

School Climate, School Violence, Discriminatory Bullying, and Social Justice: An Overview and Links to an Emerging K-12 Research Agenda Within a School Safety Framework

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PROFESSOR AND MARJORIE CRUMP CHAIR IN SOCIAL WELFARE

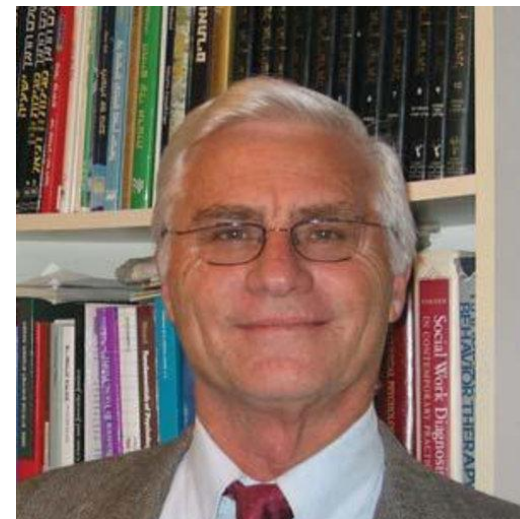
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UNIVERSITY OF CALIFORNIA, LOS ANGELES (UCLA)**

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האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

Echad

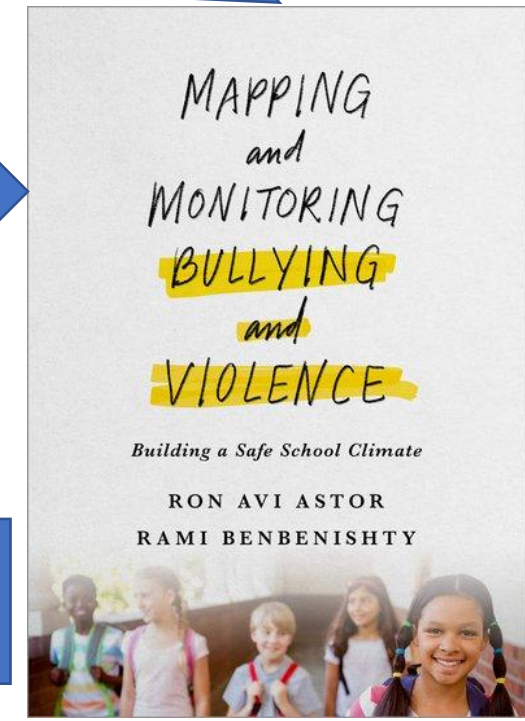
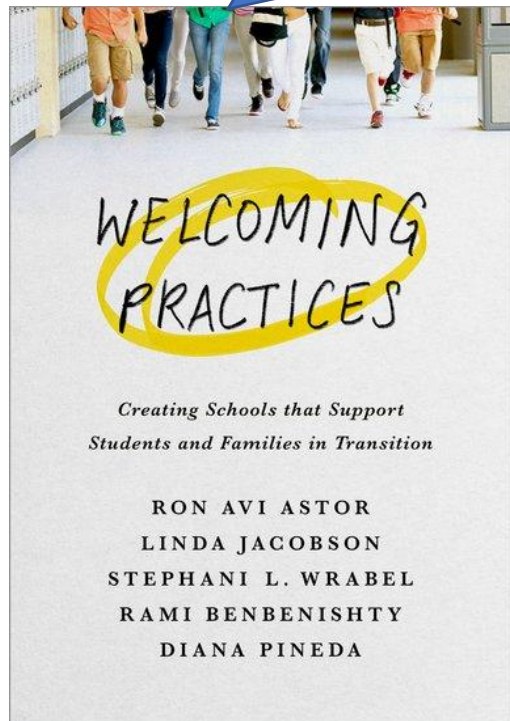
May we learn to see the sacred spark
in every person

May we learn to see that glowing warm light
in ourselves and
through the eye of
a stranger

May we become agents
in the ongoing creation
Bre-ayt Olam

May our day-to-day actions
inspire
the spread of a canopy of peace
That protectively hovers
over and within
you,
your loved ones,
and those we'll never meet





What is the Purpose of Schools?

Bullying Prevention? Wellbeing? Empowerment? Social Justice? Self Actualization? Democracy? Economics? Oppression/Repression? Keeping Social Status Quo?

Should schools have the purpose of preventing or reducing bias, prejudice, racism, hate, antisemitism?



*Education is not preparation for life-
education is life itself.*

John Dewey

The Multiple Faces of School Violence

- Definition: school violence and bullying is defined as any behavior intended to harm, physically or emotionally, individuals **or groups** in school, their property, or their school's property.
- **Cognitive attributions about these behaviors are directly related to potential bias, hate, or antisemitism research in the school safety tradition. (why was I victimized or victimize others?) E.g. CHKS**
- all members of the school community are potential perpetrators and victims.

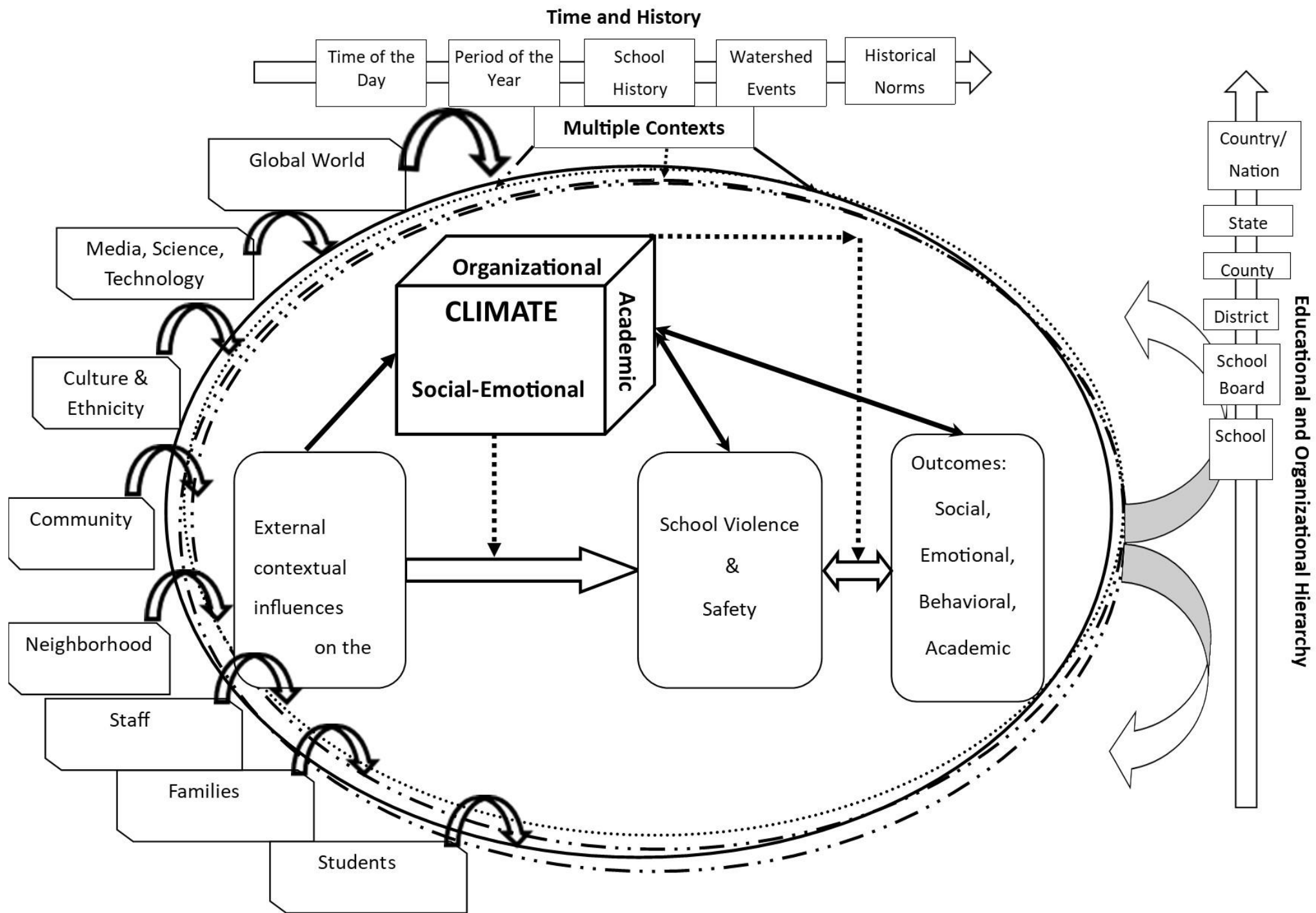
The Multiple Faces of School Violence

- face-to-face and electronic media-related (often called cyberbullying) bullying)
- verbal and social violence (such as curses, humiliation, social exclusion, threats, extortion);
- physical violence (such as pushes, kicks, punches, beatings);
- stealing and damaging of property;
- sexual harassment and assault.
- weapon use (carrying, threatening, using);
- Attributions of why these happen at the individual or group level relate to bias and antisemitism. There can also be direct attacks on groups that are not just interpretation.

Social Media and Cyber Communications

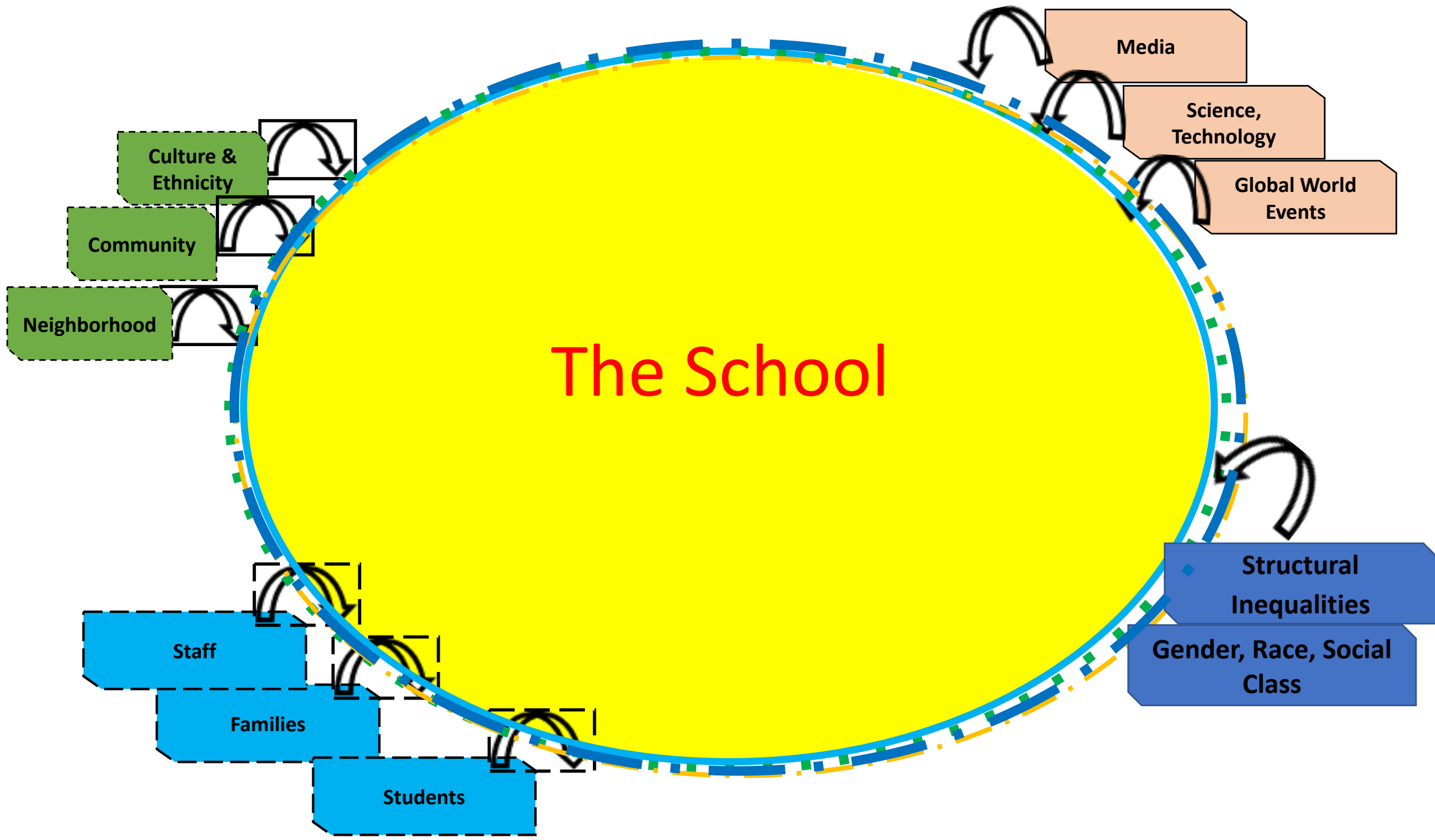
Where we might research Antisemitism in K-12.

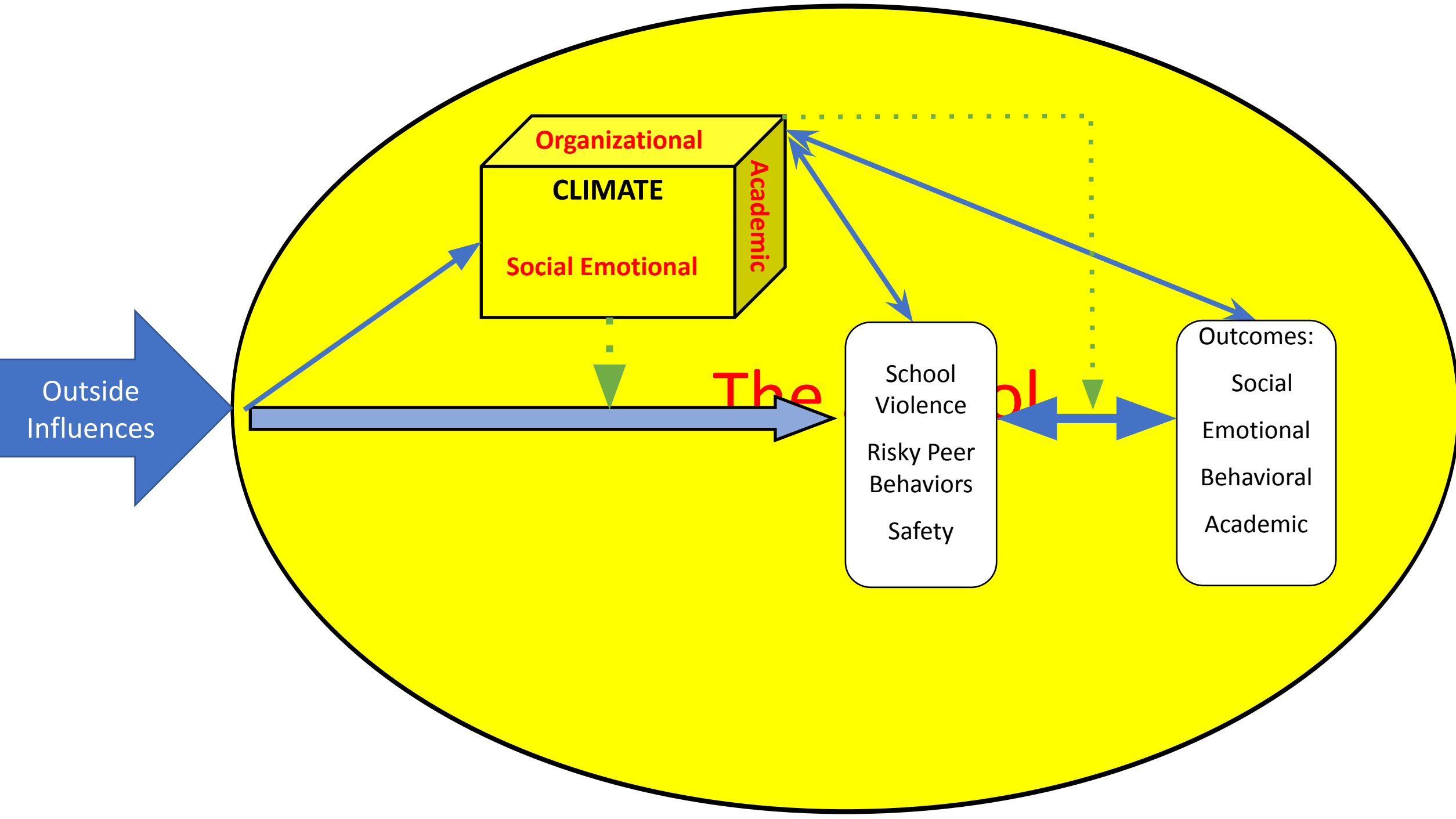
- Video
- Texting
- Email
- Internet searches
- Immediate communication
- From what we see a large proportion of bias and hate are on these electronic platforms.





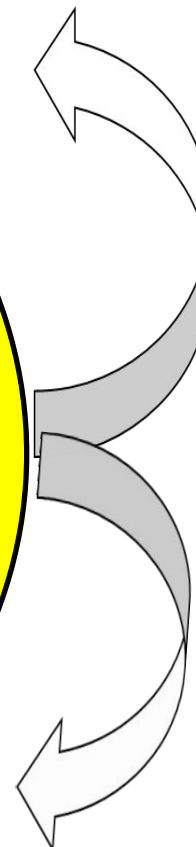
The School





Outside
Influences

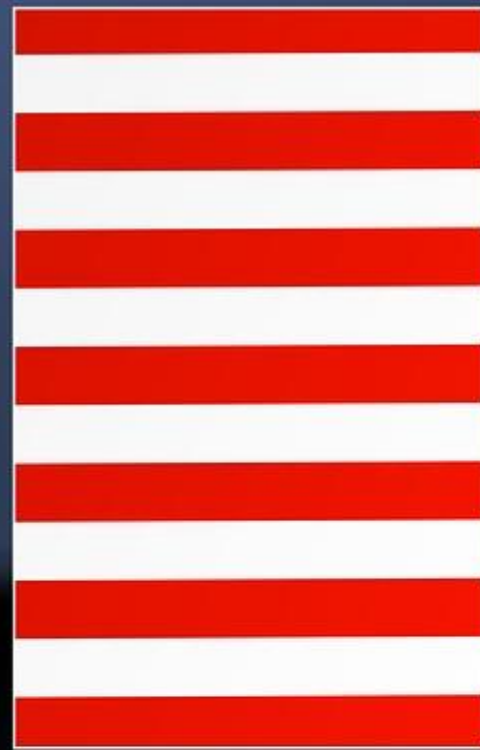
The School













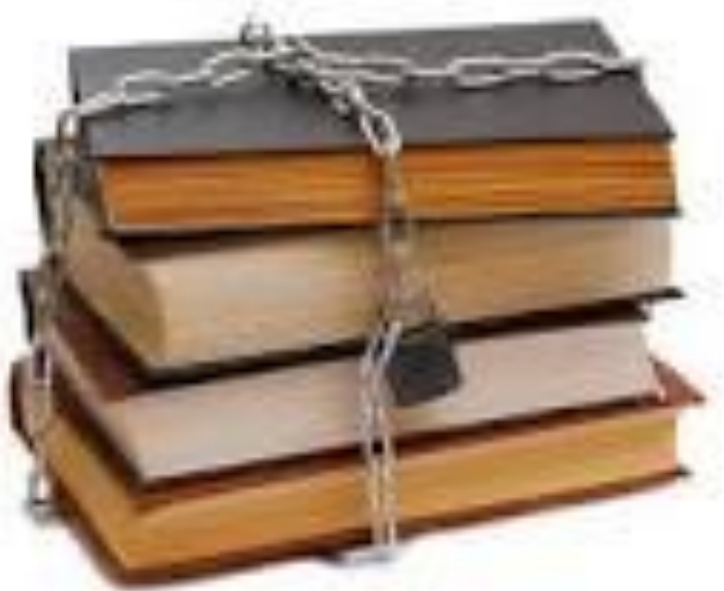


GENDER NEUTRAL
RESTROOM



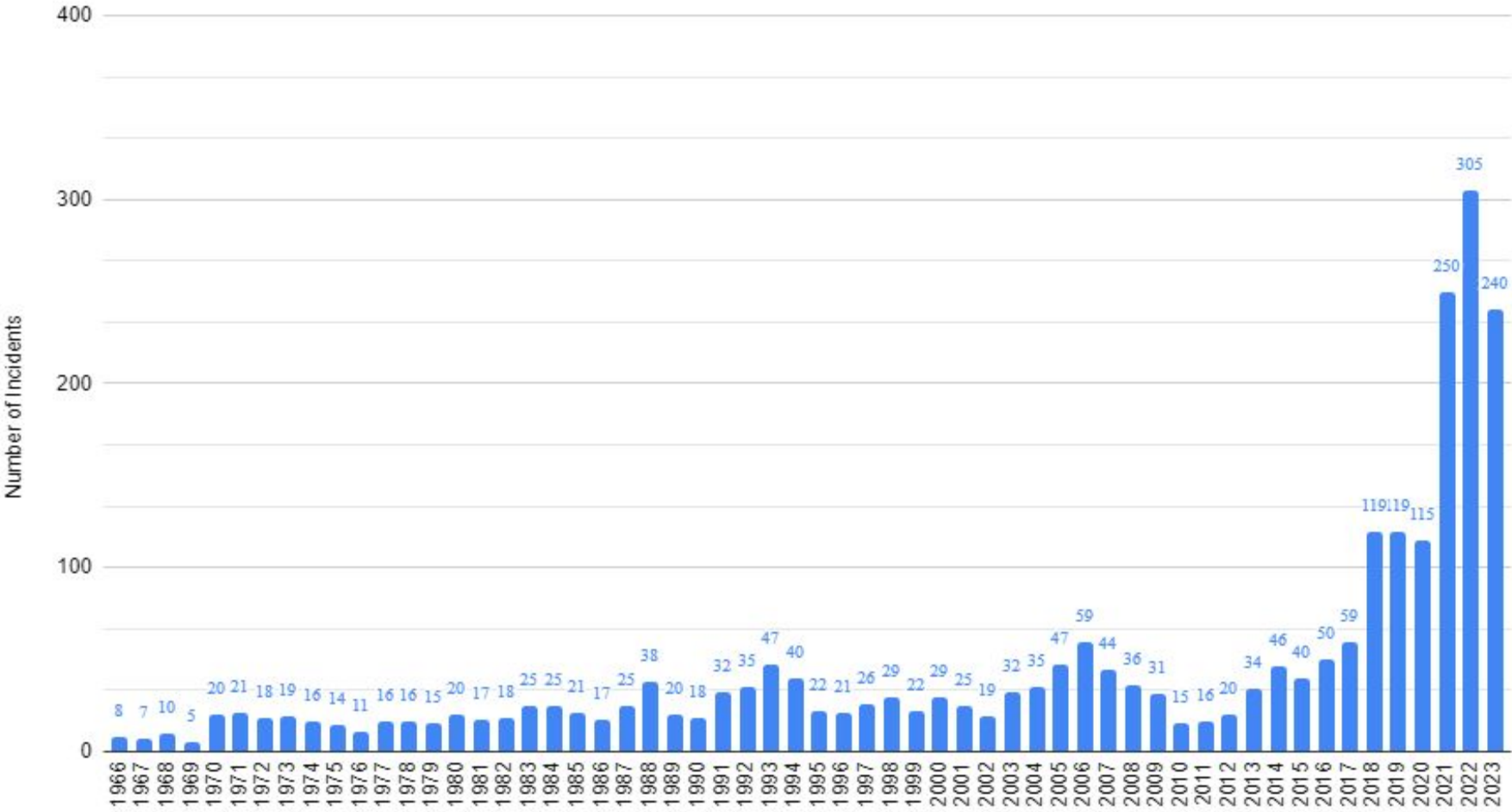
21-22 there were 2,532 books banned in USA

22-23 an additional 1,477 instances of individual books banned

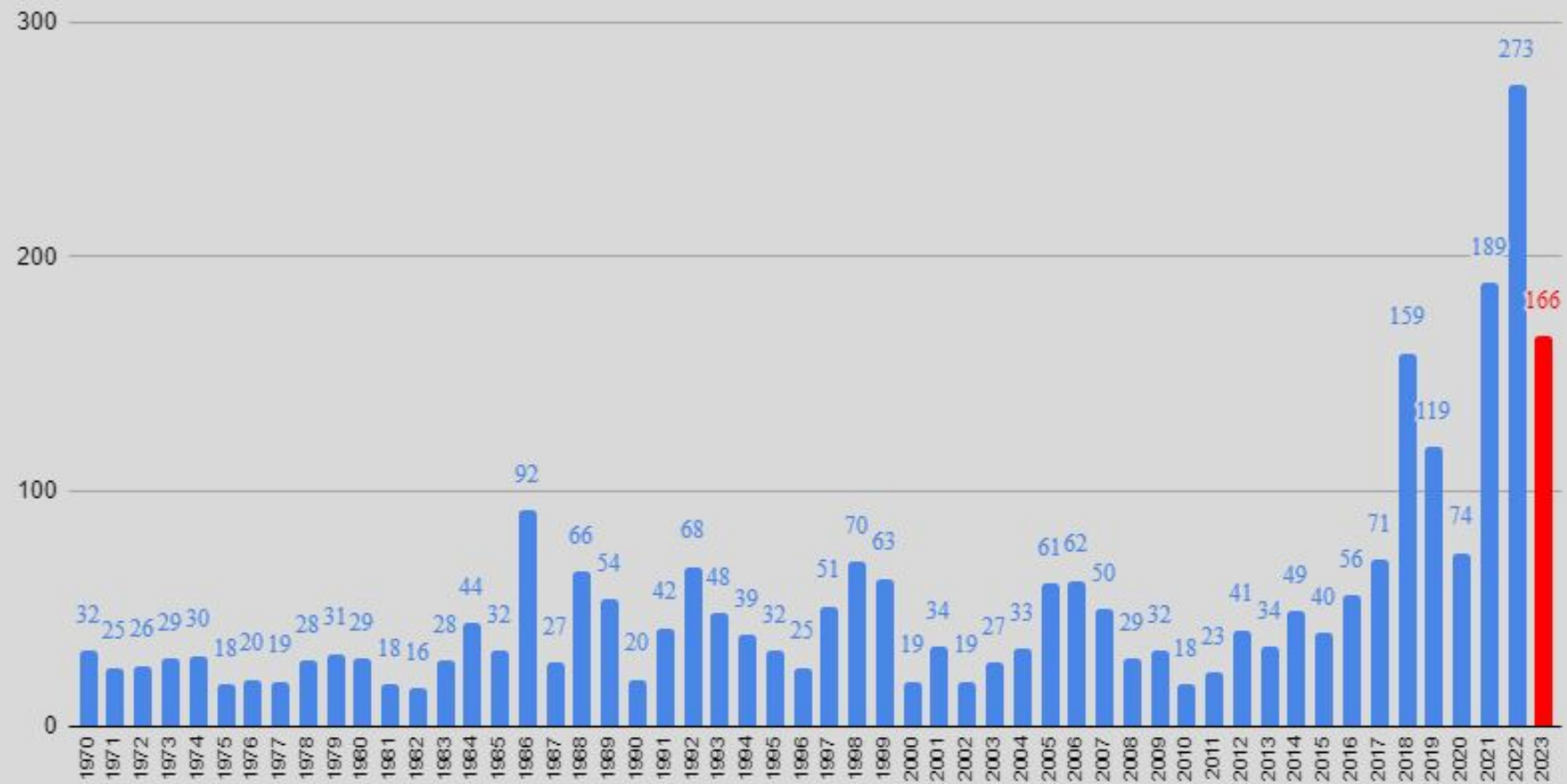




K-12 School Shooting Database: Incidents by Year 1966-2023



Number of victims (fatal and wounded) on K-12 school property



K-12 School Shooting Database

k12ssdb.org

@k12ssdb

Intense Media Coverage of the School Shootings

- Changed Social Norms, Awareness, Funding, Urgency and Subjective Sense of School Violence as a worldwide and social problem.
- Policy, laws, funding in the billions of dollars have been focused on school violence due to the shootings.

Two major streams of change over 23 years—

1. Law enforcement, security, surveillance, zero tolerance, punitive, prisonlike, and more guns
2. Psychological, social, evidence based, developmental, and whole school oriented (Coming almost exclusively from academia or academia related sources).

Rhetoric around the shooting created a societal sense:

3. That school violence is increasing, random, unpredictable, a mental illness problem, and that any child, teacher, or community could die or be injured at any moment.
4. That school shooting problem as both a bullying, mental health, and gun problem.







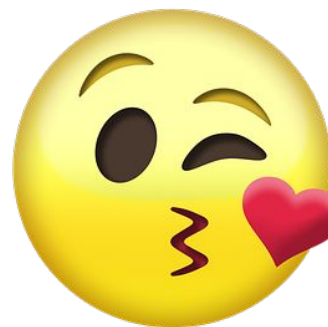


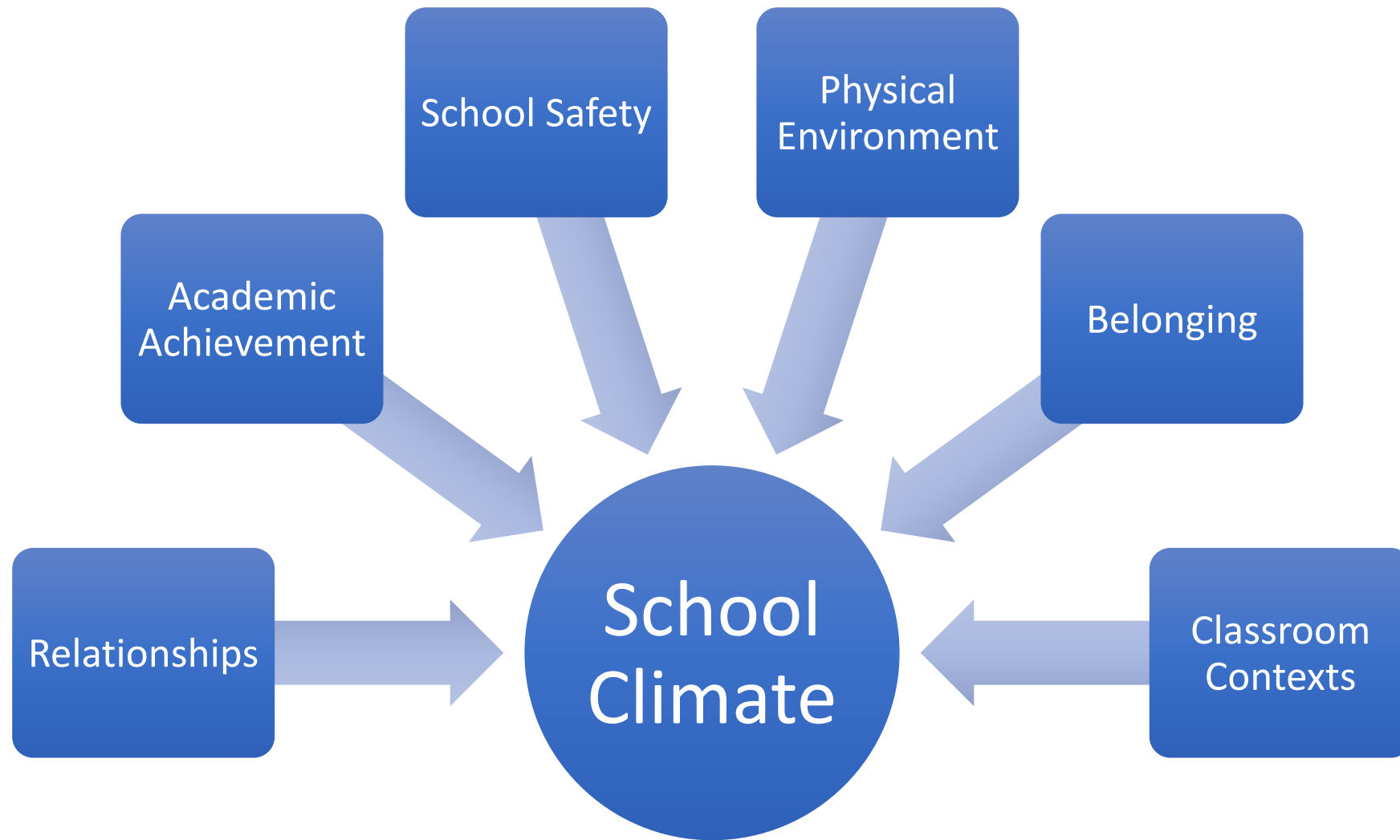
33 States In USA now allow Teachers and school staff to carry guns in the School.

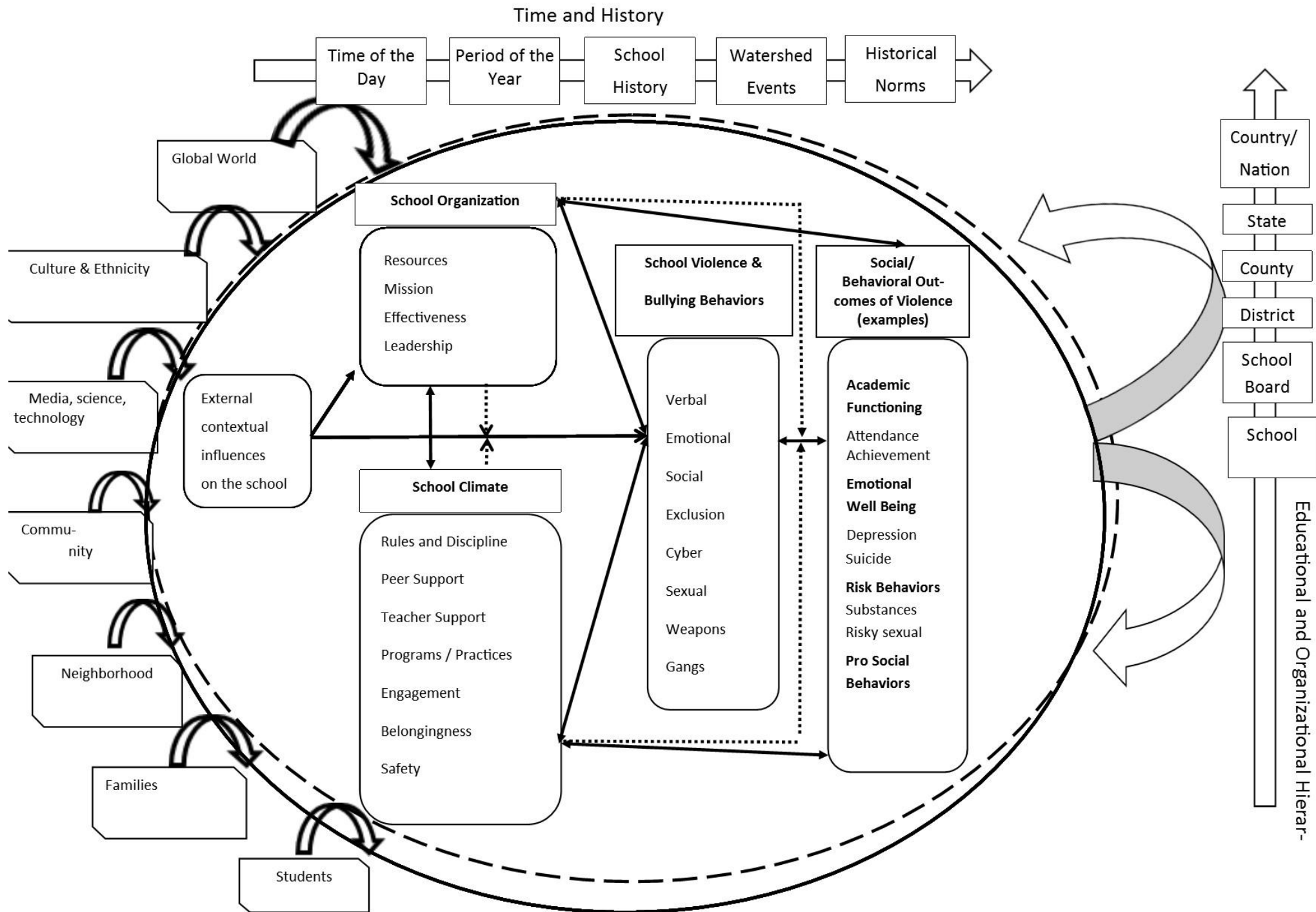






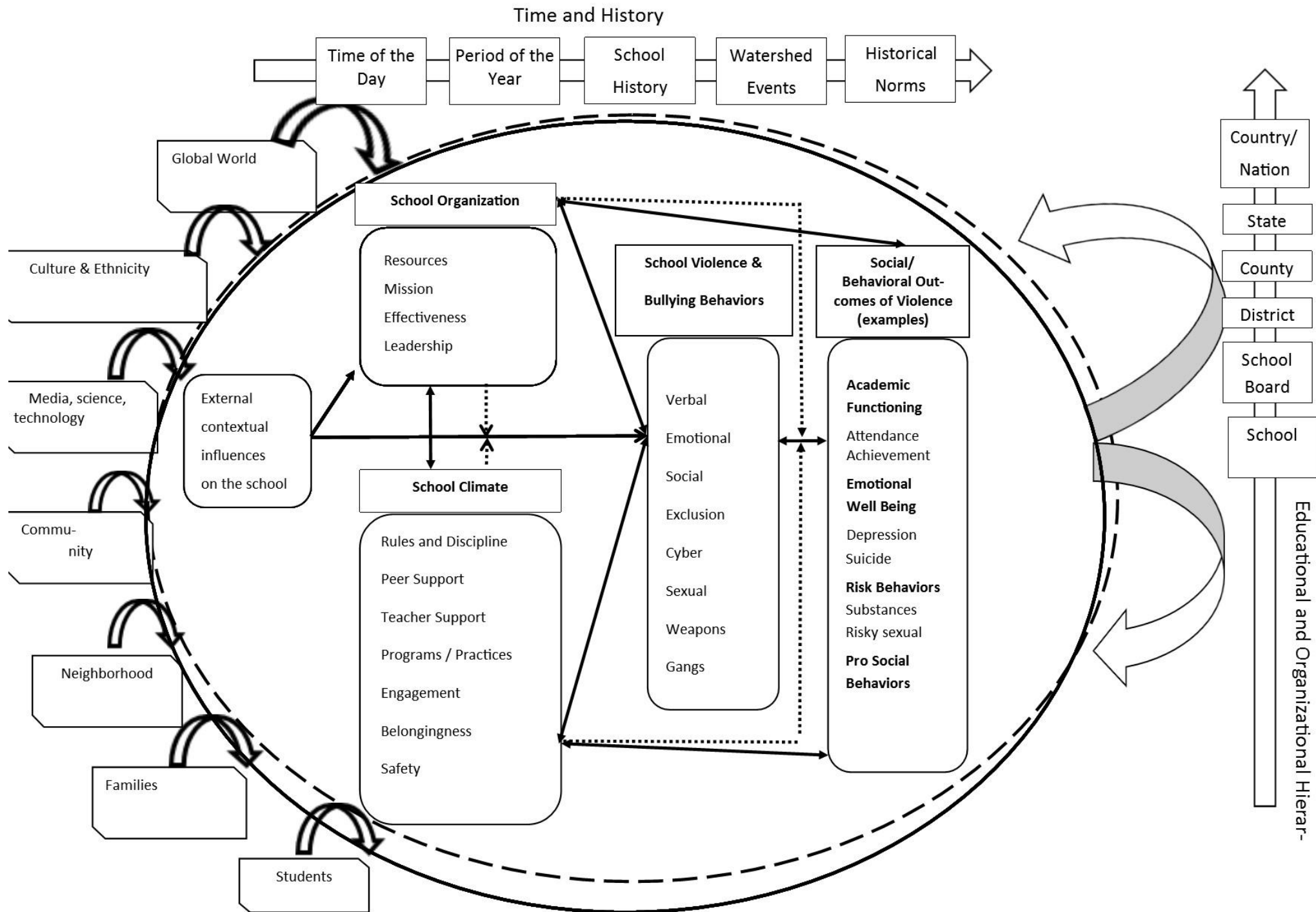




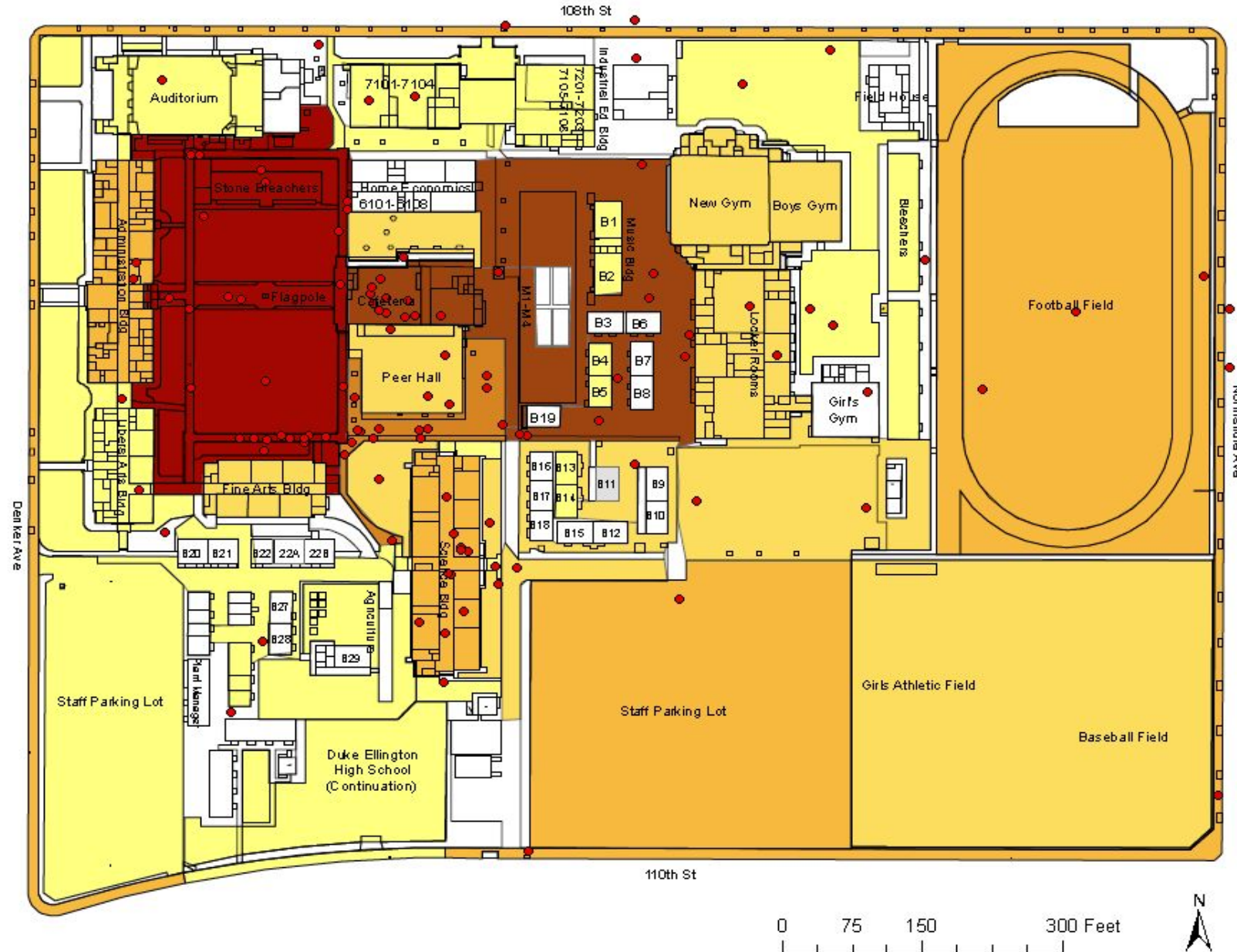




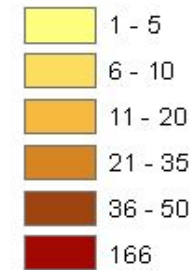




Washington Preparatory Senior High Campus Map

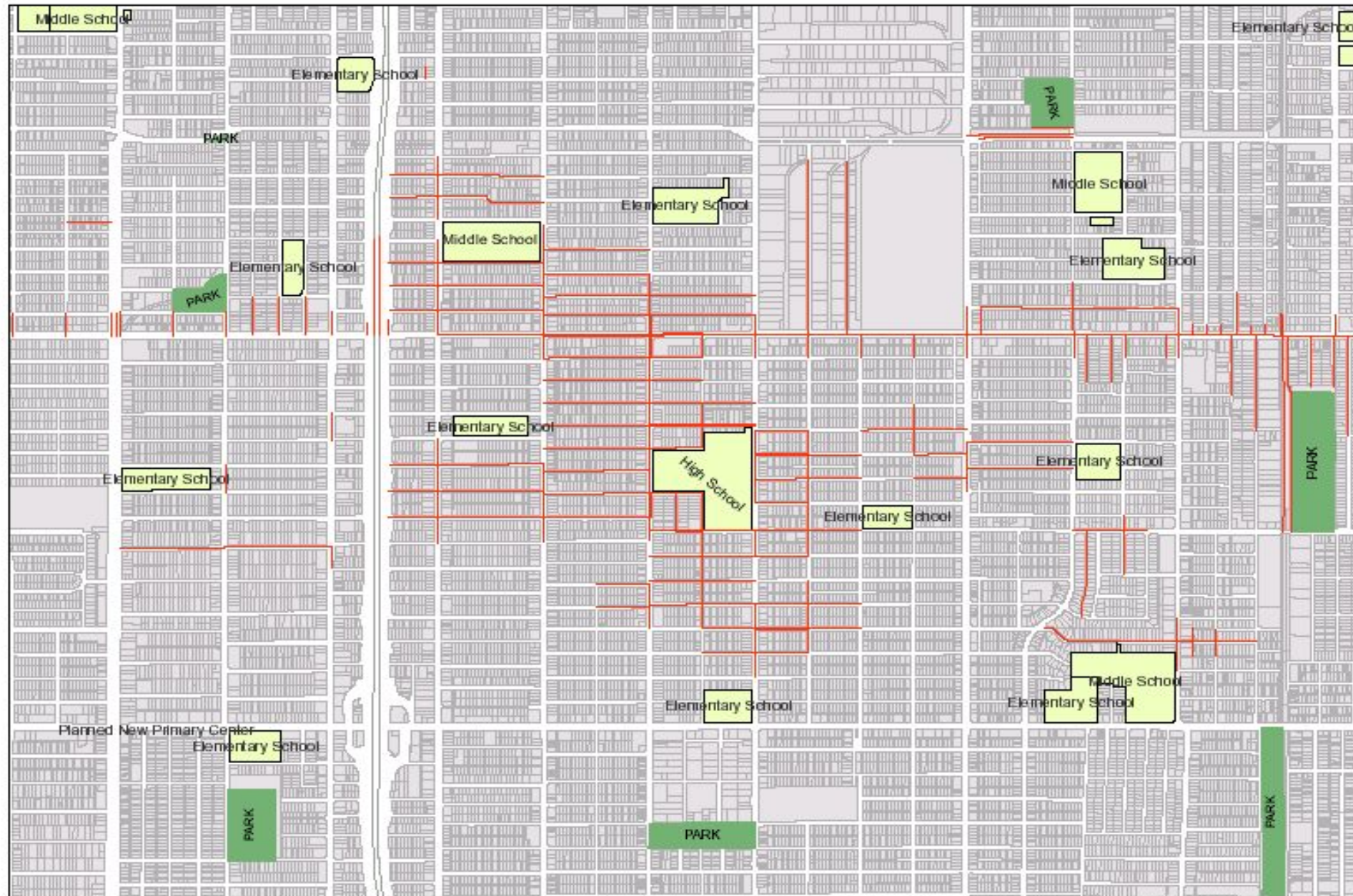


Places Where I Hang Out



• Witnessed Violent or Threatening Act from 11/30 - 12/6

School Community Map



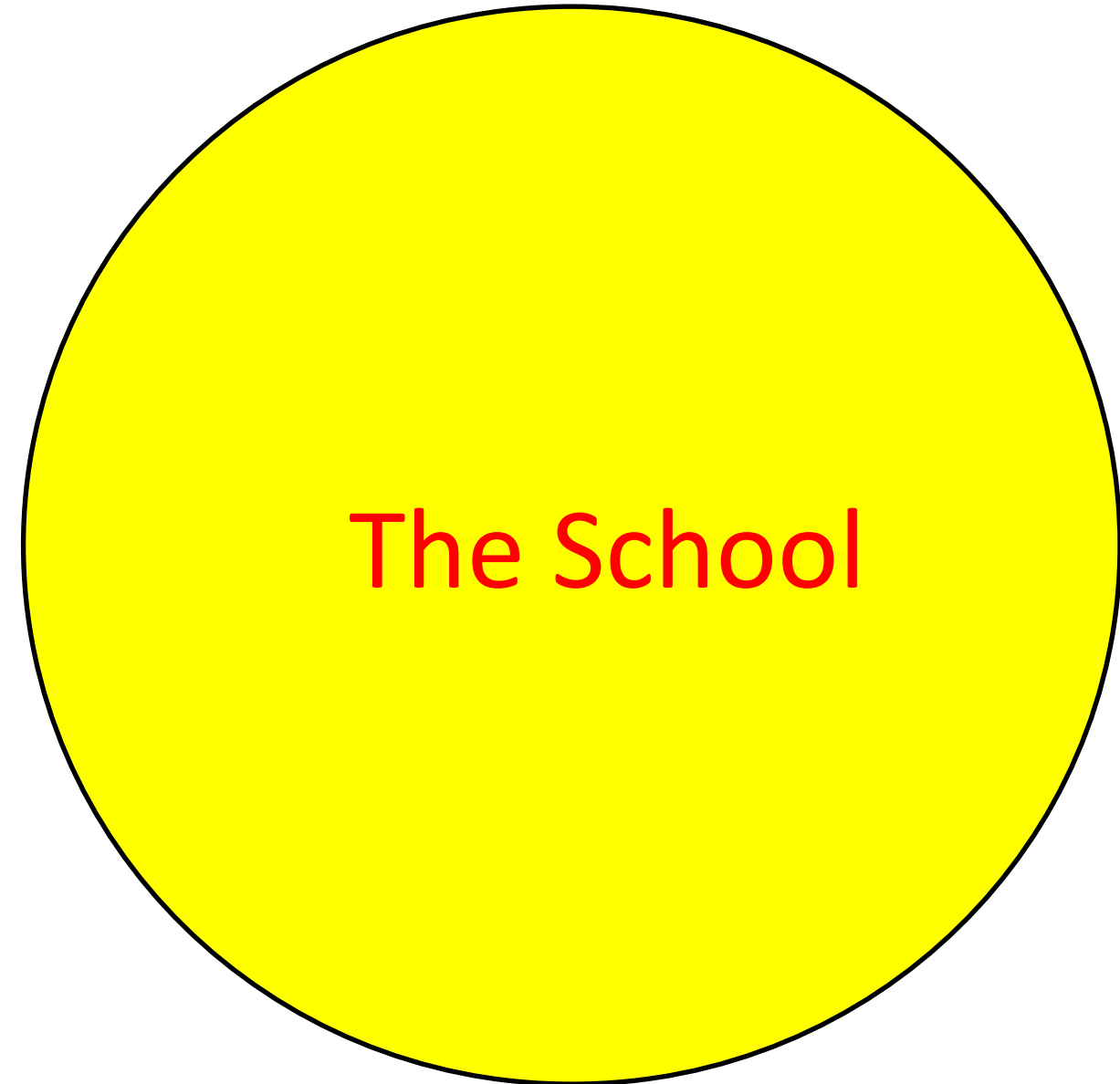
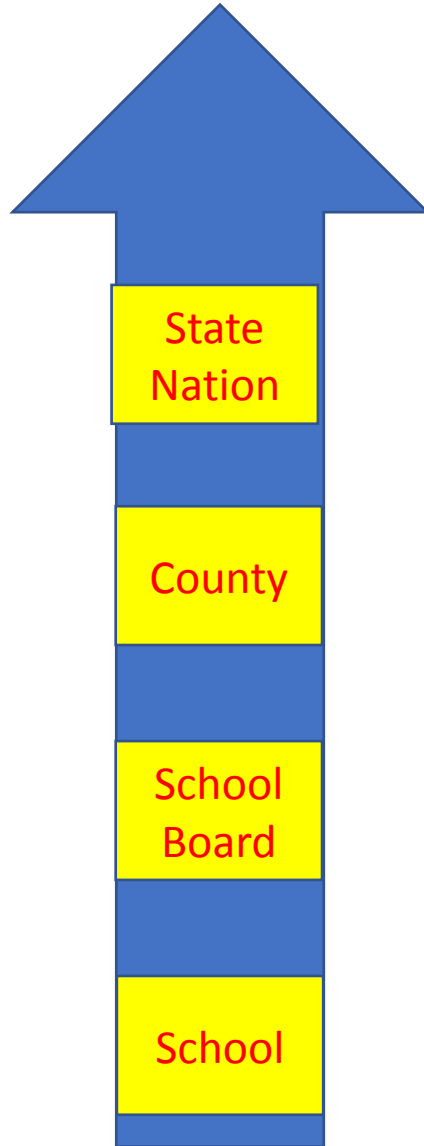
Unsafe Places On Way To School

- 1 - 3
- 4 +



0 0.125 0.25 0.5 Miles

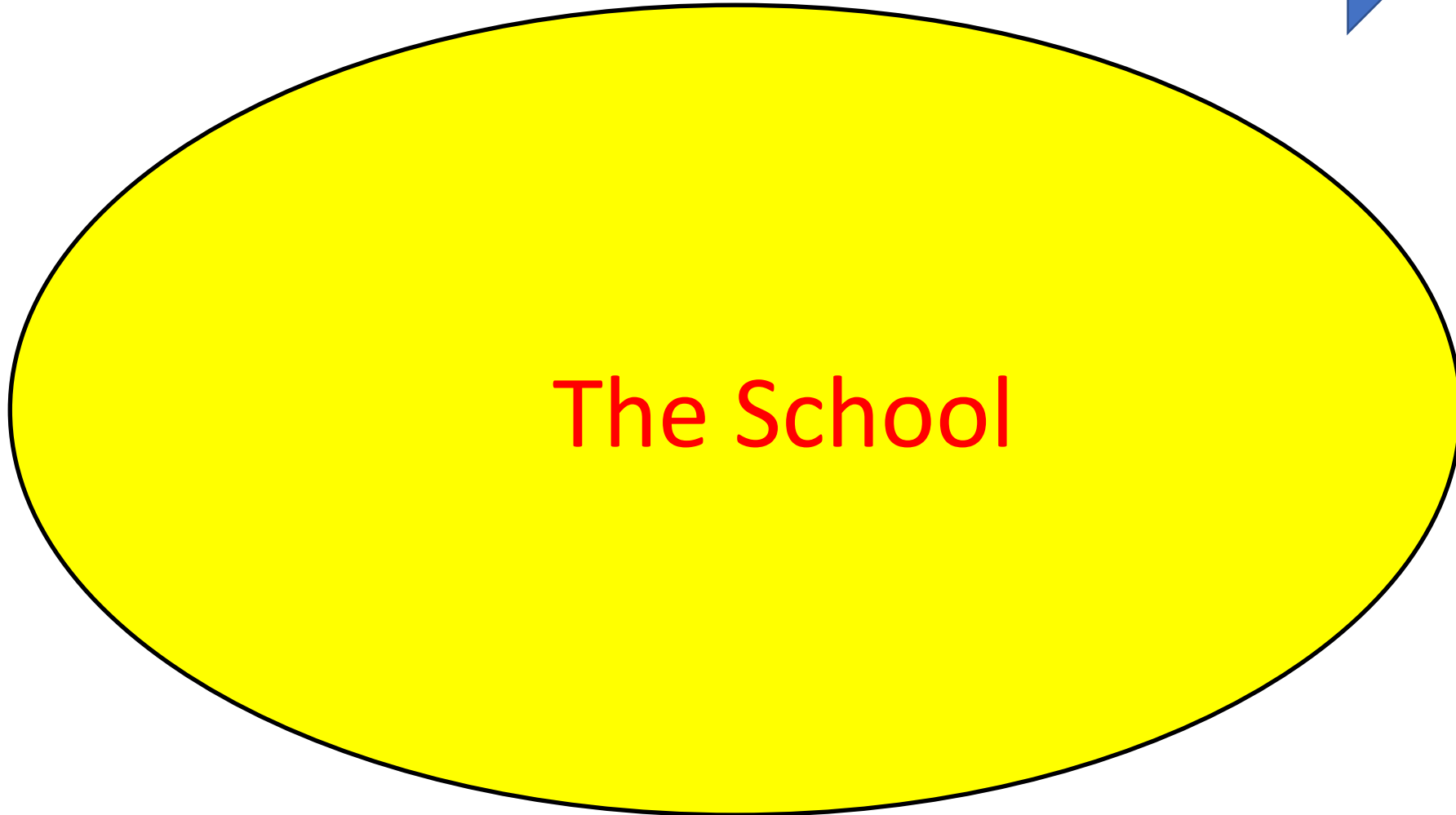
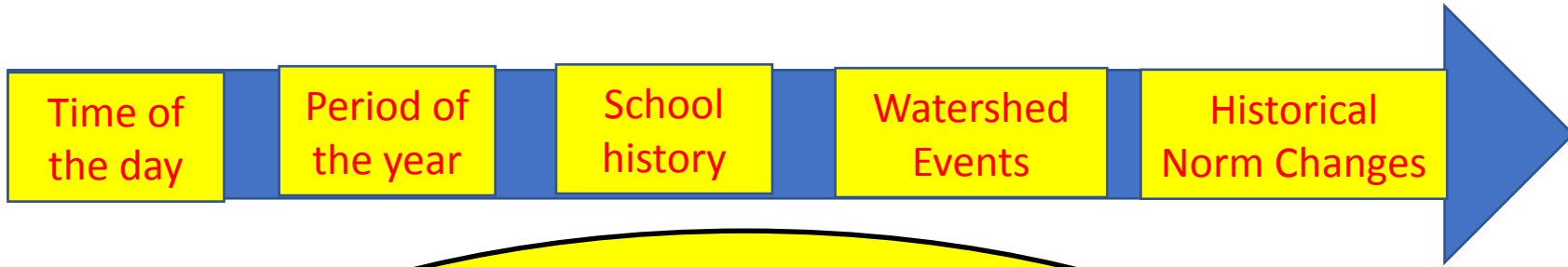
Educational and Organizational Hierarchy

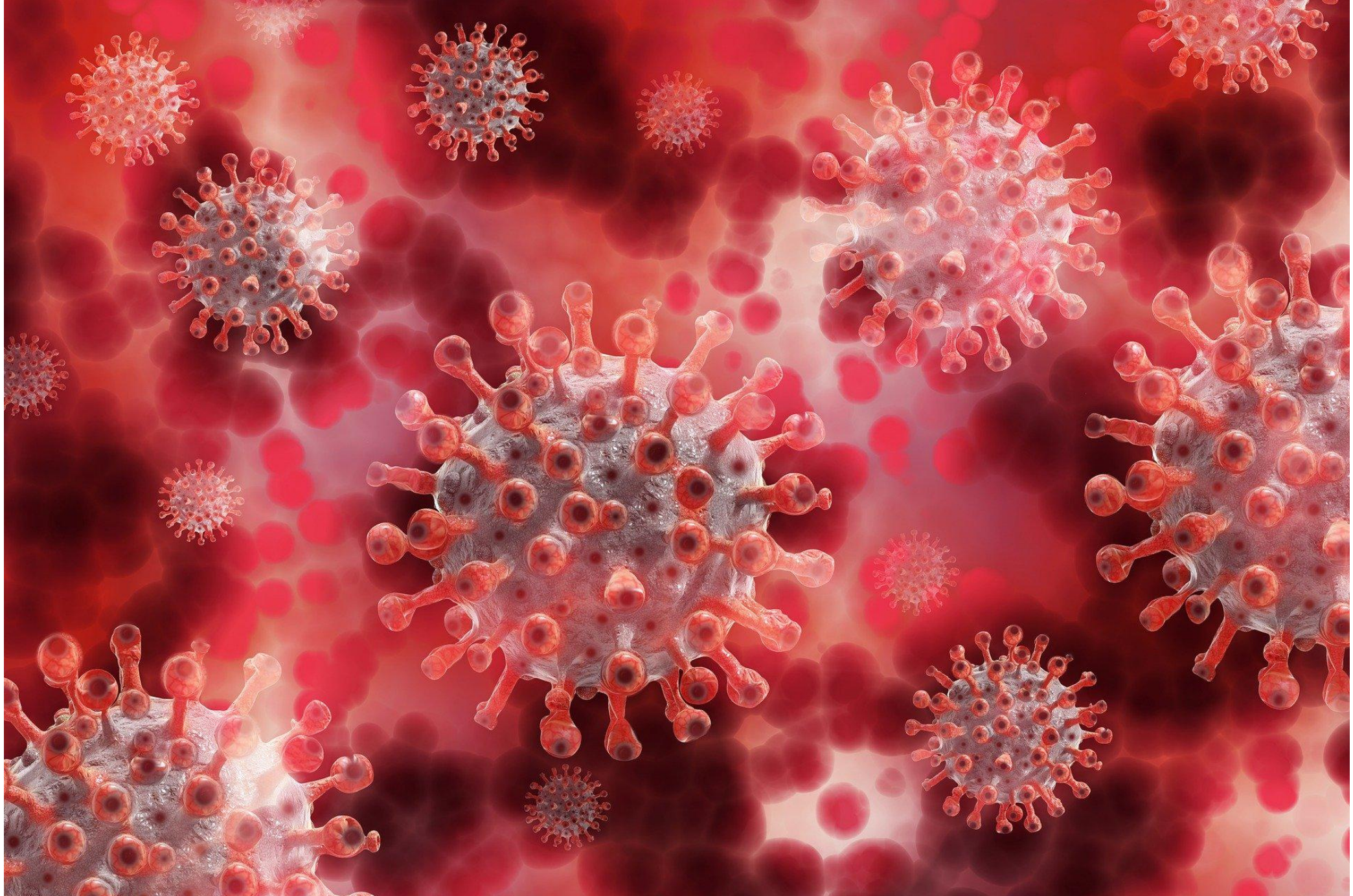






Time and History



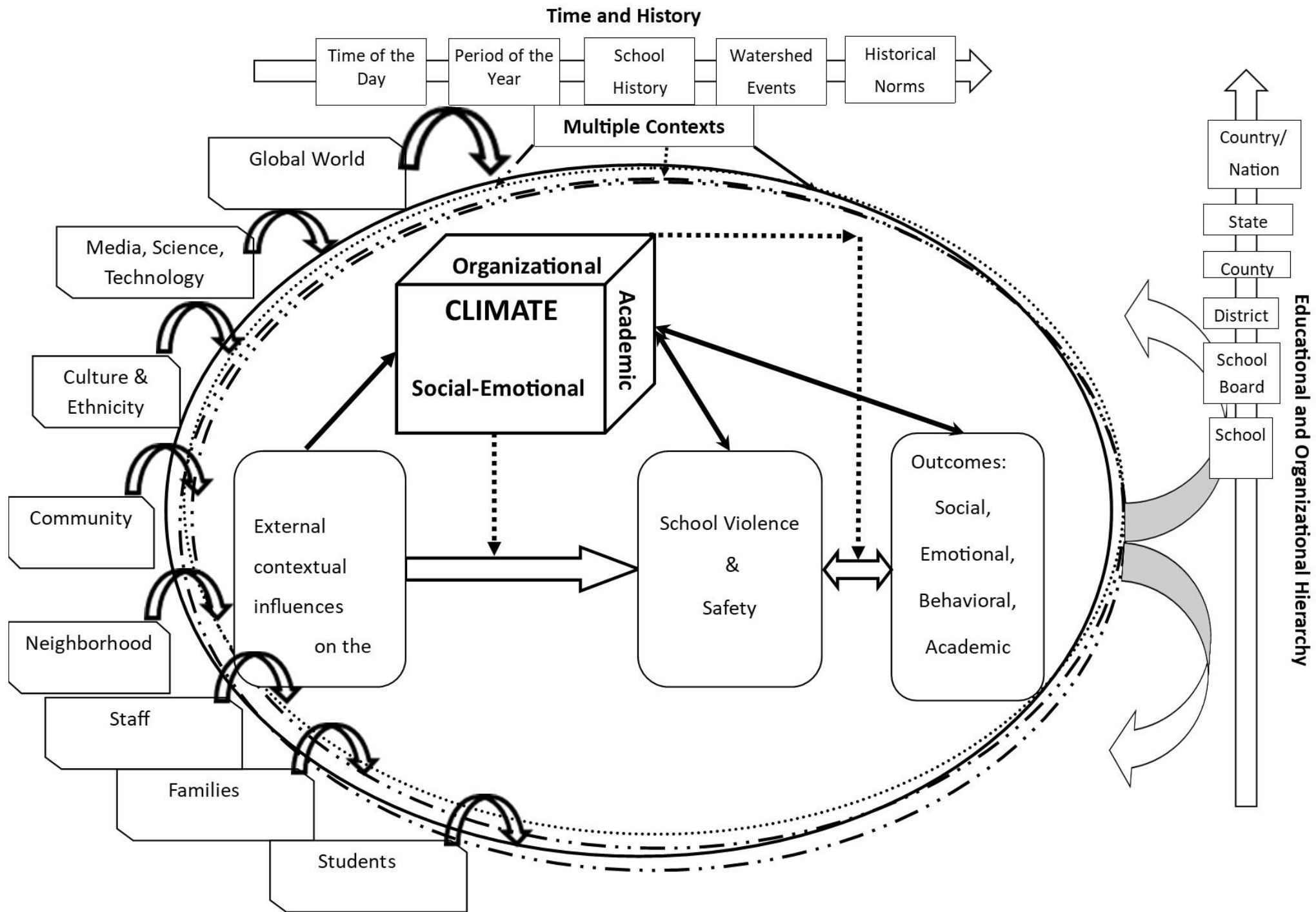


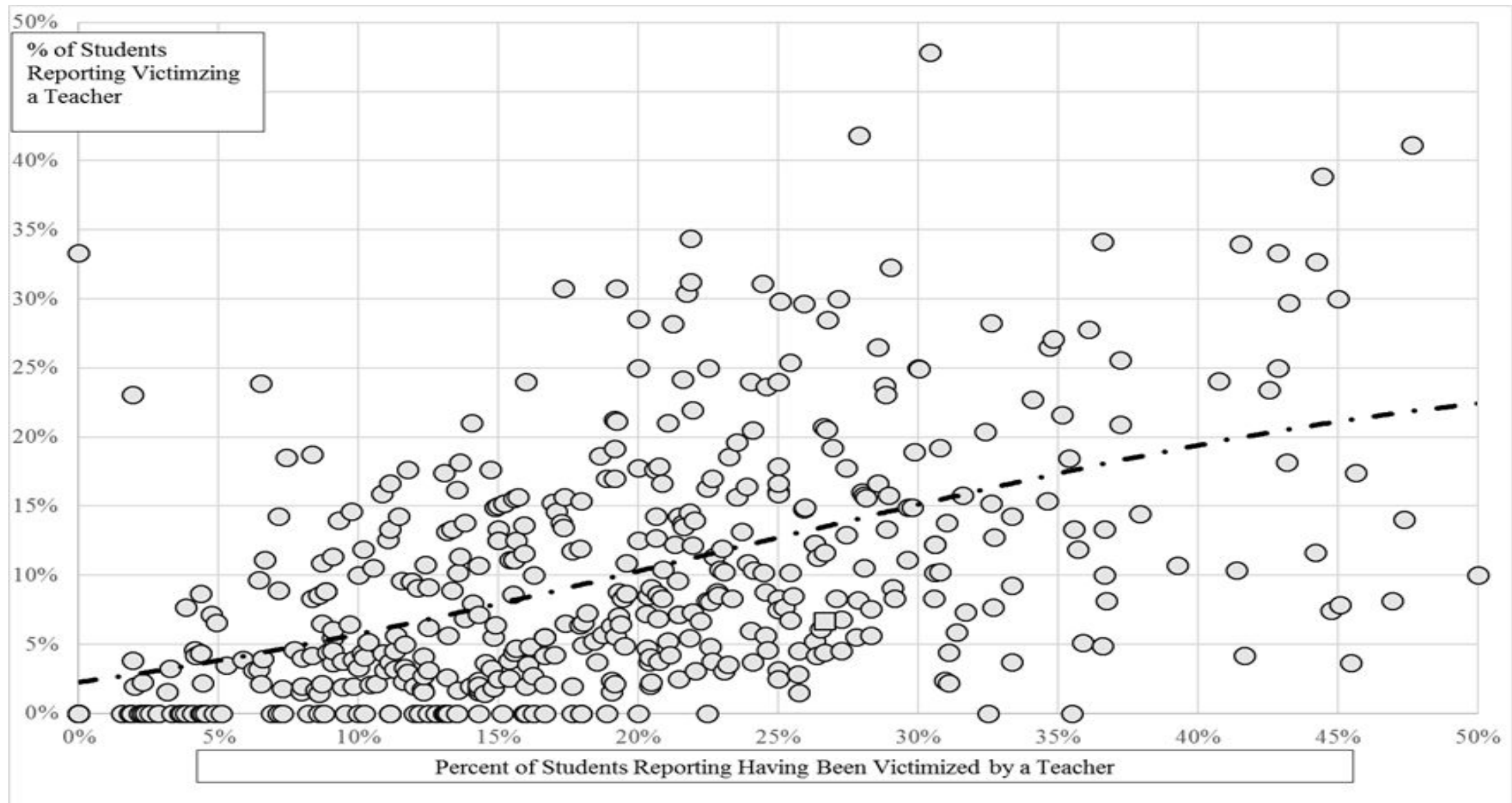




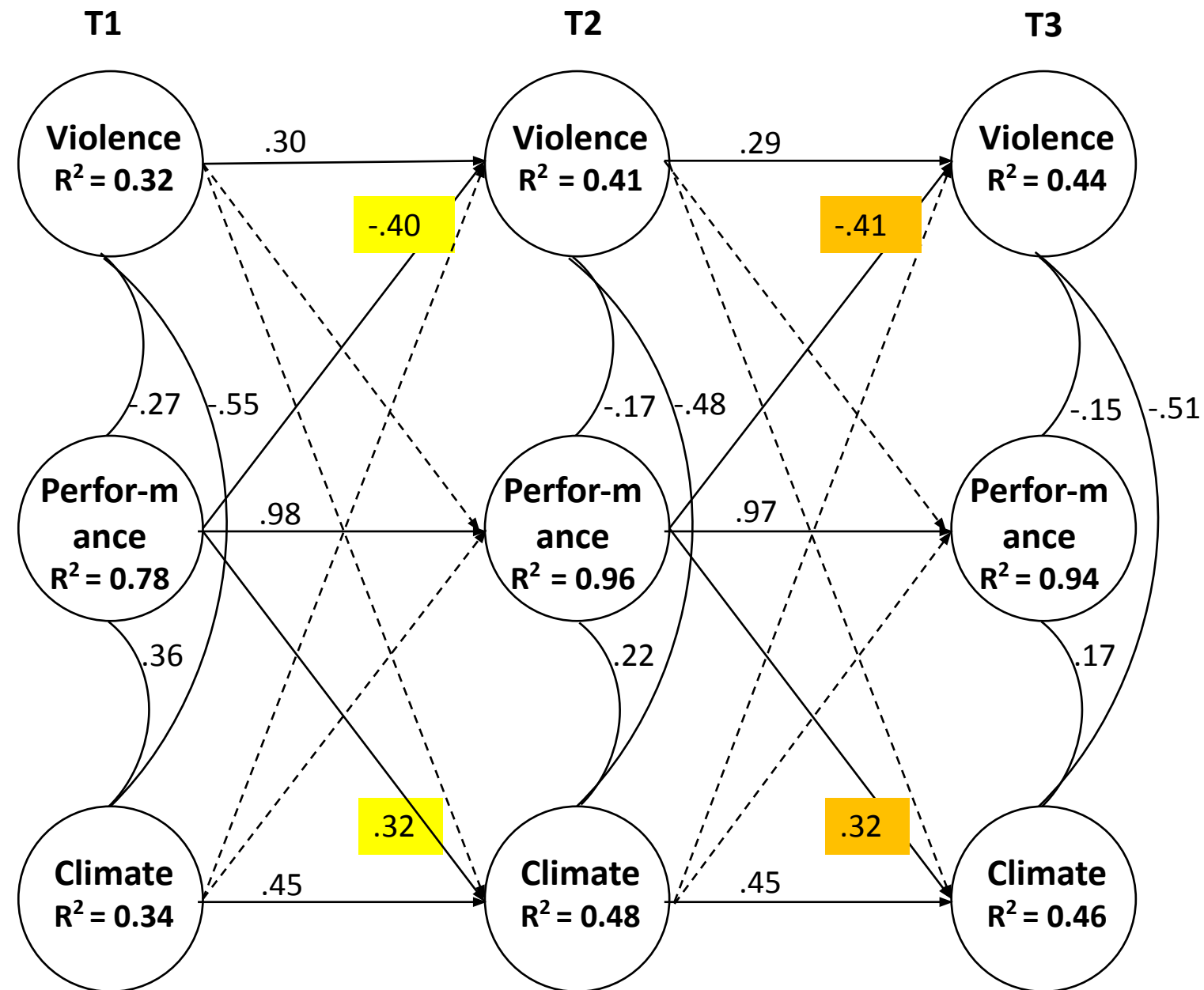
BLACK LIVES MATTER

#MeToo





Benbenishty, R., Astor R.A.,
Roziner I, & Wrabel S. (2016).
Testing the causal links between
school climate, school violence,
and school academic
performance: A cross-lagged
panel autoregressive
model. *Educational Researcher*,
45, 187-196.
DOI: 10.3102/0013189X166446
03



N = 1,862 Middle Schools in California



Measuring Antisemitic Tropes and Beliefs

- Great need at all levels. There has never been a K-12 study anywhere doing this.
- Exploring AS tropes with both Jewish and Zionist themes.
- Connecting AS K-12 beliefs and tropes with other forms of distinct bias (e.g., Anti-Islam, Anti-Arab, Anti-LGBTQ, Anti-Latin, Anti-Asian, Gender Bias, and intersectional explorations).
- Exploring how movements, media news reporting, and peer network groups promote or reduce Antisemitic attitudes and beliefs.
- Structural academic changes in literature, history, ethnic studies, and informal activities that promote different tropes.
- Hide identity (Jewish Star, Letting people know you are Jewish)

A Conceptual and Large-Scale Empirical Examination of the Welcoming Empowerment Monitoring Approach (WEMA) for School Safety and Substance Use Reduction

Research on Social Work Practice
2021, Vol. 31(5) 454-468

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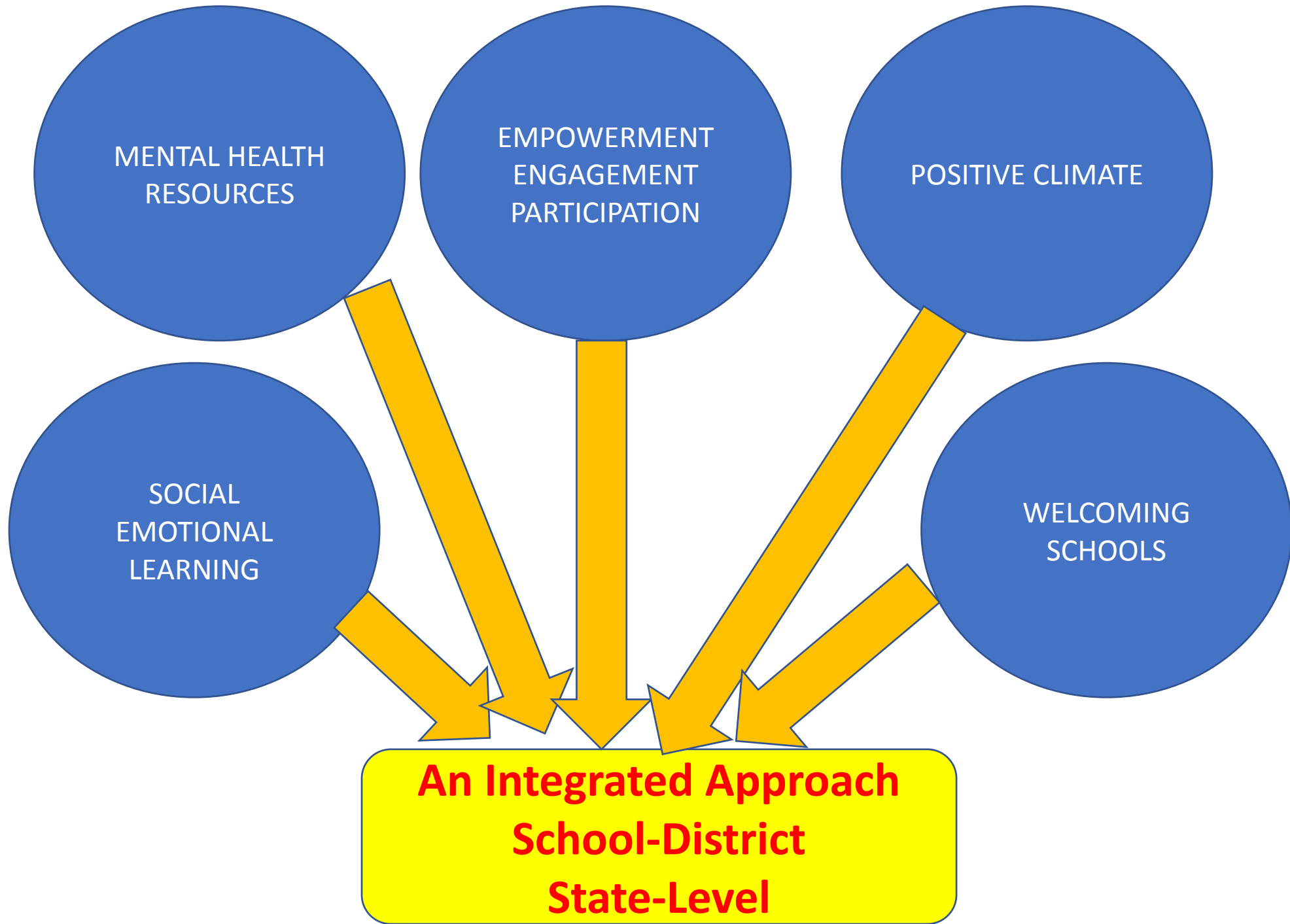
Ron Avi Astor¹ , Rami Benbenishty^{2,3}, and Kate R. Watson¹

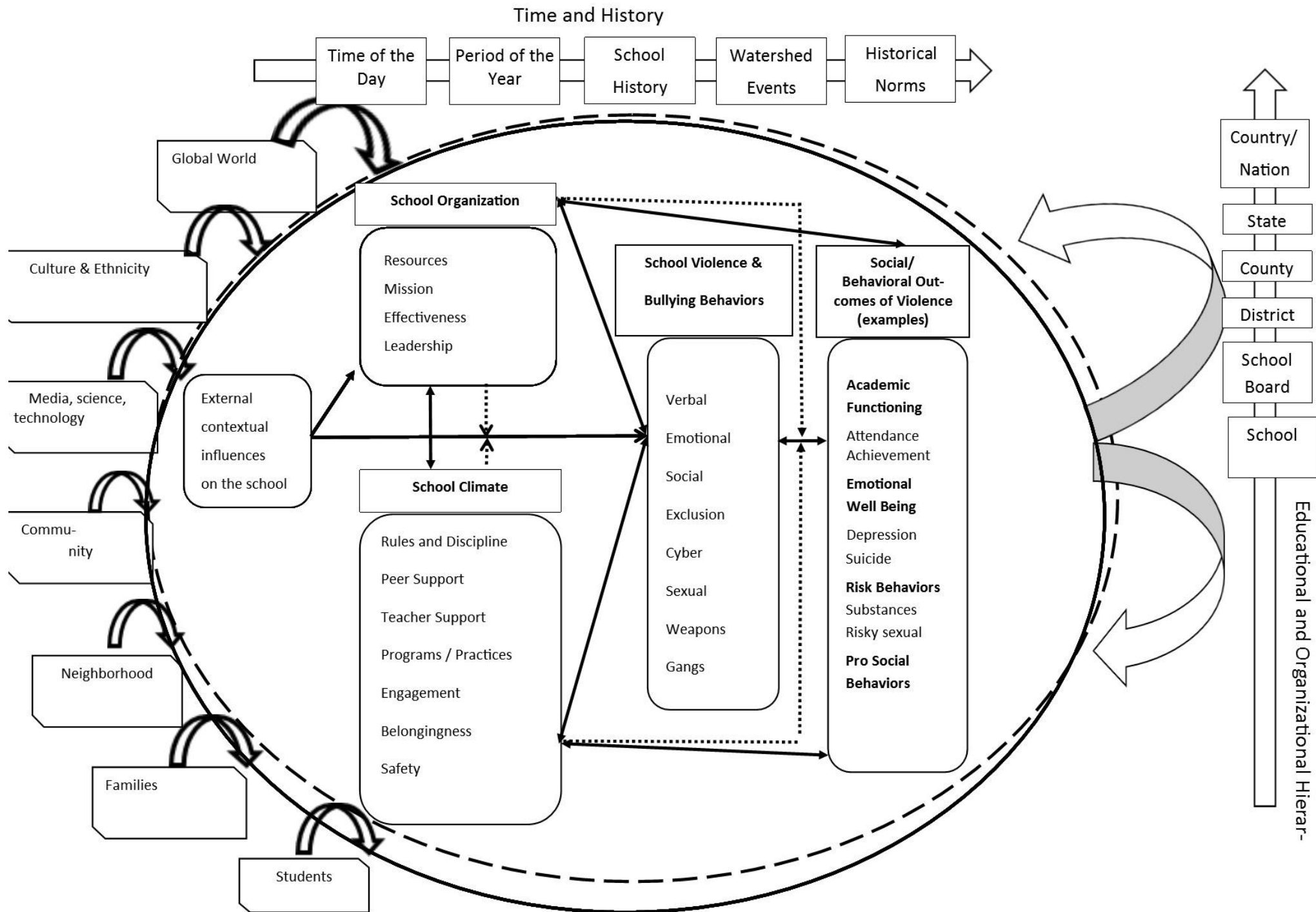
Abstract

Purpose: Research shows that many evidence-based school programs are not sustained after the demonstration period is complete. This article outlines the Welcoming Empowerment Monitoring Approach and builds on data at each school—to address school safety and reduce substance use. **Method:** The study used California Healthy Kids Survey data across 145 schools in Southern California at five points in time over an 8-year period. **Results:** From project inception through 3 years after the project completed, all manifestations of school victimization dropped and were sustained. Lifetime alcohol and marijuana use also declined for all students during the overall period assessed. **Discussion:** Schools, districts, and regions tailored interventions according to each school's and region's specific needs. Combinations of ground-up solutions, evidence-based programs, building internal capacity, and connecting the school to resources helped reduce victimization and substance use.

Keywords

empowerment approach, school safety, evidence-based programs, substance use reduction





Building a System as Opposed to Implementing a Program

- A centralized system
- Focuses on organization, resources, capacity, expertise and sustainability over long periods of time
- A centralized way to gather, process, and distribute voice
- Integrated into academic accountability dashboard

A Systems Approach
Combining SEL, Climate, Community Resources, and Threat
Assessment Using Student Voice

- In a recent 7 year study (2017) conducted in 145 CA Schools (over 100,000 students), a combination of Climate/ SEL/ Community interventions resulted in:
 - 55 % reduction in gun carrying on school grounds
 - 37.5% reduction in knives, guns, clubs or other weapons in injury or threats with a weapon of injury
 - 40% reduction in seeing a weapon on school grounds
 - 44% reduction in gang affiliation and participation





An eighteen-year longitudinal examination of school victimization and weapon use in California secondary schools

Rami Benbenishty¹ · Ron Avi Astor² · Ilan Roziner³

Received: 2 August 2022 / Accepted: 2 March 2023
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Abstract

Background School safety has been a major public health issue in the United States and internationally for more than three decades. Many policies and programs have been developed and implemented to prevent school violence, improve the school climate, and increase safety. There are only a few peer-reviewed studies of changes in school violence over time. The study examined changes over time in school victimization, weapon involvement and school climate, comparing change trajectories by gender and race and different change trajectories among schools.

Methods A longitudinal study of the biennial California Healthy Kids Survey in secondary schools from 2001 to 2019. The representative sample included 6,219,166 students in grades 7, 9, and 11 (48.8% male) from 3253 schools (66% high schools).

Results All victimization and weapon involvement items had significant and substantial linear reductions. The largest reduction involved being in a physical fight (from 25.4% to 11.0%). There were reductions in weapon involvement ($d=0.46$) and victimization ($d=0.38$). Biased-based victimization only declined slightly ($d=-0.05$). School belongingness and safety increased ($d=0.27$), adult support increased a small amount ($d=0.05$), and student participation declined ($d=-0.10$). Changes were smallest among White students. Ninety-five percent of the schools showed the same pattern of reductions.

Conclusions The findings are in contrast to the public's concerns that school violence is a growing problem. Reductions in school violence may result from social investment in school safety. A distinction should be made between school shootings and other forms of school violence.

Keywords School violence · School climate · Weapons

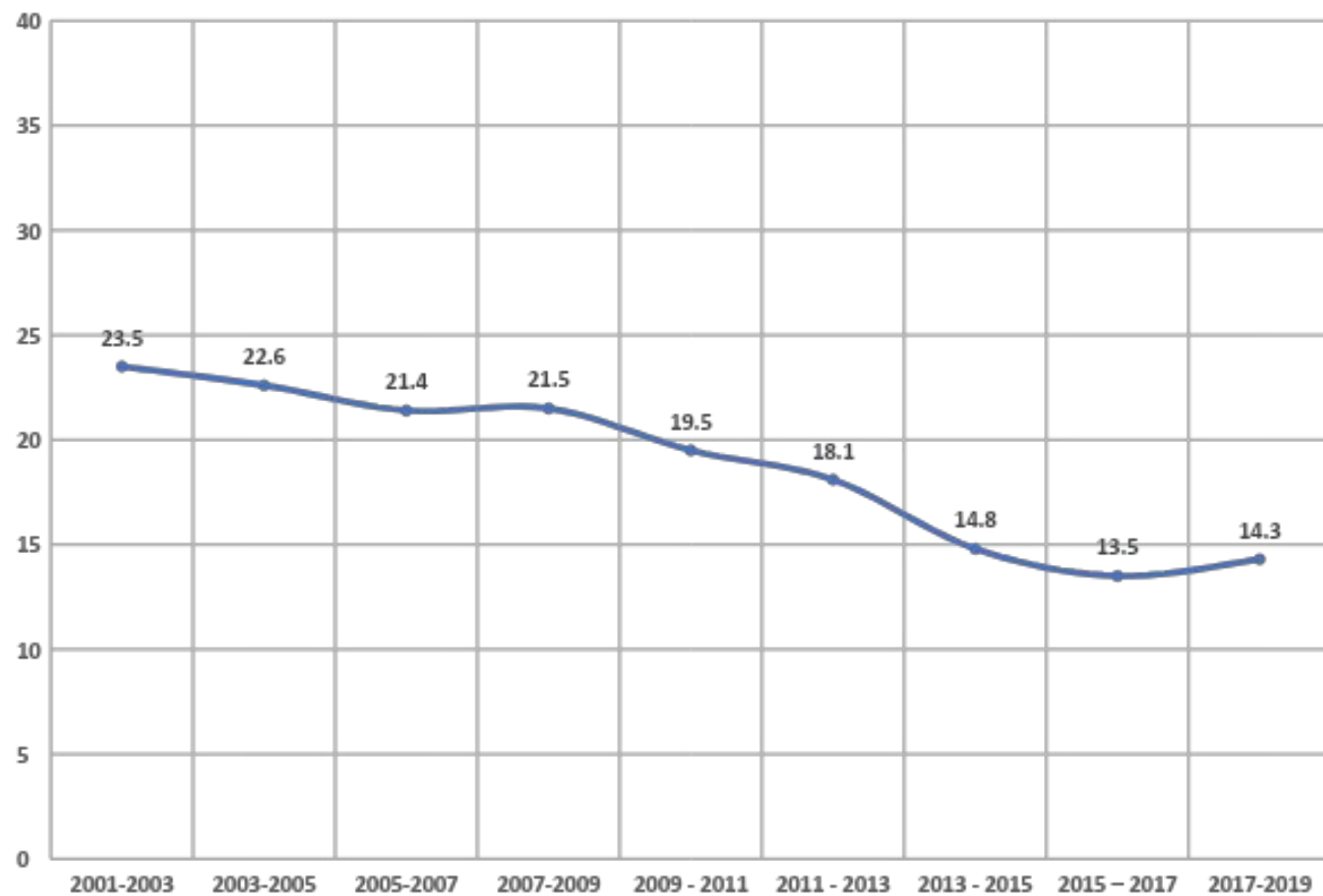
Why did we do this study?

Has day-to-day School
Violence gone up, stayed the
same or gone down in the
past two decades?

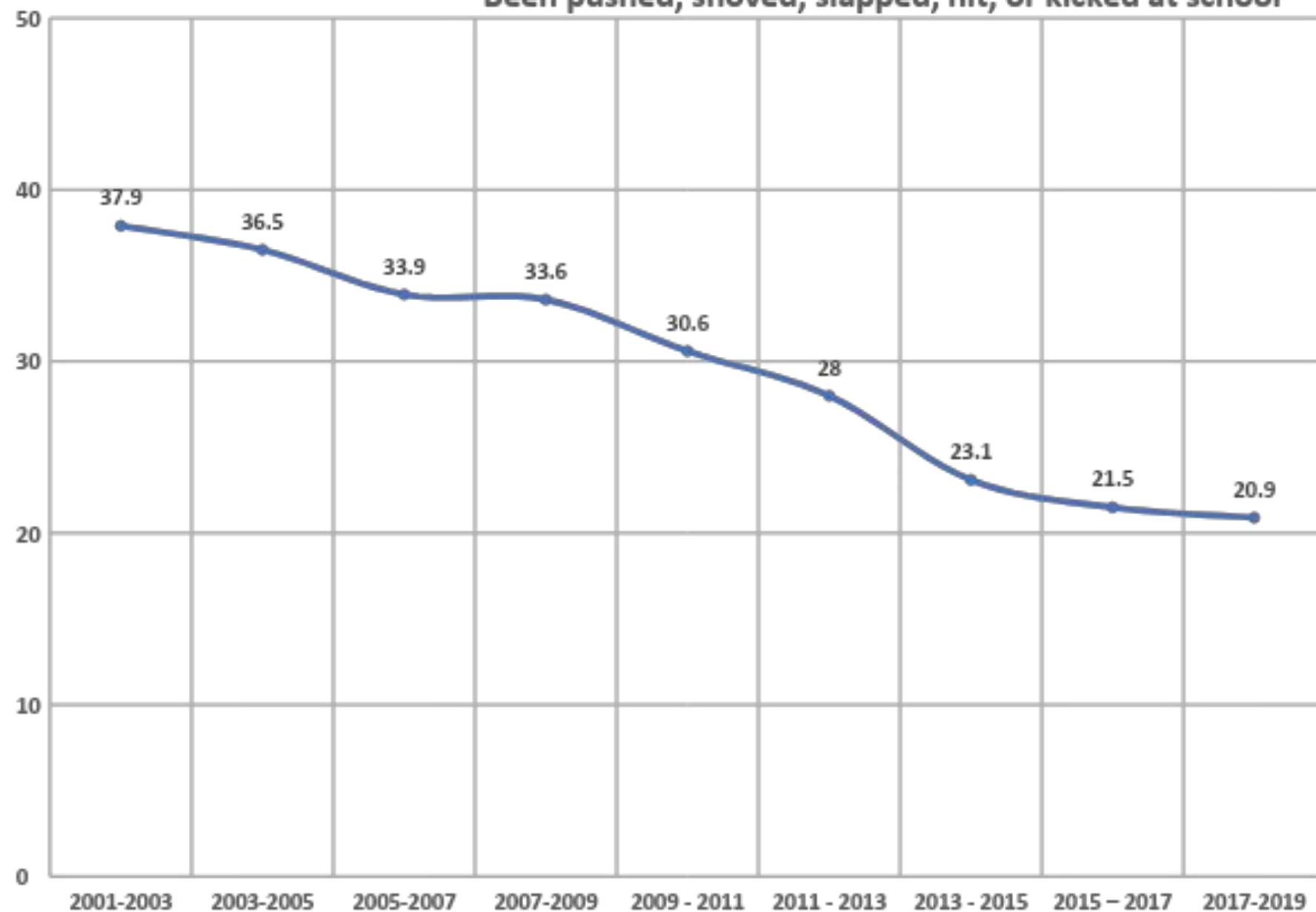
How do people feel about safety and violence?

- School Safety is a top concern for most voters and parents
- Many polls show adolescents say that being shot at school is one of their major fears and sources of anxiety
- Most students in most schools across the country rate their schools overall as safe or very safe—in many regions over 80%.
- Most parents rate their children's schools as very safe.

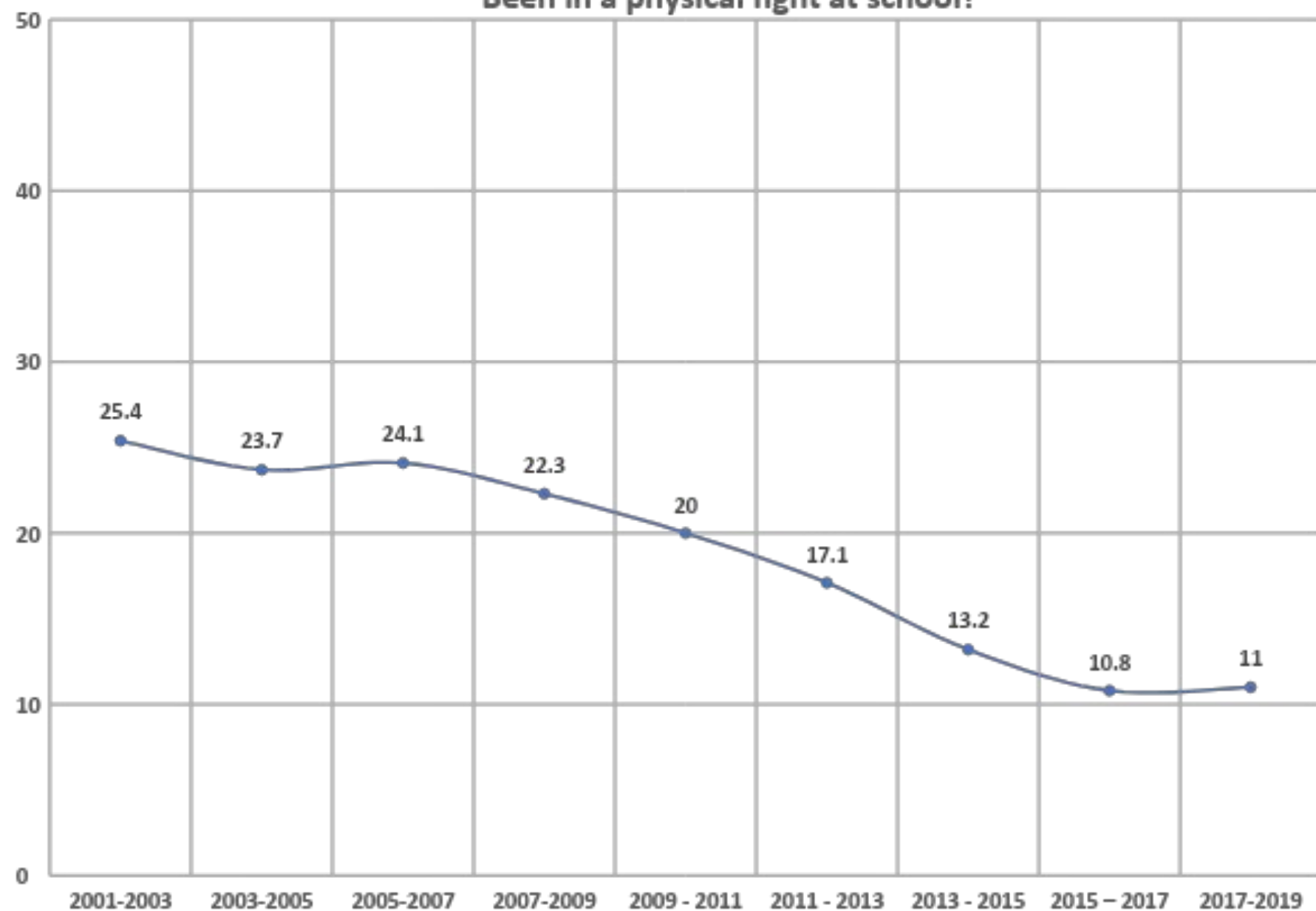
Been afraid of being beaten up at school?



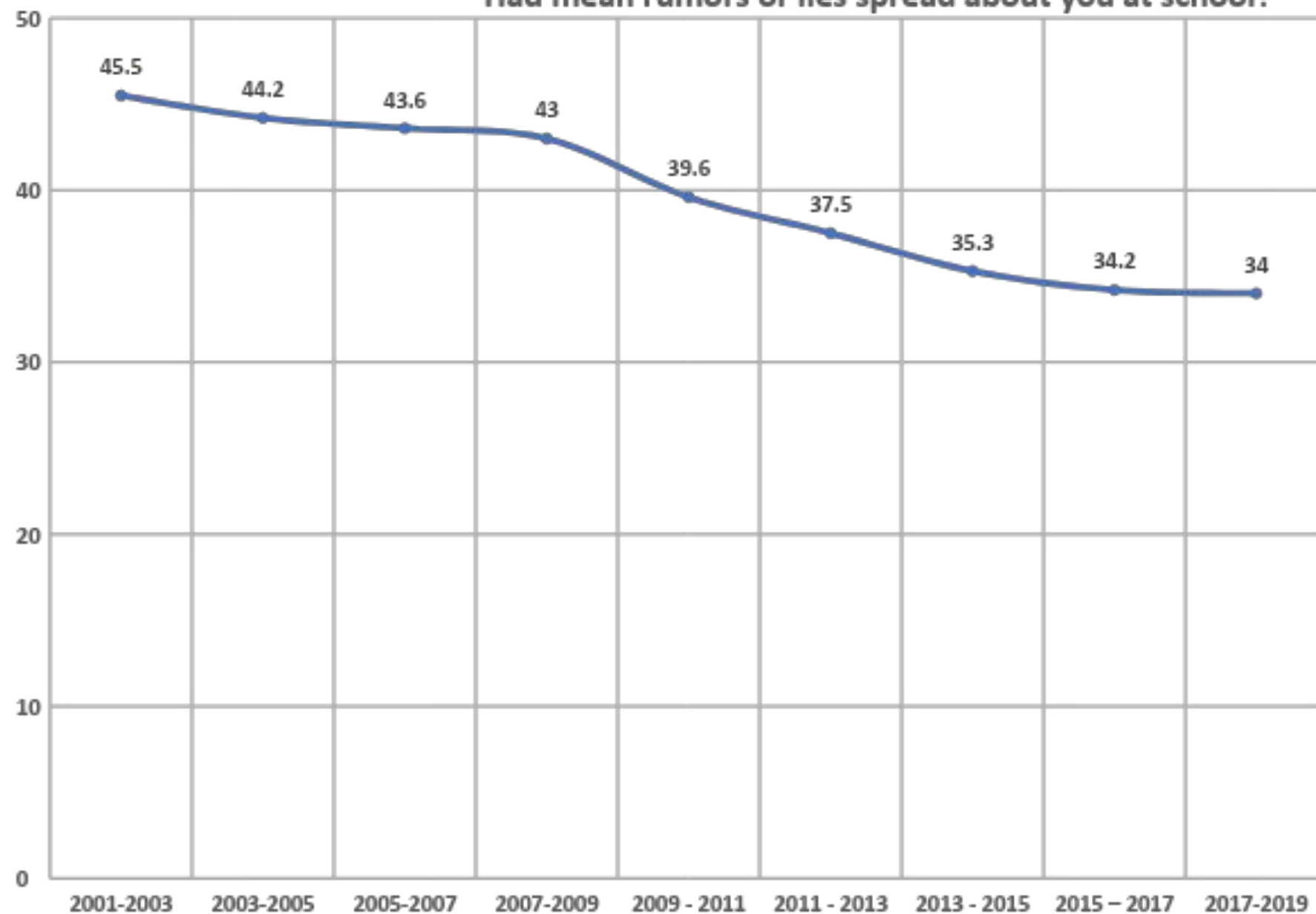
Been pushed, shoved, slapped, hit, or kicked at school



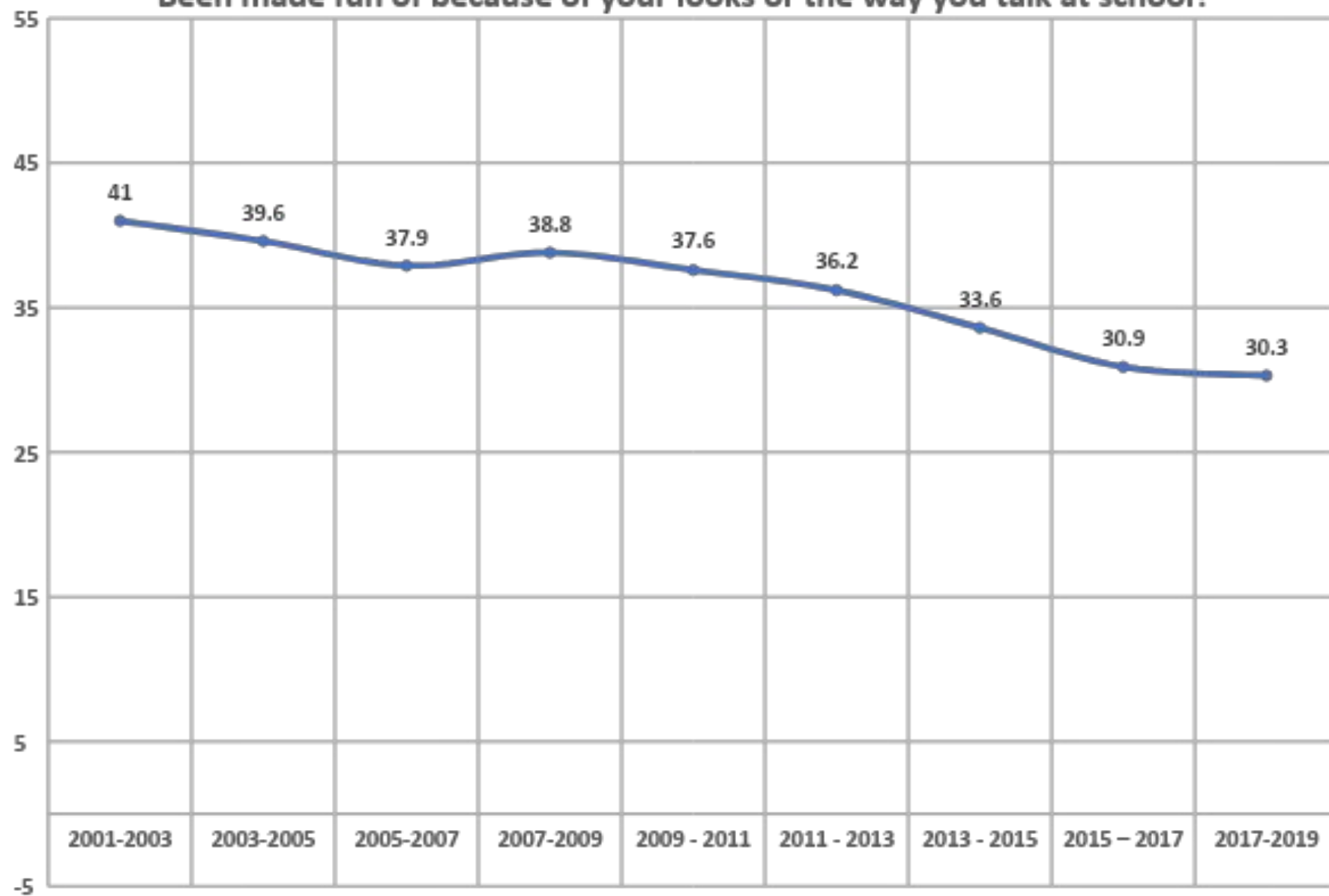
Been in a physical fight at school?



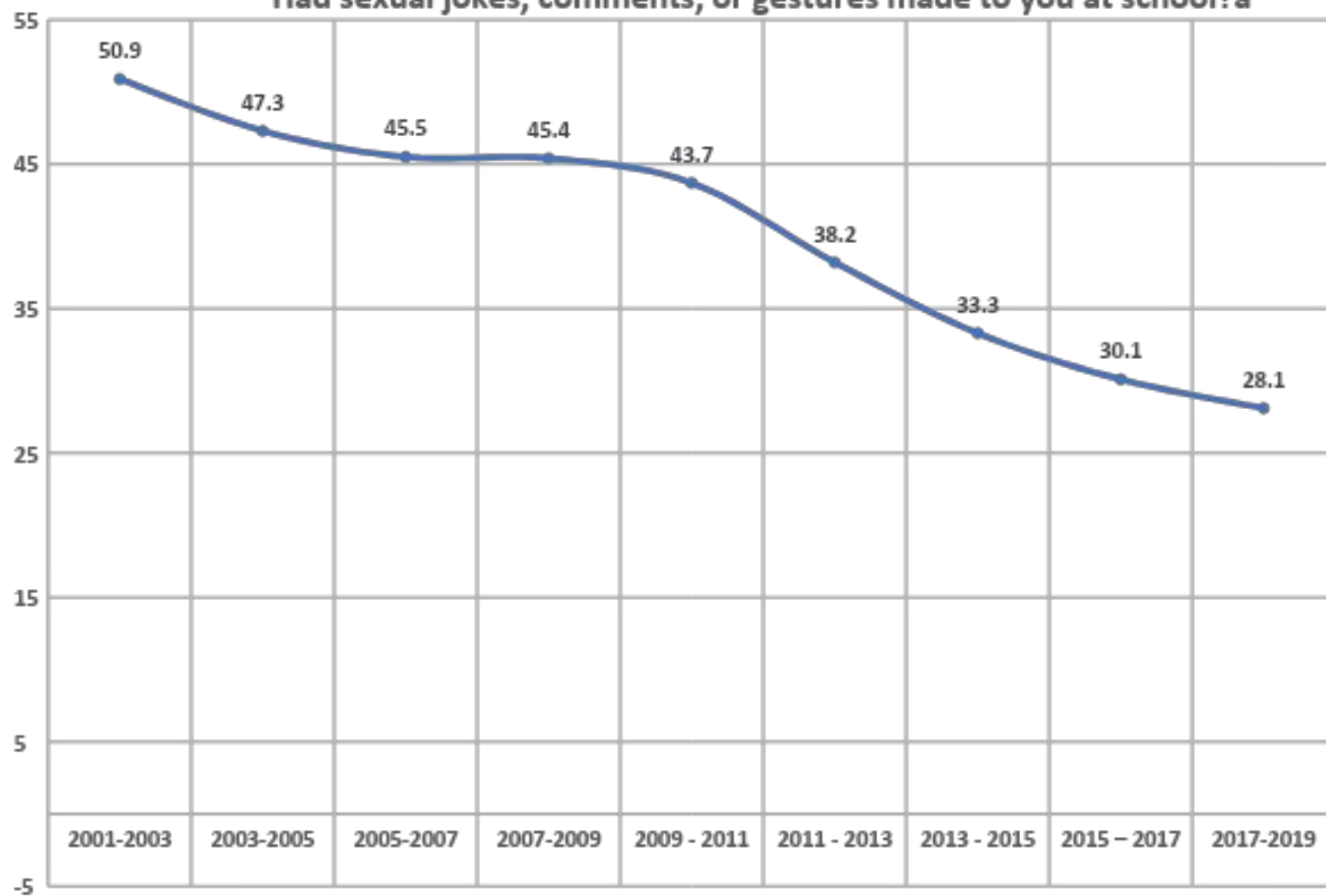
Had mean rumors or lies spread about you at school?



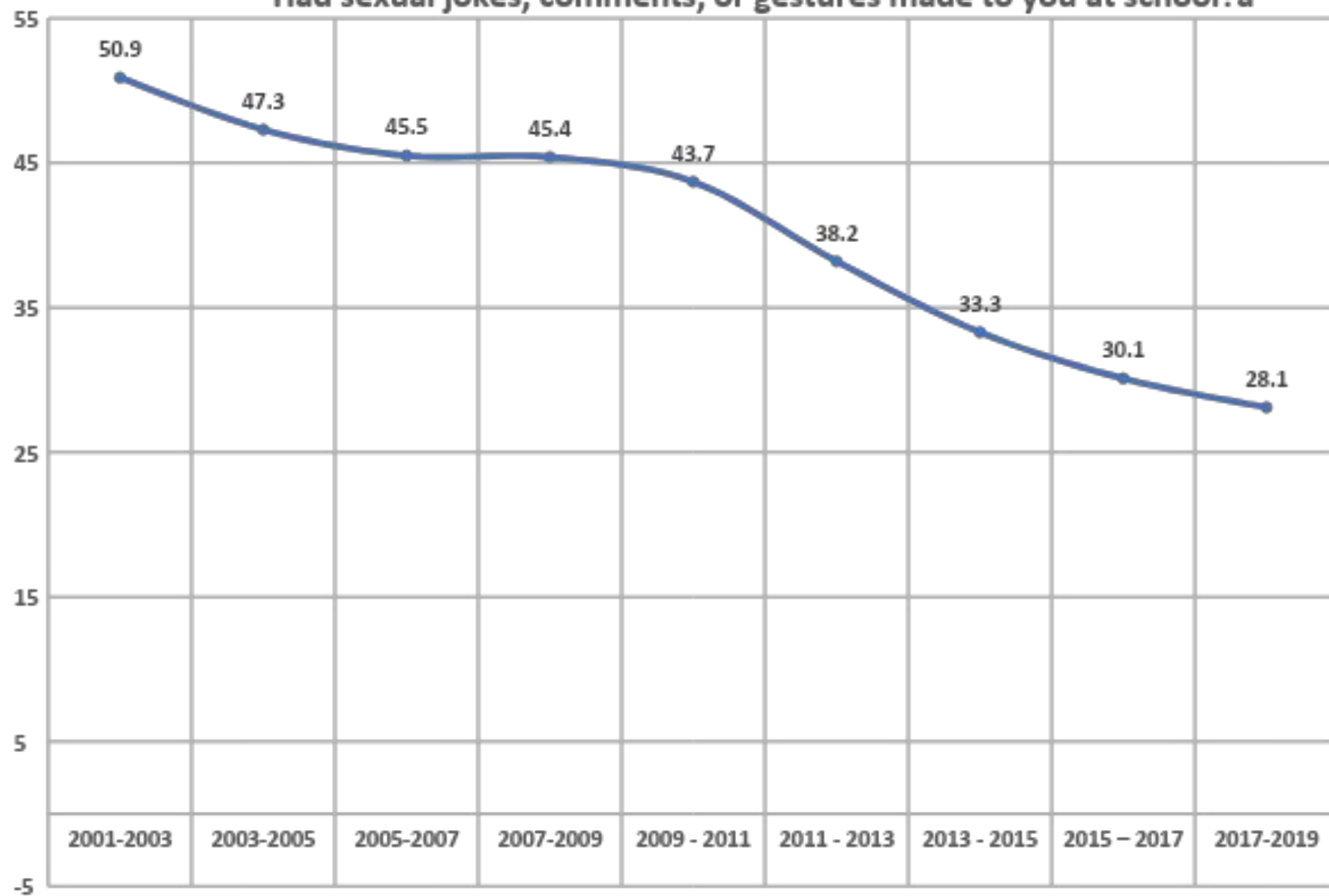
Been made fun of because of your looks or the way you talk at school?



Had sexual jokes, comments, or gestures made to you at school?^a



Had sexual jokes, comments, or gestures made to you at school?^a



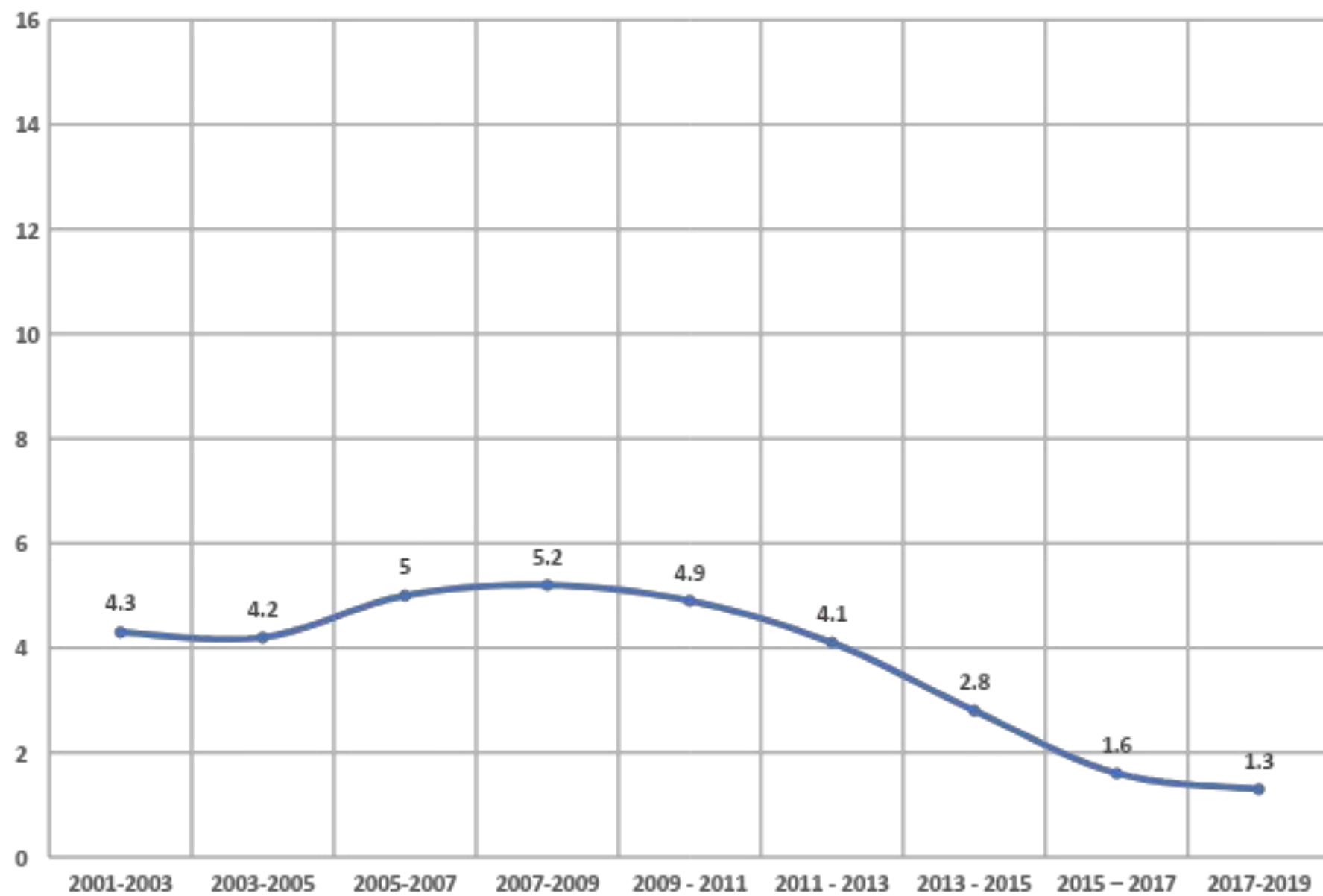
Seen someone carrying a weapon at school?



Carrying a weapon (such as a knife) on school property?



Carrying a gun on school property?



Opinion: While school shootings spread fear, there is some comforting data on school violence

Opinion by Ron Avi Astor

Updated 11:15 AM PDT, Mon Apr 3, 2023



Editor's Note: Ron Avi Astor holds the Marjorie Crump Chair

Professorship in Social Welfare at



Home



Audio



Search



Settings

- How can this be? Victimization rates going down while fear, anxiety, and the perception that all is getting worse.
- The mass shootings in schools and across our country account for much of the concern and perception AND they appear to override positive trends and assessments in day-to-day violence.
- Why is this important? Perhaps we were on the right track. Perhaps our EBP's and mental health has helped build capacity and change norms?

How we thought about school shootings so far

Perhaps we were wrong?

Are they two separate phenomena?

What are the main variables of school shootings and how do we prevent them?

Media Coverage?

Mental Health, Contagion, Copycat, Guns

- Suicide/ Homicide
- Focus on collection of arsenals
- Deep studying of prior shooters, their methods and mistakes
- Preparation of materials before, during and after shooting for media to pick up on
- Telling students, relatives, therapists, friends, internet etc. about plans. Sometimes in school assignments

Terrorism, terror, message and memory

- Perhaps this is the reward structure? Perhaps this can help reduce frequency?

Prior policies in Terror and Cluster School Suicides as it pertains to media

Would this change how we approach both day to day school violence and mass school shootings?

Guns?

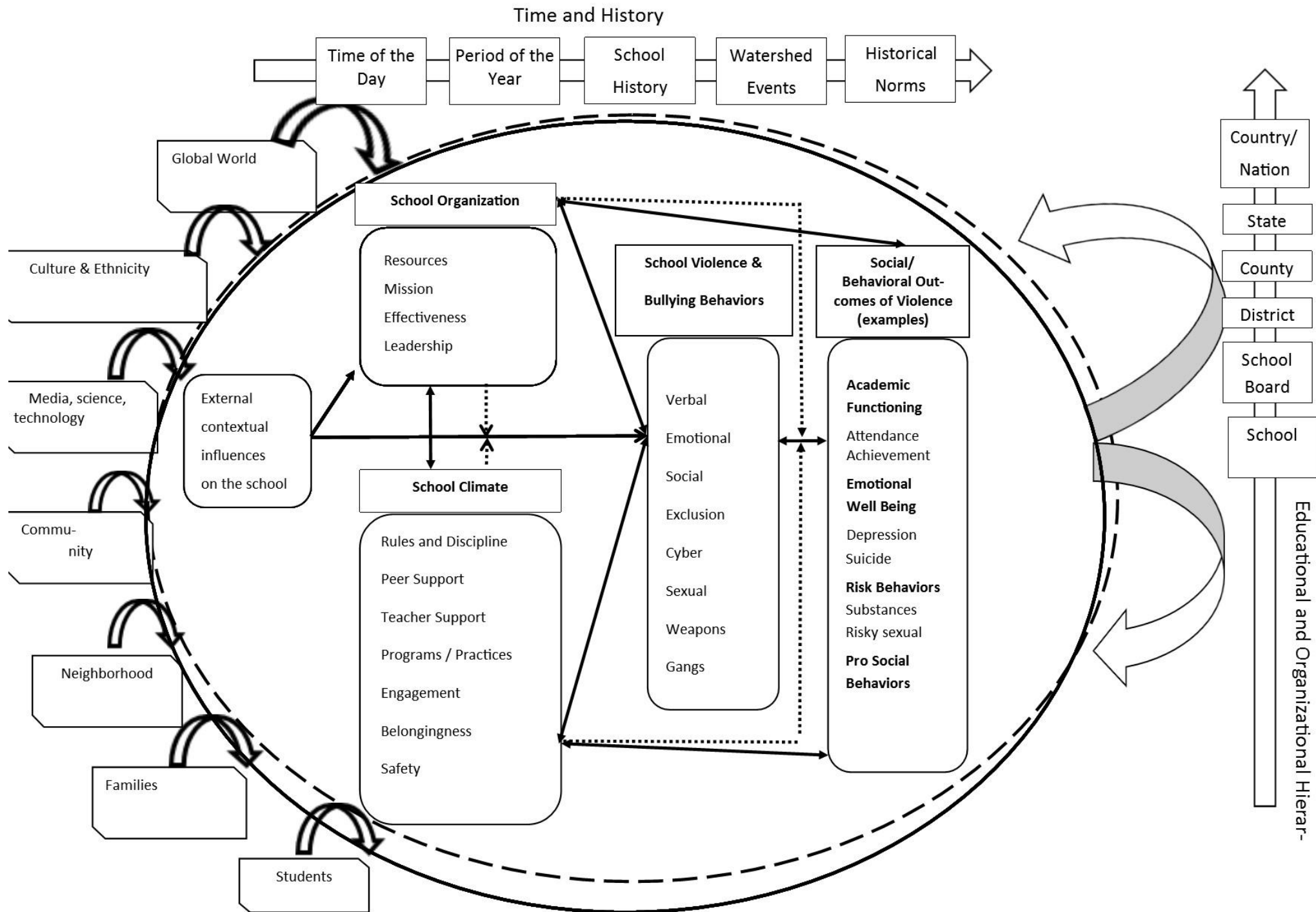
Hundreds of millions of guns

Estimated 25 plus million AR15s

Gun Education?

Gun Licensing?

Alignment with large proportion of gun owners who want safer and education for guns?



one water
drop
by
drop
by
drop
by
drop
changes forever
the mighty granite
boulder
that seemed
unchangeable
before
the water drip
by drop
by drop
began
transforming
everything into
a new world

<https://luskin.ucla.edu/scholars-issue-call-for-evidence-based-action-to-prevent-school-violence>

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<https://www.latimes.com/california/story/2023-04-12/california-school-violence-drops-18-year-ucla-study-says>

<https://www.npr.org/2022/05/25/1101139624/texas-elementary-school-shooting-sandy-hook-gun-legislation-gun-control>

<https://laist.com/news/a-study-finds-school-violence-has-decreased-over-the-last-18-years-better-support-services-could-be-part-of-the-reason>

<https://drive.google.com/file/d/1poFGL9bv1KqnYzuOQOzH6tWHJdwGOdy1/view?usp=sharing>

<https://www.salon.com/2023/04/14/violence-in-schools-dropped-dramatically-in-california-could-it-be-a-model-for-the-the-country/>

<https://link.springer.com/article/10.1007/s12519-023-00714-w>

Thank you!!!!

rastoravi@ucla.edu