

Alberti Center for Bullying Abuse Prevention



Guide to School-Wide Bullying Prevention Programs

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The Alberti Center for Bullying Abuse Prevention seeks to further our understanding and to reduce bullying abuse in schools by providing research-based tools to actively change the language, attitudes, and behaviors of educators, parents, students, and wider society.

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Overview

Bullying is a form of aggressive behavior characterized by intent to harm, repeated occurrence, and an imbalance of power between the bully and the victim.¹ It can take both direct and indirect forms. More specifically, bullying can occur physically, verbally, through social manipulation or exclusion (relational aggression), or through electronic means such as a computer or cell phone, known as cyberbullying.²⁻⁴ Bullying impacts individuals across gender, age, and nationality,^{2,5} although it tends to peak in middle school.⁶ Studies have indicated that, across grade levels, approximately one in five children and adolescents are victims of bullying,⁷ and 32% of middle and high school students report bullying others or being the victims of bullying.⁸

Bullying can lead to negative outcomes for victims, including depression, withdrawal, loneliness, truancy, school dropout, and suicidal ideation.⁹⁻¹¹ Youth who bully may experience externalizing problems, inadequate coping skills, academic difficulties, and interpersonal relationships problems.¹²

This is a very important and relevant topic for researchers, educators, and the general public. Despite the many programs and approaches to preventing and intervening in bullying, a meta-analysis conducted by Merrell, Gueldner, Ross, and Isava¹³ revealed that bullying prevention programs can increase awareness, knowledge, and efficacy in intervening; however, comparable reductions in rates of bullying and victimization were not found. These findings were similar to those of a meta-analysis by Smith, Schneider, Smith, and Ananiadou,¹⁴ in which the majority of programs revealed small or negligible program effects. Farrington and Ttofi's comprehensive review¹⁵ and meta-analysis¹⁶ of international bullying prevention programs has revealed more promising results in decreasing bullying and victimization behaviors, although programs were less successful in the United States than in other countries. Not surprisingly, Farrington and Ttofi¹⁵ found that interventions that were more comprehensive and longer in duration had the best outcomes.

As with any complex problem, there is no “quick fix” to preventing and intervening with bullying. There are multiple risk and protective factors for bullying, as well as other forms of violence and victimization. Given this, it is not surprising that the most successful programs are those that use multi-level interventions.¹⁷⁻¹⁹ Most bullying experts provide guidelines for schools to follow as opposed to prescribing a particular program.²⁰⁻²² Although there are variations in these guidelines, some of the common aspects to include are listed in Table 1.

Table 1: Common Guidelines for Bullying Prevention Efforts Within Schools^{16,20,21,23}

1. Collect reliable, valid data about the nature and extent of the problem in the school setting.
2. Develop and implement an effective whole-school anti-bullying policy.
3. Emphasize personal, social, and conflict resolution skill development.
4. Increase awareness about bullying and how to prevent it by integrating this within the curriculum.
5. Increase supervision or restructure “hot spots” where bullying is most likely to occur.
6. Respond to incidents in a clear, fair, and appropriate manner within a continuum that recognizes the complexity of bullying behaviors.
7. Reach beyond the school to include parents.

Despite the fact that bullying is a complex problem that is handled best by comprehensive, multi-level interventions, educators often express a need for clear, concise, guidance in order to help them make informed decisions about choosing from the many bullying prevention and intervention programs available. Therefore, this document has been created to provide an overview of select bullying prevention programs.

Selection of Programs for this Guide

A primary focus of this guide is to provide programs that reflect evidence-based practice. Although the evidence-based practice movement has been embraced by a wide variety of disciplines, there are various ways in which “evidence” is defined and evaluated (see e.g., Flay et al., 2005;²⁴ Mayer, 2004;²⁵ Mayer, 2012;²⁶ Nickerson & Gurdineer, in press;²⁷ Puddy & Wilkins, 2011²⁸). Although it is beyond the scope of this guide to detail the various methods, challenges, and controversies associated with this movement, Table 2 highlights select organizations that have used criteria to designate programs as promising or effective.

This guide complements the work of these other organizations in identifying programs, but it differs in providing a more specific focus on programs related to school-based bullying prevention. In order to include a program in this guide, the program needed to: (a) be geared toward PreK -12 students; (b) include content focused mainly on bullying prevention alone or in combination with skills needed for social-emotional success (this excluded social-emotional learning programs such as the Incredible Years or Promoting Alternative THinking Strategies); (c) be based on solid research and theory; (d) include universal interventions (primary prevention to promote wellness and prevent problems in the general student population); and (e) be researched and evaluated in the United States, as evidenced by at least one peer-reviewed publication or comprehensive evaluation report.



Table 2: Descriptions of Organizations and Evaluation Criteria

Blueprints for Violence Prevention²⁹

Center for the Study and Prevention of Violence, University of Colorado at Boulder
www.colorado.edu/cspv/blueprints

Blueprints is an online registry comprised of violence and drug prevention programs that meet a high scientific standard of effectiveness. Although there are several important considerations in designating a program as “promising” or “model” programs, criteria given the greatest weight are: “evidence of deterrent effect with a strong research design, sustained effect, and multiple site replication.” Model programs meet all three of these criteria, while promising programs must at least meet the first criterion.

FindYouthInfo.Gov³⁰

www.findyouthinfo.gov

FindYouthInfo includes a program directory that assists in finding evidence-based programs for the prevention and intervention of substance abuse, violence, and other risk behaviors in young people. Minimum eligibility for inclusion in the directory includes evaluation with a quasi-experimental research design. Study evaluations must involve a comparison condition, document fidelity of program implementation, and demonstrate at least one positive outcome. Furthermore, results must be documented in a comprehensive evaluation report or have been published in peer-reviewed journal. FindYouthInfo uses a rating system with three levels: Level 1 programs indicate a high quality effectiveness and fidelity, Level 2 programs include sufficient fidelity and a sound conceptual framework, and Level 3 programs indicate promising programs with minimal fidelity.

National Center for Mental Health Promotion and Youth Violence Prevention³¹

Evidenced-Based Program Fact Sheets
www.promoteprevent.org/publications/ebi-factsheets

The National Center for Mental Health Promotion and Youth Violence Prevention’s (National Center) overall goal is to provide assistance and training to Safe Schools/Healthy Students and Project LAUNCH grantees. The National Center’s website provides evidence-based fact sheets comprised of programs commonly used by grantees to help schools and communities plan and implement prevention or intervention programs aimed at reducing youth violence and promoting mental health. Although the directory does not rate programs, fact-sheets include a comprehensive overview of the program’s goals, conceptual framework, and empirical support.



Office of Juvenile Justice and Delinquency Prevention Model Programs Guide (OJJDP)³²

www.ojjdp.gov/mpg

The OJJDP model programs guide is a database comprised of evidence-based programs that cover a wide range of youth services (e.g., substance abuse, mental health, and education). The OJJDP model programs guide uses a rating system comprised of three levels: Exemplary, Effective, and Promising. The overall program rating takes into account the conceptual framework, program fidelity, evaluation design, and empirical evidence concerning positive program outcomes. Exemplary programs involve the highest degree of evaluation design (experimental), Effective programs include a high quality research design (quasi-experimental), and Promising programs involve limited, experimental research techniques.

SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP)³³

nrepp.samhsa.gov

NREPP is a searchable online database of mental health and substance abuse interventions. Each program has been rated by independent reviewers. NREPP ratings reflect the quality of research (including: reliability and validity of measures, intervention fidelity, missing data and attrition, and potential confounding variables) and readiness for dissemination of program resources (including availability of: materials needed, training and support resources, and procedures to ensure quality), with higher scores indicating higher quality in both of these areas (0.0-4.0). It is important to note that these ratings do not reflect an intervention’s effectiveness but rather research and resource quality.

Youth Violence: A Report of the Surgeon General³⁴

www.surgeongeneral.gov/library/youthviolence/

The Youth Violence report identifies prevention and intervention programs using three ratings to indicate the level of scientific standards met: Model, Promising, and Does Not Work. Model programs involve rigorous experimental design, replication of program outcomes, and sustainability of outcomes. Promising programs also must be evaluated through rigorous experimental design and either be replicated or exhibit sustainability outcomes. Within each classification, programs are further identified as promoting violence reduction (Level 1) or risk reduction (Level 2). Specifically, program effects must be associated with an improvement in serious delinquency or reduction in any risk factor for violence with a .30 or greater effect size (Level 1) or a significant decrease in any risk factor for violence with a .10 or greater effect size (Level 2). Programs designated as Does Not Work also involve rigorous experiment design along with significant evidence of neutral or negative effects and replication further suggesting that the program is neutral or harmful.



Considerations in Selecting and Implementing Programs

Although evidence of effectiveness is an important aspect of selecting programs, there are many other considerations to take into account. Unfortunately, even for programs designated as effective by research, schools and community agencies are seldom prepared to implement and sustain programs due to issues such as limited capacity, insufficient preparation, or lack of readiness.³⁵ Difficulties implementing the programs as designed may result in problems with implementation fidelity (also referred to as adherence or integrity).³⁶ Implementation fidelity refers to how close actual implementation of a program compares to its original design. Although the effectiveness of programs is often determined from results of highly monitored research trials, once programs are implemented in normal, real life conditions, less attention is paid to treatment fidelity.³⁷ In fact, research has continually shown that school-wide bullying prevention programs are less effective in practice, with poor monitoring of program implementation being one important factor.³⁷ Importantly, a synthesized evaluation of whole-school programs aimed at reducing bullying behaviors found that programs that were implemented with integrity and systematically evaluated reported the most positive outcomes.¹⁴

In order to sustain school-based programs, there needs to be strong administrative support, acceptance by teachers and administrators (including having a well connected and respected local “champion” of the program), and feasibility in terms of implementing programs with available resources.^{35,38} Therefore, a great deal of thought and planning is required in order to choose a program that best fits the needs of the school and/or community. The Safe Schools/Healthy Students initiative offers a useful framework and resources for effectively implementing evidence-based programs and practices.³⁹ Recommendations include conducting a needs assessment to identify gaps in current school and community practices, using these data to find evidence-based programs tailored to serve the students’ needs, and convening a selection committee comprised of representative stakeholders (i.e., teachers, parents, students, and administrators) to judge the potential success and acceptability of possible interventions.³⁹ A program is not just a series of steps or actions to take; careful selection, planning, and preparation of intervention practices are crucial steps in successful program implementation.²³

Each program included in this guide is summarized in a one-page format that includes the author and/or publisher, the website where more information can be found, and the grades for which the program was designed. Critical information such as the goals, the structure, format, and delivery of the program, as well as the evidence supporting its effectiveness, is summarized. Finally, program costs and information about the program’s ratings by national registries, if applicable, are included.



Programs

Al's Pals: Kids Making Healthy Choices

Publisher: Wingspan: Strengthening Children's Skills for Life

Website: www.wingspanworks.com/educational_programs/about_als_pals.php

Grades: Prekindergarten – 1st Grade; Ages 3-8

Al's Pals is a school-based prevention program that seeks to foster resiliency, teach conflict resolution skills, and help young children regulate their emotions and behaviors. The program does so through the use of a year-long interactive curriculum delivered by classroom teachers. Each of the 46 sessions lasts about 10-15 minutes. Program curriculum covers: Expressing feelings appropriately, using kind word, caring about others, using self-control, thinking flexibly, accepting differences, making friends, solving problems peacefully, coping in positive ways, and making safe and healthy choices. Some components of the program include guided play, brainstorming, music, movement, ongoing parent communication, and a hand puppet named Al. Research has shown that preschoolers who have participated in this program exhibit up to 7 times more positive social behavior (i.e., sharing, helping, and taking turns) than children who do not.¹ This difference becomes even more pronounced in elementary school children. Furthermore, findings indicate that a child who does not participate in this program is 2-6 times more likely to increase her or his use of anti-social and aggressive behaviors.¹ Typical settings for implementing this program include: preschools, childcare centers, and Head Start classrooms. All educators who wish to use this program must be trained. Training includes either face-to-face training over two days, or online training consisting of seven sessions. Once training has been completed, curriculum materials are distributed. These include: Two complete sets of the 46 lesson curriculum, three original puppets, easy-to-follow puppet scripts, music CD and songbook, color photographs of real-life situations, parent letters, posters, books, and certificates of program completion for the children. Similar to other programs, limitations include: problems with implementation fidelity, the cost of the program, and the limited target age range.

Cost(s):	2-day on-site session (up to 24 people)	\$6,000.00
	Curriculum Kit	\$595.00
	2-day training for one teacher (Includes 1 curriculum kit)	\$845.00

Reviewed By: Find Youth Info.Gov (Level 2)
Office of Juvenile Justice and Delinquency Prevention (Effective)
SAMHSA National Registry of Evidence-based Programs and
Practices (Overall Readiness [4.0]; Overall Research Quality [3.2])

References:

1. Lynch, K.B, Gellar, S.R., & Schmidt, M.G. (2004). Multi-year evaluation of the effectiveness of a resilience-based prevention program for young children. *The Journal of Primary Prevention*, 24(3), 335-353.



Bully Busters: A Teacher’s Manual for Helping Bullies, Victims, and Bystanders

Authors: Newman, Horne, & Bartolomucci
Website: Materials: www.researchpress.com/product/item/6517
Grades: Kindergarten – 8th Grade

Bully Busters is a psycho-educationally based teacher-training program designed to help address violence prevention and intervention in schools. The program takes into consideration both individual factors and the environment from which the child comes. It seeks to facilitate teachers’ acquisition of skills, techniques, and intervention and prevention strategies specifically related to problems of bullying and victimization. The training program covers: Increasing awareness of bullying, recognizing the bully, recognizing the victim, interventions for bullying behaviors and victims, the role of prevention, and relaxation and coping skills. All curriculum information is provided in the manual and accompanying CD. Specifically, program goals include: Increasing student exposure to strong social role models, reducing exposure to aggressive behaviors and creating more positive school climate, providing material to help facilitate classroom discussions that help students understand the factors and consequences associated with bullying and victimization, and exposure to social skills needed for conflict resolution. The program includes in-service training for teachers, role-play activities, teacher manuals, and materials for classroom activities. Research has found *Bully Busters* is associated with increases in teachers’ knowledge and use of intervention skills,^{1,2} as well as their personal self-efficacy in bullying prevention.² Additionally, evaluation results found decreases in bullying incidents and disciplinary referrals among students.^{2,3}

Cost(s):	Bully Busters, Grades K-5	\$35.95
	Bully Busters, Grades 6-8	\$35.95

Reviewed By: Not currently reviewed by national registries

References:

1. Newman-Carlson, D., & Horne, A.M. (2004). Bully Busters: A psychoeducational intervention for reducing bullying behavior in middle school students. *Journal of Counseling & Development, 82*, 259-267.
2. Bell, C.D., Raczynski, K.A., & Horne, A.M. (2010). Bully busters abbreviated: evaluation of a group-based bully intervention program. *Group Dynamics: Theory, Research, and Practice, 14*(3), 257-267.
3. Carney, A.G., Nottis, K. (N.D.). No vacation from bullying: A summer camp intervention pilot study. *Education, 129*, 163-184.



Bully Prevention in Positive Behavioral Interventions and Supports (BP-PBIS)

Authors: Ross, Horner, & Stiller
Website: www.pbis.org/school/bully_prevention.aspx
Grades: Elementary School – Middle School

PBIS is a prevention and intervention program that encompasses the Response to Intervention (RtI) model by addressing the primary, secondary, and tertiary levels of support.¹ *PBIS* seeks to create a school-wide system for addressing positive behaviors in both staff and students.¹ Recently, *PBIS* developed a manualized program for schools to use in addressing bullying among their students. The general curriculum of *BP-PBIS* includes establishing school-wide rules, teaching social responsibility skills, and lessons concerning: gossip, inappropriate remarks, cyber bullying, supervising behavior, and faculty follow up. As there is no specific targeted grade level, *BP-PBIS* allows schools to address bullying through developmentally appropriate intervention. For example, one way in which the program is adapted to each educational level is by moving from hand signals to words that remind students of rules of behavior. In addition to the manual, the website provides activities for students, as well as questionnaires for faculty and supervisors to monitor program effectiveness. In general, *PBIS* was found to have a positive impact on the school environment when implemented with fidelity by the staff.^{1,2} Specifically, *BP-PBIS* has been associated with a reduction in observations and teacher reports of bullying behaviors^{3,4} victimization,⁴ and social reinforcement of bullying.³ Further, schools that have utilized the Bullying Prevention components of *PBIS* have reported higher perceptions of school safety³ and improved social climate among students.⁴ Although *BP-PBIS* is a relatively new component of *PBIS*, and more research is needed to determine its effectiveness, available research suggests that this program has the potential to positively impact school climate in regard to both bullying and victimization.

Cost(s): Bully Prevention Manual (Elementary School) No Cost
Bully Prevention Manual (Middle School) No Cost

*Both manuals are available as a free download through the *PBIS* website

Reviewed By: *National Center for Mental Health Promotion and Youth Violence Prevention
(**PBIS*, not *BP-PBIS*)

References:

1. Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide positive behavioral interventions and supports (*PBIS*) on the organizational health of elementary schools. *School Psychology Quarterly*, 23(4), 462-473.
2. Good, C.P., McIntosh, K., & Gietz, C. (2011). Integrating Bullying Prevention Into Schoolwide Positive Behavior Support. *Teaching Exceptional Children*, 44, 48-56.
3. Ross, S.W. & Horner, R.H. (2009). Bully Prevention in Positive Behavior Support. *Journal of Applied Behavior Analysis*, 42, 747-759.
4. Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of school-wide positive behavioral interventions and supports on bullying and peer rejection. *Archives of Pediatrics and Adolescent Medicine*, 166(2), 149-156.



Bully-Proofing Your School (BPYS)

Authors: Garrity, Jens, Porter, Sager, Short-Camilli, Bonds, Stoker, McDonald, Baris, McCarnes, & Nelson

Website: Materials: www.soprislearning.com

Grades: Prekindergarten – 12th Grade

Bullying-Proofing Your School (BPYS) is a comprehensive program for reducing violence and verbal abuse in schools and increasing students' sense of safety. The main goal of the program is to create a "caring majority" of students who will help create and maintain a safe, caring school community.¹ In this way, the program aims to target the silent bystander by teaching them tools to avoid victimization and help promote a bully free school. Research has shown schools that participate in *BPYS* have fewer incidences of bullying behaviors along with more feelings of safety among the students.¹ Evaluation results indicate that the *BPYS* program appears to have a favorable impact on attitudes toward aggression and violence,^{2,3} as well as on perceived and directly experienced rates of bullying and victimization.³ Favorable outcomes were found for both relational and physical aggression.³

There are a number of different components this program makes use of including: baseline evaluation using the Colorado School Climate Survey, staff training in which the trainers come directly to the school, student instruction, support of the victims, interventions with the bullies, school-wide interventions, and development of a caring climate. Follow-up coaching is also available and highly recommended. In addition to curriculum manuals for educators, easy to read books based on the *BPYS* goals are also available for parents. This book aims to help parents provide children with tools to shield them from physical and emotional harm.

Cost(s):	Early Childhood Classroom Set	\$76.49
	Elementary School Set	\$541.95
	Elementary Supplemental Set	\$240.49
	Middle School Book	\$58.49
	High School Program Implementation Guide	\$35.95
	A Parent's Guide	\$19.49
	*Additional materials available to order	\$20.00-\$325.00
	Training Services	TBD

Reviewed By: Not currently reviewed by national registries

References:

1. Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (2004). *Bully-proofing your school: Teacher's manual and lesson plans*. Longmont, CO: Sopris West.
2. Ferrell, F. (2011). Bully proof your school. In National Center for School Engagement: Promoting attendance, attachment, and achievement. Retrieved December 3, 2011, From <http://www.schoolengagement.org/>
3. Menard, S., Grotmeter, J., Gianola, D., & O'Neal, M. (2008). Evaluation of Bullyproofing Your School. *Research Report Submitted to the U.S. Department of Justice*. Retrieved from www.ncjrs.gov/pdffiles1/nij/grants/221078.pdf



Creating a Safe School (CASS)

Author: The Ophelia Project
Website: www.opheliaproject.org
Grades: Whole School: 6th – 12th Grades (Components available for K-12)

The Ophelia Project addresses bullying through a focus on reducing relational (social) aggression. One way in which the Ophelia project aims to achieve their objective is through the use of the intervention program, *Creating a Safe School (CASS)*. This program serves as a framework towards instilling positive changes, such as pro-social behaviors, among the students, faculty, and staff. CASS uses a variety of activities to implement these changes, including curriculum designed to: identify emotions in one's self and others, distinguish between social norms and rules, determine positive qualities of friendship and leadership, and demonstrate positive online communication strategies. Evaluation results indicate that CASS has a positive impact on reducing both relational aggression and victimization among students who originally reported experiencing high levels of these behaviors.¹ Furthermore, results suggest that participation in the CASS program is also related to less acceptance or approval of relational aggressive behavior over time. School wide core components of the CASS programs include: Training of adult facilitators who in turn train high school mentors to work with middle school students, student lessons utilizing role plays, story-telling, and small group discussions, development of a school task force which includes key members of the school and community, and a pre-program evaluation to assess the areas of need within the school.¹ Additionally, specific curriculum is offered to address specific components of bullying in regard to the difference in aggression among boys and girls, cyber bullying, developing pro-social and relationship skills, and making positive choices.

Cost(s):	Core Curriculum:	
	Let's Be Friends (Grades 2-3)	\$45.00
	Kids Helping Kids (Grades 4-5)	\$45.00
	Mentoring Programs (Middle School and High School)	\$95.00 each
	Additional Curriculum:	
	RAISE Boys: Reduce Aggression Increase Self Empowerment (Boys; K-12)	\$100.00 (\$24 per age)
	It Has a Name: Relational Aggression (Girls; K-12)	\$100.00 (\$25 per age)
	CyberCool (Grades 6-9; 9-12)	\$75.00 each

Reviewed By: Not currently reviewed by national registries

References:

1. Nixon, C. L., & Werner, N. E. (2010). Reducing adolescents' involvement with relational aggression: Evaluating the effectiveness of the Creating a Safe School (CASS) intervention. *Psychology in the Schools, 47*(6), 606-619.



Get Real About Violence

Publisher: Comprehensive Health Education Foundation (C.H.E.F.)

Website: Materials: www.discoveryeducation.com
C.H.E.F.: www.chef.org/Home/tabid/54/Default.aspx

Grades: Kindergarten – 12th Grade

Designed to build a culture of nonviolence, *Get Real About Violence* is a bullying prevention program that targets a wide range of violent behavior, including both verbal and physical aggression. *Get Real About Violence* provides an age appropriate curriculum to address bullying and teasing across grades. Specifically, this program places an emphasis on strengthening adult and student communication, establishing a culture of respect, and enlisting bystander support.¹ Lessons were designed to show students how to resolve conflicts without violence and prevent dangerous situations by using self-control. Curriculum modules cover vulnerability to violence, contributors to violence, and alternatives to violence. Using the program, both students and school adults are encouraged to examine their beliefs about stereotypes, interpersonal relationships, and popular culture. Curriculum materials include videos, worksheets, games, CD-ROMs, lesson plans, school newsletter, and posters. Training on how to use the program is available for teachers and mentors through Discovery Education. Research has found *Get Real about Violence* is associated with positive effects on behavior, intent, and attitudes toward fighting and violence.² Specifically, the curriculum appears to have the largest impacts on verbal aggression.^{1,2}

Cost(s):	One Day Training	\$2,500.00
	Multimedia Kit, Grades K-3	\$595.00
	Multimedia Kit, Grades 4-6	\$425.00
	Multimedia Kit, Grades 6-9	\$595.00
	Multimedia Kit, Grades 9-12	\$1,200.00

Reviewed By: FindYouthInfo.Gov (Level 3)
National Center for Mental Health Promotion and Youth Violence Prevention
Office of Juvenile Justice and Delinquency Prevention (Promising)

References:

1. Education Development Center, Inc. (2010). *Get Real About Violence. National Center for Mental Health Promotion and Youth Violence Prevention*. Retrieved December 8th, 2011 from <http://www.promoteprevent.org/publications/ebi-factsheets/get-real-about-violence>
2. Meyer, G., Roberto, A.J., Boster, F.J., & Roberto, H.L. (2004). Assessing the Get Real about Violence curriculum: Process and outcome evaluation results and implications. *Health Communication*, 16(4), 451–74.



Olweus Bullying Prevention Program

Author: Olweus
Website: www.olweus.org/public/index.page
Grades: Elementary, Middle, and Junior High; Grades K-8 (possibly High School)

The *Olweus* program is a comprehensive school-wide approach to improving peer relations and making schools safer, more positive places for students to learn. The program involves restructuring the school environment to reduce bullying and building a strong sense of community among the students and adults. The *Olweus* program has been associated with large reductions in bullying behavior (being bullied or bullying others),¹ as well as decreases in student reports of general antisocial behavior (vandalism, fighting, theft, and truancy).² Specifically, use of the *Olweus* program has been connected to a decrease in reports of both relational and physical victimization³ and development of a more positive classroom social climate.⁴ Significantly, a recent meta-analysis comparing anti-bullying efforts has found that programs utilizing the *Olweus* methods (including such things as videos, peer work, parent meetings, and cooperative group work) were reported to work the best.⁵ Some specific key program components include: the Bullying Prevention Coordinating Committee, ongoing evaluation of students' experiences with and attitudes toward bullying, school rules, staff discussion groups, classroom meetings, parent involvement, and on the spot bullying interventions.² Some strengths of the program include the comprehensive, whole system approach taken as well as the long history of evaluation efforts. Limitations to this program include results indicating the *Olweus* program, as originally designed, is difficult to implement with fidelity in United States schools, opposed to in Norway, where it originated.^{2,6}

Cost(s):	OBPP Trainer Certification Course	\$4,200.00
	Schoolwide Guide with CD-ROM/DVD	\$89.95
	Teacher Guide with CD-ROM/DVD	\$59.00

Reviewed By: Blueprints for Violence Prevention (Model Program)
National Center for Mental Health Promotion and Youth Violence Prevention
Youth Violence Report (Promising: Level 2)

References:

1. Olweus, D. (2005). A useful evaluation design, and effects of the Olweus Bullying Prevention Program. *Psychology, Crime & Law, 11*, 389 – 402.
2. Limber, S.P. (2011). Development, evaluation, and future directions of the Olweus Bullying Prevention Program. *Journal of School Violence, 10*, 71-87.
3. Bauer, N.S., Lozano, P., & Rivara, F.P. (2007). The effectiveness of the Olweus Bullying Prevention Program in public middle schools: A controlled trial. *Journal of Adolescent Health, 40*(3), 266-274.
4. Fleming, C.B., Haggerty, K.P., Catalano, R.F., Harachi, T.W., Mazza, J.J., & Gruman, D.H. (2005). Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades?. *Journal of School Health, 75*, 342-349.
5. Farrington, D.P., & Ttofi, M.M. (2009). How to reduce school bullying. *Victims & Offenders, 4*, 321-326.
6. Smith, J.D., Schneider, B.H., Smith, P.K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: a synthesis of evaluation research. *School Psychology Review, 33*(4), 547-560.



Second Step: A Violence Prevention Curriculum

Publisher: Committee for Children

Website: www.cfchildren.org/programs/ssp/overview

Grades: Prekindergarten, Elementary, Middle School; Grades PreK-8

Second Step is a violence prevention curriculum designed to help increase students' social competence thereby reducing school violence and aggression. Younger students begin learning skills for learning and listening, as well as social emotional skills such as: responding to others with empathy, emotion-management, and problem solving. At the adolescent level the program focuses on developing resiliency in students through lessons in making good choices and coping with peer pressure and bullying. The program also utilizes training and skill development for staff and parents. *Second Step* has been associated with an increase in prosocial behaviors,^{1,2} social competence,^{3,4} and knowledge of social skills,² as well as a decrease in aggressive,¹ anxious, and depressed behavior.⁵ Program curriculum materials include: lessons (and appropriate lesson materials for younger children such as puppets, music CDs, and home activities), lesson companion DVDs, teacher's guide, training DVD, posters, academic integration activities, reproducible homework and family letters, and formative and summative knowledge assessments.

Cost(s):	Grades K-5 Bundle	\$1,749.00
	Grades 1-5 Bundle	\$1,249.00
	Kit by Grade Level (K-5)	\$249.00-\$299.00
	Grades 6-8 Combo Package	\$879.00
	Kit by Grade Level (6-8)	\$325.00

Reviewed By: FindYouthInfo.Gov (Level 2)
SAMHSA National Registry of Evidence-based Programs and Practices (Overall Readiness [3.8]; Overall Research Quality [2.4])
Office of Juvenile Justice and Delinquency Prevention (Effective)
National Center for Mental Health Promotion and Youth Violence Prevention

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Steps to Respect: A Bullying Prevention Program

Publisher: Committee for Children

Website: www.cfchildren.org/programs/str/overview

Grades: Elementary School; Grades 3-6

Steps to Respect is a bullying prevention program designed to help decrease bullying at school, while helping to build relationship skills. The program uses a comprehensive approach that focuses on the individual child, peer groups, and school levels. Students learn a variety of relationship skills and strategies including: how to make and keep friends, steps for joining a group activity, coping with bullying, recognizing bullying, using assertive behaviors to respond to bullying, and reporting bullying to adults. Additionally, the program involves staff training to promote awareness and skills in responding to bullying and handouts sent home to parents with information corresponding to lessons. *Steps to Respect* has been associated with reductions in general bullying victimization,^{1,2,3} physical bullying,¹ malicious gossip,⁴ and bystander behavior.⁵ Strengths of the program include the comprehensive system wide approach to bullying prevention and focus on building social emotional learning. Limitations include less support for students with more serious or ongoing bullying issues. Program curriculum materials include: 11 skill lessons, classroom DVD, 2 literature units with award-winning books, posters, training manual (for both staff and parent trainings), training video, and program guide.

Cost(s):	Complete School Program	\$749.00
	Level 1 Curriculum (3-4)	\$229.00
	Level 2 Curriculum (4-5)	\$229.00
	Level 3 Curriculum (5-6)	\$229.00
	School-wide Implementation Support Kit	\$249.00

Reviewed By: Blueprints for Violence Prevention (Promising)
FindYouthInfo.Gov (Level 2)
Office of Juvenile Justice and Delinquency Prevention (Effective)

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* Note. Specific references for studies supporting the bullying prevention program are found on the page for each program so that these can serve as stand-alone handouts.