3]	-0.316	0.247	-0.401	0.314	-0.801 – 0.169	-1.017 – 0.215	0.201	615.337
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T1]	0.047	0.279	0.059	0.354	-0.500 – 0.594	-0.636 – 0.754	0.867	617.510
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T1]	0.176	0.324	0.224	0.412	-0.460 – 0.813	-0.584 – 1.032	0.586	618.978
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T2]	0.269	0.270	0.341	0.343	-0.262 – 0.799	-0.332 – 1.015	0.320	609.578

(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T2]	0.200	0.312	0.253	0.397	-0.413 – 0.813	-0.525 – 1.032	0.523	609.870
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T3]	0.118	0.285	0.150	0.362	-0.441 – 0.678	-0.561 – 0.861	0.678	621.632
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T3]	0.175	0.321	0.223	0.407	-0.454 – 0.805	-0.577 – 1.023	0.585	616.275

Random Effects

σ^2	0.38
$\tau_{00\ Unique\_SoSciNu}$	0.23
ICC	0.38
$N_{\ Unique\_SoSciNu}$	231

Observations	854
Marginal R^2 / Conditional R^2	0.057 / 0.414

Table N.9

Linear Mixed-Model Predicting Outgroup Toelrance from Relations to Focus Group Members, Exposure to School-Wide Action, and Time in the Intervention School, Grades 7-9

	tolerance all 3 groups							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	4.812	0.104	0.363	0.149	4.608 – 5.016	0.070 – 0.657	**<0.001**	531.357
rec relationstoFC [Didn't nominate focus group]	-0.134	0.138	-0.193	0.198	-0.404 – 0.136	-0.581 – 0.196	0.330	542.638
participation in schoolwide action [partial exposure]	-0.153	0.163	-0.220	0.234	-0.473 – 0.167	-0.679 – 0.240	0.348	523.068
participation in schoolwide action [High exposure]	-0.051	0.192	-0.073	0.276	-0.428 – 0.326	-0.614 – 0.468	0.790	527.547

wave [T1]	-0.107	0.109	-0.153	0.157	-0.321 – 0.108	-0.462 – 0.155	0.328	615.064
wave [T2]	-0.269	0.105	-0.386	0.151	-0.475 – -0.062	-0.683 – -0.089	**0.011**	608.702
wave [T3]	-0.248	0.110	-0.357	0.158	-0.464 – -0.032	-0.667 – -0.046	**0.024**	616.430
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]	0.046	0.215	0.067	0.309	-0.375 – 0.468	-0.540 – 0.673	0.829	526.791
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]	0.065	0.248	0.094	0.357	-0.422 – 0.553	-0.607 – 0.795	0.792	528.952
rec relationstoFC [Didn't nominate focus group] Ã— wave [T1]	-0.006	0.144	-0.008	0.207	-0.288 – 0.276	-0.414 – 0.397	0.968	616.722
rec relationstoFC [Didn't nominate focus group] Ã— wave [T2]	-0.140	0.139	-0.202	0.200	-0.414 – 0.133	-0.595 – 0.192	0.314	610.600

rec relationstoFC [Didn't nominate focus group] Ã— wave [T3]	-0.112	0.146	-0.161	0.210	-0.399 – 0.174	-0.573 – 0.250	0.442	617.608
participation in schoolwide action [partial exposure] Ã— wave [T1]	0.249	0.171	0.359	0.245	-0.085 – 0.584	-0.123 – 0.840	0.144	614.175
participation in schoolwide action [High exposure] Ã— wave [T1]	0.109	0.199	0.156	0.285	-0.281 – 0.499	-0.404 – 0.717	0.584	612.195
participation in schoolwide action [partial exposure] Ã— wave [T2]	0.115	0.165	0.165	0.237	-0.209 – 0.438	-0.300 – 0.630	0.486	607.673
participation in schoolwide action [High exposure] Ã— wave [T2]	0.262	0.194	0.376	0.279	-0.119 – 0.643	-0.171 – 0.924	0.178	608.216
participation in schoolwide action [partial exposure] Ã— wave [T3]	-0.045	0.175	-0.064	0.251	-0.388 – 0.299	-0.558 – 0.429	0.798	618.166

participation in schoolwide action [High exposure] Ã— wave [T3]	0.173	0.199	0.249	0.286	-0.218 – 0.564	-0.313 – 0.810	0.385	612.626
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T1]	-0.094	0.225	-0.135	0.323	-0.534 – 0.347	-0.768 – 0.499	0.677	614.395
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T1]	-0.037	0.261	-0.054	0.375	-0.550 – 0.475	-0.791 – 0.683	0.886	615.463
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T2]	0.209	0.217	0.301	0.312	-0.218 – 0.636	-0.313 – 0.915	0.336	608.345
(rec relationstoFC [Didn't nominate focus group] Ã— participation in	-0.078	0.251	-0.112	0.361	-0.572 – 0.416	-0.822 – 0.597	0.756	608.553

schoolwide action [High exposure]) Ã— wave [T2]								
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T3]	0.262	0.230	0.376	0.330	-0.189 – 0.713	-0.272 – 1.025	0.255	617.430
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T3]	-0.192	0.258	-0.276	0.371	-0.699 – 0.316	-1.005 – 0.454	0.458	613.416

Random Effects

σ^2	0.24
$\tau_{00\ Unique\_SoSciNu}$	0.23
ICC	0.49
$N_{\ Unique\_SoSciNu}$	231
Observations	854
Marginal R^2 / Conditional R^2	0.051 / 0.513

Table N.10

Linear Mixed-Model Predicting Outgroup Contact Avoidance from Relations to Focus Group Members, Exposure to School-Wide Action, and Time in the Intervention School, Grades 7-9

	avoidance all 3 groups							
Predictors	*Estimates*	*std. Error*	*std. Beta*	*standardized std. Error*	*CI*	*standardized CI*	*p*	*df*
(Intercept)	1.554	0.129	-0.452	0.148	1.301 – 1.807	-0.743 – -0.160	**<0.001**	509.033
rec relationstoFC [Didn't nominate focus group]	0.504	0.171	0.580	0.196	0.169 – 0.839	0.195 – 0.966	**0.003**	520.066
participation in schoolwide action [partial exposure]	-0.166	0.202	-0.191	0.232	-0.562 – 0.231	-0.647 – 0.266	0.412	500.995
participation in schoolwide action [High exposure]	0.129	0.238	0.148	0.273	-0.338 – 0.596	-0.389 – 0.686	0.587	505.334
wave [T1]	0.148	0.132	0.170	0.152	-0.111 – 0.407	-0.128 – 0.468	0.263	614.299
wave [T2]	0.424	0.127	0.488	0.146	0.175 – 0.674	0.201 – 0.776	**0.001**	608.405

wave [T3]	0.643	0.133	0.739	0.153	0.382 – 0.904	0.439 – 1.040	**<0.001**	615.564
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]	-0.163	0.266	-0.188	0.306	-0.686 – 0.360	-0.790 – 0.414	0.540	504.625
rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]	-0.211	0.308	-0.243	0.354	-0.816 – 0.394	-0.939 – 0.453	0.493	506.715
rec relationstoFC [Didn't nominate focus group] Ã— wave [T1]	-0.303	0.174	-0.348	0.200	-0.644 – 0.038	-0.741 – 0.044	0.082	615.869
rec relationstoFC [Didn't nominate focus group] Ã— wave [T2]	-0.356	0.168	-0.409	0.194	-0.686 – -0.025	-0.789 – -0.029	**0.035**	610.181
rec relationstoFC [Didn't nominate focus group] Ã— wave [T3]	-0.571	0.176	-0.656	0.203	-0.917 – -0.224	-1.055 – -0.258	**0.001**	616.669
participation in schoolwide action	0.234	0.206	0.269	0.237	-0.171 – 0.639	-0.197 – 0.735	0.257	613.503

[partial exposure] Ã— wave [T1]								
participation in schoolwide action [High exposure] Ã— wave [T1]	-0.168	0.240	-0.194	0.276	-0.640 – 0.303	-0.736 – 0.348	0.483	611.641
participation in schoolwide action [partial exposure] Ã— wave [T2]	0.155	0.199	0.179	0.229	-0.236 – 0.546	-0.271 – 0.628	0.436	607.452
participation in schoolwide action [High exposure] Ã— wave [T2]	-0.002	0.234	-0.002	0.270	-0.463 – 0.458	-0.532 – 0.527	0.993	607.954
participation in schoolwide action [partial exposure] Ã— wave [T3]	-0.038	0.211	-0.044	0.243	-0.454 – 0.377	-0.522 – 0.434	0.856	617.196
participation in schoolwide action [High exposure] Ã— wave [T3]	-0.244	0.240	-0.281	0.277	-0.716 – 0.228	-0.824 – 0.263	0.311	612.041
(rec relationstoFC [Didn't nominate focus group] Ã— participation in	0.097	0.271	0.111	0.312	-0.436 – 0.629	-0.502 – 0.724	0.722	613.709

schoolwide action [partial exposure]) Ã— wave [T1]								
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T1]	0.192	0.316	0.221	0.363	-0.427 – 0.812	-0.492 – 0.934	0.542	614.691
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [partial exposure]) Ã— wave [T2]	0.042	0.263	0.048	0.302	-0.474 – 0.558	-0.546 – 0.641	0.874	608.083
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T2]	0.103	0.304	0.118	0.349	-0.494 – 0.699	-0.568 – 0.805	0.735	608.272
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action	0.414	0.278	0.477	0.319	-0.131 – 0.960	-0.151 – 1.104	0.136	616.509

[partial exposure]) Ã— wave [T3]								
(rec relationstoFC [Didn't nominate focus group] Ã— participation in schoolwide action [High exposure]) Ã— wave [T3]	0.401	0.312	0.461	0.359	-0.212 – 1.015	-0.244 – 1.167	0.200	612.791

Random Effects

σ^2	0.36
$\tau_{00\ Unique\_SoSciNu}$	0.38
ICC	0.51
$N_{\ Unique\_SoSciNu}$	231
Observations	854
Marginal R^2 / Conditional R^2	0.056 / 0.542

Appendix O: Bivariate Correlations of Outcome Variables

Table O.1

Means, Standard Deviations, and Correlations with Confidence Intervals (Intervention School, T0)

Variable	*M*	*SD*	1	2	3	4
1. p_norms_respect	4.28	0.67				
2. d_norms_respect	3.75	0.76	.49** [.43, .54]			
3. pa_norms_respect	4.73	0.56	.41** [.35, .47]	.37** [.31, .43]		
4. tolerance_all3groups	4.65	0.55	.31** [.24, .37]	.33** [.27, .40]	.59** [.54, .64]	
5. avoidance_all3groups	1.84	0.86	-.11**	-.16**	-.32**	-.34**

				[-.18, -.03]	[-.23, -.09]	[-.39, -.25]	[-.40, -.27]

Note. M and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). * indicates $p < .05$. ** indicates $p < .01$.

Table O.2

Means, Standard Deviations, and Correlations with Confidence Intervals (Intervention School, T1)

Variable	*M*	*SD*	1	2	3	4
1. p_norms_respect	4.22	0.69				
2. d_norms_respect	3.71	0.77	.41** [.34, .47]			
3. pa_norms_respect	4.63	0.69	.54** [.49, .60]	.32** [.25, .39]		
4. tolerance_all3groups	4.60	0.63	.38** [.31, .45]	.23** [.16, .31]	.55** [.49, .60]	

5. avoidance_all3groups	1.97	0.95	-.18** [-.26, -.10]	-.18** [-.26, -.11]	-.33** [-.40, -.26]	-.44** [-.50, -.37]

Note. M and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). * indicates $p < .05$. ** indicates $p < .01$.

Table O.3

Means, Standard Deviations, and Correlations with Confidence Intervals (Intervention School, T2)

Variable	*M*	*SD*	1	2	3	4
1. p_norms_respect	4.11	0.78				
2. d_norms_respect	3.71	0.72	.57** [.51, .63]			
3. pa_norms_respect	4.46	0.81	.63** [.57, .68]	.43** [.36, .50]		

4. tolerance_all3groups	4.46	0.76	.49** [.42, .56]	.41** [.33, .48]	.64** [.59, .69]	
5. avoidance_all3groups	2.04	0.85	-.28** [-.38, -.18]	-.23** [-.33, -.12]	-.30** [-.40, -.20]	-.46** [-.54, -.37]

Note. M and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). * indicates $p < .05$. ** indicates $p < .01$.

Table O.4

Means, Standard Deviations, and Correlations with Confidence Intervals (Intervention School, T3)

Variable	*M*	*SD*	1	2	3	4
1. p_norms_respect	4.07	0.74				
2. d_norms_respect	3.63	0.74	.49** [.42, .55]			
3.	4.50	0.77	.46**	.36**		

pa_norms_respect						
			[.40, .53]	[.29, .43]		
4. tolerance_all3groups	4.44	0.75	.39**	.31**	.62**	
			[.31, .46]	[.23, .38]	[.57, .67]	
5. avoidance_all3groups	2.20	0.87	-.24**	-.21**	-.36**	-.42**
			[-.32, -.16]	[-.29, -.13]	[-.43, -.28]	[-.49, -.35]

Note. M and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). * indicates $p < .05$. ** indicates $p < .01$.

Table O.5

Means, Standard Deviations, and Correlations with Confidence Intervals (Comparison School, T0)

Variable	*M*	*SD*	1	2	3	4
1. p_norms_respect	3.94	0.74				
2. d_norms_respect	3.49	0.74	.51**			

			[.45, .58]			
3. pa_norms_respect	4.54	0.69	.39**	.30**		
			[.32, .47]	[.22, .38]		
4. tolerance_all3groups	26.03	6.84	.26**	.23**	.62**	
			[.18, .34]	[.15, .31]	[.56, .67]	
5. avoidance_all3groups	2.26	0.94	-.05	-.04	-.29**	-.39**
			[-.13, .04]	[-.13, .04]	[-.37, -.21]	[-.46, -.31]

Note. M and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). * indicates $p < .05$. ** indicates $p < .01$.

Table O.6

Means, Standard Deviations, and Correlations with Confidence Intervals (Comparison School, T2)

Variable	*M*	*SD*	1	2	3	4
1. p_norms_respect	3.85	0.80				

2. d_norms_respect	3.43	0.75	.45** [.37, .51]			
3. pa_norms_respect	4.36	0.78	.50** [.43, .56]	.30** [.22, .38]		
4. tolerance_all3groups	24.96	7.49	.40** [.32, .47]	.28** [.20, .36]	.58** [.51, .63]	
5. avoidance_all3groups	2.39	0.89	-.18** [-.28, -.08]	-.21** [-.31, -.10]	-.34** [-.43, -.24]	-.41** [-.50, -.32]

Note. M and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). **Outgorup avoidance was measured only for grades 7 and above**.

* $p < .05$. ** $p < .01$.