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

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PSY 497, Senior Thesis

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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 trancies, 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 trancies 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

Correlation Matrix of Biased Based Bullying-Type Frequencies and School Climate Scores, Grades, Absences, and Trancies

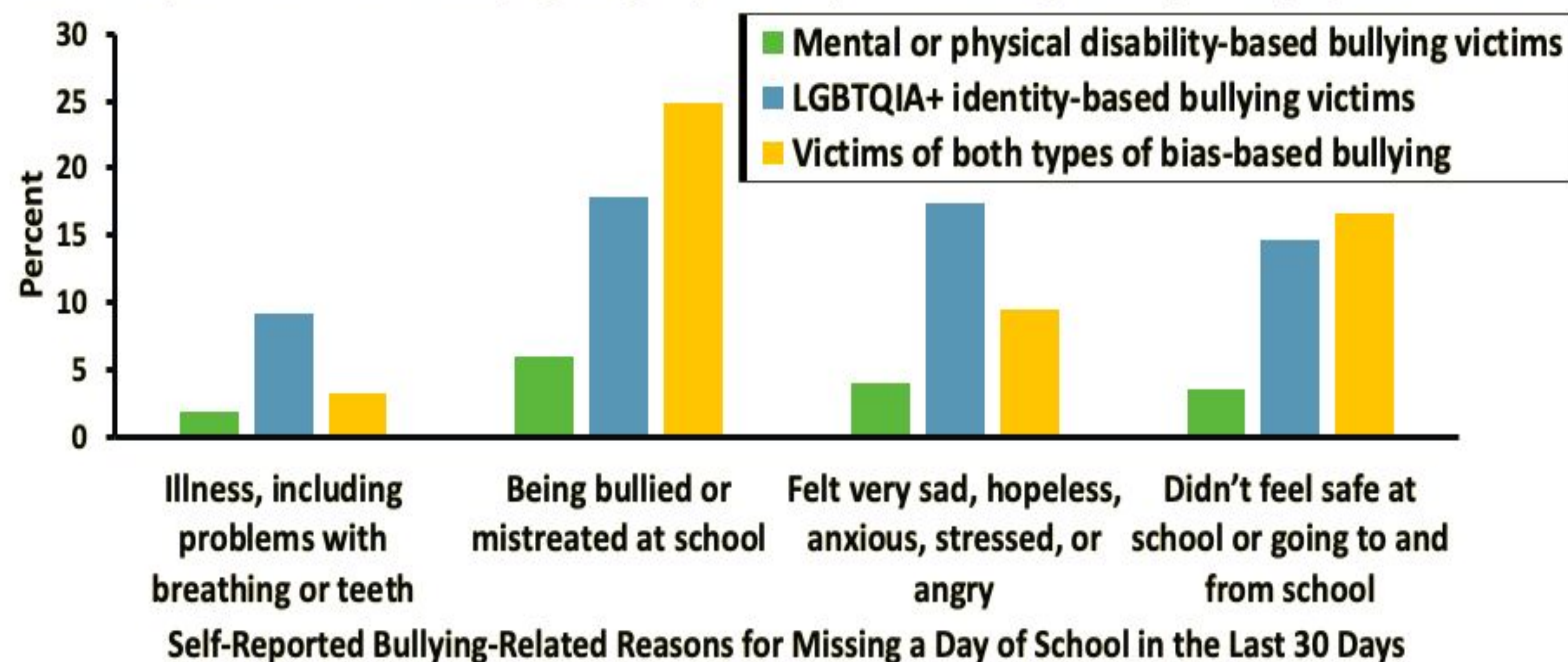
Variable	M	SD	1	2	3	4	5	6
1. Mental or physical disability-based bullying	1.1	0.4	1.00					
2. LGBTQIA+ identity-based bullying	2.3	0.9	0.49	1.00				
3. School Climate Score	52.6	10.4	-0.12	-0.14	1.00			
4. Absences	2.0	1.1	0.06	0.06	-0.15	1.00		
5. Trancies	1.6	1.3	0.11	0.11	-0.21	0.25	1.00	
6. Grades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

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 (χ^2 test).

Figure 1

Percent of Each Bias-Based Bullying Subgroup that Reported Missing School for Bullying-Related Reasons



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.

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