Types of Bias-Based Bullying and School Climate Perceptions, Attendance, and Grades

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Biased-Based Bullying

- The diathesis-stress model posits that adverse life events, such as bullying, activate mental and physical health conditions.
- These health problems affect students' school climate perceptions and diminish their ability to attend school and achieve academically.
- LGBTQIA+ identity-based bullying is more common, but students who experience disability-related bullying victims often report more severe school- and health-related outcomes.

Methods

- California Healthy Kids Survey (CHKS) secondary data (N = 713,107)
- High school students grades 9-12 (49.2% male, 48.8% female, 2% transgender/non-binary/questioning/other)
- Assessed self-reported frequency of disability bias-based bullying victimization and LGBTQIA+ identity bias-based bullying victimization in the past 12 months on school property
- Measured self-reported school climate scores
- Measured the self-reported number of absences, number of truancies, and reasons for missing school in the last 30 days
- Measured self-reported average grades received over the past 12 months

Results

- Victims of disability-based bullying had significantly more negative perceptions of their schools’ climates in comparison to victims of LGBTQIA+ identity-based bullying victims according to a one-way ANOVA test.
- Disability-based bullying victims reported significantly more absences and truancies than sexual orientation- and gender identity-based bullying victims(one-way ANOVA).
- Disability-based bullying victims had significantly lower grades than LGBTQIA+ identity-based bullying victims (one-way ANOVA).

Table 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mental or physical disability-based bullying</td>
<td>1.1</td>
<td>0.4</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. LGBTQIA+ identity-based bullying</td>
<td>2.3</td>
<td>0.9</td>
<td>0.49</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. School Climate Score</td>
<td>52.6</td>
<td>10.4</td>
<td>-0.12</td>
<td>-0.14</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Absences</td>
<td>2.0</td>
<td>1.1</td>
<td>0.06</td>
<td>0.06</td>
<td>-0.15</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Tuancies</td>
<td>1.6</td>
<td>1.3</td>
<td>0.11</td>
<td>-0.21</td>
<td>0.25</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Grades</td>
<td>2.9</td>
<td>1.7</td>
<td>0.07</td>
<td>-0.04</td>
<td>-0.31</td>
<td>0.23</td>
<td>0.24</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Note. The Pearson’s correlation coefficients shown in the matrix are significant at the .01 level. Higher scores on the grades Likert-scale response indicate lower GPAs.

- Those who experienced LGBTQIA+ identity-based bullying reported missing school due to bullying-related (i.e., illness, bullying or mistreatment in school, feeling extremely negative emotions, feeling unsafe going to and from school) reasons significantly more than students who experienced disability-based bullying (x² test).

Figure 1

<table>
<thead>
<tr>
<th>Percent of Each Bias-Based Bullying Subgroup that Reported Missing School for Bullying-Related Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental or physical disability-based bullying victims</td>
</tr>
<tr>
<td>Illness, including problems with breathing or teeth</td>
</tr>
<tr>
<td>Didn't feel safe at school or going to and from school</td>
</tr>
</tbody>
</table>

Conclusions

- In order to address the negative outcomes demonstrated in victims of bias-based bullying, teachers should utilize strategies that facilitate social awareness and acceptance of diversity. It would be helpful to design individualized interventions for students with disabilities.
- While post-bullying intervention is important, it may be more effective to target the biases, stigmas, and social-emotional problems in bullies that cause bias-based bullying.

Acknowledgements

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References

