



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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Table of Contents

Overview	1
CISNC Introduction	1
Using Evidenced-Based Strategies.....	1
Problem/Rationale.....	2
Purpose.....	3
Implementation Plan	3
Uses	3
Audiences.....	3
Activities.....	3
Materials/Equipment/Space.....	5
Time	5
Lesson Plan of Activity	5
Sample Lesson – Give and Expect Respect.....	5
Tier 2 Intervention and Support Examples	7
Resources	8
Measuring Success.....	11
Appendix A: Glossary.....	A-1
Appendix B: References.....	B-1
Appendix C: Research Alignment.....	C-1



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).

Bullying has been reported to occur more frequently among middle school students, and more specifically among sixth graders (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001). 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 et. al., 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 (i.e., discussions, role-playings, etc.).
- Involves a school-wide or community approach.

- Incorporates high level of adults 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 middle schools. Teachers and school staff can promote a safe, positive school climate and 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

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

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.

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).
 - 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 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.

Materials/Equipment/Space

Teacher supplies

- Index cards
- Paper, markers, etc.
- Pre-printed certificates (optional)

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

Time

- 45 – 50 minutes (one class period)

Lesson Plan of Activity

This sample activity will inform and reinforce school policies and expectations for positive behavior through a bullying prevention role playing activity. This activity is appropriate for all 6-8 grade students.

Review the resources listed in the Resource section.

Teachers should begin by sharing school-wide behavioral expectations based upon school policies. Additional classroom expectations can also be incorporated, but beginning with school-wide expectations establishes a consistent message for all students. (See Appendix D - *Making Our School a Safe Place to Be*)

- Establish a positive tone and check for understanding.
- Provide strategies for responding to bullying incidents.
- Provide strategies for how each student can monitor and/or improve their own behavior.

A presentation slide deck is included in Appendix D.

Sample Lesson – Give and Expect Respect

Activity	Process Notes
<p>Student Presentation on positive school behavior (10 minutes)</p> <p>Remind students about the importance of respecting others.</p>	<p><i>Use presentation slide deck in Appendix D—Making our School a Safe Place to Be</i></p>

BULLYING PREVENTION IN MIDDLE SCHOOL

Activity	Process Notes
Explain the class activity (2 minutes)	<i>Tell students the goal of this activity is to reinforce the importance of respecting and treating others fairly.</i>
Divide class into groups of 4-6 students, depending on class size (1 minute) If applicable, place at least one student in each group who demonstrates negative behavior (without indicating that this is the reason for doing so).	<ul style="list-style-type: none"> - <i>Consider forming groups to include both genders and/or students of different ethnic groups, if possible.</i> - <i>Limit the number of groups to allow sufficient time for each presentation.</i>
Distribute index cards that describe scenarios of bullying (1 minute)	<i>Consider scenarios that include mixed gender, gender specific, ethnic/cultural difference, disabilities, etc.</i>
Group role play (5 minutes) Instruct each group to read the scenario and develop a 30 second skit illustrating the scenario to the class.	<ul style="list-style-type: none"> - <i>Have ready resources such as paper, markers, etc. that students could use in their skits.</i> - <i>Allow students to spread out around the room.</i>
Group presentations and discussion (20 minutes) - After each group presentation, ask the class to discuss the response they might use in each scenario. - Ask what would make it difficult to respond to the scenario.	<ul style="list-style-type: none"> - <i>Allow 3-5 minutes per scenario</i> - <i>Ask students to identify which school policy and/or positive behavior the response supports.</i> - <i>Display school policy slide (Slide #4) from slide deck during discussions.</i>
Conclude the activity with student pledge (1 minute) - <i>Commitment to exhibit good behavior</i> - <i>Change the way that they treat other students</i> - <i>Remind students that they are all leaders in some way</i>	<ul style="list-style-type: none"> - <i>Remind students who they can/should talk to if they are the victim of or witness a bullying incident, or if they need help to change their behavior (i.e., they are a bully).</i> - <i>Possible language for pledge: "I pledge to exhibit good behavior and positive leadership in my school by respecting and treating my fellow classmates fairly."</i>
**Optional step: Distribute certificates to students for completion of activity.	<i>Certificates could serve as a morale booster, reminder of pledge and positive leadership.</i>



Tier 2 Intervention and Support Examples

Strategies to prevent bullying in school and promote positive change among students with aggressive and bullying behaviors should teach new skills and involve high levels of adult participation.

Example #1: Middle School Mediation Program

Develop students' communication, problem-solving and conflict management skills through a mediator training program. Participants follow a weekly curriculum that includes handout, video and role play, as well as meet with an advisor (e.g., school counselor or social work intern) to debrief about any situations they may have had to mediate.

Fast, J., Fanelli, F., & Salen, L. (2003). How becoming mediators affects aggressive students. *Children & Schools, 25*(3), 161-170.

Example #2: Self-Esteem Building Program

Develop a structured program for students with aggressive behavior that incorporates discussions on social aggression and how to recognize and manage it, activities that foster a sense of belonging and building confidence, as well as regular journaling about their experiences.

Lane, B. (2005). Dealing with rumors, secrets, and lies: Tools of aggression for middle school girls. *Middle School Journal, 36*(3), 41-47.

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

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>

YouTube – <https://www.youtube.com>

Bullying Awareness PSA

https://www.youtube.com/watch?v=2W2_eo2lmnk

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>

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

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).

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Bowllan, N. M. (2011). Implementation and evaluation of a comprehensive, school-wide bullying prevention program in an urban/suburban middle school. <i>Journal of School Health, 81</i>, 167-173.</p>	<p>Examined the prevalence of bullying in an urban/suburban middle school and effectiveness of the Olweus Bullying Prevention Program (OBPP). Before the program was implemented, a questionnaire was administered to a cohort of students and teachers in February 2007 and then given again in March 2008 after the OBPP program was implemented.</p>	<p>Samples consisted of 112 students, and 17 teachers.</p>	<p>The analysis indicated a positive impact in 7th grade females who went through the OBPP. In contrast, no impact was shown in 8th grade females and 7th and 8th grade males. Teachers who went through the program showed improvements in their capacity to identify bullying.</p>	<p>The students received the OBPP intervention for 1 year.</p> <p>The implementation phase consisted of formation and training of the Olweus Bullying Coordinating Committee (OBCC), administration of a teacher questionnaire that looked at any observed problems involving bullying. There were also monthly on-site consultation, teacher and support staff team discussion, school wide-assembly to launch program, school rules posted in all of the classrooms, supervisors identifying areas that are considered “hot spots” for bullying, and a system that uses positive reinforcement for pro-</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				social behavior and disciplinary process with different kinds of bullying behavior.
Farrell, A., Valois, R., and Meyer, A. (2002). Evaluation of the RiPP-6 Violence Prevention Program at a Rural Middle School. <i>American Journal of Health Education</i> , 33(3), 167-172.	Responding in Peaceful and Positive Ways sixth grade (RIPP-6) is a school-based violence prevention program that focuses on the transition year to middle school. Students practice using a social-cognitive problem-solving model to identify and choose nonviolent strategies for dealing with conflict.	One middle school in rural Florida; one intervention pod and one control pod within the school. Final sample size at posttest was 161; n=75 intervention pod and n=86 control pod.	There were significant intervention effects on 7 of the 11 outcome measures at posttest, with effect sizes ranging from .26 to .72. Compared with students in the control pod, those in the intervention pod scored higher on the knowledge test (9.22 vs. 6.70, $p < .001$), reported less approval of violent behavior (18.45 vs. 20.61, $p < .01$), reported higher peer support for nonviolence (12.21 vs. 11.33, $p < .05$), reported less frequent peer pressure to use drugs (6.72 vs. 7.07, $p < .05$) reported lower frequencies of physical aggression (10.79 vs. 12.08, $p < .05$), and reported less peer provocation (8.96 vs. 9.94, $p < .05$).	The RIPP-6 curriculum is intended as a 25-lesson curriculum taught once a week, starting at the beginning of the academic year and continuing through the entire year, in conjunction with a school-wide peer mediation program. In the present study, the curriculum was taught twice a week during the second semester of the school year.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Jenson, J. M., Brisson, D., Bender, K. A., & Williford, A. P. (2013). Effects of the youth matters prevention program on patterns of bullying and victimization in elementary and middle school. <i>Social Work Research</i>, 37(4), 361-372.</p>	<p>To examine the effects of a Youth Matters (YM) bullying prevention program on patterns of bullying and victimization among elementary and middle school students. The YM program identifies clear consequences for bullying behavior and teaches young people skills that are necessary to enhance their social bonds, improve prosocial attitudes and increase self-efficacy.</p>	<p>A total of 876 students.</p>	<p>Students were divided into intervention and control groups. Students from the intervention group showed significantly higher rates of transition from membership in bully, victim, and bully-victim classes to the uninvolved class compared to students in the control group. The findings overall support positive effects from the use of the YM program.</p>	<p>The program was implemented into four different YM curriculum modules and tested in grades 4 and 5 over the course of two academic school years. Each curriculum session lasted around 90 minutes and occurred during a regular school day. Specialists that taught the modules for the curriculum were part of the project team and received 16 hours of training in the YM curriculum.</p>
<p>Walter, H. J., Gouze, K., Cicchetti, C., Arend, R., Mehta T., Schimidt, J., & Skvarla, M. (2011). A pilot demonstration of comprehensive mental health</p>	<p>School wide bullying program called Positive Behaviors Interventions and Supports (PBIS). The program was divided into three types of interventions:</p>	<p>Two public schools; N=638 students.</p>	<p>There were fewer mental health difficulties, smaller functional impairment, and improved behavior. There were also improvements in mental health knowledge, attitudes, beliefs, and behavior intentions. A large</p>	<p>The Universal Preventive Interventions consisted of a <i>Promoting Alternative Thinking Strategies</i> curriculum. This was taught to students in kindergarten through 8th grade classrooms in 12 to</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>services in inner-city public schools. <i>Journal of School Health, 81(4), 185-193</i></p>	<p>Universal Preventive Interventions, Indicated Preventive Interventions, and Clinical Interventions. Finally, the last intervention phase called the Clinical Interventions, comprised of psychiatric assessment and treatment services for 1st through 8th grade children.</p>		<p>program satisfaction was also reported from the school staff.</p>	<p>42 (depending in grade level) sessions that lasted 30-45 minutes. The curriculum consisted of teaching age-appropriate, fundamental social-emotional skills. Next the <i>All Stars</i> curriculum was taught to students in the 6th and 8th grade in 12, 45-minute sessions. This session taught students about problem solving, decision-making, and self-responsibility skills. The next intervention phase called the Indicated Preventive Interventions, involved the selection of 2 to 3 highly prevalent problematic behaviors to be targeted for the school-wide change. These interventions included 4 hour per-week, 18 week after school sessions in which at risk 1st to 5th grade students were</p>

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				<p>taught on how to deal with stressful situations. There was then a 24 hour per-week for 6 weeks summer camp that provided academic, therapeutic, and recreational activities for at-risk 1st to 6th grade students. This provided activities 5 days per week for the duration of the summer and school year.</p>
<p>Williford, A., Boulton, A., Noland, B., Little, T. D., Karna, A., & Salmivalli, C. (2012). Effects of the KiVa anti-bullying program on adolescents' depression, anxiety, and perception of peers. <i>Journal of Abnormal Child Psychology</i>, 40, 289-300.</p>	<p>Investigated the effects of the KiVa anti-bullying prevention program on students' anxiety, depression, and perception of peers. Students were either placed in an intervention or control group. Data collection was done at separate time points over the course of two academic years.</p>	<p>A total of 7,741 students from 78 schools.</p>	<p>Results indicated that the KiVa program was effective for reducing students' internalizing problems and improving their peer group perception. Changes in student's anxiety, depression and positive peer perceptions were found to be predicted by a decrease in victimization.</p>	<p>The KiVa program consist of 20-hrs of curriculum designed to decrease bullying attitudes in the classroom as well as defending behaviors and self-efficacy among bystanders.</p>

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	<p>At each point of the data collection process, teachers would administer online questionnaires to students during regular school hours. Students completed the questionnaires during school hours in the computer labs.</p>			