

Pampati, S., Andrzejewski, J., Sheremenko, G., Johns, M., Lesesne, C. A., & Rasberry, C. N. (2019). School Climate Among Transgender High School Students: An Exploration of School Connectedness, Perceived Safety, Bullying, and Absenteeism. *Journal of School Health, 89(3), 190-198.*

This article examines the school climate experienced by transgender high school students in relation to four factors: school connectedness, perceived safety, bullying, and absenteeism. The study collected data through an online survey of 113 transgender high school students in the United States. The results showed that transgender students reported lower levels of school connectedness and perceived safety compared to non-transgender students.

The study contributes to the growing body of research on the experiences of transgender students in schools, highlighting the negative impact of a hostile school climate on their well-being and academic success. The authors provide recommendations for educators, administrators, and policymakers to create a more supportive school climate for transgender students, and implementing anti-bullying policies that specifically address discrimination based on gender identity. Overall, this article provides valuable insights into the challenges faced by transgender students in schools and highlights the importance of creating inclusive and supportive environments for all students.

Hong, J.S., Espelage, D.L., & Cohen, R. (2019). Examining the impact of school climate factors on school-wide rates of bullying and victimization. *Journal of School Violence, 18(4), 455-469.*

In this research article, the authors investigate the relationship between school climate factors and the prevalence of bullying and victimization in schools. The study utilized a sample of 22,253 students from 85 schools in a large urban school district in the United States.

The results of the study revealed that school climate factors, such as student-teacher relationships, school safety, and school connectedness, significantly predicted rates of bullying and victimization in schools. The findings suggest that efforts to improve school climate through promoting positive student-teacher relationships, enhancing school safety, and fostering school connectedness may be effective in reducing the prevalence of bullying and victimization in schools.

The article is relevant for researchers, educators, and policymakers interested in understanding and addressing the issue of bullying in schools.

Reijntjes, A., Kamphuis, J.H., Prinzie, P., & Telch, M.J. (2018). Peer victimization and internalizing problems: A meta-analysis of longitudinal studies. *Child Abuse & Neglect*, 80, 134-151.

This meta-analysis examined the relationship between peer victimization and internalizing problems, such as anxiety and depression, in grammar schools. The authors found that peer victimization was a significant predictor of internalizing problems over time. They also found that the association between peer victimization and internalizing problems was stronger for girls than for boys. The study suggests that preventing and addressing bullying in grammar schools can help reduce the risk of internalizing problems among students.