Communities In Schools of North Carolina is leading the national network in providing the most effective student supports and wraparound interventions and supports directly in schools to support students and teachers. Working collaboratively with 400 schools across North Carolina, Communities In Schools impacts the lives of more than 230,000 youth each year. Driven by research-based practices surrounding the best predictors of student success – attendance, behavior, coursework and parent and family engagement – Communities In Schools is changing the picture of education for students across North Carolina. Learn more about Communities In Schools of North Carolina at www.cisnc.org.

The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina at Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP's mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.

The SERVE Center at The University of North Carolina at Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.

The University of North Carolina at Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a "research university with high research activity" and for "community engagement" in curriculum, outreach, and partnerships.

Table of Contents

Overview

CISNC Introduction

In the 2014-2015 school year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address student behavior, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

The ABC +P framework is inextricably bound; challenges in one area can lead to challenges in another and often exacerbate a student's issues. This document focuses on student behavior, in particular, a problem behavior. Wang and Fredricks (2014) state, "…problem behaviors often elicit negative interpersonal interactions with teachers and parents, in turn leading to aggravated disengagement from school" (Bachman et al., 2008). Association with deviant peers also provides incentives for truancy and a devaluing of academic achievement (Wang & Dishion, 2012). When students are not engaged, the risk of them becoming involved in disruptive behaviors like truancy, substance abuse, gangs, delinquent behavior and others are higher; and participation in those activities weakens the bonds to

their school environment and families (Steward, Steward, Blar, Jo & Hill, 2008; Wang & Fredricks, 2014). While the terminology may differ across fields, the challenge boils down to a disconnect between students and their schools; this module provides an example of a strategy that will reconnect students to their schools, address students challenging behaviors, and hopefully make schools safer, supportive, and engaging.

Problem/Rationale

Bullying is repeated, unwanted aggressive behavior against a victim where there is an "observed or perceived" imbalance of power (Centers for Disease Control, 2013), and it is prevalent in our nation's schools. Bullying can take the form of physical aggression (e.g., hitting), verbal abuse (e.g., name calling), relational/social rejection (e.g., gossiping or excluding from groups) and cyberbullying (e.g., intimidation or aggression toward others through text messaging, social media, etc.). Although national data on bullying in elementary schools is lacking, reports from state and local surveys estimate that approximately 22% of students in higher grades (3-5) are involved in bullying incidents (Glew, Fan, Katon, Rivara, & Kernic, 2005).

Students can be victims of bullying, perpetrators or both (called "bully-victim"). Victims of bullying may struggle to adjust in school, resulting in increased absenteeism, and are at increased risk for depression, anxiety, trouble sleeping and low self-esteem (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001). Moreover, students who bully other students are at increased risk for academic problems, violence and substance abuse (Radliff, Wheaton, Robinson & Morris, 2012).

In addition to good parental support (Wang, Iannotti & Nansel, 2009), research suggests that broader school-wide programs that seek to alter student behavior have been the most promising in reducing the prevalence of bullying in schools (Limber, 2003). In other words, schools that provide a safe learning environment and model positive behavior among adults can reduce incidences of bullying in their schools (Klein, J., Cornell, D., & Konold, T., 2012). Anti-bullying campaigns, one of the most commonly employed school-based strategies to reduce bullying and victimization, has on average decreased bullying by 20-23% and victimization by 17-20% (Farrington & Ttofi, 2009).

The current literature identifies five essential elements or research-based approaches of effective youth interventions/prevention programs:
- A structured curriculum
- A program or strategy that teaches new skills
- Activities that allow youth to practice new skills in active ways (e.g., discussions, role-play, etc.)
- Involves a school-wide or community approach
- Incorporates high level of adults participation and support (Jones, Doces, Swearer & Collier, 2013)

Communities In Schools
North Carolina

Purpose

The purpose of this document is to focus on one easy to implement bullying prevention strategy that can be used in elementary schools. Teachers and school staff can promote a safe, bully free environment and encourage positive student behavior with:

- Instruction on self-reflection and good social skills
- Additional strategies to promote a safe, positive school-wide climate
- Tools and resources to share with parents

Implementation Plan

Uses

Teachers and school staff can use the information provided in this guide to help students understand the importance of a safe, positive school environment, the importance of respecting others, and how to prevent and respond to bullying in school.

Audiences

The primary audience for the lesson is elementary school students.

Activities

Below are several activities schools can implement to teach positive social skills and reinforce positive behavior in school. The activity highlighted is designed to teach students the importance of respecting and treating others fairly.

Classroom
- **Introduce school/class rules and social skills that promote a safe, positive school climate.**
- Talk to students regularly about how to manage their emotions, behaviors and friendships with other students.
- Publicly acknowledge students who make good decisions about bullying.
    - Stickers for students who make the right choice.
- Read books about bullying.
    - Engage students through discussions, writing, role play, artwork, etc.

School-wide
- Establish clear school rules about bullying and monitor the occurrence of bullying in the school.
    - Establish contact person(s) who students can feel free to talk to about bullying incidents (e.g., school counselor).
- Establish staff protocol for handling bullying reports.
- Follow-up with students who have been bullied.

- Hang posters throughout hallways that reinforce school rules and policies regarding bullying.
- Collaborate with community partners to sponsor a "Bully-Free School" back to school rally at the beginning the school year.
    - Invite local celebrities, community partners and other youth to speak.
    - Work with popular radio stations to develop youth focused commercials/PSAs.
    - Include activities for the entire family.
- Praise students who make good decisions to help someone who is being bullied or chooses not to participate in bullying activities.
    - Send home postcards – "Your child made the right choice."
- Conduct a one-day training for all staff .
    - Recognizing and addressing bullying in school.
    - Communicating with parents of victims and/or aggressors.
    - Modeling appropriate adult behavior in school.
- Increase supervision in places where bullying may occur (e.g., playground, hallways, cafeteria, bus line, before- and after-school programs, etc.).

Involve parents
- Hold parent meetings/workshops on bullying/cyberbullying
    - Share school policies and procedures regarding bullying.
        - Include school contact to discuss concerns.
        - Encourage parents to communicate with the school. See sample parent letter to schools in Resource section.
    - Discuss school efforts to encourage positive school behaviors and promote a safe school environment.
        - Develop a School-family contract for a bully-free school.
    - Discuss how to recognize the signs of bullying (traditional and cyberbullying).
    - Provide list of community resources for families dealing with bullying.
    - Share at-home tips for online safety.
        - Keep computer where you can monitor online activity.
        - Set parental controls on computers and handheld devices.
- Encourage parents to speak to their child regularly about bullying.
    - Look for symptoms/warning signs that child may be a victim of bullying or is guilty of bullying.
    - Establish at-home rules and consequences regarding bullying.
    - Praise the child when they make good decisions to help someone who is being bullied or chooses not to participate in bullying activities.
- Encourage parents to model good behavior at home and in public.

Communities
In Schools
North Carolina

Materials/Equipment/Space

- Presentation slides of student lesson (see Appendix D)
- Handouts for Mirror, Mirror game

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

- 40-45 minutes

Lesson Plan of Activity

A sample presentation to accompany the lesson below can be found in Appendix D. Refer to the notes section of the slides for talking points.

Teachers should:
- Modify slide #5 to incorporate simple school-wide behavioral expectations based upon school policies and rules.
  - o Keep the number of rules to a minimum.
- Establish a positive tone.
- Use age-appropriate language.
- Check for understanding.

Students will:
- Learn positive social skills.
- Learn bully prevention skills.
- Be empowered "upstanders".
- Demonstrate good character and citizenship.

A presentation slide deck is included in Appendix D.

Sample Lesson – Be An Upstander

For K-2 students, this activity can be integrated into read aloud time incorporating books on bullying.

Activity	Process Notes
Introduce the lesson	*Title Slide – Be An Upstander*
Tell students today's lesson is about making our school a safe and friendly place to be by preventing bullying.	*Being an Upstander is a way to Stand Up against negative behavior.*

Activity	Process Notes
Define bullying using age-appropriate language. Tell students that there is more than one form of bullying.	*Slide #2 – Bullying is …*
Tell students: Bullying prevents others from feeling safe at school. Prompt: Tell students that sometimes there are things that we do to others that may cause them to feel hurt, sad, angry, or scared.	*Slide #3 – Kids who are bullied feel*
Introduce *Mirror, Mirror* game by saying: Looking into the mirror is one way we can know if we look ok. Another way is to ask someone around us, like a friend. Tell students that you are going to read several sentences. Say: Every time I say something that you do often or have done often to someone at school, fill in the blank space. - Mess with someone because they won't tell on me. - Bother (e.g., hit, make fun of) someone because they won't fight back. - Sent a mean text or message to or about someone online. - Mess with someone because they are different than you (gender, ethnicity, rich/poor, smarter, better at a game, physical disability, etc.). - Mess with someone because you saw others doing it and getting away with it. - Doing mean things to someone's character/avatar in an online world. - Hit or yell at someone because you are angry or hurt about something going on at school or home. - Took something another person had without their permission. - Pick on someone because you wanted to make everyone laugh (or stop looking at you). At the end of the game, as students what did your mirror reveal to you? Perhaps most will say: - That I am a bully. - That I didn't realize some of those things were being bullies … - I don't think some of those things are that bad. - What if I was just joking around? **Ask students** what things they can do to avoid bullying others and/or keeping their school safe.	*Slide #4 – Mirror, Mirror what do you see?* *Tell students were are going to play a quick game to help us figure out if we act in certain ways toward other students that might make them feel like we are bullying them.* *Create a fill in the blank handout with five blank spaces. Or, copy the image on Slide #4 onto a blank sheet of paper and make copies.* *Each time a student has a "yes" response to one of the prompts, they should fill in the next letter to spell out the word B-U-L-L-Y.* *Use the debriefing time to reinforce the idea that although we may not think what we are doing is that bad, our actions can still be hurtful to others. (Slide #3)*

Take note of things not mentioned.

Listen for:
- Walk, don't run – stay in line, no running in hallways or cafeteria
- Keep hands and feet to myself – No hitting, kicking, tripping, throwing things, etc.
- Be nice to others – no name calling, teasing, laughing at, threatening others, etc.
- Wait your turn – in line, in a game, etc.
- Play nice/fair – follow the rules of the game

Activity	Process Notes
Purpose: Introduce students to school behavior rules Tell students that the school has some very simple rules in place to keep everyone safe.	*Slide #5 – School Behavior Rules* *Animate slide so that each rule can be explained individually. Check for understanding.*
Tell students that bullying can be prevented. Tell students that a good way to prevent bullying is to be an upstander. Talk through tips for responding to bullying. - Say "STOP." - Tell a trusted adult or friend. Talk to teachers, coaches, counselors, parents, custodians, nurses. Students can also leave a note. Emphasize that telling is not "tattling." - Don't laugh or encourage the bully. Let them know what they are doing is "not funny." - Help the victim get away safely without putting yourself in danger. Create a distraction: Example: "Mr. Jones needs to see you right now" or "The principal is coming this way." - Be the victim's friend. Talk to them. Sit with them at lunch. Ask them to play on your team. - Set a good example. Don't bully others.	*Slide #6 – If you see someone being bullied …* *An upstander is someone who does not ignore bullying when they see it happening.* *Remind students that it is important not to ignore bullying. Doing something helps stop bullying and makes the school safe for everyone.*
Ask students what they can do if they are being bullied. Talk through tips. - Speak up. Say, "STOP picking on me." - Say, "Why are you being mean to me?" - Walk away. - Make a joke to create a distraction. If you say something funny, even about yourself, the bully might laugh and forget to pick on you. - Stick with your friends. - Tell an adult at home and at school. **Say: Remember, bullying is not your fault.**	*Slide #7 – If you are being bullied …* *Remind students that if they are being bullied, it is very important that they tell an adult at home and at school. Bullying is not their fault.*

Communities In Schools
North Carolina

Activity	Process Notes
Say let's talk about some things we can do to be safe online. *Listen for examples of cyberbullying:* - Sending a mean email or IM to someone - Posting mean things about someone on a website - Making fun of someone in an online chat - Doing mean things to someone's character in an online world	*Slide #8 – Be safe online* *Before showing the slide contents, check for recall about cyberbullying.* Remind students that they can also be bullied or be a bully when they are online.
Tips for responding to online bullies: - Don't respond. - Log off the computer. - Tell your parents or an adult at home. - Keep the evidence. - Block the person.	*Slide #9 – If you feel bullied online …* *Teachers can modify the slide to include pictures of cellphones and computers for visual images of what it means to be online.*
Purpose: Reinforce bullying prevention Organize students in groups of 3-4 and role play a few scenarios. For example: - One student stands up for self - A group stands up for someone who is being bullied but is not aggressive toward the bully - A friend helps another friend by pointing out aggressive behavior - A group of students create a distraction in a bullying situation Debrief students at the end of the role play. Ask: a) How did you feel when you were the one being bullied? b) How did it feel to be the upstander in the scenario? c) What could you have done as an upstander to prevent the bullying situation	*Slide #10 – Be An Upstander Activity* *Other scenarios:* - *Gossiping* - *Teasing* - *Relational – excluding from a group* - *Picking on because of disability* - *Sending a negative text message about someone else to everyone in class/all your friends* *Allow enough time so that each student plays both the role of the bully and the victim.* *Listen for:* a) *Hurt, scared, angry, etc.* b) *Helpful, etc.* c) *Stop/Walk/Talk, Adult involvement, etc.*
Prompt: Talk to students about the role of adults and friends in preventing bullying. Say: Adults care and want to help. Always let an adult at home and at school know if you are being bullied and about how it is making you feel. Prompt: Talk about how important students are to you. Let students know that you care about their well-being.	*Let students know that they can always talk to you, another teacher or the school counselor when they are at school.*

Communities
In Schools
North Carolina

Activity	Process Notes
Take the Upstander Pledge Note: Teachers can end the lesson by leading students in a simple pledge.	*Slide #11 – Sample Pledge* *I pledge to be an upstander.* *I will not bully others.* *I will not ignore bullying when I see it.* *I will be a friend to students who I see being bullied.* *I will ask for help from my teachers, my parents and my friends if I am bullied.* *Bullying is not ok.*
Review behavior rules/expectations regularly and give students the opportunity to take the pledge frequently.	

Tier 2 Intervention and Support Examples

The bullying prevention interventions provided are universal strategies selectively aimed at either the bully or the victim.

Example #1: Bully Prevention Positive Behavior Support
The program works with highly aggressive students in understanding the concept of "being respectful" to all students in a school, teaches all students a three-step response (stop, walk, talk) that minimizes potential social reinforcement when they encounter disrespectful behavior, and trains staff how to respond when students report incidents of problem behavior.

> Ross, S. W., & Horner, R. H. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis, 42*(4), 747-759.

Example #2: Social Skills Group Intervention
The Social Skills Group Intervention (S.S.GRIN) is a highly structured, manualized intervention that combines social learning and cognitive-behavioral techniques for children experiencing peer dislike, bullying or social anxiety.

> DeRosier, M. E. (2004). Building relationships and combating bullying: Effectiveness of a school-based social skills group intervention. *Journal of Clinical Child & Adolescent Psychology*, 33(1), 196-201.

Resources

The following resources are identified as part of the activity. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

Common Sense Media – https://www.commonsensemedia.org
Common Sense empowers parents, teachers, and policymakers by providing unbiased information, trusted advice, and innovative tools to help them harness the power of media and technology as a positive force in all kids' lives.

Pennsylvania Bullying Prevention Toolkit –
 http://www.safeschools.info/content/BPToolkit2014.pdf
     Sample parent letter to schools (p. 24)

Positive Behavior Intervention Supports (PBIS) – http://www.pbis.org/
     Elementary Bully Prevention Toolkit
     http://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf

StopBullying.gov – http://www.stopbullying.gov
     Bullying: What You Need to Know Infographic
     http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html

YouTube – https://www.youtube.com
     Kids Say How to Respond to Bullying (1 min)
     https://www.youtube.com/watch?v=PI-VKatg1Zk
     McGruff Anti-Bullying Film (5 min)
     https://www.youtube.com/watch?v=EvhIdB_8WXE
     Anti-Bullying Video PSA - Animated Buster the Fraud Dog
     https://www.youtube.com/watch?v=x-p6HGURI_8

The following resources will provide additional information and suggestions for enhancing activities related to bullying prevention, positive behavior support and using data for decision-making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they may pertain to the content and the extension of activities, and to determine their level of usefulness within the school setting.

Centers for Disease Control (CDC) –
 http://www.cdc.gov/violenceprevention/youthviolence/index.html
     Understanding Bullying – Fact Sheet
     http://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf
     Electronic Media and Youth Violence: A CDC Issue Brief for Educators & Caregivers
     http://www.cdc.gov/violenceprevention/pdf/EA-brief-a.pdf

Communities In Schools
North Carolina

Committee for Children – http://www.cfchildren.org/
Committee for Children is a nonprofit organization who creates research-based social-emotional learning materials to help children succeed in school and in life. The research-based *Second Step* program helps schools teach and model essential communication, coping, and decision-making skills that help adolescents navigate around common pitfalls such as peer pressure, substance abuse, and bullying (both in-person and online).

Cyberbullying Research Center – http://www.cyberbullying.us/index.php
Provides information about the nature, extent, causes and consequences of cyberbullying among adolescents.

Education World – http://www.educationworld.com/a_special/bully.shtml
Provides resources, in the form of lesson plans and strategies, to educators about bullying and ways to stop it.

Just Say Yes – https://www.justsayyes.org
Youth Equipped to Succeed (YES) is a non-profit organization helping equip teens to succeed by educating them through youth speakers and classroom curriculum. One of the topics addressed by Just Say Yes is bullying prevention. YES has resources for prevention programs as well as curriculum for grades 2-12.

KiVa – http://www.kivaprogram.net/
KiVa is an evidence-based program to prevent bullying and tackle the cases of bullying effectively. The KiVa program includes both universal (all students) and indicated actions (when a bullying case has emerged). The program also has extensive material for teachers, students and parents geared towards children age 6 through high school.

National Education Association – http://www.nea.org/home/neabullyfree.html
It Starts with Me Campaign identifies caring adults in our schools and communities willing to take a pledge of action to help bullied students. In return, they're provided with the resources to address bullying in their own schools and classrooms.

No Bullying – http://nobullying.com/
An online forum aimed at educating, advising, counselling and all importantly, helping to stop bullying, in particular, cyber bullying.

Olweus – http://www.violencepreventionworks.org/public/index.page
The OBPP is the most researched and best-known bullying prevention program available. With over 35 years of research behind it, the OBPP has program materials ready to identify bullying, warning signs of bullying, the impact of bullying as well as cyber bullying and prevention resources.

Note: All posters, images, and activity guides identified are copyright cleared for non-commercial use.

Measuring Success

Identifying outcomes and collecting data to measure the success of bullying prevention strategies can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

- Collect and monitor data to assess overall school climate
    - Frequency of teacher discipline referrals
    - Bullying attitudes and behaviors
    - Frequency of bullying reports
    - Types of bullying reports
    - Follow-up/coaching with bullies, victims
    - Staff trained in bully prevention and response
    - Strategy or program effectiveness
- Check for students' understanding about bullying
    - Ask students what is bullying?
    - Ask students what is cyberbullying?
    - Ask students to list at least three different ways to bully others (i.e., verbal, physical, cyberbullying)
    - Ask students what they can do when they or someone else is being bullied (e.g., tell parents, tell adult at school)
- Check for students' understanding of school/class rules
    - Ask students to list four school rules about bullying
    - Ask students about the consequences of bullying
    - Ask students who they can talk to about bullying

Appendices

Appendix A: Glossary

Bullying: repeated, unwanted aggressive behavior against a victim where there is an "observed or perceived" imbalance of power (Centers for Disease Control, 2013).

Bully-victim: someone who is both a victim and perpetrator of bullying.

Cyberbullying: electronic intimidation or aggression toward others through text or instant messaging, chat rooms, social media, websites, or videos or pictures sent through cell phones (Centers for Disease Control, 2013).

Upstander: "bystanders who behave in ways to reduce or end bullying behavior" (Ansary, Elias, Greene & Green, 2015).

Appendix B: References

Ansary, N. S., Elias, M. J., Greene, M. B., & Green, S. (2015). Guidance for schools selecting antibullying approaches: Translating evidence-based strategies to contemporary implementation realities. *Educational Researcher, 44*(1), 27-36.

Bachman, J. G., O'Malley, P. M., Schulenberg, J. E., Johnston, L. D., Freedman-Doan, P., & Messersmith, E. E. (2007). The Education-Drug Use Connection: How Successes and Failures in School Relate to Adolescent Smoking, Drinking, Drug Use, and Delinquency. Psychology Press, Taylor & Francis Group.

Centers for Disease Control and Prevention. (2013). Understanding bullying: Fact sheet. Atlanta, GA: U.S. Department of Health & Human Services. Retrieved from http://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf

DeRosier, M.E. (2004). Building relationships and combating bullying: Effectiveness of a school-based social skills group intervention. *Journal of Clinical Child & Adolescent Psychology*, 33(1), 196-201.

Farrington, D. P., & Ttofi, M. M. (2009). How to reduce school bullying. *Victims and Offenders*, *4*(4), 321-326.

Glew, G., Fan, M., Katon, W., Rivara, F. P., & Kernic, M. A. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Archives of Pediatric Adolescence, 159* (11), 1026-1031.

Jones, L., Doces, M., Swearer, S., & Collier, A. (2012). Implementing bullying prevention programs in schools: A how-to guide. *Berkman Center Research Publication*, (2013-1). Retrieved from http://164.116.19.35/safetycenter/BullyingHarassment/WorkGroup/ImplementingBullyingPrevention-BerkmanCenter.pdf

Klein, J., Cornell, D., & Konold, T. (2012). Relationships between bullying, school climate, and student risk behaviors. *School Psychology Quarterly*, *27*(3), 154.

Limber, S. P. (2003). Efforts to address bullying in U.S. schools. *American journal of health education*, *34*(sup5), S-23.

Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, *285*(16), 2094-2100.

Radliff, K. M., Wheaton, J. E., Robinson, K., & Morris, J. (2012). Illuminating the relationship between bullying and substance use among middle and high school youth. *Addictive Behaviors*, *37*(4), 569-572.

Ross, S. W., & Horner, R. H. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis, 42*(4), 747-759.

Steward, R. J., Steward, A. D., Blair, J., Jo, H., & Hill, M. F. (2008). School attendance revisited: A study of urban African American students' grade point averages and coping strategies. Urban Education, 43(5), 519-536.

Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, *45*(4), 368-375.

Wang, M., & Dishion, T. J. (2012). The Trajectories of Adolescents' Perceptions of School Climate, Deviant Peer Affiliation, and Behavioral Problems During the Middle School Years. Journal of Research On Adolescence (Wiley-Blackwell), 22(1), 40-53.

Wang, M., & Fredricks, J. A. (2014). The Reciprocal Links Between School Engagement, Youth Problem Behaviors, and School Dropout During Adolescence. Child Development, 85(2), 722-737.

Whitehurst, G. J. (2004, April). Making education evidence-based: Premises, principles, pragmatics, and politics. Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf

Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Beran, T., & Shapiro B. (2005). Evaluation of an anti-bullying program: Student reports of knowledge and confidence to manage bullying. *Canadian Journal of Education, 28*(4), 700-717.	Evaluation of the effectiveness of an anti-bullying program called Project Ploughshares Puppets for Peace. The P4 program uses puppets and a script to educate elementary school students about bullying and conflict resolution.	N=129 students grades 3 and 4.	The analysis indicated that there was no significant increase in the children's knowledge or skills to deal with bullying. However, responses to the open ended questions indicated that half the students reported feeling more confident when dealing with a situation involving bullying.	
Brown, E. C., Low, S., Smith, B. H., & Haggerty, K. P. (2011). Outcomes from a school-randomized controlled trial of steps to respect: A bullying prevention program. *School Psychology Review, 40*(3), 423-443.	Examined the effectiveness of the Steps to Respect: A Bullying Prevention Program (STR). The program targets multiple areas of the school environment through intervention components directed at the school, peer, and individual levels.	Thirty-three California elementary schools randomly assigned to intervention or control group; 1,296 school staff, 128 classrooms (3rd grade = 52, 4th grade = 62, 5th grade =11, 3rd and 4th grade split =2,	Analyses indicated a significant positive effect of the program on a range of outcomes including: improved school anti-bullying policies and strategies ($t(29) = 3.33$, $p < .01$), improved student bullying interventions ($t(29) = 3.42$, $p < .01$), improved student climate ($t(29) = 3.25$, $p < .01$), improved staff climate ($t(29) = 2.91$, $p < .05$), and less school-bullying related problems ($t(29) = -2.91$, $p < .01$) for intervention schools.	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		and 4th and 5th grade split = 9), and students in each of the selected classrooms (2,940 students).		
Burkhart, K. M., Knox, M., & Brockmyer, J. (2013). Pilot evaluation of the ACT raising safe kids program on children's bullying behavior. *Journal of Child & Family Studies, 22*(7), 942-951.	To examine the relationship among parent characteristics (hostility, depression, parenting skills) and child bullying using the ACT Raising Safe Kids Program (ACT-RSK).	Fifty-two parents/caregivers each with children between the ages of 4 and 10.	The analysis showed that there was a significant decrease in bullying with children whose parents completed the ACT-RSK program. Correlation matrix suggests that child bullying is significantly correlated with parenting skills (r=.33, p< .01), parental depression (r= - .25, p< .05) and parental hostility (r= -.50, p< .01). Parent hostility was found to be the only significant predictor of child bullying. Paired samples t-test revealed a significant difference for the intervention group between pre- and post-intervention, t(24) = -2.664, p=.014, Cohen's d- .58, with scores post-intervention reflecting a significant reduction in child bullying with a moderate effect.	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Hallford, A., Borntrager, C., & Davis, J. L. (2006). Evaluation of a bullying prevention program. *Journal of Research in Childhood Education, 21*(1), 91-101.	The program was designed to educate students on the different roles that exist in bullying situations. *Bullyproof* focuses on preventing bullying behaviors, increasing assertiveness of victims and broadening a sense of responsibility to include bystanders.	N=77 students, grades 4 and 5.	Results indicated little change in frequency of observed bullying behaviors, $F(1, 60) = 2.49$, *ns*, from pre-program (M= 5.16, SD = 3.12) to post-program (M= 5.98, SD 2.55). A significant difference by grade was found for the post-intervention power item ($t(39) = 2.41$, $p <.05$), such that 4th graders reported greater perceived power than 5th graders. Results indicate an overall increase in anti-bullying attitudes and perceived power. Specifically, girls and 5th graders reported a significant increase in anti-bullying attitudes. Both girls and boys reported a trend toward increased perceived power and 4th graders reported a significant increase in perceived power.	