**Recommended Packaged Bullying Prevention Programs**

Programs with a (\*) are shown to reduce bullying victimization in *elementary* schools.

Programs with a (+) are shown to lead to positive outcomes but NOT reduced bullying victimization

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| **Program** | **Description** |
| \* KiVa Bullying Prevention Program | * <http://www.kivaprogram.net/program> * Comprehensive program for students ages 6-12 that includes training materials and lessons, videos, online games, and parents’ guide. * Greater focus than other programs on supports/interventions for the victims and bullies, including a KiVa team intervening with students involved and encouraging prosocial peers of the victim to provide support to the victim. * Supported by multiple studies showing reduced bullying and victimization, although primarily in Finland. However, the program is now being implemented throughout the U.S., including in Delaware (school in the Red Clay School District). |
| \* Olweus Bullying Prevention Program | * <http://www.violencepreventionworks.org> * Comprehensive program for students ages 5-15 that includes lessons and additional components at the school, classroom, individual, and community levels. * Programs inspired by this approach had the most positive effects according to one meta-analysis. However, it should be noted that most of the Olweus studies have occurred in other countries, and far fewer have indicated reductions in bullying and exclusion in the U.S. |
| + SWPBIS | * www.PBIS.org * [www.pbisapps.org](http://www.pbisapps.org) * SWPBIS is a framework for structuring a school’s positive approach to discipline and developing an environment in which students are academically and socially skilled. Rooted in Applied Behavior Analysis (ABA), SWPBIS is a scaled application of how professionals might work with individual children with challenging behaviors. It is similarly centered on teaching and reinforcing desired behaviors and measuring the extent to which desired behaviors increase and undesired behaviors decrease. Like ABA, SWPBIS relies on school professionals to effectively arrange the environment to prevent challenging behaviors from occurring (i.e., focus on antecedents), teach socially adaptive alternatives to challenging behaviors (i.e., directly teach replacement behavior), and reinforce students use of the socially desired behavior (i.e., use positive reinforcement). At a school-wide level, this application of ABA relies on adults to commit to implementing a common approach to arranging the learning environment and teaching and acknowledging appropriate behaviors and discouraging and managing challenging behaviors. Further, the implementation of SWPBIS practices is a data-driven approach, in which teams of school professionals regularly examine student outcome data as well as process data that indicate the extent to which practices are implemented. * According to the Positive Behavioral Interventions and Supports Implementation Blueprint, SWPBIS is synonymous with a multi-tiered behavioral framework or 3-tiered model of support. This prevention-oriented, tiered framework was borrowed from the field of public health and includes primary (universal), secondary (targeted), and tertiary (intensive) tiers of assessment and intervention, which increase in intensity with the level of student need. The focus of this professional training module is on integration of SWPBIS and SEL at Tier 1, which applies to all individuals across all school settings. |
| + Restorative Justice | * <https://www.sccgov.org/sites/pdo/ppw/SESAP/> Documents/SCHOOL%20RJP%20GUIDEBOOOK.pdf * Restorative justice is a philosophy based on a set of principles that guide the response to conflict and harm. These principles are based on practices that have been used for centuries in indigenous cultures and religious groups. * Restorative justice’s three main goals are:  1. **Accountability**. Restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible. 2. **Community safety**. Restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members. 3. **Competency development**. Restorative justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person. |
| + Bully Proofing Your School | * <http://schoolengagement.org/school-engagement-services/bully-proofing-your-school> * Bully-Proofing Your School is a comprehensive program for handling bully/victim problems through the creation of a “caring majority” of students who take the lead in establishing and maintaining a safe and caring school community. The program focuses on converting the silent majority of students into a caring majority by teaching strategies that help them to avoid victimization and to take a stand for a bully-free school. In schools which have implemented the program, incidences of bullying behaviors have declined and feelings of safety among the students have increased. * The program offers guides for Early Childhood, Elementary, Middle School, High School, and a Parent’s Guide |
| \* Second Step | * <http://www.secondstep.org/second-step-social-emotional-learning> * 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. The Second Step program is classified as a universal intervention, meaning that it is appropriate for whole classrooms of children and not just those at risk. * Second Step lessons are organized into three skill-building units that focus on empathy, impulse control and problem solving, and anger management. Lessons are sequential, developmentally appropriate, and provide opportunities for modeling, practice, and skills reinforcement. The curriculum includes discussion, teacher modeling, coaching skills, and role-plays. Stories are used to demonstrate important peer-relations skills and to teach affective (emotional), cognitive, and behavioral social skills. Lessons can be incorporated into health, science, math, social studies, and language arts. * The Second Step Family Guide is available as a supplement to the program for kindergarten-grade 5. The six-session, facilitator-led program helps parents learn about the curriculum and assists them in reinforcing children’s skills in communicating feelings, solving problems, controlling anger, and dealing with conflict. * In several studies, this program led to decreased physical aggression and bullying, particularly in middle school. |
| + Second Step: Bullying Prevention Unit | * <http://www.secondstep.org/bullying-prevention> * The Bullying Prevention Unit is part of the Second Step Suite of programs, designed for kindergarten-5th grade students. * This unit is a comprehensive program that consists of age-appropriate lessons, activities, and take-home activities for elementary classrooms with the aim of teaching students how to recognize, report, and refuse bullying. * The unit consists of staff training to help staff develop ways to effectively identify and deal with bullying throughout the school. Training includes teaching staff how to work with all students involved in bullying, including bystanders. * Materials for families are also available to extend lessons beyond the classroom. * The impact of the program on bullying and peer victimization is currently being assessed via a randomized controlled trial in 108 classrooms. |