



The Positive Role of School Climate on School Victimization, Depression and Suicidal Ideation Among School-Attending Homeless Youth

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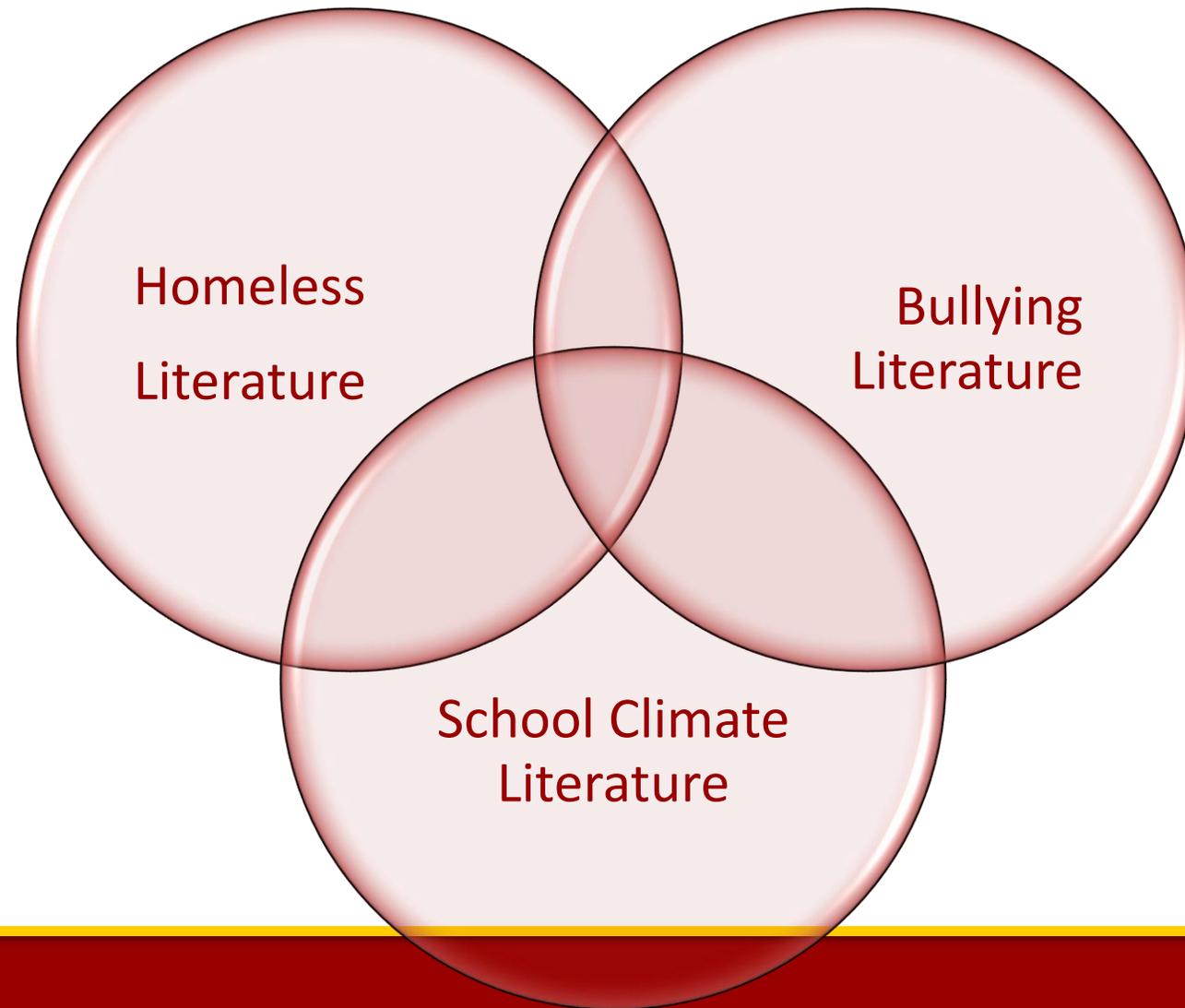
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<https://buildingcapacity.usc.edu/work/presentations/>

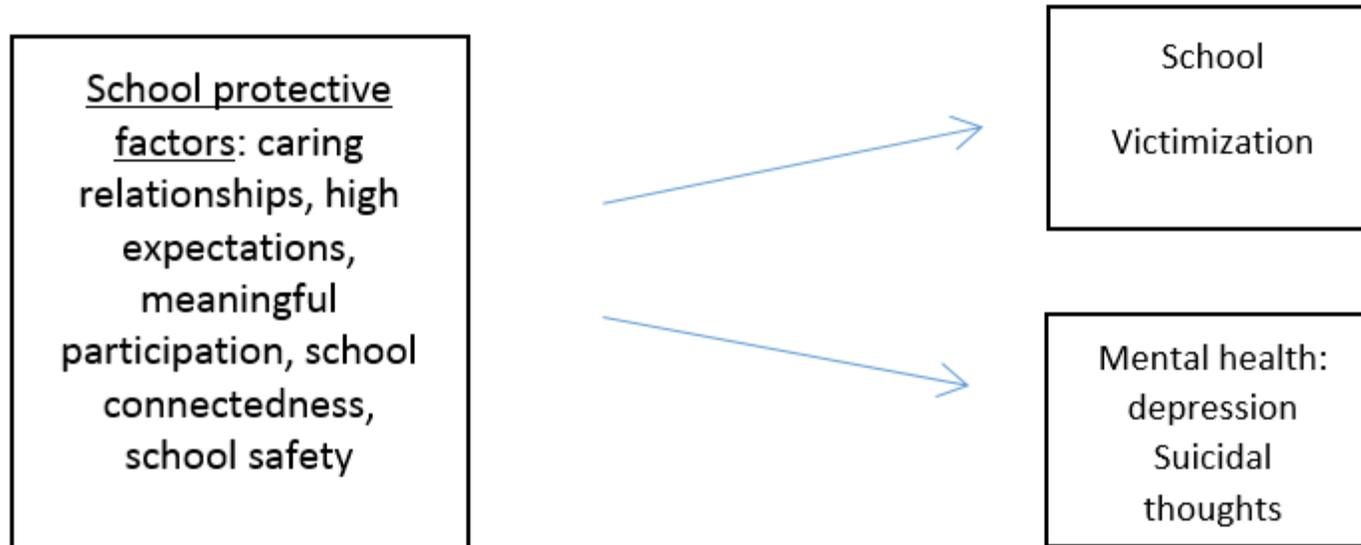
Homeless Youth in Schools- an Invisible Population





The Purpose of the Study

1. Preliminary results on school-victimization and mental health for school attending homeless youth
- 2.





Methods

- California Healthy Kids Survey (CHKS)

<https://chks.wested.org/administer/download>

Independent Variables

- Homelessness:

What best describes where you live? A home includes a house, apartment, trailer, or mobile home: Shelter, car, campground, or other transitional or temporary housing,

- School climate:

1. Caring relationships (3 items; $\alpha = .78$) **four-point Likert scale*
(For example: There is a teacher or some other adult at school who really cares about me)
2. High expectations (3 items; $\alpha = .82$) **four-point Likert scale*
(For example: There is a teacher or some other adult at school who thinks I will be a success)
3. School connectedness (3 items; $\alpha = .80$) **five-point Likert scale*
(For example: I feel like I am a part of this school)
4. Meaningful participation (3 items; $\alpha = .74$) **four-point Likert scale*
(For example: I perform interesting activities at school)
5. Safety (2 items; $\alpha = .81$) **Five-point Likert scale*
(For example: I feel safe in school)



Methods- Dependent Variables

•School Victimization (past 12 months on school grounds)

1. Been pushes, shoved, slapped, hit or kicked
2. Been afraid of being beaten up
3. Been in physical fight
4. Had mean rumors or lies spread
5. Had sexual jokes, comments or gestures
6. Been made fun of based on the way they look or talk
7. Had property stolen or deliberately damaged
8. Been threatened or injured with a weapon

** four-point Likert scale (1= 0 Times, 2 =1 Time, 3 = 2-3 Times, 4 = 4 or more Times)*

A composite victimization scale was created, then recoded into two categories- high and low

•Depression Tendency (past 12 months)

During the past 12 months, did you ever feel so sad or hopeless almost everyday for two weeks or more that you stopped doing some usual activities? (Yes/No)

•Suicidal ideation (Past 12 months)

During the past 12 months, did you ever seriously consider attempting suicide? (Yes/No)



Analysis

- **Hierarchical Logistic Regression**

For each dependent variable (school victimization, depression tendency and suicidal ideation) a hierarchical two steps logistic regression was used:

Step 1: Demographic Variables

Step 2: Demographic Variables and School Climate factors



Results:

The Sample (n=1169)

- Gender: **Male- 74.4%**, female- 25.6% (n=1135)
- Grade: 9th – 51.8%, 11th-48.2% (n=1169)
- Race/Ethnicity:
 - Asian/AI/HI/AN 11.4%
 - Black 13.1%
 - Hispanic 50.5%**
 - Mixed Race 10.9%
 - White 14.1%(n=1169)

Descriptive of school-victimization, depression tendency and suicide ideation

- School victimization: **high- 49.6%**, low- 50.4% (n=915)
- Depression tendency: **yes- 46.5%**, no- 53.5% (n=1003)
- Suicidal ideation: **yes- 47.9%**, no- 52.1% (n=969)

Results-Victimization Rates (n=761)



Step1	B ^a	S.E.	OR ^b	95%CI ^c	Step 2	B ^a	S.E.	OR ^b	95%CI ^c
Constant	.12	.23	1.12		Constant	2.06***	.33	7.88	
Grade					Grade				
11 th (reference)	0		1		11 th (reference)	0		1	
9 th	.06	.15	1.06	.80-1.42	9 th	.01	.16	1.01	.73-1.38
Gender					Gender				
Female (reference)	0		1		Female (reference)	0		1	
Male	-.20	.16	.82	.59-1.13	Male	-.18	.18	.83	.58-1.18
Race/Ethnicity					Race/Ethnicity				
White (reference)	0		1		White (reference)	0		1	
Asian	.21	.28	1.23	.71-2.13	Asian	.33	.30	1.40	.77-2.54
Black	.19	.27	1.20	.71-2.04	Black	.13	.29	1.14	.64-2.03
Mixed	.01	.27	1.01	.59-1.74	Mixed	-.05	.30	.95	.52-1.72
Hispanic	-.05	.20	.95	.63-1.42	Hispanic	-.21	.22	.81	.52-1.26
					School Climate				
					Caring Relationships	.07	.05	1.07	.96-1.19
					High Expectations	-.13*	.05	.88	.79-.97
					Connectedness	-.02	.02	.98	.94-1.03
					Meaningful Participation	.04	.03	1.04	.97-1.11
					Feeling Safe	-.30***	.04	.74	.69-.80
Model Evaluation					Model Evaluation				
% Correctly Predicted	49.5				% Correctly Predicted	66.2			
Max-rescaled R ²	.006				Max-rescaled R ²	.20			
Model χ^2 (df)	3.59 (6)				$\Delta\chi^2$ (df)	121.50*** (5)			
					Model χ^2 (df)	125.08 ***(11)			

^a B is the logistic regression coefficient that describes the change in the log ratio of the probability that an event will occur to the probability that it will not occur, upon changing one unit in the independent variable.

^b OR is the odd ratio coefficient that describes the change in the ratio of the probability that an event will occur to the probability that it will not occur upon changing one unit in the independent variable.

^c 95% confidence interval of odds ratio

*p< .05; ** p<0.01; ***p<0.001

Results-Depression Tendency (n=823)



Step1	B ^a	S.E.	OR ^b	95%CI ^c	Step 2	B ^a	S.E.	OR ^b	95%CI ^c
Constant	.77**	.23	2.16		Constant	1.76***	.32	5.81	
Grade					Grade				
11 th (reference)	0		1		11 th (reference)	0		1	
9 th	.09	.14	1.10	.83-1.45	9 th	.07	.15	1.08	.81-1.44
Gender					Gender				
Female (reference)	0		1		Female (reference)	0		1	
Male	-.58***	.16	.56	.41-.77	Male	-.61***	.17	.55	.39-.76
Race/Ethnicity					Race/Ethnicity				
White (reference)	0		1		White (reference)	0		1	
Asian	-.51	.28	.60	.35-1.03	Asian	-.53	.29	.59	.34-1.04
Black	-.75**	.27	.47	.28-.80	Black	-.82**	.27	.44	.26-.75
Mixed	-.76**	.27	.46	.27-.80	Mixed	-.85**	.28	.43	.24-.74
Hispanic	-.40	.21	.67	.45-1.00	Hispanic	-.50*	.21	.60	.40-.92
					School Climate				
					Caring Relationships	.04	.05	1.04	.94-1.15
					High Expectations	-.01	.05	.99	.90-1.08
					Connectedness	-.02	.02	.98	.94-1.03
					Meaningful				
					Participation	.01	.03	1.01	.95-1.07
					Feeling Safe	-.19***	.04	.83	.77-.89
Model Evaluation					Model Evaluation				
% Correctly Predicted	56.1				% Correctly Predicted	60.5			
Max-rescaled R ²	.04				Max-rescaled R ²	.11			
Model χ^2 (df)	25.47*				$\Delta\chi^2$ (df)	42.69***			
	**					(5)			
	(6)				Model χ^2 (df)	68.16			
						***(11)			

Results-Suicidal Ideation (n=794)

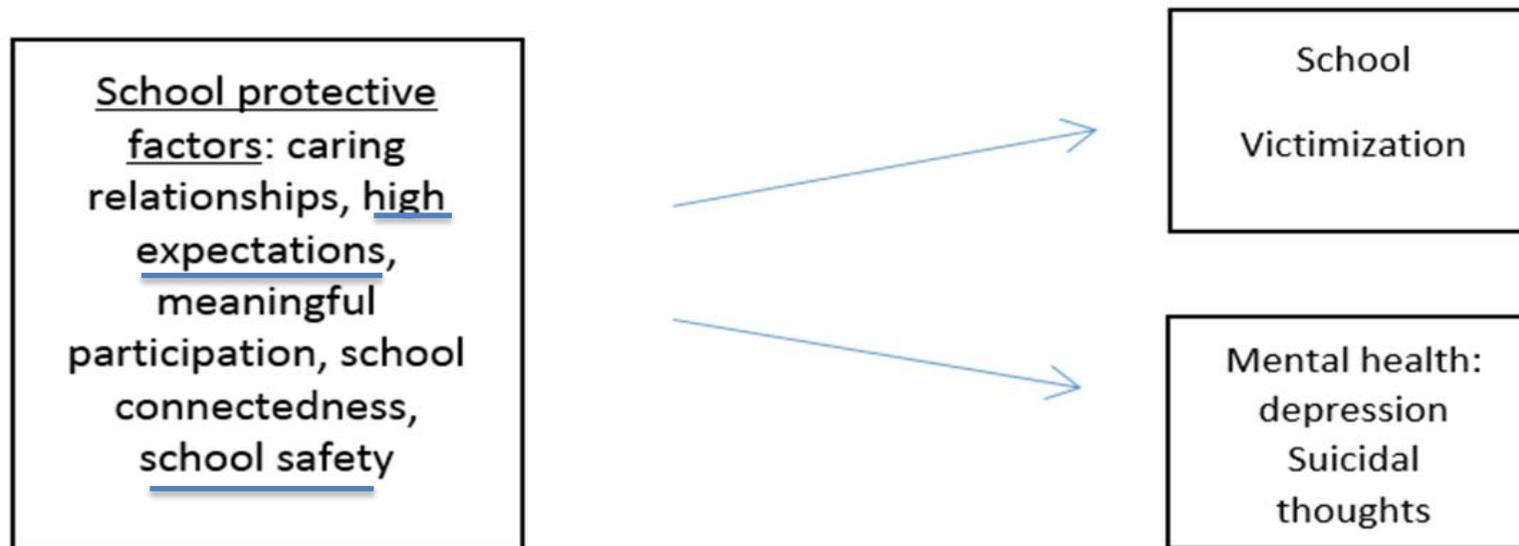


Step1	B ^a	S.E.	OR ^b	95%CI ^c	Step 2	B ^a	S.E.	OR ^b	95%CI ^c
Constant	.52*	.23	1.69		Constant	2.29***	.34	9.89	
Grade					Grade				
11 th (reference)	0		1		11 th (reference)	0		1	
9 th	-.09	.14	.91	.68-1.21	9 th	-.14	.15	.87	.64-1.17
Gender					Gender				
Female (reference)	0		1		Female (reference)	0		1	
Male	-.56**	.17	.57	.41-.79	Male	-.56**	.18	.57	.40-.81
Race/Ethnicity					Race/Ethnicity				
White (reference)	0		1		White (reference)	0		1	
Asian	-.10	.28	.90	.52-1.55	Asian	-.12	.29	.88	.50-1.58
Black	-.10	.27	1.10	.65-1.87	Black	.03	.27	1.03	.59-1.81
Mixed	-.53	.27	.59	.34-1.01	Mixed	-.66*	.29	.51	.29-.91
Hispanic	-.14	.20	.87	.58-1.30	Hispanic	-.33*	.22	.72	.47-1.10
					School Climate				
					Caring Relationships	.01	.05	1.01	.91-1.11
					High Expectations	-.05	.05	.95	.86-1.05
					Connectedness	-.03	.02	.97	.93-1.02
					Meaningful				
					Participation	.00	.03	1.00	.94-1.06
					Feeling Safe	-.23***	.04	.79	.74-.85
Model Evaluation					Model Evaluation				
% Correctly Predicted	56.2				% Correctly Predicted	63.7			
Max-rescaled R ²	.03				Max-rescaled R ²	.16			
Model χ^2 (df)	15.67* (6)				$\Delta\chi^2$ (df)	86.0*** (5)			
					Model χ^2 (df)	101.67 *** (11)			



Conclusion

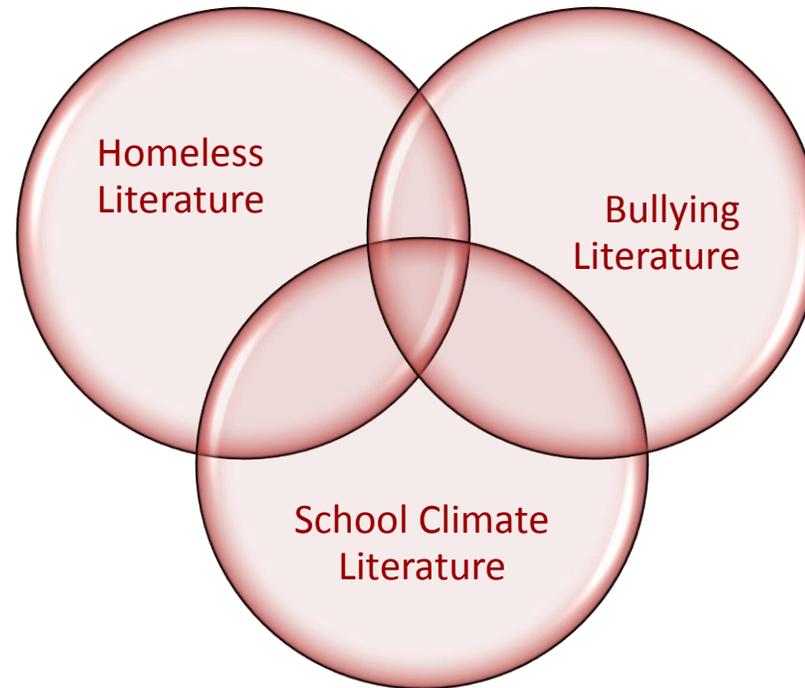
- Safety was the sole component which was associated with all outcomes
- High expectation was associated with victimization
- The role of school climate- though the relationship was significant, the other components were insignificant or weakly associated with the outcomes





Discussion

- Raising the awareness to the experiences of homeless youth in our school system
- Schools are a potential arena in the goal of ending homelessness
- Creating a bridge between the homelessness research world and education research world





Limitations:

- Due to the cross-sectional of the design of this study, cause and effect relationships could not be assessed
- Type of homelessness- Runaways VS. Homeless Families
- Focus on the 9th and 11th grades

Further research:

- Longitudinal research to determine causality
- Epidemiological studies focused on homeless youth who are attending school
- An ecological approach to research which includes school staff
- Protective factors of schools for homeless youth
- Further research on school-climate and homeless youth, including other dimensions



Next steps:

- The McKinney- Vento Education Assistance Act
- Raising awareness to the “invisible” population of school- attending homeless youth in schools amongst school staff, teachers, principles and administrators and provide them with tools for needs assessment.
- School are a potential arena for intervention as they are an institutional social agent: Although policy is currently focused on housing, other venues should be considered, especially with regards to homeless youth
- Increase relationships between agencies who work with street youths and schools
- Programs to improve school climate, with emphasis on the safety component should be continued to be developed, while including homeless youths in the development plan



Thank you!
Questions?