

INDIVIDUAL, INSTITUTIONAL, AND COMMUNITY SOURCES OF SCHOOL VIOLENCE: WHAT SIX DECADES OF RESEARCH TELLS US

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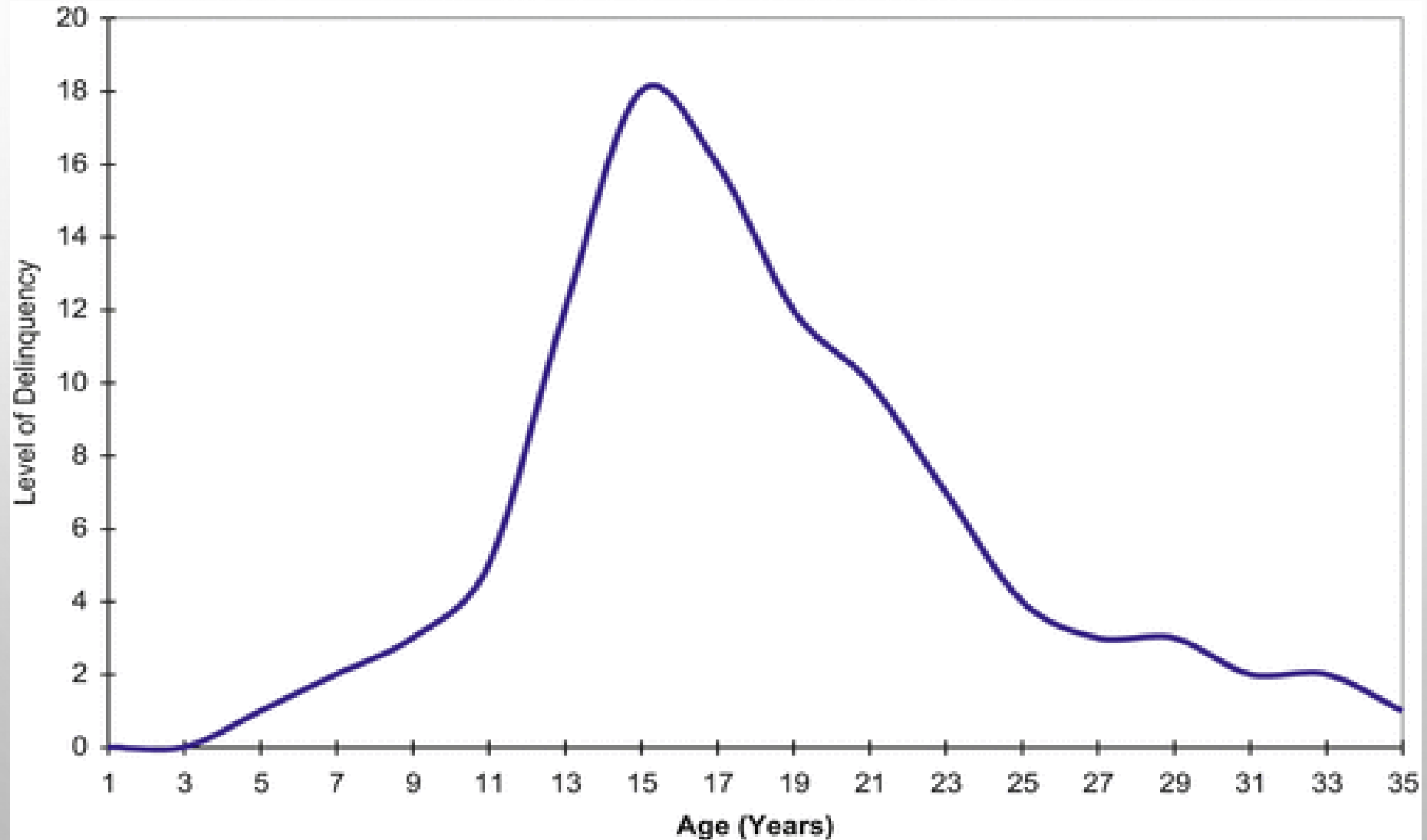
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KEY QUESTION #1: WHY IS THIS IMPORTANT?

1. SCHOOL VIOLENCE IS A CORE CONCERN AMONG THE PUBLIC, POLICYMAKERS, SCHOOL OFFICIALS, AND LAW ENFORCEMENT
2. THE RISK OF VIOLENT VICTIMIZATION IS TYPICALLY HIGHEST AMONG YOUNG PEOPLE (VICTIMIZATION CLOSELY FOLLOWS THE “AGE-CRIME CURVE”)

AGE AND CRIMINAL/DELINQUENT BEHAVIOR



KEY QUESTION #1: WHY IS THIS IMPORTANT?

3. CREATES PRESSURE TO ENACT POLICIES TO ENHANCE SCHOOL SAFETY

- WIDE SPECTRUM OF APPROACHES ADOPTED AND PROPOSED:
 - ANTI-BULLYING PROGRAMS
 - ENHANCED SECURITY MEASURES (CAMERAS, METAL DETECTORS, SROS)
 - ZERO-TOLERANCE POLICIES
 - ARMING TEACHERS IN THE CLASSROOM

KEY QUESTION #1: WHY IS THIS IMPORTANT?

4. ALL POLICIES/INTERVENTIONS INTENDED AS “SOLUTIONS” TO A PROBLEM INEVITABLY MAKE ASSUMPTIONS ABOUT WHAT “CAUSES” THE PROBLEM

- SOLUTION: ANTI-BULLYING PROGRAMS
- PROBLEM: VIOLENCE IS THE CONSEQUENCE OF SOCIAL INTERACTIONS AMONG YOUTH
- SOLUTION: ENHANCED SECURITY MEASURES
- PROBLEM: OPPORTUNITIES TO COMMIT VIOLENCE
- SOLUTION: ZERO-TOLERANCE POLICIES/ARMING TEACHERS
- PROBLEM: LACK OR ABSENCE OF FEAR OF SANCTIONS

KEY QUESTION #1: WHY IS THIS IMPORTANT?

5. PROGRAMS THAT TARGET THE “RIGHT” FACTORS TEND TO BE MORE SUCCESSFUL

- THOSE THAT TARGET FACTORS UNRELATED TO THE CAUSES OF PROBLEMATIC BEHAVIOR (LIKE VIOLENCE) ARE UNLIKELY TO BE SUCCESSFUL

EXAMPLE: CORRECTIONAL INTERVENTIONS

- WHEN IT COMES TO SCHOOL VIOLENCE: WE DON'T YET HAVE A CLEAR PICTURE OF WHAT THOSE CAUSES ARE

KEY QUESTION #2: WHY DON'T WE KNOW THIS ALREADY?

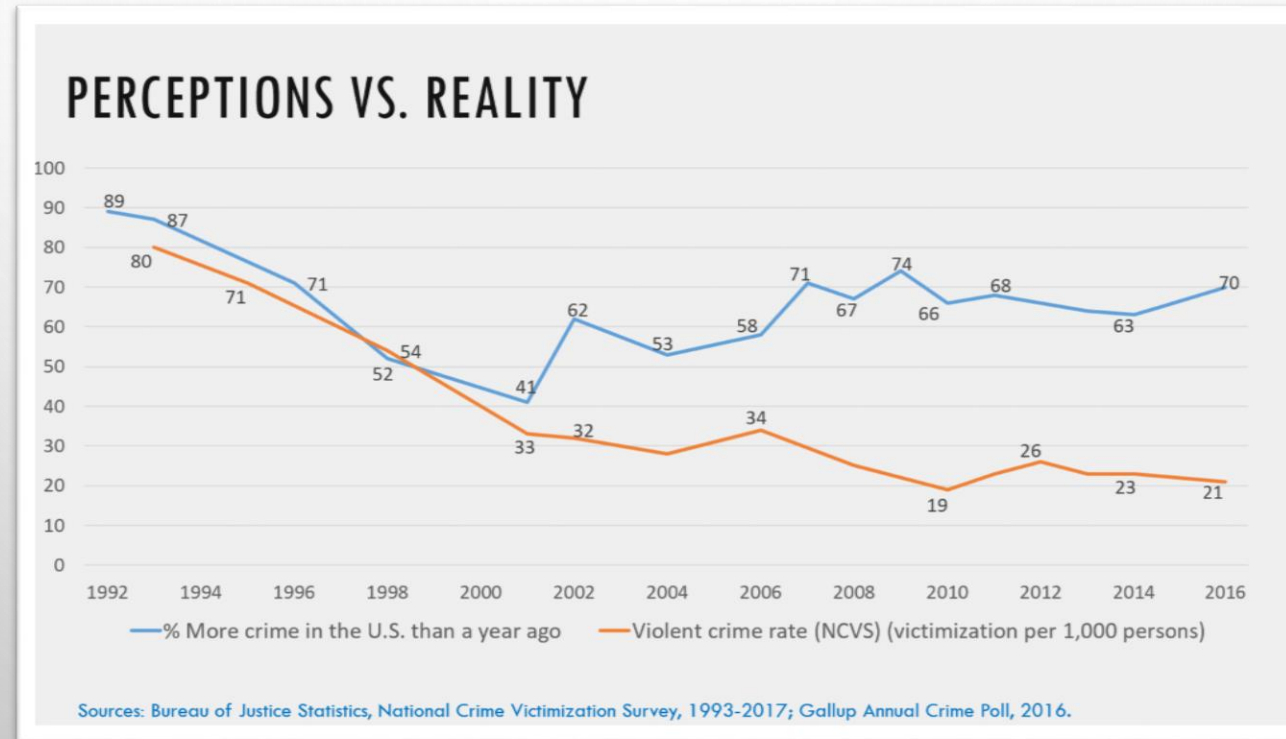
1. RESEARCHERS' CONTRIBUTION TO THE "GAP" BETWEEN RESEARCH AND PRACTICE
 - FEW INCENTIVES FOR UNIVERSITY-BASED RESEARCHERS TO ENGAGE IN THE ARENAS OF POLICY AND PRACTICE
 - LANGUAGE BARRIER (TENDENCY AMONG RESEARCHERS TO RELY HEAVILY ON ACADEMIC JARGON)

KEY QUESTION #2: WHY DON'T WE KNOW THIS ALREADY?

2. POLITICS AND PERCEPTIONS ABOUT SCHOOL VIOLENCE

- DISCUSSIONS OF SCHOOL VIOLENCE ARE OFTEN DRIVEN BY MOST EXTREME FORM (SCHOOL SHOOTINGS)
- PUBLIC MISPERCEPTION OF FREQUENCY (AND FUTURE LIKELIHOOD) OF RARE EVENTS

CRIME TRENDS AND PUBLIC PERCEPTIONS



KEY QUESTION #2: WHY DON'T WE KNOW THIS ALREADY?

3. ABSENCE OF ORGANIZATION OF KNOWLEDGE

- NIJ SOLICITATION ABOUT “ROOT CAUSES” OF SCHOOL VIOLENCE
- NO SHORTAGE OF STUDIES
- KEY NEED: TO ORGANIZE SYSTEMATICALLY WHAT THOSE STUDIES TELL US

PROJECT OVERVIEW

1. ORGANIZE THE EXISTING EMPIRICAL KNOWLEDGE BASE REGARDING SCHOOL VIOLENCE
2. IDENTIFY THE KEY INDIVIDUAL-, SCHOOL-, AND COMMUNITY-LEVEL FACTORS THAT SHOULD BE TARGETED FOR CHANGE AND/OR INTERVENTION TO REDUCE SCHOOL VIOLENCE

THE IMPORTANCE OF META-ANALYSIS

- ALLOWS FOR THE CALCULATION OF PRECISE ESTIMATES OF THE “EFFECT SIZE” OF CERTAIN RELATIONSHIPS (NOT JUST “STATISTICAL SIGNIFICANCE”)
- USEFUL FOR ORGANIZING KNOWLEDGE ON A PARTICULAR SUBJECT
- CAN ALSO PROVIDE FIRM EVIDENCE ABOUT HOW THE EFFECT SIZE OF A CERTAIN RELATIONSHIP VARIES UNDER DIFFERENT CONDITIONS

PROJECT PURPOSE

- DETERMINE THE KEY INDIVIDUAL-, SCHOOL-, AND COMMUNITY-LEVEL FACTORS THAT ARE ASSOCIATED WITH AGGRESSION OR VIOLENCE AT SCHOOL
- IDENTIFY THESE SOURCES FOR BOTH PERPETRATION AND VICTIMIZATION

SAMPLE OF STUDIES

- ALL QUANTITATIVE STUDIES ON AGGRESSION, VIOLENCE, AND VICTIMIZATION OCCURRING WITHIN K-12 SCHOOLS WERE ELIGIBLE FOR INCLUSION (JAN 2017)
- ELECTRONIC SEARCHES THROUGH GOOGLE SCHOLAR AND 120 DIFFERENT PEER-REVIEWED JOURNALS IN EDUCATION, PSYCHOLOGY, SOCIOLOGY, SOCIAL WORK, HEALTH, CRIMINOLOGY, AND YOUTH DEVELOPMENT
- SEARCHED USING VARIOUS COMBINATIONS OF THE FOLLOWING KEY PHRASES:
 - *SCHOOL, VIOLENCE, VICTIM*, BULLY*, AGGRESS*, PEER, INTIMIDATION, ASSAULT, ATTACK, HARM, WEAPON, GUN, ABUSE, FIGHT, OFFENDING, CRIME*

SAMPLE OF STUDIES

- SAMPLE IS COMPRISED OF **693** STUDIES
- INCLUDES 8,551 EFFECT SIZE ESTIMATES
 - 3,840 EFFECT SIZES FOR DELINQUENCY/AGGRESSION (44.9%)
 - 4,711 EFFECT SIZES FOR VICTIMIZATION (55.1%)
 - 545 DIFFERENT DATASETS
 - DATA DRAWN FROM 68 DIFFERENT NATIONS (56.2% U.S. SAMPLES)
 - LARGEST META-ANALYSIS IN THE SOCIAL SCIENCES

CODING OF STUDIES

- DEVELOPED A DETAILED CODING SCHEME FOR EACH STUDY ACCORDING TO 58 DIFFERENT CHARACTERISTICS
 - SAMPLE SIZE, COMPOSITION, AND ORIGIN
 - RESEARCH DESIGN (CROSS-SECTIONAL VERSUS LONGITUDINAL)
 - TYPE OF VICTIMIZATION/VIOLENCE CONSIDERED

CODING OF STUDIES

- Outcomes:

- VICTIMIZATION (55.1%)

- BULLYING
- THREATS
- ASSAULT
- ASSAULT WITH WEAPON
- SHOT/STABBED
- SEXUAL HARASSMENT
- SEXUAL ASSAULT
- EXPOSURE TO VIOLENCE
- PERSONAL THEFT

- PERPETRATION (44.9%)

- BULLYING
- THREATS
- ASSAULT
- ASSAULT WITH WEAPON
- SHOT/STABBED
- SEXUAL HARASSMENT
- SEXUAL ASSAULT
- WEAPON CARRYING
- PERSONAL THEFT

CODING OF STUDIES

- Individual-level predictors:

- AGE
- SEX
- RACE/ETHNICITY
- SOCIOECONOMIC STATUS
- IQ
- SELF-CONTROL
- ANTISOCIAL ATTITUDES
- ANTISOCIAL BEHAVIOR
- SUBSTANCE USE
- VICTIMIZATION
- CHILDHOOD ABUSE
- DEVIANT PEER ASSOCIATION
- RISK AVOIDANCE
- WEAPON CARRYING
- UNSTRUCTURED SOCIALIZING
- EXTRACURRICULAR ACTIVITIES
- BONDS TO SCHOOL
- BONDS TO PARENTS
- SCHOOL PERFORMANCE
- SOCIAL COMPETENCE
- POPULARITY
- SOCIAL EXCLUSION
- DISABILITY (LEARNING OR PHYSICAL)
- SEXUAL ORIENTATION
- GENDER IDENTITY
- IMMIGRANT STATUS

CODING OF STUDIES

- School-level predictors:

- NEGATIVE SCHOOL CLIMATE
- URBAN SCHOOL
- SCHOOL SIZE
- SCHOOL DISORDER
- VIOLENT SCHOOL CONTEXT
- SCHOOL RESOURCE OFFICER(S)
- SCHOOL SECURITY GUARDS
- METAL DETECTORS
- SECURITY CAMERAS

- Community-level predictors:

- ECONOMIC DEPRIVATION
- COLLECTIVE EFFICACY
- COMMUNITY DISORDER
- COMMUNITY CRIME RATE

RESULTS:

MEAN EFFECT SIZES FOR VICTIMIZATION AND
AGGRESSION/DELINQUENCY/VIOLENCE AT SCHOOL

TABLE 1. OUTCOMES ASSESSED FOR VICTIMIZATION AT SCHOOL

Type of Outcome	Percent	N
Bullying victimization	58.99%	2783
Violent victimization	17.15%	809
General violence	5.28%	249
Assault	8.99%	424
Aggravated assault	1.38%	65
Sexual assault	1.50%	71
Non-violent victimization	15.52%	732
General non-violent	1.78%	84
Theft	4.37%	206
Threats	5.68%	268
Sexual Harassment	3.69%	174
General victimization	6.42%	303
Exposure to violence	1.93%	91

TABLE 2. RANK-ORDERED EFFECT SIZE ESTIMATES OF INDIVIDUAL-, SCHOOL-, AND COMMUNITY-LEVEL PREDICTORS OF VICTIMIZATION AT SCHOOL

Significant predictors	Non-significant predictors
1. Prior victimization	Community crime
2. Social competence	Risk avoidance
3. Violent school context	Weapon carrying
4. Peer rejection	Race (non-white)
5. Negative school climate	Community disorder
6. Disability	Extracurriculars
7. Antisocial behavior	Substance use
8. LGBT	Urban school
9. Self-control	School size
10. Popularity	Officer or guard at school
11. Deviant peers	School security device
12. Antisocial attitudes	Socioeconomic status
13. Sex (male)	
14. School performance	
15. Bonds to parents	
16. Bonds to school	
17. Age	
18. Community economic deprivation	

TABLE 3. MEAN EFFECT SIZE ESTIMATES FOR INDIVIDUAL-LEVEL PREDICTORS OF VICTIMIZATION AT SCHOOL

Correlate	Mean ES	N	Correlate	Mean ES	N
Age	-.05**	289	Substance use	.01	37
Sex (male)	.07**	1131	Prior victimization	.32**	473
Race (non-white)	-.02	396	Deviant peers	.08**	35
Socioeconomic status	.01	148	Weapon carrying	.03	21
Self-control	-.11**	58	Risk avoidance	.06	25
Antisocial attitudes	.07*	71	Extracurriculars	.02	95
Antisocial behavior	.15**	426	Bonds to School	-.05**	203
School performance	-.06**	197	Bonds to parents	-.05**	86
Social competence	-.24**	205	LGBT	.15**	48
Popularity	-.11*	32	Disability	.15**	140
Peer rejection	.17**	90			

TABLE 4. MEAN EFFECT SIZE ESTIMATES FOR SCHOOL AND COMMUNITY-LEVEL PREDICTORS OF VICTIMIZATION AT SCHOOL

Correlate	Mean ES	N	Correlate	Mean ES	N
School level			Community level		
Negative school climate	.15**	154	Economic deprivation	.03*	56
Urban school	-.01	83	Community crime	.06	11
School size	-.01	85	Community disorder	.02	5
Violent school	.21**	56			
School disorder	.03	43			
Security devices	-.01	13			
Officer or guard	.01	6			

TABLE 5. OUTCOMES ASSESSED FOR AGGRESSION/DELINQUENCY AT SCHOOL

Type of Outcome	Percent	N
Bullying	60.29%	2315
Violent offending	15.91%	611
General violence	4.38%	168
Assault	9.51%	365
Aggravated assault	1.02%	39
Sexual assault	1.02%	39
Non-violent delinquency	9.32%	358
General non-violent	1.02%	39
Theft	0.60%	23
Threats	6.67%	256
Sexual Harassment	1.12%	43
General delinquency	7.06%	271
Weapon carrying at school	7.34%	282

TABLE 6. RANK-ORDERED EFFECT SIZE ESTIMATES OF INDIVIDUAL-, SCHOOL-, AND COMMUNITY-LEVEL PREDICTORS OF AGGRESSION/DELINQUENCY AT SCHOOL

Significant predictors	Non-significant predictors
1. Antisocial behavior	Popularity
2. Deviant peers	Risk avoidance
3. Victimization	Disability
4. Peer rejection	Race (non-white)
5. Weapon carrying	Community disorder
6. Antisocial attitudes	Extracurriculars
7. Social competence	Age
8. Self-control	Urban school
9. Substance use	School size
10. Bonds to parents	Officer or guard at school
11. Violent school context	School security device
12. Bonds to school	Economic deprivation
13. Negative school climate	
14. Sex (male)	
15. School disorder	
16. Community crime	
17. School performance	
18. Socioeconomic status	
19. Officer or guard at school	

TABLE 7. MEAN EFFECT SIZE ESTIMATES FOR INDIVIDUAL-LEVEL PREDICTORS OF AGGRESSION/DELINQUENCY AT SCHOOL

Correlate	Mean ES	N	Correlate	Mean ES	N
Age	.02	216	Substance use	.13**	30
Sex (male)	.09**	791	Prior victimization	.20**	283
Race (non-white)	.03	157	Deviant peers	.25**	65
Socioeconomic status	-.05	137	Weapon carrying	.19**	9
Self-control	-.13**	96	Risk avoidance	.00	22
Antisocial attitudes	.17**	218	Extracurriculars	.01	16
Antisocial behavior	.39**	596	Bonds to School	-.09**	150
School performance	-.06**	96	Bonds to parents	-.11**	125
Social competence	-.14**	160	LGBT	-.04	5
Popularity	-.04	77	Disability	.02	71
Peer rejection	.20**	79			

TABLE 8. MEAN EFFECT SIZE ESTIMATES FOR SCHOOL AND COMMUNITY-LEVEL PREDICTORS OF AGGRESSION/DELINQUENCY AT SCHOOL

Correlate	Mean ES	N	Correlate	Mean ES	N
School level			Community level		
Negative school climate	.09**	88	Economic deprivation	.02	16
Urban school	.01	78	Community crime	.07*	45
School size	.05	48	Community disorder	.05	9
Violent school	.11*	49			
School disorder	.08**	21			
Security devices	.01	18			
Officer or guard	.02*	69			

SUMMARY OF FINDINGS

- 1. SIMILARITIES ACROSS OUTCOMES
 - VICTIMIZATION; ENGAGING IN ANTISOCIAL/RISKY BEHAVIORS
 - SOCIAL COMPETENCE; SELF-CONTROL
 - VIOLENT SCHOOL CONTEXT
- 2. KEY DIFFERENCES ACROSS OUTCOMES
 - VULNERABILITY (E.G., LGBT & DISABILITY) FOR VICTIMIZATION
 - THE LIMITS OF TRADITIONAL CRIMINOLOGICAL RISK FACTORS (DEVIANT PEERS; ANTISOCIAL ATTITUDES; SUBSTANCE USE)
- 3. PRESENCE OF SCHOOL SECURITY GUARDS AND SCHOOL RESOURCE OFFICERS UNRELATED TO VICTIMIZATION OR AGGRESSION/VIOLENCE AT SCHOOL

KEY IMPLICATIONS

- 1. POLICIES/PROGRAMS AIMED AT REDUCING AGGRESSIVE, DELINQUENT, AND VIOLENT BEHAVIOR:
 - RISK FACTORS FOR SCHOOL AND “STREET” CRIME ARE SIMILAR
 - PROGRAMS/INTERVENTIONS SHOULD TARGET TRADITIONAL “CRIMINOGENIC” RISK FACTORS (E.G., ANTISOCIAL ATTITUDES, DEVIANT PEER INFLUENCES, OTHER ANTISOCIAL BEHAVIORS)
- 2. POLICIES/PROGRAMS AIMED AT REDUCING VICTIMIZATION:
 - “STREET” VICTIMIZATION AND SCHOOL VICTIMIZATION DIFFER IN IMPORTANT WAYS
 - MUCH VIOLENT/AGGRESSIVE BEHAVIOR AMONG YOUTH IS NORMATIVE (PART OF SOCIAL DEVELOPMENT AND SOCIAL HIERARCHIES)
 - IDENTIFY VULNERABLE STUDENTS (LOW ON SOCIAL COMPETENCE, REJECTED BY PEERS, EXPERIENCE OTHER DISADVANTAGES)

KEY IMPLICATIONS

- 3. TRADITIONAL LAW ENFORCEMENT STRATEGIES (TARGET HARDENING, FORMAL SECURITY MEASURES) UNLIKELY TO HAVE A MEANINGFUL EFFECT ON OVERALL LEVELS OF SCHOOL VIOLENCE
 - POSSIBLE TO HAVE AN EFFECT ON INCIDENCE/SEVERITY OF EXTREME RARE EVENTS (E.G., SCHOOL SHOOTINGS)
 - UNLIKELY TO AFFECT DAILY FORMS OF VIOLENCE/AGGRESSION

WHERE DO WE GO FROM HERE?

- 1. ARE THERE OTHER IMPLICATIONS FOR POLICY/PRACTICE THAT YOU SEE IN THESE FINDINGS?
- 2. WHAT HAVE WE NOT BEEN ASKING THAT WE SHOULD BE?

THANK YOU!

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