School Climate and Bullying

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Dewey G. Cornell, Ph. D., is a forensic clinical psychologist and Professor of Education in the Curry School of Education at the University of Virginia. Dr. Cornell is Director of the UVA Youth Violence Project, and a faculty associate of the Institute of Law, Psychiatry, and Public Policy.

Dr. Cornell has studied youth violence for 30 years and authored more than 200 publications in psychology and education. He directs a federally funded project that administers the Authoritative School Climate Survey in more than 700 Virginia secondary schools. He developed the Virginia Student Threat Assessment Guidelines, which is an evidence-based protocol for schools to resolve student threats of violence.
Research Team

The 2014-2015 Youth Violence Project research team, left to right: Dewey Cornell, Joy Yuane Jia, Kathan Shukla, Anna Heilbrun, Sara Millspaugh, Pooja Datta, Juliette Berg, Elizabeth Xiaoxin Wei, Patrick Meyer, Allie Anderson, Tim Konold, Marisa Malone. Not pictured is Francis Huang.
Overview

1. What is school climate?
2. Why you want an authoritative school climate
3. How to make anti-bullying efforts more effective
What kind of school climate will prevent bullying?
Be the Hero

Created by students at Albemarle High School
http://youtu.be/6LJLMRtllA0
School Climate Matters

- Greater engagement and attendance
- Fewer discipline problems
- Less bullying and teasing
- Less aggression toward teachers
- Better academic performance
- Higher graduation rates


Hung et al. (2014). Measuring school climate: Factor analysis and relations to emotional problems, conduct problems, and victimization in middle school students. *School Mental Health, Advance online publication*.

I. Positive school climate and prevention

II. High expectations for discipline

III. Equity and improvement
What is School Climate?

School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

National School Climate Center  http://www.schoolclimate.org/climate/faq.php
What is School Climate?

• Components should be measurable.
• More than a laundry list.
• Meaningfully related to one another.
• Should be able to relate school climate to student and school outcomes.
To construct a model of school climate, we turned to developmental research on parenting.

What makes a good parent?
Classic study of parents

Two contrasting groups
• “Authoritarian” strict discipline-oriented
• “Permissive” lacking in discipline

Source: Baumrind, 1966
Classic study of parents

Two contrasting groups
- “Authoritarian” strict discipline-oriented
- “Permissive” lacking in discipline
Survey of principals

Two contrasting groups
• “Get-tough” strict discipline-oriented
• “Be supportive” prevention-oriented

Source: Skiba & Edl, 2004
Many people intuitively think that being tough and being supportive are opposites on a continuum.
Or two dimensions?
Four types of parenting

- Authoritarian
- Authoritative
- Negligent
- Permissive
Four types of schools?

- Authoritarian
- Authoritative
- Negligent
- Permissive
What is Authoritative School Climate?

Developmental research has found that authoritative parents, who are both demanding and warm with their children, are more effective than authoritarian parents who are demanding but cold and permissive parents who are warm but not demanding.

Our research suggests that schools where discipline is strict but fair, and teachers are perceived as supportive, are more positive learning environments.
Virginia Secondary School Climate Study

• Survey of students and teachers

• 700+ middle and high schools

• In collaboration
  • Virginia Department of Education
  • Virginia Department of Criminal Justice Services

This project was supported by Grant #2012-JF-FX-0062 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the author and do not necessarily reflect those of the Department of Justice.
## School Survey Participation Rates

<table>
<thead>
<tr>
<th>Survey Data</th>
<th>Middle School (2013)</th>
<th>High School (2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>423 (98%)</td>
<td>323 (99%)</td>
</tr>
<tr>
<td>Students</td>
<td>43,805 (85%)</td>
<td>48,027 (89%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>9,134 (79%)</td>
<td>13,455 (57%)</td>
</tr>
</tbody>
</table>

Approx. 100 items, 15-20 minutes
SURVEY REPORTS

- Each school receives a 25-page report
- Student and teacher perceptions
- School, region, and state norms
Student Perceptions of Safety

- **I feel safe in my school.**
  - Your School: 92%
  - State: 82%

- **Bullying is a problem at this school.**
  - Your School: 24%
  - State: 38%

- **A student threatened to hurt me.**
  - Your School: 16%
  - State: 20%

- **A student physically attacked, pushed, or hit me.**
  - Your School: 7%
  - State: 17%
The punishment for breaking school rules is the same for all students: 2.7

Students at this school only get punished when they deserve it: 2.6

Students are treated fairly regardless of their race or ethnicity: 3

Students are suspended without good reason (reverse scored): 2.2

The adults at this school are too strict (reverse scored): 2.4

The school rules are fair: 2.7

When students are accused of doing something wrong, they get a chance to explain it: 2.6

Overall STRUCTURE: 2.7
Most teachers and other adults at this school care about all students
Most teachers and other adults at this school want all students to do well
Most teachers and other adults at this school listen to what students have to say
Most teachers and other adults at this school treat students with respect
There are adults at this school I could talk with if I had a personal problem
If I tell a teacher that someone is bullying me, the teacher will do something to help
I am comfortable asking my teachers for help with my school work
There is at least one teacher or another adult at this school who really wants me to do well

Overall SUPPORT

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Agree</th>
<th>4 - Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most teachers and other adults at this school care about all students</td>
<td></td>
<td></td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Most teachers and other adults at this school want all students to do well</td>
<td></td>
<td></td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>Most teachers and other adults at this school listen to what students have to say</td>
<td></td>
<td></td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Most teachers and other adults at this school treat students with respect</td>
<td></td>
<td></td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>There are adults at this school I could talk with if I had a personal problem</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>If I tell a teacher that someone is bullying me, the teacher will do something to help</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>I am comfortable asking my teachers for help with my school work</td>
<td></td>
<td></td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>There is at least one teacher or another adult at this school who really wants me to do well</td>
<td></td>
<td></td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>Overall SUPPORT</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Structure and Support established in multilevel structural approach to factor analysis

Virginia High Schools

Authoritarian
29

Authoritative
133

Negligent
132

Permissive
29
How much teasing and bullying do we observe in schools with different levels of structure and support?

IV - 4 groups of schools

DV - School percentile in Prevalence of Teasing and Bullying
Students in this school often are teased about their clothing or physical appearance.

Students in this school are teased or put down because of their race or ethnicity.

There is a lot of teasing about sexual topics at this school.

Students here get tease or put down about their sexual orientation.

Bullying is a problem at this school.
Prevalence of Teasing and Bullying

School Percentile in Teasing and Bullying

- Low Str/ Low Supp Negligent: 74
- Hi Str/ Low Supp Authoritarian: 41
- Lo Str/Hi Supp Permissive: 54
- Hi Str/Hi Supp Authoritative: 19
Prevalence of Teasing and Bullying

School Percentile in Teasing and Bullying

- Low Str/ Low Supp Negligent
- Hi Str/ Low Supp Authoritarian
- Lo Str/Hi Supp Permissive
- Hi Str/Hi Supp Authoritative

Student Report

Teacher Report

Prevalence of Teasing and Bullying

- Negligent
- Authoritarian
- Permissive
- Authoritative
## Multi-level Linear Regression for Student Reports of Prevalence of Teasing and Bullying

<table>
<thead>
<tr>
<th></th>
<th>Est b</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>12.53***</td>
<td>0.15</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% FRPM</td>
<td>0.02***</td>
<td>0.00</td>
</tr>
<tr>
<td>% Minority</td>
<td>-0.02***</td>
<td>0.00</td>
</tr>
<tr>
<td>Size (/100)</td>
<td>0.05***</td>
<td>0.01</td>
</tr>
<tr>
<td>ASC</td>
<td>-0.07***</td>
<td>0.00</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>0.07</td>
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</tr>
<tr>
<td>Asian</td>
<td>0.01</td>
<td>0.07</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>Other</td>
<td>0.33***</td>
<td>0.06</td>
</tr>
<tr>
<td>Female</td>
<td>0.83***</td>
<td>0.03</td>
</tr>
<tr>
<td>GPA</td>
<td>-0.20***</td>
<td>0.01</td>
</tr>
<tr>
<td>Parental Ed</td>
<td>-0.02</td>
<td>0.01</td>
</tr>
</tbody>
</table>

1 SD increase in ASC lowers PTB by .2 SD
N = 48,027; schools = 323
Multi-level Linear Regression for Teacher Reports of Prevalence of Teasing and Bullying

<table>
<thead>
<tr>
<th>Variable</th>
<th>Prevalence of T and B</th>
<th>b</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
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<td>13.79***</td>
<td>0.36</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size (/100)</td>
<td></td>
<td>0.05**</td>
<td>0.02</td>
</tr>
<tr>
<td>% FRPM</td>
<td></td>
<td>0.02**</td>
<td>0.01</td>
</tr>
<tr>
<td>% Minority</td>
<td></td>
<td>-0.02***</td>
<td>0.00</td>
</tr>
<tr>
<td>ASC</td>
<td></td>
<td>-0.09***</td>
<td>0.01</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>0.58***</td>
<td>0.09</td>
</tr>
<tr>
<td>1-2 yrs</td>
<td></td>
<td>0.49***</td>
<td>0.15</td>
</tr>
<tr>
<td>3-4 yrs</td>
<td></td>
<td>1.02***</td>
<td>0.13</td>
</tr>
<tr>
<td>6-10 yrs</td>
<td></td>
<td>0.70***</td>
<td>0.10</td>
</tr>
</tbody>
</table>

PTB range is 5 to 30, M = 15.06, SD = 4.86
1 SD increase in ASC lowers PTB by .19 SD
N = 13,455; schools = 310
During the past 30 days, on how many days did you have at least one drink of alcohol?

During the past 30 days, how many times did you use marijuana?

During the past 12 months, how many times were you in a physical fight on school property?

During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?

Reports from 48,027 Students in 323 Virginia High Schools
Fighting and Weapons at School

Percent Reporting 1+ Incidents

- **Fighting**: 10, 8.6, 7.2, 5.1, 4.9, 3.2
- **Weapons**: 5.1, 4.9, 4, 3.2

- Low Str/Low Supp: Negligent
- Hi Str/Low Supp: Authoritarian
- How Str/Hi Supp: Permissive
- Hi Str/Hi Supp: Authoritative
Marijuana and Alcohol Use Past 30 Days

- Low Str/Low Supp: Negligent 27%
- Hi Str/Low Supp: Authoritarian 25%
- Lo Str/Hi Supp: Permissive 24%
- Hi Str/Hi Supp: Authoritative 21%

Percent Reporting 1+ Incidents

- Alcohol: 27, 25, 24, 21
- Drugs: 17, 15, 13, 11
### Multi-level Logistic Regressions for Weapon-Carrying and Fighting

<table>
<thead>
<tr>
<th>Variable</th>
<th>Weapon OR</th>
<th>Weapon LB</th>
<th>Weapon UB</th>
<th>Fighting OR</th>
<th>Fighting LB</th>
<th>Fighting UB</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% FRPM</td>
<td>1.01</td>
<td>1.00</td>
<td>1.01</td>
<td>1.00</td>
<td>1.00</td>
<td>1.01</td>
</tr>
<tr>
<td>% Minority</td>
<td>0.99***</td>
<td>0.98</td>
<td>0.99</td>
<td>1.00*</td>
<td>0.99</td>
<td>1.00</td>
</tr>
<tr>
<td>Size (/100)</td>
<td>0.99</td>
<td>0.97</td>
<td>1.00</td>
<td>0.99**</td>
<td>0.97</td>
<td>1.00</td>
</tr>
<tr>
<td>ASC</td>
<td>0.96***</td>
<td>0.95</td>
<td>0.97</td>
<td>0.98***</td>
<td>0.97</td>
<td>0.99</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>0.82*</td>
<td>0.70</td>
<td>0.96</td>
<td>1.49***</td>
<td>1.34</td>
<td>1.65</td>
</tr>
<tr>
<td>Asian</td>
<td>1.46**</td>
<td>1.13</td>
<td>1.89</td>
<td>0.99</td>
<td>0.79</td>
<td>1.25</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.22*</td>
<td>1.01</td>
<td>1.47</td>
<td>1.46***</td>
<td>1.28</td>
<td>1.67</td>
</tr>
<tr>
<td>Other</td>
<td>1.24*</td>
<td>1.01</td>
<td>1.51</td>
<td>1.77***</td>
<td>1.54</td>
<td>2.04</td>
</tr>
<tr>
<td>Female</td>
<td>0.38***</td>
<td>0.33</td>
<td>0.42</td>
<td>0.51***</td>
<td>0.47</td>
<td>0.55</td>
</tr>
<tr>
<td>GPA</td>
<td>0.80***</td>
<td>0.77</td>
<td>0.82</td>
<td>0.74***</td>
<td>0.72</td>
<td>0.75</td>
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<tr>
<td>Parental Ed</td>
<td>0.94**</td>
<td>0.90</td>
<td>0.98</td>
<td>0.92***</td>
<td>0.89</td>
<td>0.95</td>
</tr>
</tbody>
</table>

For Weapons, OR = .96, 1 SD increase in ASC is associated with 34% lower odds of carrying a weapon.
For Fighting, OR = .98, 1 SD increase in ASC is associated with 18% lower odds of fighting.
N = 48,027 students; schools = 323
Multi-level Logistic Regressions for Marijuana and Alcohol Use

<table>
<thead>
<tr>
<th>Variable</th>
<th>Marijuana</th>
<th>Alcohol</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OR</td>
<td>LB</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% FRPM</td>
<td>1.00</td>
<td>0.99</td>
</tr>
<tr>
<td>% Minority</td>
<td>1.00**</td>
<td>1.00</td>
</tr>
<tr>
<td>Size (/100)</td>
<td>1.00</td>
<td>0.99</td>
</tr>
<tr>
<td>ASC</td>
<td>0.98***</td>
<td>0.98</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>0.87***</td>
<td>0.80</td>
</tr>
<tr>
<td>Asian</td>
<td>0.63***</td>
<td>0.53</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.85**</td>
<td>0.77</td>
</tr>
<tr>
<td>Other</td>
<td>1.35***</td>
<td>1.22</td>
</tr>
<tr>
<td>Female</td>
<td>0.86***</td>
<td>0.81</td>
</tr>
<tr>
<td>GPA</td>
<td>0.79***</td>
<td>0.77</td>
</tr>
<tr>
<td>Parental Ed</td>
<td>0.96***</td>
<td>0.94</td>
</tr>
</tbody>
</table>

For both Marijuana and Alcohol, OR = .98, 1 SD increase in ASC is associated with 18% lower odds of use.
N = 48,027 students; schools = 323
A student said rude or insulting things to me.

A student stole or damaged my personal property.

A student threatened to harm me.

A student physically attacked, pushed, or hit me.

A student threatened me with a weapon.

13,455 Teachers from 310 Virginia High Schools
Aggression Toward Teachers

School Percentile in Aggression Reported by Teachers

Low Str/Low Supp Negligent
Hi Str/Low Supp Authoritarian
Lo Str/Hi Supp Permissive
Hi Str/Hi Supp Authoritative

77
66
44
33
Teacher Victimization (TV) scores range 5 to 20. M = 6.69, SD = 1.83. 1 SD increase in ASC associated with .3 decrease in TV. N = 13,455. Schools = 310

### Multi-level Linear Regression for Teacher Reports of Student Aggression

<table>
<thead>
<tr>
<th>Variable</th>
<th>b</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>5.87***</td>
<td>0.12</td>
</tr>
<tr>
<td>School Size (/100)</td>
<td>0.00</td>
<td>0.01</td>
</tr>
<tr>
<td>% FRPM</td>
<td>0.01***</td>
<td>0.00</td>
</tr>
<tr>
<td>% Minority</td>
<td>0.01***</td>
<td>0.00</td>
</tr>
<tr>
<td>ASC</td>
<td>-0.03***</td>
<td>0.00</td>
</tr>
<tr>
<td>Teacher Female</td>
<td>0.00</td>
<td>0.03</td>
</tr>
<tr>
<td>1-2 yrs exp(^1)</td>
<td>0.24***</td>
<td>0.05</td>
</tr>
<tr>
<td>3-4 yrs exp(^1)</td>
<td>0.33***</td>
<td>0.05</td>
</tr>
<tr>
<td>6-10 yrs exp(^1)</td>
<td>0.28***</td>
<td>0.04</td>
</tr>
</tbody>
</table>

\(^1\)10+ years of experience is the reference group
34,977 high school students suspended at least once in 2013-2014
Suspension Rates for Black and White High School Students

- **Black Students**
  - Low Str/Low Supp: 19
  - Hi Str/Low Supp: 17
  - Low Str/Hi Supp: 17
  - Hi Str/Hi Supp: 12

- **White Students**
  - Low Str/Low Supp: 9.3
  - Hi Str/Low Supp: 7.8
  - Low Str/Hi Supp: 8.4
  - Hi Str/Hi Supp: 6.3

Legend:
- Red line: Black Students
- Blue line: White Students

**Percent Suspended at Least Once**

- Low Str/Low Supp: Negligent
- Hi Str/Low Supp: Authoritarian
- Low Str/Hi Supp: Permissive
- Hi Str/Hi Supp: Authoritative
**ASC Associated with Decrease in School Suspension Rates**

<table>
<thead>
<tr>
<th></th>
<th>Overall Suspensions (n = 321)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>SE</td>
</tr>
<tr>
<td>Intercept</td>
<td>10.18***</td>
<td>0.27</td>
</tr>
<tr>
<td>% FRPM</td>
<td>0.14***</td>
<td>0.02</td>
</tr>
<tr>
<td>% Minority</td>
<td>0.06***</td>
<td>0.01</td>
</tr>
<tr>
<td>Size (/100)</td>
<td>-0.17***</td>
<td>0.05</td>
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<tr>
<td>ASC</td>
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<td></td>
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<tr>
<td>R²</td>
<td>.40</td>
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</table>
School-level Linear Regression for Black and White Suspension Rates

<table>
<thead>
<tr>
<th></th>
<th>Black Suspensions (n = 274)</th>
<th>White Suspensions (n = 318)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(3)</td>
<td>(4)</td>
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<tr>
<td></td>
<td>b</td>
<td>SE</td>
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<td>Intercept</td>
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<tr>
<td>% Minority</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Size (/100)</td>
<td>-0.01</td>
<td>0.01</td>
</tr>
<tr>
<td>ASC</td>
<td>-0.02***</td>
<td>0.00</td>
</tr>
<tr>
<td>R²</td>
<td>.19</td>
<td>.23</td>
</tr>
</tbody>
</table>
Schools with high structure and high support:

- Less fighting and weapon carrying
- Less alcohol and marijuana use
- Less teasing and bullying
- Teachers report less aggression by students
- Lower school suspensions
Schools with high structure and high support:

Findings are consistent across schools varying in
• School size
• Student poverty %
• Minority students %
• Urbanicity
What can we do to make our bullying prevention efforts more effective?
44 evaluations
Bullying decreased 20-23%
Victimization decreased 17-20%
• Studies show wide range of effects
• Some studies found negative effects
• Most studies show positive effects
Bullying Programs Ineffective Above 7th Grade

Declines in efficacy of anti-bullying programs among older adolescents: Theory and a three-level meta-analysis

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ABSTRACT
Highly visible tragedies in high schools thought to involve bullying have directly contributed to public support for state-mandated K-12 anti-bullying programming. But are existing programs actually effective for these older adolescents? This paper first outlines theoretical considerations, including developmental changes in (a) the manifestation of bullying, (b) the underlying causes of bullying, and (c) the efficacy of domain-general behavior-change tactics. This review leads to the prediction of a discontinuity in program efficacy among older adolescents. The paper then reports a novel meta-analysis of studies that administered the same program to multiple age groups and measured levels of bullying (k = 19, with 72 effect sizes). By conducting a hierarchical meta-analysis of the within-study moderation of efficacy by age, more precise estimates of age-related trends were possible. Results were consistent with theory in that whereas bullying appears to be effectively prevented in 7th grade and below, in 8th grade and beyond there is a sharp drop to an average of zero. This finding contradicts past meta-analyses that used between-study tests of moderation. This paper provides a basis for a theory of age-related moderation of program effects that may generalize to other domains. The findings also suggest the more general need for caution when interpreting between-study meta-analytic moderation results.
Little Agreement Across Studies

National Prevalence of Being Bullied at School

- Youth Risk Behavior Survey (YRBS, 2013): 20%
- National Crime Victimization Survey (2011): 28%
- National Household Survey (Finkelhor, 2014): 30%
- Health Behaviour in School-Aged Children (Molcho 2009): 35%
- Health Behavior in School-Aged Children (Wang, 2009): 41%
Reasons for Disagreement

- Definitions of bullying
- Survey methods
- Sampling strategies
- Age groups
- Time periods

National Prevalence of Being Bullied at School

<table>
<thead>
<tr>
<th>Survey</th>
<th>Prevalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Risk Behavior Survey (YRBS, 2013)</td>
<td>20</td>
</tr>
<tr>
<td>National Crime Victimization Survey (2011)</td>
<td>28</td>
</tr>
<tr>
<td>National Household Survey (Finkelhor, 2014)</td>
<td>30</td>
</tr>
<tr>
<td>Health Behaviour in School-Aged Children (Molcho 2009)</td>
<td>35</td>
</tr>
<tr>
<td>Health Behavior in School-Aged Children (Wang, 2009)</td>
<td>41</td>
</tr>
</tbody>
</table>
Why are rates so high?

- Surveys don’t limit bullying to repeated incidents with a power imbalance.
- Students don’t use the definitions.

National Prevalence of Being Bullied at School

- Youth Risk Behavior Survey (YRBS, 2013): 20
- National Household Survey (Finkelhor, 2014): 30
- Health Behavior in School-Aged Children (Wang, 2009): 41
In a middle school of 482 students, 8% reported bully victimization 1 or more times per week. Counselors interviewed the students and confirmed only half as victims of bullying. Cornell & Mehta (2011). *Professional School Counseling.*
Self-Reports of Victimization Are the Achilles Heel Bullying Research
Bullied in past month
(At least once per week, N = 11,246)

Source: School Climate Bullying Survey, Fall 2009 Safe Schools/Healthy Students Project of Albemarle/Charlottesville schools. Virginia Youth Violence Project. University of Virginia
## Bullied at School in the Past Month

<table>
<thead>
<tr>
<th>Percentage of Students Bullied at School in the Past Month</th>
<th>n = 3,387</th>
</tr>
</thead>
<tbody>
<tr>
<td>27% report being bullied at least once in past 30 days.</td>
<td></td>
</tr>
</tbody>
</table>

Traditional self-report is convenient, but unsatisfactory:  
1. Cannot confirm that students are using the concept of bullying correctly.  
2. We can’t help the victims if we do not know who they are.
Peer Nominations – An Alternative to Self-Report

- Students are best able to tell us who is being bullied, but they are reluctant to share this information openly.
- We have 10 years of experience with using peer nominations, in which students are asked to write down the names of victims.
- Counselors then follow up with the students who have been repeatedly nominated.
Peer Support Survey

https://www.youtube.com/watch?v=s6lBeN8OmS4
Who is being bullied? 
Help us stop bullying at this school.

Bullying is defined as the use of one’s strength or popularity to injure, threaten, or embarrass another person. Bullying can be physical, verbal, or social. Physical bullying is when a student hits, kicks, grabs, or shoves you on purpose. Verbal bullying is when a student threatens or teases you in a hurtful way. Social bullying is when a student tries to keep others from being your friend or from letting you join in what they are doing. It is not bullying when two students of about the same strength argue or fight.

Based on this definition of bullying, write the names of any students who are the victims of bullying. You may write the name of any student at your school whom you know has been bullied at school during the past month.

___________________________________
___________________________________
___________________________________
___________________________________
Elementary School Nominations
23 schools, 5478 students

4,242 (77%) students received no nominations
Middle School Nominations

N = 3700 student

3,064 (83%) students received no nominations
High School Nominations

\[ n = 5144 \text{ student} \]
\[ 4,790 \text{ (93%) students received no nominations} \]
Victim Nominations Grades 3-12
N = 14,322 students

Total of 613 students across 35 schools with 3 or more nominations.
Counselors used a common standard for interviewing students and determining whether they were victims of bullying.
http://www.youtube.com/watch?v=UCeV3qJL7IU
Cases start at 10:11
Follow-up Interviews
1. Victim of bullying
2. Former victim
3. Peer conflict
4. Joke nomination
5. Unknown
159 (27%) of 593 students identified by counselors as victims of bullying.
Counselor Determination (n = 593)

- Former Victim
- Victim

### Number of Nominations

<table>
<thead>
<tr>
<th></th>
<th>3 or 4</th>
<th>5 to 9</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former</td>
<td>19</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Victim</td>
<td>19</td>
<td>34</td>
<td>59</td>
</tr>
</tbody>
</table>

Percent of Students
Counselor Determination (n = 593)

Percent of Students

Number of Nominations

- **3 or 4 Nominations**: 34%
  - Peer conflict: 19%
  - Former Victim: 19%
  - Victim: 34%

- **5 to 9 Nominations**: 22%
  - Peer conflict: 22%

- **10+ Nominations**: 12%
  - Former Victim: 16%
  - Victim: 59%
How many victims of bullying were still being bullied 4 weeks later?
59% reduction in bullying (from 104 to 43)
What can we do to make our bullying prevention efforts more effective?

- Build an authoritative school climate:
  - Strict but fair discipline
  - Supportive relationships
- Identify the victims of bullying.