



Established in 1989, Communities In Schools of North Carolina (CISNC) is part of the national Communities In Schools network. CISNC combines the art of one-on-one relationships with the science of proven evidence-based programs to achieve results and remove barriers that keep students succeeding in school and life. Working with affiliates across nearly half of the state's counties, CISNC employs an ABC+P model designed to increase attendance, improve behaviors, advance coursework, and foster parent and school partnerships in their child's academic success. CISNC serves more than 230,000 students annually.



The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina 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 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 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.

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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.). In 2013, 20% of students reported being bullied in school and 15% reported being cyber-bullied (Centers for Disease Control, 2014). Additionally, cyberbullying is reported to occur simultaneously with other types of bullying (Waasdorp & Bradshaw, 2015).

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 Tier of adult participation and support (Jones, Doces, Swearer & Collier, 2013)

Purpose

The purpose of this document is to focus on one easy to implement bullying prevention strategy that can be used in high schools. School staff can encourage positive student behavior with:

- Instruction on the school's code of conduct and positive social skills
- Additional strategies to promote a safe, positive school-wide climate
- Tools and resources to share with parents

Implementation Plan

Uses

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 high school students.

Activities

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

School-wide

- Use evidence-based decision making.
 - Refer to the curriculum guide on monitoring data.
- 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.
- 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.

- Conduct 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 (i.e., playground, cafeteria, hallways, bus line, etc.).

Classroom

- Introduce school/class rules against bullying and aggressive behavior toward others.
- Talk to students regularly about how to manage their emotions, behaviors and friendships with other students.

Involve students (positive peer pressure, promote student leadership)

- **Develop public service announcements (PSAs)**
- Conduct an anonymous school climate survey
- Establish a student advisory council
 - Suggest safety promotion and prevention strategies
 - Lead school-wide discussions/forums on bullying
- Develop anti-bullying skits (role playing) for student assemblies
- Write and produce a play with an anti-bullying message

Involve parents

- Hold parent meetings/workshops on bullying/cyberbullying
 - Share school policies and procedures regarding bullying.
 - Share school contact number 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).
 - Share at-home tips for online safety.
 - Keep computer where you can monitor online activity.
 - Set parental controls on computers and handheld devices.
 - Provide list of community resources for families dealing with bullying.
- 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 student 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 (e.g., at sporting events).

Materials/Equipment/Space

- Staff:
 - Presentation on bullying prevention (see Appendix D)
- Student supplies:
 - Computer access and media development software
 - School Code of Conduct policy
 - Information on PSAs

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

Time

- 15-20 minutes
- No class time is required for this activity. Students will complete the activity on their own time.
- The lesson should be taught at the beginning of the school year to communicate school policies and establish expectations for positive behavior.

*This lesson can also be adapted for an English, drama, marketing, or history/government class.

Lesson Plan of Activity

This sample lesson will inform and reinforce school policies and expectations for positive behavior through anti-bullying public service announcements. A designated school staff, preferably the principal, should begin by sharing school-wide behavioral expectations based upon school policies.

The lesson plan includes:

- Introduction of school Code of Conduct
- Strategies for responding to bullying incidents
- Strategies for how each student can monitor and/or improve their own behavior
- Student participation and engagement in establishing a positive school climate
- Sample activity appropriate for all 9-12 grade students

Review the resources listed in the Resource section. A presentation slide deck is included in Appendix D.

Sample Lesson – School-wide Competition: Anti-Bullying Public Service Announcement (PSA)

This activity should be introduced at the beginning of the school year during an assembly.

Activity	Process Notes
<p>Give a student presentation on positive school behavior during the first week of school during an assembly (10 minutes)</p> <ul style="list-style-type: none"> - Remind students about the importance of respecting others. - Distribute a copy of the school’s Code of Conduct. 	<p><i>Use presentation slide deck in Appendix D—Making our School a Safe Place to Be</i></p>
<p>Explain the competition and guidelines.</p> <ul style="list-style-type: none"> - School-wide competition, winner selected from each grade. - PSA should promote positive school climate. - PSA should motivate others. - Should be creative and aesthetically interesting. - Students will vote on PSAs. - Prizes awarded monthly (group or individual). 	<p><i>A senior administrator, preferably the principal, should introduce the competition to demonstrate leadership commitment and school spirit.</i></p> <p><i>Suggest that students consider:</i></p> <ul style="list-style-type: none"> - <i>Forming groups to include both genders and/or students of different ethnic groups, if possible.</i> - <i>Scenarios that include mixed gender, gender specific, ethnic/cultural difference, disabilities, etc.</i> - <i>Conduct research on bullying to prepare the PSA.</i>
<p>Provide a secure space for students to work on PSA before and/or after school.</p> <p>Staff member will be available to provide assistance.</p>	<ul style="list-style-type: none"> - <i>If available, allow students access to school equipment/materials.</i> - <i>Establish a page on the school’s website for the PSA competition.</i> - <i>Provide additional resources/links for students to learn tips on developing PSAs, conduct research on bullying/violence prevention, etc. (see Resources section).</i>
<p>Generate monthly excitement/hype about the PSAs.</p> <p>Announce available prizes each month*.</p>	<ul style="list-style-type: none"> - <i>Enlist students to generate excitement. Students can make announcements over the PA system, hallway TVs, student news station, social media, etc. around voting time.</i> - <i>Enlist teacher support to make regular announcements in class and offer additional help.</i> - <i>Hang posters around the school as reminders of PSA competition and upcoming preview/voting date.</i> - <i>Create promotional screensavers/graphics for school computer lab.</i>

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Activity	Process Notes
PSA submission and voting. <ul style="list-style-type: none"> - Set standard monthly submission day (e.g., 3rd Friday of each month by 5:00 pm). - Ensure that content illustrates the importance of positive behavior and is aligned with school Code of Conduct. - Establish location for submission of PSAs. - Establish voting rules and timeframe. 	<ul style="list-style-type: none"> - <i>Establish a school YouTube or Facebook page.</i> - <i>Use a secure location on school's website for uploading PSAs.</i> Assign school staff person or student advisory group to receive, organize and post submissions for voting.
Publicize winners. <ul style="list-style-type: none"> - Acknowledge all submissions with a certificate of participation. - Publish on website, parent newsletters, etc. 	Air the winning PSAs on hallway TVs, school website, social media channels, during assemblies, parent nights, etc. throughout the month.
Work with community partners and PTO to secure prizes.	Bonus: Partner with local news station to air the winning PSAs during the evening news.

Sample Prizes*

- Gift cards (e.g., iTunes, restaurant, movies, etc.)
- Free school breakfast/lunch coupon
- Free admission to school sporting events, dances, plays, etc.
- Reserved seating for student and a friend at next 5 games of choice
- Run the score box/table at a game
- No gym/PE for a week
- College application fee waiver
- Free tutoring from a teacher of choice
- Dress as the school mascot during a game
- Opportunity to intern at a local business after school
- Opportunity to shadow a local business owner for a day
- Special guest appearance on local TV/radio station
- Write and direct a school play on anti-bullying (provide small budget and adult advisor)

Tier 2 Intervention and Support Examples

The strategies provided teach small groups of teens the skills needed to buffer the effects of aggressive behavior and combat bullying.

Example #1: Expect Respect

The Expect Respect handbook has been developed with, by and for middle and high schools. It builds on a long history of establishing school-wide positive behavioral interventions and supports, and has been adapted to take advantage of the developmental Tier of students. Students acquire five core skills: discriminate respectful from disrespectful behavior, using a “stop” phrase if someone is disrespectful, using a “stop” phrase to remove a bystander, using a “stop strategy” and getting help from an adult.

Stiller, B. C., Nese, R., Tomlanovich, A. K., Horner, R. H., & Ross, S. W. (2013). Bullying and harassment prevention in positive behavior support: Expect respect. University of Oregon. Retrieve from http://www.pbis.org/common/cms/files/pbisresources/2013_02_18_FINAL_COVR_MANUAL_123x.pdf

Example #2: Improving Self-Concept through Small Groups

Bullied students participate in a counseling group focused on increasing self-concept/self-esteem through weekly planned activities. The counseling group provides a safe place for the participants to share experiences and express their thoughts and feelings.

Salomone, K. O. (2007). Bullying in schools: Improving self-concept through group counseling for adolescents who are targets of aggressors. *Counselor Education Master's Theses*. Paper 95. Retrieve from http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1094&context=edc_theses

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.

North Carolina Law: Bullying & Violence Prevention in Schools –

<http://www.stopbullying.gov/laws/north-carolina.html>

<http://www.wcpss.net/cms/lib/NC01911451/Centricity/Domain/46/nc-school-violence-prevention-act.pdf>

Pennsylvania Bullying Prevention Toolkit –

<http://www.safeschools.info/content/BPToolkit2014.pdf>

Sample parent letter to schools (p. 24)

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>

Youth Leaders' Toolkit

<http://www.stopbullying.gov/resources-files/youth-leader-toolkit.pdf>

Youth Engagement Toolkit

http://www.stopbullying.gov/what-you-can-do/teens/YouthEngagement_brieftoolkit_Compliant.pdf

YouTube – <https://www.youtube.com/>

Mutual Respect – Kobe Bryant & LeBron James

<https://www.youtube.com/watch?v=9N-E3HjnZ7U>

Pink - Perfect (AHMIR cover) - Anti-Bullying video

<https://www.youtube.com/watch?v=gliHyklHr6c>

Hero in the Hallways (various)

<https://www.youtube.com/watch?v=PtFtbaKIYyg>

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 Tier 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>

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.

U.S. Department of Education, Institute of Education Sciences –

<http://ies.ed.gov/ncee/edlabs>

The following document provides a brief review of characteristics of bullying victimization, bullying victims and bullying victims' schools to determine which were associated with reporting to school officials.

Petrosino, A., Guckenburg, S., DeVoe, J., and Hanson, T. (2010). *What characteristics of bullying, bullying victims, and schools are associated with increased reporting of bullying to school officials?* (Issues & Answers Report, REL 2010–No. 092). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands.
Retrieved from http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/rel_2010092.pdf

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 as measured by
 - Frequency of teacher discipline referrals
 - Bullying attitudes and behaviors
 - Frequency of bullying reports
 - Types of bullying reports
 - Teacher/administrative staff support and/or participation in activities
- Student participation/engagement
 - Number of monthly PSA submissions
 - Quality of submissions
 - Number of prizes awarded
 - Group vs. individual submissions
 - Number of students voting



Appendices

A. Glossary

B. References

C. Research Alignment

D. Sample Lesson Plan Presentation Slides

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).

Appendix B: References

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Evers, K. E., Prochaska, J. O., Van Marter, D. F., Johnson, J. L., & Prochaska, J. M. (2007). Transtheoretical-based bullying prevention effectiveness trials in middle schools and high schools. <i>Educational Research, 49</i>(4), 397-414.</p>	<p>The application of a series of effectiveness trials that applied Transtheoretical-based tailored programs to middle and high school students who were involved in bullying as bullies, victims, or bystanders with individualized and interactive computer interventions.</p> <p>Outcome measures: students who engaged in bullying or passive bystander behavior were expected to progress from intention to stop (pre-contemplation, contemplation, or preparation) to action role (no participation in bullying for less</p>	<p>Twelve middle schools and 13 high schools from across the U.S that included 1,237 middle school students and 1,215 high school students.</p>	<p>The TTM interventions produced a significant reduction in the percentage of students in middle and high school who participated in bullying. The same pattern of results occurred for the roles of bully, victim, and bystander. Approximately 29% of both treatment groups had progressed to Action or Maintenance and were not participating in any of the roles related to bullying, compared to 10% of the control group. Approximately 42% of treatment 1 group and 38% of treatment 2 group progressed from bully at baseline to non-bully at post-test, compared to 21% of the control group. Of students who reported being a victim at baseline, approximately 40% of treatment group 1</p>	<p>Three interventions were done within the program. Control group: this group received only pre- and post-tests. Treatment group 1: this group received up to 3 internet-based individualized and interactive sessions, a Staff Guide and a Family Guide, as well as a post-test. Treatment group 2: this group received the same protocol as group 1, and in addition, received a pre-test prior to their first intervention.</p>





BULLYING PREVENTION IN HIGH SCHOOL

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	than 6 months) or maintenance role (no participation in bullying for more than 6 months).		and 37% of treatment group 2 had progressed to not being a victim at post-test compared to 22% of the control group. Of the students who reported being a passive bystander at baseline, approximately 43% of treatment group 1 and 41% of treatment group 2 had progressed to taking appropriate action to prevent bullying at post-test, compared to 24% of the control group.	
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. <i>Health</i>	Through the Pennsylvania Department of Education (PA CARES) and Windber Research Institute (HALT!), the OBPP was introduced to approximately 100,000 children in more than 70 school buildings in grades K-	A total of 56,137 students and over 2400 teachers from 107 schools in 49 counties across Pennsylvania.	Overall, student self-reports of bullying others were reduced among nearly all cohorts and age groups. Results appeared to be particularly positive among high school students, where reductions were observed in bullying others of 15% to 39%, depending on the specific cohort. Specifically	The program was implemented over the course of a 2 year period. Before the start of the school year, coordinating committees and staff were trained. Schools then had around 2 to 4 months of planning before the program was implemented school wide. For the HALT! Program, certified Olweus

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<p><i>Promotion Practice, 13(4), 489-495.</i></p>	<p>12. Schools were able to implement the OBPP either in a districtwide manner or on a building only basis. Schools that agreed to district-wide implementation became part of HALT!, whereas districts that chose to implement at the building Tier became part of PA CARES.</p>		<p>for HALT!, cohort 1 after 2 years of program implementation and cohort 2 after 1 year of program implementation had a decrease in reports of being bullied, $p < .05$, a decrease in reports of bullying others, $p < .05$, and a decrease in reports that teachers had done little to stop bullying, $p < .05$. Similar results were found for the PA CARES implementation group.</p>	<p>trainers offered both support and onsite consultation. This was up to 8 hours per week per public school district through the first year of implementation. For PA CARES, schools received up to 12 hours of certified Olweus trainer support during the first year of implementation. The QBQ was used to collect data on students' grades 3 to 12. This survey was administered prior to the start of the program, then at the end of year 1 and end of year 2. The Teacher Questionnaire was administered to teachers in HALT! Schools.</p>



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<p>Schumacher, J. P. (2007). To what extent will a sixty-second video on bullying produced by high school students increase students' awareness of bullying and change their attitudes to reduce acceptance of bullying in a high school environment? Unpublished master's thesis, University of Pennsylvania, <i>Digital Dissertations</i>.</p>	<p>The "Bullying Video" produced by the Governor Mifflin High School students, centers on the presentation of conflict. The technique of the "Bullying Video" is to make the student viewer think about what has been seen and come up with a potential solution.</p>	<p>There were 824 high school students across three different schools. Of the 824 students, 405 were in the control group (did not view video) and 419 were in the experimental group (viewed the video).</p>	<p>There were several significant changes in the experimental group after viewing the video. The experimental group showed higher positive changes in attitudes toward bullying than did the control group.</p>	<p>A sixty-second message produced by Governor Mifflin High School students. Teachers were first asked to present a questionnaire to the students at the beginning of their class (pretest). The control group was given the questionnaire without seeing the video and the experimental group viewed the video and was then given the posttest questionnaire.</p>
<p>Wessler, S. L., & De Andrade, L. L. (2006). Slurs, stereotypes, and student interventions: Examining the dynamics, impact, and prevention or Harassment in middle and high school. <i>Journal of Social Issues</i>,</p>	<p>Students went through a workshop where they got together and wrote down incidences of bullying they witnessed. Students also learn and discuss the extent of harassment in school,</p>	<p>There were 30-40 students in middle and high school from around the country that participated in the workshop. There were 25 students that participated in the</p>	<p>Anti-bullying programs like this did show improvement in students' attitudes and behaviors toward bullying and harassment.</p>	<p>The Student Leader Workshop lasted a full day led by two trainers. The Controversial Dialogue Program allowed students to get together once a week for 90 minutes for four weeks, and focused on a particular element of conflict. Then students</p>

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62(3), 511-532.	negative impact of this harassment, and low-key intervention strategies.	Controversial Dialogue Program.		were provided with a chance to share their feelings and perspectives. The program allowed students to talk specifically about and discuss the negative impact of racial and ethnic stereotype comments and jokes.

