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Assessing Prevention Capacity & Implementing Change

An evidence-informed and evidence-based Bullying
Prevention Capacity Assessment and Change Package

SECOND EDITION



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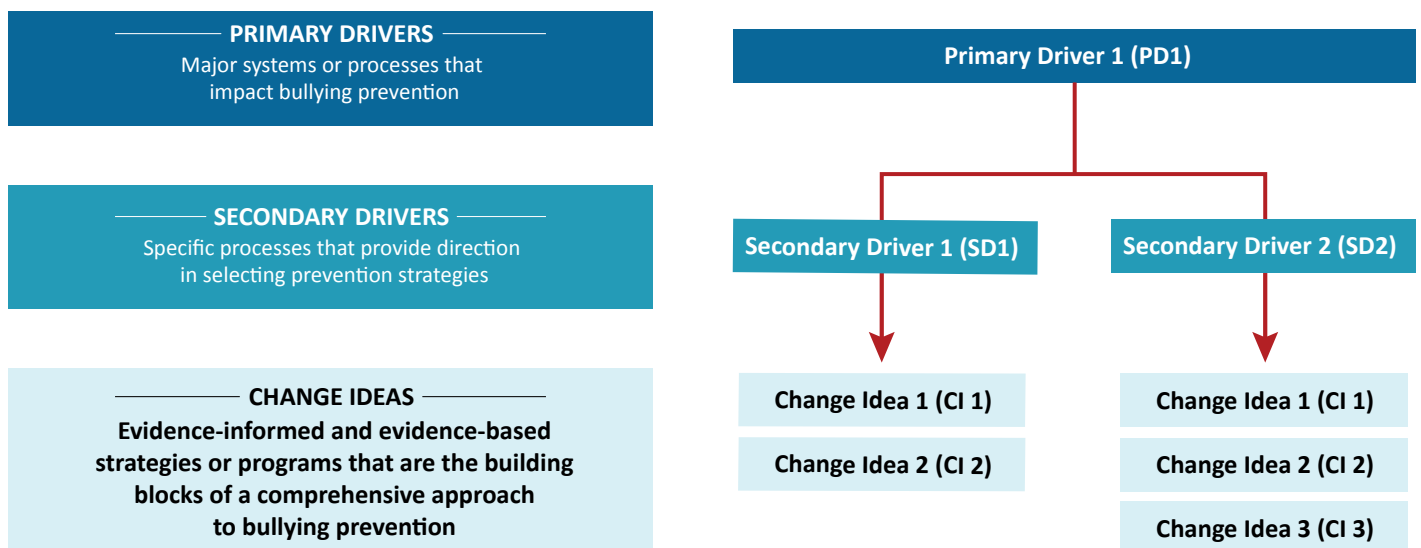
Introduction

This is the second iteration of the Bullying Prevention Change Package. It includes revisions and expanded content to reflect the latest research on bullying and bullying prevention and recommendations by subject matter experts. The Change Package provides guidance to state health departments and others in determining bullying prevention strategies and enhancing partnerships to support bullying prevention efforts in schools, health care settings, communities, and with families and caregivers. The Change Package is an action-oriented document that presents a framework to inform and advance state-level work in bullying prevention. It contains change ideas or action steps that translate research into practice to improve the effectiveness of bullying prevention efforts by implementing proven strategies and testing innovations. The strategies and programs included in the Change Package support actions with regard to: training and dissemination on bullying prevention information and evidence-based programs; partnerships across agencies and other entities; and facilitating identification, reporting, and response to bullying incidents.

The Change Package will be most useful after completing the Bullying Prevention Capacity Assessment – a tool that is also included in this package. The Capacity Assessment helps users to determine their current state of bullying prevention efforts and assess their readiness and capacity to strategize, enhance, and implement bullying prevention efforts across a variety of settings and domains. Once the capacity assessment is completed, the next step is to link the results to actions that are informed or supported by evidence in the field.

The Change Package consists of a comprehensive set of strategies and programs that are evidence-informed or evidence-based. These strategies and programs align with state Maternal and Child Health and Injury and Violence Prevention programs, are feasible for state health departments to implement, and are capable of generating sustainable change and improvement. In identifying strategies and programs for inclusion in the Change Package, we reviewed Stopbullying.gov resources and the following best practice registries: the University of Colorado Boulder-Institute for Behavioral Science’s Blueprints for Healthy Youth Development, the Substance Abuse and Mental Health Services Administration’s (SAMHSA) pre-2018 National Registry of Evidence-based Programs and Practices (NREPP), the National Institute of Justice’s Crime Solutions, and the Institute of Education Science’s What Works Clearinghouse. The first iteration of the Change Package was also informed by reports including: Preventing Bullying Through Science, Policy, and Practice, Chapter 5: Preventive Interventions, from The National Academies of Sciences, Engineering, and Medicine (Rivara & Le Menestrel, 2016; DOI: 10.17226/23482) and the Strengthen the Evidence (STE) for Maternal and Child Health Programs: National Performance Measure 9 Bullying Evidence Review from the Women’s and Children’s Health Policy Center at Johns Hopkins University (Lai et al., 2016).

Figure 1. Change Package Framework



Change ideas are not intended to be implemented as one-time efforts or in isolation. Successful change implementation and “moving the needle” on bullying prevention will most effectively happen when multiple change ideas from across the Change Package are strategically selected.

A Driver Diagram (Page 15) lists all of the primary and secondary drivers in the Change Package, providing a one-page overview that allows you to quickly identify the major areas upon which your bullying prevention efforts should focus. Within the Change Package itself (Pages 16-28), each primary driver is followed by its corresponding secondary drivers, and each secondary driver is in turn followed by its accompanying change ideas. At the conclusion of each primary driver, a resources section offers links to webpages, resources, and articles with information related to and intended to support the change ideas within that primary driver.



Bullying Prevention Capacity Assessment User Guide

The Bullying Prevention Capacity Assessment includes questions that will help those using the tool to assess the current state of prevention, to help guide the implementation of effective bullying prevention activities and programs. The User Guide provides an orientation to this resource, how to take and score the assessment, and how to use the information it yields with the Change Package.

The assessment instrument:

- Helps users to rate their capacity to strengthen bullying prevention.
- Offers flexibility, working in a variety of environments including state health departments, schools, communities, and other organizations working with kids.
- Provides informed perspective to plan and implement policies, programs, and practices to prevent bullying.

The Bullying Prevention Capacity Assessment measures readiness and capacity to implement existing priority programs or activities for supporting bullying prevention; it also helps to prioritize, improve, or change these efforts.

Who should be involved?

The assessment can be completed by one person or as a group. Consider whose perspective will be helpful and who will be involved to use the results for change.

How long will the assessment take?

Generally, it will take about one hour to complete the assessment. If you are working with a group and there is productive dialog along the way, it may take longer.

Why are there different focus areas in the assessment?

The different focus areas serve as domains in which bullying prevention efforts will be most effective. The focus areas will help you to determine what change actions will be most helpful to address needs and gaps. This assessment includes the following focus areas:

- Partnering with schools, community agencies, or coalitions;
- Partnering with other state agencies or organizations;
- Providing training or disseminating information to stakeholders in prevention;
- Identifying and reporting bullying incidents;
- Identifying, facilitating, and implementing evidence-based interventions for bullying prevention;
- Identifying and disseminating information for groups at increased risk of bullying; and
- Including other areas that support prevention.

How is capacity measured?

The assessment is designed to measure your readiness and capacity for changes that will help to prevent bullying.

Capacity measures include:

- Prevention experience and expertise
- Established vision and objectives
- Communication networks and channels of outreach
- Decision-making authority to facilitate and implement change
- Available personnel and resources
- Other needed resources

Completing the Assessment

Score your agency's strength in that area. If a group is completing the assessment, an average score for each question will give you an overall sense of your identified gaps and needs.

Scoring and Interpreting

To determine your capacity for each of the focus areas, rate your strengths within the following categories on a scale from 0 to 3 (where 0=None; 1=Minimal; 2=Moderate; and 3=High). The scoring guide is based on responses to sections 1-6. If responding to “optional items,” do not include the response in the overall scoring. The total for each focus area will range from 0-18, which will assess your organization’s Area Capacity Score¹.

- 0-6 = lower capacity
- 7-12 = moderate capacity
- 13-18 = higher capacity

The first time you complete the assessment, it will serve as a baseline for future evaluations. After you have used the Change Package or implemented other prevention efforts, the assessment can be used again to measure change (difference in score) and progress in your agency’s readiness and capacity for bullying prevention.

Linking Assessment Results to Evidence-Based Action

Once you have identified key areas of need with regard to prevention, the next step is to identify evidence-informed and evidence-based practices and approaches to fill the gaps.

¹ Scores and ranges are meant for internal comparative purposes only and are not based on established norms. The assessment is designed to be flexible to meet specific needs.

Bullying Prevention Capacity Assessment

1. Partnering with schools, community agencies, community organizations, or coalitions. Our organization works closely with community partners (e.g., schools, public agencies, health and mental health service providers, coalitions, other stakeholders) to support bullying prevention.		SCORE
1.a. Experience / expertise Our organization draws on experience and expertise in similar initiatives to contribute to these community partnerships.		
1.b. Clear vision /objectives Our organization’s partnership contributions are based on clear objectives and vision.		
1.c. Communication networking Our organization has regular and responsive two-way communication with community partners concerning bullying prevention.		
1.d. Decision-making authority Our organization has the knowledge, authority, and discretion to make mutual decisions with community partners.		
1.e. Personnel resources Our staff has sufficient hours and expertise to fulfill our partnership roles.		
1.f. Acquiring and using supports Our organization has the knowledge, experience, and expertise to identify, acquire, and use bullying prevention resources and supports available through other community partners and organizations.		
1.g. Other necessary resources Our organization has other resources (e.g. funding, travel, equipment, materials) needed to fulfill our partnership roles.		
Area 1 Capacity Score:		

2. Partnering with state or federal agencies

Our organization works directly with state or federal agency partners to support bullying prevention.

SCORE

2.a. Experience / expertise

Our organization draws on experience and expertise in similar initiatives when partnering with state or federal agencies to support bullying prevention.

2.b. Clear vision / objectives

Our organization's partnering with state or federal agencies is based on clear objectives and vision concerning bullying prevention.

2.c. Communication networking

Our organization has regular and responsive two-way communication with state or federal agency partners concerning bullying prevention.

2.d. Decision-making authority

Our organization has the knowledge, authority, and discretion to make mutual decisions with state or federal agency partners concerning bullying prevention.

2.e. Personnel resources

Our staff has sufficient hours and expertise to fulfill our state or federal agency partnering roles concerning bullying prevention.

2.f. Acquiring and using supports

Our organization has the knowledge, experience, and expertise to identify, acquire, and use bullying prevention resources and supports available through state or federal agencies.

2.g. Other necessary resources

Our organization has other resources (e.g. funding, travel, equipment, materials) needed to fulfill our state or federal agency partnering roles concerning bullying prevention.

Area 2 Capacity Score:

3. Information dissemination and providing training to others

Our organization disseminates information / training concerning bullying prevention to stakeholders, including public agencies, schools, community organizations, and community members.

SCORE

3.a. Experience / expertise Our organization draws on experience and expertise in similar initiatives when disseminating information/ training concerning bullying prevention to stakeholders.	
3.b. Clear vision / objectives Our organization disseminates information / training concerning bullying prevention based on clear objectives and vision.	
3.c. Communication networking Our organization has regular and responsive two-way communication with recipients of information and training.	
3.d. Decision-making authority Our organization has the knowledge, authority, and discretion to make decisions about communication and training concerning bullying prevention.	
3.e. Personnel resources Our staff has sufficient hours and expertise to fulfill information dissemination / training objectives concerning bullying prevention.	
3.f. Acquiring and using supports Our organization has the knowledge, experience, and expertise to identify, acquire, and use bullying prevention training resources and supports available through other stakeholders.	
3.g. Other necessary resources Our organization has resources (e.g. funding, travel, equipment, materials) needed to fulfill our information dissemination / training objectives concerning bullying prevention.	
Area 3 Capacity Score:	

4. Facilitating the identification and reporting of bullying incidents (including cyberbullying)

Our organization facilitates information, knowledge, technology, information and/or other resources for identifying and reporting bullying incidents.

SCORE

4.a. Experience / expertise

Our organization draws on experience and expertise in similar initiatives when facilitating the identification and reporting of bullying incidents.

4.b. Clear vision / objectives

Our organization works to facilitate the identification and reporting of bullying incidents based on clear objectives and vision (e.g., clear understanding of identification criteria and processes relevant to different contexts and information).

4.c. Communication networking

Our organization has regular and responsive two-way communication related to the facilitation of identifying and reporting bullying incidents.

4.d. Decision-making authority

Our organization has the knowledge, authority, and discretion to make decisions about identifying and reporting bullying incidents.

4.e. Personnel resources

Our staff has sufficient hours and expertise to fulfill objectives related to facilitating the identification and reporting of bullying incidents.

4.f. Acquiring and using supports

Our organization has the knowledge, experience, and expertise to identify, acquire, and use bullying identification and reporting resources and supports available through other agencies and organizations.

4.g. Other necessary resources

Our organization has resources (e.g. funding, travel, equipment, materials) needed to fulfill our objectives concerning identifying and reporting bullying incidents.

Area 4 Capacity Score:

5. Identifying and implementing evidence-based interventions

Our organization uses information, resources, and/or supports for selection and implementation of evidence-based bullying prevention programs and policies.

SCORE

5.a. Experience / expertise

Our organization draws on experience and expertise in similar initiatives when identifying and implementing evidence-based bullying prevention interventions.

5.b. Clear vision / objectives

Our organization identifies and implements evidence-based bullying interventions based on clear objectives and vision (e.g., what kinds of evidence based programs best fit particular objectives, needs, and capacities).

5.c. Communication networking

Our organization has regular and responsive two-way communication about identifying and implementing evidence-based bullying prevention interventions.

5.d. Decision-making authority

Our organization has the knowledge, authority, and discretion to identify and implement evidence-based bullying prevention interventions.

5.e. Personnel resources

Our staff has sufficient hours and expertise to fulfill objectives for identifying and implementing evidence-based bullying prevention interventions.

5.f. Acquiring and using supports

Our organization has the knowledge, experience, and expertise to identify, acquire, and use evidence-based bullying prevention interventions supplied through other agencies and organizations.

5.g. Other necessary resources

Our organization has resources (e.g., funding, travel, equipment, material) needed to fulfill our objectives concerning identifying and implementing evidence-based interventions.

Area 5 Capacity Score:

6. Identifying and disseminating information, programs, services for targeted groups

Our organization works to inform and support development and implementation of bullying prevention services to populations at higher risk of bullying victimization. (e.g., youth who are LGBTQ, children with disabilities, children with mental health or social-emotional concerns, children who are immigrants or refugees, or religious or racial/ethnic minorities)

SCORE

6.a. Experience / expertise

Our organization draws on experience and expertise in similar initiatives when identifying and disseminating resources for groups at increased risk of bullying.

6.b. Clear vision / objectives

Our organization identifies and disseminates resources for groups at increased risk of bullying based on clear objectives and vision (e.g., understanding the targeted needs of high-risk groups in our communities).

6.c. Communication networking

Our organization has regular and responsive two-way communication to identify and disseminate resources for groups at increased risk of bullying.

6.d. Decision-making authority

Our organization has the knowledge, authority, and discretion to make decisions about identifying and disseminating resources for groups at increased risk of bullying.

6.e. Personnel resources

Our staff has sufficient hours and expertise to identify and disseminate resources for groups at increased risk of bullying.

6.f. Acquiring and using supports

Our organization has the knowledge, experience, and expertise to identify, acquire, and use bullying prevention resources and supports for those in our community at high risk for bullying.

6.g. Other necessary resources

Our organization has resources (e.g., funding, travel, equipment, material) needed to fulfill our objectives concerning identifying and disseminating information, programs, and services.

Area 6 Capacity Score:

7. (OPTIONAL) Other Area of Organization's Contribution (please specify):

Our organization works on other bullying prevention activities of importance to our state. Other areas may include: bullying prevention legislation, public policy, regulations, bullying prevention in medical or mental health (or other) service provider systems, promoting comprehensive bullying prevention approaches in disciplinary actions, and/or enforcement, etc.

SCORE

<p>7.a. Experience / expertise Our organization draws on experience and expertise in similar initiatives when...</p>	
<p>7.b. Clear vision / objectives Our organization uses clear objectives and vision when...</p>	
<p>7.c. Communication networking Our organization has regular and responsive two-way communication related to...</p>	
<p>7.d. Decision-making authority Our organization has the knowledge, authority, and discretion to...</p>	
<p>7.e. Personnel resources Our staff has sufficient hours and expertise to...</p>	
<p>7.f. Acquiring and using supports Our organization has the knowledge, experience, and expertise to identify, acquire, and use bullying prevention resources and supports for ...</p>	
<p>7.g. Other necessary resources Our organization has resources (e.g., funding, travel, equipment, material) needed to fulfill our objectives concerning...</p>	
<p style="text-align: center;">Other Area Capacity Score: This score is to recognize other contributions, but is not to be included in the Total Area Capacity Score.</p>	



How to Use the Bullying Prevention Capacity Assessment and Change Package

The Bullying Prevention Capacity Assessment tool provides a good starting point to identify gaps and priority areas in bullying prevention efforts. Analyzing data, plans, and priorities can help to determine which combination of primary drivers addresses the most urgent needs related to bullying prevention and where the greatest potential is to improve prevention efforts and achieve measurable reductions in bullying. In order to pursue a statewide strategy for bullying prevention and to implement a comprehensive approach that encompasses multiple sectors (e.g., family, school, health care, community), it is necessary to work across the Change Package and select change ideas from a number of primary and secondary drivers.

The results from the Bullying Prevention Capacity Assessment will help to determine the current capacity to support a wide range of bullying prevention activities. Created as companion pieces, the Bullying Prevention Capacity Assessment and Change Package align to determine key focus areas and drivers. Figure 2 shows how the focus areas in the Capacity Assessment correspond with the primary drivers in the Change Package. It will guide you in determining the primary drivers on which to concentrate when selecting change ideas that align with the results of your assessment.

Figure 2. Crosswalk of Capacity Assessment Focus Areas and the Change Package Primary Drivers

		Change Package Primary Drivers				
		Primary Driver 1: Creation of strong partnerships across agencies, organizations, and programs to support the development and implementation of statewide approaches to bullying prevention	Primary Driver 2: Active engagement of health care professionals in health care and school settings in bullying prevention to reduce adverse health outcomes associated with bullying	Primary Driver 3: Development and implementation of community-wide approaches that promote norms and a culture of safety, support, and respect	Primary Driver 4: Fostering of school communities with positive climates that are free of bullying	Primary Driver 5: Development and reinforcement of safe and supportive family environments that foster positive social skills and resiliency
Capacity Assessment Focus Areas	1. Partnering with Schools, Community Agencies, or Coalitions	✓		✓	✓	
	2. Partnering with Other State Agencies	✓				
	3. Information Dissemination and Providing Training to Others		✓	✓	✓	✓
	4. Facilitating the Identification and Reporting of Bullying and Cyberbullying Incidents			✓	✓	
	5. Identifying and Implementing Evidence-based Interventions		✓	✓	✓	✓
	6. Identifying and Disseminating Information, Programs, Services for Groups at Increased Risk of Bullying			✓	✓	

Once primary drivers have been selected, the same methodology should be used to carefully assess which secondary drivers and which change ideas are most critical to the prevention of bullying. Selecting change ideas that reinforce one another will create synergy and a multiplier effect on prevention efforts. It may be useful to ask:

- What do(es) your data, Title V statewide comprehensive needs assessment, and Bullying Prevention Capacity Assessment tell you about where bullying most often occurs?
- Are your current bullying prevention activities directed at the sectors and/or specific areas where bullying most often occurs, or do you need to refocus your activities?
- What change ideas are already in place?
- Are you already implementing an evidence-based bullying prevention program that could be scaled up and replicated more widely?
- Do you have any existing infrastructure and capacity for bullying prevention training that could be expanded or enhanced?
- Is there political will and/or partnerships that could support your bullying prevention efforts?
- Are there gaps your in bullying prevention efforts?
- Are there new research-based change concepts that can help scale up prevention?

Example of Pathway to Select Change Ideas for Primary Driver 3

To illustrate how to select specific bullying prevention strategies and programs in the Change Package, the example below shows a selection pathway. If the Bullying Prevention Capacity Assessment score indicates that more could be done to increase capacity to partner with community agencies and coalitions, disseminate information, and provide training, then the state may decide to focus some of its efforts on:

Primary Driver 3: Development and implementation of community-wide approaches that promote norms and a culture of safety, support, and respect. Within this primary driver, the state may select:

- Secondary Driver 1: Community stakeholders educated and engaged in coordinated bullying prevention efforts. Then the following change ideas might be selected:
 - Change Idea 2: Hold public forums in collaboration with community stakeholders to raise public awareness about the problem of bullying and to develop a shared consensus about the community's role in prevention.
 - Change Idea 3: Engage stakeholders in the creation of a diverse and inclusive coalition charged with coordinating bullying prevention efforts across neighborhoods and sectors of the community.
 - Change Idea 4: Convene key stakeholders in selected communities to develop Community Action Plans using the Communities that Care prevention system.
- Secondary Driver 3: Appropriate procedures implemented for monitoring and reporting of bullying incidents that occur in after-school programs and other out- of-school, community-based settings. Then the following change ideas might be selected:
 - Change Idea 1: Assist communities in conducting assessments of where bullying is occurring.
 - Change Idea 2: Provide guidance to communities on how to enhance monitoring in settings where bullying is occurring.
 - Change Idea 3: Provide sample materials to educate community members and organizations on how to respond when bullying occurs in non-school settings and how these incidents can be reported.

This Change Package constitutes a framework of how to prevent bullying and maps the elements of a coordinated, system-wide approach. Because our understanding and knowledge of bullying and how to prevent it continues to evolve, particularly with respect to cyberbullying and preventing bullying among vulnerable populations, periodic Change Package revisions and updates will reflect new information about promising and proven practices for bullying prevention.

Bullying Prevention Driver Diagram

PD1: Creation of strong partnerships across agencies, organizations, and programs to support the development and implementation of statewide approaches to bullying prevention
SD1: Rules, protocols, and policies for bullying prevention that are consistently implemented and enforced across agencies, organizations, and programs
SD2: Task forces, committees, coalitions, and campaigns that support implementation of bullying prevention strategies
PD2: Active engagement of health care professionals in health care and school settings in bullying prevention to reduce the adverse health outcomes (physical, psychological, and social) associated with bullying
SD1: Information and training on bullying and bullying prevention provided to health care professionals
SD2: Training and guidance provided to health care personnel in identifying and providing appropriate referrals and treatment for youth impacted by bullying
SD3: Training and guidance provided to school-based health and mental health personnel with regard to bullying prevention and intervention
PD3: Development and implementation of community-wide approaches that promote norms and a culture of safety, support, and respect
SD1: Community stakeholders educated and engaged in coordinated bullying prevention efforts
SD2: Staff and volunteers in child and youth-serving organizations and programs throughout the community trained in evidence-based bullying prevention strategies
SD3: Appropriate procedures implemented for monitoring and reporting of bullying incidents that occur in after-school programs and other out-of-school, community-based settings
SD4: Adult and youth mentors trained in proven strategies for preventing bullying and reducing all forms of physical and emotional harm related to bullying
SD5: Information on bullying and bullying prevention integrated into professional and continuing education programs for educators, health and mental health providers, and social workers
PD4: Fostering of school communities with positive climates that are free of bullying
SD1: Promotion of whole-school, multi-tiered, and evidence-based approaches to bullying prevention
SD2: Information dissemination and training on bullying prevention and evidence-based strategies for school personnel, and support for implementing evidence-based programs with fidelity
SD3: Facilitation of mechanisms for school monitoring, reporting of bullying incidents, and appropriate responses for all involved
SD4: Education for youth on bullying prevention and engagement of youth in school climate initiatives and bullying prevention activities
SD5: Rules, policies, events, and activities that support and promote values of inclusivity, respect, caring, and safety
SD6: Specific efforts to prevent bullying and promote safe and supportive environments for populations at increased risk of victimization, including youth who are LGBTQ, youth with disabilities, racial/ethnic minorities, children who are immigrants or refugees, and religious minorities
PD5: Development and reinforcement of safe and supportive family environments that foster positive social skills and resiliency
SD1: Support for parents and caregivers to teach their children positive interpersonal skills, social competence, and model positive and supportive, nonviolent relationships
SD2: Engagement of parents, other family members, and caregivers in school-based bullying prevention efforts

PD1: Creation of strong partnerships across agencies, organizations, and programs to support the development and implementation of statewide approaches to bullying prevention

SD1: Rules, protocols, and policies for bullying prevention that are consistently implemented and enforced across agencies, organizations, and programs

- CI 1:** Work with the lead agency responsible for implementing your state’s bullying prevention law to assist with implementation and enforcement of the law
- CI 2:** Conduct briefings with policy makers to educate them on effective approaches to bullying prevention and keep them informed about effective research-based responses and other efforts
- CI 3:** Engage law enforcement and school resource officers in implementation of bullying prevention strategies in addition to enforcement of anti-bullying laws
- CI 4:** Educate school boards on effective approaches to bullying prevention and response and partner with school boards and schools to establish mission statements and codes of conduct that support positive and safe school environments
- CI 5:** Collaborate with community health centers, hospitals, and clinics to develop and implement protocols for providing anticipatory guidance on bullying prevention during child and adolescent wellness visits
- CI 6:** Conduct outreach to child care and preschool programs and facilities to help them develop and implement bullying prevention rules and policies
- CI 7:** Conduct outreach to youth sports programs, leagues, and after-school programs to assist coaches and staff in developing and implementing bullying prevention rules and policies
- CI 8:** Partner with Child Death Review (CDR) teams to ensure that bullying is considered during the review of child and adolescent deaths and that CDR team members are informed about evidence-based bullying prevention strategies and can incorporate these strategies into recommendations as appropriate

SD2: Task forces, committees, coalitions, and campaigns that support implementation of bullying prevention strategies

- CI 1:** Work with schools to establish and convene School Safety Committees to coordinate and oversee a whole-school approach to bullying prevention that utilizes evidence-based practices
- CI 2:** Convene and actively participate in a statewide bullying prevention task force, committee, or coalition to provide ongoing coordination of bullying prevention efforts
- CI 3:** Educate the public and policymakers about the public health approach to bullying prevention by presenting at meetings of task forces, coalitions, councils, and committees
- CI 4:** Increase state-wide awareness of bullying and understanding of bullying prevention strategies through active participation in National Bullying Prevention Awareness Month (October)

Resources for PD1

American Academy of Pediatrics. Committee on Injury, Violence, and Poison Prevention. (July 2009). "[Role of the Pediatrician in Youth Violence Prevention.](http://pediatrics.aappublications.org/content/124/1/393.full)" *Pediatrics*. 124(1):173. Available at:
<http://pediatrics.aappublications.org/content/124/1/393.full>

Bright Futures, 4th edition. Available at:
<https://brightfutures.aap.org/Pages/default.aspx>

PACER's National Bullying Prevention Center. National Bullying Month. Available at:
<http://www.pacer.org/bullying/nbpm/>

Positive Behavioral Interventions and Supports. Available at:
<https://www.pbis.org/>

Stopbullying.gov. A History of Bullying Prevention Month. Available at:
<https://www.stopbullying.gov/blog/2012/10/02/a-history-of-bullying-prevention-month>

Stopbullying.gov. Policies & Laws. Available at:
<https://www.stopbullying.gov/laws/index.html>

Stopbullying.gov. School Safety Committees. Available at:
<https://www.stopbullying.gov/prevention/at-school/engage-parents/index.html#School Safety Committees>

Stopbullying.gov. Set Policies and Rules. Available at:
<https://www.stopbullying.gov/prevention/at-school/rules/>

Stopbullying.gov. Understanding the Roles of Early Education and Childcare Providers in Community-wide Bullying Prevention Efforts. Available at:
https://www.stopbullying.gov/prevention/training-center/hrsa_guide_early-education-child-care-providers_508v2.pdf

Stopbullying.gov. Understanding the Roles of Elected Officials in Community-wide Bullying Prevention Efforts. Available at:
https://www.stopbullying.gov/prevention/training-center/hrsa_guide_elected-officials_508v2.pdf

PD2: Active engagement of health care professionals in clinical and school settings in bullying prevention to reduce the adverse health outcomes (physical, psychological, and social) associated with bullying

SD1: Information and training on bullying and bullying prevention provided to health care professionals

- CI 1:** Collaborate with state chapters of professional associations of health care providers, such as the American Academy of Pediatrics and associations of school psychologists, school-based health centers, and school nurses to develop and provide information and trainings on bullying and bullying prevention to their members
- CI 2:** Conduct outreach to health care organizations (e.g., hospitals, community health centers, clinics, and suicide prevention hotlines/textlines) to raise awareness of the need for health care providers to address bullying behaviors and increase understanding of the harmful physical and mental health consequences of bullying
- CI 3:** Provide training to health care personnel on bullying and bullying prevention, including the harmful physical, psychological, and social effects of bullying and the role of health care professionals in preventing and addressing bullying
- CI 4:** Educate health care providers on the associations of bullying and suicide, acknowledging the increased risk of suicide among students involved in bullying (children who are bullied as well as those who bully others), as well as other factors that contribute to suicide risk

SD2: Training and guidance provided to health care personnel in identifying and providing appropriate referrals and treatment for youth impacted by bullying

- CI 1:** Provide training to health care personnel on identification, assessment, and treatment for children and adolescents who may be involved in bullying so that interventions can be delivered appropriately
- CI 2:** Collaborate with health care organizations (e.g., hospitals, community health centers, and clinics) to ensure that providers screen children and adolescents for bullying risk factors during wellness visits and as part of mental health and suicidal ideation assessment and treatment
- CI 3:** Collaborate with health care organizations (e.g., hospitals, community health centers, and clinics) to support the use of Connected Kids: Safe, Strong, Secure (2006), which is the American Academy of Pediatrics' primary care violence prevention protocol, and of evidence-based programs, such as the Triple P System and the Incredible Years
- CI 4:** Ensure that mental health care providers are trained in the use of evidence-based interventions, such as Brief Strategic Family Therapy, Functional Family Therapy, and Multi-systemic Therapy, to assist parents and caregivers to address child and adolescent behavior problems

SD3: Training and guidance provided to school-based health and mental health personnel with regard to bullying prevention and intervention

- CI 1:** Train school nurses, school psychologists, and guidance counselors to be aware of indicators of bullying victimization, and work with school administrators to create internal systems to alert administrators and School Safety Committees when students who are being bullied are identified
- CI 2:** Train school nurses, school psychologists, and guidance counselors to assess bullying involvement among students with mental health concerns including anxiety, depression, and suicidal ideation
- CI 3:** Facilitate connections among school and community health care and mental health providers to ensure provision of mental health services (including suicide risk) and provide appropriate community referrals for youth involved in bullying
- CI 4:** Work with school psychologists, nurses, counselors, and guidance counselors to ensure their participation in the development and implementation of school-based bullying prevention policies and programs
- CI 5:** Train school nurses, school psychologists, and guidance counselors to educate and advise school personnel, parents, and youth about the warning signs and the adverse health impacts of bullying

Resources for PD2

- American Academy of Pediatrics. Committee on Injury, Violence, and Poison Prevention. (July 2009). "[Role of the Pediatrician in Youth Violence Prevention](#)". *Pediatrics*. 124(1):173. Available at:
<http://pediatrics.aappublications.org/content/124/1/393.full>
- American Academy of Pediatrics. *Connected Kids: Safe, Strong, Secure Clinical Guide*. Spivak H, Sege R, Flanigan E, Licenziato V. eds. Elk Grove Village, IL: American Academy of Pediatrics; 2006. Available at:
<https://patiented.solutions.aap.org/DocumentLibrary/Connected Kids Clinical Guide.pdf>
- Cimino, J., Forrest, L., Smith, B. J., & Stainback-Tracy, K. (2007). [Evidenced-based Competencies for Promoting Social and Emotional Development and Addressing Challenging Behavior in Early Care and Education Settings](#). Project BLOOM Professional Development Steering Committee report. Available at:
http://csefel.vanderbilt.edu/resources/states/se_competencies.pdf
- International Association of Chiefs of Police. *Preparing and Responding to Cyberbullying: Tips for Law Enforcement*. Available at:
http://www.theiacp.org/Portals/0/documents/pdfs/IACP_NCMEC_OJJDP_CyberbullyingTipCardforLawEnforcement.pdf
- Centers for Disease Control and Prevention. *The Relationship Between Bullying and Suicide*. (April 2014). Available at:
<https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>
- Rossen, E., & Cowan, K. C. (2012). *A Framework for School-wide Bullying Prevention and Safety [Brief]*. Bethesda, MD: National Association of School Psychologists.
- Safe Schools and Pennsylvania. *Statewide Afterschool/Youth Development Network (PSAYDN). Bullying Prevention in Out-of-School and Afterschool Settings*. Available at:
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- Stopbullying.gov. *Bullying Prevention and Response Training and Continuing Education Online Program*. Available at:
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<https://www.stopbullying.gov/resources-files/roles-for-health-professionals-tipsheet.pdf>
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<https://schoolnurseset.nasn.org/blogs/nasn-profile/2017/03/13/school-violence-role-of-the-school-nurse-in-prevention>
- DeSisto, M.C. & Smith, S. (January 2014). National Association of School Nurses Position Statement. *Bullying Prevention in Schools*. Available at:
<https://www.nasn.org/advocacy/professional-practice-documents/position-statements/ps-bullying>

Program Resources:

Triple P System*

“A public health approach to reach all parents in a community to enhance parental competence and prevent or alter dysfunctional parenting practices, thereby reducing family risk factors both for child maltreatment and for children’s behavioral and emotional problems.” Triple P is delivered to parents “ in 1-10 or more sessions tailored to the severity of the family’s dysfunction and/or child’s behavioral problems.” *Blueprints for Healthy Youth Development: Promising, CrimeSolutions.gov: Effective, OJJDP Model Programs: Effective*

Incredible Years

Blueprints for Healthy Youth Development: Promising, CrimeSolutions.gov: Effective, OJJDP Model Programs: Effective, NREPP: 3.6-3.7/4.0

Brief Strategic Family Therapy

“A short-term, problem-focused therapeutic intervention targeting children and adolescents 6 to 17 years old, that improves youth behavior by eliminating or reducing drug use and its associated behavior problems and that changes the family members’ behaviors that are linked to both risk and protective factors related to substance use.” *SAMHSA Model Program (Lawner, E.K. and Terzian, M.A., ChildTrends, What Works for Bullying Programs: Lessons from Experimental Evaluations of Programs and Interventions, October 2013, Publication #2013-39), NREPP: 3.0-3.4/4.0*

Functional Family Therapy

“A short-term family therapy intervention and juvenile diversion program helping at-risk children and delinquent youth to overcome adolescent behavior problems, conduct disorder, substance abuse and delinquency.” *Blueprints for Healthy Youth Development: Model, CrimeSolutions.gov: Effective, OJJDP Model Programs: Effective*

Multisystemic Therapy

“A juvenile crime prevention program to enhance parenting skills and provide intensive family therapy to troubled teens and delinquent teens that empower youth to cope with the family, peer, school, and neighborhood problems they encounter - in ways that promote prosocial behavior while decreasing youth violence and other antisocial behaviors.” *Blueprints for Healthy Youth Development: Model Plus, CrimeSolutions.gov: Effective, OJJDP Model Programs: Effective, NREPP: 2.9-3.2/4.0*



PD3: Development and implementation of community-wide approaches that promote norms and a culture of safety, support, and respect

SD1: Community stakeholders educated and engaged in coordinated bullying prevention efforts

- CI 1:** Organize information sessions (e.g., town hall meetings, webinars) for community stakeholders, such as policymakers, school boards, non-profit boards, parent groups, businesses, and faith-based organizations, to educate them about the problem of bullying and evidence-based strategies for bullying prevention
- CI 2:** Hold public forums in collaboration with community stakeholders to raise public awareness about the problem of bullying and to develop a shared consensus about the community's role in prevention
- CI 3:** Engage stakeholders in the creation of a diverse and inclusive coalition charged with coordinating bullying prevention efforts across neighborhoods and sectors of the community
- CI 4:** Convene key stakeholders in selected communities to develop Community Action Plans using the Communities that Care prevention system
- CI 5:** Engage law enforcement, including school resource officers, in planning and carrying out community bullying prevention strategies
- CI 6:** Engage school boards and school administrators in opportunities to share information with the community in order to promote a constructive dialogue about bullying prevention

SD2: Staff and volunteers in child and youth-serving organizations and programs throughout the community trained in evidence-based bullying prevention strategies

- CI 1:** Provide bullying prevention information and trainings to staff in child care and preschool programs
- CI 2:** Provide bullying prevention information and trainings to staff and volunteers in after-school programs
- CI 3:** Provide bullying prevention information and trainings to coaches and volunteers in youth athletic leagues and other youth sports programs

SD3: Appropriate procedures implemented for monitoring and reporting of bullying incidents that occur in after-school programs and other out-of-school, community-based settings

- CI 1:** Assist communities in conducting assessments of where bullying is occurring
- CI 2:** Provide guidance to communities on how to enhance monitoring in settings where bullying is occurring
- CI 3:** Engage law enforcement in monitoring as well as educating communities on how to recognize bullying, and alerting them to locations that are more prone to bullying
- CI 4:** Provide sample materials to educate community members and organizations on how to respond when bullying occurs in non-school settings and how to report these incidents
- CI 5:** Educate after-school and other youth-serving programs on actions that can be taken to make these environments safer for youth who are bullied
- CI 6:** Educate the public on additional steps that can be taken around reporting cyberbullying (reporting to law enforcement, social media sites, or schools if the bullying is affecting students' wellbeing at school)

SD4: Adult and youth mentors trained in proven strategies to prevent bullying and reduce all forms of physical and emotional harm related to bullying

- CI 1:** Support mentoring programs that implement values of inclusivity, respect, caring, and safety through the development of program guidelines and policies, orientation materials, and trainings
- CI 1:** Train mentors to facilitate age-appropriate discussions and activities for children and youth that promote values of inclusivity, respect, caring, and safety
- CI 1:** Train mentors to recognize when bullying may be occurring, how to support to victimized youth, and how and when to involve school administration and law enforcement
- CI 1:** Work with community centers, schools, afterschool programs, and youth-serving organizations to provide safe, accessible, supervised environments in which at-risk children and youth can receive support and mentoring

SD5: Information on bullying and bullying prevention integrated into professional and continuing education programs for educators, health and mental health providers, and social workers

- CI 1:** Conduct outreach to schools of medicine, nursing, social work, and education to ensure that they include bullying identification, intervention, and prevention in their curricula, including the association between bullying, mental health, and suicide risk
- CI 2:** Create an accessible clearinghouse of approved informational materials, training materials, and course curricula on bullying and bullying prevention for use by universities and associations of health and social service professionals

Resources for PD3

Stopbullying.gov. Working in the Community. Available at:

<https://www.stopbullying.gov/prevention/in-the-community/index.html>

Hahn, S. and Reiney, E. (2015). *Engaging Communities in Bullying Prevention*. Stopbullying.gov Blog. Available at:

<https://www.stopbullying.gov/blog/2015/12/03/engaging-communities-bullying-prevention>

Srabstein, J., Joshi, P., & Due, P. et al. (2008). "Prevention of Public Health Risks Linked to Bullying: A Need for a Whole Community Approach". *International Journal of Adolescent Medicine and Health*. 20(2):185-199. Available at:

<https://www.ncbi.nlm.nih.gov/pubmed/18714555>

Stopbullying.gov. *Understanding the Roles of Youth Professionals and Youth Mentors in Community-Wide Bullying Prevention Efforts*. Available at:

https://www.stopbullying.gov/sites/default/files/2017-19/hrsa_guide_youth_professionals_mentors_508v2.pdf

Drevon, D.D., Kim, S.Y. & Fredrick, S.S. (2017). "Natural Mentoring Relationships as a Protective Factor for Victims of Bullying." *Journal of School Violence*. Available at:

<https://doi.org/10.1080/15388220.2017.1322520>

National Mentoring Resource Center. Strategies for Preventing Peer Aggression, Bullying, and Victimization. Available at:

<https://nationalmentoringresourcecenter.org/index.php/14-practices/304-strategies-for-preventing-peer-aggression,-bullying,-and-victimization.html>

National Mentoring Resource Center. Strategies for Preventing Peer Aggression, Bullying, and Victimization. (Insights for Mentoring Practitioners). Available at:

<https://nationalmentoringresourcecenter.org/index.php/component/k2/item/426-strategies-for-preventing-peer-aggression,-bullying,-and-victimization.html>

Stopbullying.gov. *Understanding the Roles of Youth Professionals and Youth Mentors in Community-Wide Bullying Prevention Efforts*. Available at:

https://www.stopbullying.gov/sites/default/files/2017-19/hrsa_guide_youth_professionals_mentors_508v2.pdf

Garringer, M. (June 2008). U.S. Department of Education. Office of Safe and Drug-Free Schools. Mentoring Resource Center. "Case Studies in Youth Mentoring: Bullying Prevention and Intervention." Available at:

<http://educationnorthwest.org/sites/default/files/bullying-prevention-intervention.pdf>

Stopbullying.gov. Law Enforcement Officers' Unique Role in Addressing Bullying. Available at:

https://www.stopbullying.gov/sites/default/files/2017-09/hrsa_guide_law-enforcement-officers_508v2.pdf

Program Resources:

Communities that Care

"The Communities That Care (CTC) prevention system is a community-level intervention that mobilizes stakeholders to collaborate on selecting and implementing evidence-based prevention programs designed to prevent youth problem behaviors, such as substance abuse and delinquency. CTC is installed in communities through a series of six training events delivered over the course of 6-12 months by certified CTC trainers." *NREPP: 3.2-3.6/4.0*

PD4: Fostering of school communities with positive climates that are free of bullying

SD1: Promotion of whole-school, multi-tiered, and evidence-based approaches to bullying prevention

- CI 1:** Participate in or convene a state working group on school-based bullying prevention to monitor use and implementation of evidence-based strategies and make recommendations for increased adoption of these strategies
- CI 2:** Work with school boards and administrators to establish and convene School Safety Committees to coordinate and oversee a whole-school approach to bullying prevention; ensure representation from administrators, teachers, guidance counselors, nursing staff, and other staff, as well as parents, students, and community stakeholders
- CI 3:** Facilitate the establishment of school district committees or subcommittees to examine existing bullying prevention efforts and identify missing elements to ensure that whole-school approaches are being used
- CI 4:** Support schools in incorporating evidence-based bullying prevention approaches at multiple grade levels and into school anti-bullying policies. Examples of programs include: Bully-Proofing Your School, Olweus Bullying Prevention Program, and Safe & Civil Schools Positive Behavioral Interventions and Support Model
- CI 5:** Educate and train school boards, school administrators, and school staff in how to integrate bullying prevention into existing programs and supports, leading to a coordinated system of support

SD2: Information dissemination and training on bullying prevention and evidence-based strategies for school personnel and support for implementing evidence-based programs with fidelity

- CI 1:** Provide information sessions for school district personnel to highlight evidence-based strategies that can be implemented in school settings; discuss resources (e.g., staff time, expenses, classroom time) necessary for implementation and how to get buy-in for whole-school approaches
- CI 2:** Provide information sessions on student populations particularly vulnerable to being bullied (e.g., sexual minority youth, youth with disabilities, racial/ethnic minorities) or to bullying others (e.g., youth with histories of trauma or aggression) in school and other settings and associated evidence-based strategies that incorporate the elevated risk among students
- CI 3:** Provide information on school climate initiatives, positive behavioral support, and social emotional learning (SEL) programs which can cultivate climates where bullying is less likely to occur, such as the Good Behavior Game, Second Step Violence Prevention Curriculum, and Promoting Alternative Thinking Strategies
- CI 4:** Provide information on how to teach digital citizenship and incorporate cyberbullying prevention into existing health, technology, and bullying prevention programs; Consider programs specifically designed to address cyberbullying such as ConRed and Cyber Friendly Schools
- CI 5:** Provide training for teachers on how to talk about bullying in classroom lessons, classroom management techniques, and how to foster safe and supportive classroom environments
- CI 6:** Provide models for training for all school staff, including teachers, administrators, office staff, cafeteria staff, bus drivers, coaches, etc. to ensure all staff encourage positive norms and know how to respond to bullying incidents



PD4: Fostering of school communities with positive climates that are free of bullying

SD3: Facilitation of mechanisms for school monitoring, reporting of bullying incidents, and appropriate responses for all involved

- CI 1:** Participate in or convene a state working group that addresses school-based policies and best practices for monitoring and reporting bullying incidents and ways schools can respond quickly and effectively to support all involved
 - CI 2:** Assist schools in conducting bullying assessments at regular intervals to determine when and where bullying occurs, which populations of students are more likely to be involved, and the types of bullying (e.g., school, cyber) that are prevalent among students
 - CI 3:** Support school resource officers' efforts to monitor and intervene in bullying incidents and involve school resource officers in bullying and school climate assessments
 - CI 4:** Assist schools in conducting periodic school climate assessments; provide sample tools and guidance on administration and analysis
 - CI 5:** Provide school administrators with model bullying incident report forms and procedures for adaptation and use in their schools
 - CI 6:** Provide a training model for school staff to identify and intervene in bullying incidents and respond effectively to reported incidents, both face-to-face and electronically
 - CI 7:** Provide sample materials to raise student and parent awareness of procedures for reporting bullying incidents and appropriate use of the reporting system
 - CI 8:** Train schools regarding their roles in addressing incidents of cyberbullying and what is required by law in your state
 - CI 9:** Train school attendance personnel ways to query and identify if bullying is involved in cases of school avoidance, absenteeism, and truancy
- Train nurses, school psychologists, and guidance counselors to assess bullying involvement among students who are experiencing mental health concerns

SD5: Rules, policies, events, and activities that support and promote values of inclusivity, respect, caring, and safety

- CI 1:** Help schools to organize events that acknowledge and reward positive behavior by students and staff to promote supportive school climates
- CI 2:** Train school staff in how to promote and reinforce positive values in classrooms and across all school settings
- CI 3:** Incorporate age-appropriate lessons and activities into the curriculum to encourage the development of respectful and supportive social relationships among students
- CI 4:** Develop and implement policies to encourage positive, productive, and appropriate use of electronic devices in school as well as out-of-school
- CI 5:** Provide recommendations for educating youth on safe and appropriate use of social media to prevent relational bullying (such as through social exclusion) and encourages use of social media for positive means like social support and civic engagement
- CI 6:** Develop school discipline policies that discourage harsh discipline and that encourage modeling and setting norms for acceptable behavior
- CI 7:** Train schools to adopt restorative justice practices and strategies, such as relationship building circles and the use of restorative language, to build a sense of community, respond to bullying behaviors, and repair harm resulting from bullying

SD4: Education for youth on bullying prevention and engagement of youth in school climate initiatives and bullying prevention activities

- CI 1:** Support schools in developing and implementing classroom sessions at which students learn about the definition of bullying, the harmful effects of bullying, what to do if they witness a bullying incident, and how they can contribute to a positive school climate
- CI 2:** Support schools in implementing age appropriate social emotional learning and school climate initiatives at all grade levels that establish positive norms where students are upstanders, unaccepting of bullying among their peers. Examples include the Good Behavior Game, Second Step Violence Prevention Curriculum, and Promoting Alternative Thinking Strategies
- CI 3:** Provide a training model for teachers to hold "classroom meetings" or "circle discussions" as a way to promote a culture of respect and provide a forum for discussion of issues related to school climate and bullying
- CI 4:** Provide guidance to include online climate as part of overall school climate initiatives, including guidance on the principles of digital citizenship and of supportive and respectful use of electronic media and social media
- CI 5:** Provide model programs that enhance connections between youth and school adults, including school administrators, teachers, and other school staff as well as school resource officers, so that students are comfortable seeking help in instances where bullying is occurring (e.g., advisory programs that work to create long-term one-on-one relationships between individual students and school staff)
- CI 6:** Help schools to implement evidence-based programs that support students in forming and sustaining healthy relationships. Examples include Fourth R Curriculum and Bringing in the Bystander

SD6: Specific efforts to prevent bullying and promote safe and supportive environments for populations at increased risk of victimization, including youth who are LGBTQ, youth with disabilities, religious or racial/ethnic minorities, children who are immigrants or refugees

- CI 1:** Ensure that school bullying policies recognize the heightened vulnerabilities of youth at increased risk of victimization and clearly state what policies and programs are in place to protect and support youth
- CI 2:** Promote the use of inclusive curricula which contain positive representations of diverse groups in history and events; train teachers to ensure clarity on bullying behavior and that inclusive curricula are implemented consistently and effectively
- CI 3:** Establish, support, and maintain student groups focused on appreciating diversity and encouraging inclusiveness within school environments, such as Gay Straight Alliances
- CI 4:** Educate school staff and parents on school obligations with regard to civil rights to protect students and take immediate and appropriate action to prevent, investigate, and address bullying
- CI 5:** Ensure that students eligible for special education services have Individual Education Programs (IEPs) that include specialized approaches for creating safe environments and for preventing and responding to bullying
- CI 6:** Train all school staff to be supportive of the unique needs and vulnerabilities of at-risk youth, attuned to the warning signs of bullying within these students, and supportive of positive school climate initiatives that specifically address at-risk youth

Resources for PD4

Stopbullying.gov. Best Practices in Bullying Prevention and Intervention. Available at:
http://www.ncdsv.org/images/SBN_BestPracticesBullyingPreventionIntervention.pdf

Stopbullying.gov. Bullying and LGBT Youth. Available at:
<https://www.stopbullying.gov/at-risk/groups/lgbt/index.html>

Stopbullying.gov. Educate about Bullying. Available at:
<https://www.stopbullying.gov/prevention/at-school/educate/index.html#Activities to Teach Students About Bullying>

Stopbullying.gov. Prevention at School. Available at:
<https://www.stopbullying.gov/prevention/at-school/index.html>

Stopbullying.gov. Assessment. Available at:
<https://www.stopbullying.gov/prevention/at-school/assess-bullying/index.html>

Stopbullying.gov. Engage Parents and Youth. Available at:
<https://www.stopbullying.gov/prevention/at-school/engage-parents/index.html>

Stopbullying.gov. Build a Safe Environment. Available at:
<https://www.stopbullying.gov/prevention/at-school/build-safe-environment/index.html>

Stopbullying.gov. Educate Students and School Staff. Available at:
<https://www.stopbullying.gov/prevention/at-school/educate/index.html>

Other Resources on Bullying Prevention in Schools:

K. Ragozino & M. Utne O'Brien. Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Social and Emotional Learning Research Group at the University of Illinois at Chicago. (2009). *Social and Emotional Learning and Bullying Prevention*. Available at:
[http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/SELBullying\(1\).pdf](http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/SELBullying(1).pdf)

Preventing Bullying Through Science, Policy, and Practice, Chapter 5: Preventive Interventions, from The National Academies of Sciences, Engineering, and Medicine (NAEM) (Rivara, & Le Menestrel, 2016). Available at:
<https://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice>

Strengthen the Evidence for Maternal and Child Health Programs: National Performance Measure 9 Bullying Evidence Review, from the Women's and Children's Health Policy Center at Johns Hopkins University (Lai et al., 2016).

Lawner, E.K. and Terzian, M.A., ChildTrends. (October 2013). *What Works for Bullying Programs: Lessons from Experimental Evaluations of Programs and Interventions*. Publication #2013-39). Available at:
https://www.childtrends.org/wp-content/uploads/2013/10/briefing_bullying5_anm1.pdf

National Education Association. (2012). *Bullying Prevention in Public Schools: An NEA Policy Brief*. Available at:
<http://www.nea.org/assets/docs/Bullying-PreventioninPublicSchools-PolicyBrief.pdf>

Susan M. Swearer, Dorothy L. Espelage, Scott A. Napolitano. (2012) *Bullying Prevention and Intervention: Realistic Strategies for Schools*. Guilford Press.

Program Resources - Examples of Evidence-based, Multi-tiered Programs Implemented in Schools:

Bully-Proofing Your School

"A comprehensive, school-based intervention designed to reduce bullying and school violence, and increase knowledge about school safety for students and parents. BPYS is implemented in a classroom setting and includes three major components: 1) heightening awareness of bullying; 2) teaching protective skills for handling bullying, resisting victimization, and helping potential victims; and 3) creating a positive school climate by promoting a "caring majority" that focuses on bystander behavior." *CrimeSolutions.gov: Promising*

Olweus Bullying Prevention Program

"A bullying prevention program that includes schoolwide, classroom, individual, and community strategies that create a safe and positive school climate, improve peer relations, and increase awareness of and reduce the opportunities and rewards for bullying behavior. This anti-bullying program offers activities designed for use in elementary, middle, junior and high schools." *Blueprints for Healthy Youth Development: Promising, also reviewed in Strengthen the Evidence*

Safe & Civil Schools Positive Behavioral Interventions and Support Model

"A multicomponent, multitiered, comprehensive approach to schoolwide improvement. Integrating applied behavior analysis, research on effective schools, and systems change management theory, the intervention is an application of positive behavior support (PBS), a set of strategies or procedures designed to improve behavior by employing positive and systematic techniques." *NREPP: 2.0-3.6/4.0*

Program Resources - Examples of Programs Implemented in Schools Specifically to Enhance School Climate:

Good Behavior Game

"A classroom behavior management game providing a strategy to help elementary teachers reduce aggressive, disruptive behavior and other behavioral problems in children, particularly highly aggressive children, while creating a positive and effective learning environment." *Blueprints for Healthy Youth Development: Promising, CrimeSolutions.gov: Effective, OJJDP Model Programs: Effective, NREPP: 3.1-3.2/4.0*. See also: <http://paxgoodbehaviorgame.promoteprevent.org/>

Second Step®: A Violence Prevention Curriculum

"A universal prevention program designed to reduce impulsive and aggressive behavior in children and adolescents by increasing their social competency skills. Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socioemotional competence and other protective factors. The program is composed of three grade-specific curricula: preschool/kindergarten (Pre-K), elementary school (grades 1–5), and middle school (grades 6–8)." *CrimeSolutions.gov: Effective, NREPP: Promising, also reviewed in Strengthen the Evidence*

Promoting Alternative Thinking Strategies

"A classroom-based social emotional learning program for elementary students to reduce aggression and behavior problems in children. The PATHS curriculum teaches skills in five conceptual domains: self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem solving." *Blueprints for Healthy Youth Development: Model, CrimeSolutions.gov: Effective, OJJDP Model Programs: Effective, NREPP: 2.6-3.2/4.0*

Addressing Cyberbullying:

Elliot, M., Cornell, D., Gregory, A., and Fan, X. (2010). "Supportive School Climate and Student Willingness to Seek Help for Bullying and Threats of Violence." *Journal of School Psychology*. 48 (1): 533-553. Available at: <https://www.sciencedirect.com/science/article/pii/S0022440510000488>

Orpinas, P., & Horne, A.M. (2006). *Bullying Prevention: Creating a Positive School Climate and Developing Social Competence*. Washington, D.C.: American Psychological Association. doi:10.1037/11330-000

Wang, C., Berry, B. & Swearer, S.M. (October 2013). "The Critical Role of School Climate in Effective Bullying Prevention." *Theory into Practice*. 52(4): 296-302. Available at: <https://www.tandfonline.com/doi/abs/10.1080/00405841.2013.829735>

Children's Safety Network. Education Development Center. (May 2015). "Victimization and Vulnerability: Populations at Increased Risk for Bullying." Webinar Presenters: Jaana Juvonen, Ph.D. and Robert Faris, Ph.D. Available at: <https://www.childrendefensetnetwork.org/webinar/victimization-and-vulnerability-populations-increased-risk-bullying>

Centers for Disease Control and Prevention. *Lesbian, Gay, Bisexual, and Transgender Health: LGBT Youth Resources*. Available at: <https://www.cdc.gov/lgbthealth/youth-resources.htm>

Muraco, J. A. & Russell, S.T. (2011). *How School Bullying Impacts Lesbian, Gay, Bisexual, and Transgender (LGBT) Young Adults*. (Frances McClelland Institute for Children, Youth, and Families ResearchLink, Vol. 4, No. 1). Tucson, AZ: The University of Arizona. Available at: https://mcclellandinstitute.arizona.edu/sites/mcclellandinstitute.arizona.edu/files/ResearchLink_Vol.%204%20No.%201_Bullying.pdf

Pacer's National Bullying Prevention Center. *Bullying and Harassment of Students with Disabilities*. Available at: <http://www.pacer.org/bullying/resources/students-with-disabilities/>

Stopbullying.gov. *Bullying of LGBT Youth and Those Perceived to Have Different Sexual Orientations*. Available at: <https://www.stopbullying.gov/sites/default/files/2017-09/lgbtyouthtipsheet.pdf>

Stopbullying.gov. *Bullying and Youth with Disabilities and Special Health Needs*. Available at: <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>

Stopbullying.gov. *Restorative Justice Practices and Bullying Prevention*. Available at: <https://www.stopbullying.gov/blog/2016/03/02/restorative-justice-practices-and-bullying-prevention.html>

Stopbullying.gov. *Law Enforcement Officers' Unique Role in Addressing Bullying*. Available at: https://www.stopbullying.gov/sites/default/files/2017-09/hrsa_guide_law-enforcement-officers_508v2.pdf

Program Resources - Addressing Cyberbullying:

Coping Power

"Coping Power is a 16-month program delivered during the 5th and 6th grade school years. Children attend 22 group sessions in 5th grade and 12 group sessions in 6th grade." *Blueprints for Healthy Youth Development: Promising, CrimeSolutions.gov: Promising, OJJDP Model Programs: Promising*

Cyber Friendly Schools

"A whole-school, online cyberbullying prevention and intervention program that is based on a social-ecological approach and considers the many factors that influence students' vulnerability to cyberbullying at multiple levels." *NASEM, also reviewed in Strengthen the Evidence*

PD5: Development and reinforcement of safe and supportive family environments that foster positive social skills and resiliency

SD1: Support for parents and caregivers to teach their children positive interpersonal skills, social competence, and model positive and supportive, nonviolent relationships

- CI 1:** Increase implementation of evidence-based family-focused interventions that provide training and support to parents to prevent aggression and problem behaviors, such as Incredible Years, Raising Healthy Children, Coping Power
- CI 2:** Increase implementation of evidence-based programs that specifically target families with youth at risk of bullying involvement due to histories of trauma or demonstrations of problem behavior that often co-occur with bullying, such as aggression, academic problems and delinquency, such as Brief Strategic Family Therapy, Positive Family Support-Family Check-Up/Adolescent Transitions Program, Functional Family Therapy; provide enhanced support to such families
- CI 3:** Increase the number of statewide strategies and programs to reduce youth violence, using the CDC Striving to Reduce Youth Violence Everywhere (STRYVE) strategies (e.g., strengthen youths' skills, parental training, reducing immediate risk for violence, vitalizing communities and creating safe places, engaging partners, and using data)
- CI 4:** Provide enhanced support for families with youth that may be particularly vulnerable to bullying, including youth who are LGBTQ, religious or racial/ethnic minorities, youth with disabilities, and children who are immigrants or refugees
- CI 5:** Encourage opportunities for connection within families and keeping the lines of communication open so that youth may feel more comfortable disclosing involvement in bullying and be buffered from the negative consequences of bullying

SD2: Engagement of parents, other family members and caregivers in school-based bullying prevention efforts

- CI 1:** Hold bullying prevention information sessions and distribute materials to parents/caregivers to increase awareness of school-based bullying prevention efforts, which include efforts to prevent cyberbullying
- CI 2:** Hold information sessions that include specific information on cyberbullying prevention/intervention and teaching digital citizenship to expand the role that parents play in cyberbullying prevention (e.g., monitoring, rule-setting, and positive and ongoing communication)
- CI 3:** Support schools in getting buy-in and cooperation from parents by providing sample communications materials to enhance the delivery of prevention information through letters from teachers, newsletters, and information on the school website; create a toolkit with sample materials
- CI 4:** Ensure that parents and caregivers whose children are involved in bullying (whether they are bullied, bully other children, or both) are given constructive consultations with school administrators and referred to appropriate counseling services to address the negative emotional consequences of bullying (e.g., Bully-Proofing Your School)
- CI 5:** Train parents in how to effectively communicate concerns about bullying at school and cyberbullying and how to be actively involved in school-based prevention efforts



Resources for PD5

Stopbullying.gov. How to Talk about Bullying. Available at:
<https://www.stopbullying.gov/prevention/talking-about-it/index.html>

Centers for Disease Control and Prevention. Striving to Reduce Youth Violence Everywhere (STRYVE). Available at:
<https://vetoviolence.cdc.gov/apps/stryve/>

Program Resources:

Incredible Years

"The parent training series targets high-risk parents and children as well as those children displaying behavior problems. Program protocols include prevention and treatment versions of intervention with dosage adjusted according to family and child risk factors."

Blueprints for Healthy Youth Development: Promising, CrimeSolutions.gov: Effective, OJJDP Model Programs: Effective, NREPP: 3.6-3.7/4.0

Raising Healthy Children

"A preventive intervention with teacher, parent, and child components, designed to promote positive youth development by enhancing protective factors, reducing identified risk factors, and preventing problem behaviors and academic failure...Parent training and involvement includes five-session parenting group workshops, selected topic workshops, and in-home problem-solving sessions." *Blueprints for Healthy Youth Development:*

Promising, CrimeSolutions.gov: Promising

Coping Power

"The Parent component teaches parents skills to manage stress, identify disruptive child behaviors, effectively discipline and reward their children, establish effective communication structures, and manage child behavior outside the home." *Blueprints for Healthy Youth Development:*

Promising, CrimeSolutions.gov: Promising, OJJDP Model Programs: Promising

Brief Strategic Family Therapy

"A short-term, problem-focused therapeutic intervention targeting children and adolescents 6 to 17 years old, that improves youth behavior by eliminating or reducing drug use and its associated behavior problems and that changes the family members' behaviors that are linked to both risk and protective factors related to substance use." *SAMHSA Model Program (Lawner, E.K. and Terzian, M.A., ChildTrends, What Works for Bullying Programs: Lessons from Experimental Evaluations of Programs and Interventions, October 2013, Publication #2013-39), NREPP: 3.0-3.4/4.0*

Positive Family Support-Family Check-Up

"A family-based, 3-tiered intervention that targets adolescent problem behavior at the universal, selected, and indicated levels. Goals are to reduce problem behavior and risk for substance abuse and depression, improve family management practices and communication skills as well as adolescents' self-regulation skills and prosocial behaviors." This program includes a Family Resource Center

* Excerpts of program descriptions are taken from the source hyperlinked in the program title.

