Bullying Framework and Tiered Interventions

2023

University of Missouri Bully Prevention Lab

Evidence-Based, Research-Based, & Promising Practices

The interventions listed in this section are designed to be administered within the community, home, and school setting. The sections are organized by Tier 1, Tier 2, Tier 3, Multiple Tiers, and Frameworks. Within each section, the charts provide a brief overview of each intervention, following the chart, the interventions are reported in detail. These evidence-based practices were chosen by effectiveness, research showing positive outcomes, and if they could be purchased commercially, or easily implemented with guidance.

Evidence-Based, Research-Based, & Promising Definitions

Evidence-Based: Bullying interventions with a basis in research that is scientifically evaluated using a randomized controlled trial design and shown to produce positive student outcomes when implemented with integrity. Must have greater than two empirical and peer reviewed research studies utilizing a randomized controlled trials design.

Research Based: Components of the intervention have been evaluated with a randomized controlled trial design and shown to produce positive student outcomes. However, there is less than two empirical and peer reviewed research studies utilizing a randomized controlled trials design indicating that effects have not been replicated.

Promising: The intervention is clear, well designed, and produces positive effects across a limited sample size. Materials are not easily accessible or relevant to current times. There is not more than one study demonstrating positive student outcomes.

Tier 1

The interventions in this section are universal, Tier 1, practices for schools. These interventions are designed to meet the needs of all students. Targeted behaviors in these interventions include, but are no limited to, aggression, bullying, substance use, cyberbullying, coping strategies, and resilience. These interventions can be implemented effectively with a range of students 4–19 years old.

Table 1: Tier 1 Evidence Based Practices

Evidence-Based			
Name of Intervention	**Age Range**	**Program Goals**	**Length of Program**
Bully Proofing your School Program	7–11 years old	(1) To reduce instances of bullying and victimization, and (2) increase the safety of students in grades 3–5	Up to 3 years. First year the lessons are delivered. The second and third years are focused on reinforcing the curriculum and the material that was presented in the first year.
Expect Respect	5–11 years old	(1) To reduce incidences of bullying and sexual harassment	12 Weeks
LIFT (Linking the Interests of Families and Teachers)	6–11 years old	(1) To prevent the development of aggressive and antisocial behaviors in children within the elementary school setting	10 Weeks
The Positive Action Program	4–12 years old	(1) To increase social, emotional, behavioral, academic, and physical well-being	Duration of School Year
Resourceful Adolescent Program (RAP)	12–16 years old; parents, and teachers	(1) To promote resilience and well-being in adolescents (2) To provide positive family relationships and build resilience in adolescents, and (3) To promote school connectedness and wellbeing in adolescents	11 total group sessions
Zippy's Friends	5–7 years old	(1) To help young children develop their own positive strategies to deal with problems	24 Weeks

Research-Based			
Name of Intervention	**Age Range**	**Program Goals**	**Length of Program**
Fourth R: Strategies for Healthy Youth Relationships	11–19 years old	(1) To reduce risk behaviors including violence/bullying, unsafe sexual behavior, substance use	There are 4 programs based on age, varying in length.

Kia Kaha	11–15 years old	(1) To improve culture and reduce bullying	Duration of School Year
PeaceBuilders	5–11 years old	(1) To engage parents prior to adolescence, (2) To praise good behavior daily, (3) To discourage insults and other acts of aggression, (4) To make peacebuilding a way of life, (5) To distribute implantable, practical tools to improve school climate, and (6) To engage the community in peacebuilders values and behaviors	Duration of School Year

Promising

Research Based	Research Based	Research Based	Research Based
Bully Busters	11–15 years old	(1) To facilitate the teachers' acquisition of skills, techniques, and interventions and prevention strategies specifically related to problems of bullying and victimization, and (2) to enhance teachers' self-efficacy for confronting bullying and victimization in the classroom	8 Weeks
Cyber Program 2.0	8–15 years old	(1) To identify and conceptualize bullying/cyberbullying, (2) To analyze the consequences of bullying/cyberbullying, promoting participants' capacity to report such actions when they are discovered, (3) To develop coping strategies to prevent and reduce bullying/cyberbullying, and (4) To achieve other transversal goals, such as developing positive variables (empathy, active listening, social skills, constructive conflict resolution, etc.)	19 Weeks
Missing Internet Safety Program	11–13 years old	(1) To encourage youth to develop guidelines for safe Internet use	40–50 minutes
STAC ("**S**tealing the Show," "**T**urning it Over," "**A**ccompanying Others," and "**C**oaching Compassion.")	6–14 years old	(1) To teach students to become advocates against bullying by training bystanders to intervene as defenders	Total of 30 days

Bully Busters [*Promising*]

Program Goals:
(1) To facilitate the teachers' acquisition of skills, techniques, and intervention and prevention strategies specifically related to problems of bullying and victimization.
(2) To enhance teachers' self-efficacy for confronting bullying and victimization in the classroom

Intervention Level: Tier 1

Intended Audience: 11–15 years old

Program Length: 8 weeks

Do lessons vary by age group? Yes, separate age-appropriate manuals are available for elementary, middle and high school teachers and staff.

Lesson Implementation:
Location: Classroom
Implementer: Teachers

Is Teacher/Student/Staff Training Required? Yes
(1) Teachers attend three separate staff development training sessions (One training per week, 2 hours per training)
(2) Teachers share what they learned during training with their students (Topics Included: Increasing Awareness of Bullying; Recognizing the Bully; Recognizing the Victim; Taking Charge: Interventions for Bullying Behavior; Assisting Victims: Recommendations and Interventions; The Role of Prevention; Relaxation and Coping Skill)
(3) After training, teachers met with an instructor for 1 hour every other week to reflect on the experiences.

Is Parent/Community Collaboration Included? No

Program Outcomes:
(1) Significantly higher sense of efficacy as it relates to ability to affect behavioral outcomes in students as measured by the TEEM-Efficacy Scale. significantly higher expectations for adaptive behavior in aggressing and victimized students as measured by the TEEM-Expectancy Scale (Bell et. al., 2010).

Is this program available for purchase? Yes, teacher's manual is available for purchase via this link.

'Bully Proofing Your School' Program [*Evidence-Based*]
(Sopris West)

Program Goals:
(1) To reduce instances of bullying and victimization
(2) To increase the safety of students in grades 3–5

Intervention Level: Tier 1

Intended Audience: 7–11 years old

Program Length: Up to 3 years: 1st year the lessons are delivered, 2nd and 3rd years are focused on reinforcing the curriculum and the material that was presented in the first year; Seven total classroom lessons with two additional optional sessions, 30–40 minutes per session, once a week

Student Lesson Topics:
(1) Heightening awareness of bullying
(2) Teaching protective skills for handling bullying, resisting victimization, and helping potential victims
(3) Creating a positive school climate by promoting a "caring majority" that focuses on bystander behavior

Do lessons vary by age group? Yes:
Bully-Proofing in Early Childhood
Bully-Proofing Elementary Curriculum (3 volumes)
Bully-Proofing Middle School Curriculum
First Aid for Hurt Feelings and A Parent's Guide (Spanish versions available)
Bully-Proofing: A Parent's Guide
Bully-Proofing for High Schools

Lesson Implementation:
Location: Classroom
Implementer: Teachers

Screeners/Assessments Included with Program: A questionnaire

Is Teacher/Student/Staff Training Required? Yes
(1) Teachers receive at least 15 hours of training in which they are given information and strategies to recognize and intervene in bullying situations

Is Parent/Community Collaboration Included? Yes
(1) Parents, students, and all members of the school community commit to a no-tolerance policy on bullying
(2) Parents are offered information through newsletters and are given a consultation if their children are victims or perpetrators of bullying

Program Outcomes:
(1) Results indicate that the program effect was statistically significant overall, although relatively weak in terms of effect size, explaining only 3% of the variance in the outcomes (Menard & Grotpeter, 2014).

Is this program available for purchase? Yes, teacher's manual and lesson plans are available for purchase via this link.

Cyberprogram 2.0 [*Promising*]

(Developed by Matie Garaigordobil & Vanesa Martínez-Valderrey)

Program Goals:
(1) To identify and conceptualize bullying/cyberbullying
(2) To analyze the consequences of bullying/cyberbullying, promoting participants' capacity to report such actions when they are discovered
(3) To develop coping strategies to prevent and reduce bullying/cyberbullying
(4) To achieve other transversal goals, such as developing positive variables (empathy, active listening, social skills, constructive conflict resolution, etc.)

Intervention Level: Tier 1

Intended Audience: 8-15 years old

Program Length: 19 weeks; 19 total lessons; 60 minutes each; one time per week

Student Lesson Topics:
(1) Conceptualization and identification of roles
(2) Consequences, rights, and responsibilities
(3) Coping strategies

Do lessons vary by age group? No, there are the same activities for each grade level.

Lesson Implementation:
Location: Classroom, gymnasium, etc. (can be implemented anywhere in the school)
Implementer: Teachers, School Psychologists, or Counselors

Is Teacher/Student/Staff Training Required? No
(1) Teachers receive curriculum materials outlining lesson goals, activities, discussions, materials, expected lesson duration, group structure, methodology and assessment instruments

Program Outcomes:
(1) Decrease in cyberbullying and face-to-face bullying; increased empathy (Garaigordobil & Martinez-Valderrey, 2015).

Fourth R: Strategies for Healthy Youth Relationships [*Research-Based*]

([The Fourth R](#))

Program Goals:
(1) To reduce risk behaviors including violence/bullying, unsafe sexual behavior, substance use

Intervention Level: Tier 1

Intended Audience: 12–14+ years old

Program Length: There are 4 programs based on age, varying in length

Student Lesson Topics:
(1) Barriers to healthy relationships
(2) Conflict resolution
(3) Contributors to violence
(4) Media violence
(5) Healthy sexuality
(6) Responsible sexuality
(7) Preventing pregnancies and STIs
(8) Sexual decision making
(9) Assertiveness skills to deal with pressure in relationships
(10) Effects of substance use and abuse
(11) Making informed choices
(12) Building skills to avoid pressures to use substances

Do lessons vary by age group? Yes, there are different handbooks for different communities and ages

Lesson Implementation:
Location: Classroom
Implementer: Teachers

Is Teacher/Student/Staff Training Required? No

Is Parent/Community Collaboration Included? No

Program Outcomes:
(1) Reduced pro-violence attitudes and beliefs (Cissner & Ayoub, 2014).

Is this program available for purchase? Yes, contact the company for pricing.

Expect Respect [*Evidence-Based*]
(SAFE Alliance)

Program Goals:
(1) To reduce the incidence of bullying and sexual harassment

Intervention Level: Tier 1

Intended Audience: 5–19 years old

Program Length: 12 weeks; lessons are given weekly

Student Lesson Topics:
(1) Effective strategies for responding to inappropriate behaviors

Do lessons vary by age group? Yes, there are support group curricula available for grades 3–5 and 6–12.

Lesson Implementation:
Location: Classroom
Implementer: All members of the school community (school administrators, principals, counselors, and teachers)

Is Teacher/Student/Staff Training Required? Yes
(1) All staff review the training manual
(2) Specialized sessions offered to effectively respond to bullying

Is Parent/Community Collaboration Included? Yes
(1) Parents attended sessions about information about the project and strategies to help children who are bullied

Program Outcomes:
(1) For each of the three participating schools, the effects of the Expect Respect intervention are reported on (a) fidelity of implementation, (b) the incidents of physical and verbal aggression, (c) recipient and bystander response probabilities, and (d) school climate. Note that there were no points of missing data in this study 2) only 15% of the students in the control group and 19% in the intervention group knew what bullying behaviors were at posttest (Nese et al., 2014).

Kia Kaha [*Research-Based*]
([New Zealand Police)](New Zealand Police)

Program Goals:
(1) To develop strategies for respectful relationships where bullying behaviors are not tolerated.

Intervention Level: Tier 1

Intended Audience: 5–17 years old

Program Length: Duration of School Year

Student Lesson Topics: More descriptive focus areas for each year/grade
(1) Years/grades 0–3; focus on personal skills and what they can do when affected by bullying
(2) Years/grade 4–10; the impact of bullying, range of personal skills to prevent bullying, and what they can do when affected by bullying
(3) Years/grades 11–13; a range of personal skills to prevent bullying, what they can do when affected by bullying, and actions to take to prevent bullying in the community

Do lessons vary by age group? Yes, resources are broken up by year/grade (0–3, 4–6, 7–8, 9–10, 11–13).

Lesson Implementation:
Location: Classroom
Implementer: Teachers and Police Education Officers (PEOs)

Is Teacher/Student/Staff Training Required? Yes
(1) Teachers trained to implement the curriculum
(2) PEO's receive training

Is Parent/Community Collaboration Included? Yes
(1) It involves Police Officers

Program Outcomes:
(1) Kia Kaha was found to reduce bullying and victimization and improve students' views about school climate (Migliaccio & Raskauskas, 2013).
(2) Kia Kaha had a positive effect on school climate which was related to less bullying. The program also increased self-esteem and attitudes toward victims among students. This was done, at least in part, by creating a safe environment for reporting bullying (Raskauskas, 2007).

Is this program available for purchase? Free resources are available at, Kia Kaha Program.

LIFT (Linking the Interests of Families and Teachers) [*Evidence-Based*]
([Oregon Social Learning Center)](#)

Program Goals:
(1) To prevent the development of aggressive and antisocial behaviors in children within the elementary school setting

Intervention Level: Tier 1

Intended Audience: 6–11 years old

Program Length: 10 weeks; 20 one-hour sessions

Student Lesson Topics:
(1) Classroom instruction and discussion about specific social and problem-solving skills
(2) Skills practice in small and large groups
(3) Free play in the context of the GBG group cooperation game
(4) Review and presentation of daily rewards.

Do lessons vary by age group? Yes, the curriculum is similar for all elementary school students; however, delivery format, group exercises, and content emphasis are modified depending on the grade level of the participants.

Lesson Implementation:
Location: Classroom and Playground

Is Parent/Community Collaboration Included? Yes
(1) It focuses on systematic communication between teachers and parents. To facilitate communication, a "LIFT line" is implemented in each classroom. The LIFT line is a phone and an answering machine in each classroom that families are encouraged to use if they have any questions for the teachers or have concerns they wish to share. Teachers could also use the LIFT line to record daily messages about class activities, which could be accessed by parents.
(2) The parent management training component of LIFT is conducted in groups of 10 to 15 parents and consists of six weekly 2ó-hour sessions. Sessions can provide training either shortly after school or in the evenings. Session content concentrates on positive reinforcement, discipline, monitoring, problem-solving, and parent involvement in the school.

Program Outcomes:
(1) Prevent the development of aggressive and antisocial behaviors in elementary school children (National Academic of Sciences, Engineering, and Medicine, 2016).

Missing Internet Safety Program [*Promising*]

(Web Wise Kids)

Program Goals:
(1) To encourage youth to develop guidelines for safe Internet use

Intervention Level: Tier 1

Intended Audience: 11–13 years old

Program Length: 6 sections, approximately one week or 40–50 minutes

Student Lesson Topics:
(1) Virtual Game where students work as detectives to find a missing student and catch the catfish online predator

Do lessons vary by age group? No, there is only one version of the game/activity available.

Lesson Implementation:
Location: Classroom (online)
Implementer: Teachers or Librarians

Is Teacher/Student/Staff Training Required? No

Is Parent/Community Collaboration Included? No

Program Outcomes:
Evidence found that the program increased Internet safety knowledge but did not affect risky online Behavior (Crombie & Trinneer, 2003).

PeaceBuilders [*Research- Based*]

(PeacePartners, Inc)

Program Goals:
(1) To engage parents prior to adolescence
(2) To praise good behavior daily
(3) To discourage insults and other acts of aggression
(4) To make peacebuilding a way of life
(5) To distribute implementable, practical tools to improve school climate
(6) To engage the community in peacebuilders values and behaviors

Intervention Level: Tier 1

Intended Audience: 5–11 years old

Program Length: Duration of School Year; Activities can be done daily, there are no set number of sessions or hours given

Student Lesson Topics:
(1) Praise people
(2) Avoid put-downs
(3) Seek wise people as advisers and friends
(4) Notice and correct hurts we cause
(5) Right wrongs

Do lessons vary by age group? Yes, you can purchase a "Peace Pack" for different age groups that includes a variety of available activities.

Lesson Implementation:
Location: Classroom & Universally
Implementer: All staff and students

Is Teacher/Student/Staff Training Required? Yes
(1) Preintervention orientation for all faculty and staff in the schools
(2) Half-day training workshop on the PeaceBuilders model
(3) Site coaching (on average 2 hours per week) for the first 3–4 months and then as needed

Is Parent/Community Collaboration Included? Yes
(1) PeaceBuilders helps facilitate relationship building among school site, parents, community members, law enforcement and local officials to ensure consistent messages and modeling are received by youth.

Program Outcomes:
(1) Higher levels of prosocial behavior, increases in social competence, declines in teacher-reported aggressive behavior (Flannery et al., 2003).

Is this program available for purchase? Yes, contact the company for pricing at peacebuilders.com.

The Positive Action Program [*Evidence-Based*]

(Positive Action, Inc.)

Program Goals:
(1) To increase social, emotional, behavioral, academic, and physical well-being

Intervention Level: Tier 1

Intended Audience: 4–12 years old

Program Length: Duration of School Year; Grades K–6; 140 total lessons; 15–20 minutes each; Grades 7 and Higher: 70 total lessons that are 20 minutes each

Student Lesson Topics:
(1) Self-concept
(2) Social and emotional positive actions for managing oneself responsibly
(3) Positive actions directed toward a healthy body and mind
(4) Being honest with oneself and others
(5) Getting along with others
(6) Continually improving oneself

Do lessons vary by age group? The Bully Prevention Kit only has one version available, but there are many other products available specific to grade level.

Lesson Implementation:
Location: Classroom
Implementer: Teachers, Counselors, Family, and Community

Screeners/Assessments Included with Program: Monitoring Surveys, provided in print and computer-based

Is Teacher/Student/Staff Training Required? Yes
(1) Project coordinator and representative coordinating committee should be created
(2) Coordinator and Committee determine if professional training necessary
(3) Program materials available

Is Parent/Community Collaboration Included? Yes
(1) School leaders encouraged to inform parents about the program.

Program Outcomes:
(1) Students reported less engagement in bullying and "disruptive and violence-related behaviors" and parents reported less bullying as well. The schools also reported a decrease in referrals and suspensions (Lewis et al., 2013).
(2) Support the effectiveness of the program's positive impact on misconduct and SECD, as well as adding that their results present the idea that it may be equally effective in high-risk and low-risk groups (Duncan et al., 2017).
(3) The children in the program improved significantly more than students in the control class over time and remained above them in all measured categories (Schmitt et al., 2014).
(4) Findings from a school in Hawai'i and the former finding from Chicago, saying that in general negative behaviors (substance abuse, bullying, etc.) and several other negative secondary factors decreased with the program while perceptions of school quality became more positive. Although student character scores decreased over time across the board, this decrease was less dramatic in PA students (Flay, 2014).

The Positive Action Program (continued) [*Evidence-Based*]

Program Outcomes (continued):

(5) Significant decreases in bullying, aggression, violence, and other negative behaviors. The authors also had a central focus in this study on the positive effects of PA on self-esteem, prosocial contact, and other positive traits, claiming that this is important in contrast to the other behaviors to emphasize the effectiveness of the program (Guo et al., 2015).

(6) Significant decrease in "school hassles," which in turn are expected to generally improve school climate through the secondary effects on mental health and coordinating behaviors (Stalker et al., 2018).

(7) A mitigating effect on decreasing positive peer relations and increasing negative relations in comparison to controls (Smokowski et al., 2016).

(8) Positive but not significant effects on the students in the long-term, as well as a lack of teacher confidence in the overall effects of the program on academics or character (Lewis et al., 2016).

Resourceful Adolescent Program (RAP) [*Evidence-Based*]
(QUT)

Program Goals:
(1) To promote resilience and well-being in adolescents
(2) To provide positive family relationships and build resilience in adolescents
(3) To promote school connectedness and well-being in adolescents

Intervention Level: Tier 1

Intended Audience: 12–16 years old (Grades 7–10); Parents; Teachers

Program Length: 11 total group sessions; 40–50 minutes each; one time per week

Student Lesson Topics:
(1) Personal strengths
(2) Helpful thinking
(3) Keeping calm
(4) Problem solving
(5) Support networks
(6) Keeping peace

Do lessons vary by age group? No, this intervention is conducted in group sessions with the same topics regardless of age.

Lesson Implementation:
Location: Classroom
Implementer: Trained Facilitator

Is Teacher/Student/Staff Training Required? Yes
(1) RAP provides training: Three 1-day programs and 1-half-day program (available in person or video conferencing)

Is Parent/Community Collaboration Included? Yes
(1) There is a specific program designated for parents/caregivers.

Program Outcomes:
(1) Decrease in bullying behaviors by end of 12-month period. This consistently appears as a secondary effect throughout multiple studies (Stallard et al., 2013).

Is this program available for purchase? Yes, contact the company for pricing at this resource link RAP resources.

STAC ("Stealing the Show," "Turning it Over," "Accompanying Others," and "Coaching Compassion.") [*Promising*]
(Boise State University)

Program Goals (Midgett & Doumas, 2019)**:**
(1) To reduce existing bullying problems among students at school
(2) To prevent the development of new bullying problems
(3) To achieve better peer relations at school

Intervention Level: Multiple Tiers (Tiers 1, 2, and 3)

Intended Audience: 6–14 years old

Program Length: Duration of School Year; Classes should meet weekly (or biweekly) to discuss topics

Student Lesson Topics:
(1) Bullying
(2) Peer Relations
(3) Social and Emotional Issues

Do lessons vary by age group? No, the same strategy is highlighted regardless of the age group.

Lesson Implementation:
Location: Classroom
Implementer: Administrators, Teachers or School Staff

Screeners/Assessments Included with Program: Olweus Bullying Questionnaire (OBQ) is an anonymous, research-based survey administered to students that assess the nature, extent, and location of bullying problems in a school.

Is Teacher/Student/Staff Training Required? Yes
(1) All staff attend 6 hours of training
(2) Professional Development provided through monthly staff discussion groups

Is Parent/Community Collaboration Included? Yes
(1) Resources available to encourage parental involvement including parent meetings

Program Outcomes:
(1) Results indicated that the first year of the program affected students' engagement in bullying and other antisocial activities. Thus, students in the intervention schools had an overall relative reduction in bullying others of 27.6%. However, no significant changes were observed in the frequency with which students reported being bullied. The program thus seemed to slow the age-related rate of increase in students' involvement in antisocial behavior (Olweus & Limber, 2010).
(2) Both groups showed quite substantial and highly significant reductions in the percentage of bullied students, with a decline for A-schools from 12.6% to 8.5% (Olweus et al., 2020).

Is this program available for purchase? Yes, contact Dr. Aida Midgett at aidamidgett@boisestate.edu or Kathy Ritter at katyritter@boisestate.edu for pricing.

Zippy's Friends [*Evidence-Based*]
([Partnership for Children)](Partnership for Children)

Program Goals:
(1) To help young children develop their own positive strategies to deal with problems

Intervention Level: Tier 1

Intended Audience: 5–7 years old

Program Length: 24 sessions; 45 minutes each

Student Lesson Topics:
(1) Feelings
(2) Communication
(3) Friendship
(4) Conflict
(5) Change and Loss
(6) Moving forward

Do lessons vary by age group? Not by age group but there is a variation of Zippy's Friends for Special Educational Needs

Lesson Implementation:
Location: Classroom
Implementer: Teachers

Is Teacher/Student/Staff Training Required? Yes
(1) 2.5 hour online training

Program Outcomes:
(1) Teachers using the intervention reported a significant moderate reduction in bullying and an improvement in social climate. Children's academic skills improved as assessed by teachers, but not when comparing the assessment to the control group (Holen et al., 2013)
(2) Participants used significantly more positive coping strategies and showed significant improvement in social skills compared to the control groups. In Lithuania, where control group scores on these variables were available, the problem behaviors of externalizing and hyperactivity decreased (Mishara & Ystgaard, 2006).
(3) Zippy's Friends program had an overall significant positive effect on the children's emotional literacy skills, with significant improvements in the children's self-awareness, self-regulation, motivation, empathy and social skills when compared with the control group (Clarke & Barry, 2010).
(4) Participation in Zippy's Friends is related to better adaptation to the transition from kindergarten to first grade. The experimental group was higher in behavioral and emotional adaptation to school. Also, they had more positive reactions to the new school environment as well as used more appropriate and diversified coping strategies (Monkeviciene et al., 2006).
(5) The program did not have a significant impact on children's emotional and behavioral problems. Results showed a decrease in alcohol use over the two years and students who received the intervention reported less bullying over the two years (Clarke et al., 2014).
(6) Results showed a positive impact of the program on children's coping strategies (Holen et al., 2013), self-awareness, self-regulation, social skills (Clarke et al., 2014), reduced impact of mental health difficulties in the classroom (Holen et al., 2013) and reduced bullying. A positive impact on classroom climate and pupil academic skills was found (Sloan et al., 2017).

Tier 2 & Tier 3

The interventions in this section are targeted for use within Tier 2, or Tier 3, which includes students identified as requiring additional support through measures, or individuals not responding to Tier 1 interventions. Targeted behaviors in these interventions include, but are not limited to aggression, social skills, bullying, and conduct problems. Theses intervention can be implemented effectively with a range of students 2–18 years old in a variety of locations.

Table 2. Tier 2 and Tier 3 Evidence-Based Practices

Tier 2 Evidence-Based			
Name of Intervention	Age Range	Program Goals	Length of Program
Coping Power Program	10–11 years old	(1) To increase competence, study skills, social skills, and self-control in aggressive children as well as to improve parental involvement in their child's education	16 months
Incredible Years	2–12 years old	(1) To develop comprehensive treatment programs for young children with early onset conduct problems, ADHD and Autism, (2) To develop cost-effective, community-based, universal prevention programs that all families and teachers of young children can use to promote social and emotional learning, emotion regulation, problem solving, and academic success, and (3) To prevent children from developing conduct problems in the first place	N/A

Tier 2 Promising			
Name of Intervention	Age Range	Program Goals	Length of Program
S.S. GRIN	3rd – 5th grade	(1) To train children experiencing peer dislike, bullying, or social anxiety in social skills	Semester or school year

Tier 3 - Promising			
Name of Intervention	Age Range	Program Goals	Length of Program
Raising Healthy Children	7–16 years old	(1) To decrease the negative impact of the student in the classroom by providing services to the family	Classes & Exercises

Coping Power Program [*Evidence-Based*]

(The University of Alabama, Developed by Dr. Karen Wells & Dr. John Lochman)

Program Goals:
(1) To increase competence, study skills, social skills, and self-control in aggressive children as well as to improve parental involvement in their child's education

Intervention Level: Tier 2

Intended Audience: Children approaching transition to middle school (i.e., 4th, 5th, and 6th grade) that are typically identified as aggressive or disruptive (U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, 2011).

Program Length: 34 student group sessions that are 50 minutes; periodic individual sessions over 15–18 months; 16 parent group sessions

Student Lesson Topics (U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, 2011)**:**
(1) Behavioral and personal goal setting
(2) Awareness of feelings & associated physiological arousal
(3) Use of coping self-statements, distraction techniques
(4) Relaxation methods
(5) Organizational/study skills
(6) Refusal skills

Parent Lesson Topics (U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, 2011)**:**
(1) Identification of prosocial/disruptive behavioral targets in children
(2) Rewarding appropriate child behaviors
(3) Effective instructions
(4) Age-appropriate rules/expectations
(5) Applying effective consequences to negative child behavior
(6) Ongoing family communication

Do lessons vary by age group? Yes, the lessons vary between 5th and 6th grade.

Lesson Implementation:
Location: School
Implementer: School counselors or teachers

Is Teacher/Student/Staff Training Required? Yes
(1) Teachers are trained on how to monitor progress and collect data.

Is Parent/Community Collaboration Included? Yes
(1) Offers family problem solving

Program Outcomes:
(1) Demonstrated significant improvements in aggressive-disruptive behaviors and social interactions, many of which were maintained at 3-year follow-up for children from fourth through sixth grade (National Academic of Sciences, Engineering, and Medicine, 2016).

The Incredible Years [*Evidence-Based*]

([The Incredible Years, Inc.,](#) Developed by Dr. Carolyn Webster-Stratton)

Program Goals:
(1) To promote emotional, social, and academic competence
(2) To prevent, reduce and treat behavioral and emotional problems in young children

Intervention Level: Tier 2

Intended Audience: Pre-school –2nd grade (3–8 years old); Elementary teachers of students 4–8 years old

Program Length: 2–3 times a week 20–30 min circle time lesson for 3–8 years old; 2 hour weekly small group sessions (i.e., six children per group) for 18–22 weeks for students 4–8 years old with behavioral problems; 42 hours (i.e., 6 days) monthly workshops

Do lessons vary by age group? Yes, there are parent, teacher and child-centered programs that includes lessons based on children's developmental age (Level 1: ages 3-5, Level 2: ages 5-6, Level 3: ages 7-8).

Lesson Implementation:
Location: Home & School
Implementer: Elementary teachers, counselors, therapists, or special education for students and trained facilitators implement teacher program

Is Teacher/Student/Staff Training Required? Yes
(1) Teachers are involved in program when completing the teacher training program

Is Parent/Community Collaboration Included? Yes
(1) Families are given opportunities to develop new strategies collectively and individually for managing their children's behaviors and working together in collaborative partnerships.

Program Outcomes:
(1) High-risk elementary school children in the Incredible Years Program displayed lower levels of negative social behavior, including aggression, compared to control youth who did not receive the intervention (National Academic of Sciences, Engineering, and Medicine, 2016).

S. S. GRIN [*Promising*]
([Centervention](#))

Program Goals:
(1) To train children experiencing peer dislike, bullying, or social anxiety in social skills

Intervention Level: Tier 2

Intended Audience: Grades 3–5

Program Length: Nine scenes played individually that can be completed during a semester or full year if played once or twice a week.

Student Lesson Topics:
(1) Respect
(2) Think ahead
(3) Taking responsibility
(4) Communication
(5) Check it out
(6) Building friendships
(7) Cooperation

Do lessons vary by age group? No, S.S. GRIN is just for grades 3–5; other programs are available through [Centervention](#) for different grade levels and students with autism.

Lesson Implementation:
Location: Classroom/online game
Implementer: Educators

Screeners/Assessments Included with Program: There are assessments built into the online program, and teachers can monitor student's progress online.

Is Teacher/Student/Staff Training Required? No

Is Parent/Community Collaboration Included? No

Program Outcomes:
(1) Higher social acceptance and self-esteem and lower depression and anxiety. Lower aggressive behavior was found, particularly for initially more aggressive children. Several gender differences emerged where treatment effects were present for girls but not boys. Participants in S.S GRIN promoted greater peer liking. No significant difference in change in peer disliking was found (DeRosier & Marcus, 2005).
(2) Youth participating in the S.S. GRIN- A program demonstrated statistically significant increases in global self-concept and social self- efficacy, and a statistically significant decrease in internalizing behavior (i.e., depression and anxiety) in comparison to youth not participating in the program (Harrell et al., 2009).
(3) Grade 3 students that received instruction via the S.S. Grin demonstrated significant growth in teachers reported positive social behavior, and performance-based social skills in comparison to the control group (Li et al., 2021).

Is this program available for purchase? Yes, download the [price/order form using this link](#).

Raising Healthy Children [*Promising*]

([Social Development Research Group](#))

Program Goals:
(1) School-based program that concentrates on increasing positive youth development through a social developmental approach to reduce substance use.

Intervention Level: Tier 3

Intended Audience: 7–16 years old

Program Length: Classes and exercises that are tailored to the students age (e.g., younger students attending afterschool tutoring, elementary students attending study clubs, and older students involved in group based workshops or individualized learning sessions (Office of Justice Programs, National Institute of Justice, 2011a).

Student Lesson Topics (Office of Justice Programs, National Institute of Justice, 2011a)**:**
(1) Social and emotional development
(2) Conflict Resolutions
(3) Consequential thinking
(4) Problem-solving

Do lessons vary by age group? Yes, the classes and exercises are based upon age and students identified as having academic and behavioral problems are recommended to a supplemental summer program.

Lesson Implementation:
Location: School and Home
Implementer: Teachers and Parents

Is Parent/Community Collaboration Included? Yes

Program Outcomes:
(1) Follow-up at age 18 showed that the program significantly improved long-term attachment and commitment to school and school achievement and reduced rates of self-reported violent acts and heavy alcohol use (Hawkins et al., 1999).
(2) In a 2- year follow up the students that were exposed to the intervention group had higher teacher ratings in commitment to their school when compared to students in the control group (Catalano et al., 2003).

Multiple Tiers

The interventions in this section are targeted to be used within Tier 1, Tier 2, and/or Tier 3. These interventions target multiple tiers. Targeted behaviors in these interventions include, but are not limited to, social-emotional skills, bullying, peer relations, cyberbullying, healthy relationships, and disruptive behavior. These interventions can be implemented effectively with a range of students 0-18 years old.

Table 3. Multi-Tier Evidence-Based Practices

		Evidence-Based	
Name of Intervention	Age Range	Program Goals	Length of Program
Olweus Bullying Prevention Program (OBPP)	10–15 years old	(1) To reduce existing bullying problems among students at school, (2) To prevent the development of new bullying problems, and (3) To achieve better peer relations at school	Duration of School year
Second-Step and the Bullying Prevention Unit (SS-BPU)	5–12 years old	(1) To help educators prevent bullying throughout the school	12 Weeks
Steps to Respect	7–11 years old	(1) To increase staff awareness and responsiveness, (2) To foster socially responsible beliefs, and (3) To teach social–emotional skills to counter bullying and to promote healthy relationships	Duration of School Year (Lessons last 12-14 weeks)
Triple P: Positive Parent Program	0–12 years old	1) To prevent – as well as treat – behavioral and emotional problems in children and teenagers	N/A

		Research-Based	
Name of Intervention	Age Range	Program Goals	Length of Program
Communities That Care (CTC)	10–17 years old	(1) To foster the success and health of young people from before birth through every stage of development	N/A
Fast Track	6–16 years old	(1) To increase communication and bonds between and among these three domains; (2) to enhance children's social, cognitive, and problem-solving skills; (3) to improve peer relationships; and (4) ultimately to decrease disruptive behavior at home and in school	Entire Year
PreVenture	12–17 years old	(1) To help youths to understand and manage their risky behaviors	Two 90-minute sessions

Communities That Care (CTC) [*Research-Based*]

(Social Development Research Group, School of Social Work, University of Washington, Program developed by Dr. J. David Hawkins)

Program Goals:
(1) To foster the success and health of young people from before birth through every stage of development

Intervention Level: Multiple Tiers (Tiers 1, 2, and 3)

Intended Audience: 10–17 years old (Office of Justice Programs, National Institute of Justice, 2011b); Research identified results sustained to 23 years old (Kuklinski et al., 2021)

Program Length: CTC is a community-based program that is a five-phase process (i.e., get started, get organized, develop community profile, create a plan, and implement & evaluate) that varies in length across communities.

Student Lesson Topics:
(1) Improve overall health and well-being of the communities
(2) Peer & community relations
(3) Social development strategy

Do lessons vary by age group? No, this is a community-based program that is not age specific

Lesson Implementation:
Location: School, Community
Implementer: Teachers, School Staff, Community Members

Is Teacher/Student/Staff Training Required? Yes
(1) Attend orientation and web-based workshops

Is Parent/Community Collaboration Included? Yes
(1) Key community leaders attend orientation and web-based workshops

Program Outcomes:
(1) Randomized studies testing the CTC model have shown statistically significant positive effects on delinquency, alcohol use, and cigarette use, all of which were lower by grade 10 among students in CTC communities, compared to students in control communities (Hawkins et al., 2012; National Academies of Sciences, Engineering, and Medicine, 2016)

Fast Track [*Research-Based*]

(Sanford School of Public Policy, 2022)

Program Goals:
(1) To increase communication and bonds between and among children's social, cognitive, and problem-solving skills
(2) To improve peer relationships
(3) To decrease disruptive behavior at home and in school

Intervention Level: Multiple Tiers (Tiers 1, 2, and 3)

Intended Audience: 6–16 years old; 1st – 10th grade

Program Length: Duration of the school year; Classes utilize Promoting Alternative Thinking Strategies (PATHS) curriculum throughout the year

Student Lesson Topics:
(1) Emotional awareness skills
(2) Self-control
(3) Problem-solving skills

Do lessons vary by age group? Yes, PATHS Curriculum caters to grades 1 through 10 and breaks down into an elementary phase and an adolescent phase.

Lesson Implementation:
Location: Classroom
Implementer: Classroom Teachers

Is Teacher/Student/Staff Training Required? Yes
(1) All classroom teachers attend PATHS training

Is Parent/Community Collaboration Included? Yes
(1) Parent training occurs to emphasize fostering children's academic performance
(2) Home visitations occur biweekly to reinforce parenting skills, promote parents' feelings of efficacy, empowerment, and foster parents' problem-solving skills

Program Outcomes:
(1) Reducing aggression and conduct problems, as well as reducing associations with deviant peers, for students of diverse demographic backgrounds, including sex, ethnicity, social class, and family composition differences (National Academies of Sciences, Engineering, and Medicine, 2016).

Olweus Bully Prevention Program [*Evidence-Based*]

(Olweus Bullying Prevention Program, 2003–2022, Developed by Dr. Dan Olweus)

Program Goals:
(1) To reduce existing bullying problems among students at school
(2) To prevent the development of new bullying problems
(3) To achieve better peer relations at school

Intervention Level: Multiple Tiers (Tiers 1, 2, and 3)

Intended Audience: 10-15 years old

Program Length: Duration of School Year; Classes should meet weekly (or biweekly) to discuss topics

Student Lesson Topics:
(1) Bullying
(2) Peer Relations
(3) Social and Emotional Issues

Do lessons vary by age group? Yes, discussions are held in each individual classroom; each student's experience would differ with their classroom community

Lesson Implementation:
Location: Classroom
Implementer: Administrators, Teachers or School Staff

Screeners/Assessments Included with Program: Olweus Bullying Questionnaire (OBQ) is an anonymous, research-based survey administered to students that assesses the nature, extent, and location of bullying problems in a school.

Is Teacher/Student/Staff Training Required? Yes
(1) All staff attend 6 hours of training
(2) Professional Development provided through monthly staff discussion groups

Is Parent/Community Collaboration Included? Yes
(1) Resources available to encourage parental involvement including parent meetings

Program Outcomes:
(1) Results indicated that the first year of the program affected students' engagement in bullying and other antisocial activities. Thus, students in the intervention schools had an overall relative reduction in bullying others of 27.6%. However, no significant changes were observed in the frequency with which students reported being bullied. The program thus seemed to slow the age-related rate of increase in students' involvement in antisocial behavior (Olweus & Limber, 2010).
(2) Both groups showed quite substantial and highly significant reductions in the percentage of bullied students, with a decline for A-schools from 12.6% to 8.5% (Olweus et al., 2020).

Is this program available for purchase? Yes, for more information review the Olweus program to find cost benefits, funding, getting started and resources.

PreVenture [*Research-Based*]

([Overdose Lifeline, Inc](), Developed by Dr. Patricia Conrod)

Program Goals:
(1) Help at-risk youth learn useful coping skills that address their long-term goals while simultaneously channeling their personality to achieve those goals.

Intervention Level: Multiple Tiers (Tiers 2 and 3)

Intended Audience: 12–17 years old

Program Length: Two 90-minute sessions

Student Lesson Topics:
(1) Bullying
(2) Peer Relations
(3) Social and Emotional Issues

Do lessons vary by age group? No, this is a workshop that includes the same topics each time.

Lesson Implementation:
Location: Private location in the school for a small group (4-8 students)
Implementer: Trained facilitator & Co-facilitator (school staff)

Screeners/Assessments Included with Program: Utilizes the Substance Use Risk Profile Scale (SURPS) to determine students for program

Is Teacher/Student/Staff Training Required? Yes
(1) A variety of training packages available through PreVenture (including: 2-day training, facilitator manual, facilitator certification, student workbook, supervision to ensure fidelity)

Is Parent/Community Collaboration Included? No

Program Outcomes:
(1) Although inconsistently referenced, research reported a decrease in victimization (Kelly, 2018; Kelly et al., 2015; Kelly et al., 2020).

Is this program available for purchase? Yes, contact the [PreVenture company]() for training prices.

Second-Step and The Bullying Prevention Unit (SS-BPU) [*Evidence-Based*]

([Committee for Children](#))

Program Goals:
(1) To help educators prevent bullying throughout the school

Intervention Level: Multiple Tiers (Tiers 1, 2, and 3)

Intended Audience: 5–12 years old

Program Length: Total of 12 weeks; 60-minute lessons given weekly

Student Lesson Topics:
(1) Friendship and social skills
(2) Assertiveness and bullying refusal skills
(3) Emotion management skills
(4) Help-seeking skills
(5) Education on positive bystander behaviors
(6) Increase empathy
(7) Increase bullying awareness

Do lessons vary by age group? Yes, each grade has its own lesson guide. Grades K-3 focus on: Class rules, recognizing bullying, reporting bullying, refusing bullying, bystander power. Grades 4-5 focus on: class rules, recognize report refuse, bystander power, bystander responsibility, bystanders to cyberbullying.

Lesson Implementation:
Location: Classroom
Implementer: Teachers

Is Teacher/Student/Staff Training Required? Yes, all available online
(1) Principals and Program Coordinators attend 45–60-minute training regarding adult/student relationship, refine and communicate bullying policies and communication with families
(2) All staff attend a 75–90-minute training covering scenarios to practice recognizing, responding and reporting bullying, and creating a plan for how to handle incidents
(3) Teachers attend a 45–60-minute training on how to teach the lessons

Is Parent/Community Collaboration Included? Yes
(1) Program overview sent home to parents including curriculum information and the schools anti-bullying policy and procedures.

Program Outcomes:
(1) Results of this study demonstrated significant intervention effects for the prevention of school bullying on 50% of all outcomes examined across the three sources of data. Moreover, intervention effects were found for both proximal and distal outcomes (Brown et al., 2011)

Is this program available for purchase? Yes, contact the [Second Step company](#) for pricing.

Steps to Respect [*Evidence-Based*]

(Committee for Children)

Program Goals:
(1) To increase staff awareness and responsiveness
(2) To foster socially responsible beliefs
(3) To teach social-emotional skills to counter bullying and to promote healthy relationships

Intervention Level: Multiple Tiers (Tiers 1, 2, and 3)

Intended Audience: 7–11 years old

Program Length: Duration of School Year; Total of 10 lessons; delivered one time per week (45-minute lesson, 15-minute booster lesson); Optional literature units available after lesson completion

Student Lesson Topics:
(1) How to make friends
(2) Understanding and recognizing feelings
(3) Dealing with bullying

Do lessons vary by age group? Yes, three grade-based levels of curricula are available

Lesson Implementation:
Location: Classroom
Implementer: Classroom teachers

Is Teacher/Student/Staff Training Required? Yes
(1) Two in-depth training sessions for counselors, administrators, and teachers in which all staff receive an overview of program goals and key features of the program content (e.g., a definition of bullying, a model for responding to bullying reports)
(2) Teachers, counselors, and administrators receive additional training in how to coach students involved in bullying
(3) Third through sixth-grade teachers complete an orientation to classroom materials and instructional strategies.

Is Parent/Community Collaboration Included? Yes
(1) Families receive handouts regarding each lesson

Program Outcomes:
(1) Resulted in approximately 25 percent fewer bullying events than would otherwise be expected (Committee for Children, 2005).
(2) Antisocial beliefs and observed playground bullying increased among control students, but not among those receiving the program. A relative reduction in bullying occurred primarily among those who bullied at pretest. In the second year, further reductions relative to the nonintervention sample were found for observed bullying, aggression, argumentative-bystander behavior, and destructive-bystander behavior (Hirschstein et al., 2007).

Triple P: Positive Parenting Program [*Evidence-Based*]

([Parenting and Family Support Centre, University of Queensland](#), Developed by Matthew R. Sanders)

Program Goals:
(1) To prevent, and treat, behavioral and emotional problems in children and teenagers

Intervention Level: Multiple Tiers (Tiers 2 and 3)

Intended Audience: 0–12 years old

Program Length: The length of program depends on the family needs

Student Lesson Topics:
(1) Lessons vary by family needs

Do lessons vary by age group? Yes, discussions are held in each individual classroom; each student's experience would differ with their classroom community

Lesson Implementation:
Location: School, Community, Home, Hospital/Medical Center, Mental Health/Treatment Center
Implementer: Parents, School Staff, Practitioners

Is Teacher/Student/Staff Training Required? Yes
(1) Series of intensive workshops available

Is Parent/Community Collaboration Included? Yes
(1) Parental involvement is determined by the level of behavioral and emotional support the child requires

Program Outcomes:
(1) Found significant improvements for intervention youth compared to controls on teacher reports of overt victimization, and child overt aggression toward peers as well as improvements in related mental health such as internalized feelings and depressive symptoms (National Academies of Sciences, Engineering, and Medicine, 2016).

Frameworks

The frameworks in this section are implemented within schools and provide multi-tier support. Targeted behaviors in these frameworks include, but are not limited to, peer relations, prosocial behaviors, bullying, goal setting, and self-awareness. All of the frameworks are intended to be implemented for the duration of the school year, for multiple years as long as the framework remains effective.

Table 4. Frameworks

Evidence-Based			
Name of Framework	Age Range	Framework goals	Length of Implementation
Positive Behavioral Interventions and Support (PBIS)	5–19 years old	(1) To reduce existing bullying problems among students at school (2) To prevent the development of new bullying problems (3) To achieve better peer relations at school	Duration of School Year

Research-Based			
Name of Framework	Age Range	Framework goals	Length of Implementation
Friendly Schools	4–14 years old	(1) To increase awareness, understanding and use of the key skills to build students' personal and social capability, including self-awareness and self-management and social awareness and social management to enhance pro-social, and (2) To discourage anti-social behavior	Duration of School Year

Promising			
Name of Framework	Age Range	Framework goals	Length of Implementation
Shared Concern	10–15 years old	(1) To foster discussion regarding bullying, bullying awareness, bullying prevention, and responses to bullying with groups of suspected bullies	Duration of School Year

Friendly Schools [*Research-Based*]

(Telethon Kids Institute)

Framework Description:

(1) Friendly Schools is a whole-school intervention focused on school communities and promoting positive change. Schools undergo a process of assessing strengths and areas of improvement to determine strategies for reducing bullying. Friendly Schools involves students, parents, school leaders, teachers, and staff to construct and preserve a positive, safe school culture and increase positive outcomes for all.

Framework Goals:

(1) To increase awareness, understanding, and use of the key skills to build students' personal and social capability including self-awareness and self-management and social awareness and social management to enhance pro-social behavior
(2) To discourage anti-social behavior

Intervention Level: Multiple Tiers (Tiers 1 and 2)

Intended Audience: 4–14 years old

Student Lesson Topics:
(1) Bullying
(2) Peer Relations
(3) Social and Emotional Issues

Implementation:
Location: Classroom
Implementer: Teachers and School Leadership

Screeners/Assessments Utilized with Framework:
(1) General survey for students and staff to help understand their understandings, attitudes, competencies, and behavior
(2) School readiness assessment to review the readiness of the school to begin the initiative

Is Teacher/Student/Staff Training Required? Yes
(1) Teachers trained on 6 components (Building Capacity; Building a supportive school culture; Building proactive policies and practices; Building key; Building a protective physical environment; Building school-family-community partnerships)

Is Parent/Community Collaboration Included? Yes
(1) Strengthening family links
(2) Working collaboratively with health, education, and community service

Program Outcomes:
(1) This study found that a developmentally appropriate secondary school-based bullying prevention intervention, co-developed with young people and school staff, can reduce bullying behavior. Significant reductions in self-reported bullying perpetration were found for both grade 8 and 9 students based on Intention to Treat (ITT) analyses and whether schools taught the FS curriculum (Cross et al., 2019).
(2) "Results indicate that intervention students were significantly less likely to observe bullying at 12, 24, and 36 months and be bullied after 12 and 36 months, and significantly more likely to tell if bullied after 12 months than comparison students. No differences were found for self-reported perpetration of bullying. The findings suggest whole-of-school programs that engage students in their different social contexts appear to reduce their experiences of being bullied and increase their likelihood of telling someone if they are bullied" (Cross et al., 2011, p. 105).

Friendly Schools (continued) [*Research-Based*]

(Telethon Kids Institute)

Program Outcomes (continued):

(3) "Although the observed effect sizes were small, the intervention had a consistently significant positive effect across a range of outcomes, including bullying perpetration, victimization, depression, anxiety, stress, feelings of loneliness, and perceptions of school safety at the end of the student's first year in secondary school. However, none of these differences were sustained into the student's second year of secondary school. These findings demonstrate the immediate value of whole-school interventions to reduce bullying behavior and associated harms among students who have recently transitioned to secondary school, as well as the need to provide strategies that continue to support students as they progress through school, to sustain these effects" (Cross et al., 2018 p. 495–496).

(4) "The program was associated with significantly greater declines in the odds of involvement in cyber-victimization and perpetration from pre- to the first post-test, but no other differences were evident between the study conditions. However, teachers implemented only one-third of the program content" (Cross et al., 2016 p.166).

Positive Behavioral Interventions and Supports (PBIS) [*Evidence-Based*]

(Center on PBIS)

Framework Description:
(1) Positive Behavioral Interventions and Supports (PBIS) is a whole-school three-tier framework. At each level, PBIS focuses on utilizing data to create and maintain universal, classroom level and individual-level supports.

Framework Goals:
(1) To reduce existing bullying problems among students at school
(2) To prevent the development of new bullying problems
(3) To achieve better peer relations at school

Intervention Level: Multiple Tiers (Tiers 1, 2, and 3)

Intended Audience: 5–19 years old

Framework Implementation:
Location: Whole School
Implementer: Entirety of School Staff

Program Outcomes:
(1) The available research suggests that PBIS is a promising approach for addressing issues related to student discipline, school climate, and bullying (Bradshaw, 2013).

Shared Concern [*Promising*]
([Ready Made](#), Originated by Dr. Anatol Pikas)

Framework Description:
(1) Shared concern addresses group bullying through multiple stages (Pikas, 2002). Individuals involved in the incident work towards a solution through a series of interviews and discussions.

Framework Goals:
(1) To foster discussion regarding bullying, bullying awareness, bullying prevention, and responses to bullying with groups of suspected bullies

Intervention Level: Tier 3

Intended Audience: 10–15 years old

Mediation Framework:
(1) Do not demonize the bully suspects
(2) Consider the bullying as a conflict between the parties and elicit the archetype of a mediator through your behavior
(3) Prepare the summit meeting between those involved by shuttle diplomacy
(4) Seal the agreement with a communication contract

Framework Implementation:
Location: Small group mediation
Implementer: Teachers, Counselors, Administrators
Timeline: Series of meetings:
> Initial meeting with group of suspected bullying students
> Days later, follow up with individual suspected bullying students, then practitioner meets with targeted student, followed by a follow up meeting with suspected bullying group.
> Finally, the whole group including targeted student meets to agree upon resolution

Is Teacher/Student/Staff Training Required? Yes
(1) Initial film to introduce the program to staff
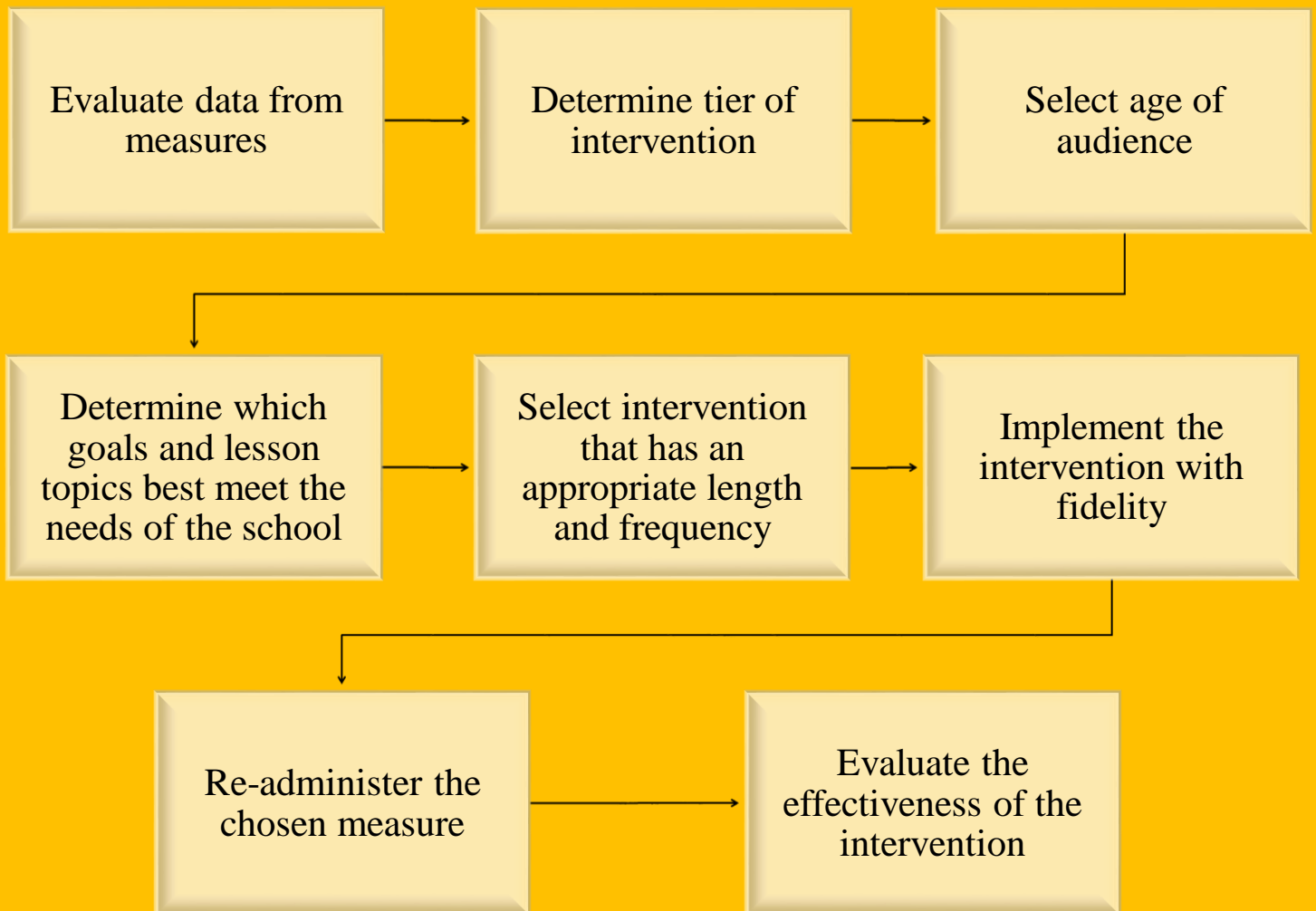(2) Series of training workshops available

Program Outcomes:
(1) In a report of 17 individual case studies of this intervention, the authors found positive changes in the Suspected Bullies behavior and nearly consisted improvements in the Targets' situations. The Practitioners involved typically felt confident that the method had worked and claimed that they would utilize the Shared Concern Method again (Allen, 2009).
(2) A study from Hong Kong found that the Shared Concern Method implementation at a single year and with no additional components did not help to decrease bullying. Only when accompanied by a curriculum intervention was there a decrease in bullying (Wurf, 2012).

Decision Making Process

When selecting interventions, schools must take many factors into account. The following decision-making chart can assist schools in determining the appropriate intervention(s) to meet their needs.

Evaluate data from measures	→ Determine tier of intervention	→ Select age of audience

Determine which goals and lesson topics best meet the needs of the school	→ Select intervention that has an appropriate length and frequency	→ Implement the intervention with fidelity

Re-administer the chosen measure	→ Evaluate the effectiveness of the intervention

Evidence-Based, Research-Based, & Promising Practices Wrap-Up

The purpose of implementing interventions is to promote positive outcomes for students and staff. For more information on the interventions listed within this report, the references section indicates the publications relating to each research outcome.

Contact Information

Chad A. Rose, Ph.D.
Associate Professor
Director –Mizzou Ed Bully Prevention Lab
Department of Special Education
University of Missouri
Email: rosech@missouri.edu
Facebook: @BullyPreventLab
Twitter: @DrChadRose or @BullyPreventLab
Website: www.mizzoubullypreventionlab.com
Phone: 573-882-3269

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