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0634 OCCUPATIONAL VIOLENCE IN THE SCHOOLS: A CASE-CONTROL STUDY OF PHYSICAL ASSAULT AGAINST EDUCATORS

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Prior research has primarily focused on student-on-student school violence; yet, school educators are also at risk nationally and internationally. A two-phase study was designed to identify risk factors for assaults against educators (kindergarten-grade 12). Educators (n=26 000) were randomly selected from the Minnesota license database and screened for eligibility (6180, eligible) by mailed questionnaire. Phase I (12-month recall) identified eligible cases (n=290) and controls (n=867)and violent event characteristics: Phase II (case-control -1-month recall prior to assault and randomly selected month. respectively) enabled identification of numerous exposures. Confounders were selected for multiple logistic regression analyses using directed acyclic graphs; reweighting adjusted for response and eligibility biases. For each study phase, response was 84%. Assault perpetrators were primarily students (95%). Risks (ORs; 95% CIs) increased for educators working in: special education (3.66, 2.46 to 5.44) and speech pathology (2.34, 1.08-5.10); urban (vs suburban) schools (1.96, 1.39 to 2.77); schools with <50 (4.33, 1.69 to 11.06) and 50-100 (1.89, 1.01 to 3.54) versus 500-1000 students; schools with inadequate resources (always/frequently vs sometimes: 1.89, 1.22 to 2.95), inadequate building safety (always and frequently vs sometimes: 6.34, 2.01 to 20.02 and 2.29, 1.14 to 4.61, respectively), soft light versus bright as daylight (1.40, 0.96-2.04) and with physical barriers (1.54, 1.10 to 2.15). Decreased risks were identified for having: routine locker searches (0.50, 0.29 to 0.86); school sizes 1000+ versus 500-1000 students (0.52, 0.33 to 0.80) and easily accessible exits (0.33, 0.16 to 0.67); and never (vs sometimes) having inadequate building safety (0.59, 0.37

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to 0.94). Results suggest opportunities for targeted interventions and further research to decrease assault risk to educators with benefits to others in school environments.