

## School Bullying Prevention and Education Grant (BPEG) Program Practice Profiles

**Purpose:** Practice Profiles identify the core components of a program and describe the key activities that are associated with each core component. Practice Profiles enable a program to be teachable, learnable, and doable. These Practice Profiles have been developed for BPEG program grantees in an effort to support their knowledge and understanding of what expected implementation of the BPEG program looks like in practice.

**Audience:** These Practice Profiles were designed to be used by BPEG Implementation Teams, applicants for the BPEG program, and other educational professionals across the state of Colorado.

**How to Use:** Individuals and teams may review each of the Practice Profiles to gain a better understanding of the expected activities in which BPEG program grantees engage. The title of each Practice Profile is the name of the corresponding BPEG Core Component. The top half of each Practice Profile includes the definition of the BPEG Core Component and how it relates to effective bullying prevention. In the bottom half of each Practice Profile, the left-most column describes the expected use of each activity of the Core Component. The middle column describes what the activity looks like when in development. The right-most column describes the unacceptable or non-existent use of each activity.

**Development:** The development of the BPEG Practice Profiles included a literature review of evidence-based best practices for bullying prevention. The core components of the BPEG program were then aligned with these best practices and the Colorado Multi-tiered System of Supports (COMTSS) framework. Individual activities for each core component were selected based on information from peer-reviewed journals and book chapters.



Bullying Prevention  
and Education Grant



**COLORADO**  
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## Definitions

**Bullying:** Behavior intended to harm another that is repeated, or likely to be repeated, and is marked by an imbalance of power between the perpetrator and target.

**Bullying (Colorado Legal Definition):** "Bullying means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student." (C.R.S. 22-32-109.1(1)(b)).

**Conflict:** Disagreement or argument in which both sides express their views, have equal power, and typically stop their behavior when they realize it is hurting someone.

**Discriminatory Harassment:** Bullying may also be considered “discriminatory harassment” if the bullying is based on a federally protected class (e.g., race, sex, gender).

## BPEG Practice Profile: Positive School Climate

Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	The experience of students, families, and staff within a school that is marked by feelings of safety, trusting relationships, and a sense of belonging for all.	
How the Core Component is Essential to Reducing Bullying:	A positive school climate is foundational to effective bullying prevention. Research demonstrates a strong correlation between low levels of bullying and a positive school climate.	
<b>Expected Use in Practice</b>	<b>Developmental Use</b>	<b>Unacceptable Use</b>
The school supports all aspects of safety including physical, social, emotional, identity, and academic safety.	The school supports some aspects of safety but not all.	The school infrequently supports physical, social, emotional, identity, and academic safety.
All adults in the school immediately intervene in bullying situations.	Most adults in the school immediately intervene in bullying situations.	Some adults in the school immediately intervene in bullying situations and/or adults attempt to mediate bullying situations with the target and perpetrator together.
Staff actively supervise students in common areas (e.g., cafeteria) using a structured process.	Staff supervise students in common areas, but do not have a structured process for doing so	Staff are infrequently present in common areas when students are present and/or staff do not actively supervise students in common areas (e.g., staff chat with other staff)
Staff foster positive relationships between all members of the school community.	Staff are friendly to students and each another but do not make purposeful efforts to build relationships between all members of the school community.	Staff focus mainly on meeting academic performance goals with limited attempts to foster positive relationships between all members of the school community.

## References

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- Wang, C., Berry, B., & Swearer, S. (2013). The Critical Role of School Climate in Effective Bullying Prevention. *Theory Into Practice*, 52, 296–302. <https://doi.org/10.1080/00405841.2013.829735>

## BPEG Practice Profile: Evidence-Based Practices

Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	Approaches and strategies to prevent bullying that are supported by research, matched to need, and culturally responsive.	
How the Core Component is Essential to Reducing Bullying:	Using evidence-based practices to prevent bullying provides districts and schools with the approaches that research suggests are more likely to reduce its prevalence.	
<b>Expected Use in Practice</b>	<b>Developmental Use</b>	<b>Unacceptable Use</b>
Staff implement evidence-based bullying prevention practices using a tiered model of support.	Staff implement evidence-based bullying prevention practices but they are not clearly aligned to a layered continuum of supports including criteria for intensifying and fading supports.	Staff do not implement bullying prevention practices or they are not evidence-based.
Staff implement an evidence-based bullying prevention curriculum schoolwide.	Staff implement the evidence-based bullying prevention curriculum in limited settings (e.g., classroom) and not schoolwide.	No evidence-based bullying curriculum is present in the school or the curriculum is not evidence-based.
The school implements evidence-based bullying prevention practices using the Active Implementation Frameworks (AIF) from Implementation Science (e.g., training, coaching, data systems).	The school implements evidence-based bullying prevention practices with limited use of the AIFs of Implementation Science.	The school implements evidence-based bullying prevention practices without using structured implementation approaches.

## References

- Gaffney, H., Farrington, D. P., & Ttofi, M. M. (2019). Examining the Effectiveness of School-Bullying Intervention Programs Globally: A Meta-analysis. *International Journal of Bullying Prevention, 1* 14-31. <https://doi.org/10.1007/s42380-019-0007-4>
- Farrington, D. & Ttofi, M. School-Based Programs to Reduce Bullying and Victimization. *Campbell Systematic Reviews, 2009:6*. <https://doi.org/10.4073/csr.2009.6>
- Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. <https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf>

## BPEG Practice Profile: Data-Based Decision Making

Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	A continuous improvement process used by the BIT to collect, analyze, and evaluate information to inform decision making at the system and student level.	
How the Core Component is Essential to Reducing Bullying:	Data-based decision making ensures evidence guides effective and efficient decision making at the system and student levels.	
<b>Expected Use in Practice</b>	<b>Developmental Use</b>	<b>Unacceptable Use</b>
The BIT uses data to make decisions at the system and student levels.	The BIT uses data to make decisions at only the system or only the student level.	The BIT rarely uses data to make decisions at the system or student levels.
The BIT uses data to measure, evaluate, and improve the fidelity of BPEG program implementation.	The BIT collects fidelity data but rarely use the data to inform decision making for the BPEG program.	The BIT does not collect fidelity data on the BPEG program implementation.
School staff have access to relevant bullying and behavior data through a system that is useful and useable.	School staff have access to relevant bullying and behavior data but the system is either not useful or useable.	School staff do not have access to relevant bullying and behavior data that are useful or useable.
The school collects data on the frequency of students being the target of and witness to bullying. Additional information to support decision making (e.g., location of bullying, type of bullying) are also collected.	The school collects data on the frequency of students being the target of and witness to bullying.	The school does not collect data on the frequency of bullying.

## References

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- Morrison, J. Q., & Harms, A. L. (2018). *Advancing Evidence-Based Practice Through Program Evaluation: A Practical Guide for School-Based Professionals*. Oxford University Press.
- Cornell, D., & Cole, J. C. M. (2011). Assessment of Bullying. In *Handbook of School Violence and School Safety* (2nd ed.). Routledge.
- Gaffney, H., Farrington, D. P., & Ttofi, M. M. (2019). Examining the Effectiveness of School-Bullying Intervention Programs Globally: A Meta-analysis. *International Journal of Bullying Prevention, 1* 14-31.  
<https://doi.org/10.1007/s42380-019-0007-4>



## BPEG Practice Profile: Family, School, and Community Partnerships

Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	Families, schools, and communities actively partner to develop, implement, and evaluate effective and equitable practices to reduce bullying for students.	
How the Core Component is Essential to Reducing Bullying:	Family, school, and community partnerships (FSCP) are shown to reduce the likelihood of bullying and improve the buy-in of all stakeholders.	
<b>Expected Use in Practice</b>	<b>Developmental Use</b>	<b>Unacceptable Use</b>
The school creates an inclusive culture that honors the lived experience of families.	The school creates an inclusive culture in a limited range of contexts that honor the lived experience of families.	The school inconsistently considers the experiences of all families when making decisions about the culture of the school.
The school dedicates necessary resources to integrate partnering practices with families and the community.	The school dedicates some resources to integrate partnering practices with families and the community.	The school inconsistently dedicates resources to integrate partnering practices with families and the community.
The school actively builds trusting relationships with families and the community.	The school builds trusting relationships with families and the community in a limited range of contexts.	The school inconsistently builds trusting relationships with families and the community or does not include families in decision making.
The school designs, implements, and continuously improves capacity-building opportunities for staff, students, and families to promote shared leadership with bullying prevention.	The school designs and implements capacity-building opportunities for staff, students, and families to promote shared leadership with bullying prevention some of the time.	The school rarely designs and implements capacity-building opportunities for staff, students, and families to promote shared leadership with bullying prevention.

## References

- Office of Family, School, and Community Partnerships. (2021). Family, School, and Community Partnerships P-12 Framework Self-Assessment Rubric User's Guide. Colorado Department of Education.  
<https://www.cde.state.co.us/uip/fscp-fillable-rubric>
- Farrington, D. & Ttofi, M. (2009) School-Based Programs to Reduce Bullying and Victimization. *Campbell Systematic Reviews*, 2009:6. <https://doi.org/10.4073/csr.2009.6>
- Constantino, S. M. (2015). *Engage Every Family: Five Simple Principles*. Sage Publications

## BPEG Practice Profile: Policy

Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	A district Board of Education Policy on bullying prevention and the bullying prevention handbook policy of a school.	
How the Core Component is Essential to Reducing Bullying:	Research demonstrates that district bullying prevention policy can reduce specific types of bullying. School handbook policy provides clear guidance to students, families, and staff on all aspects of the school's bullying prevention efforts.	
<b>Expected Use in Practice</b>	<b>Developmental Use</b>	<b>Unacceptable Use</b>
The school's policies are fully aligned with state law and district policy.	The school's policies are somewhat aligned with state law and district policy.	The school's policies are not aligned with state law or district policy.
The school's policies use evidence-based best practices for reducing bullying.	The school's policies use some best practices for reducing bullying.	The school's policies include the use of zero tolerance or do not specifically identify protected classes of students.
The school's policies on bullying are regularly reviewed and revised using stakeholder (e.g., families, staff) input.	The school's policies are reviewed and revised inconsistently or with limited stakeholder input.	The school's policies are reviewed and revised rarely or without stakeholder input.
The school's policies on bullying prevention are directly taught to all staff to ensure they know the procedures and protocols for all bullying-related concerns.	The school's policies on bullying prevention are inconsistently taught to staff.	The school's policies on bullying prevention are rarely taught to staff.
The school's policies on bullying prevention are easy for families and staff to access and understand.	The school's policies on bullying prevention are easy for families and staff to access in some contexts (e.g., school handbook but not online) or is not easy to understand.	The school's policies on bullying prevention are difficult for families and staff to access or understand.

## References

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- Fischer, S. M., & Bilz, L. (2019). Teachers' self-efficacy in bullying interventions and their probability of intervention. *Psychology in the Schools*, 56(5), 751–764. <https://doi.org/10.1002/pits.22229>
- Kull, R. M., Greytak, E. A., Kosciw, J. G., & Villenas, C. (2016). Effectiveness of school district antibullying policies in improving LGBT youths' school climate. *Psychology of Sexual Orientation and Gender Diversity*, 3(4), 407–415.  
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