Preventing Youth Violence and Promoting School Safety in K-12 School Settings: Implementation Success Rests with Partnerships

Dorothy L. Espelage, Ph.D.

William C. Friday Distinguished Professor of Education

espelage@unc.edu

Funding Sources & Disclaimer

Espelage Research Addressing Violence in Education (RAVE) Lab

SOCIAL-ECOLOGY & SCHOOL-BASED PREVENTION (Espelage & Swearer, 2003; Espelage, 2012, 2014, 2015, 2016, 2019)

EXPOSURE TO VIOLENCE STUDY (Espelage, 1998; Low & Espelage, 2014)

SOCIAL NETWORK ANALYSIS STUDY (Birkettt & Espelage, 2014; Espelage, Holt, & Henkel, 2003; Espelage, Green, & Wasserman, 2007; Espelage, Green, & Polanin, 2012; Espelage et al. under review)

SEXUAL HARASSMENT, DATING VIOLENCE, & BULLYING STUDIES (Holt & Espelage, 2003; Holt & Espelage, 2005; Espelage & Holt, 2006; Espelage, Basile, & Hamburger, 2012, 2014)

THEORY OF MIND, EMPATHY, & PEER RELATIONS (Espelage et al., 2004; Mayberry & Espelage, 2006)

SEXUAL VIOLENCE & BULLYING (Poteat & Espelage, 2006; Espelage et al., 2008; Espelage et al., 2012, 2019, 2020)

YOUTH & MENTAL HEALTH OUTCOMES (Espelage, Aragon, Birkett, & Koenig, 2008; Poteat, Espelage, & Koenig, 2009; Birkett, Espelage, & Koenig, 2009; Robinson & Espelage, 2012, 2013; Espelage et al., 2019, 2020)

STUDENTS WITH DISABILITIES (Victimization & Psychological Correlates & SEL prevention (Rose et al., 2010; Rose & Espelage, 2012; Espelage, Rose, & Polanin, 2015, Forber-Pratt et al., 2020)
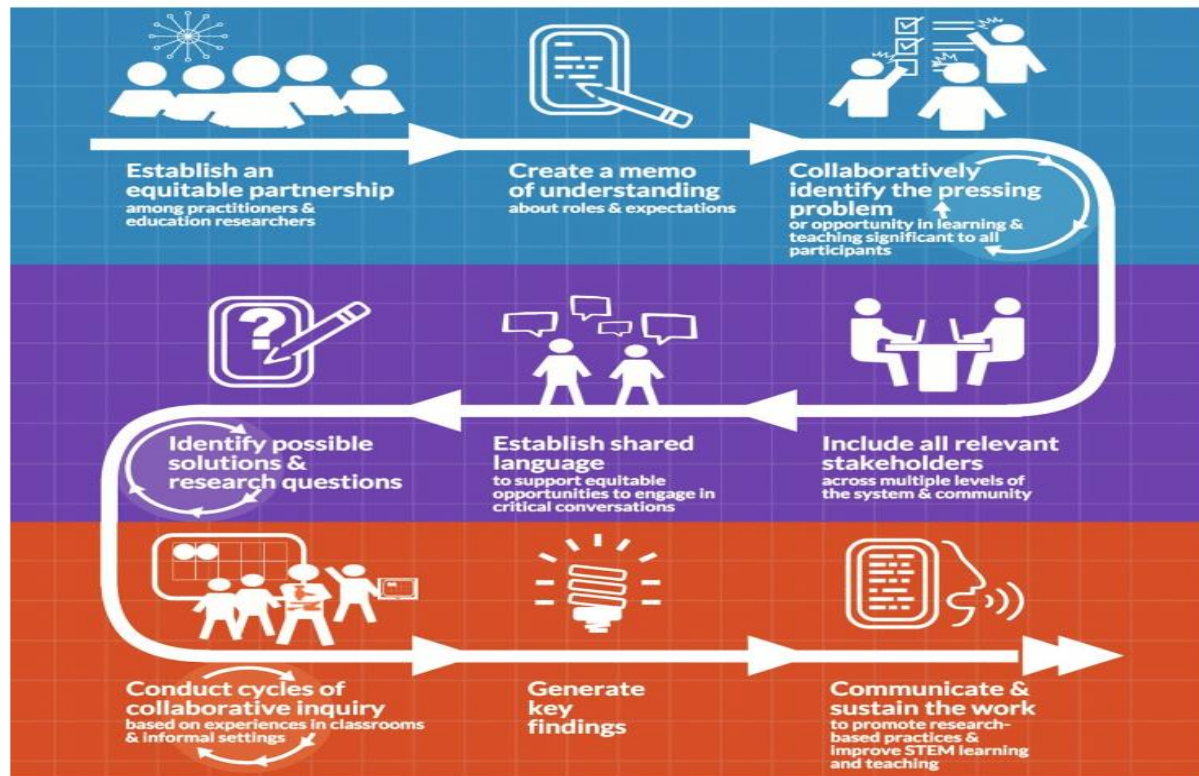
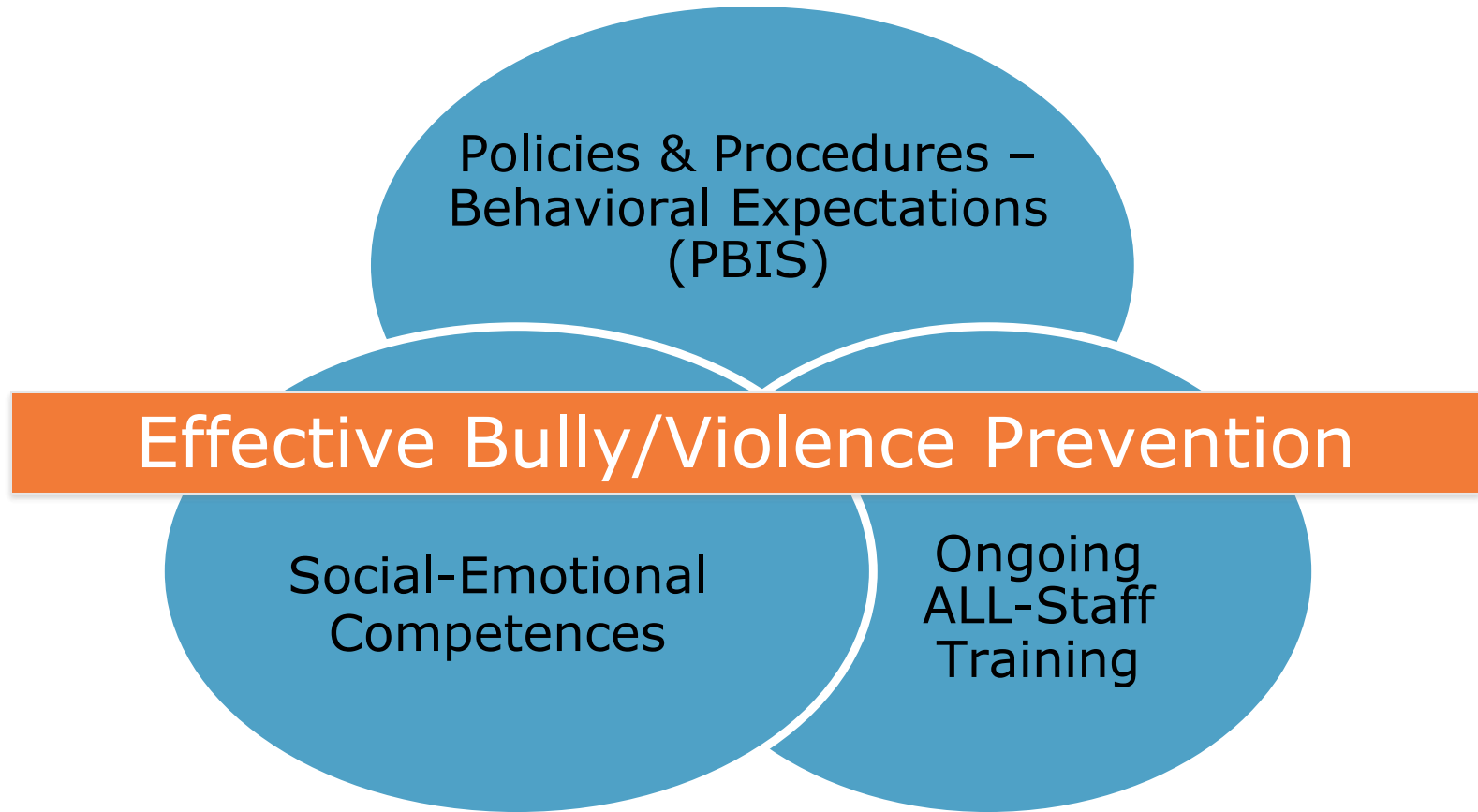**SCHOOL CLIMATE, ACADEMIC ENGAGEMENT** (Espelage et al., 2014, 2015)

The Role of R3P: Research Practice Policy Partnerships and Evidence Use
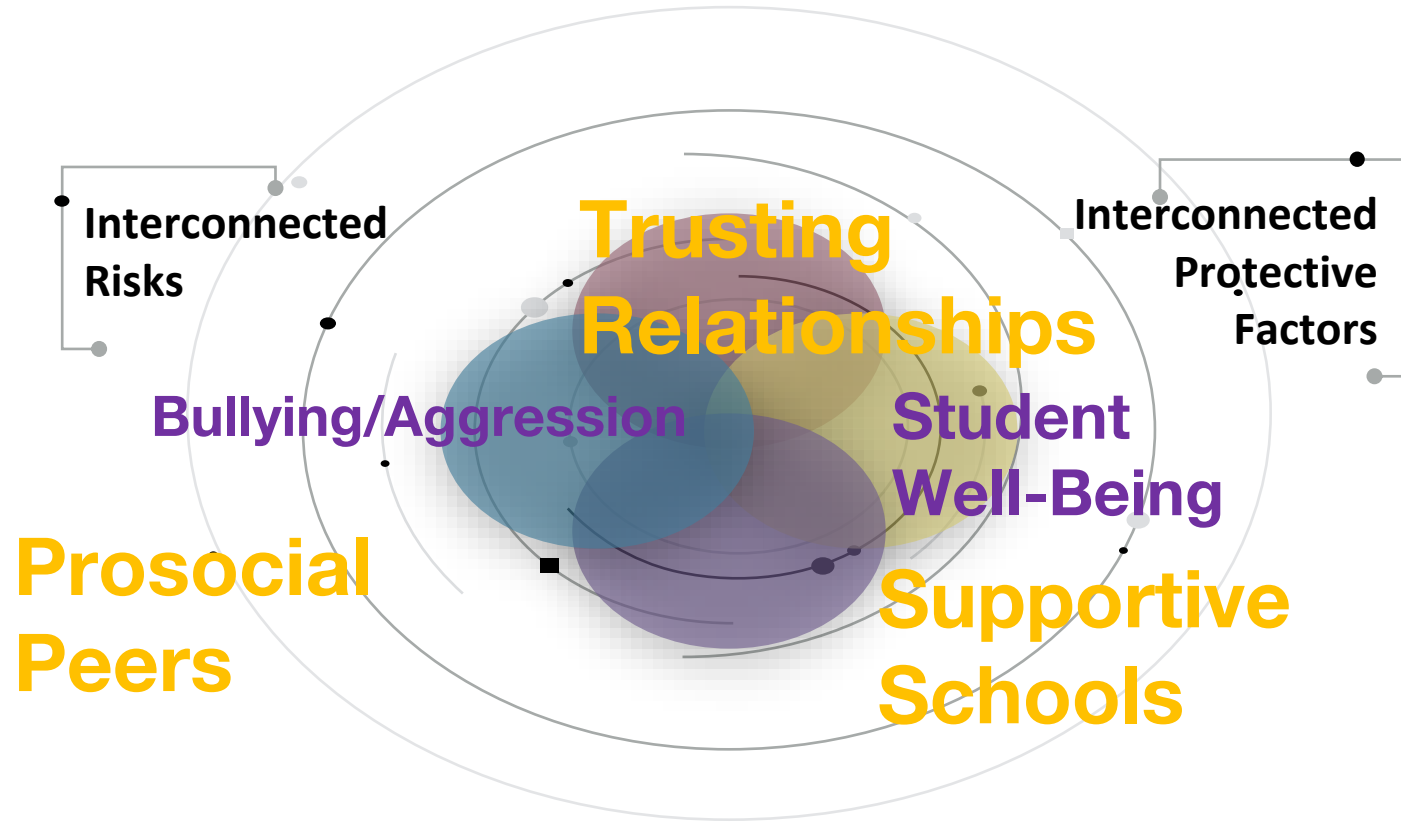
A Guide Map to Research-Practice Partnerships

Researchers + Practitioners Engaging in Co-Investigation

Establish an equitable partnership among practitioners & education researchers

Create a memo of understanding about roles & expectations

Collaboratively identify the pressing problem or opportunity in learning & teaching significant to all participants

Include all relevant stakeholders across multiple levels of the system & community

Establish shared language to support equitable opportunities to engage in critical conversations

Identify possible solutions & research questions

Conduct cycles of collaborative inquiry based on experiences in classrooms & informal settings

Generate key findings

Communicate & sustain the work to promote research-based practices & improve STEM learning and teaching

Research + Practice Collaboratory

EDC Learning transforms lives.

Policies & Procedures – Behavioral Expectations (PBIS)

Effective Bully/Violence Prevention

Social-Emotional Competences

Ongoing ALL-Staff Training

Implementation Science at Each Level

Espelage 1995-2022

Interconnected Risks

Interconnected Protective Factors

Trusting Relationships

Bullying/Aggression

Student Well-Being

Prosocial Peers

Supportive Schools

Espelage 1995-2022

Declines in efficacy of anti-bullying programs among older adolescents: Theory and a three-level meta-analysis

David Scott Yeager [a,*], Carlton J. Fong [a], Hae Yeon Lee [a], Dorothy L. Espelage [b]

[a] University of Texas at Austin, United States
[b] University of Illinois at Urbana–Champaign, United States

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.

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

What Is Not in the Methods Section: Challenges, Successes, and Lessons Learned From Conducting School-Based Interpersonal Violence Prevention Research

Katie M. Edwards[1] (iD), Lindsay M. Orchowski[2] (iD),
Dorothy L. Espelage[3] (iD) and Jeff R. Temple[4] (iD)

NATIONAL INSTITUTE OF JUSTICE

SYNTHESIZING KNOWLEDGE ON EQUITY AND EQUITY-BASED SCHOOL SAFETY STRATEGIES

Dorothy L. Espelage, Ashley B. Woolweaver, Luz E. Robinson
University of North Carolina at Chapel Hill

January 2023

QR Code for full NIJ report:

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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.**

(Vincent, Espelage, Walker, et al., 2017, 2018; Espelage et al., 2019, 2020, 2022, 2023)

NIJ Grant (MU-MU-K003)

The Pitfalls of Punitive Policies and Promising Alternatives

Zero Tolerance Policies

Largely punitive and exclusionary

Ineffective for ensuring safety

Over-criminalize students of color

Equity-Centered Approaches

Restorative practices

Threat assessments

Positive student-teacher relationships

Implementation Strategies

Systematic approach

Diverse stakeholder buy-in

High-quality implementation fidelity

SENATE BILL 49:
North Carolina
General Statute
§115C-76.25

Parents'
BILL
OF RIGHTS

PROMISES – SRO
Professional Development

Preparatory Resource Officer Modules in Support
of Educational Success (PROMISES)
Introduction