Introduction

- As the most common form of violence at school, bullying is linked to a wide range of negative outcomes among children and adolescents. For example, victims of bullying are more likely to experience the following problems:
  - Internalizing problems, such as anxiety and depression
  - Externalizing problems, such as aggression and delinquency
  - Lower academic achievement and student engagement

- To address the prevalent public concern of bullying victimization in schools and to improve students’ mental and emotional health, researchers have asserted that an optimal focus exists in the cross-setting contexts of family and school, as both are youths’ primary learning and social contexts (Sheridan, Warnes, & Dowd, 2004).

- The existing evidence-based family-school engagement practice has primarily targeted at students’ academic and behavioral difficulties, such as school work completion, acting out behaviors, absences, and on-task behavior (Cox, 2005).

- Very limited empirical studies have been conducted to understand how bullying and victimization could be addressed in programs involving the interaction of family and school context, particularly among racial/ethnic minority families, such as Asian American families.

To address this gap, the current study aims to examine:
  - The association between Asian American parents’ perceptions of teacher-home communication and their children’s bullyingvictimization experience across elementary, middle, and high schools.

Methods

Sample
- 623 parents from 71 elementary, middle, and high schools in the state of Delaware.

Outcome Measures:
- Delaware School Climate Survey (DSCS-H; Bear et al., 2016)
- Teacher-home communication

Predicting Variables:
- Delaware Bullying Victimization Scale-Home (Bear et al., 2016)
  - Participants perceive their children’s bullying victimization
    - Physical: 4 items, e.g., "My child was pushed or shoved on purpose."
    - Relational: 4 items, e.g., "A student told/got others not to like my child."
    - Verbal: 4 items, e.g., "My child was called names he/she didn’t like."
    - Cyber: 4 items, e.g., "A student posted something hurtful about my child on a social media website."

Moderating Variable:
- Grade level
- Parental relation to students (i.e., being father, mother, grandparent, etc.)

Control Variables:
- Student educational disability status

Analytic Procedure
- Regression and moderation analysis were conducted using SPSS to estimate the main effect of teacher-home communication to four types of bullying victimization and the moderating effect of grade levels in this association.

Table 1: Main Effects and Moderation Effects

<table>
<thead>
<tr>
<th>Effects of Grade Level as Moderator</th>
<th>Standardized Coefficient (Standard Error)</th>
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<tbody>
<tr>
<td>Traditional Bullying Victimization</td>
<td>Cyber Bullying Victimization</td>
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<tr>
<td>Intercents</td>
<td>Intercents</td>
</tr>
<tr>
<td>Gender</td>
<td>Students’ Disabilities</td>
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<td>Relation w/Students</td>
<td>TH Communication</td>
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<tr>
<td>TH School Level</td>
<td>Note: *p&lt;.05; **p&lt;.01; ***p&lt;.001</td>
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</tbody>
</table>

Conclusions

- Some demographic factors significantly associated with school-based bullying victimization include whether students have any disability (*p<.037, p<.001)

- The demographic factor significantly associated with cyberbullying victimization is the relationship with the participants (i.e., being father, mother, grandparents, uncle, or aunt; *p<.016, p<.01) and whether students have any disability (*p<.077, p<.001)

- After controlling the demographic factors, teacher-home collaboration negatively explained school-based bullying victimization (*p<.015, p<.001) and cyberbullying victimization (*p<.02, p<.001)

- Students’ grade level was found to moderate the association between teacher-home connectedness and cyberbullying victimization, but not between teacher-home connectedness and school-based bullying victimization (interpreted with caution, as discussed below).

- The perception of teacher-home connectedness has the strongest negative association with cyberbullying victimization among students in high schools.

- The strengths of the relationship decreased but still stayed negative among middle and high school students.

- The relationship is weakest among elementary school students.

Practical Implications

- Across all three grade levels, teacher-home communication has negative associations with both traditional and cyberbullying victimization. Especially in elementary and middle schools, positive teacher-home communication is linked with lower bullying victimization among Asian American students. The grade level differences could be hypothetically explained by that child and early teenagers are more likely to communicate their daily life with their parents, whereas adolescents tend to be more independent.

- This study provides some evidence for bullying and cyberbullying intervention programs that might be helpful to foster positive home-school communication, which could be especially effective in Asian American students in elementary and middle schools.

References

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