

## **School Practitioner Community of Practice**

(A network for sharing & exchange)

*February 20, 2019*

Topic for discussion

**>Risk factors for bullying and school violence**

Links to a few other relevant resources & other topics of concern

**Note:** Go to <http://smhp.psych.ucla> for links to other Center resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

This resource is from the  
Center for MH in Schools & Student/Learning Supports, UCLA

Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

*So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).*

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For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>

## Topic for Discussion –

### >Risk factors for bullying and school violence

**Request from a colleague:** “Do you have any resources on recognizing risk factors associated with all types of bullying and school-based violence?”

**Center Response:** There are multiple ways to think about risk factors associated with bullying and school violence, and they interact with each other. Consider the following three factors, and see the resources for each:

- >Risk factors for becoming a target of bullying or school violence
- >Risk factors for bullying others or becoming involved in school violence
- >Factors in the environment related to bullying or school violence

Here are a few of the many resources for each of these considerations:

#### **(1) Risk factors for becoming a target of bullying or school violence**

From: *Risk Factors for Bullying*

[https://americanspcc.org/our-voice/bullying/statistics-and-information/?gclid=EA1aIQobChMI96rAiZ6W4AIVkMhkCh1UjAnIEAAAYASAAEgKzbfD\\_BwE](https://americanspcc.org/our-voice/bullying/statistics-and-information/?gclid=EA1aIQobChMI96rAiZ6W4AIVkMhkCh1UjAnIEAAAYASAAEgKzbfD_BwE)

“No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups, such as lesbian, gay, bisexual, or transgendered (LGBT) youth, 11 youth with disabilities, 12 and socially isolated youth, may be at an increased risk of being bullied.

Generally, children who are bullied have one or more of the following risk factors:

- >Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider ‘cool’
- >Are perceived as weak or unable to defend themselves
- >Are depressed, anxious, or have low self esteem
- >Are less popular than others and have few friends
- >Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it doesn’t mean that they will be bullied.”

#### **(2) Risk factors for becoming a bully or becoming involved in school violence**

From: *Parental Maltreatment and Emotion Dysregulation as Risk Factors for Bullying and Victimization in Middle Childhood*

[https://www.tandfonline.com/doi/abs/10.1207/S15374424JCCP3003\\_7](https://www.tandfonline.com/doi/abs/10.1207/S15374424JCCP3003_7)

“...As predicted, maltreated children were more likely than nonmaltreated children to bully other children. Bullying was especially prevalent among abused children who experienced maltreating acts of commission (physical or sexual abuse). Maltreatment also placed children at risk for victimization by peers....”

From: *A Framework for School Safety and Risk Management: Results From a Study of 18 Targeted School Shooters* <https://www.tandfonline.com/doi/full/10.1080/00131725.2018.1381792>

“...Results from the current study provide comprehensive data on risk factors in 18 cases of targeted school shooters over a span of 16 years. The data confirm the fact that incidents of targeted school violence were usually pre-planned; personal traits and behaviors predisposed to violence were observable in the perpetrators. The roots of the violent school shootings are multiple, intricate, and intertwined.... These violent acts were the result of a combination of multiple risk factors that served as detonators. The school shootings were the result of a culmination of long-standing identifiable problems, conflicts, disputes, and a persuasive sense of failure.... Results from this study have implications for administrators, policy makers, practicing professional counselors, and teachers

working to address and preclude lethal school violence and serve the needs of at-risk youth. An important goal of school leaders today is to help school personnel and staff create safer and more secure school environments while continuing to meet higher academic standards, as outlined in the 2010 study of environmental variables in three areas: school culture, peer/social, and disclosure of intentions...”

### ***(3) Factors in the environment related to bullying or school violence***

From: Protective factors against bullying and cyberbullying: A systematic review of meta-analyses <https://www.sciencedirect.com/science/article/pii/S1359178918300557>

“...Among the protective factors, a positive school climate was found to be related to lower involvement in any bullying role. Positive parenting was also related to lower involvement in any bullying role. Parental monitoring and supervision, including supervision of technology use, was found to be useful to decrease involvement in different bullying and cyberbullying roles. Peer status, influence and support were also protective against different types of involvement. There are several individual factors that were consistently found to be related to less bullying in different studies. These include high self-esteem, high empathy, and high academic performance. Different social and emotional competencies were also found to protect children and adolescents against bullying and cyberbullying...”

From: *Improving the School Environment to Reduce School Violence: A Review of the Literature* <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1746-1561.2009.00435.x>

“...This review provides evidence of a relationship between the school environment and school violence. It suggests that school environment interventions to reduce school violence should focus on strengthening students' connection to school. Evidence was found to support the importance of teacher–student relationships as well as the benefits of positive classrooms and schools. Also important was students' belief in the rules. Although the existence and knowledge of rules were important, belief in those rules appeared to be most strongly related to a reduction in school violence. Similarly, this review found more evidence to support the benefit of creating orderly, safe physical environments for learning over other school security interventions....”

To enhance understanding of what various types of violence have in common and how to prevent them, CDC has just released *Connecting the Dots Selector* - a tool that makes it easy to see shared risks and what protects people and communities. [go.usa.gov/xEBkh](http://go.usa.gov/xEBkh)

Additional resources from others and from our Center related to these concerns can be readily accessed from our online clearinghouse Quick Finds <http://smhp.psych.ucla.edu/quicksearch.htm>

For example, the *Bullying* Quick Find <http://smhp.psych.ucla.edu/qf/bully.htm> has links to the following resources which provide our Center's perspective on this concern:

- >*Embedding Bullying Interventions into a Comprehensive System of Student and Learning Supports* [Http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf](http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf)
- >*Conceptualizing help for students victimized by bullying* <http://smhp.psych.ucla.edu/pdfdocs/victims.pdf>
- >*Bullying: A Major Barrier to Student Learning* <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/bullying.pdf>
- >*Bullying* <http://smhp.psych.ucla.edu/pdfdocs/bullypn.pdf>

The *Safe Schools and Violence Prevention* Quick Find [http://smhp.psych.ucla.edu/qf/p2108\\_03.htm](http://smhp.psych.ucla.edu/qf/p2108_03.htm) has links to the following resources which provide our Center's perspective on this concern

- >*Violence Prevention and Safe Schools* <http://smhp.psych.ucla.edu/pdfdocs/violence/violence.pdf>
- >*Safe Schools in the Context of School Improvement* <http://smhp.psych.ucla.edu/publications/safe%20schools%20in%20the%20context%20of%20school%20improvement.pdf>

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**Share with us whatever you want about this or other related matters!!**

**Send your responses to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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**Links to a few other relevant resources & other topics of concern**

*School Safety Strategies and Their Effects on the Occurrence of School-Based Violence in U.S. High Schools: An Exploratory Study*

<https://www.tandfonline.com/doi/abs/10.1080/15388220.2016.1193742>

*Understanding the impact of trauma and urban poverty on family systems*

[https://www.nctsn.org/sites/default/files/resources/resource-guide/understanding\\_impact\\_trauma\\_urban\\_poverty\\_family\\_systems.pdf](https://www.nctsn.org/sites/default/files/resources/resource-guide/understanding_impact_trauma_urban_poverty_family_systems.pdf)

*What are States Doing to Help Schools Address Barriers to Learning and Teaching?*

<http://smhp.psych.ucla.edu/hottopic.htm>

*K-12 EDUCATION: Challenges to Assessing Program Performance and Recent Efforts to Address Them* <https://www.gao.gov/assets/700/696660.pdf>

"...We identified four key challenges Education faces in assessing K-12 program performance: 1) oversight and monitoring, 2) data quality, 3) capacity, and 4) methodological limitations (see fig. 1). These challenges are complex and persistent. Federal programs are implemented in dynamic environments where competing priorities must be continually balanced and addressed in a way that meets local needs..."

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For information about the

**National Initiative for Transforming Student and Learning Supports**

go to <http://smhp.psych.ucla.edu/newinitiative.html>

**Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to enabling equity of opportunity, promoting whole child development, and enhancing school climate.**

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For more about a unified, comprehensive, and equitable system of learning supports, see:

***Addressing Barriers to Learning: In the Classroom and Schoolwide*** —

[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

For more on embedding student/learning supports into school improvement, see

***Improving School Improvement***

[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

*Both are available at this time as free resources.*

*I see that bully stole your lunch again.*

*Well, this time he's in for a surprise,  
unless he likes broccoli and tofu.*



**THE MORE FOLKS SHARE, THE MORE USEFUL AND  
INTERESTING THIS RESOURCE BECOMES!**

**For new sign-ups – email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**Also send resources ideas, requests, comments, and experiences for sharing.**

**We post a broad range of issues and responses to the *Net Exchange*  
on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>  
and on *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/> )**