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### Introduction

- Research shows there are greater instances of bullying in school locations where adult supervision is low, such as common areas (e.g., cafeterias, hallways, etc.) (Espelage, Bosworth, & Simon, 2011).
- Improving overall school climate can reduce bullying in spaces where adult supervision is low (Espelage, Bosworth, & Simon, 2011).

### Consultation Case Study Background

The present case study describes assessment and intervention for addressing climate and student behavior in a school lunchroom. A consultation team was formed between the school personnel (i.e., principal, guidance counselor, teachers, and non-teaching staff) and the faculty and students in a graduate training program in school psychology.

Using a problem-solving framework, over multiple semesters the team sought to:

- Clearly identify problems occurring in the lunchroom space.
- Implement changes to the structure and climate of the lunchroom.
- Monitor and evaluate the results.

### Assessment Tools

Two times each year, the students were administered a survey with items from the scales listed below:

- Bully Participant Behaviors Questionnaire (Summers & Demaray, 2008)
- Cyber-bullying and Victimization Survey (Brown, 2011)
- Homophobic Content Agent Target Scale (Poteat & Espelage, 2005)
- Olweus Bully/Victimization Questionnaire (Olweus, 1996)
- Delaware School Climate Survey (Bear & Yang, 2011)

### Problem Identification

Student survey data along with data from student focus groups suggested:

- Bullying behaviors were commonly occurring in the school lunchroom.

### Problem Analysis

Following the collection of survey data, observations were conducted to better understand the specific issues that were occurring in the lunchroom. Observational data identified issues with:

- The physical layout of the lunch room.
- The time schedules.
- The interpersonal and supervisory climate of the lunchroom.

### Plan Evaluation

Following the implementation of structural changes, the team collected additional data from students on their perception of the cafeteria.

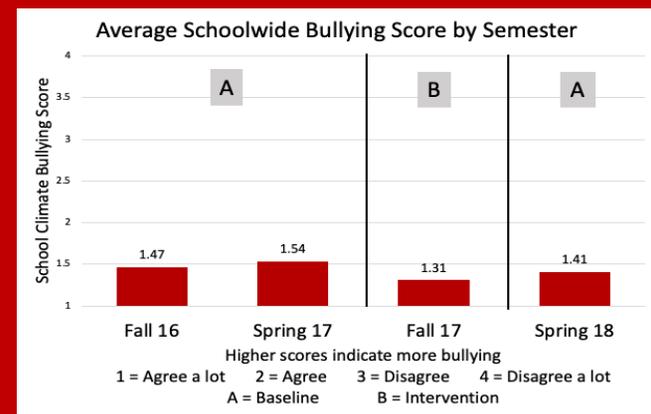
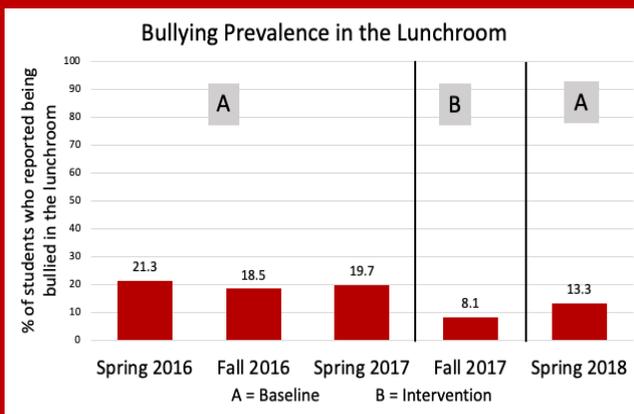
- Whole-school survey data showed an 11% reduction in lunchroom bullying after the intervention was implemented.

### Plan Development & Implementation

The team's goals were to implement positive behavior intervention and supports training aligning with the Safe & Civil Schools Foundations model while increasing the acceptability of change for students and stakeholders in the school.

Consultants recommended:

- Restructuring the common area by reducing the crowdedness by introduction of "A" and "B" lunch periods for each grade.
- Improving the supervisor to student ratio in the lunchroom.
- Putting in place procedures from STOIC so that student-student and student-supervisor relations might reflect a more ideal school climate with fewer instances of misbehavior.
- Using a ratio of 3:1 positive to corrective interactions between adults and students.



### Conclusion

- This case demonstrated that using data to determine areas of concern, to inform intervention development, and to evaluate was effective in reducing instances of bullying in the cafeteria.
- However, changes were difficult to sustain. During the semester of Spring 2018, the school abandoned some aspects of the intervention, including separate "A" and "B" lunch periods.
- Future work should explore ways to facilitate continued implementation.

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