



Training and Access Project **Building the Foundation Series**

Creating Identity Safety in Schools **References**

- Allen, K. A., Kern, M. L., Vella-Brodrick, D., & Waters, L. (2018). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, 30(1), 1–34.
<https://doi.org/10.1007/s10648-016-9389-8>
- Aspen Institute. (2024, June). *A crisis of student belonging*. <https://www.aspeninstitute.org/wp-content/uploads/2025/05/School-Belonging.pdf>
- Atkiss, K., Moyer, M., Desai, M., & Roland, M. (2011). Positive youth development: An integration of the developmental assets theory and the socio-ecological model. *American Journal of Health Education*, 42(3), 171–180. <https://doi.org/10.1080/19325037.2011.10599184>
- Bono, G. (2022, December 21). *Gratitude practices at school that work (and why some don't)*. Education Week. <https://www.edweek.org/leadership/opinion-gratitude-practices-at-school-that-work-and-why-some-dont/2022/12>
- Branje, S., de Moor, E. L., Spitzer, J., & Becht, A. I. (2021). Dynamics of identity development in adolescence: A decade in review. *Journal of Research on Adolescence*, 31(4), 908–927.
<https://doi.org/10.1111/jora.12678>
- Carbado, D. W., Crenshaw, K. W., Mays, V. M., & Tomlinson, B. (2013). Intersectionality: Mapping the movements of a theory. *Du Bois Review: Social Science Research on Race*, 10(2), 303–312.
<https://doi.org/10.1017/S1742058X13000349>
- Cohn-Vargas, B. (2015, April 20). *Identity-safe classrooms and schools*. Learning for Justice. <https://www.learningforjustice.org/magazine/identity-safe-classrooms-and-schools>
- Cohn-Vargas, B. (2016, October 5). *Fostering identity safety in school*. Edutopia. <https://www.edutopia.org/article/creating-identity-safe-school-becki-cohn-vargas/>
- Cohn-Vargas, B., & Steele, D. M. (2016). Creating identity safe classroom environments. *Illinois Reading Council Journal*, 44(3), 23–32.
- Conner, J., & Wilson, C. (2023). *Classroom student voice practices*. Villanova University. <https://d2pck61xhq74q6.cloudfront.net/Student-Voice-Practices-in-the-Classroom.pdf>
- Crocetti, E., Prati, F., & Rubini, M. (2018). The Interplay of Personal and Social Identity. *European Psychologist*, 23(4), 300–310. <https://doi.org/10.1027/1016-9040/a000336>



Crul M. (2018). Culture, Identity, Belonging, and School Success. *New directions for child and adolescent development*, 2018(160), 109–114. <https://doi.org/10.1002/cad.20234>

De Moor, E. L., Van der Graaff, J., & Branje, S. (2023). Identity development across the transition from primary to secondary school: The role of personality and the social context. *Self and Identity*, 22(5), 762–782. <https://doi.org/10.1080/15298868.2023.2196087>

Facing History & Ourselves. (2021, July 14). Exploring the concept of identity. <https://www.facinghistory.org/resource-library/exploring-concept-identity>

Goforth, A. N., & Pham, A. V. (2023). The 4Rs of culturally responsive practice. In *Culturally responsive school-based practices: Supporting mental health and learning of diverse students* (pp. 11–38). Oxford University Press. <https://doi.org/10.1093/med-psych/9780197516928.003.0002>

Guiang-Myers, G. (2019, May 31). *Making prosocial behavior contagious*. Edutopia. <https://www.edutopia.org/article/making-prosocial-behavior-contagious/>

Hays, P. A. (2022). Diversity, complexity, and intersectionality. In P. A. Hays, *Addressing cultural complexities in counseling and clinical practice: An intersectional approach* (4th ed., pp. 3–20). American Psychological Association. <https://doi.org/10.1037/0000277-001>

Hernández, L. E., & Darling-Hammond, L., (2022). *Creating identity-safe schools and classrooms*. Learning Policy Institute. <https://doi.org/10.54300/165.102>

Lee, K. (2024, August 6). A structure for peer academic support in high school classes. Edutopia. <https://www.edutopia.org/article/peer-academic-support-high-school-classrooms/>

Lloyd, A., Granot, Y., Rovegno, E., Bazin, A., Bryant, A., & Richards, M. (2024). How schools can bolster belonging among Black lesbian, gay, bisexual, and queer youth. *Translational Issues in Psychological Science*, 10(1), 82–93. <https://doi.org/10.1037/tps0000391>

Lowe, A.N. (2020). Identity safety and its importance for academic success. In: Papa, R. (eds) *Handbook on Promoting Social Justice in Education*. Springer, Cham. https://doi.org/10.1007/978-3-030-14625-2_128

Luo, Y., Ma, T., & Deng, Y. (2023). School climate and adolescents' prosocial behavior: the mediating role of perceived social support and resilience. *Frontiers in psychology*, 14, 1095566. <https://doi.org/10.3389/fpsyg.2023.1095566>

Merrill, S., & Gonser, S. (2021, September 16). *The importance of student choice across all grade levels*. Edutopia. <https://www.edutopia.org/article/importance-student-choice-across-all-grade-levels/>

Safir, S. (2016, February 19). *Fostering identity safety in your classroom*. Edutopia. <https://www.edutopia.org/article/blog-fostering-identity-safety-in-classroom-shane-safir/>

Shean, M., & Mander, D. (2020). *Building emotional safety for students in school environments: Challenges and opportunities*. In R. Midford, G. Nutton, B. Hyndman, & S. Silburn (Eds), *Health and education interdependence* (pp. 209–224). Springer. https://doi.org/10.1007/978-981-15-3959-6_12



Sugimura, K., Hihara, S., Hatano, K., Umemura, T., & Crocetti, E. (2025). The interplay between personal Identity and social identity among vocational high school students: A three-wave longitudinal study. *Journal of Youth Adolescence*, 54(2), 454–467. <https://doi.org/10.1007/s10964-024-02073-9>

Verkuyten, M., Thijs, J. & Gharaei, N. (2019). Discrimination and academic (dis)engagement of ethnic-racial minority students: a social identity threat perspective. *Social Psychology of Education*, 22(2), 267–290. <https://doi.org/10.1007/s11218-018-09476-0>

Wu, Y.E., & Hong, W. (2022). Neural basis of prosocial behavior. *Trends in Neurosciences*, 45(10), 749–762. <https://doi.org/10.1016/j.tins.2022.06.008>

Willis, J. (2018, July 13). *The value of active listening*. Edutopia. <https://www.edutopia.org/article/value-active-listening/>