

Bullying in Diverse School Settings:  
Data Driven Approaches to Prevention and Intervention

# ***School Climate and Bullying***

**Dewey Cornell, Ph.D.  
Curry School of Education  
University of Virginia**

434-924-8929

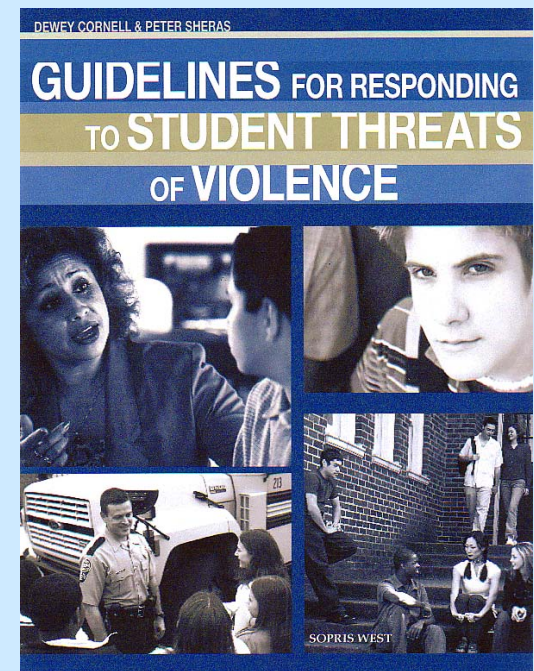
Email: [youthvio@virginia.edu](mailto:youthvio@virginia.edu)



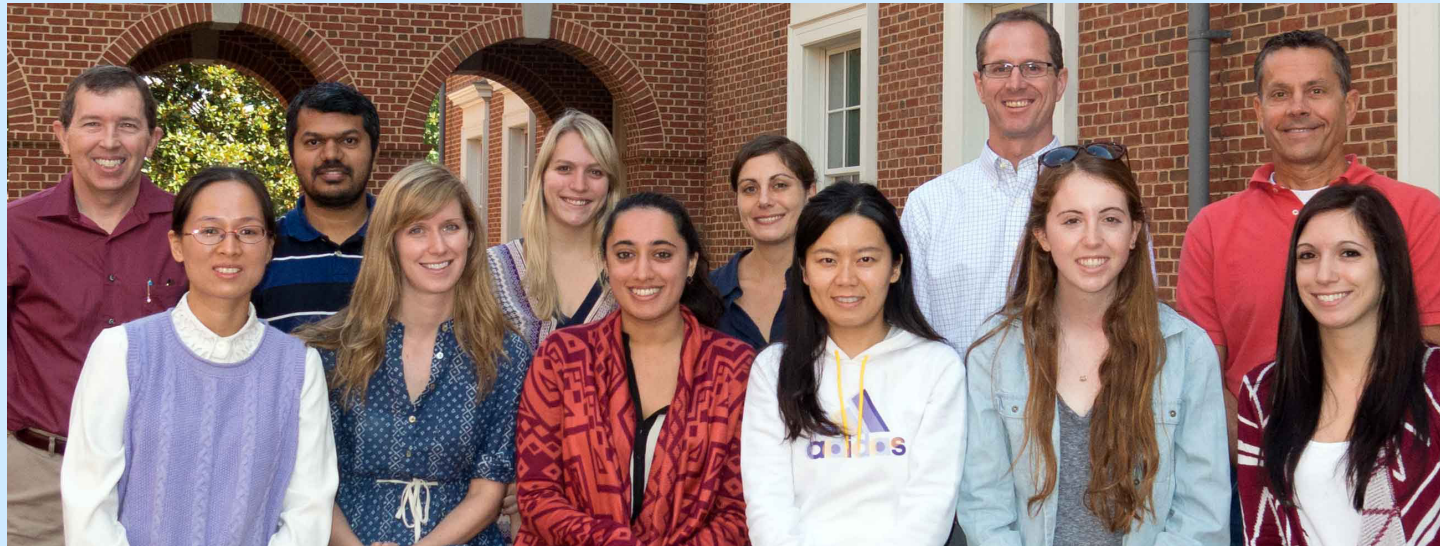


**Dewey G. Cornell, Ph. D., is a forensic clinical psychologist and Professor of Education in the Curry School of Education at the University of Virginia. Dr. Cornell is Director of the UVA Youth Violence Project, and a faculty associate of the Institute of Law, Psychiatry, and Public Policy.**

**Dr. Cornell has studied youth violence for 30 years and authored more than 200 publications in psychology and education. He directs a federally funded project that administers the Authoritative School Climate Survey in more than 700 Virginia secondary schools. He developed the Virginia Student Threat Assessment Guidelines, which is an evidence-based protocol for schools to resolve student threats of violence.**



# Research Team



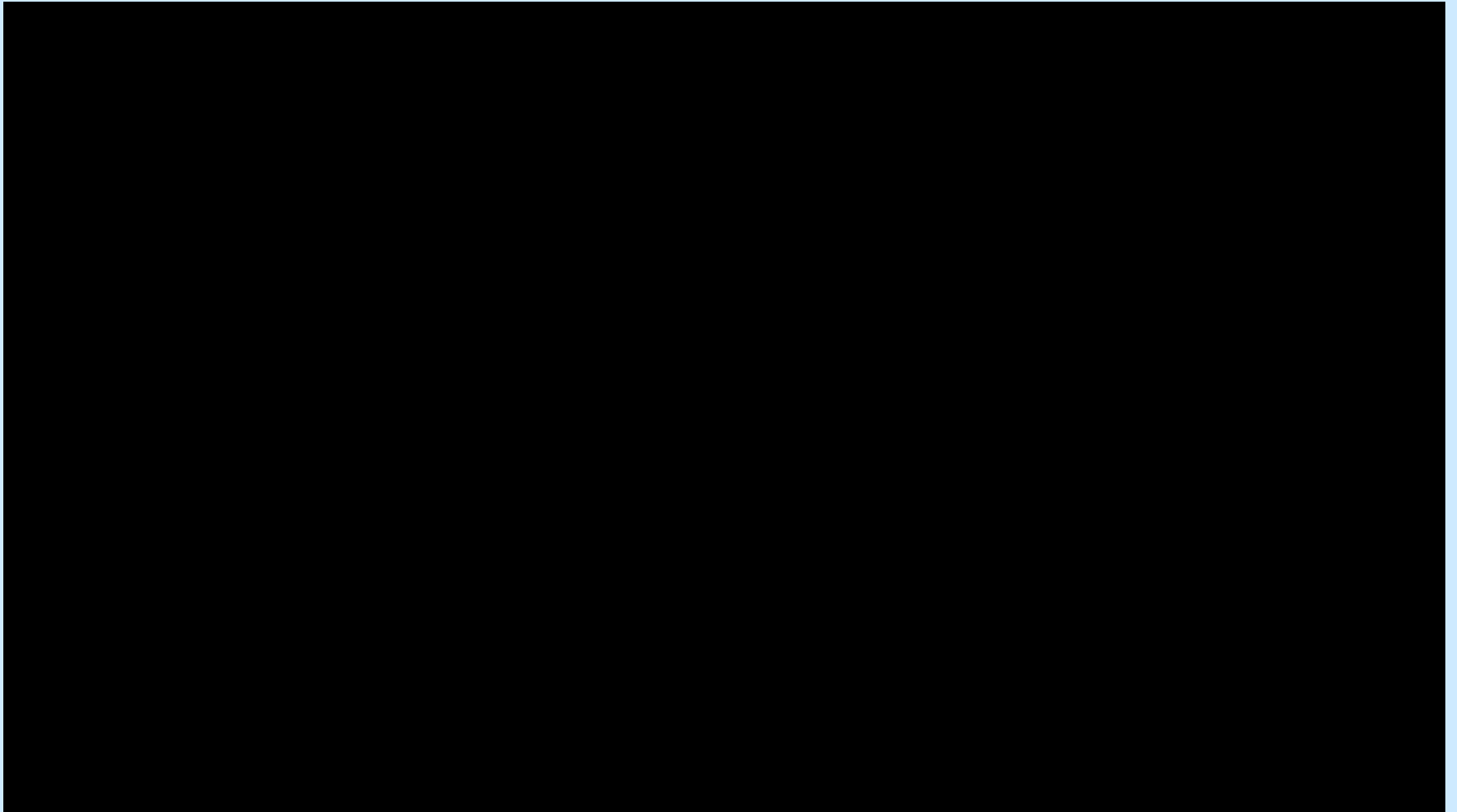
The 2014-2015 Youth Violence Project research team, left to right: Dewey Cornell, Joy Yuane Jia, Kathan Shukla, Anna Heilbrun, Sara Millspaugh, Pooja Datta, Juliette Berg, Elizabeth Xiaoxin Wei, Patrick Meyer, Allie Anderson, Tim Konold, Marisa Malone. Not pictured is Francis Huang.

# Overview

- 1. What is school climate?**
- 2. Why you want an authoritative school climate**
- 3. How to make anti-bullying efforts more effective**

**What kind of school  
climate will prevent  
bullying?**

# Be the Hero



Created by students at Albemarle High School  
<http://youtu.be/6LJLMRtIIAo>

# School Climate Matters

- **Greater engagement and attendance**
- **Fewer discipline problems**
- **Less bullying and teasing**
- **Less aggression toward teachers**
- **Better academic performance**
- **Higher graduation rates**

Bradshaw, et al. (2014). Measuring school climate in high schools: A focus on safety, engagement, and the environment. *Journal of School Health, 84*, 593-604.

Hung et al. (2014). Measuring school climate: Factor analysis and relations to emotional problems, conduct problems, and victimization in middle school students. *School Mental Health*, Advance online publication.

Thapa et al. (2013). A review of school climate research. *Review of Educational Research, 83*, 357-385.



## Guiding Principles

*A Resource  
Guide for  
Improving  
School Climate  
and Discipline*

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U.S. Department of  
Education

**I. Positive school climate and prevention**

**II. High expectations for discipline**

**III. Equity and improvement**



# What is School Climate?

**School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.**

National School Climate Center <http://www.schoolclimate.org/climate/faq.php>

# What is School Climate?

- **Components should be measurable.**
- **More than a laundry list.**
- **Meaningfully related to one another.**
- **Should be able to relate school climate to student and school outcomes.**

**To construct a model of school climate, we turned to developmental research on parenting.**

**What makes a good parent?**

# Classic study of parents

Two contrasting groups

- “Authoritarian” strict discipline-oriented
- “Permissive” lacking in discipline

Source: Baumrind, 1966



# Classic study of parents

Two contrasting groups

- “Authoritarian” strict discipline-oriented
- “Permissive” lacking in discipline

Meet the Fockers

**Authoritarian**



**Permissive**

# Survey of principals

Two contrasting groups

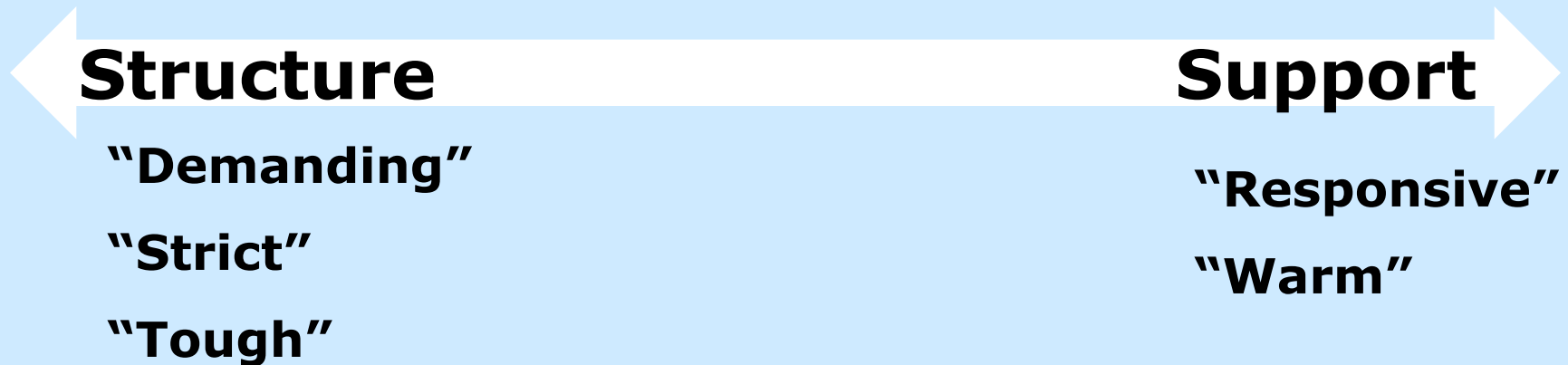
- “Get-tough” strict discipline-oriented
- “Be supportive” prevention-oriented

Source: Skiba & Edl, 2004

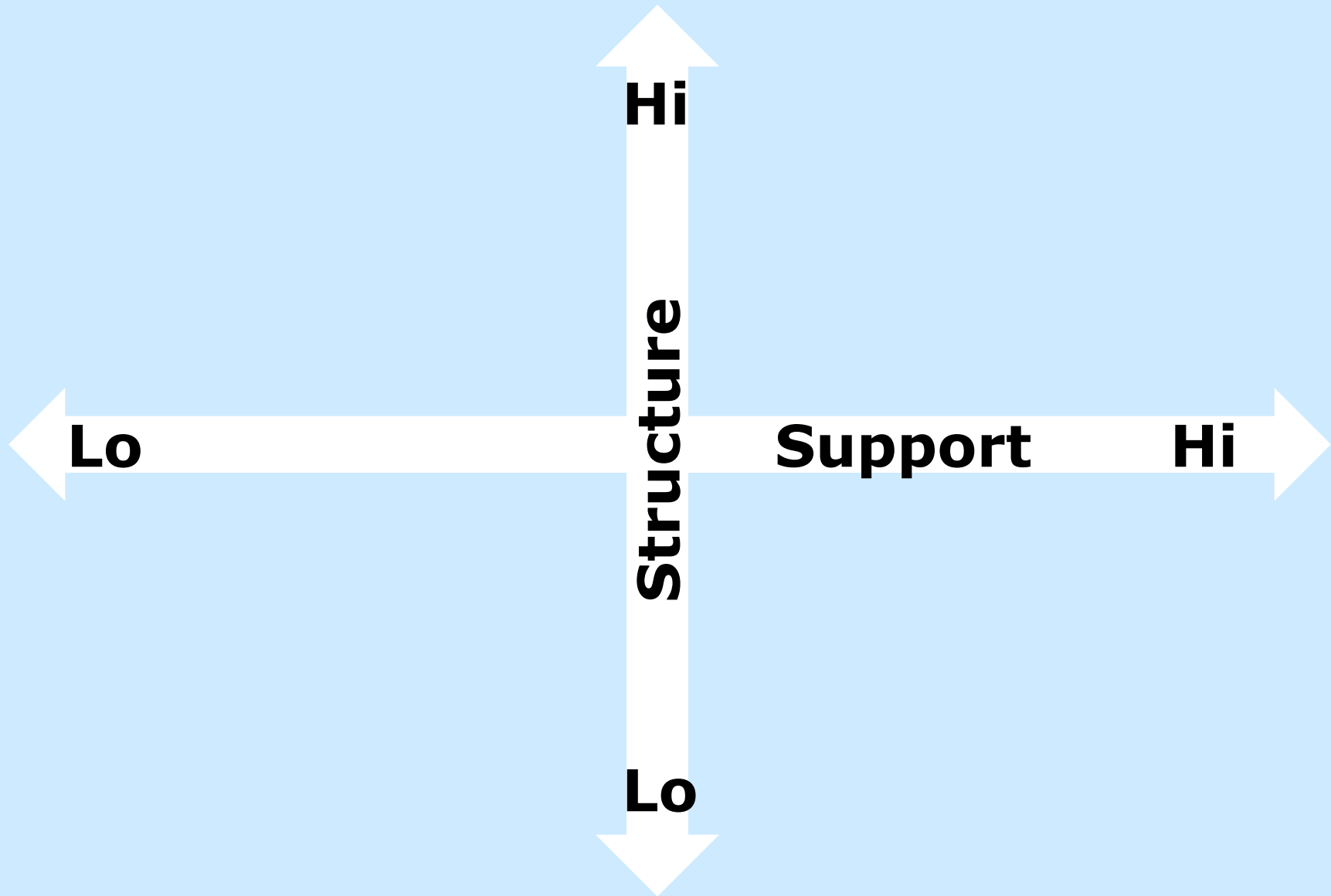


# One dimension....

Many people intuitively think that being tough and being supportive are opposites on a continuum.

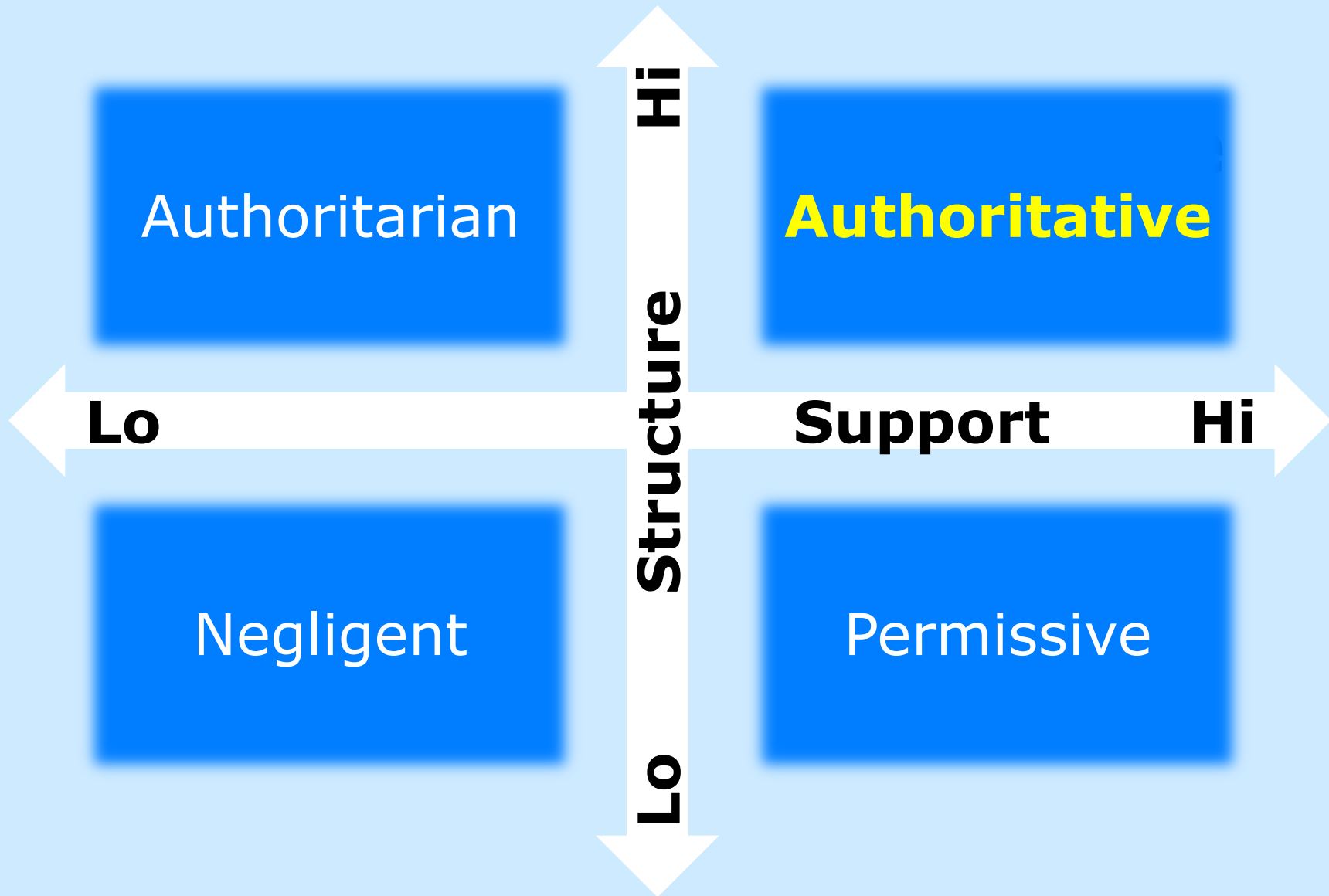


# Or two dimensions?

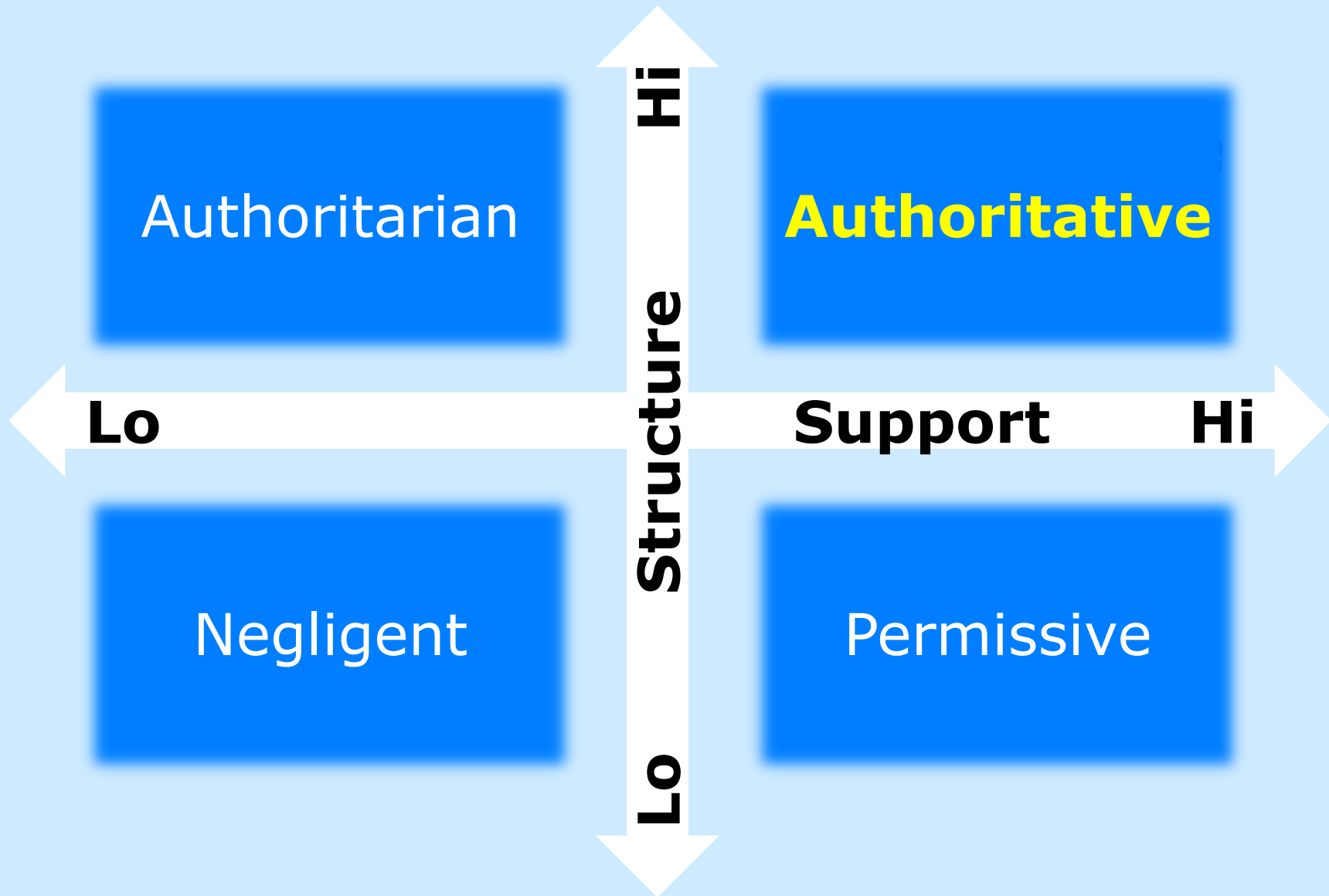




# Four types of parenting



# Four types of schools?



# What is Authoritative School Climate?

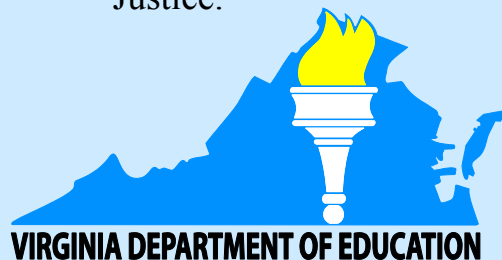
**Developmental research has found that authoritative parents, who are both demanding and warm with their children, are more effective than authoritarian parents who are demanding but cold and permissive parents who are warm but not demanding.**

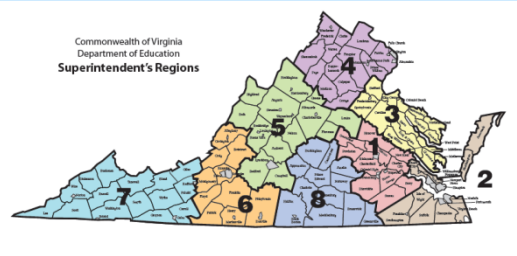
**Our research suggests that schools where discipline is strict but fair, and teachers are perceived as supportive, are more positive learning environments.**

# Virginia Secondary School Climate Study

- **Survey of students and teachers**
- **700+ middle and high schools**
- **In collaboration**
  - Virginia Department of Education
  - Virginia Department of Criminal Justice Services

This project was supported by Grant #2012-JF-FX-0062 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the author and do not necessarily reflect those of the Department of Justice.





# School Survey Participation Rates

Survey Data	Middle School (2013)	High School (2014)
<b>Schools</b>	423 (98%)	323 (99%)
<b>Students</b>	43,805 (85%)	48,027 (89%)
<b>Teachers</b>	9,134 (79%)	13,455 (57%)

**Approx. 100 items, 15-20 minutes**

# SURVEY REPORTS


- Each school receives a 25-page report
- Student and teacher perceptions
- School, region, and state norms

Anonymous High School Spring 2014

### Student and Teacher Perceptions of School Climate Anonymous High School Grades 9-12, Spring 2014

The Virginia Secondary School Climate Survey provides schools with a biennial assessment of school climate and safety conditions from the perspective of students and teachers. The purpose of this report is to help schools identify strengths and weaknesses that can guide efforts to improve school safety and student learning.

This report is based on responses from xx students and xx teachers in your school. State results are based on 48,027 students and 13,455 teachers in 323 schools, with additional comparisons with schools in your region. A breakdown of student answers by grade and gender is found in a supplementary file available with this report. For more information, see <http://www.dcp.virginia.gov/vcss/audit/student/>.



VDOE Regions

#### Contents

Page	
2	Key student perceptions
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18	Teachers perceptions of student support program effectiveness
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26	Demographic information for teacher participants
27	Technical notes

#### Ways To Use This Report

1. Post the report on your website and notify faculty, students, and parents.
2. Summarize key findings in meetings with faculty, students, and parents.
3. Identify school improvement goals.
  - a. How can you improve student safety at school?
  - b. How can teachers improve their relationships with students?
  - c. How can the disciplinary system be improved?
  - d. How can you engage students and raise their educational aspirations?
4. Document funding needs for safety and support programs.
5. Evaluate character education and bullying prevention efforts.

Anonymous High School Spring 2014

### Student Perceptions of Disciplinary Structure and Student Support

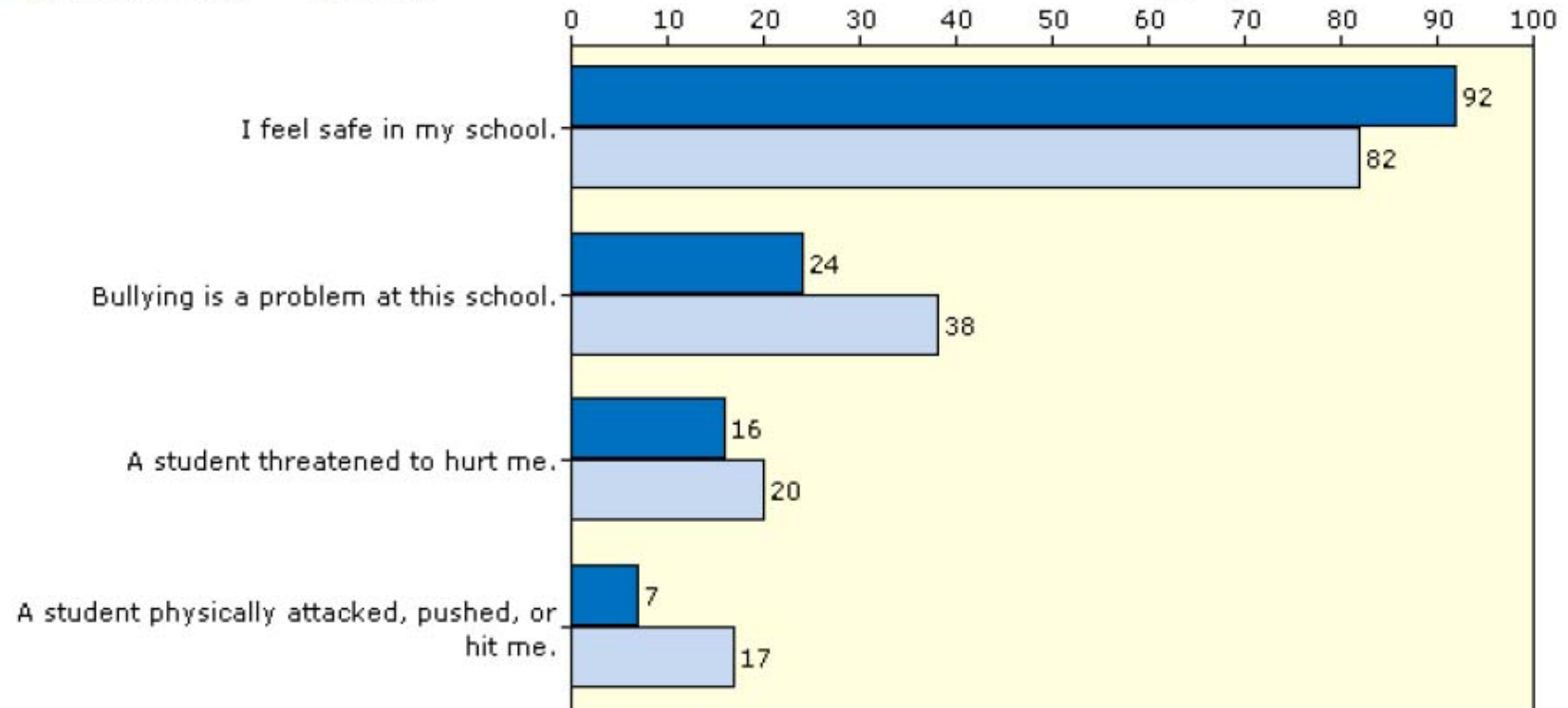
These questions assess the degree to which students perceive the school climate as both structured and supportive. The items were answered on a 4 point-scale: 1 - Strongly Disagree, 2- Disagree, 3-Agree, 4-Strongly Agree. Percentages for Agree + Strongly Agree are presented here. Averages are based on the sum of all items in the same scale.

Disciplinary Structure Scale Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.	Percent Agree or Strongly Agree		
	Your School	Your Region	State
The school rules are fair.	90%	64%	67%
The punishment for breaking school rules is the same for all students.	77%	55%	61%
Students at this school are only punished when they deserve it.	76%	60%	62%
Students are suspended without good reason.	21%	31%	32%
When students are accused of doing something wrong, they get a chance to explain.	76%	68%	63%
Students are treated fairly regardless of their race or ethnicity.	82%	80%	79%
The adults at this school are too strict.	24%	34%	37%
Average for 7 items above	3	2.7	2.6
<b>Student Support Scale</b> Most teachers and other adults at this school...			
Care about all students.	85%	75%	74%
Want all students to do well.	91%	87%	86%
Listen to what students have to say.	79%	62%	61%
Treat students with respect.	85%	75%	74%
How much do you agree or disagree with these statements?			
There are adults at this school I could talk with if I had a personal problem.	80%	79%	76%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	92%	84%	84%
I am comfortable asking my teachers for help with my school work.	90%	86%	86%
There is at least one teacher or other adult at this school who really wants me to do well.	98%	95%	95%
Average for 8 items above	3.2	3	3
Additional items not included in overall scale, but relevant to safety.			
If another student talked about killing someone, I would tell one of the teachers or staff at school.	81%	82%	81%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	88%	89%	88%
I feel safe in my school.	92%	83%	82%

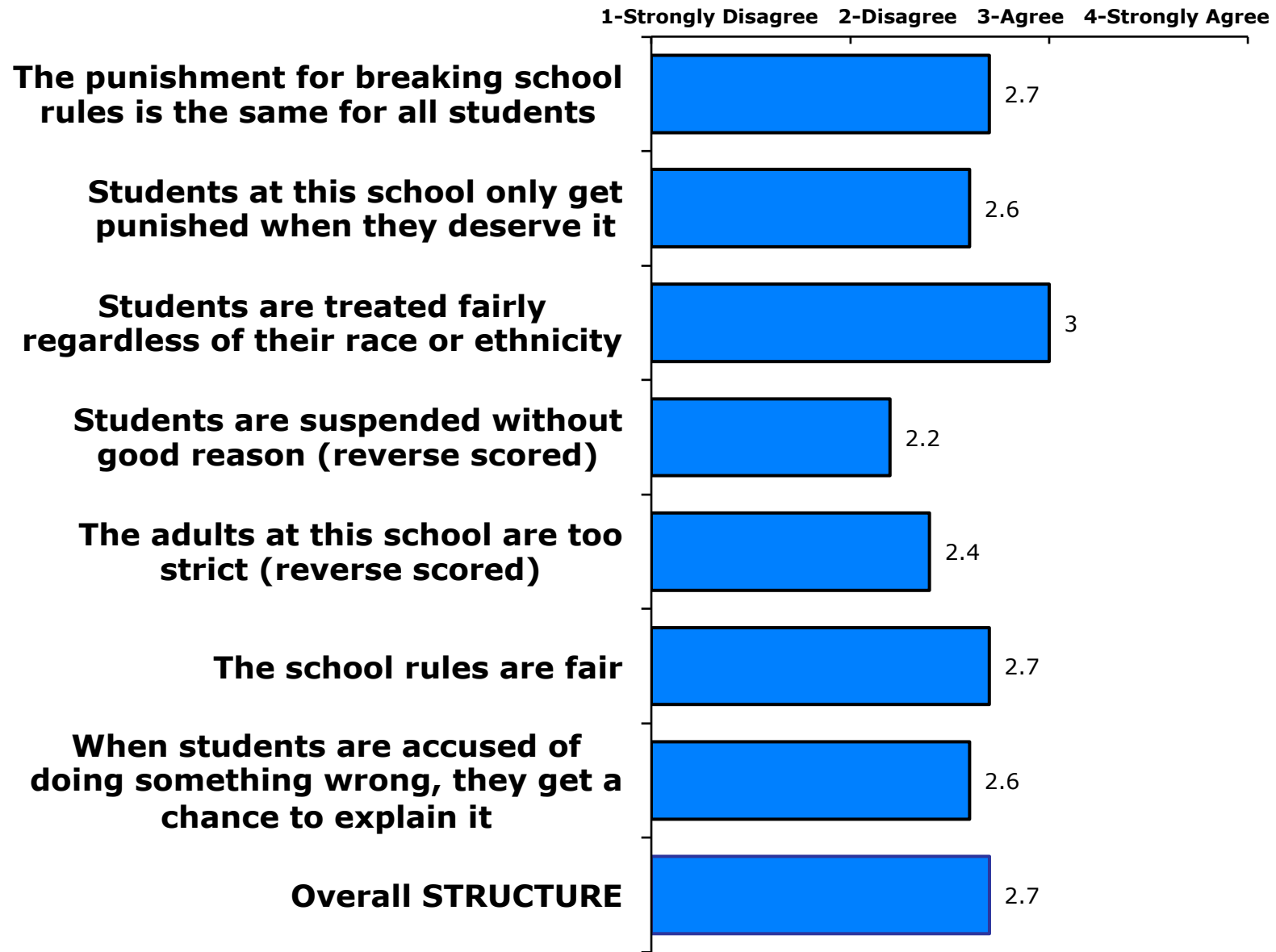
## Student Perceptions of Safety

■ Your School    □ State

Percent Agree or Strongly Agree

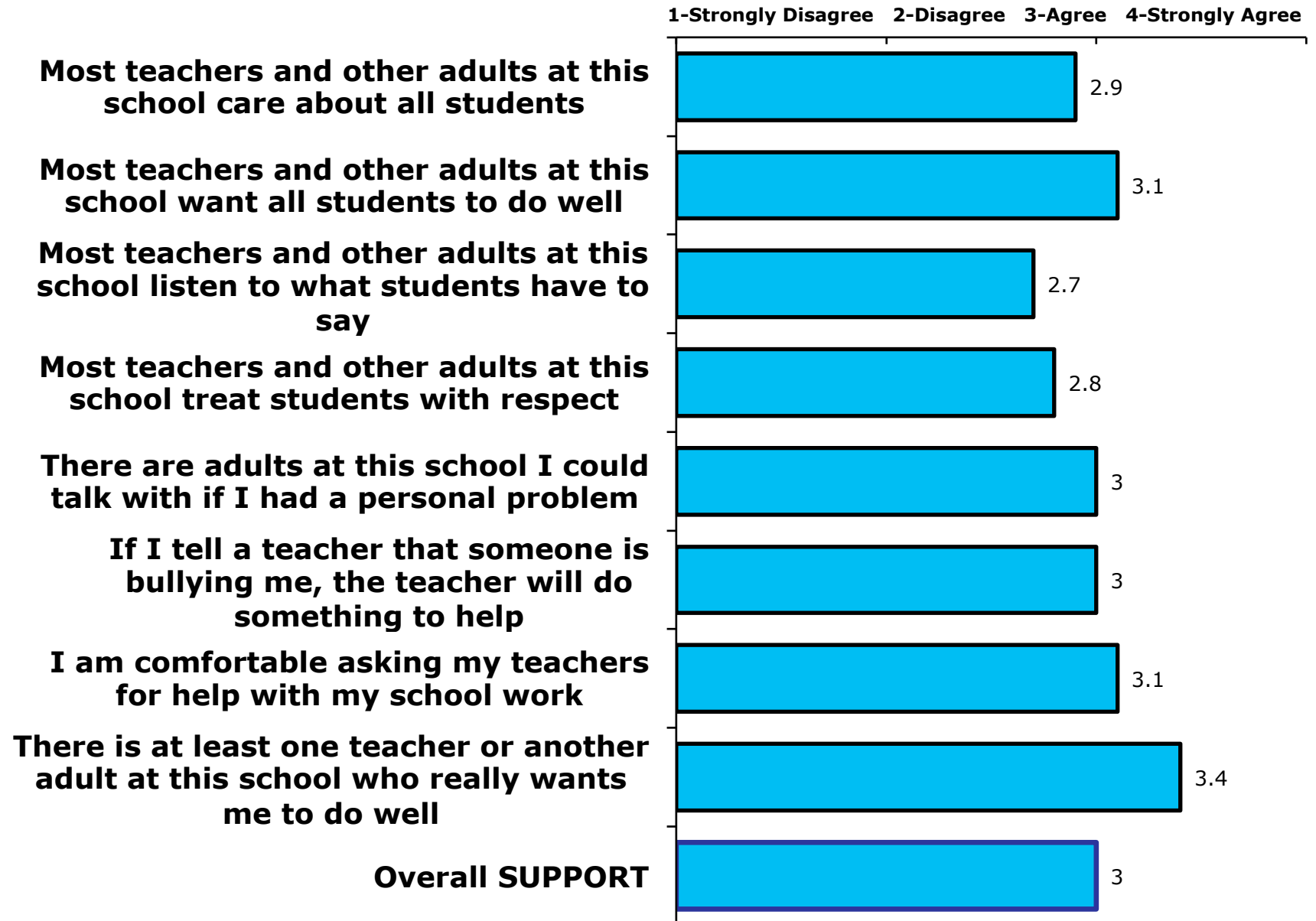


## Structure - Strict, but Fair

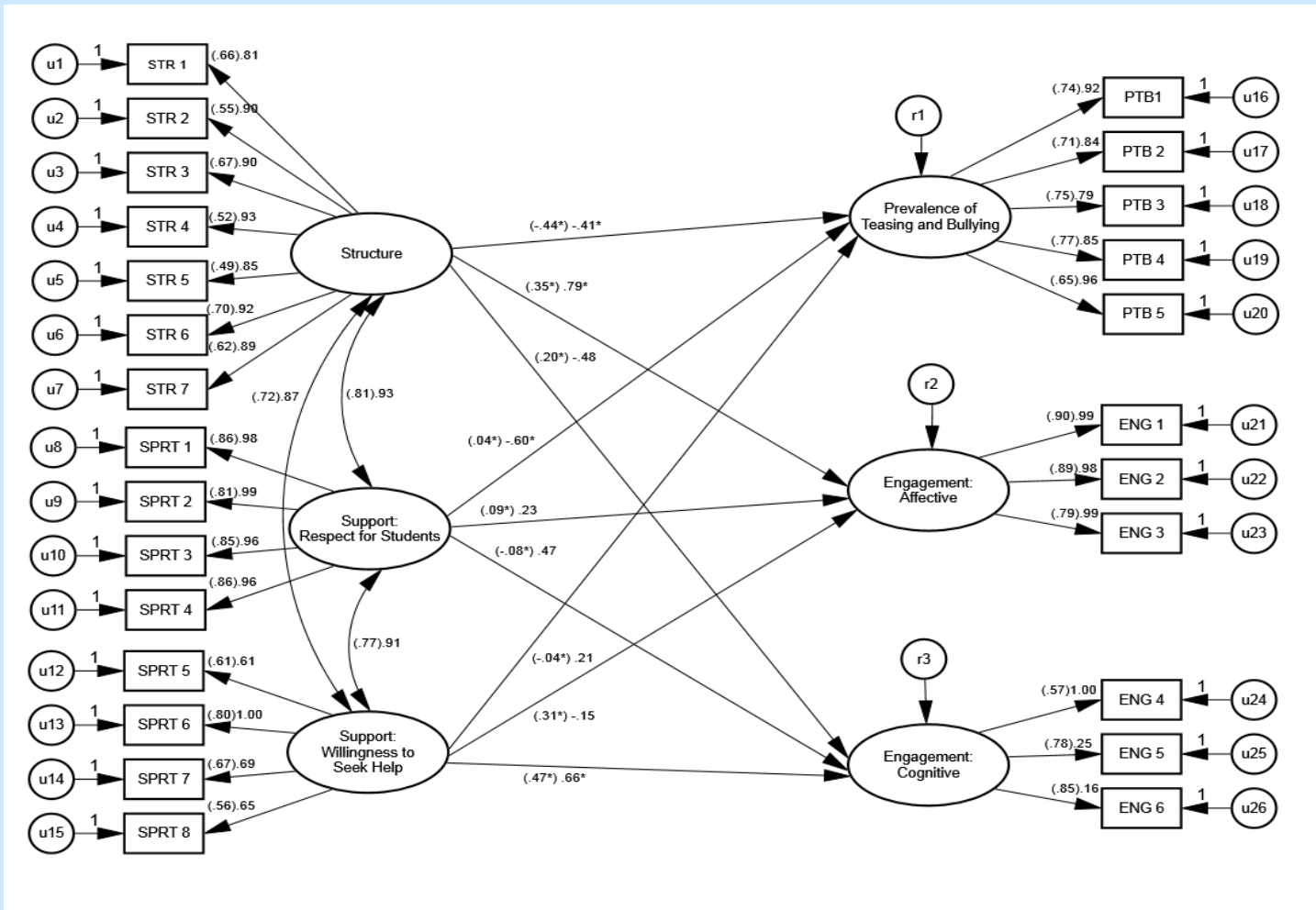




# Support - Care and Willingness to Seek Help

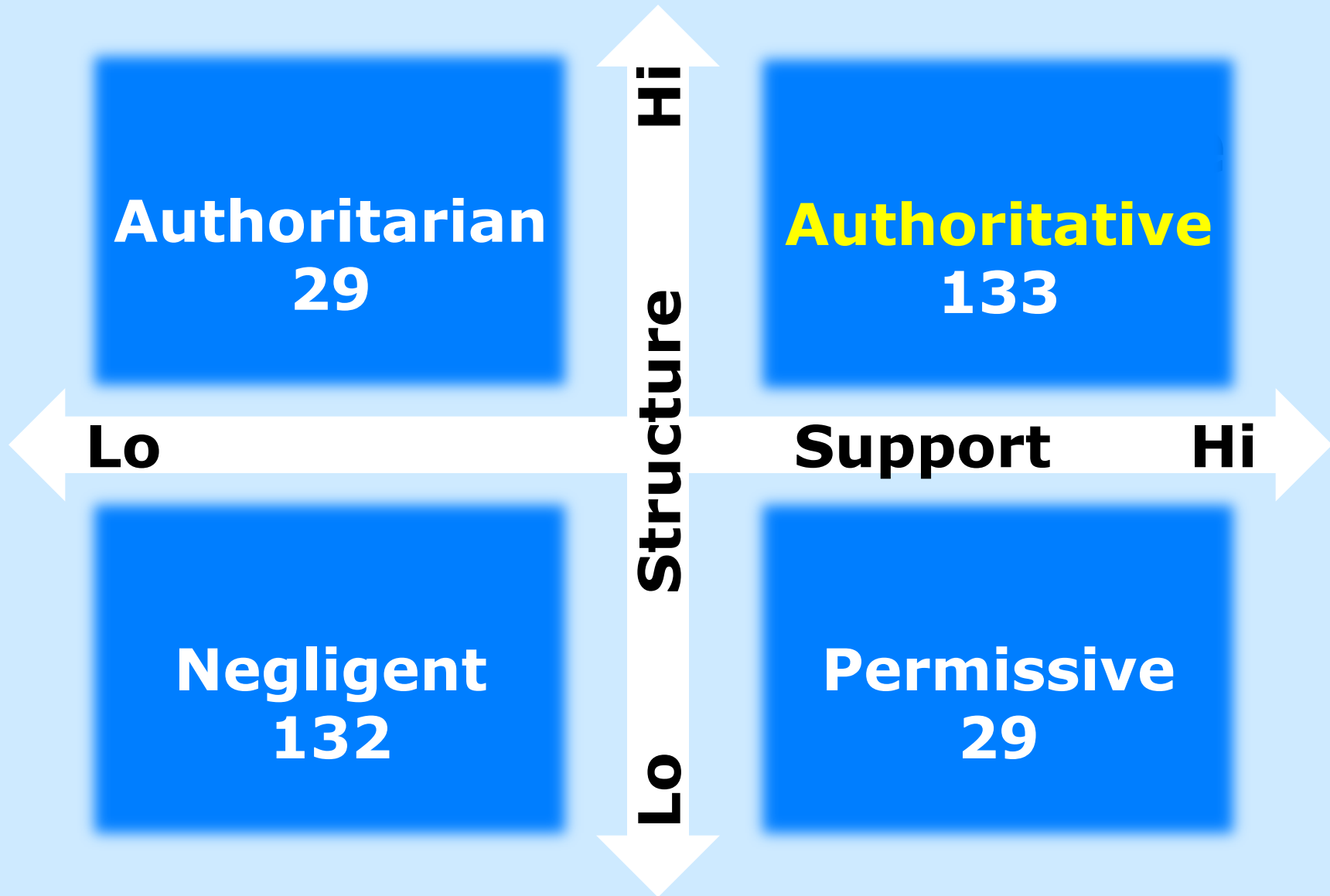


# Structure and Support established in multi-level structural approach to factor analysis



Konold et al (2014), Multilevel multi-informant structure of the Authoritative School Climate Survey, *School Psychology Quarterly*, 29, 238-255.

# Virginia High Schools



**How much teasing and bullying do we observe in schools with different levels of structure and support?**

**IV - 4 groups of schools**

**DV - School percentile in Prevalence of Teasing and Bullying**

# Prevalence of Teasing and Bullying

1-Strongly Disagree 2-Disagree 3-Agree 4-Strongly Agree

**Students in this school often are teased about their clothing or physical appearance.**



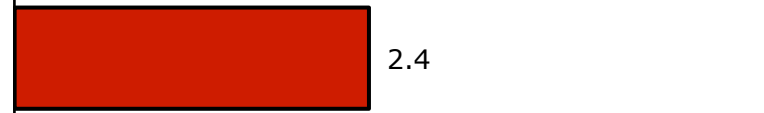
**Students in this school are teased or put down because of their race or ethnicity.**



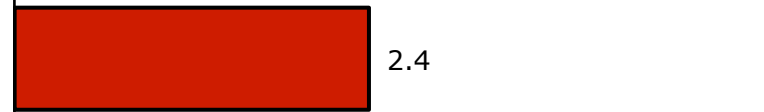
**There is a lot of teasing about sexual topics at this school.**



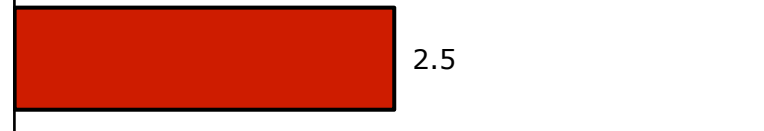
**Students here get tease or put down about their sexual orientation.**



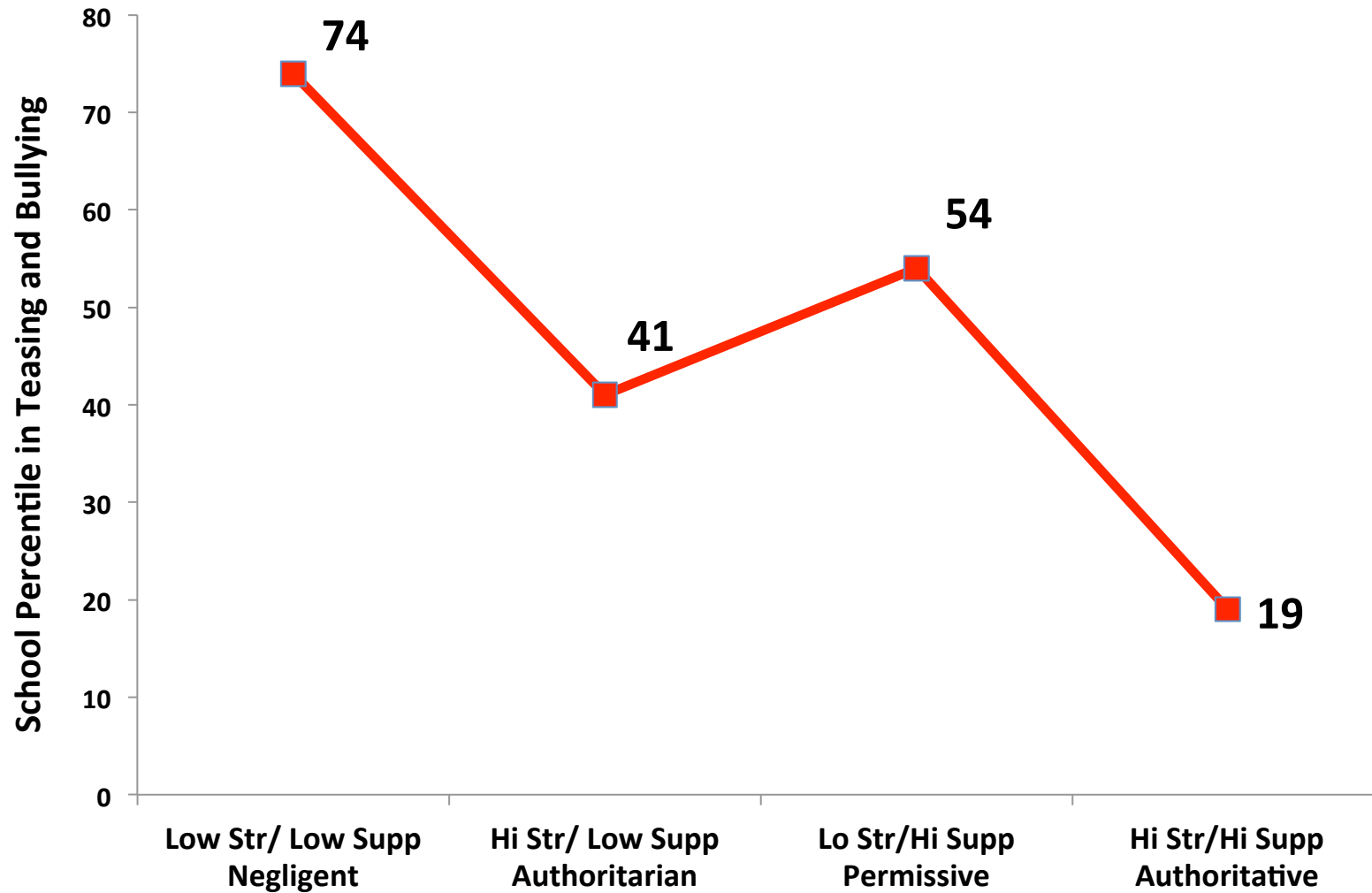
**Bullying is a problem at this school.**



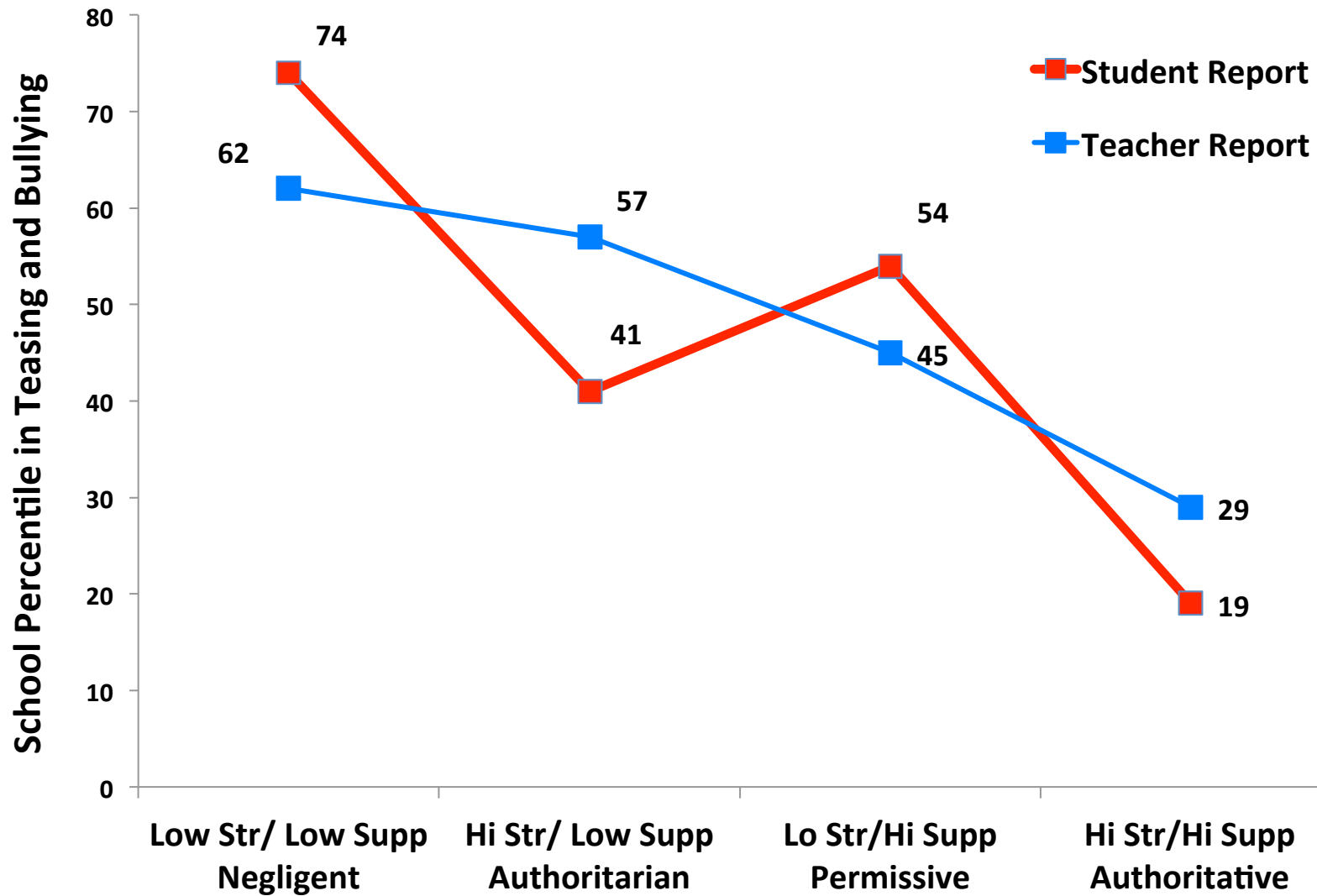
**Prevalence of Teasing and Bullying**



# Prevalence of Teasing and Bullying



# Prevalence of Teasing and Bullying



# Multi-level Linear Regression for Student Reports of Prevalence of Teasing and Bullying

	Est b	SE
Intercept	12.53***	0.15
<hr/>		
School		
% FRPM	0.02***	0.00
% Minority	-0.02***	0.00
Size (/100)	0.05***	0.01
ASC	-0.07***	0.00
Student		
Black	0.07	0.04
Asian	0.01	0.07
Hispanic	-0.02	0.06
Other	0.33***	0.06
Female	0.83***	0.03
GPA	-0.20***	0.01
Parental Ed	-0.02	0.01

1 SD increase in ASC lowers PTB by .2 SD  
 N = 48,027; schools = 323

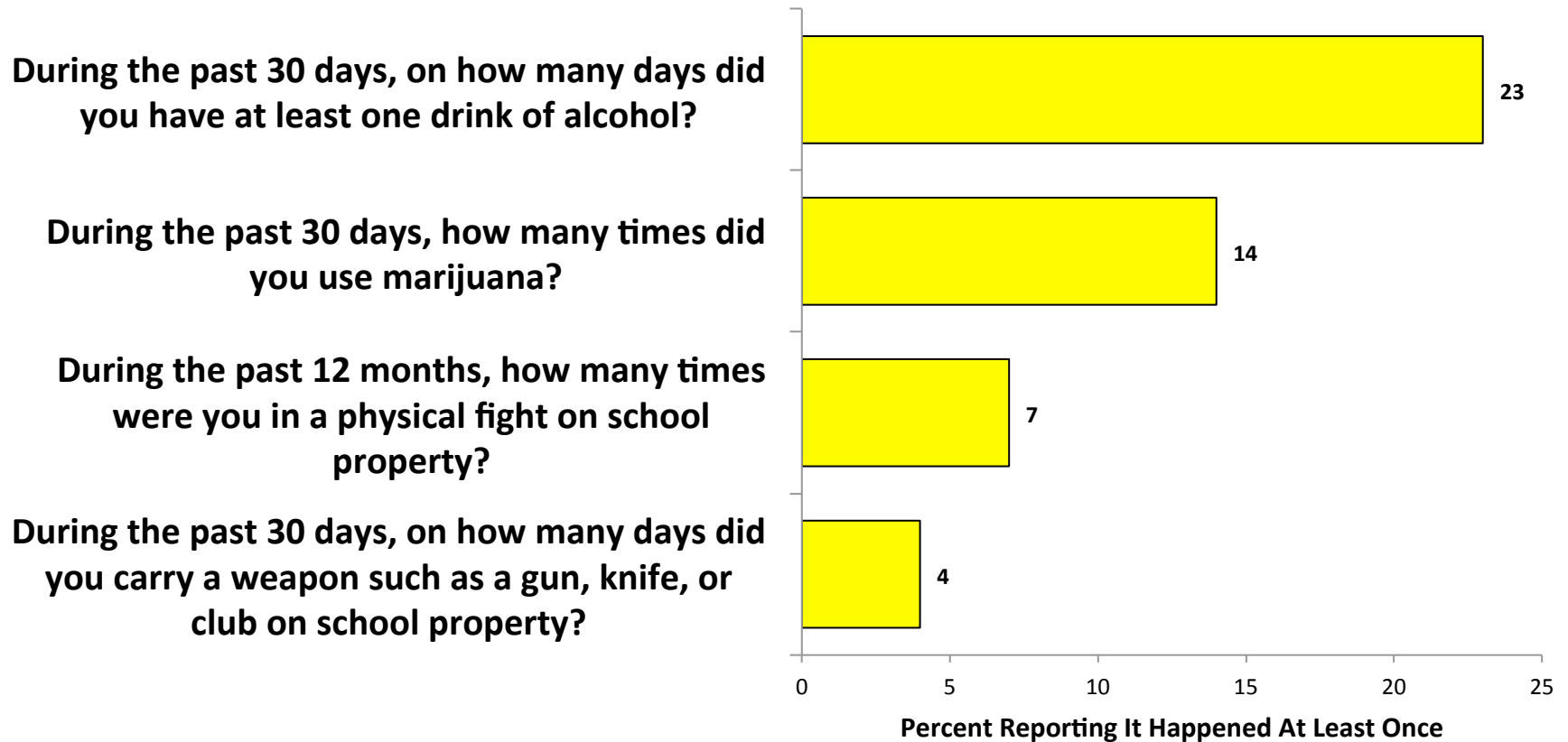


# Multi-level Linear Regression for Teacher Reports of Prevalence of Teasing and Bullying

Variable	Prevalence of T and B	
	b	SE
Intercept	13.79***	0.36
School		
Size (/100)	0.05**	0.02
% FRPM	0.02**	0.01
% Minority	-0.02***	0.00
ASC	-0.09***	0.01
Teacher		
Female	0.58***	0.09
1-2 yrs	0.49***	0.15
3-4 yrs	1.02***	0.13
6-10 yrs	0.70***	0.10

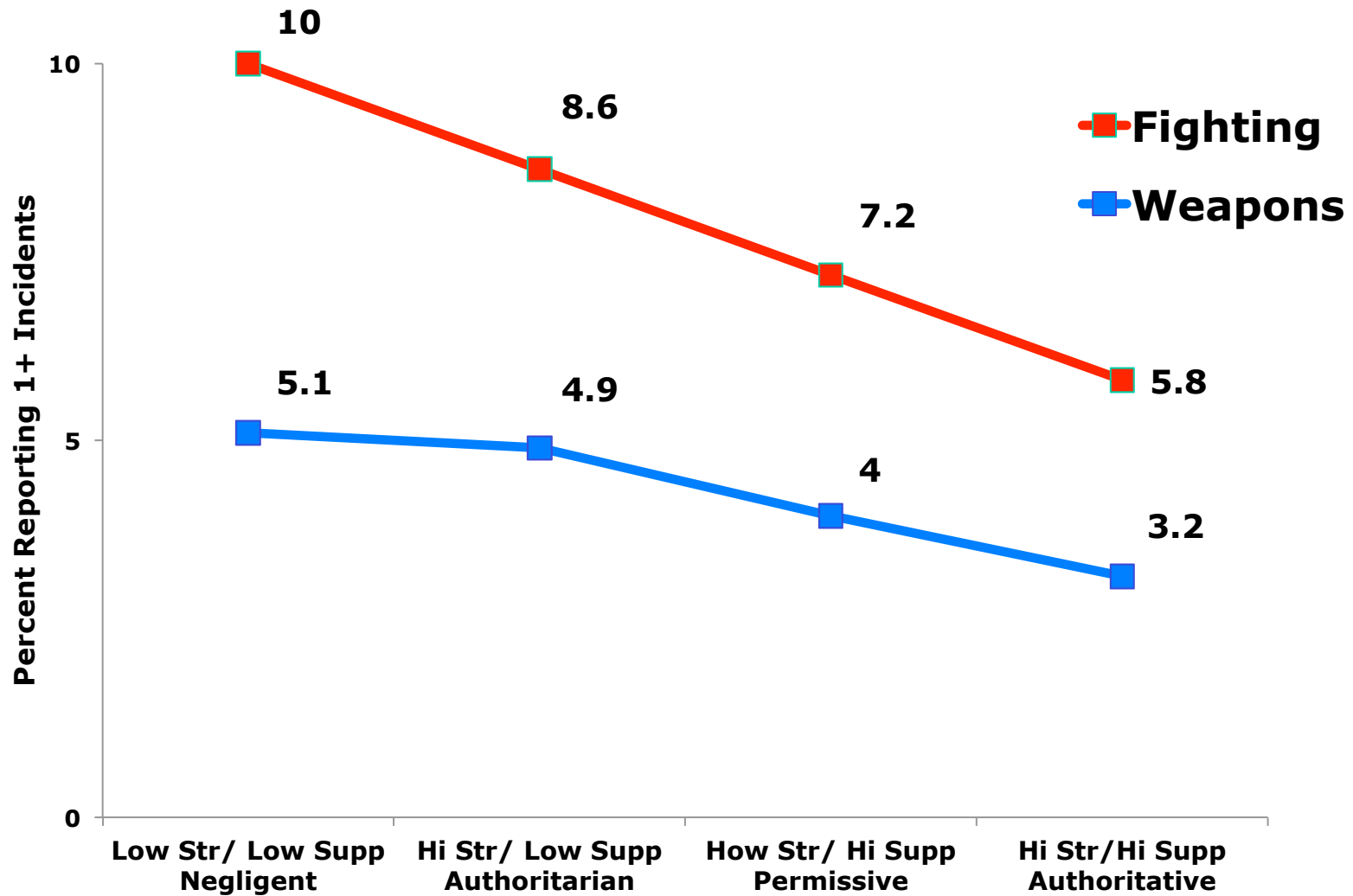
PTB range is 5 to 30, M = 15.06, SD = 4.86  
 1 SD increase in ASC lowers PTB by .19 SD  
 N = 13,455; schools = 310

## YRBS Items on Virginia High School Survey

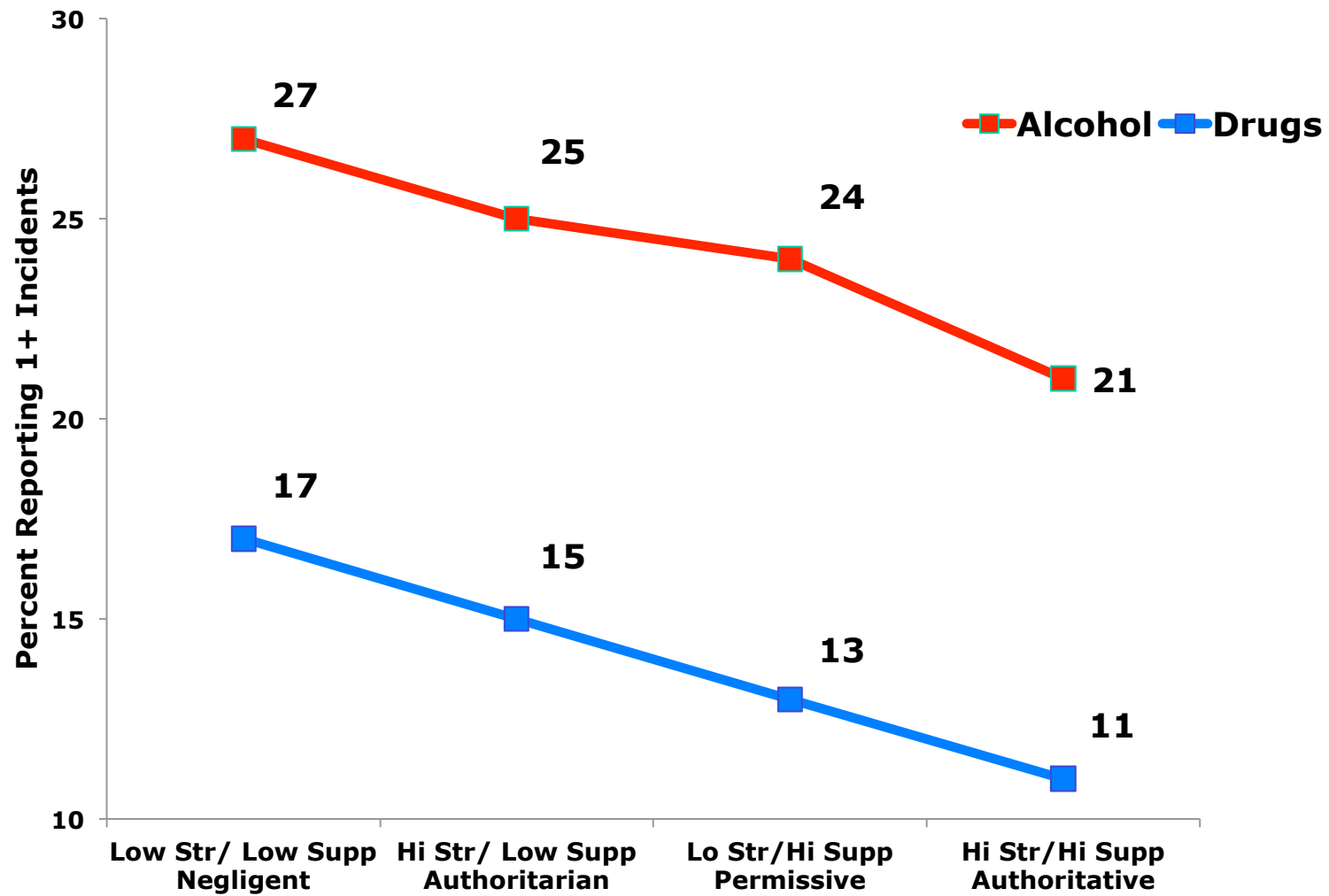


Reports from 48,027 Students in 323 Virginia High Schools

# Fighting and Weapons at School



# Marijuana and Alcohol Use Past 30 Days



# Multi-level Logistic Regressions for Weapon-Carrying and Fighting

Variable	Weapon			Fighting		
	OR	LB	UB	OR	LB	UB
School						
% FRPM	1.01	1.00	1.01	1.00	1.00	1.01
% Minority	0.99***	0.98	0.99	1.00*	0.99	1.00
Size (/100)	0.99	0.97	1.00	0.99**	0.97	1.00
ASC	0.96***	0.95	0.97	0.98***	0.97	0.99
Student						
Black	0.82*	0.70	0.96	1.49***	1.34	1.65
Asian	1.46**	1.13	1.89	0.99	0.79	1.25
Hispanic	1.22*	1.01	1.47	1.46***	1.28	1.67
Other	1.24*	1.01	1.51	1.77***	1.54	2.04
Female	0.38***	0.33	0.42	0.51***	0.47	0.55
GPA	0.80***	0.77	0.82	0.74***	0.72	0.75
Parental Ed	0.94**	0.90	0.98	0.92***	0.89	0.95

For Weapons, OR = .96, 1 SD increase in ASC is associated with 34% lower odds of carrying a weapon.

For Fighting, OR = .98, 1 SD increase in ASC is associated with 18% lower odds of fighting.

N = 48,027 students; schools = 323

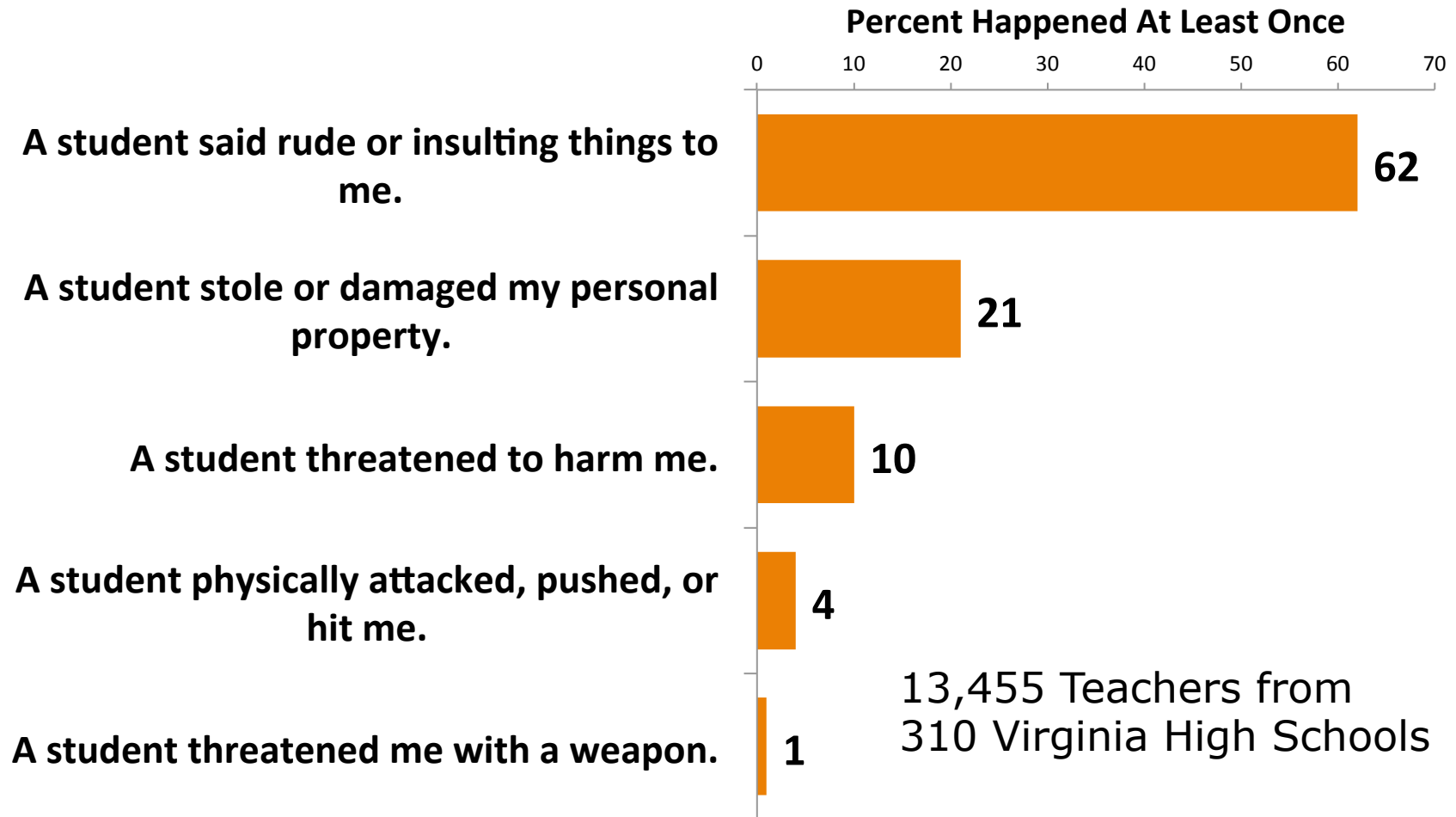
# Multi-level Logistic Regressions for Marijuana and Alcohol Use

Variable	Marijuana			Alcohol		
	OR	LB	UB	OR	LB	UB
School						
% FRPM	1.00	0.99	1.00	1.00*	0.99	1.00
% Minority	1.00**	1.00	1.01	1.00	1.00	1.00
Size (/100)	1.00	0.99	1.01	0.99	0.99	1.00
ASC	0.98***	0.98	0.99	0.98***	0.98	0.99
Student						
Black	0.87***	0.80	0.94	0.55***	0.51	0.59
Asian	0.63***	0.53	0.74	0.44***	0.39	0.50
Hispanic	0.85**	0.77	0.94	0.74***	0.68	0.80
Other	1.35***	1.22	1.49	0.98	0.90	1.07
Female	0.86***	0.81	0.91	1.03	0.99	1.08
GPA	0.79***	0.77	0.80	0.88***	0.86	0.89
Parental Ed	0.96***	0.94	0.98	0.99	0.97	1.01

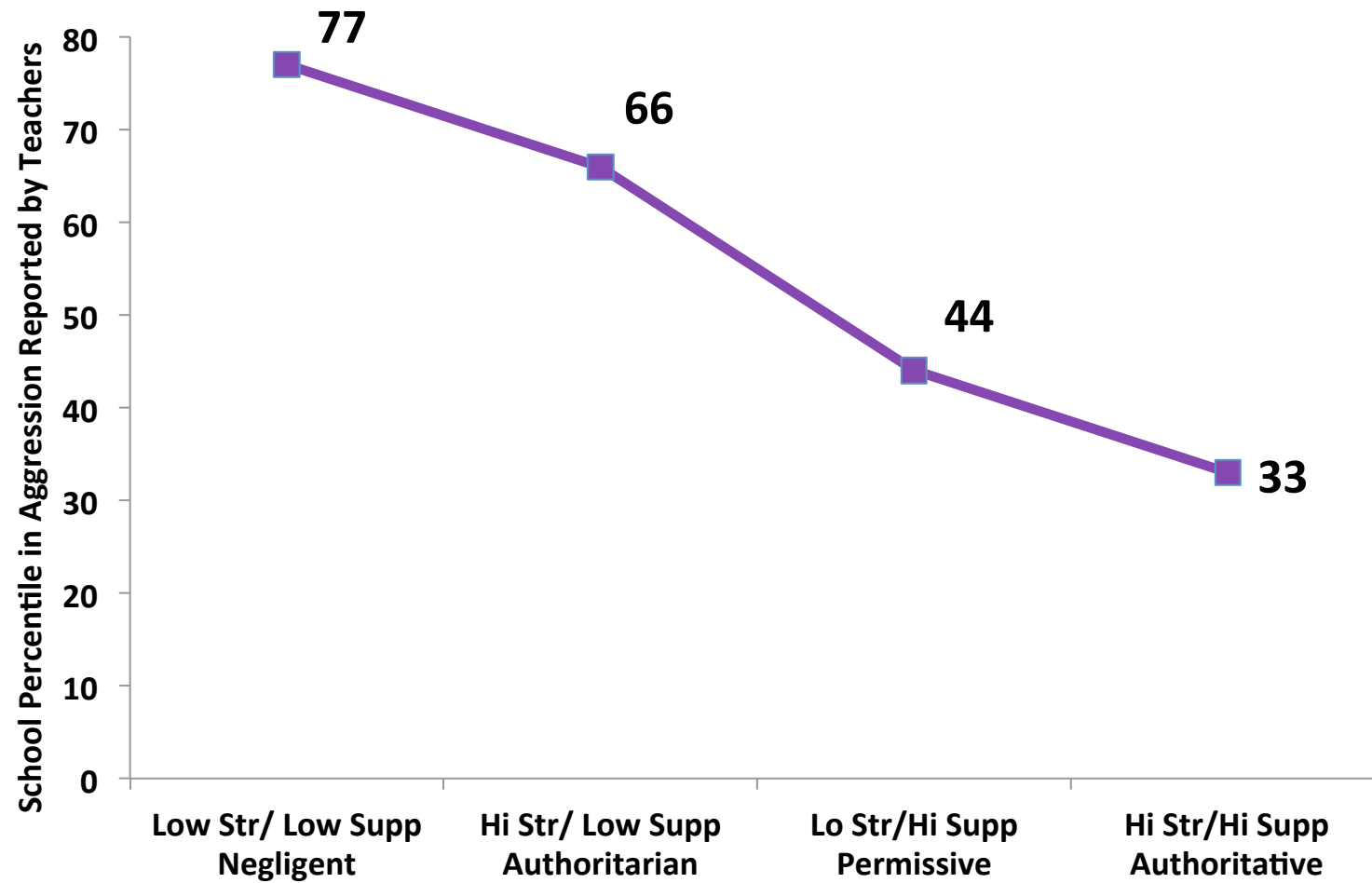
For both Marijuana and Alcohol, OR = .98, 1 SD increase in ASC is associated with 18% lower odds of use.

N = 48,027 students; schools = 323

# Teacher Reports of Student Aggression



# Aggression Toward Teachers





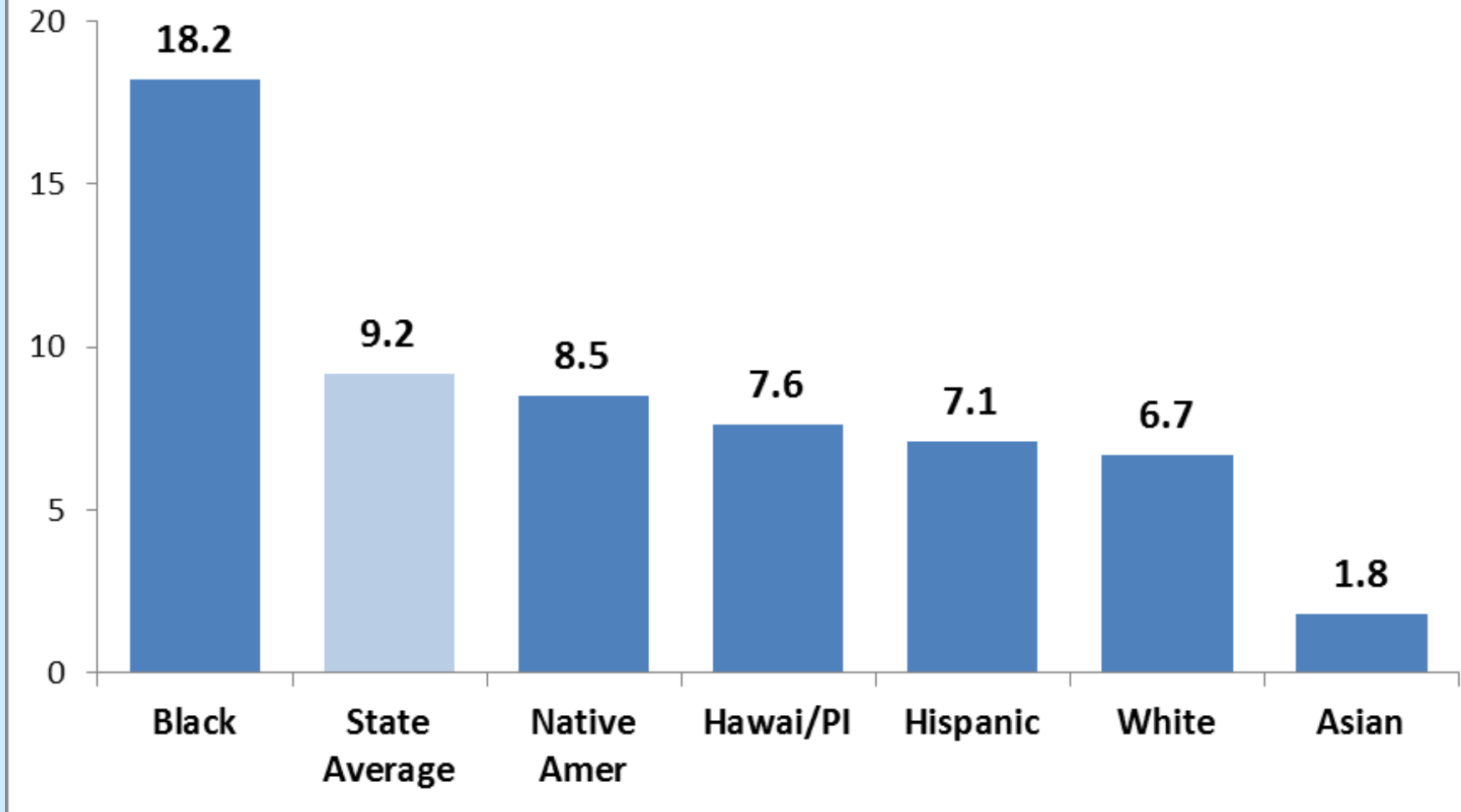
# Multi-level Linear Regression for Teacher Reports of Student Aggression

Variable	b	SE
Intercept	5.87***	0.12
School		
Size (/100)	0.00	0.01
% FRPM	0.01***	0.00
% Minority	0.01***	0.00
ASC	-0.03***	0.00
Teacher		
Female	0.00	0.03
1-2 yrs exp <sup>1</sup>	0.24***	0.05
3-4 yrs exp <sup>1</sup>	0.33***	0.05
6-10 yrs exp <sup>1</sup>	0.28***	0.04

<sup>1</sup>10+ years of experience is the reference group

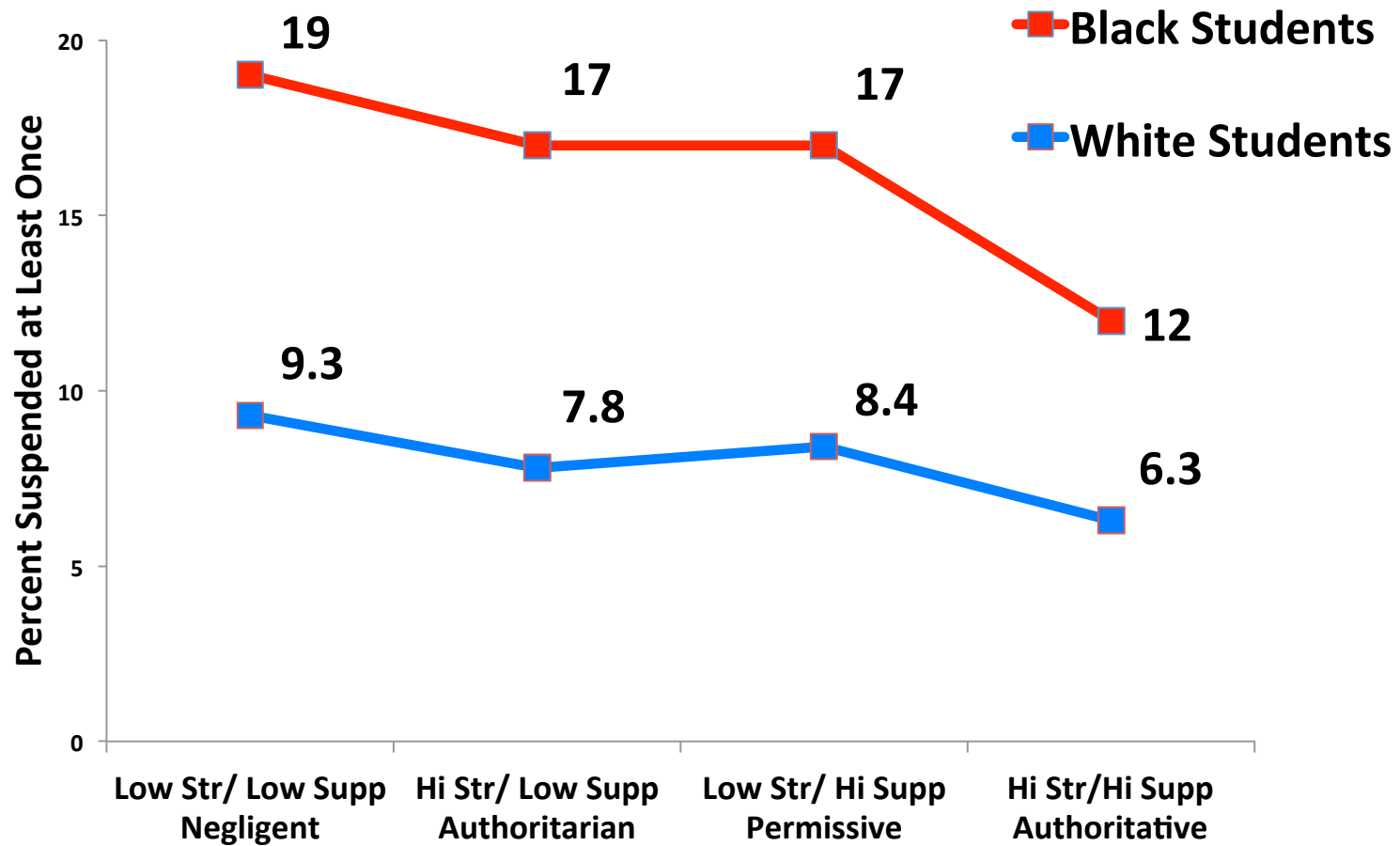
Teacher Victimization (TV) scores range 5 to 20. M = 6.69, SD = 1.83.  
 1 SD increase in ASC associated with .3 decrease in TV.  
 N = 13,455. Schools = 310

## Virginia High School Suspension Rates



34,977 high school students suspended at least once in 2013-2014

# Suspension Rates for Black and White High School Students



## ASC Associated with Decrease in School Suspension Rates

	Overall Suspensions (n = 321)			
	(1)		(2)	
	b	SE	b	SE
Intercept	10.18***	0.27	10.15***	0.26
% FRPM	0.14***	0.02	0.12***	0.02
% Minority	0.06***	0.01	0.05***	0.01
Size (/100)	-0.17***	0.05	-0.16***	0.05
ASC			<b>-0.19***</b>	<b>0.03</b>
R <sup>2</sup>	.40		.48	

# School-level Linear Regression for Black and White Suspension Rates

	Black Suspensions (n = 274)				White Suspensions (n = 318)			
	(3)		(4)		(5)		(6)	
	b	SE	b	SE	b	SE	b	SE
Intercept	2.62***	0.04	2.59***	0.04	7.93***	0.24	7.90***	0.24
% FRPM	0.02***	0.00	0.01***	0.00	0.09***	0.02	0.07***	0.02
% Minority	0.00	0.00	0.00	0.00	0.00	0.01	-0.01	0.01
Size (/100)	-0.01	0.01	-0.01	0.01	-0.21***	0.05	-0.20***	0.05
<b>ASC</b>			<b>-0.02***</b>	<b>0.00</b>			<b>-0.11***</b>	<b>0.03</b>
R <sup>2</sup>	.19		.23		.27		.31	

# **Schools with high structure and high support:**

- Less fighting and weapon carrying
- Less alcohol and marijuana use
- Less teasing and bullying
- Teachers report less aggression by students
- Lower school suspensions

# Schools with high structure and high support:

Findings are consistent across  
schools varying in

- School size
- Student poverty %
- Minority students %
- Urbanicity

**What can we do to make  
our bullying prevention  
efforts more effective?**



J Exp Criminol (2011) 7:27–56  
DOI 10.1007/s11292-010-9109-1

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## **Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review**

**Maria M. Ttofi • David P. Farrington**

**44 evaluations**

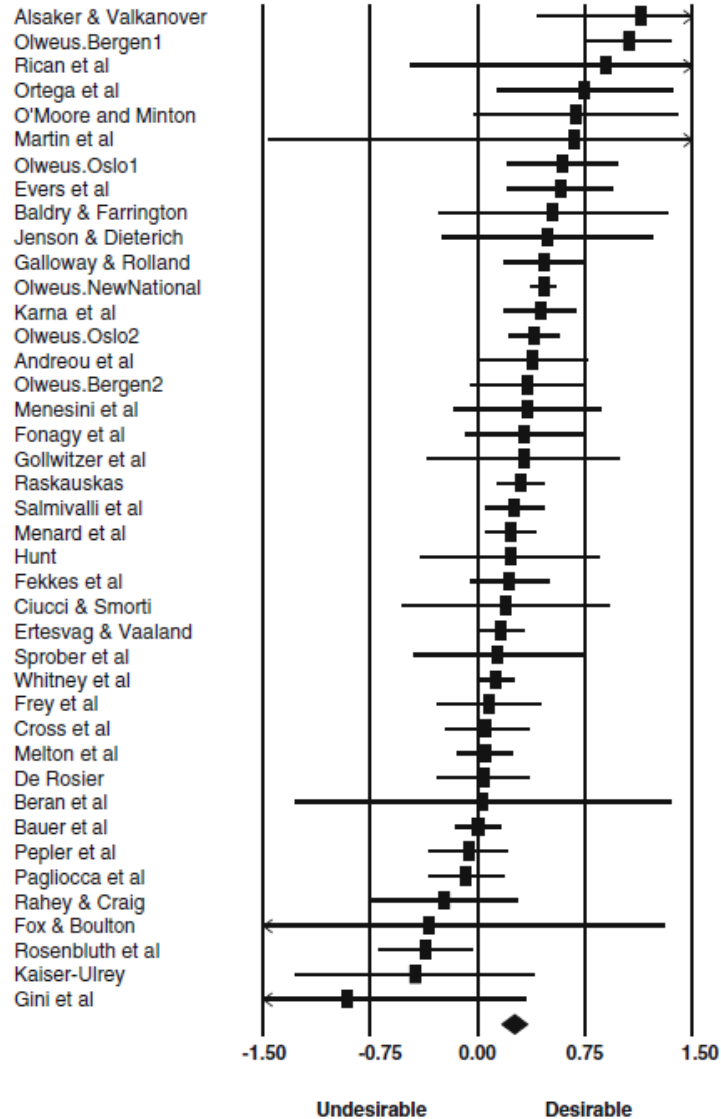
**Bullying decreased 20-23%**

**Victimization decreased 17-20%**

## Effect Size for Victimization (LOR)

Study name

Point estimate and 95% CI



J Exp Criminol (2011) 7:27–56  
DOI 10.1007/s11292-010-9109-1

## Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review

Maria M. Ttofi • David P. Farrington

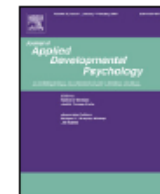
- **Studies show wide range of effects**
- **Some studies found negative effects**
- **Most studies show positive effects**

# Bullying Programs Ineffective Above 7<sup>th</sup> Grade



Contents lists available at ScienceDirect

Journal of Applied Developmental Psychology



## Declines in efficacy of anti-bullying programs among older adolescents: Theory and a three-level meta-analysis<sup>☆</sup>



David Scott Yeager<sup>a,\*</sup>, Carlton J. Fong<sup>a</sup>, Hae Yeon Lee<sup>a</sup>, Dorothy L. Espelage<sup>b</sup>

<sup>a</sup> University of Texas at Austin, United States

<sup>b</sup> University of Illinois at Urbana-Champaign, United States

### ARTICLE INFO

Available online 21 January 2015

#### Keywords:

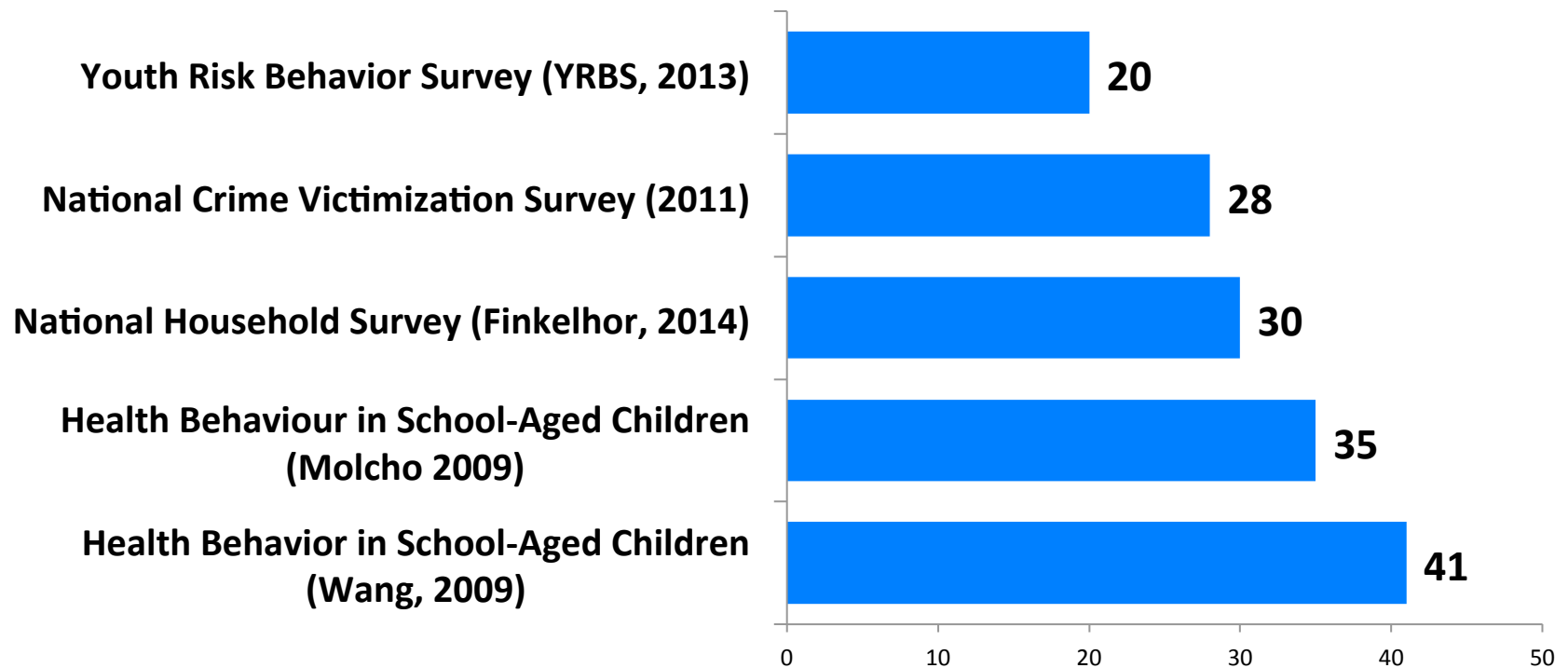
Bullying  
Meta-analysis  
Adolescence  
Interventions  
Victimization

### 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.

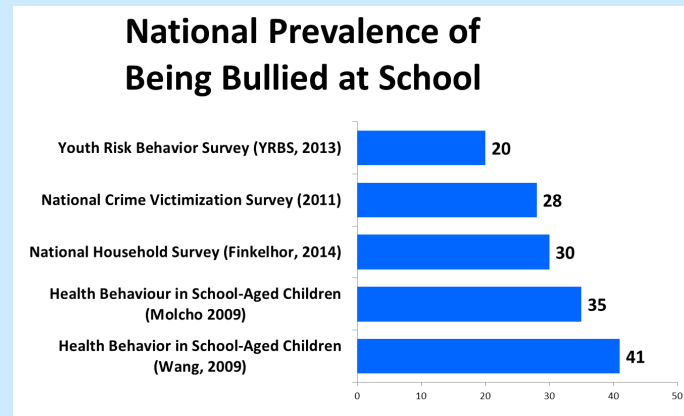
# Little Agreement Across Studies

## National Prevalence of Being Bullied at School



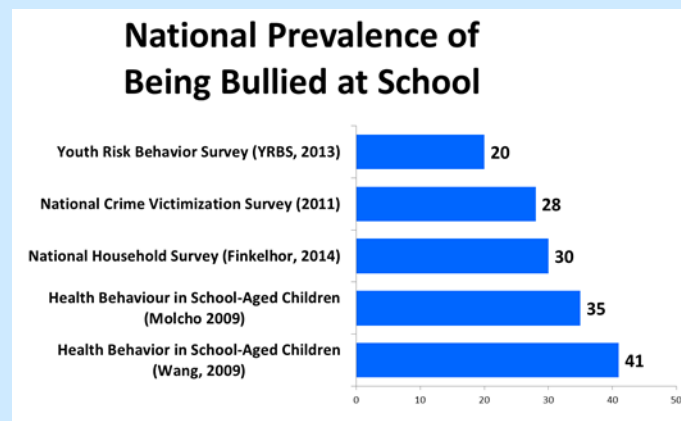
# Reasons for Disagreement

- **Definitions of bullying**
- **Survey methods**
- **Sampling strategies**
- **Age groups**
- **Time periods**

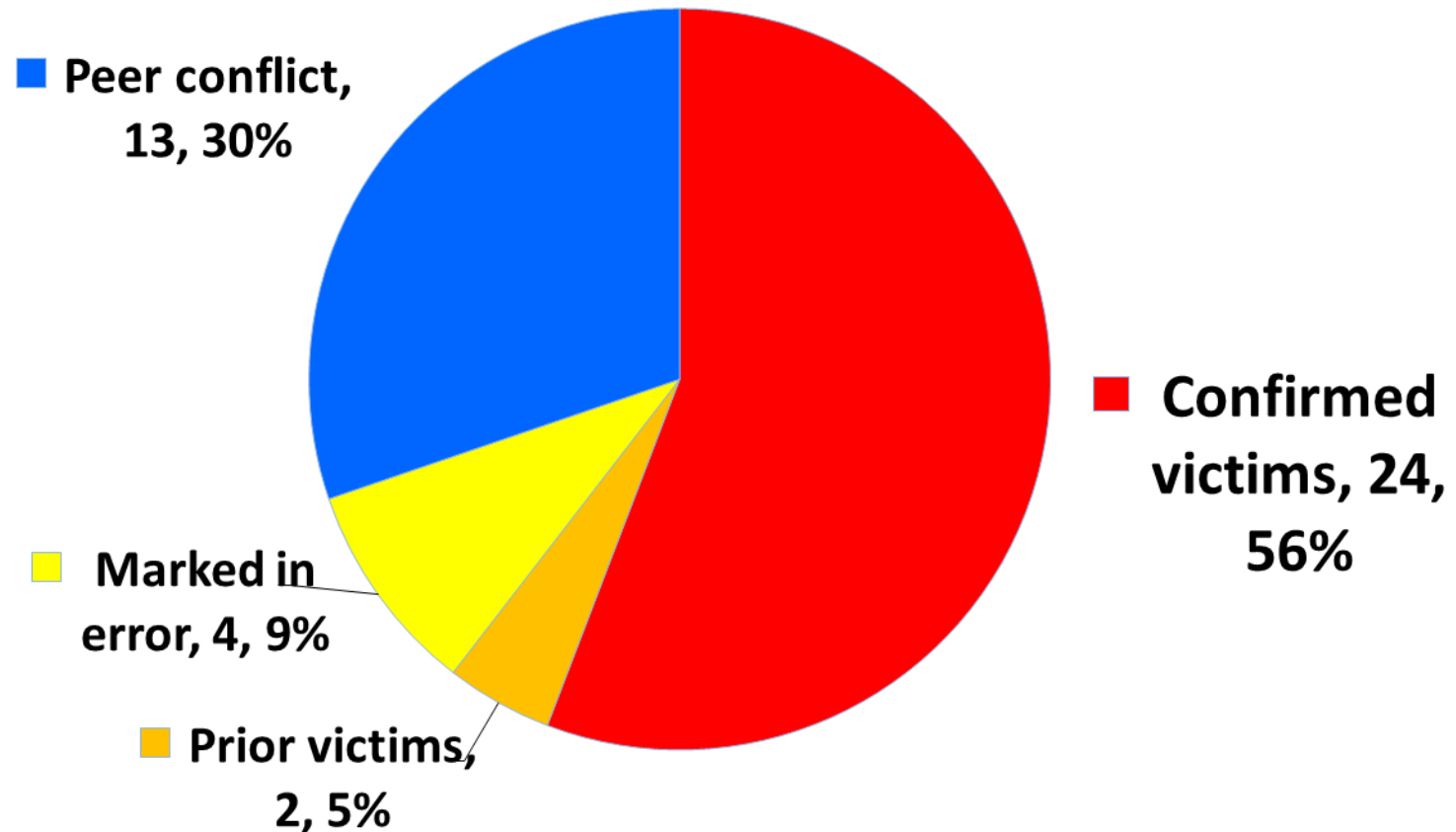


# Why are rates so high?

- **Surveys don't limit bullying to repeated incidents with a power imbalance.**
- **Students don't use the definitions.**



## 43 Self-Reported Victims of Bullying



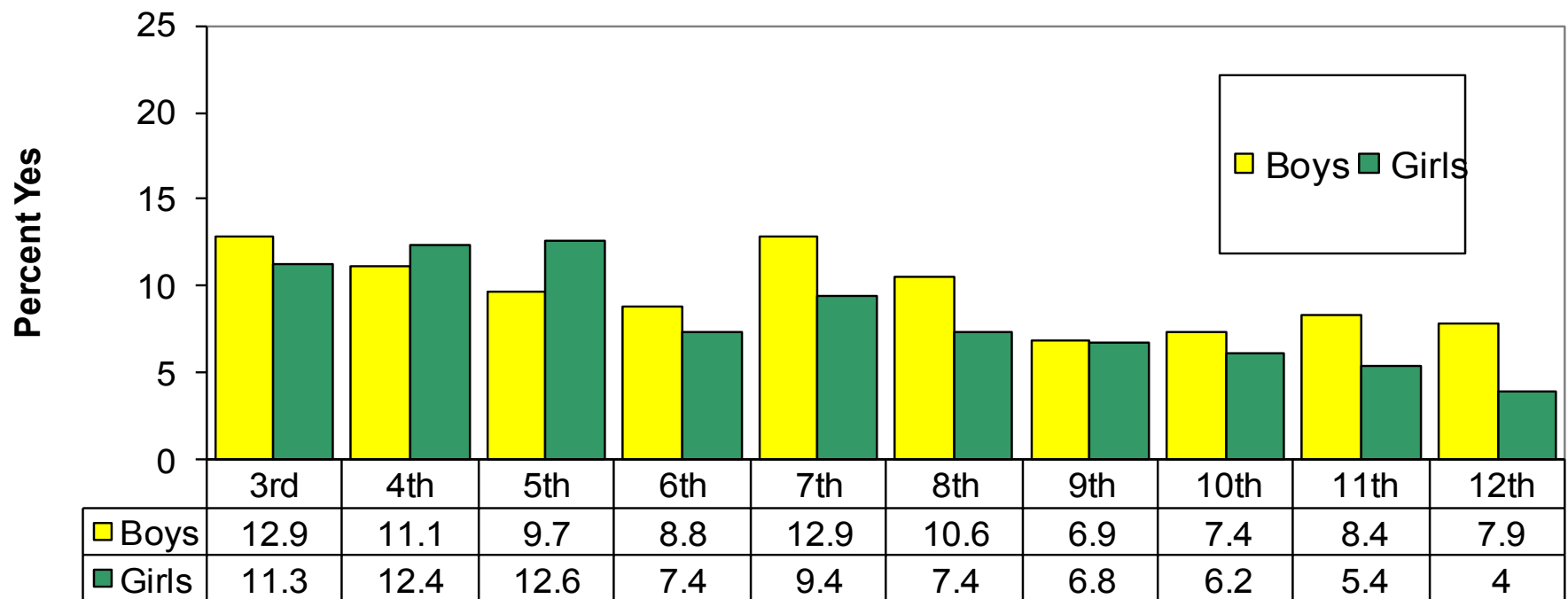
**In a middle school of 482 students, 8% reported bully victimization 1 or more times per week. Counselors interviewed the students and confirmed only half as victims of bullying. Cornell & Mehta (2011). *Professional School Counseling*.**

**Self-Reports of Victimization  
Are the Achilles Heel  
Bullying Research**



# Bullied in past month

(At least once per week, N = 11,246)



**Source: School Climate Bullying Survey, Fall 2009 Safe Schools/Healthy Students Project of Albemarle/Charlottesville schools. Virginia Youth Violence Project. University of Virginia**

## **Bullied at School in the Past Month**

**Traditional self-report is convenient, but unsatisfactory:**

- 1. Cannot confirm that students are using the concept of bullying correctly.**
- 2. We can't help the victims if we do not know who they are.**

**Never**

**Once or twice**

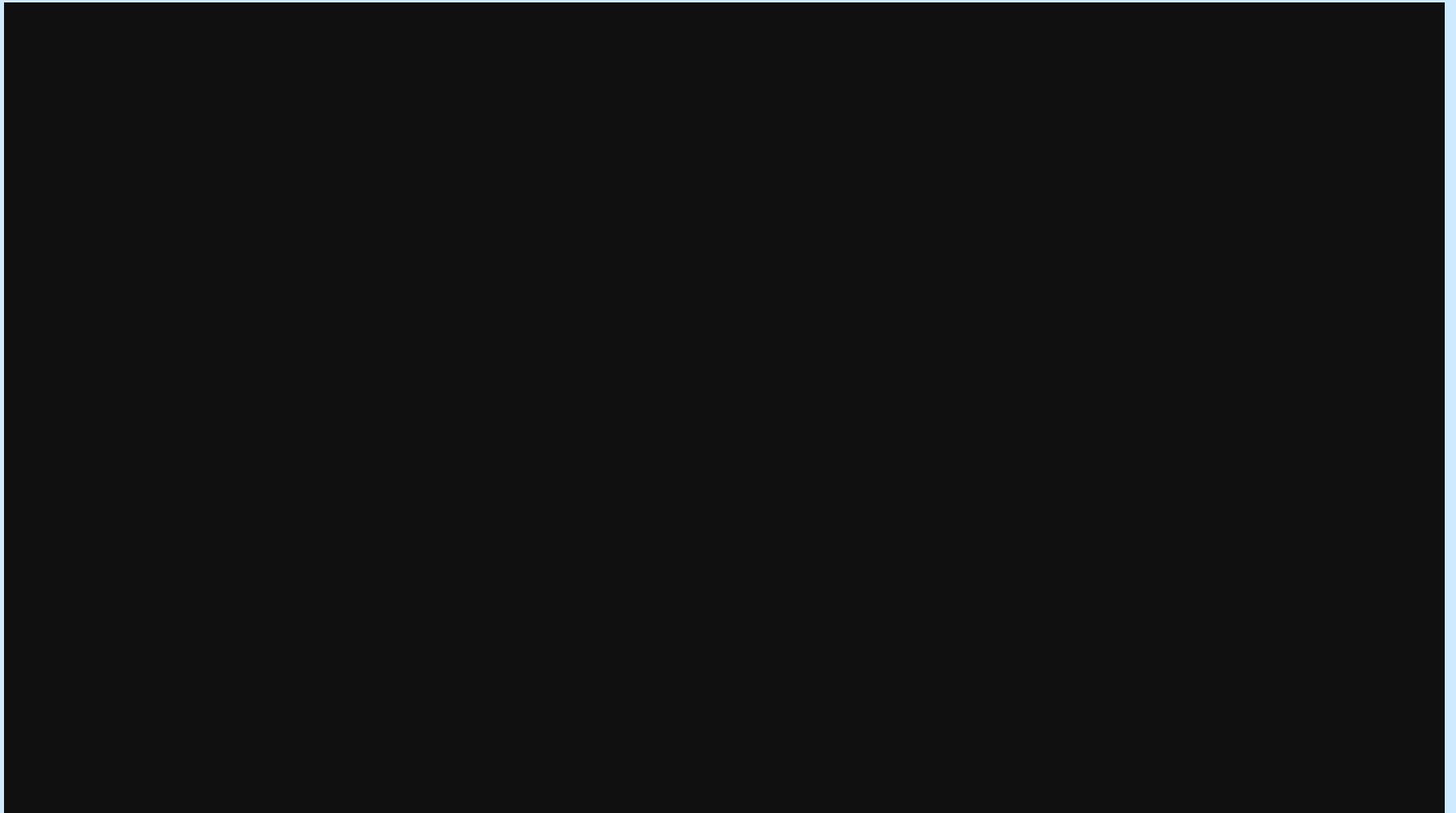
**About once per week**

**Several times per week**

# Peer Nominations – An Alternative to Self-Report

- Students are best able to tell us who is being bullied, but they are reluctant to share this information openly.
- We have 10 years of experience with using peer nominations, in which students are asked to write down the names of victims.
- Counselors then follow up with the students who have been repeatedly nominated.

# Peer Support Survey



<https://www.youtube.com/watch?v=s6lBeN80mS4>

**Who is being bullied?  
Help us stop bullying at this school.**

**Bullying is defined as the use of one's strength or popularity to injure, threaten, or embarrass another person. Bullying can be physical, verbal, or social. *Physical bullying* is when a student hits, kicks, grabs, or shoves you on purpose. *Verbal bullying* is when a student threatens or teases you in a hurtful way. *Social bullying* is when a student tries to keep others from being your friend or from letting you join in what they are doing. It is not bullying when two students of about the same strength argue or fight.**

**Based on this definition of bullying, write the names of any students who are the victims of bullying. You may write the name of any student at your school whom you know has been bullied at school during the past month.**

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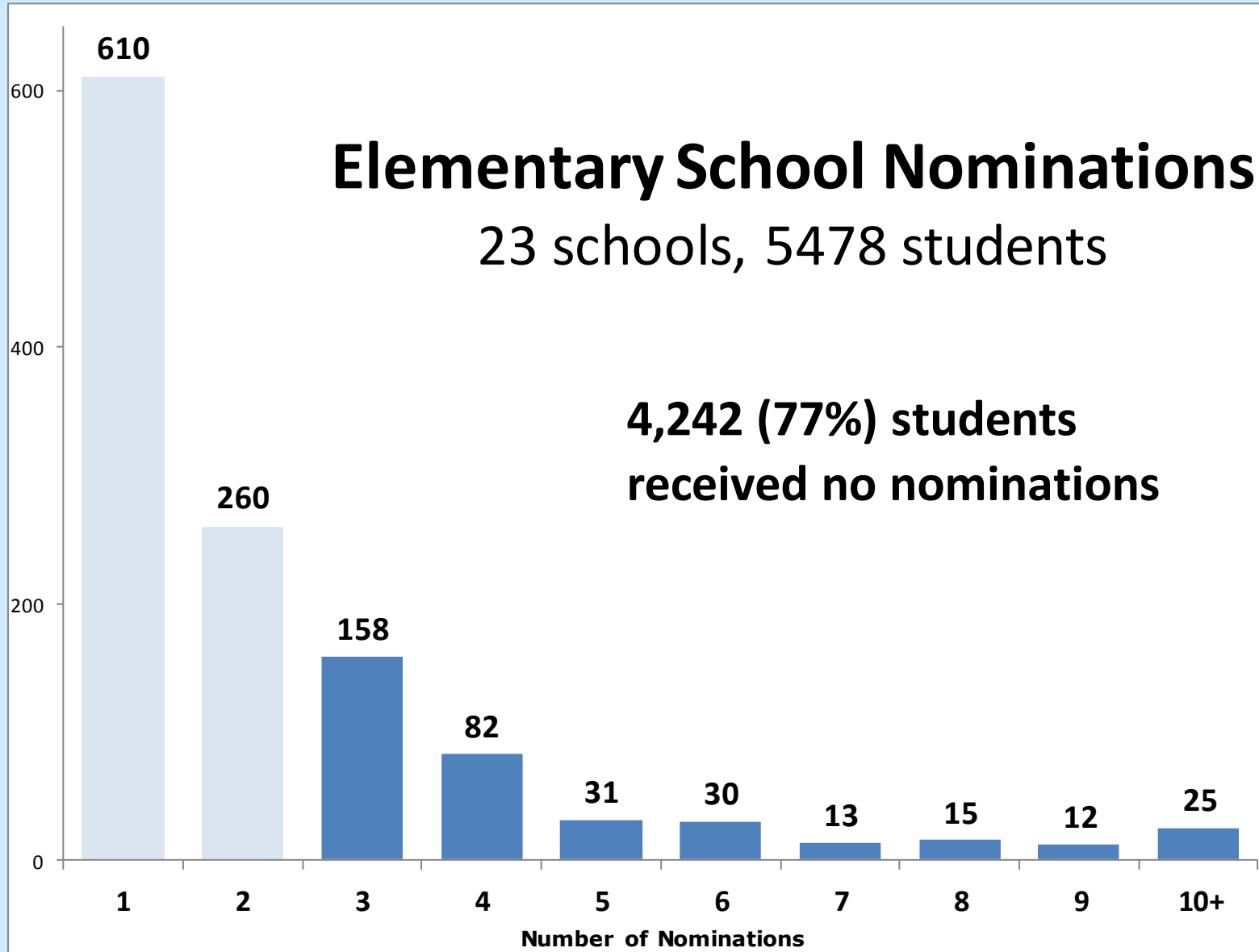
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# Elementary School Nominations

23 schools, 5478 students

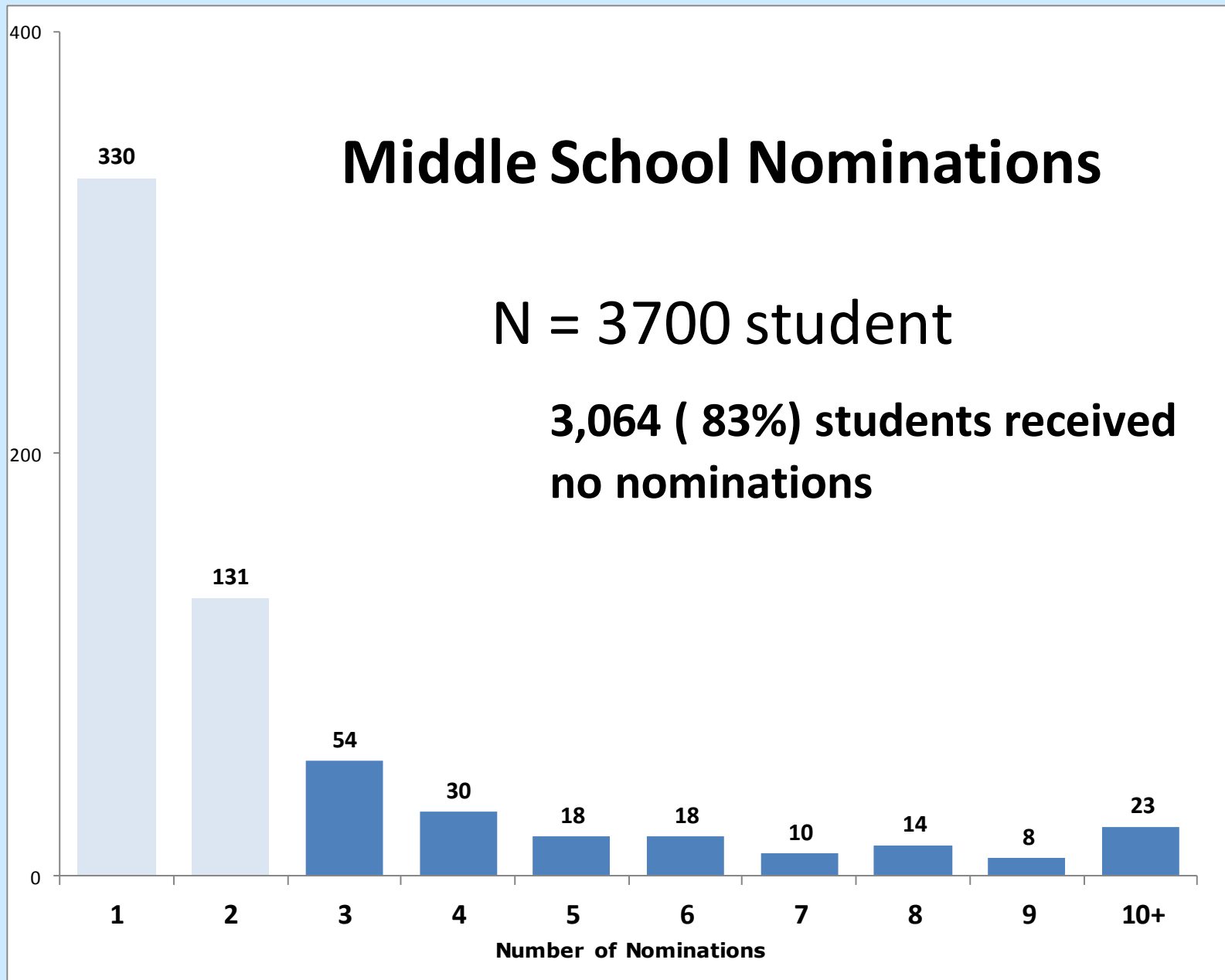
**4,242 (77%) students  
received no nominations**



# Middle School Nominations

N = 3700 student

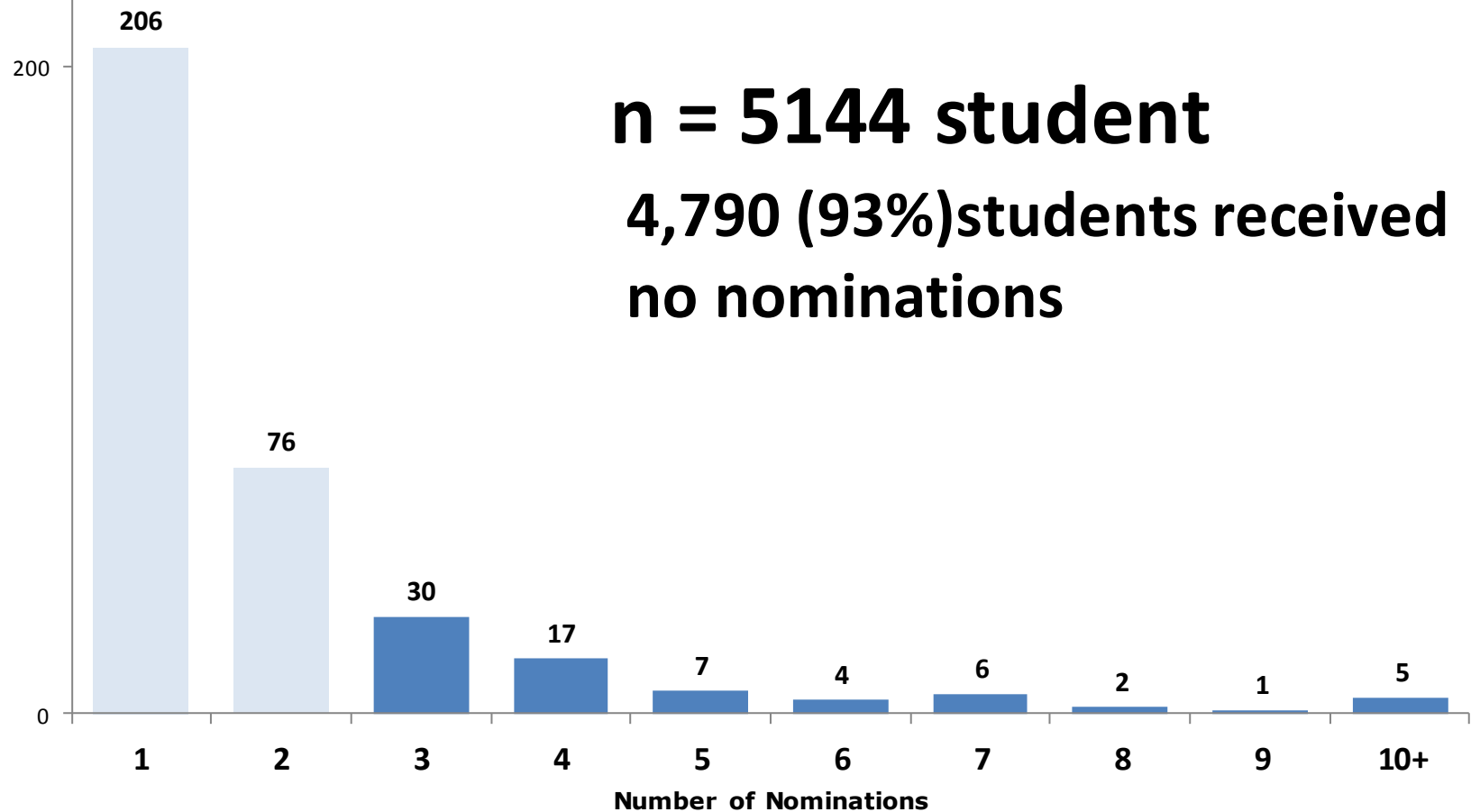
**3,064 ( 83%) students received  
no nominations**



# High School Nominations

**n = 5144 student**

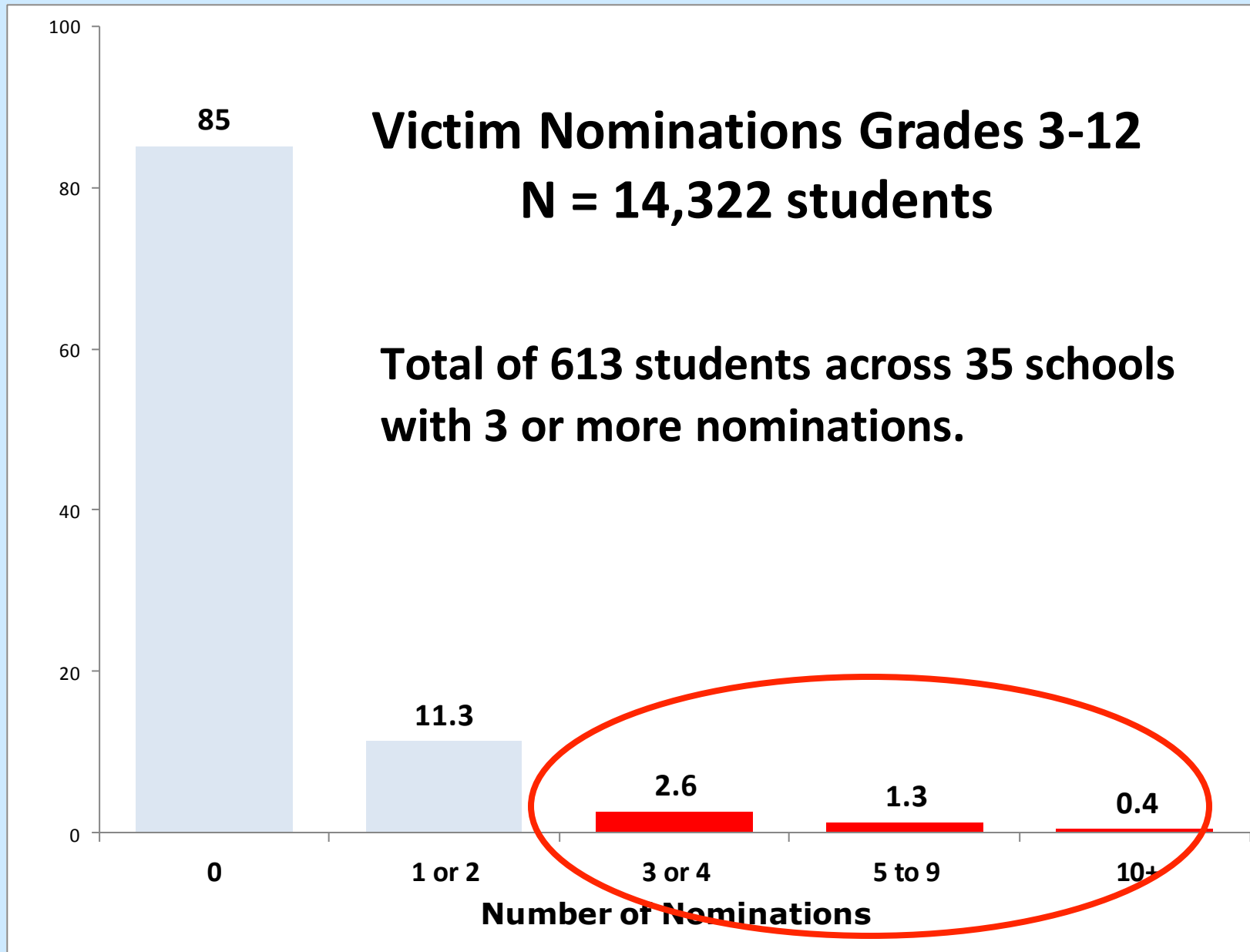
**4,790 (93%) students received  
no nominations**





## Victim Nominations Grades 3-12 N = 14,322 students

Total of 613 students across 35 schools  
with 3 or more nominations.



**Counselors used a common standard for interviewing students and determining whether they were victims of bullying.**



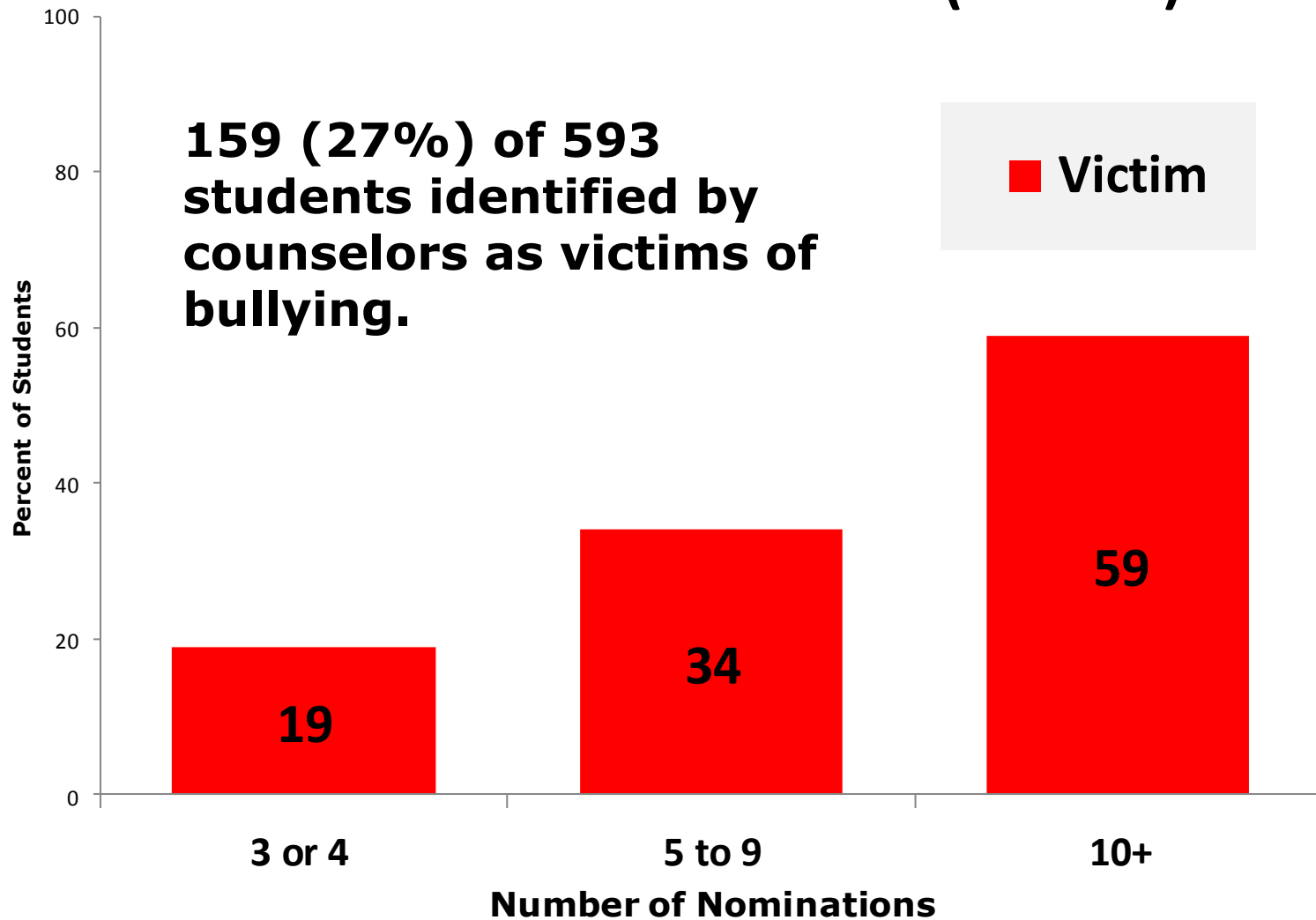
**<http://www.youtube.com/watch?v=UCeV3qJL7IU>**  
**Cases start at 10:11**

# **Follow-up Interviews**

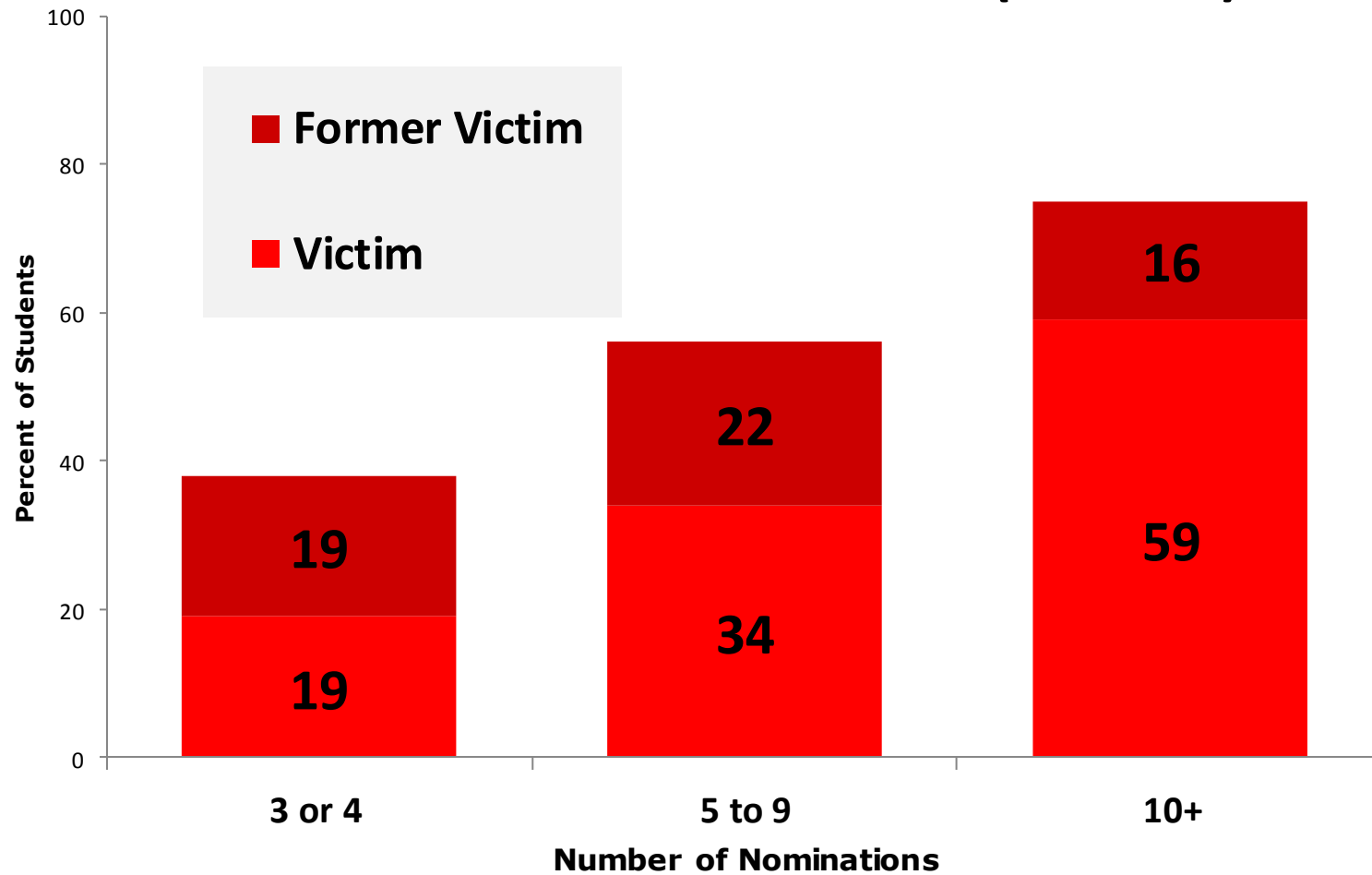
- 1. Victim of bullying**
- 2. Former victim**
- 3. Peer conflict**
- 4. Joke nomination**
- 5. Unknown**



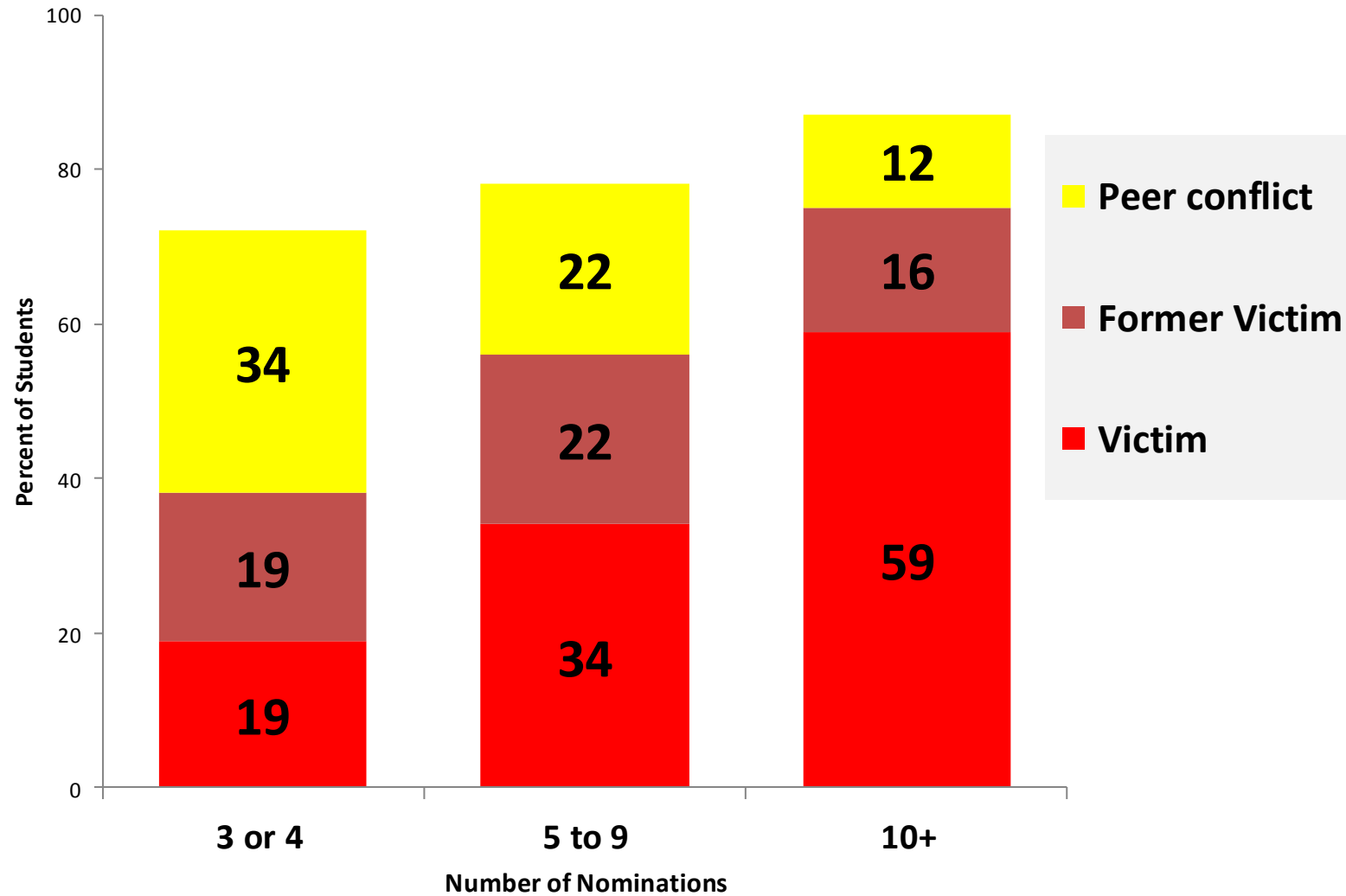
## Counselor Determination (n = 593)



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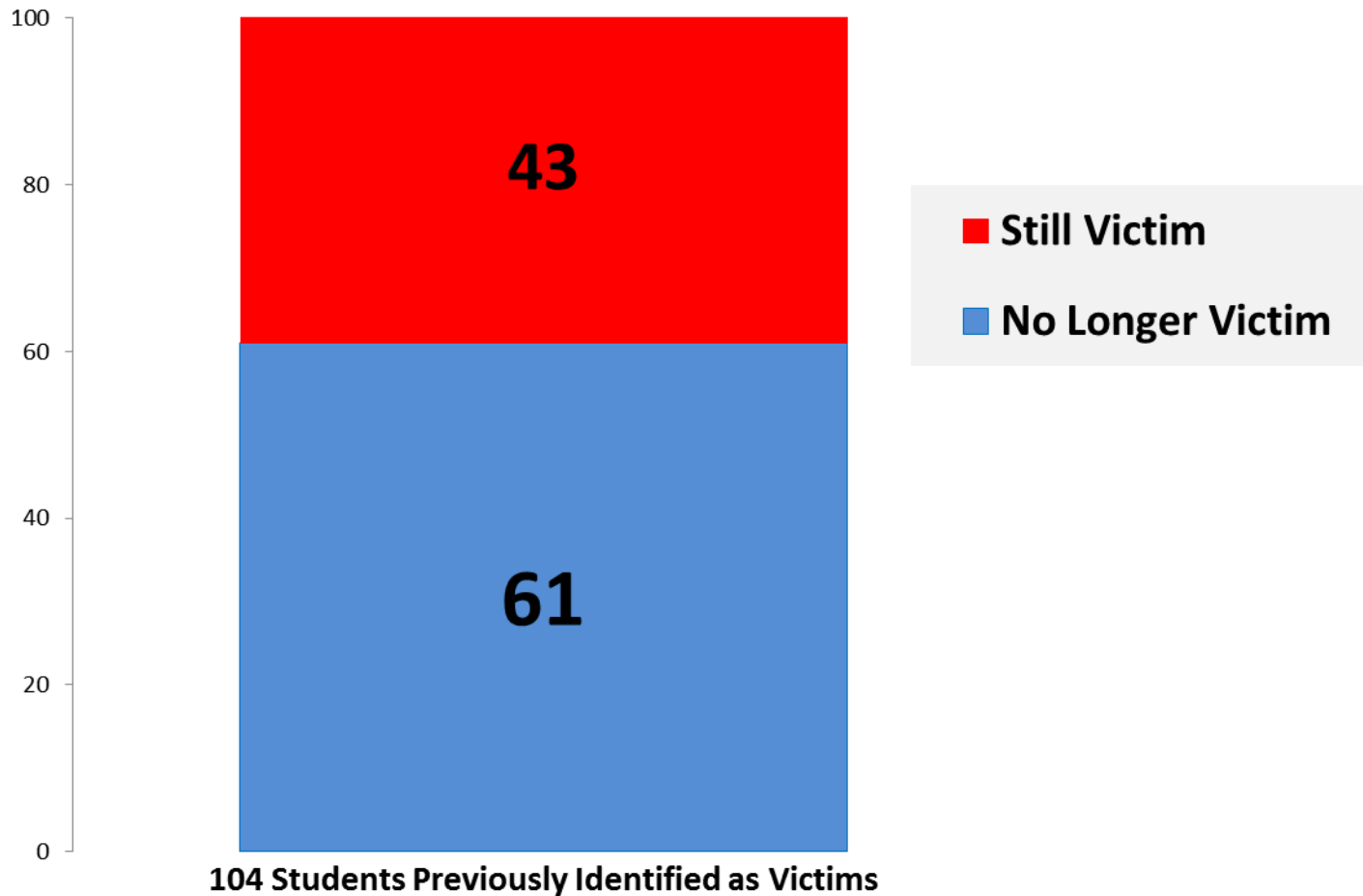


**How many victims of bullying were still being bullied 4 weeks later?**





## Counselor Follow-up with 104 Victims After 4 Weeks



**59% reduction in bullying  
(from 104 to 43)**

# What can we do to make our bullying prevention efforts more effective?

- **Build an authoritative school climate:**
  - ✓ **Strict but fair discipline**
  - ✓ **Supportive relationships**
- **Identify the victims of bullying.**

# Virginia Youth Violence Project


The screenshot shows the homepage of the Virginia Youth Violence Project. At the top left is the Curry School of Education logo. To the right are links for 'Research Labs' and 'Calendar', and a search bar. The main header reads 'YOUTH VIOLENCE PROJECT'. Below this is a navigation bar with 'YVP Home' (highlighted), 'Threat Assessment', 'Bullying', and 'Violence in Schools'. The main content area features a featured article titled 'YVP Team Conducting Statewide School Climate and Safety Study' with a photo of two people working on laptops. To the right is a 'LAB NEWS' section with several news items. At the bottom left is a 'Projects' list, and at the bottom right is a 'CONTACT' section.

**CURRY SCHOOL of EDUCATION** UNIVERSITY of VIRGINIA

Research Labs | Calendar search here...

## YOUTH VIOLENCE PROJECT

[YVP Home](#) [Threat Assessment](#) [Bullying](#) [Violence in Schools](#)



### YVP Team Conducting Statewide School Climate and Safety Study

Our 4-year, federally-funded project is off to a good start.

[MORE](#) →

1 2 3 4 5

Our team of faculty and graduate students conducts research on effective methods and policies for youth violence prevention and school safety.

[Our Staff](#) | [Publications](#) | [Presentations](#)

✓ Like You, Elena Tuerk and 54 others like this.

### Projects

- [Bullying](#)
- [Safe Schools/Healthy Students](#)
- [Threat Assessment](#)
- [College Threat Assessment](#)
- [Violence in Schools and Communities](#)
- [Virginia High School Safety Study](#)

<http://curry.virginia.edu/news/updates/new-report-shows-rac>

### LAB NEWS

[New Report Shows Racial Disparities in Virginia School Suspensions, Offers Solutions](#)

[Study: Va. Schools Suspend Black Male Students at Twice the Rate of White Males](#)

[The YVP Contributes to APA Report on Gun Violence](#)

[Report: Threat Assessment Most Effective Way to Prevent Gun Violence](#)

[Cornell Tapped for View on School Lockdown Drills](#)

[Audio Posted for "Bullying and Positive School Climate in VA Middle Schools"](#)

### CONTACT

Virginia Youth Violence Project  
Curry School of Education  
P.O. Box 400270,

dcornell@virginia.edu