

Resource Guide

Reducing Stereotype Threat in the Classroom

Stereotype threat can be inhibiting for student performance in all educational settings, starting at a very early age. For university students, stereotype threat can be particularly challenging in the classroom. This resource guide provides strategies for reducing stereotype threat in the classroom.

- Frame (or reframe) tasks so that you are less likely to create an identity threat cue. For example: instead of a task being “diagnostic of students’ abilities,” frame a task as a problem or puzzle to be solved.
- Avoid putting students in a situation where they are the sole member of their social category in an otherwise uniform group.
- Do not single out specific students for “extra help” or “extra attention.”

Norton.

Yaeger, D.S. et al. (2014). Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback across the Racial Divide. *Journal of Experimental Psychology: General*. Vol. 143, no. 2, pp. 804-824. <https://doi.org/10.1037/a0033906>