

Alberti Center for Bullying Abuse Prevention



Guide to School-Wide Bullying Prevention Programs

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Overview

Bullying is unwanted aggressive behavior that involves a power imbalance, is repeated or highly likely to be repeated, and may cause physical, psychological, social, or educational harm.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 35% of 12-18 year olds report being bullied or bullying others.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 relationship 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, 2012;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 Prevention ²⁹

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.

National Institute of Justice ³⁰

crimesolutions.gov

The National Institute of Justice uses research to rate the effectiveness of programs and practices aimed at criminal justice related outcomes (e.g. criminal justice, juvenile justice, and crime victim services). The National Institute of Justice rates programs as either effective, promising, or no effects. The programs are rated based on their conceptual framework, study design quality, study outcomes, and program fidelity. Effective programs have strong evidence when implemented with fidelity, promising programs have some evidence, and programs rated as no effects indicate that they have strong evidence of no effects or negative effects when implementing with fidelity.

Office of Juvenile Justice and Delinquency Prevention Model Programs Guide (OJJDP)³¹

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)³²

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) (“Legacy Programs” use a scale of effective, promising, or ineffective). 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 General³³

www.ncbi.nlm.nih.gov/books/NBK44294/

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.

What Works Clearinghouse³⁴

<https://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. WWC rates programs based on design study, outcomes, and confounding variables. Once studies have been reviewed the program will be rated as “meets standards without reservations”, “meets standards with reservations”, or “does not meet standards”. Studies that meet standards without reservations utilized randomly assigned groups, have low sample attrition, and no confounding variables. Studies that meet standards with reservations use similar groups, have high attrition, and have no concerns with outcomes. Studies that do not meet standards do not use random assignment, or have similar groups before intervention, and have concerns with outcomes.



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/healthy-al/

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 words, 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: SAMHSA National Registry of Evidence-based Programs and Practices (Overall Readiness [4.0]; Overall Research Quality [3.2])
National Institute of Justice (Promising)

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
	Grades K-5 and 6-8 Set	\$65.00

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 Institute of Justice (*PBIS*) (Effective)

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.



Olweus Bullying Prevention Program

Author: Olweus
Website: <http://www.violencepreventionworks.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),^{1,8} 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 climate⁴. Teachers reported improvement in their ability to identify bullying, and talk to students who bully or are bullied⁷, and students reported a more positive view of teacher responsiveness⁸. 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 (optional)	\$4,250.00
	Olweus Bullying Questionnaire	\$43.95
	Schoolwide Guide with CD-ROM/DVD	\$98.95
	Teacher Guide with CD-ROM/DVD	\$62.95
	Supplemental Materials:	
	Class meetings that matter (k-5, 6-8, 9-12)	\$86.95 each
	Class meetings and individual interventions DVD set	\$214.95
	Class meetings and Individual Interventions for High School DVD	\$195.00

Reviewed By: Blueprints for Violence Prevention (Promising)
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.
7. Bowllan, N. M. (2011). Implementation and evaluation of a comprehensive, school-wide bullying prevention program in an urban/suburban middle school. *Journal of School Health, 81*(4), 167-173.
8. Schroeder, B. A., Messina, A., Schroeder, D., Good, K., Barto, S., Saylor, J., & Masiello, M. (2012). The implementation of a statewide bullying prevention program: Preliminary findings from the field and the importance of coalitions. *Health Promotion Practice, 13*, 489-495. doi:10.1177/1524839910386887

Peacebuilders

Author: PeacePartners, Inc
Website: <http://www.peacebuilders.com>
Grades: Elementary; K-5

PeaceBuilders is a violence prevention program that was developed to be implemented in elementary schools. This program focuses on creating positive relationships between students and school staff, teaching nonviolent attitudes and values, and providing incentives for students to display these behaviors in different settings. This is done by teaching six main principles; praise people, avoid put downs, seek wise people as advisers and friends, notice and correct hurts we cause, right wrongs, and help others. PeaceBuilders aims to integrate the teaching of these principles into the everyday routine of schools. This program has been shown to be effective in increasing prosocial behavior and social competence ² and decreasing violent behavior ^{2,3}. This program has a 2 hour developer-facilitated meeting where the school administration creates the implementation plan. The school staff undergoes a 4 hour on-site training to learn the curriculum. Throughout the year, the 6 principles are taught monthly by the staff and integrated into the daily routine at the school. Schools receive on-site coaching and support as needed.

Cost(s):	Initial site licensing fee-	Provided during approval
	On-site Training-	\$2500
	PeacePack-	\$110-140 Per staff member
	Leadership guide	\$90 Per leadership Member
	Support staff manual-	\$25 Per Staff Member
	Essentials workbook-	\$10 Per Staff Member
	PraiseNote/Apology pads-	11 per pack of 6

Reviewed By: SAMHSA National Registry of Evidence-based Programs and Practices (Overall Readiness [3.8]; Overall Research Quality [3.1])

References:

1. Embry, D. E., Powell, K. E., Flannery, D. J., Atha, H., & Vazsonyi, A. T. (1996). Peacebuilders: A theoretically driven, school-based model for early violence prevention. *American Journal of Preventive Medicine*, 12(5), 91–100.
2. Flannery, D. J., Vazsonyi, A. T., Liao, A. K., Guo, S., Powell, K. E., Atha, H., et al. (2003). Initial behavior outcomes for the PeaceBuilders universal school-based violence prevention program. *Developmental Psychology*, 39(2), 292–308.
3. Krug, E. G., Dahlberg, L. L., Brener, N. D., Ryan, G. W., & Powell, K. E. (1997). The impact of an elementary school-based violence prevention program on visits to the school nurse. *American Journal of Preventive Medicine*, 13(6), 459–463.



Positive Action

Author: Positive Action

Website: <http://www.catalog.positiveaction.net/index.php/>

Grades: Elementary, Middle School, High School; K-12

Positive Action (PA) is a school-based social emotional program designed to increase positive behavior, reduce negative behavior, and improve social and emotional learning and school climate. This program utilizes scripted 15 minute lessons 2-4 times per week in order to develop students' academic interests and cooperation with others. The program is split up into 6 units to teach positive actions in physical, intellectual, social and emotional areas. The units for each grade kit follow the same design so that students in different grades learn the same concepts at the same time at age-appropriate levels. There are also supplemental kits that are available to be used in conjunction with the core curriculum including: bullying prevention drug use prevention, conflict resolution, school climate, family, counselor, and community kits. PA has been shown to reduce serious violence ^{1, 2, 3}, and bullying behaviors ^{1, 3}.

Cost(s):	On-site Training-	\$3000 per day
	Online Training-	\$550
	Instructor Kit-	\$309-\$460 each
	Bullying Prevention Kit (optional)-	\$250 each

Reviewed By: SAMHSA National Registry of Evidence-based Programs and Practices (Overall Readiness [4.0]; Overall Research Quality [3.1])
Blueprints (model)
What Works Clearinghouse (Meets standards without reservations-positive effect)
National Institute of Justice (Effective)
Office of Juvenile Justice and Delinquency Prevention (Effective)

References:

1. Beets, M. W., Flay, B. R., Vuchinich, S., Snyder, F. J., Acock, A., Li, K. K., Burns, K., Washburn I. J., & Durlak, J. (2009). Use of a social and character development program to prevent substance use, violent behaviors, and sexual activity among elementary-school students in Hawaii. *American Journal of Public Health, 99*(8), 1438-1445.
2. Flay, B. R., & Allred, C. G. (2003). Long-term effects of the Positive Action program. *American Journal of Healthy Behavior, 27*(1), 6-21.
3. Li, K. K., Washburn I. J., DuBois D. L., Vuchinich S., Ji, J., Brechling P., Day J., Beets M.W., Acock A.C., Berbaum M., Snyder F. J., and Flay B.R. (2011). "Effects of the Positive Action Program on Problem Behaviors in Elementary School Students: A Matched-Pair Randomized Control Trial in Chicago." *Psychology & Health* 26(2):187-204. DOI: 10.1080/08870446.2011.531574.



Second Step: Social Emotional Learning

Publisher: Committee for Children

Website: www.cfchildren.org/second-step

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

Second Step: Social Emotional Learning is a social emotional curriculum designed to help students recognize and manage emotions, have empathy for others, maintain cooperative relationships, and make responsible decisions. Younger students begin learning skills such as listening, paying attention, behavior control, and getting along with others. At the adolescent level the program focuses on communication skills, coping skills, and decision-making skills in order to help adolescents deal with peer pressure, substance use, and bullying. *Second Step: Social Emotional Learning* has been associated with a decrease in physical aggression ², homophobic name-calling ^{1,3}, sexual harassment perpetration ¹, bullying ^{4,3}, cyber bullying ³, and delinquency ³. 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: 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)

References:

1. Espelage, D. L., Low, S., & Jimerson, S. (2014). Understanding school climate, aggression, peer victimization, and bully perpetration: Contemporary science, practice, and policy. *School Psychology Quarterly*, 29, 233–237. doi: 10.1037/spq0000090
2. Espelage, D. L., Low, S., Polanin, J., & Brown, E. (2013). The impact of a middle-school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53, 180–186. doi:10.1016/j.jadohealth.2013.02.021
3. Espelage, D. L., Low, S., Van Ryzin, M. J., & Polanin, J. R. (2015). Clinical trial of Second Step middle school program: Impact on bullying, cyberbullying, homophobic teasing, and sexual harassment perpetration. *School Psychology Review*, 44, 464-479.
4. Espelage, D. L., Rose, C. A., & Polanin, J. R. (2015). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. *Remedial and Special Education*, 36, 299–311. doi:10.1177/0741932514564564



Second Step: Bullying Prevention Unit

Publisher: Committee for Children

Website: <http://www.cfchildren.org/bullying-prevention>

Grades: Elementary School; Grades K-5

The *Second Step: Bullying Prevention Unit* is a bullying prevention program based off of the Committee for Children's *Steps to Respect: A Bullying Prevention Program*. The program has retained all of the components from the previous program that have shown to be effective in reducing general bullying victimization,^{1,2,3} physical bullying,¹ malicious gossip,⁴ and bystander behavior.⁵ The *Second Step: Bullying Prevention Unit* utilizes a social-ecological model and aims to change multiple levels of the school ecology that affect classrooms, peer norms, and skills. The program focuses on areas of social-emotional learning, empathy, emotion management, friendship skills, social problem solving, and assertiveness in order to prevent bullying. The Program curriculum includes 5 story-based lessons, classroom DVD, activities to reinforce lessons, classroom poster, family materials for parents, and online staff training.

Cost(s):

School wide K-5 Bundle	\$1099.00
Lesson Notebook and Staff Training by Grade	\$199.00 per grade

Reviewed By: Blueprints for Violence Prevention (Promising)-Steps to Respect
Office of Juvenile Justice and Delinquency Prevention (Effective)-
Steps to Respect
SAMHSA National Registry of Evidence-based Programs and
Practices (Overall Readiness [4.0]; Overall Research Quality [3.0])-
Steps to Respect

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Safe School Ambassadors

Publisher: Community Matters
Website: www.community-matters.org
Grades: Elementary, Middle School, High School; K-12

Safe School Ambassadors (SSA) is a program that intends to prevent bullying and improve school climate by educating bystanders. The program identifies and selects student leaders from diverse groups to be trained as ambassadors. The ambassadors are selected at the beginning of the year through surveys that ask about influence in a social group, communication skills, loyalty to a peer group, and ability to tell right from wrong. Thirty to forty students are then chosen from the survey results to participate in the 2-day training with adult volunteers who will serve as their mentors. During this training, ambassadors learn about violence and cruelty, ways to prevent and stop mistreatment, and strategies to diffuse conflicts. After the initial training, students meet in small groups with their mentors every 1-2 weeks to discuss skills they have used, practice skills, and receive feedback. This program has been shown to be effective in increasing rates of intervention by male ambassadors ¹, improving school climate ¹, and decreasing suspension rates ¹.

Cost(s):	School Training:	\$5,095
	Refresher Training:	\$2,800
	Mentor Training:	\$2,100

Reviewed By: SAMHSA National Registry of Evidence-based Programs and Practices (Overall Readiness [3.0]; Overall Research Quality [2.0])

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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.