University of St. Thomas, Minnesota
St. Catherine University

Social Work Master's Clinical Research Papers

School of Social Work

2015

A Systematic Review of Bullying Prevention Programs in Schools

Ashley R. Lanigan
University of St. Thomas, Minnesota

Follow this and additional works at: https://ir.stthomas.edu/ssw_mstrp

Part of the Clinical and Medical Social Work Commons, and the Social Work Commons

A Systematic Review of Bullying Prevention Programs in Schools

By

Ashley R. Lanigan, BSW, LSW

MSW Clinical Research Paper

Presented to the Faculty of the
School of Social Work
St. Catherine University and the University of St. Thomas
St. Paul, Minnesota
In Partial fulfillment of the Requirements for the Degree of
Master of Social Work

Committee Members
Lance T. Peterson, Ph.D., LICSW (Chair)
Alli Aker, MSW, LICSW
Katie Shepherd, MSW, LGSW

The Clinical Research Project is a graduation requirement for MSW students at St. Catherine University/University of St. Thomas School of Social Work in St. Paul, Minnesota and is conducted within a nine-month time frame to demonstrate facility with basic social research methods. Students must independently conceptualize a research problem, formulate a research design that is approved by a research committee and the university Institutional Review Board, implement the project, and publicly present the findings of the study. This project is neither a Master's thesis nor a dissertation.

Abstract

Bullying prevention programs have been shown to be generally effective in reducing bullying and victimization. Because it is crucial for social workers to understand the impact of bullying prevention programs, a systematic review was conducted for this project to identify which programs have been found to be successful. A total of 518 reports concerned with bullying prevention were found, and 33 were assessed for eligibility. Of these reports, fifteen were included in this review. All articles from 1993 up to 2014 were hand-searched, and were in 9 electronic databases. Through a review of fifteen articles that acknowledged bullying prevention, numerous similarities, differences, as well as future questions were identified. Populations served through these programs included individual adolescents, teachers, and parents. No two articles presented a bullying prevention program identical to another, though numerous aspects were replicated in a number of the articles. All of the research articles reviewed identified some degree of positive effects in a bullying prevention programs. Findings indicate that bullying prevention programs work, as the combined effect of the various programs and implementations are shown to decrease bullying and victimization by an average of 17-23 percent.

Acknowledgements

I am extremely grateful to my professor Lance Peterson. His support and positive attitude has been extremely helpful throughout this entire process. I would also like to acknowledge the support and feedback from my committee members, Alli Aker and Katie Shepard. Thank you for your guidance throughout this research process! I am particularly grateful for the support and encouragement from my friends, family and colleagues. I hope that my research in some way will benefit those who have been affected by bullying.

Table of Contents

A Systematic Review of Bullying Prevention Programs in Schools

Many school-based intervention programs have been implemented in an attempt to reduce school bullying. Bullying has been an ongoing problem in schools nationwide and in the state of Minnesota. According to the Minnesota Student Survey from the Department of Education, approximately 12.8 percent of all sixth, ninth, and twelfth graders reported that they have been bullied (victims); 9.3 percent of those same students reported that they have bullied other students (bullies); and 3.1 percent of students reported that they have both been bullied and have bullied others (bully/victims) (Stopbullying.gov, 2014). According to a study by the National Association of School Psychologists and the U.S. Department of Justice, 160,000 students of all ages stay home from school every day to avoid the stress and fear that comes from being confronted by a bully or bullies (Stockdale, Hangaduambo & Duys, 2002).

School bullying includes several key elements: physical, verbal, or psychological attack or intimidation that is intended to cause fear, distress, or harm to the victim (Farrington, 1993). Bullying is defined as a form of unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time (Safe and Supportive Learning, 2013). There are two types of bullying: direct aggressive behavior (physical, intimidation, verbal threats) and indirect aggressive behavior (exclusion, rejection). Imbalance of power is a type of bullying that happens when a student or group of students try to exercise power over another student. This usually happens when an older or stronger student bullies a younger, weaker student. Relational and non-physical bullying includes spreading lies or false stories about another person verbally or electronically, excluding

others from groups and taking people's possessions and damaging property. The last type

of bullying, the most known form, is physical bullying, which includes hitting, pushing,

punching or any other type of physical harm (Evans, Fraser & Cotter, 2014).

There are many other types of behavior that do not fit the definition of bullying

but still require the same attention, including aggression and violence. This does not

mean that they are any less serious or require less attention than bullying. School

violence is a subset of youth violence, a broader public health problem. Violence is the

intentional use of physical force or power, against another person, group, or community,

with the behavior likely to cause physical or psychological harm (Centers for Disease

Control and Prevention, 2014).

Bullying is a serious problem, not only for students who are bullied, but for the

bullies, the students and adults who witness bullying, and the bystanders. A bystander is

someone who sees or knows about bullying or other forms of violence that is happening

to someone else; they can either be part of the problem or part of the solution. Children

who are victims of bullying are more likely to have depression, anxiety, increased

sadness and loneliness, sleep problems, decreased academic success, and health

complaints (Stopbullying.gov, 2014). Children who bully are more likely to abuse

substances, engage in earlier sexual activity, get into fights, drop out of school, and

become abusive adults towards family, spouses, and other children who are not

considered bullies (Stopbullying.gov, 2014).

Bystanders are more likely to abuse substances, have increased mental health

problems, and miss or skip school (U.S. Department of Health & Human Services, n.d.).

Bullying is one type of youth violence that threatens young people's well-being.

Moreover, students involved in bullying in any way, bullies, victims, or bully/victims, are at a greater risk for negative experiences in school. Bullying-involved students are more likely to carry weapons, including guns, to school on a semi-regular basis and are less likely to perceive their schools as safe places to be (Minnesota Department of Education, 2013). Attitudes toward school and perceptions of care from teachers are more negative for bullying-involved students than for their peers. While some bullying-involved students may have positive support such as caring teachers and friends, there are far more students who have the opposite support.

Because of the impact bullying can have on children and society, anti-bullying programs have become important over the past several decades to protect children in school. The most commonly used approach is the universal school program. Universal school programs are intended to be provided to all children regardless of prior violence or risk of violent behavior. As used in this report, "universal" refers to anti-bullying programs and approaches that schools use that are administered to all children in classrooms regardless of the individual risk of violent or aggressive behavior to prevent bullying. Universal and whole school is synonymous and is used interchangeably throughout this review. Public awareness of bullying in schools has progressively increased as research and high profile cases continue to gain public attention with many of the recent school shootings being related to bullying.

Despite the importance of anti-bullying programs, in 2012, Minnesota ranked dead last among states that had anti-bullying laws according to a study by the U.S. Department of Education (Stopbullying.gov, 2014). The Minnesota State Statue 121A.0695 SCHOOL BOARD POLICY; PROHIBITING INTIMIDATION AND

BULLYING reads: Each school board shall adopt a written policy prohibiting

intimidation and bullying of any student. The policy shall address intimidation and

bullying in all forms, including, but not limited to, electronic forms and Internet use

(Minnesota Statutes, 2013). This statute was among the shortest and the weakest of its

kind in the country with only 37 words. The problem with this statute on bullying is that

it does define or explain what bullying behavior entailed. The current statute on bullying

behavior in public schools does not empower or encourage teachers, administrators, or

parents to act even when they witness issues of bullying. Unlike other state laws, it

contains no list of what those policies must include. Officials at the state Department of

Education do not review the bullying polices of individual school districts as they are not

required to do so by law (Weber, 2011). The challenge for schools is not only to identify

and stopping bullying behavior so that students can learn in a safe environment, but what

to do to prevent bullying and support all those involved and affected by the bullying

behavior.

Historical Information

Bullying is a wide-reaching phenomenon with similar characteristics in every

country. Although only recently recognized as a serious issue in this country, bullying

has existed since the beginning of time and occurs everywhere humans interact. Bullying

is a "systematic abuse of power" that can essentially occur anywhere that power

imbalances exist. Research examining bullying is international in scope and has existed

for decades (Olweus, 1993).

There has been a number of significant events that have transformed the way

schools implement violence prevention programs. In April of 1999, Columbine High

School in Littleton Colorado experienced firsthand the reality of in-school violence. Twelve students and one teacher were killed by two students who later committed suicide. This catastrophic event forced schools all over the United States to become aware that violent attacks could happen anywhere and at any time and that schools have to be prepared for both. Since Columbine, a flurry of research specifically addressing bullying has been completed in this country. Much of this research has been the result of public pressure after it was revealed that the Columbine shooters were "lashing out" after years of being victims of bullying. There was a clear recognition that the potential for school violence existed and educators had a responsibility for protecting children by preventing bullying and aggressive behaviors by implementing anti-violence programs.

Social workers are responsible for improving the health and wellbeing of children and adults through informational education. The information collected is useful to help acknowledge, address, and prevent lasting effects of bullying and the reduction of violence. The purpose of this study is to further the knowledge and awareness regarding the serious issue of school bullying and to provide social workers with the tools necessary to help prevent and eliminate school bullying. The specific perspective of this study will determine which components of school-based anti-bullying programs in schools are addressing long term effects. The research question for this project is: what are the impacts and outcomes of anti-bullying programs in schools, what components of the program are helpful, and what research exists on the long term effects of bullying?

Juvenile violence is a significantly widespread problem in the United States. Violence has caused significant mortality in the U.S. and childhood violence is predictive of later violence. Multiple studies have shown strong evidence that universal, whole

school approach programs decrease rates of violence among children in schools. Kids who bully others can also engage in violent and other risky behaviors. Violent behaviors, such as carrying a weapon, fighting, and getting injured while fighting are associated with both bullying and being bullied (Zuckerman, Bushman & Pedersen 2014).

Literature Review

Prevention of youth bullying and violence is of value in itself. Early aggression and violence is a precursor of later problem behaviors. This section will present a summary of the research of school bullying. This research presents information on what school bullying programs are, the characteristics of the programs, effectiveness of the programs, the impacts and solutions. This literature will also discuss implications for social work practice.

Program Approaches

There are several different approaches to anti-bullying interventions, which include individualized, peer-led, and whole-school (Smith, Cousins, & Stewart, 2005). Another approach is a mindfulness-based approach. The primary goal of these programs is to change the conditions in the social environment that allow bullying to occur. Each of these will be discussed in more detail below.

Individualized Approach. According to Smith, Schneider, Smith, and Ananiadou (2004), multiple causes of bullying suggest avenues for possible interventions, one being the whole school approach and the other an individual. From a Farrington and Ttofti review (2009), it is vital to implement certain elements in anti-bullying programs in order to be effective. These include: a presence of parent and teacher training, use of classroom disciplinary methods, implementation of a whole-

school anti-bullying policy, and the use of instructional videos. These characteristics in an anti-bullying program in schools are positively correlated with a reduction in bullying and victimization (Farington and Tofti, 2009). The studies suggest the stronger the design of the study, the lower the power of the study was for determining an effect.

The individualized interventions are developed for children who are involved in the bullying activity directly, either victim or bully (McManis, 2012). The goal is to externalize problems for the bully (to attribute causes outside the self) and to internalize problems for the victim (to incorporate values within the self as guiding principles through learning) by using interventions such as conflict mediation, anger management, and assertiveness and social skills training (McManis, 2012). Through externalizing conversations with the bully, the situation and circumstances that have reinforced a bullying behavior is removed, allowing the problem to stand alone. Externalizing weakens the problems power by undermining conclusions that have gone unquestioned. This also creates space that allows for the collaborative investigation of the problem and its effects (Cotter, 2009). Internalizing the problem can allow for the victim to strengthen his or her beliefs, attitudes, and values when it comes to behaviors. Internalizing with the victim can also allow a chance to make use of what has been learned from the situation.

Peer-led Approach. Peer-led support systems in schools include training children and adolescents to offer emotional and social support to fellow peers in distress. (Cowie, 2012). Some children are more vulnerably susceptible to being bullied, including children with special needs and children with social, emotional and behavioral difficulties. Some are able to deal with bullying themselves by utilizing their own inner resources or seeking support from friends. The peer-led approach recognizes and focuses on the fact that

students are more likely to listen to their peers, rather than to adults. It involves teaching

peer leaders conflict resolution skills in order to help those involved in bullying

situations.

      Whole School Approach. The whole-school approach is currently the most

widely used approach for bullying prevention and intervention (Smith et al., 2005). The

whole school approach assumes that bullying is a systemic problem and intervention

must be directed at the entire school rather than just the individual bully or victim (Smith,

Pepler & Rigby, 2004). The advantage of whole-school approach is that it avoids the

stigmatization of bullies and victims. The approach involves educating everyone who

comes into contact with the students, including teachers, custodians, bus drivers, and

parents. Often, the whole-school approach includes many different interventions,

including individual and peer-led interventions (McManis, 2012).

      Evans and associates compared 31 different school anti-bullying prevention

programs and discussed eleven bullying intervention characteristics. The characteristics

varied from a whole school approach to peer orientated approach, to classroom rules

against bullying and parent involvement. Compared to other bullying prevention

programs, the school wide universal approach was found to be the most successful anti-

bullying program (Evans et al., 2014). Some of the program strategies included

informational, cognitive/affective, social skill building, environmental change (classroom

and school), peer mediation, parent involvement, and behavior modification (Hahn,

Fuquat-Whitley, Wethington et al., 2007). Whole school antiviolence program strategies

were associated with a reduction in violence.

Characteristics of the whole school approach include emphasis on educational learning and having high expectations for all students. This program is challenging and has an engaging curriculum with parental involvement. The whole school approach is consistently enforced and is implemented all year long. It has clear disciplinary methods with adequate supervision during unstructured times (Farrington and Ttofi, 2009; Smith, Cousins & Stewart, 2005; Sugai, Horner & Algozzine, 2011). There is class time offered to students to openly discuss bullying and individual interventions with bullies and victims. Also, social-emotional skill development for all students is incorporated into the curriculum (Farrington and Ttofi, 2009; Smith et al., 2005; Sugai et al., 2011).

Educating students and adults about the dynamics of bullying is a key element in a whole school program (Minnesota Department of Education, 2013). The benefits of universal whole-school based anti-bullying programs are significant. Impacts on effective bullying prevention programs have been researched and improvements have been reported with children's social behavior including reductions in drug abuse, delinquency, and property crime. Substantial improvements with school attendance and academic achievement were also reported (Hahn et al., 2007).

Mindfulness approaches are becoming more common in education to increase students' resiliency, well-being, self-regulation, and attention (Lawlor, 2014). Mindfulness in school bullying prevention programs have been up for discussion. Mindfulness programs aim to support students' wellbeing, social and relationship skills, concentration, anxiety and stress management, and performance in academic and activities. Mindfulness programs for children begin with lessons on how the brain works, followed by sensory experiences such as mindful listening, to cognitive experiences such

as perspective-taking, ending with students reflecting on what they are grateful for in their own lives, and enacting random acts of kindness (Lawlor, 2014). Research has shown that mindfulness programs have decreased children's depression and aggression, and led to higher acceptance from their peers, all of which can be related to bullying prevention (Lawlor, 2014).

Interventions operate at several levels and all hold the view that the professionals are the solutions to the problem of bullying. According to Kousholt and Basse Fisker (2014), first-order perspectives see bullying as an aspect of an individual's dysfunctional and antisocial behavior and have the goal of achieving change at the individual level. This perspective generates intervention strategies such as empathy training for bullies and confidence-building for victims. Second-order perspectives consider bullying as part of social processes and thereby as context-dependent. Second-order interventions are not based on developing individuals' psychological insufficiencies, but rather, the view is that the school and/or classroom setting needs attention so that the social exclusion anxiety is taken seriously and managed effectively. "Second-order changes will occur when the social structures begin to change; e.g. when the staff at the school, for example, gain insight into the ways in which they and the school structures contribute to inadvertently upholding and perhaps even reinforcing and encouraging bullying" (Kousholt and Basse Fisker, 2014, p. 6).

Effectiveness of Bullying Prevention Programs

Vreeman and Carroll (2007) studied the effectiveness of different types of bullying intervention approaches and strategies and found whole-school approaches to be the most effective. Bullying is addressed as a systemic problem and interventions involve

everyone at the school with the goal being to change the negative culture and climate of

the school. Curriculum-targeted individual interventions and support were rarely effective

in reducing bullying. Increasing mental health staff also seldom had effects in bullying

reduction. Since the environment appears to be a significant factor that contributes to

bullying, a number of combined interventions, which a whole-school approach generally

consist of, are needed in order to reduce bullying. Programs in which implementation was

observed and evaluated were found to be more effective than those without set

procedures. Additionally, programs with a focus on changing the culture and climate of

the school rather than individuals were found to be most effective, which is what a whole

school approach should do. (Smith et al., 2004).

Effective Program Components

According to Evans and associates (2014), the overall findings of whether or not

bullying programs were effective were mixed. Fifty percent reported significant program

effects on bullying behavior, 45% showed no significant program effects, and 5%

reported mixed results (Evans et al., 2014). However, the involvement in bullying activity

appears to have an effect on young adulthood. For example, Evan and associates

reference a meta-analysis of 29 studies which found that childhood bullying victimization

led to increased rates of depression that persisted up to 36 years post-victimization

(Evans et al., 2014). The article also revealed that childhood victimization was associated

with the continued presence of aggressive and violent behaviors an average of 6 years

after victimization and an increase of criminal offending up to 11 years post-bullying

perpetration. (Evans et al., 2014).

One program that has shown effectiveness in reducing school-age bullying is the Olweus Bullying Prevention Program. Dan Olweus, an advocate for anti-bullying programs, researcher on bullying and possible interventions since the 1970's, is credited with developing a well-known bullying prevention model that focuses on school aged children. According to the teacher guide, the program works to make change on multiple levels such as classroom, school, and community. The goals were to "reduce existing bullying problems among students, prevent the development of new bullying problems, and achieve better peer relations at school" (Olweus & Limber, 2007, p. 1). This intervention focused on three levels. The first level focuses on school as a whole where it does not single out children who bully, are victimized or who are simply bystanders. The second focuses on the classroom level where norms are established and where bullying can effectively be dealt with and begin with clear and understood rules around bullying. The third is at the individual level where there needs to be serious talks with both the bullies and the students being victimized (Olweus, 1993). See appendix A for a list of Components of the Olweus Bully Prevention Program (OBPP).

Consequences of Bullying

Bullying is observed across gender, race, ethnicity and socioeconomic status. It is prevalent in all grades and all schools and can be mild, moderate or severe (Smith et al., 1999). It has been associated with negative impacts on children's physical and mental health along with detrimental effects on their social, psychological and academic progress.

Repeated insults and rejection by peers can generate deadly results, such as suicide or homicide. For every adolescent that opens fire at a school, thousands more

commit or attempt suicide (Klonsky, 2002). Being bullied during this time of adolescence

can have significant effects on overall current and future change. Children exposed to

harassment at school may suffer from difficulty concentrating, depression, anxiety,

withdrawal, sleep disturbances, psychosomatic disturbances, aggression, and dissociative

reactions. There is a clear association between perceived stress and offending behavior in

adolescence; ongoing stress has been shown to be related to posttraumatic stress disorder

(Hilarski, 2004). Essentially, if a child is being victimized, he or she will likely

experience increased anxiety that will diminish their ability to concentrate on school.

Often children who are bullied avoid school and the classes that create the anxiety

(McManis, 2012).

The effects of bullying impact the lives of victims and their loved ones, both in

the short term and long-term (well into adulthood) (Olweus, 1993). According to Evans

et al. (2014), youth who reported involvement in bullying in any form, compared to those

who did not, reported poorer psychosocial adjustment. Consistent with the other findings,

victims of bullying reported the highest levels of depression, social anxiety, and

loneliness. Smith and associates (2014) also found that victims tend to be socially

isolated, lack social skills, have a higher than normal risk for depression and suicide, and

have more anxiety and lower self-esteem. Children who violently bully tend be involved

in alcohol consumption and smoking and have poorer academic records than those not

involved in violent situations (Smith, Schneider, Smith & Ananiadou, 2004).

As noted in *Children Who Bully at School*, bullying experiences are associated

with a number of behavioral, emotional, and physical adjustment problems for both the

victim and the child who bullies (Child Family Community Australia, 2014). Young

people who bully others are more likely to: do poorly in school; turn to violence as a way to deal with problems; damage property or steal; abuse drugs or alcohol; and get in trouble with the law (Child Family Community Australia, 2014). Compared to young people who only bully or who are only victims, bully-victims suffer the most serious consequences and are at greater risk for both mental health and behavior problems (Child Family Community Australia, 2014).

Importance of Programs

With the need to eliminate bullying in schools, different programs and approaches have been initiated that address how to manage this problem. Approaches vary from school district to school district. In order for bullying to be manageable, the policies and intervention strategies need to be specific and unique to the needs of the school (Stopbullying.gov, 2014). Other ideas believed to help decrease bullying at school deal directly with children's awareness and creating norms and expectations in classrooms.

Bullying extends beyond bullies and victims. It is important to educate all that are affected by the effects of bullying, including students, teachers, parents, and other school officials. In order for programs to be successful there needs to be a consensus on definitions around bullying, and what the effects of bullying are. Understanding an issue is the first step in learning how to find solutions to the issue.

Because social workers are trained to take a strengths-based, systems-focused perspective, they are perhaps the best situated to facilitate anti-bullying programs. Social workers who work with children in any professional setting have an important role as a liaison between students, families, and the school. Although anti-bullying programs are making a difference, it is critical to understand how they are making a difference, and

further understand if there are any potential problems that could be encountered down the road.

Conceptual Framework

The focus of this research project is to assess the impacts and outcomes of anti-bullying programs on violence in schools and to further the knowledge and awareness regarding the serious issue of bullying. The goal is to provide social workers with interventions necessary to help prevent and eliminate school bullying. The importance of identifying research theories in a research study is crucial to effectively and efficiently conduct a project. It ensures that personal views and experiences are not skewing the information in this literature.

The main theory that guided this review was applied critical theory. Critical theory looks at how intervention requires the use of institutions, the law, and politics to improve procedures and disruptive conditions necessary for equality and effective problem solving (Forte, 2007, pg. 539). From a research standpoint, the critical theory can help to understand the social workers' perceptions of bullying and the impacts and outcomes associated with the prevention programs. This study will specifically determine what the impacts and outcomes of anti-bullying programs on violence in schools are.

The social work profession has a responsibility to protect members of oppressed groups from exploitation by dominant individuals, groups, and organizations and to empower the oppressed people so that they can protect themselves. Social workers fight injustice in all its forms, including school bullying and violence.

Theoretical Lens

      The theoretical lens that will be used to conduct this research is applied critical theory. The critical theory approach is used to understand the influences and relationships among community inequality and public deliberation about policy and problems (Forte, 2007). "The critical theory tradition offers explanations of destructive social arrangements and myths as well as the self-defeating beliefs and actions of people subjected to unfair arrangements" (Forte, 2007, pg. 497). It allows social workers to examine how societal patterns and preferences often challenge the terms of social services and welfare. It allows social workers to empower the oppressed and underprivileged groups. Critical theory offers social workers different tools to use for promoting social, political and economic equality. For this research project, critical theory is used to deepen the understanding of principles and processes of bullying in schools. It is used to raise awareness of the social sources behind the bullying dilemma and to suggest how the consequences can be alleviated.

      Critical theorists believe that problems, such as bullying and violence in schools, are caused by processes generated by economic, political, and social structures, and not by personal failings. Critical theory looks to the society's institutions, such as the school and other large-scale structures like the economy, the political order, and the social welfare system to find the source of the dysfunctional group processes, troubled relationships, and identity disorders (Forte, 2007). Critical theory rejects the idea that problems are caused mainly by faulty personality development, negative family experiences, or biological factors. It is assumed that social structures shape what is

perceived as reality, how morality is established, which problems community members discuss and how they are conducted (Forte, 2007).

Professional Lens

Careers are often chosen based on personal choice and passions. I chose to practice social work because of my desire to help those who are unable to help themselves. I have worked with children and families in multiple settings, realizing that this population is often the most vulnerable and needs attention and being both a parent of a school aged child and a practicing social worker, I have come to find out there is a lack of understanding on the importance of effective anti-bullying programs and cost of the long term effects. Although my work with children has never been in a school setting I have heard about their stories, and have seen its impacts. I hope to practice school social work one day, so this project is built to better help me understand what is being done to successfully prevent bullying so I may one day be able to add to the prevention efforts and help decrease the long term consequences.

Personal Lens

Personal values and experiences form the attitudes and beliefs we hold about particular topics. A majority of people have experienced some type of bullying while being a student, whether it is being excluded from a group or telling of secrets. Bystanders, who are not directly involved with the act, have also experienced a form of bullying. The beliefs and values I hold shape the foundation of who I am. A strong belief is human equality: accepting others for who they are and treating others with respect. Because of my beliefs and values, I find strong importance in addressing bullying prevention. Everyone deserves to attend a school that seeks to encourage strengths,

enhance assets and provide a positive climate conducive to learning and safety. Children

and parents should have confidence that their schools are safe places for learning and are

free of harm or intimidation. These values and beliefs have allowed me the opportunity to

develop this project.

Method

This study conducts a systematic review which identifies and evaluates the

impacts and outcomes of anti-bullying programs in schools; more specifically, to

understand what interventions and preventions schools are currently using, and what their

perceived impacts and outcomes are. The goal was to collect, analyze and provide

important information from my review in a format that would be useful for others as they

make decisions about which intervention approach to use and how best to implement it

and gain awareness of the impacts and outcomes of anti-bullying programs in schools.

For this research project, I decided to take on a systematic qualitative review. A

systematic review implies specific inclusion criteria, a comprehensive and explicit search

strategy, and to the extent possible objective criteria in synthesizing and reporting study

findings (Higgins & Green, 2011). Combining findings from other studies into one is

useful for making generalizations about the overall effectiveness of a program; however,

it does not provide specific information on the interventions used or the outcomes

achieved. In this systematic review, the outcomes expected included findings on the

impacts related to mental health concerns, self-esteem, suicidal thoughts, self-injurious

behaviors including suicide attempts and completions, school attendance, grades,

graduation rates, and alcohol use/substance abuse.

Bullying Prevention

Literature search

Selection criteria: A systematic search was conducted for all anti-bullying and bullying prevention strategies published between 1993 and 2014. Only studies published in English were reviewed. First, key search terms were drawn from a review of the literature and included such terms as bully, violence, aggressive, victim, prevent, program, outcome, impacts, effective, intervention and school. The search terms were used in combination with each other to narrow the search results. For example, the terms "bullying", "victimization", "effectiveness", and "prevention" were entered simultaneously to retrieve relevant publications.

Studies that evaluated program designed to reduce bullying in an elementary, middle, or high school setting were used. Reducing bullying did not have to be the primary focus of the intervention, but could be one of multiple aims or a secondary aim. Selection of literature included studies that identified outcomes, impacts, and effects of the program. Studies were included if they addressed multiple anti-bullying programs that compared their effectiveness. Programs designed to decrease aggression or increase social–emotional skills that were also implemented to decrease bullying and used a bullying measure to gauge program effectiveness were included. Both long and short-term bullying effects were used. Bullying perpetration and/or victimization were required to be measured using self-report questionnaires, peer ratings, teacher ratings or observational methods. Studies that did not include a measure of bullying were excluded. Publications on interventions with school-aged children based outside the school setting were also excluded. Attempts were made to include "at risk" students and the general

population but none of the studies distinguished between these populations. Fig. 1

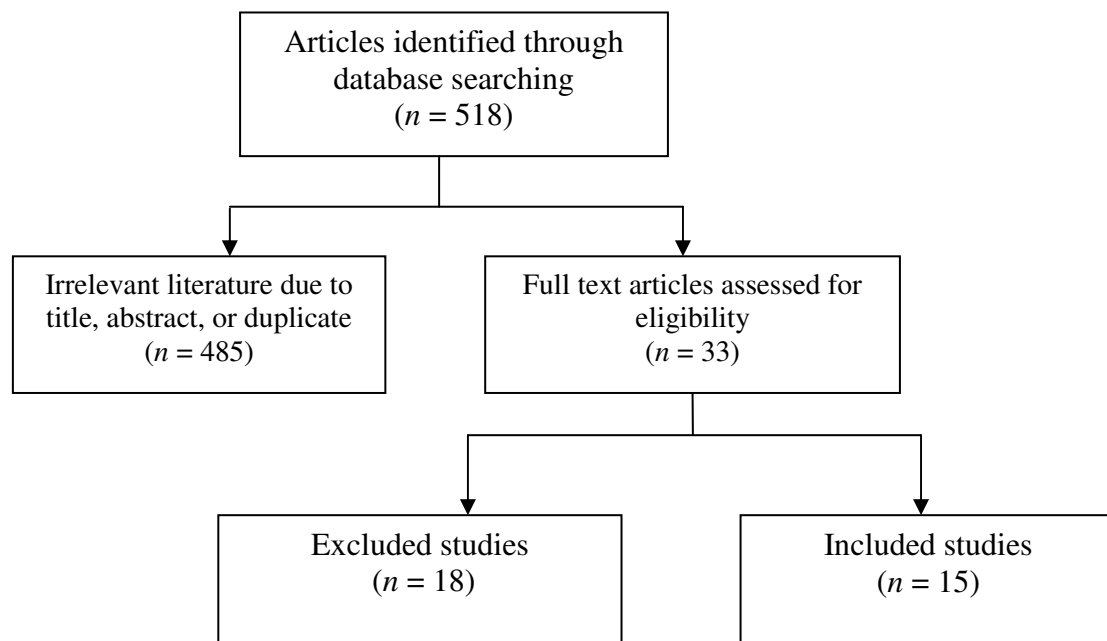provides detailed information regarding reasons for publication exclusion.

```
┌─────────────────────────────┐
│   Articles identified through│
│      database searching      │
│        (n = 518)             │
└─────────────────────────────┘
```

```
┌──────────────────────────┐     ┌──────────────────────────┐
│ Irrelevant literature due to│   │ Full text articles assessed for│
│ title, abstract, or duplicate│  │        eligibility        │
│        (n = 485)          │     │         (n = 33)          │
└──────────────────────────┘     └──────────────────────────┘
```

```
┌──────────────────────┐          ┌──────────────────────┐
│   Excluded studies    │          │   Included studies    │
│      (n = 18)         │          │      (n = 15)         │
└──────────────────────┘          └──────────────────────┘
```

Fig. 1. Flow chart of systematic review results.

Search strategy: Several search strategies were used to identify bullying

prevention studies meeting the criteria for inclusion in this review. Several strategies

were used to create the initial batch of studies. Using the terms listed above, a search was

performed of the following electronic databases: PsychInfo, PsychArticles, MedLine,

Ebscohost, ERIC, Advanced Search Premier, Social Work Abstracts, SocIndex with Full

Text, and Science Direct. In all of the databases, the key words were used with different

combinations. The abstracts of all relevant articles were screened for inclusion eligibility.

When there was adequate indication that a publication abstract was appropriate for

consideration, the publication was retrieved and reviewed. The search resulted in a total

of 518 initial candidate studies. (Figure 1). After reviewing the title and abstract of the

studies, 485 were discarded that clearly did not meet one or more of the criteria. A full

review of the remaining 33 studies was completed and excluded those that did not meet

search criteria yet again. Researcher started by searching for the names of established

researchers in the area of bullying prevention.

Data Analysis

Data was extracted from each of the selected studies using a data abstraction form

(available by request). The data extraction form was developed to capture all information

required to complete this review. The standardized form included 15 questions covering a

range of information. Studies included in the review were coded for the following key

features: research design, sample size, publication date, average age of the children,

location of the study, outcome measure, type of program, components of the program,

duration of the program for children, assessment methods used, effects of the program,

impacts of the program, effects/impacts of bullying/violence. As indicated in Fig. 1,

fifteen studies were included in the systematic review.

To gather applicable information about the content of bullying programs

assessed, a data analysis was completed. In the data analysis, particular content within

items, such as hit, kick, or push, were coded and grouped to include all similar contents in

each measure. For example, all items that included hitting, kicking, or pushing of another

youth were combined to form "physical bullying". This process was used to determine all

relevant bullying contents including verbal, physical, emotional, and relational bullying.

In general, results obtained for different impacts related to bullying (e.g., long term and

short term) were combined, because the goal was to produce one summary. Results

obtained for different schools and for different ages were also combined.

The quality of the data analysis is an important factor in assessing reliable findings. The main features of each study were reported including the use of selection/exclusion criteria. A report of the abstracted information for each study was entered in to a data abstraction form and grouped by types of school bullying programs. This data abstraction form provides the majority of information for this qualitative review. This systematic review provides original essential information about anti-bullying programs and readers can access the source for more information and detail.

Findings

Search results produced a total of fifteen articles that met selection criteria and fell into five specific groupings according to the anti-bullying programs identified: program/research design, sample size/number of studies reviewed, implementation of programs/frequency/duration, type of program/components, and outcome/results. The general characteristics of the 15 studies with bullying prevention outcomes are shown in the data abstraction form. Fifty three percent were conducted in the U.S. with fewer than 13% conducted prior to 2000. The student samples reflect the diversity in American schools and all studies comprised a mix of boys and girls.

Research Articles

    1. School-based interventions for Aggressive and Disruptive Behavior

This meta-analysis was composed of 249 experimental and quasi-experimental studies of school based anti-bullying programs. The program types studied consisted of universal/in class, selected/pull-out, comprehensive, and special education. Universal programs are delivered in classroom settings to all students; that is, children are not selected individually for treatment. Selected/pull-out programs are provided to students

who are specifically selected to receive treatment because of conduct problems or some

risk factor. Programs are delivered to the selected children outside of their regular

classroom. Comprehensive programs involve multiple distinct intervention elements

and/or a mix of different intervention formats. Special education programs involve

special schools or classrooms that serve as the usual education setting for the students

involved. The most effective approaches were universal programs. The multi-component

comprehensive programs did not show significant effects and special schools/classrooms

were marginal (Wilson & Lipsey, 2007).

2. **Effectiveness of School-Based Programs to Reduce Bullying: A**
    Systematic and Meta-Analytic Review

This review consisted of 44 randomized experiments. The programs studied

consisted of parent and teacher trainings, supervision, classroom management and rules,

whole school policy, and conferences. Results showed that the more intense programs

with higher frequency (number of occurrences) and duration (length of time programs

were implemented) were most effective as were programs including parent meetings,

firm discipline methods, and improved playground supervision (Ttofi & Farrington,

2010).

3. **The Evaluation of School-Based Violence Prevention Programs: A Meta-**
    Analysis

This research article consisted of 26 randomized controlled trial school-based

studies. The programs reviewed consisted of assertion training, anger control, coping

power, group counseling intervention, attribution theory. Results showed no significant

difference between interventions. Interventions using a single approach versus groups had a mild positive effect on decreasing aggressive and violent behavior. Intervention groups did not have significant effects on reducing aggression and violence compared to the control groups. The use of single-approach programs had a mild positive effect on reducing violence in children and adolescents independently compared to programs using a multiple approach program that involved the family, peers, and/or community. Five program characteristics (theory-based interventions, characteristic of the target population, type of program such as universal or selective, number of program such as single or multiple approach, and type of instructor) were identified as possible sources of program success. However, the meta-analysis was unable to identify which program pieces were most important (Park-Higgerson et. al., 2008).

4. **Effectiveness of Universal School-Based Programs to Prevent Violent and Aggressive Behavior: A Systematic Review**

This systematic review consisted of 65 studies, categorized into Pre k-k, elementary, Middle, and High School. Programs reviewed cognitive/affective interventions, social skills interventions, environmental change- classroom, environmental change- school, peer mediation, and behavior modification. Cognitive/affective approach focuses on modifying behavior by changing the cognitive and affective mechanisms linked with behavior to an approach that makes greater use of social skills training, which emphasizes the development of behavioral skills rather than the changes in cognition or affective processes. Evidence found that universal school-based programs prevent violence. Results concluded that for all grade levels, there was a reduction in violent behaviors among students who received the programs. All school

intervention strategies (informational, cognitive/affective, and social skills building) were associated with a reduction in violent behavior. Overall, there was no clear association between frequency (amount of times the programs were implemented) and duration (how long the program was implemented) of bullying prevention programs (Hahn et al., 2007).

5. **Effectiveness of School-Based Bullying Prevention Programs: A Systematic Review**

This systematic review consisted of 32 studies that examined 24 bullying interventions. The programs reviewed consisted of school wide approach, classroom/school rules against bullying, parent involvement, established protocol for bullying situations, posters or other visible markers of anti-bullying campaign, curriculum materials provided, videos or computer based activities, peer approach, teacher training, playground supervision, and school wide anti-bullying assemblies. Overall findings were mixed. Effective bullying interventions were identified, up to 45% of the studies showed no program effects on bullying perpetration and 30% showed no program effects on victimization. Data suggests that interventions implemented with homogeneous samples (same age, gender, etc.) are more successful than programs implemented in where samples tend to be more heterogeneous (Evans, Fraser, & Cotter, 2014).

6. **A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior**

This study reviewed 12 school based programs, 4 quasi-experimental nonrandom assignment, and 8 experimental designs with random assignment and 8 experimental

designs with random assignment. The study reviewed awareness building, self-reflection, behavior modification, responsibility training, role playing, modeling, social-emotional skill building, social-cognitive training, psycho-education, parent training, and consultation. Bystander interventions included: teaching students about bystander behavior, classroom-based drama, media/videotaped reenactments, and individualized computer-adaptive software that tracked students' progress with social scenarios. Overall, programs were more successful with larger effects for high school samples compared to kindergarten through eighth grade. Programs increased bystander intervention both on a practical and statistically significant level. Results suggest that schools should consider implementing programs that focus on bystander intervention behavior supplementary to bullying prevention programs (Polanin, Espelage, & Pigott, 2012).

7. **Effectiveness of Programs to Prevent School Bullying: A Systematic Review**

This study consisted of 16 school bullying prevention programs in 11 countries. There was a dose-response relationship between the number of components of a program and its effectiveness. Having a higher number of program components increased effectiveness. Program components included: individual, classroom, and school interventions, community approach focusing on democratic values, cooperative group work, empathy, peer support and training in assertiveness skills, teacher training and interventions, parent education and support services. Results concluded that the effectiveness of anti-bullying programs is not proven, but that there are enough hopeful results to justify further attempts to develop and test these programs (Baldry & Farrington, 2007).

8. **Violence-Prevention Programs in Schools: State of the Science and Implications for Future Research**

This research article reviewed 13 school-based violence prevention intervention studies. Six studies were random and seven studies were of nonrandom assignments. The study measured aggression, pro-social/neutral behavior, shy behavior, attitudes and knowledge about risk factors for violence, social problem solving skills, hypothetical and actual use of violence, drug use, violence prevention knowledge, and school suspension rates. The results were mixed. High school intervention showed relatively impressive results with significant decreases in behavioral outcomes in school bullying and suspensions. Intervention goals increased social skills to control anger and decreased aggression and violent behavior. The programs with only classroom-based curricula had weak results. Other programs included: combined school-based and home interventions, combined school-based and community interventions, and combined school-based, home and community interventions. Overall, results showed a decrease in aggression, shy behavior, negative behavior, suspension and anti-bullying rates. There was an overall increase in pro-social responses to hypothetical situations, knowledge of risk factors and skills increased and attitudes increased (Howard, Flora, & Griffin, 1999).

9. **The Effectiveness of Whole-School Anti-bullying Programs: A Synthesis of Evaluation Research**

There were 14 studies reviewed, grades k-16. Four were controlled studies with random assignment, four were controlled studies with nonrandom assignment, and six were uncontrolled studies. Research reviewed a school component (anti- bullying policy, increased supervision, playground reorganized, information, anti-bullying committee),

parent component (staff training, information involved in anti-bullying activities, targeted interventions), classroom component (rules, curricular activities, social skills training), and individual component (targeted interventions for bullies and victims). Results concluded that programs in which implementation was systematically monitored were more effective than programs without any monitoring to ensure that the programs were being carried out the way they were intended to be carried out. The most common outcome measure was self-reports of victimization and bullying (Smith et al., 2004).

10. Antibullying Programs in Schools: How Effective are Evaluation Practices

This study consisted of 31 peer-reviewed evaluations of anti- bullying programs with controlled, random, and qualitative study designs. Characteristics of the programs included classroom component and/or school wide component, peer component, individual component, parent component, and/or community component (half of the programs included at least 3 of the components and were considered whole-school programs). No conclusive results were found. Evaluation practices in the domain had not reached a level of rigor that permitted any outcomes as conclusive. Outcome measures were divided into three categories: behavioral measure of involvement in bullying/victimization; measure of other behaviors such as aggression, prosocial behavior and coping; non-behavioral constructs such as attitudes or beliefs (Ryan & Smith, 2009).

11. Effectiveness of Interventions to Prevent Youth Violence

In this review, 41 studies identified interventions effective in prevention of youth violent behavior and commonalities of effective and ineffective interventions.

Interventions categorized according to the level of intervention included: primary (universally- whole-implemented to prevent the onset of violence), secondary (individual at risk-implemented selectively with youth at increased risk for violence), and tertiary (prevention-focused on youth who had already engaged in violent behavior). Intervention was considered effective if one or more violence outcome indicators were reported as significantly different. Increasing effectiveness was reported as the level of intervention increased from primary to tertiary which is contrary to all other research findings reviewed in this research. Forty-nine percent of interventions were effective (20 out of 41). Tertiary level (9 out of 11, 82%) interventions were more likely to report effectiveness than primary (6 out of 18, 33%) and secondary level (5 out of 12, 42%) interventions (Limbos et al., 2007).

12. Bully/Victim Problems in School: Facts and Interventions

This study consisted of 42 schools, grade 4-7, ages 11-14. Programs reviewed were measured at the school level (questionnaire survey, school conference day, better supervision during break and lunch, formation of coordinating group), class level (class rules against bullying, regular class meetings with students, class PTA meetings), and individual level (serious talks with bullies and victims, serious talks with parents of involved students, teacher and parent use of imagination). Results determined the frequency of bully/victim problems decreased by 50-70% with 8 and 20 months intervention. Reductions were obtained for direct bullying, for indirect bullying and for bullying others. The prevalence of antisocial behaviors in general showed a substantial drop. Conclusions showed that the changes in bully/victim problems and related behavior

patterns were likely to be mainly a consequence of the intervention program and not of an

unrelated factor (Olweus, 1997).

13. The Predictive Efficiency of School Bullying Versus Later Offending: A Systematic/Meta-Analytic Review of Longitudinal Studies

This research article consisted of 28 longitudinal studies. Results showed the

probability of offending up to 11 years later was much higher for school bullies than

noninvolved students. Offences included shoplifting, theft, vandalism/property damage,

violent offending, arrest and police/court contact. Effect sizes were smaller when the

follow up period was long and larger when bullying was assessed in older children (Ttofi

et al., 2011).

14. School Bullying as a Predictor of Violence Later in Life: A Systematic Review and Meta-Analysis of Prospective Longitudinal Studies

This review consisted of 63 journal articles. There were 14 longitudinal studies on

the efficacy of school bullying in predicting prospective aggression and violence later in

life. Results showed that bullying perpetration at school is significant predictor of

violence on average later in life. School bullying is a risk factor with a unique

contribution to later violence, although it does not necessarily imply any causal or

stepping stone relationship between bullying and later violence. Bullying perpetration

increased the risk of later violence by about two-thirds. Victimization increased the risk

of later violence by about one-third. Overall findings favor the existence of a more

general long-term underlying antisocial tendency rather than a more specific underlying

violent tendency for those who bully (Ttofi, Farrington & Lösel, 2012).

15. Adult Health Outcomes of Childhood Bullying Victimization: Evidence

From a Five-Decade Longitudinal British Birth Cohort

This study consisted of 7771 participants who were exposed to bullying at ages 7 and 11 years and participated in follow-up assessment between ages 23-50. This longitudinal study involved midlife outcomes of childhood bullying victimization. Outcomes included: suicidality and diagnoses of depression, anxiety disorders, and alcohol dependence at age 45; psychological distress and general health at ages 23 and 50; and cognitive function, social economic status, social relationships and wellbeing at age 50. Children who were bullied continued to be at risk for a wide range of poor social, health, and economic outcomes nearly four decades after exposure. Participants who were bullied in childhood had increased levels of psychological distress at ages 23 and 50. Victims of frequent bullying had higher rates of depression, anxiety disorders, and suicidality. Childhood bullying victimization was associated with a lack of social relationships, economic hardships, and poor perceived quality of life at age 50 (Takizawa, Maughan & Arseneault, 2014).

Discussion

Through a review of fifteen articles that acknowledged bullying prevention, numerous similarities, differences, as well as posing future questions were identified. These fifteen articles identified the use of anti-bullying programs with various populations at all grade levels to address violence in schools. Populations included individual adolescents, teachers, and parents. No two articles presented a bullying prevention program identical to another, though numerous aspects were replicated in a

number of the articles. All of the research articles reviewed identified some degree of positive effects in a bullying prevention programs.

The purpose of this study was to conduct a systematic review that identified and evaluated the impacts and outcomes of anti-bullying programs in schools; more specifically, to understand what interventions and preventions schools are currently using, and what their perceived impacts and outcomes are. The goal was to provide social workers with the tools necessary to help prevent and eliminate school bullying. Findings suggest that there are important differences between bullying measurement strategies, such as the time frame used to assess when bullying occurred, the components included in bullying definitions, and the behavioral content of measures provided to participants. Of the fifteen studies included in this review, most were implemented in school settings, and very few measured bullying occurrences outside of schools or in homes.

The issue addressed in this paper is the effectiveness of programs for preventing or reducing bullying behaviors such as fighting, name calling, intimidation, acting out, and unruly behaviors occurring in school settings. Contrary to most articles findings, one article showed different results. The article titled "Effectiveness of Interventions to Prevent Youth Violence" (Limbos et al., 2007) found that tertiary prevention, which focused on youth who had already engaged in violent behavior was most effective. With the remaining articles reviewed, overall, the school-based programs that have been studied have positive effects. The most common and most effective approaches are universal programs delivered to all the students in a classroom or school setting.

Bullying Prevention

Implications

The results of this review revealed implications for policy and practice. State bullying legislation should implement and evaluate programs that address bullying behaviors as a group process. Results of this study support efforts to raise awareness about participant roles to encourage active behavior and to provide opportunities to participate in bullying intervention.

In developing new policies and practices to reduce bullying, policy-makers and practitioners should draw upon high quality evidence-based programs that are shown to be effective. New anti-bullying programs should be put into place using high quality standards of implementation in a way that ensures that the program is more likely to have an impact. The quality of a program is indisputably important, as is the way in which it is implemented.

Importantly, developing a mandatory, state wide, low cost intervention program for anti-bullying programs in schools is necessary. A cost-benefit analysis of anti-bullying programs should be carried out, to investigate how much money is saved for the money expended. Unfortunately, no studies have provided this information. Saving money is a powerful argument to convince policy-makers and practitioners to implement intervention programs.

As noted earlier in this review, Minnesota ranked dead last among states that had anti-bullying laws with only 37 words. The problem with the statute on bullying was that it did not define or explain what bullying behavior entailed. It does not empower or encourage teachers, administrators, or parents to act even when they witness issues of bullying. The challenge for schools is not only identifying and stopping bullying behavior

so that students can learn in a safe environment but what to do to prevent bullying and support all those involved and affected by the bullying behavior. The state if Minnesota needs to address this issue and hold schools accountable.

Data suggests that interventions implemented with similar samples are more successful than programs implemented in where samples tend to be more varied. It is important to note that a program component on diversity training should be component to implement in anti-bullying programs. Awareness of cultural diversity and the importance of cultural competence using a strengths focus.

A system of accrediting effective anti-bullying programs should be developed. For a program to be accredited, it should be expected to meet explicit criteria based on knowledge about what works to reduce offending. This accreditation system could perhaps be organized by a national organization such as PACER's National Bullying Prevention Center. PACER's National Bullying Prevention Center actively leads social change, so that bullying is no longer accepted. PACER provides resources for students, parents, educators, and others, and recognizes bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students. However, some may question the appropriateness of this idea since some schools are already burned with curriculum requirements and additional standards may prevent some schools from getting accredited.

Future Research

The present systematic review shows that school-based anti-bullying programs are effective. There are many implications of this review for future research. Several questions have been raised that should be addressed. For example: Why do results vary

by research design? Are school programs equally effective for high-risk and low-risk children, and in high-risk and low-risk environments? Why are larger and more recent studies less effective than smaller-scale and older studies? Why do results vary with the outcome measure of bullying or victimization? Future researchers should attempt to detect the impact of anti-bullying programs for different subgroups of students.

There is much inconsistency in the way in which bullying is defined and measured by researchers. Results highlight the need for a consistent definition of bullying, which has major implications for the measurement and the prevention of its occurrence. Future research should focus on integrating a refined definition of bullying into the development of new or improved measurement strategies so that bullying can be more accurately and precisely assessed.

Limitations

The limitations of this review and analysis must be acknowledged. Limitations of this study are related to the fact that only fifteen articles were reviewed. There were a couple of occasions when articles appeared to fit the inclusion requirements but were not fully accessible between databases for full review. The review was limited to articles meeting very specific criteria, recognizing that these criteria would lead to the exclusion of a considerable amount of the literature. Even with these limitations, the initial search generated over 500 articles for review. Thus, this review is extensive but not exhaustive. Size must be taken into consideration when identifying effective program strategies. Most of the programs included a positive effect of it programs. However, the effect sizes were small. For example, studies that had sample sizes that were less than 100, may have reduced the ability to see an effect size.

Limitations prevent us from understanding what we need to know about anti-bullying policies and practices. Intervention and program implementation varied significantly from study to study, altering results. Specific intervention components and programs were generally not described sufficiently to enable a full replication. Different school environments, such as classroom sizes, teacher training, may respond differently to interventions. Outside factors were often not taken into consideration, such as life in the community. Despite these limitations, the results of this study still provide important information about the current programs being used to assess the bullying prevention strategies and outcomes including effectiveness.

Conclusion

To conclude, findings indicate that bullying prevention programs work, as the combined effect of the various programs and implementations is shown to decrease bullying and victimization by an average of 17-23 percent (Ttofi and Farrington, 2011). These findings include the full range of anti-bullying programs, including: programs with shorter duration, lower intensity, without formal training, without parental involvement, and with a small total number of components.

Certain programs turned out to be less successful than expected. Implementation of the programs is very important. Greater duration and intensity of programs for children and teachers produce better results for both bullying and victimization. Including parent and teacher training as program components was found to be highly effective for bullying. The total number of program components is also shown to be important to a program's ability to reduce school bullying.

Through this systematic review, and the future research recommended throughout this paper, anti-bullying prevention programs may be improved and with hopes only the most effective evidence-based programs will be funded and utilized. This would ensure that programs that do not have effects on bullying and victimization would not be utilized in schools. The ultimate goal may be realized through reducing victimization and bullying in schools.

References

Baldry, A. & Farrington, D. (2007). Effectiveness of Programs to Prevent School

Bullying. Victims and Offenders, 2: 183-204. DOI: 10.1080/15564880701263155

Children Who Bully at School (2014). Child Family Community Australia. Retrieved on

October 13, 2014 from

https://www3.aifs.gov.au/cfca/publications/children-who-bully-school/export.

Cotter, L. (2009). Narrative Couples Therapy: The Power of Externalization. Portland

Bureau www.GoodTherapy.org.

Cowie, H. (2012). Peer support systems to counteract bullying. *Every Child.* Retrieved

from http://www.academia.edu/127050/Peer_support_systems_to_counteract_

bullying

Evans, C. B. R., Fraser, M. W., & Cotter, K. L. (2014). The effectiveness of school-based

bullying prevention programs: A systematic review. *Aggression and Violent

Behavior, 19*(5), 532-544.

doi:http://dx.doi.org.ezproxy.stthomas.edu/10.1016/j.avb.2014.07.004

Farrington, D. P. (1993). Understanding and preventing bullying. in M. Tonry (Ed.)

Crime and Justice, vol. 17 (pp. 381-458). Chicago: University of Chicago Press.

Farrington, D. P., Ttofi, M. M. (2009). School-Based Programs to Reduce Bullying and

Victimization. *Campbell Systematic Reviews*. Institute of Criminology,

Cambridge University. doi: 10.4073/csr.2009.6.

Forte, J.A. (2007). Human Behavior and the Social Environment: Models, Metaphors, and Maps for Applying Theoretical Perspectives to Practice. Thompson Higher Education: Belmont, CA.

Hahn, R., Fuqua-Whitley, D., Wethington, H., Lowy, J., Crosby, A., Fullilove, M., Johnson, R., Liberman, A., Moscicki, E., Price, L., Snyder, S., Tuma, F., Cory, S., Stone, G., Mukhopadhaya, K., Chattopadhyay, S., Dahlberg, L., & Task Force on Community Preventive Services (2007). *Effectiveness of Universal School-Based Programs to Prevent Violent and Aggressive Behavior: A Systematic Review.* American Journal of Preventive Medicine. Elsevier Inc. doi:10.1016/j.amepre.2007.04.012

Hansen, T.B., Steenberg, L.M., Palic, S., & Elklit, A. (2012). A review of psychological factors related to bullying victimization in schools. Aggression and Violent Behavior, 383-387.

Higgins, JPT. & Green, S. (editors). *Cochrane Handbook for Systematic Reviews of Interventions.* Version 5.1.0 (updated March 2011). The Cochrane Collaboration, 2011. Retrieved from: www.cochrane-handbook.org.

Hilarski, C. (2004). How school environments contribute to violent behavior in youth. *Journal of Human Behavior in the Social Environment, 9*(1/2), 165-178.

Injury Prevention & Control: Division of Violence Prevention (2014). Centers for Disease Control and Prevention. Retrieved December 3, 2014 from http://www.cdc.gov/VIOLENCEPREVENTION/youthviolence/schoolviolence/index.html.

Howard, K.A., Flora, J., & Griffin, M. (1999). Violence-prevention programs in schools: State of the science and implications for future research. *Applied & Preventive Psychology,* 197-215 doi: AAAPP0962-18499/99

Klonsky, M. (2002). How smaller school prevent school violence. *Educational Leadership, 2,* 65-69.

Kousholt, K. & Basse Fisker T. (2014). Approaches to Reduce Bullying in Schools – A Critical Analysis from the Viewpoint of First- and Second-Order Perspectives on Bullying. CHILDREN & SOCIETY. John Wiley & Sons Ltd and National Children's Bureau. DOI:10.1111/chso.12094.

Lawlor, M. S. (2014). Mindfulness in practice: Considerations for implementation of mindfulness-based programming for adolescents in school contexts. *New Directions for Youth Development, 2014*(142), 83. Retrieved from Child Development & Adolescent Studies database.

Limbos, M.A., Chan, L.S., Warf, C., Schneir, A., Iverson, E., Shekelle, P., & Kipke, M.D. (2007). Effectiveness of Interventions to Prevent Youth Violence: A Systematic Review. *American Journal of Preventative Medicine, 33(1),* 65-74.

McManis, D.E. (2012). Middle School Bullying Prevention & Intervention: An Overview of Best Practices and Current Research. ProQuest LLC. UMI 3517212.

Minnesota Department of Education (2013). *Bullying and Cyber-Bullying.* Roseville, MN. Retrieved from http://education.state.mn.us/MDE/StuSuc/SafeSch/BullyiCyberBullyPrev/.

Bullying Prevention

Minnesota Statutes (2013). §121A.0695 –SCHOOL BOARD POLICY; PROHIBITING

INTIMIDATION AND BULLYING. The Offices of the Revisor of Statutes. St.

Paul, MN. Retrieved from https://www.revisor.mn.gov/statutes/?id=121A.0695.

Olweus, D. (1997). Bully/Victim Problems in School: Facts and Interventions. *European*

Journal of Psychology of Education, 12(4), 495-510.

Olweus, D. (1993). *Bullying at school: What we know and what we can do.* Oxford,

England: Blackwell.

Olweus, D. & Limber, S. P. (2007). The Olweus Bullying Prevention Program:

Implementation and Evaluation over Two Decades. *The International Handbook*

of School Bullying Routledge. New York, NY.

Park-Higgerson, H.K., Perumean-Chaney, S.E., Bartolucci, A.A., Grimley, D.M., &

Singh, K.P. (2008). The Evaluation of School-Based Violence Prevention

Programs: A Meta-Analysis. *Journal of School Health, 78(9),* 465-479.

Polanin, J.R., Espelage, D.L., & Pigott T.D. (2012). A Meta-Analysis of School Based

Bullying Prevention Programs' Effects on Bystander Intervention Behavior.

School Psychology Review, 41(1), 47-65, ISSN: 0279-6015.

Ryan, W. & Smith, D. (2009). Antibullying Programs in Schools: How Effective are

Evaluation Practices? *Society for Prevention Research.* DOI 10.1007/s11121-

009-0128-y.

Safe and Supportive Learning (2013). *Bullying/Cyberbullying*. Washington, DC.

Retrieved from

http://safesupportivelearning.ed.gov/topic-research/safety/bullyingcyberbullying.

Smith, J. D., Cousins, J. B., & Stewart, R. (2005). Antibullying interventions in schools: Ingredients of Effective Programs. *Canadian Journal of Education, 28*(4), 739-762.

Smith, P. K., Morita, J., Junger-Tas, D., Olweus, D., Catalano, R., & Slee, P. T. (Eds.) (1999). *The nature of school bullying: A cross-national perspective.* London: Routledge.

Smith, P. K., Pepler, D. & Rigby, K. (2004, Eds.). *Bullying in schools: How successful can interventions be?* Cambridge: Cambridge: University Press.

Smith, D. J., Schneider, B. H., Smith, P. K. & Ananiadou, K. (2004). The Effectiveness of Whole-School Antibullying Programs: A Synthesis of Evaluation Research. *School Psychology Review, 33(4),* 547-560. ISSN 0279-6015.

Stockdale, M.S., Hangaduambo, S., & Duys, D. (2002). Rural elementary students', parents', and teachers'' perceptions of bullying. American Journal of Health Behavior, 26, 266-277.

Stopbullying.gov (2014). *Federal laws.* U.S. Department of Health & Human Services. Washington, D.C. Retrieved from http://www.stopbullying.gov/laws/federal/index.html.

Sugai, G., Horner, R., & Algozzine, B. (2011). *Reducing the effectiveness of bullying behavior in school.* Paper submitted to the OESP Center on Positive Behavioral Interventions and Supports. Retrieved from: www.pbis.org/school/bully_prevention.

Bullying Prevention

Takizawa, R., Maughan, B., & Arseneault, L. (2014). Adult Health Outcomes of

Childhood Bullying Victimization: Evidence From a Five-Decade Longitudinal

British Birth Cohort. *American Journal Psychiatry, 171(7),* 777-784.

Ttofi, M.M., Farrington, D.P. (2010). Effectiveness of school-based programs to reduce

bullying: a systematic and meta-analytic review. *Journal Exp Criminal,* 27–56.

DOI 10.1007/s11292-010-9109-1.

Ttofi, M. M., Farrington, D. P., & Lösel, F. (2012). School bullying as a predictor of

violence later in life: A systematic review and meta-analysis of prospective

longitudinal studies. *Aggression and Violent Behavior, 17*(5), 405-418.

doi:http://dx.doi.org.ezproxy.stthomas.edu/10.1016/j.avb.2012.05.002.

Ttofi, M. M., Farrington, D. P., Lösel, F., & Loeber, R. (2011). The predictive efficiency

of school bullying versus later offending: A systematic/meta-analytic review of

longitudinal studies. *Criminal Behaviour & Mental Health, 21*(2), 80-89.

doi:10.1002/cbm.808.

U.S. Department of Health & Human Services. (n.d.) Effects of bullying. Retrieved from

http://www.stopbullying.gov/at-risk/effects/index.html#bullied.

Vreeman, R. C., & Carroll, A. E. (2007). A systematic review of school-based

interventions to prevent bullying. *Archives of Pediatrics & Adolescent Medicine,*

161, 78-88.

Weber, T. (2011). MPR News investigation: Minnesota lacks strong bullying s   law,

state oversight. Minnesota Public Radio. Retrieved from

Bullying Prevention

http://minnesota.publicradio.org/display/web/2011/05/15/minnesota-weak-bullying.

Wilson, S. J. & Lipsey, M. W. (2007). School-based interventions for aggressive and disruptive behavior: Update of a meta-analysis. *American Journal of Preventive Medicine,* 33, 130-143.

Zuckerman, D., Bushman, S., & Pedersen, S. (2014). *Bullying and Violence.* National Center for Health Research: The voice for prevention, Treatment and Policy. Retrieved from http://center4research.org/violence-risky-behavior/z-other-violence/bullying-and-violence.

Appendix A

Components of the Olweus Bully Prevention Program (OBPP)

School-level components

o Establish a Bullying Prevention Coordinating Committee (BPCC)

o Conduct trainings for the BPCC and all staff

o Administer the Olweus Bullying Questionnaire

o Hold staff discussion group meetings

o Introduce the school rules against bullying

o Review and refine the school's supervisory system

o Hold a school-wide kick-off event to launch the program

o Involve parents

Classroom-level components

o Post and enforce school-wide rules against bullying

o Hold regular (weekly) class meetings to discuss bullying and related topics

o Hold class-level meetings with students' parents

Individual-level components

o Supervise students' activities

o Ensure that all staff intervene on-the-spot when bullying is observed

o Meet with students involved in bullying (separately for those who are bullied and who bully)

o Meet with parents of involved students

o Develop individual intervention plans for involved students, as needed

Community-level components

o Involve community members on the BPCC

o Develop school-community partnerships to support the school's program

o Help to spread anti-bullying messages and principles of best practice in the community