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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.

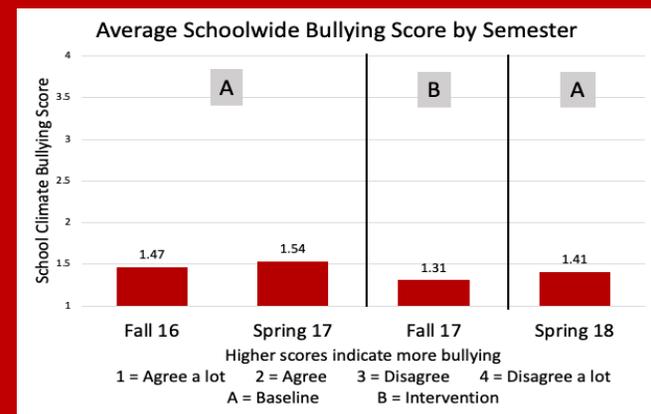
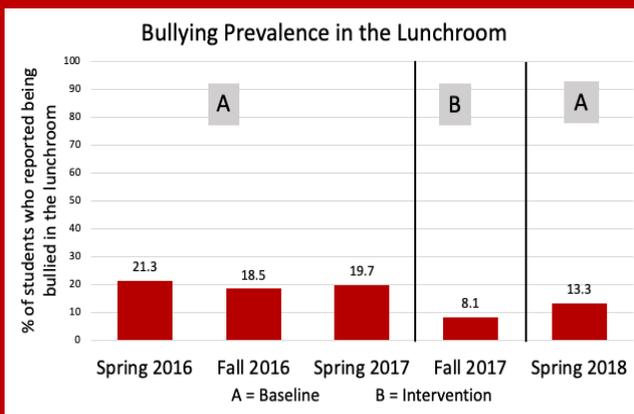
- Whole-school survey data showed an 11% reduction in lunchroom bullying after the intervention was implemented.

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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