



# Addressing School Climate as a Key Component of School Safety & Bullying Prevention

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FUNDED BY THE NATIONAL INSTITUTE OF JUSTICE

# Project Objectives

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- A. To conduct a region-wide school climate assessment of K-12 schools in 22 school districts across Southern Illinois.
- B. To assess the effectiveness of training school administrators, teachers and staff in the delivery of low-cost, evidenced-based interventions addressing key components identified in critical reviews of bullying prevention programs.
- C. To assess the impact of facilitating anonymous reporting of school safety issues via a web-based platform on school climate.

# Interventions

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## Administrator workshop

Safe Schools/Bullying Prevention (Illinois Principal Association Academy)

## Teaching Training Workshop

Creating a Safe and Respectful Environment in our Nation's Classrooms (NCCSLE)

## Playground/School Monitor Training

Systematic Supervision (Iris Ed/ U of Oregon Institute on Violence and Destructive Behavior)

## Pilot Testing of Web-Based Anonymous Reporting System

# Primary Evaluation Method

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Data were collected from 45 ROE#30 elementary, middle and high schools during the spring semesters (Mar-May) of 2016, 2017, 2018

Measure: School Climate Survey (Ontario Ministry of Education),

- separate versions:
  - Grades 4 to 6
  - Grades 7 to 12

Procedure: Surveys completed anonymously in classes at times/days designated by school administrators.

# Participants

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45 schools participated in this project

Completed school climate surveys were collected from a total of:

18,561 students (Year 1 = 5484, Year 2 = 7133, Year 2= 5943)

2229 teachers (Year 1 = 657, Year 2 = 779 , Year 3 = 793)

# Definitions

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**Inclusive Education** - a system in which:

- all students, parents, school staff, and other members of the school community are welcomed and respected
- every student is supported and inspired to succeed in a culture of high expectations for learning.

# Definitions

Actions meant to hurt another person's feelings or to put a person down are called \_\_\_\_\_ **bullying/harassing** behaviors. Bullying is a form of harassment.

In this section, we will be using the words “bullying/harassment” for behaviors such as:

- saying hurtful things to someone about their appearance, their intelligence, or their abilities;
- posting hurtful comments about someone online;
- hurting someone by hitting, kicking, or pinching them, or in some other physical way;
- leaving someone out or treating them badly because of who they are.

The same person or group of people is often bullied or harassed over and over again. This can happen on or off school grounds.

# School Climate Survey Scales

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Perceptions of School Climate

Perceptions of School Safety

Direct Experiences of Bullying

Observed Experiences of Bullying

Perpetration of Bullying



# Perceptions of School Climate

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Composed of 16 /18 items (Grades 4-6/Grades 7-12)

Response Format: 1 = Often to 4 = Never

Assesses the frequency with which they experience or perceive

- general comfort in the school
- acceptance among peers and teachers
- availability of assistance when needed
- opportunities to learn about diverse groups across the curriculum
- respect for diversity

# Perceptions of School Safety

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Composed of 9/13 items (Grades 4-6/Grades 7-12)

Response Format: 1 = Very Safe to 4 = Not Safe

Assesses the degree to which student feels safe in locations across the campus

- Classroom
- Hallways
- Gym
- Playground
- Bathrooms
- Library
- Computer Room
- Bus
- School Grounds
- Lunchroom
- Entry ways
- Locker room
- Parking Lot

# Frequency of Bullying

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Assess frequency of: Direct Experiences, Observed Experiences, Perpetration

Composed of 10 Items (each) rated as 1 = Not once/Not at all 4 = Many times a week

Forms of Bullying:

- Physical
- Verbal
- Social
- Electronic (Cyberbullying)
- Gender
- Race
- Religion
- Disability
- SES
- Interests

# Correlations Year 1: Mean Scale Scores by School of Youth Report of Climate, Bullying and Teacher Reports

<i>Scale</i>	<i>Safety</i>	<i>Bullied</i>	<i>Witnessed</i>	<i>Perpetrated</i>
<i>Climate</i>	<b>0.943</b>	<b>0.75</b>	<b>.898</b>	<b>0.764</b>

*N = 39 p < .001*

<i>Scale</i>	<i>Teacher - Climate</i>	<i>Teacher- Safety</i>	<i>Teacher- Bullying Problems</i>
<i>Climate</i>	0.255	0.301	<b>0.467</b>
<i>Safety</i>	0.293	0.314	<b>0.493</b>
<i>Bullied</i>	0.001	0.329	<b>0.407</b>
<i>Witness</i>	0.226	<b>0.442</b>	<b>0.62</b>
<i>Perpetrate</i>	0.002	0.371	0.295

*N = 24 p < .05*

# Correlations

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<i>Teacher Scale</i>	<i>Safety</i>	<i>Bullying Problems</i>
<i>Climate</i>	0.452	0.635

*School N = 35 p < .01*

## **Youth Perceptions**

	<i>Teacher Efforts</i>	<i>Principal Efforts</i>
<i>Climate</i>	0.346	0.373

*Student N = 16034 p < 0001*

# Teacher Workshop: **Creating a Safe and Respectful Environment in our Nation's Classrooms** (NCSSLE)

## **Module 1 Learning Objectives**

- Understand what bullying behavior is and is not.
- Understand what bullying behavior may look like in the classroom.
- Explore ideas for responding to bullying behavior.
- Become equipped with specific strategies for addressing and reporting bullying behavior when it occurs.

## • **Module 2 Learning Objectives**

- Consider what a positive classroom climate looks like and how it can prevent bullying.
- Examine the role of teacher-to-student and student-to-student relationships in building a supportive classroom climate.
- Explore strategies for preventing bullying in the classroom, including establishing a culture of respect for differences among students.
- Consider how a web of positive support among students and other adults across the school community can help prevent bullying.
- Identify and commit to use one new strategy for preventing bullying in their daily work with students.

# Correlations Year 3: Mean Scale Scores by School of Youth Report of Climate, Bullying and Teacher Reports

<i>Scale</i>	<i>Safety</i>	<i>Bullied</i>	<i>Witnessed</i>	<i>Perpetrated</i>
<i>Climate</i>	<b>0.909</b>	<b>0.835</b>	<b>0.827</b>	<b>0.852</b>

*N = 41 p < .001*

<i>Scale</i>	<i>Teacher-Climate</i>	<i>Teacher-Safety</i>	<i>Teacher-Bullying Problems</i>
<i>Climate</i>	0.327	0.088	0.343
<i>Safety</i>	<b>0.415</b>	0.05	0.34
<i>Bullied</i>	0.292	0.051	0.17
<i>Witness</i>	<b>0.437</b>	0.017	<b>0.393</b>
<i>Perpetrate</i>	<b>0.411</b>	0.083	<b>0.467</b>

*N = 34 p < .05*

# Changes in Mean Scale Scores Across Schools

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PAIRED SAMPLES T-TESTS				
MEAN SCALED SCORES BY SCHOOL		<i>T</i>	DF	SIG (2-TAILED)
<b>YOUTH</b>				
	CLIMATE Y1-Y3	-0.75	34	0.458
	SAFETY Y1-YE	<b>2.73</b>	<b>34</b>	<b>0.010</b>
	BULLIED Y1-Y3	-0.857	34	0.398
	WITNESS Y1-Y3	<b>4.137</b>	<b>34</b>	<b>0.000</b>
	PERPETRATE Y1-Y3	-0.954	34	0.347
<b>TEACHER</b>				
	CLIMATE Y1-Y3	1.162	19	0.260
	SAFETY Y1-Y3	-0.268	19	0.792
	BULLYING PROBLEMS Y1-Y3	<b>2.56</b>	<b>19</b>	<b>0.020</b>



# Overview of Preliminary Conclusions

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- Qualitative data obtained from principals and superintendents last fall suggest that most schools benefited from participation in (at least some aspects) of the project
- The teacher training workshops and the playground/supervisor monitor trainings were highly valued by many schools.
- Relatively few schools made use of the anonymous reporting web portal
- We generally observed reductions over time in teacher and student reported observations of bullying incidents across schools from pre to post-intervention.
- We additionally observed modest improvement in student perceptions of overall school safety.