

School Climate, Bullying, and Social-Emotional Learning: Transdisciplinary and Transnational Science Advancing Positive Youth Outcomes

Guest Editors: Tamika La Salle, Chunyan Yang, & Dorothy L. Espelage

School climate refers to the shared beliefs, values, and attitudes that shape interactions between and among students, teachers, and administrators and set the parameters of acceptable behavior and norms for the school. Increasingly, research has highlighted cross-cultural similarities and differences in the relationships between race/ethnicity, gender, age, culture, and school climate. School climate is positively associated with academic achievement and social emotional adjustment and negatively correlated with numerous risk behaviors and bullying. Given the extant literature, there has been a growing emphasis on school climate as a critical component of school improvement efforts to promote the achievement and prosocial behaviors among students from diverse cultural, racial/ethnic, linguistic, and social-economic backgrounds.

The purpose of this special topic is to advance transdisciplinary and transnational research that: (a) examines the intersection between school climate, bullying, and social emotional learning, (b) examines the effects of evidence-based bully prevention and/or SEL programs on perceptions of school climate, (c) advances further understanding of school climate, bullying and social-emotional learning (SEL) among diverse cultural, racial/ethnic, linguistic, and social-economic populations, and (d) utilizes advanced qualitative, quantitative, and mixed-methods approaches examining the mediating and/or moderating effect of school-based bullying and social-emotional learning interventions in school climate's associations with its antecedents and consequences.

Areas that the papers might address include, but are not limited to:

- Efficacy trials of social-emotional learning programs in K-12 settings that evaluate school climate as an outcome variable in addition to bullying or school climate as a moderator of intervention effects.
- Research examining the impact of interventions focused on bullying prevention/intervention and/or social-emotional learning on student, teacher, and/or parent perceptions of school climate.
- Examination of the impact of multi-tiered frameworks (e.g., MTSS, PBIS, SEL) integrating bullying prevention/intervention and/or social and emotional learning on school climate.
- Multi- methodological approaches (e.g., correlational, longitudinal, intervention studies, scaled development, qualitative or mixed-method approaches) to understand the intersectionality between SEL, school climate, and bullying involvement.
- Transnational investigations to advance our scientific understanding about SEL, school climate, and bullying phenomenon among populations from diverse racial/ethnic, cultural, socioeconomic, linguistic backgrounds and educational systems.
- Exploration of the impact of evidence-based bullying and social, emotional, and behavioral interventions on creating equitable outcomes, particularly for minoritized students (e.g., race/ethnicity, disability, sexual minorities).
- The intentional use of inquiry to examine the differential impact of school-based interventions on school climate perceptions for minoritized students and conditions that must be in place to reduce sociocultural barriers and promote positive youth outcomes.

Empirical studies (both qualitative and quantitative), meta-analyses, and systematic reviews will be given priority. Each submission will be processed through peer-review to determine whether the manuscript is suitable for publication in the special series. The deadline for the receipt of submissions **January 15, 2022**.

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