

**Using fuzzy-set qualitative comparative analysis to explore causal pathways to reduced bullying in a whole-school intervention in a randomized controlled trial**

Warren E, Melendez-Torres GJ, Bonell C.

Journal of school violence

2022; 21(4):381-396

**ARTICLE IDENTIFIERS**

DOI: 10.1080/15388220.2022.2105856

PMID: unavailable

PMCID: not available

**JOURNAL IDENTIFIERS**

LCCN: 2002213467

pISSN: 1538-8220

eISSN: 1538-8239

OCLC ID: 48982020

CONS ID: not available

US National Library of Medicine ID: 101512750

This article was identified from a query of the SafetyLit database.