

<u>Program</u>	<u>Publisher</u>	<u>Target Population</u>	<u>Key Outcomes and References</u>	<u>Level of Evidence (see key below)</u>
<p>Bully Prevention in Positive Behavioral Interventions and Supports (BP-PBIS)</p> <p><i>Summary:</i> BP-PBIS is intended to be implemented within the PBIS framework. BP-PBIS is designed with five outcomes in mind, including: 1) defining respect and teaching students how to “be respectful” to all, 2) teaching students how to address bullying through the three step-response (stop, walk, talk), 3) pre-correcting behaviors before the three step-response is needed, 4) teaching appropriate replies to the three-step response, and 5) teaching staff on a universal strategy when addressing student reports.</p>	<p>Positive Behavioral Interventions and Supports</p>	<p>Elementary Middle School High School</p>	<p>By investing in the implementation of multi-tiered prevention frameworks like PBIS, schools are creating cultures that prevent the development and occurrences of bullying behavior. If bullying behavior occurs, a team-based and data-driven problem-solving process is initiated to address the bullying.</p> <p>Ross et al., (2009)</p>	<p>Blueprints for Violence Prevention: N/R NREPP/SAHMSA: N/R Communities that Care: N/R OJJDP Model Program Guide: N/R</p> <p><i>*BP-PBIS has not yet been evaluated by these programs; however, BP-PBIS is founded on the research-substantiated PBIS approach which is supported by the Office of Special Education Programs.</i></p>
<p>Bully Proofing Your School (BPYS)</p> <p><i>Summary:</i> BPYS follows many of the principles involved in the Olweus BPP program, but provides a more-defined curriculum for teachers to use. Implementation occurs in three phases beginning with a definition of bullying, a discussion of its impact, and establishment of classroom rules regarding bullying. The second phase involves developing skills and techniques for dealing with bullying and increasing resilience to victimization. In the third phase, emphasis is placed on change in school culture through converting children who are neither bullies nor victims of bullying — the silent majority — into the “caring majority.”</p>	<p>Sopris West Learning</p>	<p>Elementary Middle School High School</p>	<p>Research at the elementary level suggests BPYS results in:</p> <ul style="list-style-type: none"> • Increased safety in the classroom and cafeteria • Increased playground safety • Reduced bullying and violence • Change in attitudes about bullying <p>Epstein et al. (2002), Menard et al. (2008), Gallagher et al., (2008).</p>	<p>Blueprints for Violence Prevention: N/R NREPP/SAHMSA: N/R Communities that Care: N/R OJJDP Model Program Guide: N/R</p> <p><i>*BPYS has not yet been evaluated by these programs. However, stringent research and studies where the program was applied with fidelity have demonstrated the efficacy of BPYS at the elementary level.</i></p>

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<p>Olweus Bully Prevention Program (BPP)</p> <p><i>Summary:</i> The purpose of this program is to reduce and prevent bully/victim problems as well as to increase positive peer relations within the school environment by creating adult involvement, implementing classroom rules, and performing individual interventions as needed. The program emphasizes involvement at four levels: school, individual, classroom, and community. Additional components have been added such as the <i>Olweus Bully Questionnaire</i> which can be used as a planning tool before and after implementation.</p>	<p>Olweus Bullying Prevention</p>	<p>Elementary Middle School</p>	<p>Research has demonstrated:</p> <ul style="list-style-type: none"> • Significant reductions in reports of bullying and victimization, as well as in reports of antisocial behaviors. • Significant enhancement of school climate. <p>Black & Jackson (2007), Limber (2004), Olweus (2005).</p>	<p>Blueprints for Violence Prevention: <i>Model</i></p> <p>NREPP/SAHMSA: N/R</p> <p>Communities that Care: <i>Effective</i></p> <p>OJJDP Model Program Guide: <i>Effective</i></p>
<p>Promoting Alternative Thinking Strategies (PATHS)</p> <p><i>Summary:</i> The PATHS Curriculum provides elementary school teachers with a systematic developmental procedure for helping children understand their feelings, tolerate frustration and come up with constructive solutions for dealing with conflict. In the classroom, teachers give frequent, short lessons on interpreting social cues and others' perspectives, developing positive relationships, using self-control and solving interpersonal problems. Students also learn how to reduce stress, communicate better, develop a positive attitude, and understand the difference between feelings and behaviors.</p>	<p>Channing-Bete</p>	<p>Preschool Elementary</p>	<p>Research has demonstrated that the PATHS program results in significant:</p> <ul style="list-style-type: none"> • improvements in self control, understanding and recognition of emotions, conflict resolution skills, thinking and planning skills, and academic achievement. • reductions in symptoms of anxiety and depression, and conduct problems, and aggression. <p>Greenberg et al. (1995), Kam et al. (2004), Domitrovich et al. (2007)</p>	<p>Blueprints for Violence Prevention: <i>Model</i></p> <p>NREPP/SAHMSA: 2.6-3.2</p> <p>Communities that Care: <i>Effective</i></p> <p>OJJDP Model Program Guide: <i>Exemplary</i></p>

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<p>Second Step</p> <p><i>Summary:</i> Second Step is a classroom-based social skills curriculum for students from preschool through middle school. The curriculum aims to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making, and goal-setting skills.</p>	<p>Committee for Children</p>	<p>Preschool Elementary Middle School</p>	<p>Research has demonstrated that Second Step results in:</p> <ul style="list-style-type: none"> • Increased prosocial behavior and social competence • Decreased levels of aggression. <p>Cooke et al. (2007), Holsen et al. (2008 & 2009).</p>	<p>Blueprints for Violence Prevention: <i>N/R</i></p> <p>NREPP/SAHMSA: <i>2.4</i></p> <p>Communities that Care: <i>Effective</i></p> <p>OJJDP Model Program Guide: <i>Effective</i></p>
<p>Steps to Respect</p> <p><i>Summary:</i> This program is designed to teach students how to effectively address bullying by promoting social-emotional skills and learning how to recognize and report bullying. The program also increases staff awareness and responsiveness by involving teachers as coaches in bullying situations.</p>	<p>Committee for Children</p>	<p>Grades 3-6</p>	<p>Steps to Respect has been found</p> <ul style="list-style-type: none"> • to significantly decrease bullying and destructive bystander behavior • To significantly decrease malicious gossiping <p>Frey et al. (2005 & 2009), Low et al. (2010).</p>	<p>Blueprints for Violence Prevention: <i>N/R</i></p> <p>NREPP/SAHMSA: <i>N/R</i></p> <p>Communities that Care: <i>N/R</i></p> <p>OJJDP Model Program Guide: <i>Effective</i></p>