

Empirically-Based Innovative Prevention and Intervention Efforts to Address Bullying and School Violence: Developing Social-Emotional Competencies and School Connectedness

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Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
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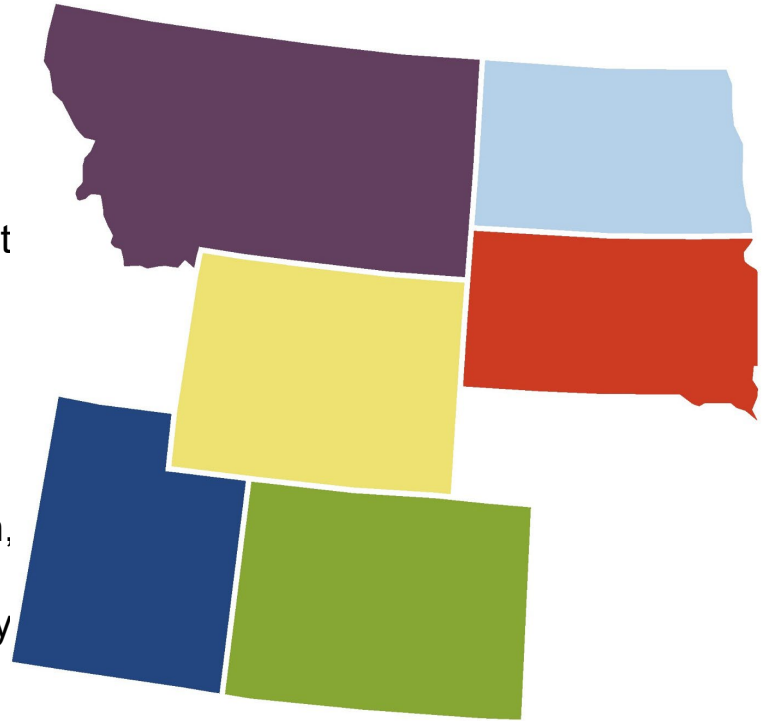
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The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

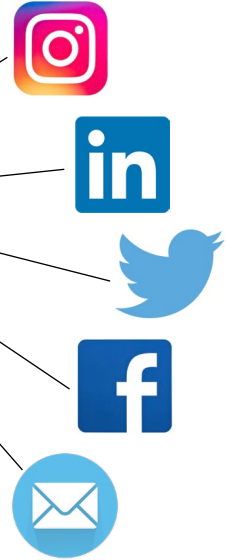
NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

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Empirically-Based Innovative Prevention and Intervention Efforts to Address Bullying and School Violence: Developing Social-Emotional Competencies and School Connectedness

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UNC

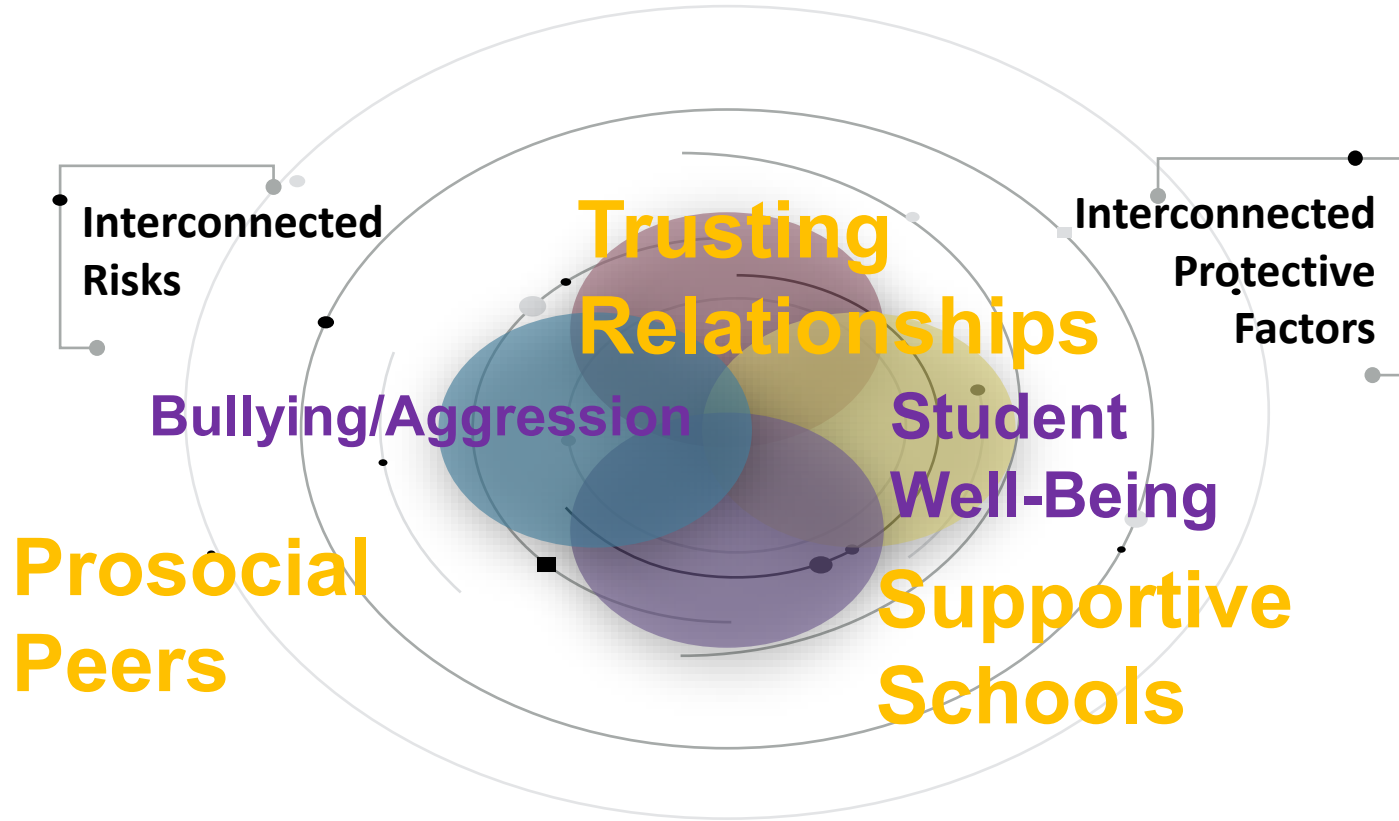
SCHOOL OF
EDUCATION

Policies & Procedures –
Behavioral Expectations
(PBIS)

Effective Bully/Violence Prevention

Social-Emotional
Competences

Ongoing
ALL-Staff
Training



Definition of Bullying

(CDC; Gladden et al., 2014)

Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

- 1) an imbalance of **real or perceived power** that favors the aggressor(s);
- 2) is **repeated or has a high likelihood** of being repeated;
- 3) The victim(s) of bullying may feel **intimidated, demeaned, or humiliated as a result of the aggression.**

Bullying Prevalence

Among 3rd – 8th graders:

15% Chronically Victimized

17% Ringleader Bullies

8% Bully-Victims

60% Bystanders

Only 13% intervene to help victim

Definition of Cyber-Bullying

(Hinduja & Patchin, 2009)

- Cyberbullying is defined as “willful and repeated harm inflicted through the use of computers, cell phone, or other electronic devices” (p. 5).
- Utilizing technology, youth can send or post humiliating or threatening messages or photos of their targets to a third party or to a public forum where many online participants visit (Hinduja & Patchin, 2009).

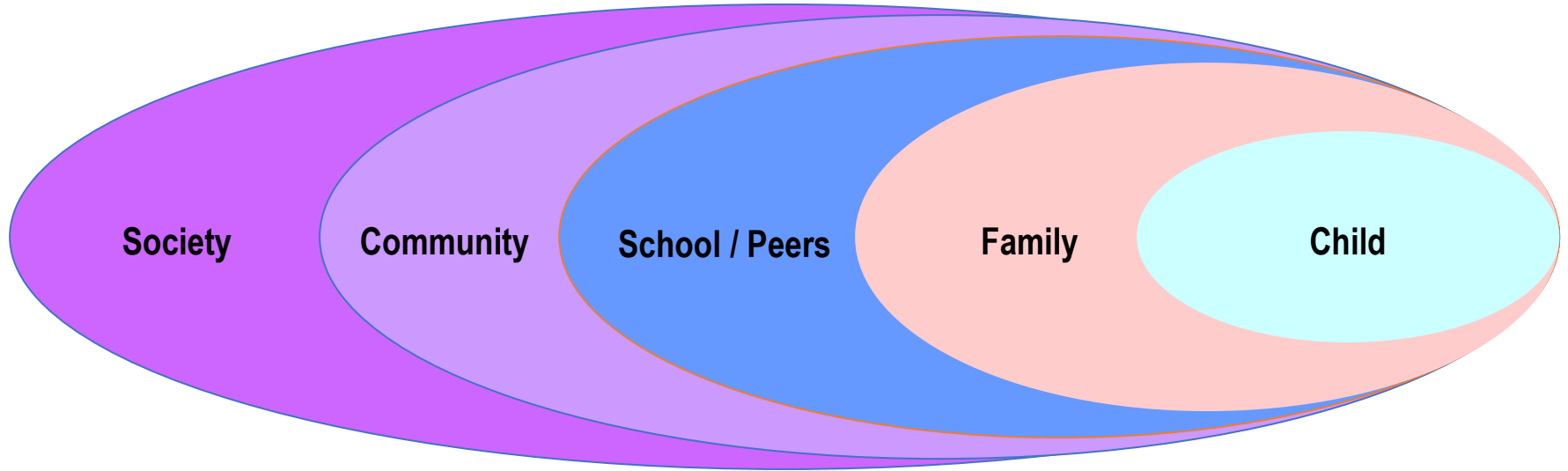
Cyber-Bullying Prevalence

- 7% of students in U.S. public schools nationwide reported being cyberbullied in 2013 (Zhang, Musu-Gillette, & Oudekerk, 2016).
- Rate of cyberbullying is lower than the rate of face-to-face bullying victimization (22%)

Theoretical Framework

- Bullying can be broadly construed as social interactions (or social dynamic) that are influenced, maintained or mitigated by relationships in the **school, peer, and familial contexts** (Pepler et al., 2006; Espelage, 2016).
- **Social interactional learning model** - family violence serves as an important context for understanding the relation between bullying perpetration and involvement in anger, alcohol use, and delinquency as predictors of sexual harassment perpetration and teen dating violence (Espelage et al. 2014; Rinehart, Espelage, & Bub, 2017).
- **Gendered harassment** (sexual harassment, homophobic name-calling) - reinforces traditional masculinity that is emotionally restrictive, competitive, and aggressive (Levant, 1996; Pleck, 1995; Meyer, 2008).

Social-Ecological Perspective



(Bronfenbrenner, 1979; Espelage & Horne, 2007; Espelage, 2014)

Individual Correlates of Bullying Involvement

- Depression/Anxiety
- Empathy
- Delinquency
- Impulsivity
- Other forms of Aggression
- Alcohol/Drug Use
- Positive Attitudes toward Violence/Bullying
- Low Value for Prosocial Behaviors

For review (Espelage & Horne, 2007; Espelage & Holt, 2012; Espelage & Hong, 2012; Espelage et al., 2019; 2022)

Social Network Studies: Peers Matter

Homophily hypothesis supported in social network studies – early adolescence:

- Bully perpetration – selection & socialization
(Espelage et al. 2003; Merrin et al., 2019; Rulison et al., under review)
- Homophobic name-naming/Sexual harassment – selection & socialization
(Poteat, Espelage, & Green, 2007; Tucker et al., 2016; Espelage et al., 2021)
- Willingness to Intervene – socialization
(Espelage, Green, & Polanin, 2012; Ingram, Espelage et al., 2019; Yuang et al., 2020)

Parental Monitoring & Bullying

- Bullying perpetration predicted *lower* perceived parental monitoring
- Youth may be encouraged by believing they can “get away with” bullying involvement
- Bi-directional effects between parenting and youth behavior
- Transition to high school is pivotal for parental monitoring



Family & School Risk Factors

■ FAMILY

- Lack of supervision
- Lack of attachment
- Negative, critical relationships
- Lack of discipline/ consequences
- Support for violence
- Modeling of violence

■ SCHOOL

- Lack of supervision
- Lack of attachment
- Negative, critical relationships
- Lack of discipline/ consequences
- Support for violence
- Modeling of violence

For review (Espelage, 2012; Espelage & Horne, 2007; Espelage, Hong, & Carter, 2019 Espelage et al., 2021)

Protective factors

1. School Sense of Belonging
2. Empathy
3. Parenting Monitoring
4. Social Support

Espelage, Low, Anderson, & De La Rue, 2014;
Espelage et al., 2019; Espelage et al., in press

Meta-Analysis of Bully Prevention Programs

Ttofi & Farrington, 2011, 2019
Journal of Experimental Criminology

- Decreases in rates of *victimization* were associated with the following special program elements:
 - Non-punitive disciplinary methods
 - parent training/meetings
 - use of videos,
 - cooperative group work
 - greater duration and intensity of the program
- However, work with peers (e.g., peer mediation) was associated with an increase in victimization
- This iatrogenic finding is not new. Scholars have argued for a decade that peer mediation is contraindicated for bully prevention (Espelage & Swearer, 2003).

Meta-Analysis of Bully Prevention Programs

Ttofi & Farrington, 2011, 2019
Journal of Experimental Criminology

- Decreases in rates of *bully perpetration* for programs that included:
 - parent training/meetings
 - improved playground supervision
 - Non-punitive disciplinary methods
 - classroom management
 - teacher training
 - classroom rules
 - whole-school anti-bullying policy
 - cooperative group work
 - greater number of elements and the duration
- Programs - less effective in the US and in Canada

Bullying Prevention – Pushing The Field Forward

- Bullying co-occurs with other types of aggression and other risky behavior (delinquency, AOD).
- Overlapping risk and protective factors need to be targeted in school-based programs in order to address spectrum of problem behavior (Cataliano et al., 2002).
- Need to consider interventions that target multiple forms of violence and aggression that are salient for early adolescents, including peer victimization, homophobic teasing, and sexual harassment/violence (Espelage, Basile, & Hamburger, 2012; Hamby & Grych, 2013)

Social-Emotional Learning

- **Self-awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.
- **Social awareness:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, feel motivation & agency to accomplish personal/collective goals.
- **Self-management:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports
- **Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.
- **Responsible decision-making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

The core five social emotional learning competencies as identified by CASEL. <http://www.casel.org>

Social-Emotional Learning (SEL)

- SEL focuses on the systematic development of a core set of social and emotional skills that help youth more effectively handle life challenges, make better decisions, and thrive in both their learning and their social environments through a climate that supports the practicing of skills.
- A meta-analysis of 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behavior and an 11 percentile increase in test scores

(Durlak, Weissberg, ymnicki, Taylor, & Schellinger, 2011).

Taylor et al. (2017) Meta-analysis

- Meta-analysis of 82 school-based, universal social and emotional learning (SEL) interventions involving 97,406 K-12 students
- Follow-up outcomes demonstrates SEL's enhancement of positive youth development, including prosocial behaviors.

**MULTI-SITE EVALUATION OF SECOND STEP:
STUDENT SUCCESS THROUGH PREVENTION
(SECOND STEP – SSTP)
IN PREVENTING AGGRESSION, BULLYING, & SEXUAL VIOLENCE**

**Dorothy L. Espelage, Ph.D.
Professor, Psychology,
University of Florida**

**Sabina Low, Ph.D.,
Arizona State University
Josh Polanin, M.A., DSG
Eric Brown, Ph.D., University of Miami**

***Journal of Adolescent Health (2013), Journal of Applied Developmental Psychology (2015);
School Psychology Review (2015)***

Research supported by Centers for Disease Control & Prevention (#1U01/CE001677)

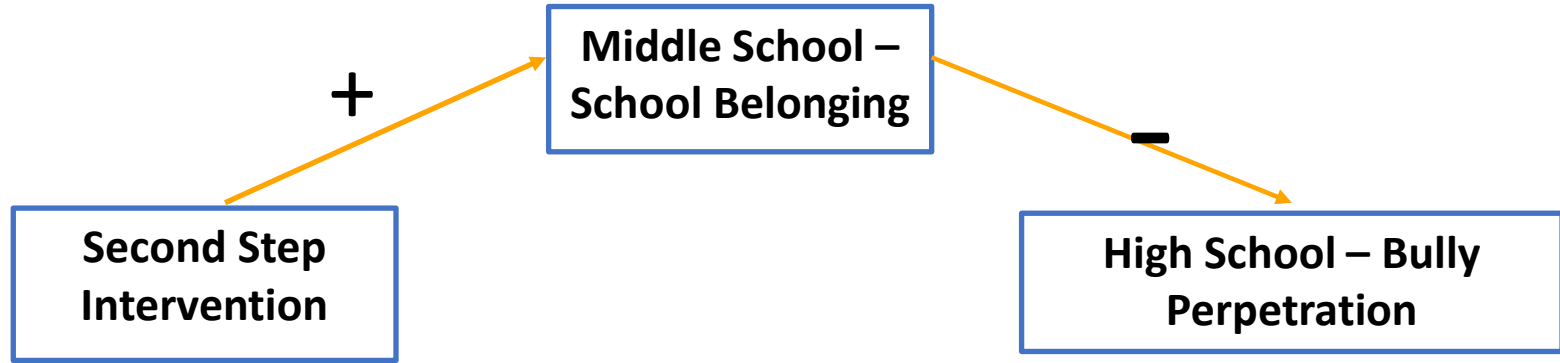
Major Study Objective

To rigorously evaluate the overall effectiveness of the Second Step: Student Success Through Prevention program on impacting bullying behavior, peer victimization, and sexual harassment/violence among a large sample of 6th graders in a nested cohort longitudinal design.

Results – Middle School

- Reductions in physical aggression, bullying, cyberbullying, homophobic name-calling, & sexual harassment across three-year middle school study (Espelage et al., 2014, 2015, 2016).
- Greater reductions when teachers implemented with fidelity & engaged with program as they would academics (Polanin & Espelage, 2015).

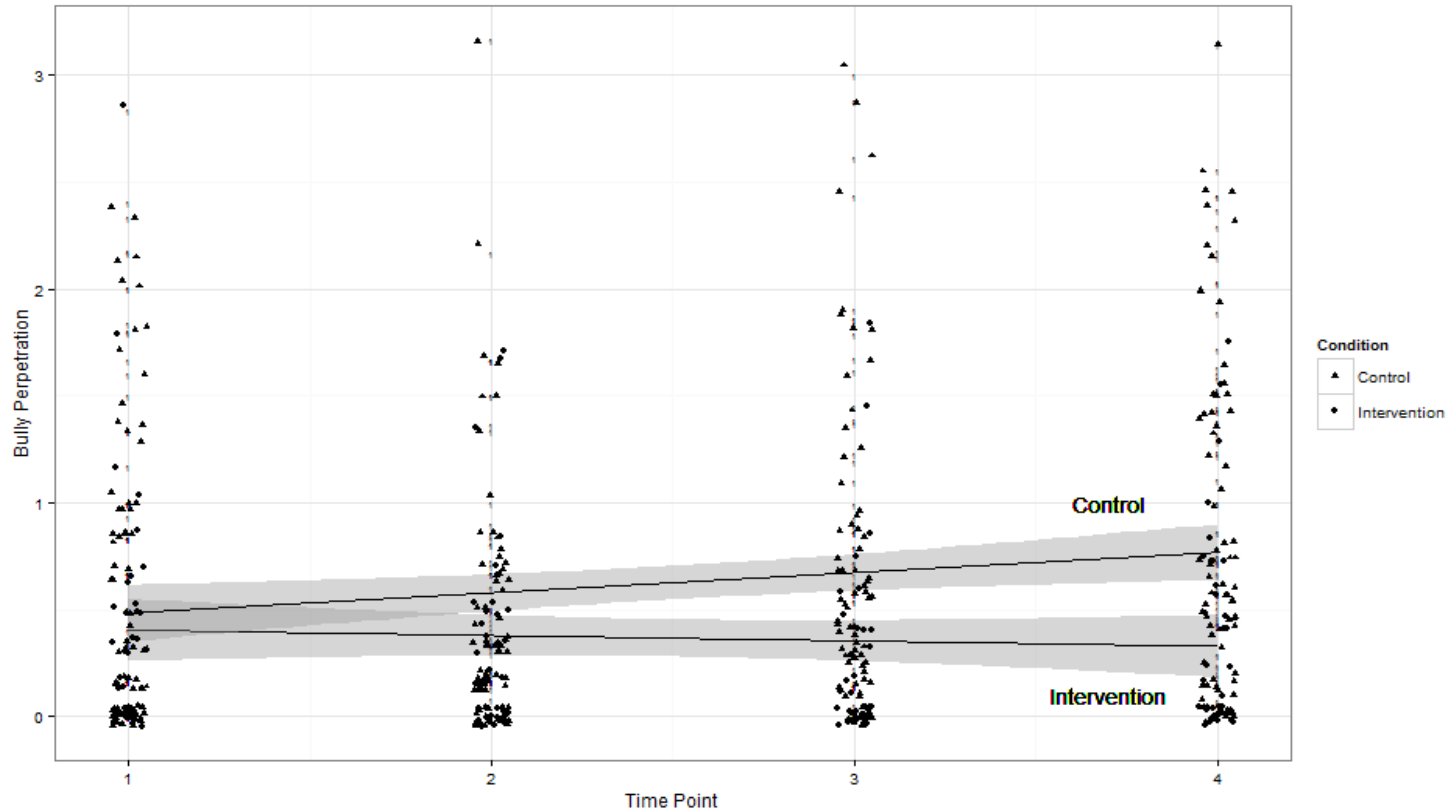
Results – High School Effects



Individuals in the treatment group reported significantly higher levels of growth in school belonging from T1 – T4 ($b = .013, p = .042$), growth in school belonging was in turn associated with reductions in growth in bullying perpetration from T5 – T7 ($b = -.147, p = .067$); Espelage, Merrin et al., under review.

Students with Disabilities – Bully Perpetration

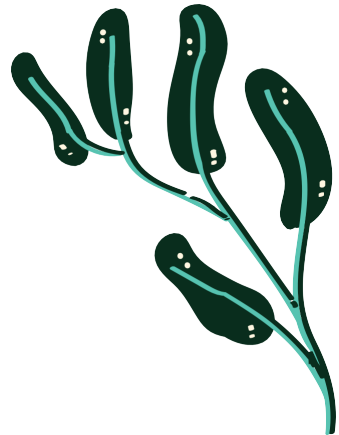
(Espelage, Rose, & Polanin, 2015; 2016)



WHAT IS TRANSFORMATIVE SEL?

"TSEL is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being"

-(CASEL, n.d.)





TSEL seeks to effectively address issues such as power, privilege, prejudice, discrimination, social justice, empowerment, and self-determination by redistributing power to all young people and adults to create equitable schools and communities.



FIVE CORE TSEL COMPETENCIES



1

**Collaborative
problem solving**

Relationship Skill
Building

2

Belonging

Social Awareness

3

Curiosity

Responsible Decision
Making

4

Agency

Self Management

5

Identity

Self Awareness

SYSTEMIC SEL

Framework for Systemic School and District SEL

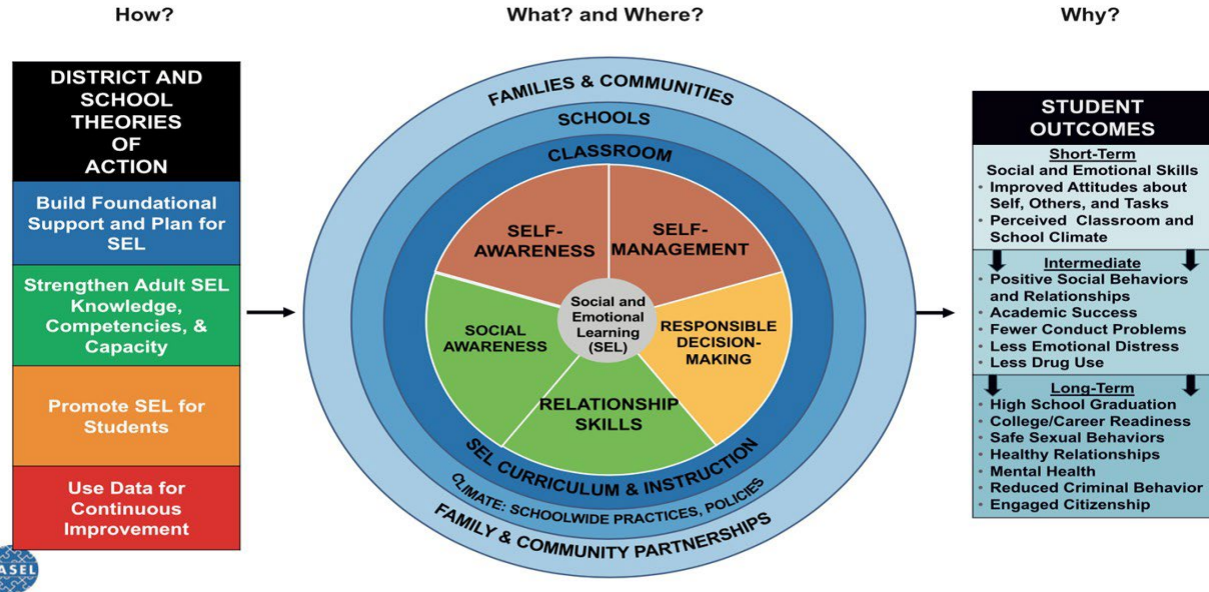
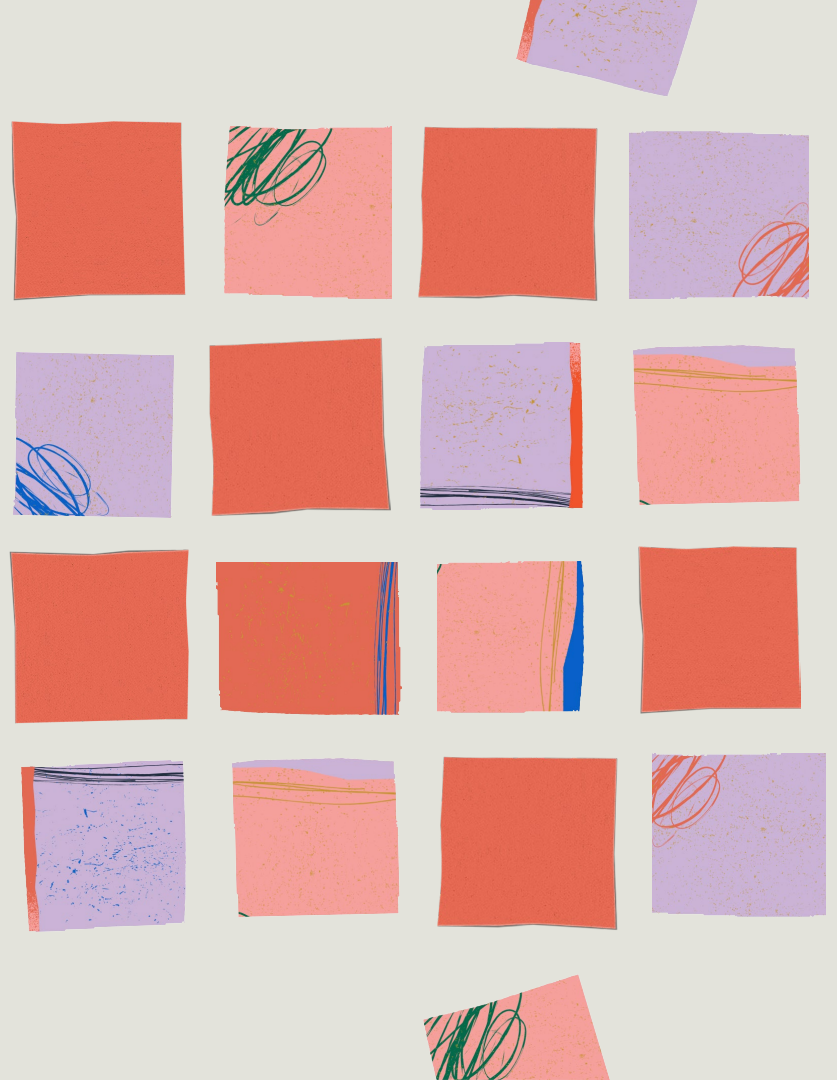


FIGURE 1. CASEL framework for systemic SEL.

ADULT TSEL

Family-school-community
partnerships are
essential to systemic SEL





ADULT TSEL

EDUCATORS DEVELOP THE CAPACITY TO:

- ENGAGE WITH FAMILIES AS CO-CREATORS
- CONNECT FAMILY ENGAGEMENT LEARNING AND DEVELOPMENT
- HONOR FAMILIES FUNDS OF KNOWLEDGE
- CREATE WELCOMING CULTURES

FAMILIES DEVELOP THE CAPACITY TO:

- ENGAGE WITH FAMILIES AS CO-CREATORS
- CONNECT FAMILY ENGAGEMENT LEARNING AND DEVELOPMENT
- HONOR FAMILIES FUNDS OF KNOWLEDGE
- CREATE WELCOMING CULTURES



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Leveraging Technology & Engaging Youth to Prevent Bullying & Promote A Positive School climate

Youth-Driven Interventions

- Youth do feel that schools should work harder to establish a positive school climate.
- Adults need to pay attention to **emotional and physical safety**.
- **Youth indicated that fairness & equity issues need to be addressed directly.**
- Research shows that students in schools with positive climates are more likely to report on the situations, individuals and events that endanger a school's safety.
- Such a climate can also improve student bonding and school engagement and serve as a protective factor against a host of negative outcomes over the long term within and beyond the school context.

(Vincent, Espelage, Walker, et al., 2017, 2018; Espelage et al., 2019, 2020, 2022)

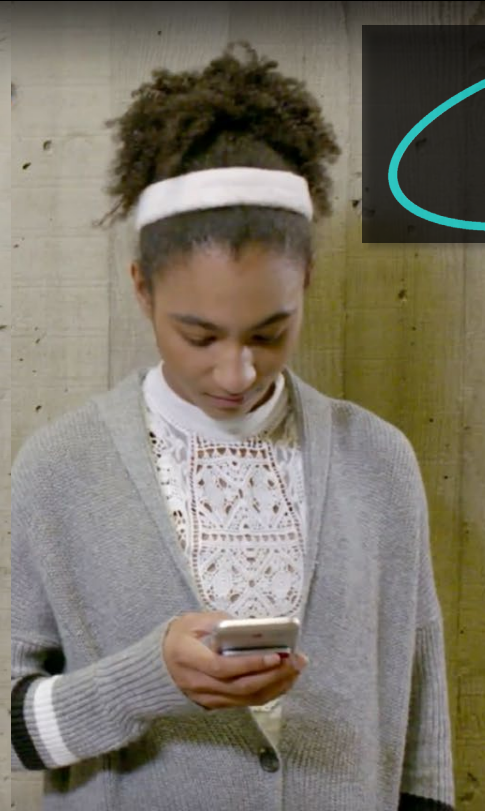
How did this make you feel?

- Frustrated 🙄
- Afraid 😨
- Depressed 😞
- Angry 😡
- Worried 😟
- Other 😐

Tell us more about this:

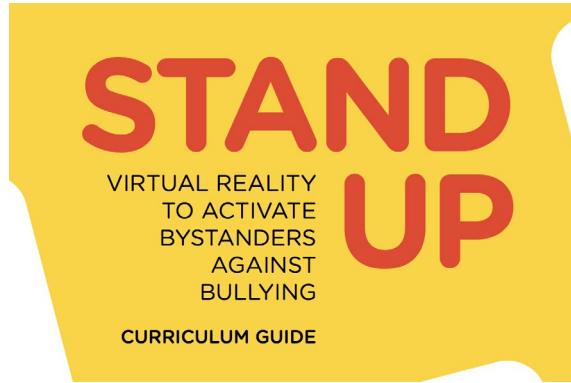
Type here ...

Submit



NIJ Grant (MU-MU-K003)

Virtual Reality Bully Prevention Approach



- Original curriculum: *Stand Up: Virtual Reality to Activate Bystanders Against Bullying*
 - Informed by the empirical base (e.g., Polanin, Espelage, & Pigott, 2012), developed by an advisory board of youth aggression experts and professional GoogleVR screenwriters.
- 6 sessions delivered by a study staff member once per week
- 3 embedded VR experiences (created for Daydream) focusing on (1) the feelings of victims (2) the role of messages youth get about bullying in allowing it to continue and (3) being a change agent against bullying through small, realistic steps
- Each lesson also included processing discussions and perspective taking activities

Funded by Google VR to Espelage

Ingram, K. M., Espelage, D.L., Valido, A., Heinhorst, J., & Joyce, M. (2019)

Virtual Reality Bully Prevention Approach

- Results of small scale RCT (two classrooms) – significant increases in empathy & willingness to intervene
- No impact on bullying behavior
- Youth liked the 5-6 minute VR experiences, but found the curriculum less attractive
- **... This pilot justifies further exploration of incorporating VR to reduce youth violence**



Ingram, K. M., Espelage, D.L., Valido, A., Heinhorst, J., & Joyce, M. (2019)

BullyDown: Social-emotional Learning App



NICHD R21HD104369

Ybarra, Espelage, Valido, & Hong, 2019;
Espelage et al., 2020

Sources of Strengths

Sources of Strength employs a radically strength--based approach to prevention. in schools – PEER LEADERS.

Sources of Strength focuses on developing protective factors, using a model that is innovative, interactive, and radically strength-based.

Using an active learning model, incorporating art, storytelling, small group sharing and games.

Sources of Strength explores the eight protective factors, depicted in the wheel of strength, to develop resilient individuals and communities.



EVIDENCE-BASED

Program outcomes have shown:

- Increase in connectedness to adults
- Increase in school engagement
- Increase in likelihood to refer a suicidal friend to an adult
- Increase in positive perceptions of adult support
- Increased acceptability of seeking help
- Largest increases amongst students with a history of suicidal ideation

Wyman,, P. et al.. (2010). An outcome evaluation of the Sources of Strength suicide prevention program delivered by adolescent peer leaders in high schools. *American Journal of Public Health*, 100, 1653--1661.

Espelage et al. (in press). An RCT of Sources of Strength high school primary prevention program on sexual violence perpetration and victimization and dismissiveness of sexual harassment. *School Psychology Review*.

CDC - 1UO1CE002841-01

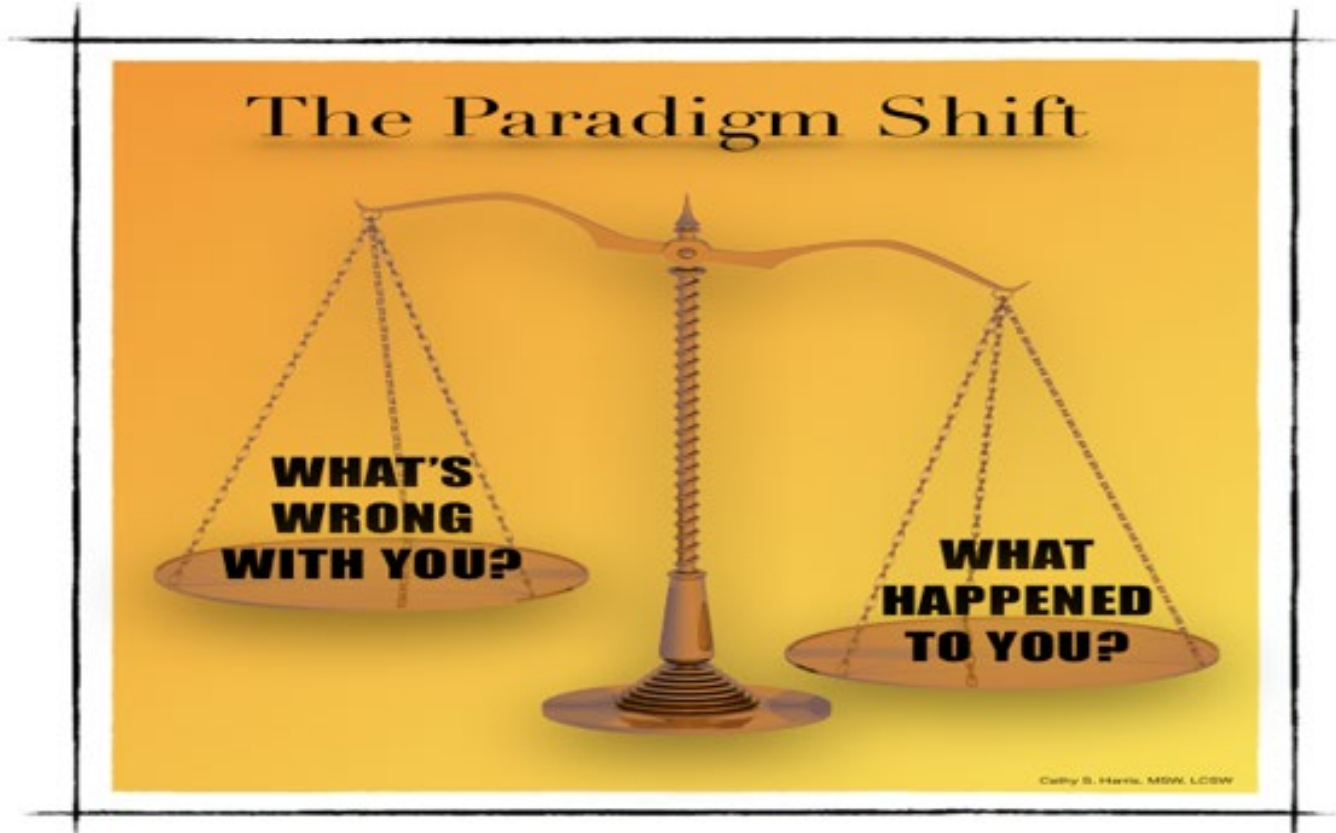


Finding our Sources of Strength to build a healthier Carolina



Funded by Triad Foundation

Trauma-Informed Approaches to Violence Prevention





Trauma-Informed Care in Schools: Perspectives From School Resource Officers and School Security Professionals During Professional Development Training

Anjali J. Forber-Pratt^a , America J. El Sheikh^b , Luz E. Robinson^c , Dorothy L. Espelage^c ,
Katherine M. Ingram^c , Alberto Valido^c , and Cagil Torgal^b 

^aVanderbilt University; ^bUniversity of Florida; ^cUniversity of North Carolina–Chapel Hill

ABSTRACT

School resource officers (SROs) and school security professionals (SSPs) have increased presence in schools, yet little is known about how they view the importance of their relationships with students and the broader school climate. This article is part of a larger study of an online professional development module on trauma-informed care and is focused on the qualitative reflection responses from 95 participants from three large school districts in the southeast United States. Informed by the levels of ecological systems theory, three salient themes were identified by the researchers: how SSPs and SROs describe school climate, how they respond to students with traumatic experiences, and how their perspectives may be affected by their differing roles. Findings indicate that SROs and SSPs benefited from this training on trauma-informed care because they expressed learning new strategies and feeling better equipped to serve and support students with known or unknown adverse childhood experiences.

IMPACT STATEMENT

Qualitative responses from this group of engaged school security professionals and school resource officers show the importance of intentional training on how to effectively create schools that are physically and psychologically safe spaces for all students. We learned that trauma-informed approaches are often not explicitly taught to school security professionals, despite their close work with students in schools. School security professionals believe that being empowered with this knowledge has the potential to influence how they will work with students in the future. It is ethically important to train school staff to work with students in an equitable and informed manner.

ARTICLE HISTORY

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KEYWORDS

police, adverse childhood experiences, school climate

ASSOCIATE EDITOR

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Restorative Problem Solving

Although further research is needed, there are very promising findings endorsing the use of Restorative Problem Solving in our schools in reducing violence (Fronius et al., 2016).





Restorative justice: a qualitative analysis of school security perspectives

Luz E. Robinson , Ashley B. Woolweaver, Dorothy L. Espelage and Grace Little

Department is School of Education, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA

ABSTRACT

Grounded in Restorative Justice theory, the current study examines the perspectives of School Resource Officers (SROs) and other School Security Personnel (SSPs) during a professional development training on restorative-problem solving. Specifically, focusing on how school security staff are currently using restorative justice in their work, how they can use these practices in the future, and any variations in perspectives towards restorative justice based on their job title. A qualitative phenomenological methodology was used to analyze qualitative responses to training logs from SROs and SSPs (n = 99). Throughout the module, participants were asked to reflect on five different situations and provide examples of how they would address these issues using restorative justice. Codes and memos were used to summarize the themes across participants. Both SROs and SSPs are aware of restorative practices and use them to some capacity in their roles. However, additional training is needed to ensure that practices are used consistently and effec-

ARTICLE HISTORY

Received 21 February 2021
Accepted 29 May 2021

KEYWORDS

Restorative justice; school security; school safety; school violence; discipline

Covid-related Research



Teacher Concern During COVID-19: Associations With Classroom Climate

Anne Drescher , Alberto Valido , Ashley B. Woolweaver , and Dorothy L. Espelage

University of North Carolina at Chapel Hill

ABSTRACT

In the fall of 2020, many students and educators returned to school in person, despite the threat of the COVID-19 virus. Though safety measures such as masks and social distancing were put in place, educators remained concerned for their students' health, well-being, and academic attainment. The current study examined teacher concern for students' well-being amidst the COVID-19 pandemic in relation to classroom climate. Data were collected from third- to fifth-grade students ($N = 1,022$) and teachers ($N = 52$) across 11 elementary schools in the Great Plains region. Students and teachers attended school in person during data collection in the fall of 2020, despite rising COVID-19 numbers in the area. Structural equation modeling was used to determine whether student emotional problems and well-being had indirect effects on the association between teacher concerns and classroom climate. Findings suggest significant indirect effects of teacher concerns and classroom climate through student emotional problems and well-being. The results are important in the context of COVID-19, because teacher concern for students may indicate the overall health of the classroom environment.

IMPACT STATEMENT

The current study can assist school psychology practitioners in understanding the need to support teacher and student well-being in the context of the COVID-19 pandemic. The findings emphasize the need for school policymakers and administrators to elevate teacher voices throughout the COVID-19 pandemic. Considering teacher concern for student well-being may assist in improving classroom climate and supporting students as the pandemic continues.

ARTICLE HISTORY

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KEYWORDS

structural equation modeling,
student-teacher relationships,
teachers

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Pamela Fenning



Teachers, Stress, and the COVID-19 Pandemic: A Qualitative Analysis

Luz E. Robinson¹ · Alberto Valido¹ · Anne Drescher¹ · Ashley B. Woolweaver¹ · Dorothy L. Espelage¹ · Scott LoMurray² · Anna C. J. Long³ · Ashlen A. Wright¹ · Megan M. Dailey¹

Accepted: 27 June 2022

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Abstract

The 2020–2021 academic year brought numerous challenges to teachers across the country as they worked to educate students amidst the COVID-19 pandemic. The current study is a secondary data analysis of qualitative responses collected as part of a teacher survey to evaluate a social emotional learning curriculum implemented during the 2020–2021 academic year. The lived experiences of teachers ($N=52$) across 11 elementary schools in the Great Plains region were captured through open-ended questions as the teachers transitioned from in-person to remote learning. A phenomenological approach was utilized to analyze the challenges expressed by teachers as they faced instability and additional professional demands. Given that stress and other factors that strain mental health exist within multiple layers of an individual's social ecology, a modi-

INTRODUCTION



COVID-19 and School Psychology: Contemporary Research Advancing Practice, Science, and Policy

Samuel Y. Song^a, Cixin Wang^b , Dorothy L. Espelage^c , Pamela A. Fenning^d, and Shane R. Jimerson^e 

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ABSTRACT

The ongoing COVID-19 pandemic, which began in January 2020, has had numerous deleterious impacts on children, families, schools, and communities around the world and in the United States. Schools around the globe have implemented an array of instructional strategies, including in-person, remote/distance learning, and assorted hybrid configurations involving both. This second series of articles in this special topic section of *School Psychology Review* further informs innovations and adaptations in research, training, and practice relevant to the field of school psychology during the COVID-19 pandemic. This introductory article highlights the impacts on children, schools, and communities around the world, offers reflections on recent scholarship focused on the COVID-19 pandemic and school psychology, and also shares a synthesis from the next five articles featured in this second edition of the special topic section focused on adaptations and new directions for the field of school psychology.

IMPACT STATEMENT

The ongoing COVID-19 pandemic has had extensive implications on the fields of education and school psychology around the globe. Recent scholarship informs innovations and adaptations further informing practice, graduate preparation, scholarship, and policies that help to advance the field of school psychology within and beyond the COVID-19 syndemic. Contemporary research contributes important knowledge and guidance related to the impact on teacher's mental health and harm, coping, teaching, self-efficacy, compassion fatigue, and concerns, as well as the concerns and perspectives of parents, and also the measurement of increased stress reported by students.

KEYWORDS

COVID-19, syndemic, school psychology, practice, education

INTRODUCTION



COVID-19 and School Psychology: Adaptations and New Directions for the Field

Samuel Y. Song^a, Cixin Wang^b, Dorothy L. Espelage^c, Pam Fenning^d, and Shane R. Jimerson^e

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ABSTRACT

The COVID-19 pandemic, beginning January 2020, has already had an unprecedented impact on children, families, and schools around the world and in the U.S. The context and impact has varied considerably over time, including tremendous variation in schools providing education services in-person, via remote/distance learning, and various hybrid configurations involving both in-person and remote/distance learning configurations. This special topic section of *School Psychology Review* aims to disseminate innovations and adaptations in research, training, and practice that help to inform and advance the field during the COVID-19 pandemic. This introductory article offers a brief acknowledgement of the pervasive impact on communities around the world, provides a succinct synthesis of several recent research developments focused on key issues related to the COVID-19 pandemic and school psychology, as well as the pervasive impact on society, and then highlights the first three articles featured in this special topic section focused on adaptations and new directions for the field.

IMPACT STATEMENT

The COVID-19 pandemic has had a massive impact on the education of children in communities around the world. Contemporary research highlights innovations and adaptations in research, training, and practice that help to inform and advance the field of school psychology during and

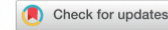
ARTICLE HISTORY

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KEYWORDS

COVID-19, pandemic, syndemic, school psychology, practice, education



COVID-19 and School Psychology: Research Reveals the Persistent Impacts on Parents and Students, and the Promise of School Telehealth Supports

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ABSTRACT

Two years later, the COVID-19 pandemic continues to impact children, families, and schools around the world. COVID-19 spread, cases, vaccinations, hospitalizations, and deaths persist. Educational professionals around the world continue to adapt and adjust to the ongoing configurations of in-person, distance/remote, and hybrid instructional context. This third series of articles in this special topic section of *School Psychology Review* further informs innovations and adaptations in research, training, and practice relevant to the field of school psychology during the COVID-19 pandemic. This introduction describes the ongoing impacts on children, schools, and communities around the world, offers reflections on recent scholarship focused on the COVID-19 pandemic and school psychology, and also shares a synthesis from the next seven articles featured in this second edition of the special topic section focused on adaptations and new directions for the field of school psychology.

IMPACT STATEMENT

The continuing COVID-19 pandemic has resulted in numerous complications and ongoing challenges in the fields of education and school psychology around the world. Contemporary scholarship informs innovations and adaptations that will benefit school psychologists and other education professionals within and beyond the COVID-19 pandemic. The recent research identifies the persistent deleterious impacts on parents and children, and also provides valuable information regarding the use of telehealth to support students and families.

KEYWORDS

COVID-19, pandemic, syndemic, school psychology, practice, education

APA task force: New supports needed to make schools safer learning environments

Panel member Dorothy Espelage cites need for integrated implementation approaches

Educators, families, and students need to be actively involved in implementing new programs aimed at making schools safer places, according to a report from a task force of the American Psychological Association.

The APA conducted a survey of nearly 15,000 educators, school practitioners, administrators, and other school employees across all 50 U.S. states and Puerto Rico, finding that many teachers reported experiencing verbal harassment or threatening behavior from a student or parent of a student.

The survey results have received coverage from national media outlets, including NBC News, Education Week, and National Public Radio.

Dorothy Espelage, the William C. Friday Distinguished Professor of Education at the UNC School of Education and a member of the APA Task Force on Violence Against Educators and School Personnel which conducted the survey, [appeared on National Public Radio's "1A" program](#) on April 7 to talk about the survey and the task force recommendations.

Espelage, who has studied school-based violence and bullying for more than 25 years and has developed comprehensive programs to reduce violence in schools, told "1A" that schools and school districts need to make sustained efforts to involve teachers, students and families



Systematic Reviews & Meta- Analyses

“Meta-analysis summarizes the results of several studies, allowing researchers and policymakers to understand both the average effect across studies and its variability, thus leading to more informed decisions about important policy issues. Attention to study reproducibility in psychology (Open Science Collaboration, 2015) and medicine (Ioannidis, 2005) highlights the danger in making policy decisions based on a single study.”

-Pigott & Polanin, 2020

A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior

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Abstract. This meta-analysis synthesized bullying prevention programs' effectiveness at increasing bystander intervention in bullying situations. Evidence from 12 school-based programs, involving 12,874 students, indicated that overall the programs were successful (Hedges's $g = .20$, 95% confidence interval [CI] = .11 to .29, $p < .001$), with larger effects for high school (HS) samples compared to kindergarten through eighth-grade (K-8) student samples (HS effect size [ES] = 0.43, K-8 ES = 0.14; $p < .05$). A secondary synthesis from eight of the studies that reported empathy for the victim revealed treatment effectiveness that was positive but not significantly different from zero ($g = .05$, 95% CI = $-.07$ to $.17$, $p = .45$). Nevertheless, this meta-analysis indicated that programs increased bystander intervention both on a practical and statistically significant level. These results suggest that researchers and school administrators should consider implementing programs that focus on bystander intervention behavior supplementary to bullying prevention programs.



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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.

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A Systematic Review and Meta-analysis of Interventions to Decrease Cyberbullying Perpetration and Victimization

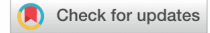
Joshua R. Polanin¹ · Dorothy L. Espelage² · Jennifer K. Grotzpete³ · Katherine Ingram² · Laura Michaelson¹ · Elizabeth Spinney³ · Alberto Valido² · America El Sheikh⁴ · Cagil Torgal⁴ · Luz Robinson⁴

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Abstract

Evidence suggests that cyberbullying among school-age children is related to problem behaviors and other adverse school performance constructs. As a result, numerous school-based programs have been developed and implemented to decrease cyberbullying perpetration and victimization. Given the extensive literature and variation in program effectiveness, we conducted a comprehensive systematic review and meta-analysis of programs to decrease cyberbullying perpetration and victimization. Our review included published and unpublished literature, utilized modern, transparent, and reproducible methods, and examined confirmatory and exploratory moderating factors. A total of 50 studies and 320 effect sizes spanning 45,371 participants met the review protocol criteria. Results indicated that programs significantly reduced cyberbullying perpetration ($g = -0.18$, $SE = 0.05$, 95% CI $[-0.28, -0.09]$) and victimization ($g = -0.13$, $SE = 0.04$, 95% CI $[-0.21, -0.05]$). Moderator analyses, however, yielded only a few statistically significant findings. We interpret these findings and provide implications for future cyberbullying prevention policy and practice.

RESEARCH INTO PRACTICE



A Meta-Analysis of School-Based Cyberbullying Prevention Programs' Impact on Cyber-Bystander Behavior

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ABSTRACT

Cyberbullying among youth is an emerging public health concern that has a wide array of deleterious outcomes. The current meta-analytic review synthesized school-based cyberbullying prevention programs' impact on promoting cyber-bystander intervention among K–12 students. As a result of exhaustive searches and a thorough screening procedure, a total of 9 studies were identified as eligible. Meta-analytic synthesis of the 9 studies involving 35 effect sizes demonstrated that overall, the treatment effect was not statistically significant ($g=0.29$, $SE=0.14$, $p=.07$, 95% CI [-0.03, 0.61]). Findings of the moderator analyses suggest that incorporating an empathy activation component in the prevention program was associated with better program effectiveness in promoting cyber-bystander intervention. Further, older age was found to be associated with better program outcomes. Findings of the current meta-analysis provide important insight for developing cyberbullying prevention programs that promote cyber-bystander intervention.

ARTICLE HISTORY

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Cyberbullying, cyber-bystander, school-based, program, prevention, meta-analysis

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Are cyberbullying intervention and prevention programs effective? A systematic and meta-analytical review



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ARTICLE INFO

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Cyberbullying
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Meta-analysis

ABSTRACT

This paper presents the results from a systematic and meta-analytical review of the effectiveness of cyberbullying intervention and prevention programs. Systematic searches were conducted for published and unpublished studies from 2000 to end 2017 on several online databases, including Web of Science, Scopus, PsychINFO, PsychARTICLES, Google Scholar, DARE, and ERIC. In addition, specific journals, for example, *Cyberpsychology, Behavior, and Social Networking* and *Computers in Human Behavior*, were hand searched for relevant studies. In total, 192 studies were retained for further screening from nearly 4000 search results. To be included in the present systematic review, studies had to: (1) include an adequate operational definition of cyberbullying; (2) describe the evaluation of an intervention or prevention program implemented with school-aged participants; (3) Employ experimental and control conditions; (4) Measure cyber-bullying behaviors using quantitative measurement instruments; and (5) have been published from 2000 onwards.

Following rigorous screening, 24 publications were included in our systematic review. The majority of these studies ($n = 15$) used randomized controlled trials (RCTs) to evaluate anti-cyberbullying programs, while the remaining studies used quasi-experimental designs with before and after measures ($n = 9$). Within these 24 publications, 26 independent evaluations were reported. We conducted a meta-analysis to synthesize the results of primary evaluations of cyberbullying intervention programs. Our meta-analysis included 18 and 19 independent effect sizes for cyberbullying perpetration and cyberbullying victimization independently.

The results of our meta-analysis suggest that cyberbullying intervention programs are effective in reducing both cyberbullying perpetration and victimization. Our results indicate that anti-cyberbullying programs can reduce cyberbullying perpetration by approximately 10%–15% and cyberbullying victimization by approximately 14%. We also compared results between different methodological designs and models of meta-analysis. The effect sizes were greater for RCTs than for quasi-experimental designs.

Overall, the results of the present report address a significant gap in the cyberbullying literature, and suggest that intervention and prevention can be effective. However, future research needs to address the specific components of interventions that are effective, the effectiveness of prevention programs with non-school-aged samples, and the influence of overlapping offline and online victimization.



A Meta-analytic Review of School-Based Anti-bullying Programs with a Parent Component

Yuanhong Huang¹  · Dorothy L. Espelage¹ · Joshua R. Polanin² · Jun Sung Hong^{3,4}

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Abstract

Social-ecological theory of school bullying stresses the role parents play in students' engagement in bullying. School practitioners and the researchers who support practitioners are often recommended to involve parents in their efforts to implement school-based prevention efforts. Yet, empirical support for this recommendation is scarce. Although evidence on bullying prevention programs continues to burgeon, limited efforts have been made to synthesize the impacts of adding parental components to prevention programming. This meta-analysis attempts to fill this gap by reviewing and analyzing studies published after 2000 that evaluate school-based anti-bullying programs involving a parental component. Twenty-two studies with an overall sample of 212,211 students from kindergarten to 12th grade supported a small but significant effect on reducing bully perpetration ($d = 0.179$, 95% CI = [0.095, 0.264]) and victimization ($d = 0.162$, 95% CI = [0.059, 0.265]). Moderator analysis revealed that the effectiveness of the program on both perpetration and victimization was not affected by school level, country in which the program was implemented, or type of parental component. Current caveats and suggestions for incorporating parental components in school-based anti-bullying programs are discussed.

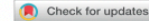
Keywords Anti-bullying · Prevention · Parent · Meta-analysis

Using a Meta-analytic Technique to Assess the Relationship between Treatment Intensity and Program Effects in a Cluster-Randomized Trial

Joshua R. Polanin · Dorothy L. Espelage

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Abstract School bullying and delinquent behaviors are persistent and pervasive problems for schools, and have lasting effects for all individuals involved (Copeland et al., *JAMA Psychiatry* 70:419–426, 2013; Espelage et al., *J Res Adolesc* 24(2):337–349, 2013a). As a result, policymakers and practitioners have attempted to thwart these ill-effects using school-based interventions. Recent meta-analyses have found, however, that these programs produce only moderate effects (Ttofi and Farrington, *J Exp Criminol* 7:27–56, 2011). Consequently, it is important to investigate further the reasons for such findings. One promising analysis is to assess the relation between treatment intensity variables and program outcomes. Unfortunately, few treatment intensity variables have been utilized in the school-based



Suicidal Thoughts and Behaviors Among LGBTQ Youth: Meta-Analyses and a Systematic Review

Tyler Hatchel, Joshua R. Polanin, and Dorothy L. Espelage

Suicide continues to be the second-leading cause of death for all youths aged 15–24. Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth are at a significantly higher risk for suicidal thoughts or behaviors (STB). Establishing and understanding correlates of STB among LGBTQ youth is one important step toward enhancing prevention, intervention, and research efforts. To synthesize current knowledge on suicide among LGBTQ youth, the present meta-analyses offer results from 44 studies over the past 20 years. Two-hundred and thirty-four correlation coefficient effect sizes were calculated and categorized. To be included, the study had to quantitatively examine correlates of STB among LGBTQ youth. A number of social-science databases were used to examine the existing published research. Results illustrated the variability among correlates of STB as well as substantial limitations in the extant literature. There was a heterogeneity of effect sizes, a lack of novel correlates, a focus on risk, a dearth of theoretically driven designs, moderate publication bias, a paucity of developmentally driven analyses, and a dearth of research with transgender youth.

Keywords meta-analysis, suicidal, suicidality, sexual minority, risk factors, protective factors

A Meta-Analysis of School-Based Interventions Aimed to Prevent or Reduce Violence in Teen Dating Relationships

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Systematic Reviews



The Impact of Islamophobia on Muslim Students: A Systematic Review of the Literature

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Katheryn Burnett, and Dorothy L. Espelage 

University of North Carolina at Chapel Hill

ABSTRACT

Despite the rise in anti-Islamic sentiment, Muslim youth's experiences of religious discrimination are under researched. The goal of this paper is to better understand the complexities associated with religious discrimination for youth and adolescents and how to mitigate the harm caused by these discriminatory experiences. This mixed methods systematic review consists of 44 qualitative and quantitative studies from 34 journals, discussing experiences of religious discrimination for participants ages 4–25 both in the United States and internationally. This review discussed student experiences, the context of school as a conduit for discrimination, how students responded to these instances, including protective factors and recommendations for future research and policy.

IMPACT STATEMENT

This article systematically examined experiences of discrimination faced by Muslim students in Pre-K–12 and university settings. The results have implications for researchers, policymakers, and school staff on how to mitigate discriminatory acts toward Muslim students to create a safe and inclusive school environment for all students. Educators and school staff must work on reducing their individual and classroom biases through cultural competence training and a more inclusive curriculum. Policymakers should work to create inclusive practices that promote equity for Muslim students, and researchers should conduct additional projects to better understand the scope and outcomes associated with Islamophobia in schools.

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Muslim, Islam, students,
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ASSOCIATE EDITOR

Samuel Y. Song



An Exploratory Analysis of Financial Status and Risk Factor Interactions for Bullying Victimization

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ABSTRACT

Bullying is common among students; however, there are several individual characteristics or identities that make an adolescent more susceptible to victimization. This secondary data analysis of a sample of 20,302 high school students in Wisconsin uses a multilevel model to assess common risk factors such as gender identity, sexual orientation, racial and ethnic identity, and disability status as predictors for general and identity-based bullying, as well as an exploratory analysis of the interactions of financial status and these risk factors. This study is novel as it discusses nuanced identities not typically accounted for in the literature, as well as addresses the potentially compounding nature of financial status and other risks. Results indicated that factors such as grade level, gender, sexual orientation, disability status, and low financial status were indicators for general bullying victimization, while race and ethnicity, sexual orientation, and general bullying victimization were indicators for identity-based victimization.

IMPACT STATEMENT

Bullying victimization is a common issue among high school students; however, few studies have assessed financial status as an intersectional risk factor. This paper found that financial status and marginalized identities were predictive of victimization for several student subpopulations. This information can help school staff recognize and respond to bullying among students with various marginalized identities.

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bullying, risk, financial status,
identity-based bullying

ASSOCIATE EDITOR

Jamilia Blake

Bullying as a Developmental Precursor to Sexual and Dating Violence Across Adolescence: Decade in Review

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and Gabriel J. Merrin³

TRAUMA, VIOLENCE, & ABUSE
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Abstract

Adolescent bullying continues to be a major focus of scholarship across the globe. This article reviews research from 2010 to 2021 with a particular focus on longitudinal studies of the *bully–sexual violence pathway (BSVP)*, where bullying serves as a precursor for sexual violence (SV) (e.g., sexual harassment, sexual coercion, and sexual assault) and teen dating violence via individual and socio-contextual mediators. Articles reviewed consisted of a total of 505, which included 17 meta-analyses and systematic reviews. Databases used for the search were Academic Search Complete, Education Full Text (H. W. Wilson), ERIC, National Criminal Justice Reference Service Abstracts, PsycINFO, PubMed (Medline), and Social Sciences Abstracts (H. W. Wilson). In total, 107 peer-reviewed articles were included in this review. Potential mechanisms underlying the *BSVP* include social dominance orientation, exposure to sexual education, and alcohol use. Several school-based intervention approaches have evidenced marginal success in reducing rates of bullying and SV by targeting factors undergirding both behaviors. The efficacy of international prevention approaches is summarized. Gaps in the literature are identified and future research is proposed.

Keywords

bullying, sexual violence, teen dating violence, bully–sexual violence pathway



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QUESTIONS

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