**Bullying Prevention Resources**

**Delaware Resources**

* **Delaware Department of Education Bullying Prevention Training** 
  + Includes definitions, possible reasons, signs, and types of bullying
  + Covers Delaware law regarding bullying incidents and reporting
  + <http://www.doe.k12.de.us/infosuites/students_family/climate/files/BullyingPreventionTraining_2012_VO_Final2.pps>
* **Delaware’s Bullying Prevention Legislation** 
  + **Summary**
    - <http://www.doe.k12.de.us/infosuites/students_family/climate/files/Bully%20Prevention%20Law%20Outline.pdf>
  + **Video**
    - <http://www.dcet.k12.de.us/eldedocs/bullygang/Antibullying_legislation.mov>
* **School Districts’ and Charter Schools’ Bullying Prevention Policies**
  + <http://www.doe.k12.de.us/infosuites/students_family/climate/dis_chartbully.shtml>

**National Resources**

* [**www.stopbullying.gov**](http://www.stopbullying.gov)
  + Federal website that includes comprehensive bullying information such as descriptions, risk factors, prevention recommendations, and reporting and response guidelines.
  + Lists federal and state bullying policies and laws for reference
  + Contains information and videos on how students can help, such as leading by example, telling a trusted adult, or helping the victim
  + Has a specific kids’ section that provides child-friendly information, videos, and games about bullying (<http://www.stopbullying.gov/kids/index.html>)
* **Eyes on Bullying**
  + <http://www.eyesonbullying.org>
  + Includes several activities and materials to use with students, including a “What is Bullying?” chart, bullying beliefs questionnaire, stories for discussion, and examples of possible victim responses
  + “What Can You Do?” toolkit specifically targeted at teachers and parents that includes strategies, activities, and resources (<http://www.eyesonbullying.org/pdfs/toolkit.pdf>)
* **Collaborative for Academic, Social, and Emotional Learning (CASEL)**
  + <http://casel.org/>
  + Increasing students’ social and emotional skills can be an effective way to decrease bullying incidents
  + Website provides information on effective programs, related research, and activities
  + Contains specific information about how social and emotional learning relates to bullying prevention (<http://casel.org/wp-content/uploads/SEL-and-Bullying-Prevention-2009.pdf>)

**Videos**

* Students’ perceptions and definitions of bullying
  + “Kids on Bullying”
    - Provides elementary-friendly definitions of bullying
    - <http://www.aboutkidshealth.ca/En/JustForKids/Life/Videos/Pages/video-Kids-on-Bullying.aspx>
  + “What is Bullying?”
    - Students provide definitions of what they see as bullying
    - Aimed at middle and high school students
    - <http://www.dcet.k12.de.us/eldedocs/bullygang/What_is_Bullying.mov>
  + “Bullying or Not?”
    - Video that discusses what constitutes bullying and differentiates it from playful teasing or arguments
    - <http://www.schooltube.com/organization/208760/>
* [stopbullying.gov](http://www.stopbullying.gov) Webisodes
  + Animated videos that show characters encountering bullies in their school
  + Aimed at elementary students
  + Videos contain questions that assess children’s knowledge of bullying and how the characters should respond appropriately
* Prevention and response
  + Information for educators that addresses ineffective bullying policies and interventions
  + <http://www.stopbullying.gov/videos/2012/08/misdirections.html>

**Books**

* Top books for elementary students on bullying, as rated by both teachers and students1
  + Cohen-Posey, K. (1995). *How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name Calling and Other Nonsense*. Highland City, FL: Rainbow Books.
  + Romain, T. (1997). *Bullies Are a Pain in the Brain*. Minneapolis, MN: Free Spirit.
  + DePino, C. (2004). *Blue Cheese Breath and Stinky Feet: How to Deal with Bullies*. Washington, DC: Magination Press.
  + Moss, P. (2004). *Say Something*. Gardiner, ME: Tilbury House.
  + Ludwig, T. (2005). *My Secret Bully*. Berkeley, CA: Tricycle Press
  + Shabana, M. (2007). *Umar and the Bully*. Leicestershire, UK: Islamic Foundation.
  + Cole, J. (1989). *Bully Trouble* New York: Random House.
* Cosby, B., Honeywood, V.P., & Hon Eywood, V. (1997). *The Meanest Thing To Say: A Little Bill Book for Beginning Readers, Level 3.* New York: Scholastic.

**Articles**

* ***Bullying Prevention and Intervention: Information for Educators***
  + Discusses bullying characteristics, important components of prevention programs, and strategies for effective intervention
  + <http://www.nasponline.org/resources/bullying/Bullying_Info_Educators.pdf>
* ***Preventing Classroom Bullying: What Teachers Can Do***
  + Helpful strategies and interventions to reduce and prevent bullying
  + <http://www.jimwrightonline.com/pdfdocs/bully/bullyBooklet.pdf>
* ***Dealing with Cyberbullies***
  + Information on cyberbullying and how individuals can protect themselves
  + <http://www.doe.k12.de.us/infosuites/students_family/climate/files/eSecurity%20Cyberbulies%20Apr2008.pdf>

**Prevention Programs**

* ***Implementing Bullying Prevention Programs in Schools: A How-To Guide***
  + Includes information concerning essential program elements and discusses research-based programs
  + <http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/ImplementingBullyingPrevention.pdf>
* **Research-based bullying prevention programs**
  + Steps to Respect: Bullying Prevention for Elementary School
    - <http://www.cfchildren.org/steps-to-respect.aspx>
    - Research showed increase in positive bystander behaviors and decrease in physical bullying2
    - Includes two literature units in which students are asked to read and respond to particular novels. Schools would need to purchase additional books.
  + Olweus Bullying Prevention Program
    - <http://www.violencepreventionworks.org>
    - Particular research support in European countries. Research results less conclusive in the US.
  + KiVa Anti-Bullying Program
    - <http://www.kivaprogram.net/>
    - Reductions in bullying and victimization in grades 1-6 3
    - Program has shown increases in school liking, academic motivation, and self-reported academic achievement 4
* **Social-emotional learning programs**
  + Second Step
    - <http://www.cfchildren.org/second-step.aspx>
    - Includes specific lessons on bullying
    - Research has shown decreases in physical aggression and higher levels of prosocial behavior 5
  + Responsive Classroom
    - <http://www.responsiveclassroom.org/>
    - Program associated with better prosocial skills, increased assertiveness, and less fearfulness in students 6
  + Promoting Alternative Thinking Strategies (PATHS)
    - <http://www.channing-bete.com/prevention-programs/paths/paths.html>
    - Research showed decrease in peer-rated aggression, hyperactivity, and disruption.7 Children developed larger emotion vocabularies and became more accurate in identifying feelings.8

**References**

1 From Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (2009). *Bullying prevention & intervention: Realistic strategies for schools*. New York: Guilford.

2 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.

3 Karna, A., Voeten, M., Little, T. D., Alanen, E., Poskiparta, E., & Salmivalli, C. (2012). Effectiveness of the KiVa Antibullying Program: Grades 1-3 and 7-9. *Journal of Educational Psychology.* Advance online publication.

4 Salmivalli, C. Garandeau, C. F., & Veenstra, R. (2012). KiVa anti-bullying program: Implications for school adjustment. In A. M. Ryan & G. W. Ladd (Eds.)., *Peer relationships and adjustment in school.* Charlotte, NC: IAP-Information Age Publishing.

5 Grossman, D. C., Neckerman, H. J., Koepsell, T. D., Liu, P. Y., Asher, K. N., Beland, K., Frey, K., & Rivara, F. P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school: A randomized controlled trial*. Journal of the American Medical Association, 277,* 1605-1611.

6 Rimm-Kaufman, S. E., & Chiu, Y. J. I. (2007). Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools, 44,* 397–413.

7 Conduct Problems Prevention Research Group. (1999). Initial impact of the fast track prevention trial for conduct problems: II. Classroom effects*. Journal of Consulting and Clinical Psychology,* 67, 648–657.

8 Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children’s social and emotional competence: A randomized trial of the preschool 'PATHS' curriculum. *Journal of Primary Prevention, 28,* 67–91.