



SCHOOL VIOLENCE, BULLYING, AND CLIMATE IN EVOLVING CONTEXTS

A Theoretical and Heuristic Model
&
A Call for a Regional Collaborative

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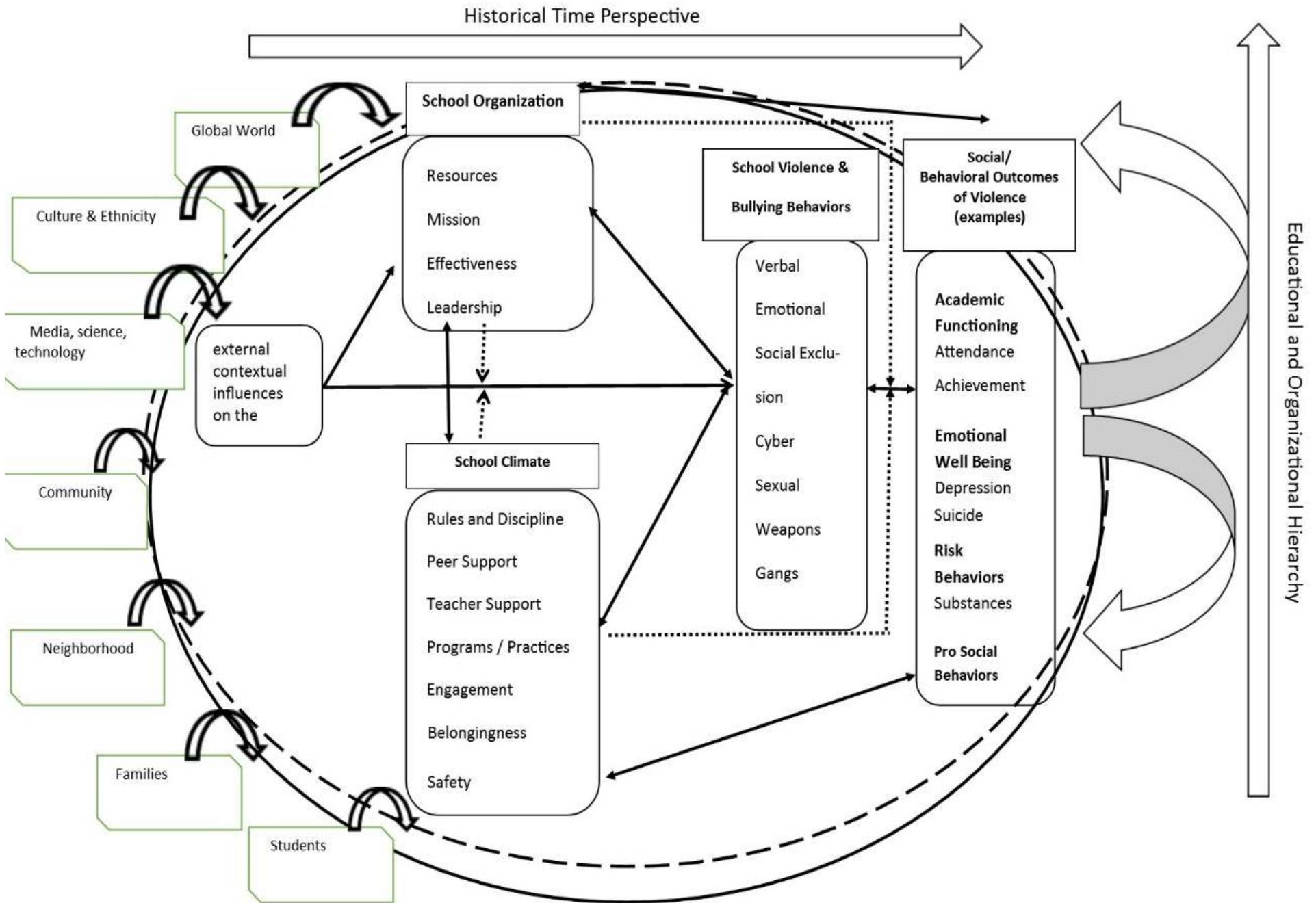
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Main Goals

- Presenting a theoretical model
- Brief introduction to monitoring
- Making a call for international collaboration



Implications

- High variability across schools
- Identifying school 'profiles' based on a large series of school-level characteristics;

The School in the Center: examples

- Suicide
- Weapons
- School – level
- Multi-level

Our new books

1. Welcoming practices: Creating schools that support students and families in transition. <https://goo.gl/S9a1XP> (discount code ASFLYQ6)

2. Mapping and monitoring bullying and violence: Building a safe school climate. <https://goo.gl/XUFB1M> (discount code ASFLYQ6)

Main Take-Aways

- The school, not the student, is in the center
 - Schools are embedded in multiple contexts
 - External contexts impact the school
 - School internal contexts moderate the impact of external influences
 - Schools impact their families and communities
 - Schools are part of a hierarchical educational organization
 - Schools are embedded in contexts that evolve continuously
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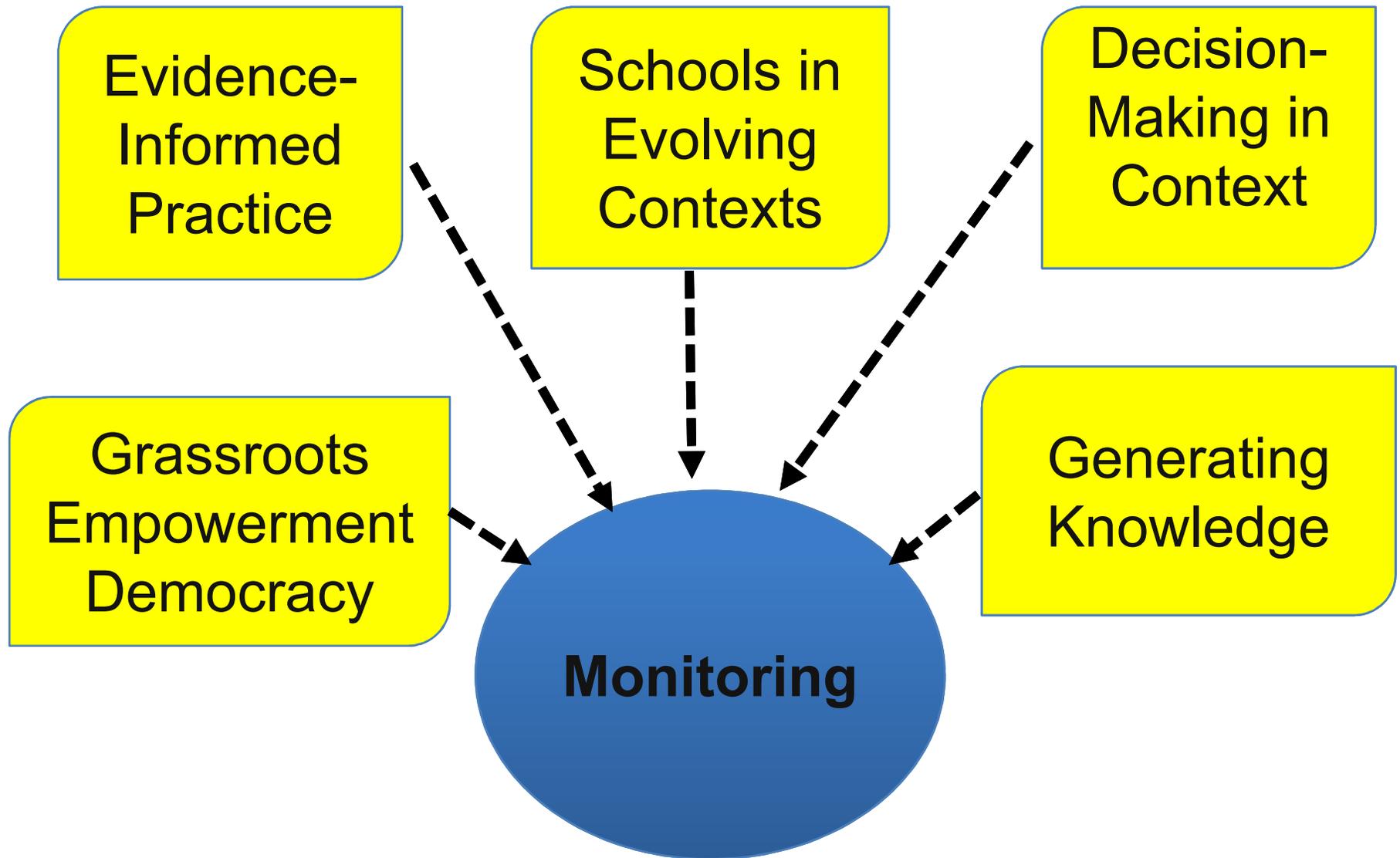
**USING MONITORING TO IMPROVE SCHOOL
CLIMATE, PREVENT VIOLENCE, REDUCE RISK
BEHAVIORS, AND ENHANCE WELL-BEING**

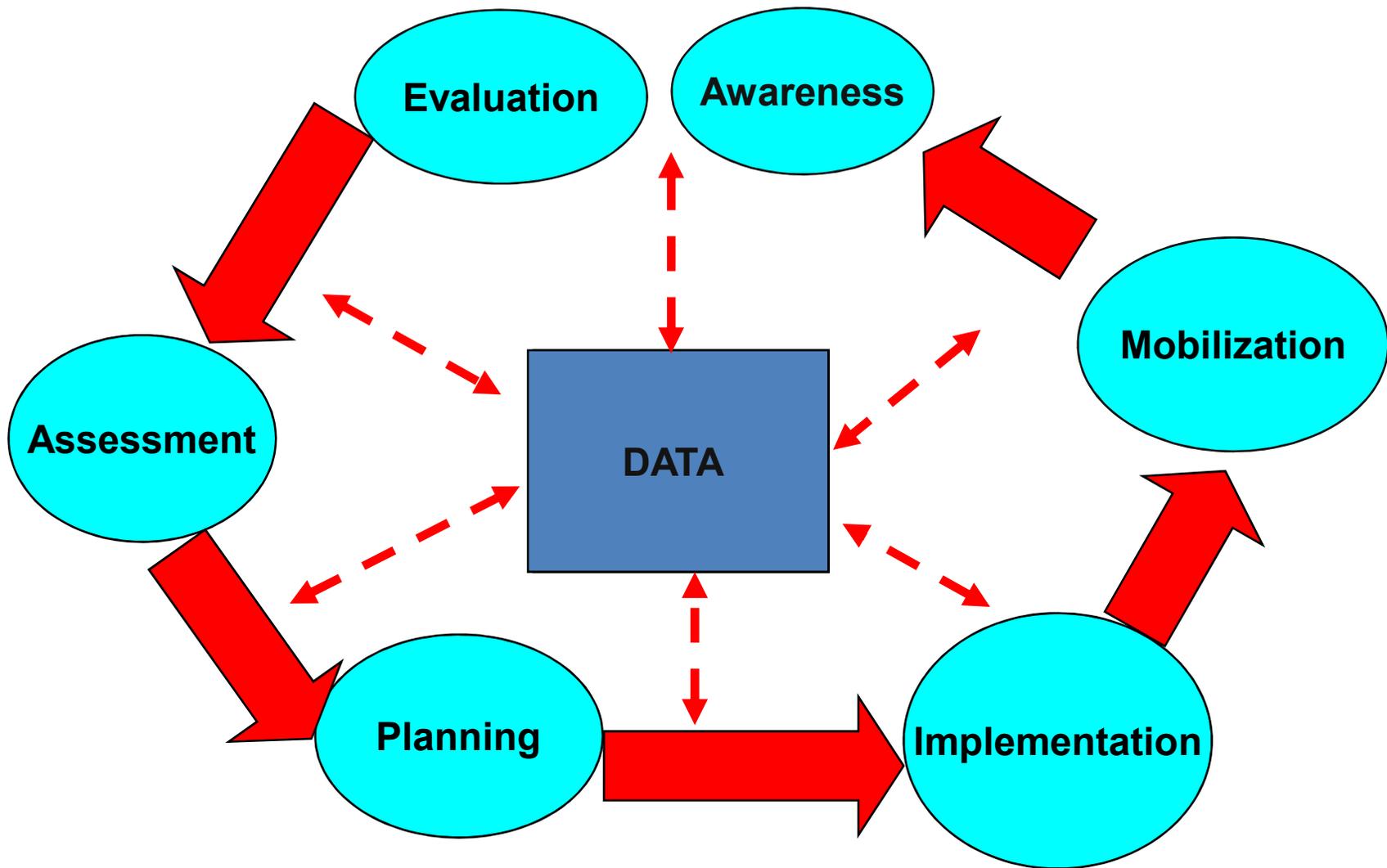


Monitoring in a Nutshell

An approach that . . .

- Gathers information
 - Systematically
 - Over time
- Processes the information on multiple levels
- Shares the information and lessons with all constituents to
 - Inform practice and policy
 - Build a knowledge base





Goals of Monitoring Systems

- Assess current situation and needs
 - Put findings in context by relevant comparisons (e.g., compare with similar schools)
 - Use findings to support evidence-based practice
 - Monitor change over time
 - Use cumulative database to generate knowledge
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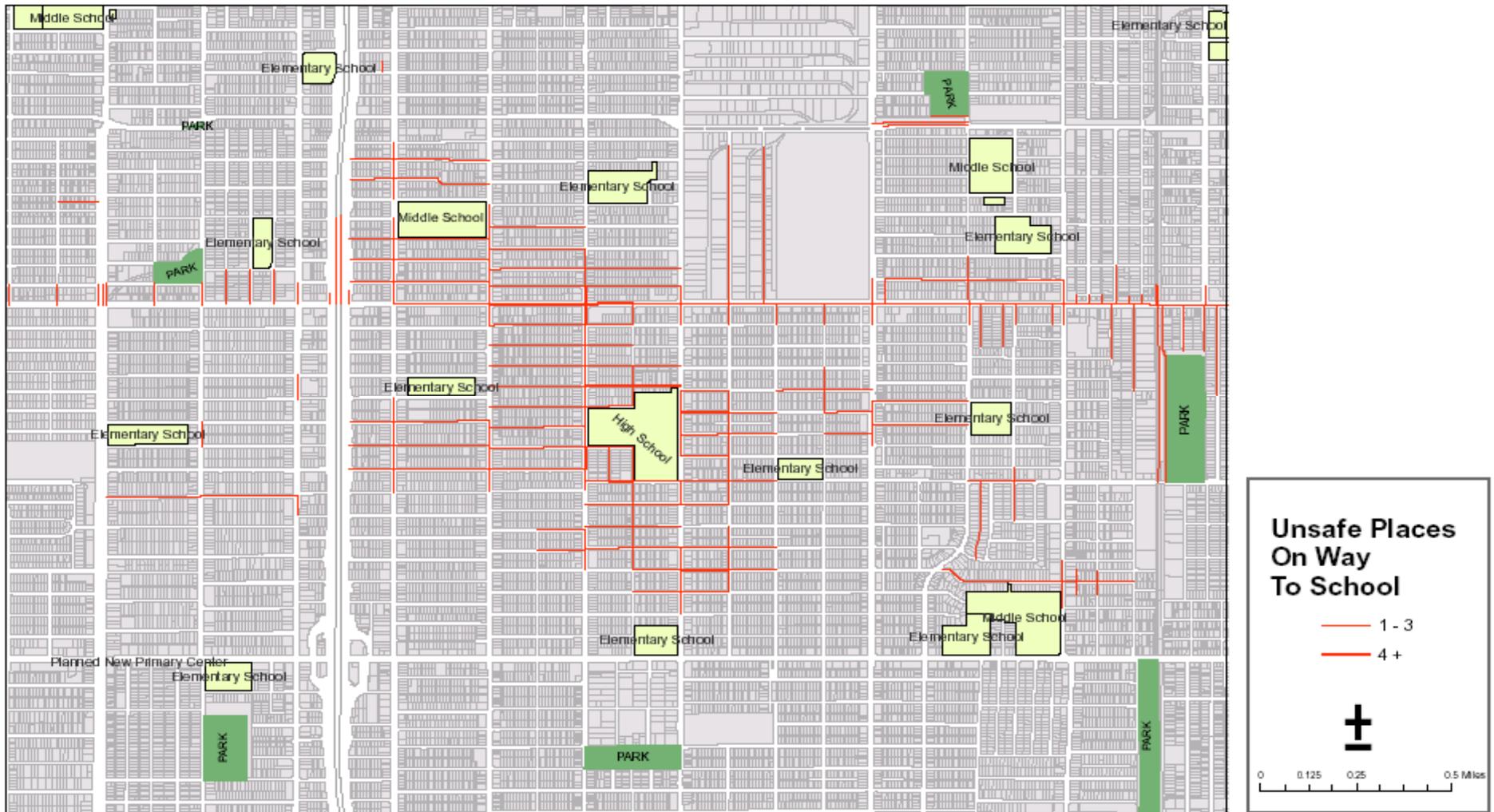
Principles Underlying Monitoring

- Local and timely data drives internal—local decision-making.
 - School selects what populations/issues to work on; they may come back to issues later on, based on their experiences.
 - The outcomes of interventions are monitored to inform continuous improvements and future decisions.
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Principles (cont.)

- **Sustainability** over time is a major consideration in examining the process of monitoring and the suitability of intervention.
 - Evidence-based programs could be adopted if local data suggest they are relevant, acceptable, and possible to implement; they need to be examined over time to assess their impact in the local context.
 - We support adapting existing programs to the needs of the local context.
 - We support identifying locally developed grassroots programs and disseminating them.
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School Community Map





A Call for an International Collaboration





Our Proposal

Learn Together and From Each Other in a:

Systematic and Sustainable

International Collaboration



What will we gain from a cross-cultural perspective?

- 1. Raising awareness and establishing local priorities and international collaborations*
- 2. Contribute to local knowledge and theory*



*I. Raising awareness and establishing
local and international priorities and
collaborations*

- International comparisons lead to national ‘soul searching’.
 - Mutual learning fosters collaborations
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II. Theoretical Issues to be Addressed by an International Perspective

Understanding the **Structure** of School Violence Behaviors

- *Describing Multiple Forms of Violence*
 - *Exploring the relationships between multiple forms of violence*
 - *Ranking*
 - *Factors*
 - *Clusters*
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II. Theoretical Issues to be Addressed by an International Perspective

The Role of Context

- *The relative influences of the school, family, neighborhood and cultural context in school violence*
 - *Interactive and cumulative effects of age, gender, context and culture*
 - *Variability between different groups within the same country*
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II. Theoretical Issues to be Addressed by an International Perspective

Association with other School-Related Factors

- *Victimization, Perpetration, Fear, & Safety*
 - *School violence and other school related aspects, as for example:*
 - *Academic Achievement*
 - *Risk Behaviors*
 - *Suicide Ideation*
 - *Absenteeism*
 - *School Connectedness/Belonging*
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Proposed Unique Characteristics

Multiple forms of violence

- Refrain from global terms (e.g., bullying) and focus on concrete behaviors
- Verbal, social-indirect, media, physical, sexual, weapon-related
- Peer-to-Peer, Staff-to-students, students-to-Staff



Multiple Perspectives

- Students
 - Staff
 - Principals
 - Parents
 - Community
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Sensitive to context

- Personal characteristics
- Class
- School
- Family
- Neighborhood
- Culture
- National structural characteristics

Multiple (nested) units of analysis

- Student
- Class
- School
- Region (city, district)
- Nation

A monitoring perspective

- Each school monitors itself
- Using similar instruments over time provides for
 - ongoing assessment
 - linking schools, districts, nations and the world

Multiple and Mixed Methods

- Quantitative
 - Longitudinal
 - Experimental
 - Qualitative
 - Ethnographies
 - Case studies
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Challenges & Dilemmas

- *Language barriers*
 - *Differences in definitions, connotations, interpretations, and meanings*
 - Representative studies
 - Sustainability of long term and perhaps longitudinal research efforts
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