

## Second Step Committee for Children, Seattle, Washington, U.S.A.

### Key Words:

- Conflict resolution
- Kindergarten to Grade 3; Grades 4-5; Grades 6-9
- Teacher-offered classroom curriculum, plus suggestions for changing behavioral norms school-wide
- English, Spanish
- Strong research design with children in Grades 2 to 5, as well as Kindergarten: Observed decreases in aggression post-program and at 6 months and increases in pro-social behavior.

**Background:** The Committee for Children in Seattle, Washington began developing violence prevention programs in the 1970s. Their programs have been widely distributed throughout North America. The Second Step curriculum is used with diverse ethnic populations and implemented in large urban as well as rural communities.

**Objectives:** Second Step was developed to meet two primary objectives: to reduce aggression and increase prosocial behaviors.

**Description:** The program consists of approximately 20 lessons for each grade level that build sequentially as grade level increases. The formal lessons vary in length from 20 minutes at preschool to 50 minutes in junior high. The skills taught include empathy, impulse control, problem solving and anger management. Teachers and other staff model these behaviors in interactions with students. Role-plays and other program aspects can be integrated into the regular curriculum.

The major format for elementary school students is 11" by 17" photo lesson cards that the teacher shows to the class, utilizing the lesson outline on the reverse. Lesson techniques include story and discussion, teacher modeling of the skills and role-plays. Transfer of training is encouraged through alerting students to opportunities to use the prosocial skills at school and home, and reinforcing them when they do.

The lessons for Grades 6-9 are divided into three levels: Level 1 contains foundation lessons and Levels 2 and 3 contain skill-building lessons. Each level includes discussion, overhead transparencies, reproducible homework sheets, and a live-action video. The three levels allow students to receive multi-year training in prosocial skills.

**Teacher Training:** Training is often provided through school boards by facilitators trained by the Committee for Children. Various training options are available.

**Parent Involvement:** Parents of elementary school children can learn to model and reinforce the skills at home. The Family Guide contains materials for group facilitators to conduct six group meetings, including a 30-minute overview tape, three skill-training videos, a scripted facilitator's guide, handouts and refrigerator magnets depicting the problem-solving and anger management steps.

**Did It Work? Strong Research Design.** Grossman and colleagues (1997) conducted a randomized trial among 790 2<sup>nd</sup> and 3<sup>rd</sup> grade students in six matched pairs of urban and suburban elementary schools. In a pre-/post- and 6-month follow-up research design, independent behavioral observations indicated that physical aggression (e.g., hitting) decreased moderately from pre- to post-intervention for children in the Second Step program, but increased among the control school students. The decreases were greatest on playgrounds and in lunchrooms. At 6-month follow-up, program schools continued to show significantly lower levels of physical aggression. Verbal aggression did not significantly differ at post-program or follow-up. Neutral or prosocial behavior significantly increased from pre- to post-program, but remained constant in the control sample. This pattern continued at 6-month follow-up. Parent and teacher ratings on the Child Behavior Checklist noted no significant changes in either prosocial or physical aggression for the program group.

Taub (in press) compared Second Step in a rural school with students from grades 3 to 5, with a no program comparison school. Data was collected pre-program, 4-months post and at 1-year follow-up. A time-series analysis of teacher ratings on the School Social Behavior Scales indicated that program students significantly increased

prosocial and significantly decreased antisocial behaviors compared to pre-test, while the control students increased their antisocial behavior in the same time period. Independent behavioral observations showed that program students did not significantly improve how they engaged with peers at 4 months post, but did significantly by 1-year. Other observed behaviors such as bothering other children and following adult's directions did not significantly improve at post- or follow-up times.

Moore and Beland (1992) studied 123 preschool and kindergarten students in either a program or control group. Due to the young age of the participants, students were interviewed to assess their knowledge and skill development. Students who received the curriculum exhibited significantly greater knowledge and skills (e.g., identify cues associated with different feelings, generate solutions for dealing with conflict situations, demonstrating appropriate verbal requests, and list ways to calm down when angry) than control group children. While preschool and kindergarten children improved following the curriculum, the older children scored better on knowledge and skills. Teachers observed students using problem-solving and anger-management skills in everyday situations in the classroom and while at play.

**Suggestive research evidence.** Bergsgaard (1997) used a two-year staged intervention with Grades 2 and 4 participating in Year 1 and Grades 1 to 4 in Year 2. Based on six 5-day observation and data-collection periods, several trends were noted in program children (noted that no statistical tests were conducted to assess the significance of differences): 1) the number of conflicts decreased, with a greater decrease at year two of the program. The average number of conflicts per student decreased over the two-years; 2) teachers relied less on direct, punitive discipline and used more mediation approaches; and 3) the use of peer mediation increased from 0% to 19% over one year.

**How Did It Work?** In early pilot studies (Beland, 1988; 1989; 1991), teachers highly rated the overall program, the lesson plan format, teacher's guide, ease of preparation and integration with other curricula, and ability to stimulate student interest

#### **Availability:**

##### Grades 1-5 emphasis:

Promoted as a violence prevention curriculum that teaches social skills such as empathy, emotional management, problem solving and cooperation.

Second Step Grades 1-5 combo package: **\$879**

Individual grade-level kit: **\$189**

##### Grades 1-5 Kit includes—

- Durable 11" x 17" photo-lesson cards
  - Grade 1: 22 lessons
  - Grade 2: 17 lessons
  - Grade 3: 15 lessons
  - Grade 4: 22 lessons
  - Grade 5: 22 lessons
- 3 unit cards for teachers
- Engaging DVD
- Teacher's Guide
- Administrator's Guide
- 3 colorful classroom posters (including one laminated write-on/wipe-off poster)
- SECOND STEP Family Overview DVD

Videos, transfer-of-learning materials and the Family Guide and videos are extra.

#### **General Impression:**

- Claims to focus on the social-emotional needs of students also states that it promotes the development of literacy and other academic skills and
- Offers free support to answer questions and help create strategies to secure buy-in, involve families, and launch and evaluate the program

- The 1<sup>st</sup> – 5<sup>th</sup> component uses photo lesson cards, videos, discussion questions, role play and other activities; the middle school component uses video clips, dramatic vignettes, skill-practice demonstrations, and interviews with real students bring the lesson content to life and keep students' attention
- Claims that it has little prep for teachers since there are scripts that accompany the lesson cards
- Also, seems to be a more piecemeal (or isolated) approach in terms of not providing for a comprehensive approach to implementing this content throughout a large system of approaches; at least it seems that for the elementary schools, implementation is the sole responsibility of the classroom teacher, versus enlisting the help and support along a broader number of people (working smarter, not harder)
- Lastly, looking at it more carefully, it seems like these are elements we are already offering through ART and PBS...not sure there would be anything new or useful which this program could uniquely offer???

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### References

- Beland, K. (1988). *Second Step, Grades 1-3: Pilot project 1987-1988 summary report*. Seattle, WA: Committee for Children.
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- Taub, J. (in press). Evaluation of the Second Step violence prevention program at a rural elementary school. *School Psychology Review*.

## **Steps to Respect**

### **Committee for Children, Seattle, Washington, U.S.A.**

#### **Key Words:**

- Conflict resolution
- Grades 3-5 or 4-6
- A school wide bullying prevention program that engages staff, teachers, parents, and students in creating a safe and respectful environment.

**Background:** The Committee for Children in Seattle, Washington began developing violence prevention programs in the 1970s. Their programs have been widely distributed throughout North America. Steps to Respect is a school wide approach that sends a message to students that it's safe to come forward when there is a problem and that adults will take steps to help them.

**Objective:** The Steps to Respect curriculum is designed to decrease school bullying problems by increasing staff awareness and responsiveness, fostering socially responsible beliefs, and teaching social-emotional skills to counter bullying and promote healthy relationships.

**Description:** The program consists of three phases of implementation process to ensure that all adults who have contact with students integrate core program concepts into every aspect of the school day. Each curriculum kit includes 11 skill-building lessons and two literature unit selections (which contain 7–10 lessons each). Each skill lesson takes 20–30 minutes to teach. Literature lessons are designed to last 30–40 minutes each.

**Teacher Training:** Training plays a vital role in your success with our programs. Our training helps every member of your staff learn and practice the skills they need to address bullying successfully.

**Parent Involvement:** Families also participate in trainings and receive resources to support their child's prevention efforts.

**Did it Work?/How Does it Work?:** Hirschstein and colleagues (2007) examined relationships between implementation of the program and the behaviors and beliefs of children in Grades 3 through 6. After one year of using the program, high levels of "walking the talk" were linked to: less observed aggression and victimization among fifth- and sixth-grade students; less observed victimization of all children who had previously been victimized; and less destructive bystander behavior among all children who had previously been observed contributing to bullying as bystanders. The study also showed that teaching concepts and practicing skills in STEPS TO RESPECT lessons corresponded to higher teacher ratings of children's behaviors.

Frey and colleagues (2005) completed a rigorous evaluation of the Steps to Respect program. Six schools participated in the study. Three schools implemented the STEPSTO RESPECT program, and three schools—the control group—did not. For ten weeks at the beginning of the school year, independent observers recorded the playground behaviors of students in Grades 3 through 6 in all six schools. Students also responded to a survey about their experiences and attitudes about bullying. Following pre-testing, the three intervention schools created bullying policies, trained teachers and staff, and implemented the classroom lessons twice a week for 12 weeks. At the end of the implementation period, playground observations and the student surveys were conducted again. In addition to showing a reduction in bullying, the evaluation demonstrated that the encouragement children give to playground bullies can be reduced by the STEPS TO RESPECT program. If schools are able to alter the norms of children's social groups, the positive effects of the program will strengthen over time, making school a better experience for all students.

#### **Availability:**

#### **School wide Implementation Support Kit**

This kit includes the tools you need to assess bullying in your school, develop a plan, draft policies, and train staff and contains:

- Comprehensive Program Guide
- Training Manual and DVD with staff and family trainings
- 11 fully scripted skill-building lessons
- Primary-grades lesson
- Classroom DVD
- Literature units with award-winning books
- 6 classroom posters and staff poster

### **Classroom Curriculum Kits**

Classroom teachers in Grades 3–5 or 4–6 present skill-step lessons that focus on recognizing, refusing, and reporting bullying; being a responsible bystander; and making and keeping friends. Each kit contains:

- 11 fully scripted skill-step lessons
- Classroom video (DVD)
- Literature units with award-winning books
  - Grade 3 or 4: *Eagle Song* and *Yang the Third and Her Impossible Family*
  - Grade 4 or 5: *Blubber* and *There's a Boy in the Girls' Bathroom*
  - Grade 5 or 6: *Crash* and *The Well*
- 6 classroom posters

**Total Cost: \$749.00**

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On-site Staff training and facilitator training sessions are offered. To find more information call: 800-634-4449, ext. 6223 or email at [clientsupport@cfchildren.org](mailto:clientsupport@cfchildren.org)

Our program support specialists will answer your questions, help you work through a problem, and provide strategies for launching or evaluating the program all free of charge for the life of the program.

### **General Impression:**

- Seems very comprehensive in nature since it incorporates all levels of school staff, families and students
- Fits with the SSHS model of comprehensive school wide systems change
- This expressly focuses on the grades 4-6 which we want to target and also incorporates information and perspective on the role of the bystander
- The implementation process seems similar to PBS in that the whole school needs to buy-in to the notion of building an “anti-bullying school wide framework,” then staff receives training and parents receive support materials as well. Lastly, classroom teachers in the targeted grades implement and deliver curriculum to the students.
- Whereas Second Step seemed more piecemeal, this seems to give a broader systems approach

### **References**

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## Promoting Alternative Thinking Strategies (PATHS)

M.T. Greenberg and C.A. Kusche,  
Center for the Study and Prevention of Violence, Boulder, Colorado, U.S.A.

### Key Words:

- Conflict resolution
- Kindergarten to Grade 6
- Teacher-offered classroom curriculum
- Used with deaf, hearing-impaired, learning disabled, emotionally disturbed, mildly mentally delayed, and gifted students.
- Strong research design with Grades 1 to 3 regular and special needs classes: Teachers primarily reported improvements in behavior and socialization

**Background:** The PATHS curriculum, a model for elementary school students, was originally developed for deaf children. PATHS expanded in the 1990s for a broader audience. Teachers have combined the PATHS curriculum with others and used it in special education classes.

**Objectives:** The PATHS curriculum promotes skills to prevent or reduce behavioral and emotional problems.

**Description:** The program consists of 131 lessons presented over 5-years. The curriculum includes units on feelings and interpersonal cognitive problem solving techniques designed to generalize from the classroom to daily experiences. Special needs students have several specifically designed units to provide more reinforcement of concepts and skills. For these students, the regular PATHS curriculum is used both in the classroom, and additionally in weekly parenting support classes, small-group social skills interventions, academic tutoring and home visits.

The curriculum is typically taught 3 times per week in 20- to 30-minute sessions. Pictures and photographs are included in the materials for all lessons. The topics include: identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, understanding the difference between feelings and behaviors, delaying gratification, controlling impulses, reducing stress, self-talk, reading and interpreting social cues, understanding the perspectives of others, using steps for problem-solving and decision-making, having a positive attitude toward life, self-awareness, nonverbal communication skills, and verbal communication skills. Each lesson builds on the previous one and utilizes activities such as dialoguing, role-playing, storytelling, modeling, reinforcement, attribution training, and verbal mediation to develop skills in the five major curriculum areas.

**Parent Involvement:** Although primarily focused on classroom settings, activities are included for parents through letters and information that can be sent home by teachers.

**Did It Work? Strong Research Design:** Three controlled studies with randomized control and program groups have been conducted (cited in Greenberg, Kusche, & Mihalic, 1998). The evaluations included three populations: deaf/hearing impaired, regular and special education-classified children. In each, the PATHS curriculum was implemented for one year with testing at four times: pre, post, 1-year and 1.5-year follow-up. Outcome measures included the Child Behavior Check List (CBCL), WISC-R, TOCA-R, Child Depression Inventory and the Seattle Personality Scale.

In one study, 286 1<sup>st</sup> and 2<sup>nd</sup> grade students in regular education and special needs classrooms were randomly assigned to either the PATHS curriculum or the regular curriculum. Teacher ratings for regular classroom students indicated lower behavioral problem scores and higher social/school functioning at the second follow-up time but not at the 1-year follow-up compared to the control group children. No differences were found in parent ratings using the CBCL internalizing or externalizing scales.

In the special needs classrooms, significant gains in emotional understanding and interpersonal problem solving were noted for program but not control classes. While these improvements were not maintained at follow-up, the special needs students showed greater improvements than program children in the regular classrooms.



In a second study, Greenberg et al. randomly assigned classes into 201 program and 184 control groups. Regular teachers taught the PATHS curriculum to three sets of 1<sup>st</sup> grade students over three successive years. Teachers in the PATHS classrooms reported fewer conduct problems than those in control classrooms, less peer aggression and more positive peer relations. Independent observers rated PATHS classrooms as having a more positive classroom atmosphere and more on-task behavior than control classrooms.

**How Did It Work?** Outcomes were better in classes in which teachers modeled PATHS processes, used them the entire school day, had better classroom management skills and were more willing to consult with Educational Coordinators (Greenberg et al., 1998).

#### **Availability:**

The curriculum consists of an instructional manual, six volumes of lessons, pictures, photographs, posters, and Feeling Faces. The complete PATHS curriculum costs approximately \$799 (US)

Grades 1-6 PATHS Basic Program costs \$699 (US)

#### **Instructor's Manual                      136 pages**

User-friendly guide ensures focused, effective programs with

- a clear explanation of how to use each component
- advice on reinforcing skills after the program ends
- guidance on tailoring the **PATHS** curriculum to special populations
- tips on eliciting support from school staff and families.

#### **5 Curriculum Manuals                      710 pages total**

Manuals contain 100+ interactive lessons that move students along a continuum of emotional competency, featuring:

- step-by-step guidance on presenting clearly designed lessons
- materials list and lesson objectives
- overview of concepts that support lessons
- send-home materials that are correlated with lessons.

#### **"Feelings" Photographs**

Expressive faces help students identify how others are feeling.

#### **"Feelings" Face Cards**

Cards link emotions with facial expressions. Pack also includes blank-faced cards on which students can draw expressions.

#### **2 "Feelings" Display Charts                      24" x 36"**

Placing cards in charts' pockets aids students in categorizing comfortable and uncomfortable feelings.

#### **4 Posters    17.5" x 23"**

Highly visible representations of key concepts.

#### **Evaluation Tool**

#### **General Impressions:**

- Reading the above review, this curriculum looks as though it could not only be used for regular classroom students, but also help in the different level classrooms who may deal with similar issues of regular classroom when dealing with students with special needs.
- Promotes itself as a "a violence-prevention curriculum that promotes social and emotional learning (SEL), character development, and bullying prevention, and builds the problem-solving abilities and other life skills required for positive relationships today."
- One of the elements I like is that teachers are asked to do two evaluations per year which involve also taking down the demographic information of each student. This is so teachers can easily see if the program is working more effectively with one group over another.
- Again, I'm not sure that this is comprehensive in nature, but a stand-alone curriculum.
- Has a number of national recognitions

- On the Center for the Study of Violence Prevention, PATHS is one of the Blueprints Promising Programs that was selected from a review of over 600 violence prevention programs
- According to the website:

**Effectiveness:**

In rigorous clinical studies, the **PATHS** program has been shown to:

- reduce teachers' reports of students exhibiting aggressive behavior by 32%
- increase teachers' reports of students exhibiting self-control by 36%
- increase students' vocabulary for emotions by 68%
- increase students' scores on cognitive skills tests by 20%
- significantly improve students' ability to tolerate frustration plus their ability -- and willingness -- to use effective conflict-resolution strategies
- significantly decrease conduct problems and the percentage of aggressive/violent solutions to social problems.

**Duration of effects:**

Results demonstrated at one- or two-year follow-up, compared to matched-comparison children

For information about training and technical assistance:

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[www.prevention.psu.edu/projects/PATHS.html](http://www.prevention.psu.edu/projects/PATHS.html)

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For information about ordering curriculum materials, contact:

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Email [custsvcs@channing-bete.com](mailto:custsvcs@channing-bete.com)

<http://www.channing-bete.com/prevention-programs/paths/>

**References**

Greenberg, M.T., Kusché, C. & Mihalic, S.F. (1998). *Blueprints for violence prevention, Book ten: Promoting alternative thinking strategies (PATHS)*. Boulder, CO: Center for the Study and Prevention of Violence.



## Resolving Conflict Creatively Program (RCCP)

L. Lantieri, RCCP National Center,  
New York, NY, U.S.A.

### Key Words:

- Conflict resolution
- Discrimination & diversity
- Kindergarten to Grade12
- Teacher-offered classroom curriculum, plus peer mediation training for select students
- Strong research design with children in Grades 2 to 6: Children with more program sessions reported fewer hostile attributions and aggressive fantasies or problem-solving strategies than the control condition

**Background:** The RCCP promotes positive conflict resolution and understanding diverse cultures. *RCCP* began in 1985, a collaboration between a non-profit group, Educators for Social Responsibility Metropolitan Area (ESR Metro), and the New York City Board of Education. The RCCP National Center, established in September 1993, forms multi-year partnerships with school districts to support program dissemination.

**Objectives:** RCCP is designed to help teachers and students to become aware of choices for dealing with conflict; recognize and oppose prejudice; decrease violence and increase understanding among different cultures; and transform school culture into one that models values and principles of non-violent conflict resolution and respect for diversity.

**Description:** RCCP has separate elementary and high school curricula. The elementary program contains 51 weekly lessons of 30- to 60-minute duration each. It encourages teachers to integrate the instruction into all curriculum areas. Assertiveness, cooperation, negotiation, emotional expression, and countering bias are some of the topics. Student interaction is achieved through role-plays, discussions, and brainstorming; and practice the core skills of communicating and listening, appreciating diversity and opposing bias.

The high school RCCP is similar to the elementary program with an increased emphasis on ways to de-escalate confrontations that might lead to violence. This curriculum has 3 major units: 1) engaging the students; 2) concepts and skills of conflict resolution; and 3) concepts and skills of inter-group relations and bias awareness.

A peer mediation component gives children opportunities to use the conflict resolution skills learned in the classroom. Children in grades 4-6 are selected by teachers, classmates and/or an application process and receive additional training in mediation. Peer mediators work in pairs and may intervene in conflicts during lunch and recess.

**Teacher Training:** A 25-hour introductory course offers teachers information and practice of the skills they will teach. Teachers are trained to incorporate exercises into the regular curriculum to improve communication, conflict resolution and inter-group relations. Staff developers provide ongoing classroom follow-up and support, after school meetings with trained teachers, and advanced training.

**Parent Involvement:** A parent component called Peace in the Family consists of 10-12 hours over four workshops. The workshops cover the same topics as the teachers training.

**Did It Work? Strong Research Design.** The National Center for Children in Poverty evaluated RCCP (Aber, Brown, & Henrich, 1999) in a study that included over 5,000 children divided into four groups ranging from no program to integration of all program components. The RCCP children's aggressive thoughts and behaviors increased over time. However, those receiving a high number (25 or more) of RCCP conflict resolution lessons had significantly slower growth in self-reported hostile attributions, aggressive fantasies and aggressive problem-solving strategies compared to children with fewer than 25 lessons or none. Teachers of high-lesson children reported similar results: a significantly slower increase in aggressive behavior and increased positive social behaviors and emotional control. On standardized reading and math achievement tests, high-lesson children showed greater improvement from pre- to post-test compared to the other groups. All children, regardless of gender or grade, benefited from the program; this was slightly increased for girls and slightly reduced for boys, younger children and those at higher risk for violence.

**Suggestive research evidence.** Preliminary results of a Milbank Memorial Fund's (1999) 4-year study noted teacher's reports that, after one year of the program, students in grades 3, 5, 8, 10, and 12 improved their cooperative classroom behavior, ability to understand other points of view, use of physical aggression, positive attitude, handled conflict without adult help and reduced verbal abuse (no statistical tests to determine significant pre- and post-test differences were conducted on any analyses). Student self-reports agreed.

**How Did It Work?** Aber, Brown and Henrich (1999) concluded that RCCP had a significantly more positive impact the more lessons taught. A preliminary analysis of effects across both years suggested that two years of the program are better than one.

**Availability:**

RCCP costs approximately \$2,500.00 (US) per teacher or \$98.00 per child for the first year.

- This includes classroom instruction with the RCCP curriculum, teacher training; follow-up visits by the staff developers and ongoing teacher support.

**General Impressions:**

- Looking at the program it seems like a comprehensive, building systems change which works to change both students' and teachers' behavior and response to bullying.
- Implementation happens over time with an emphasis on modeling nonviolent alternatives
- The curriculum, which is divided into 12 units, presents separate lessons for grades K-3 and 4-6.
- Involves both parent and teachers in the training program
- One component of the program seems to involve peer mediators at the 4-6 level.
- Program site has tons of reference articles to support it's claims.

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**References**

Aber, J.L., Brown, J.L., & Henrich, C.C. (1999). *Teaching conflict resolution: An effective school-based approach to violence prevention*. New York, NY: National Center for Children in Poverty.

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**Peacemakers**  
**J.P. Shapiro, Center for Research, Applewood Centers,**  
**Cleveland, OH, U.S.A.**

**Key Words:**

- Conflict resolution & peer mediation
- Grades 4 through 8
- Teacher-offered classroom curriculum; suggestions for changing school culture
- Strong research design: Improved knowledge of skills and decreases in aggressive behaviors

**Background:** Dr. Shapiro developed Peacemakers through the Applewood Centers in Cleveland, Ohio for students in grades 4 to 8. The program is primarily for classroom use, but may be used clinically with individuals or small groups of aggressive youth.

**Objectives:** The program is designed to reduce physical violence and negative interpersonal behavior among students.

**Description:** Peacemakers is a 17-session (45-minutes each) curriculum using instruction and activities such as stories, writing exercises, and role-plays. Sessions concentrate on understanding violence, peacemaking, personal strengths and values, pride, shame and self-esteem and the roles of emotions in violence. Skills taught include anger control, avoiding conflicts and conflict resolution. The CD-ROM, The Coolien Challenge, is recommended to reinforce the information and skills taught.

**Teacher Training:** The Applewood Centers offer teacher training (\$150.00/hour plus travel) as well as follow-up and evaluation consultation. The psychosocial content of the program may be unfamiliar to teachers, so six hours of training is recommended.

**Did It Work? Strong Research Design:** Shapiro, Burgoon, Welker and Clough (2002) conducted a pre-test/post-test control group study with 1400 students from grades 4-8. Student self-reports indicated significant increases in knowledge of psychosocial skills and decreases in aggressive behaviors at post-test for the program compared to the control group. Teacher-reports indicated that program students had fewer disciplinary incidents involving aggression, used fewer mediation services, and received fewer suspensions for violent behavior than did control group students.

**Availability:**

Program materials include:

- Peacemakers Teacher's manual (\$101.00/US)
- Counselor's manual (\$50.00/US)
- student workbook (\$7.00/US)
- Coolien Challenge CD-ROM (\$89.00/US for 20disk set)

For a 30-day no-obligation review period, contact the Applewood Centers: Phone (216) 696-6823 ext. 1152

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Email: [Peacemakers@applewoodcenters.org](mailto:Peacemakers@applewoodcenters.org);  
Website: <http://www.applewoodcenters.org/peacemakers.htm>.

#### **General Impressions:**

- Curriculum is separated into three parts: Part I introduces the Peacemakers program and curriculum; Part II has the 18 lessons which incorporates identifying emotions, learning to communicate more effectively, and conflict resolution (to name a few); and Part III looks to infuse the curriculum into the larger school climate
- The set-up reminds me of ART in that there are 18 lessons which focus on a specific topic/skill each time
- The latter lessons look at bullying from a individual and from a team perspective
- Though it looks promising, I'm not sure if

#### **Reference**

Shapiro, Jeremy P., Joella D. Burgoon, Carolyn J. Welker, and Joseph B. Clough. 2002. "Evaluation of the Peacemakers Program: School-Based Violence Prevention for Students in Grades 4 Through 8." *Psychology in the Schools* 39(1):87–100.

## **Safe and Caring Schools (SACS)**

**Alberta Teachers' Association (ATA), Edmonton, Alberta, Canada**

### **Key Words:**

- Bullying and conflict resolution
- Harassment
- Respecting diversity
- Kindergarten to Grade 12
- Teacher-offered classroom curriculum, plus school-wide approach that address school culture change
- Innovative — integrated approach to curriculum delivery, school climate, family and community involvement through a province-wide initiative
- English & French
- Suggestive research evidence: Improved knowledge of bullying and conflict (no control group) and teacher-reported behavioral improvements

**Background:** The Alberta Teachers Association's Safe and Caring Schools Project has developed four major programs: Supporting a Safe and Caring School; Toward a Safe and Caring Curriculum; Supporting a Safe and Caring Teaching Profession; and Toward a Safe and Caring Community.

**Objectives:** SACS aims to encourage school practices that model and reinforce socially responsible and respectful behaviors so that learning and teaching can take place in a safe and caring environment. The program focuses on both adults and students.

**Description:** The program promotes integrating violence prevention into every subject area in the regular school curriculum. A series of resource materials are available that promote this model including: building a safe and caring classroom; developing self-esteem; respecting diversity and difference; anger management and dealing with bullying and harassment; and conflict resolution skills.

At the school level, resources such as Supporting a Safe and Caring School: Principals' Best provide strategies for implementing and strengthening a school- wide approach. Workshops for adults and older teens from the community reinforce the modeling of prosocial, non-violent behaviors extending beyond classroom and school.

**Teacher Training:** Trained facilitators provide in-service workshops at both elementary and secondary school levels, which provide the knowledge and skills to integrate violence prevention into many aspects of school life and learning.

**Did It Work? Suggestive research evidence:** A 3-year formative evaluation with students and teachers in 7 elementary schools has been conducted with preliminary findings available (Mather, 2002). A comparison of students' pre- and post-test scores indicated a statistically significant increase in knowledge related to violence and bullying. At post-test, teachers reported an increase in observed incidents of sharing and respect and a decrease in incidents of physical and psychological bullying.

**How Did It Work?** Teachers reported several factors that facilitated implementation of the program: relevancy and age-appropriateness of the materials; ease of integration within regular curriculum; and the common language provided by the program to the school as a whole (Mather, 2002).

### **Availability:**

Approved by Alberta Learning, the SACS curriculum resources are available in English and French for \$39.95 each (CDN)

**Email:** [Katia@safeandcaringschools.com](mailto:Katia@safeandcaringschools.com)

For sales or further information: [info@safeandcaringschools.com](mailto:info@safeandcaringschools.com)

ATA's Safe and Caring Schools Office,  
Alberta Teachers' Association,  
1010-142 Street,  
Edmonton, AB;  
1-800-232-7208      415-474-1063 (phone) 415-474-4519 (fax)

[safeschools@teachers.ab.ca](mailto:safeschools@teachers.ab.ca)  
<http://www.safeandcaringschools.com/products.asp>

#### **General Impressions:**

- The curriculum is offered for four different levels: PK-K, 1-2, 3-5, and 6-8
- Developed along themes by month, designed to fit well with any academic instruction; focuses on four competency areas: 1) self-awareness, (2) social awareness, (3) relationship skills, and (4) responsible decision making
- The themes address student skills in areas such as understanding and expressing emotions, making and maintaining friendships, bullying, teamwork, problem solving, decision making, and goal setting. The guide also includes teacher assessment forms for school/classroom climate and ideas for extended activities to incorporate the thematic lessons into other academic subject areas such as language arts, math, and social studies.
- Each kit includes a teacher resource guide, CD-ROM
- Posters are also offered for: \$8.95 each or 8 poster set: \$63.95
- Training for school wide implementation is offered, but no pricing information is given
- Based on the following research claims: Research substantiates that effective strategies for educational reform involve (1) a central focus on school climate change (Greenberg, et al, 2003), and (2) infusing social and emotional learning (SEL) into regular academic lesson plans (Zins, Weissberg, and O'Brien, 2003).
- Seems to fit well with the intentions of the grant to work on students' socio-emotional needs in order to improve academic performance and general feelings about school

#### **Reference**

Mather, V. (2002). *Meeting with the Minister of Learning*. Unpublished. Edmonton, AB: SACS (Safe And Caring Schools) Project.

## **Bullying Prevention Program (BPP)**

**D. Olweus, Bergen, Norway**

### **Key Words:**

- Bullying
- Kindergarten through Grade 12
- School-wide approach to change school culture, plus teacher-offered classroom curriculum, and individual instruction for students who bully or are bullied
- Suggestive research evidence for students in Grades 4 to 7: Reduced reports of bullying and being bullied (no control group)

**Background:** The BPP is a universal, multi-component program to reduce and prevent bullying. Schools are the main arena for the program and school staff has the primary responsibility for introducing and implementing the program. Developed, refined, and evaluated in Norway by Dan Olweus in the early 1980s, the program has been replicated in a number of countries, including the United States, England and Germany.

**Objectives:** The BPP aims to increase knowledge and awareness of bullying; achieve active involvement on the part of teachers and parents; develop clear rules against bullying behavior; and provide support and protection for the victims of bullies.

**Description:** Students are exposed to consistent messages from different sources and in different contexts with respect to the school's views of and attitudes toward bullying. The administration first completes a school-wide needs assessment by having all students complete an anonymous, self-report questionnaire that assesses the nature and prevalence of bullying in their school. A second step, holding a "school conference day", provides an opportunity for program consultants and school personnel to review the results of the survey and make specific plans for implementing the BPP during the upcoming school year. A committee guides the ongoing coordination of the school's efforts.

Classroom components include establishing and enforcing class rules against bullying during regular class meetings to discuss different aspects of bullying and adherence to classroom rules. Classroom activities include role-playing, creative writing exercises and small-group discussions.

Individual components include intervening with children identified as bullies and victims, and holding discussions with parents of involved students. Counselors and school-based mental health professionals may assist teachers in these efforts.

**Teacher Training:** Teachers receive in-service training on program implementation.

**Parent Involvement:** Meetings with parents to foster their active involvement are considered highly desirable components both at the classroom and the school levels.

**Did It Work? Suggestive research evidence:** Olweus (1994) conducted a large study with 2500 students from 42 schools/112 classes in Norway between 1983 and 1985 as part of a national campaign to address bullying. Participation in the BPP was associated with a substantial reduction (50% or more) in boys' and girls' reports of bullying and victimization at post-test and 1-year follow-up compared to pre-test scores across most grade levels. A similar reduction was reported using peer ratings of the number of students bullying others. Olweus reported a reduction in student-reported general antisocial behaviors such as vandalism, fighting, theft and truancy. Significant improvements in the social culture in the classrooms that utilized the BPP were reflected in student reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school in general.

**How Did It Work?** Teachers from classes that implemented at least three of the essential components of the program (such as regular class meetings and establishing class rules) reported larger reductions in bully/victim problems than classes in which the implementation of the program-components was less widespread (Olweus, 1994).



## Availability:

Below is a list of the core program materials with the cost listed underneath. For a short description, see website for more details.

### Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD

Softcover with CD-ROM, DVD, 33 min. cc

by Dan Olweus, Susan Limber, Vicki Crocker Flerx, Nancy Mullin, Jane Riese, and Marlene Snyder \$89.95

### Olweus Bullying Prevention Program Teacher Guide with DVD/CD

Softcover, 170 pp., CD-ROM, DVD 15 min. cc

by Dan Olweus and Susan Limber. with Vicki Crocker Flerx, Nancy Mullin, Jane Riese, and Marlene Snyder \$50.00

Olweus Survey Pkg of 30 with Scanning Services \$34.50

Olweus Survey Pkg of 30 without Scanning Services \$28.50

Olweus Bully Victim Questionnaire with Accompanying PC Program and Manual \$250.00

Dr. Dan Olweus,  
University of Bergen Research Center for Health Promotion (HEMIL),  
Christies gt. 13, N-5015,  
Bergen, Norway;  
Phone 47-55-58-23-27;  
Fax 47-55-58-84-22, or  
[olweus@psych.uib.no](mailto:olweus@psych.uib.no).

To obtain copies of the Olweus Bully/Victim Questionnaire or the How to Deal with Bullying at school: A teacher handbook (Olweus, 1999) for \$35.00 (US),

Bullying at School: What We Know and What We Can Do (Olweus, 1991) is available from Blackwell Publishers at 1-800-216-2522 for \$22.95 (US).

The Blueprints for Violence Prevention: The Bullying Prevention Program (Olweus, Limber, & Mihalic, 1999) is approximately \$15.00 (US)

For general program information, contact:

Marlene Snyder, PhD  
Research Associate  
Institute on Family & Neighborhood Life  
Clemson University  
Phone: 864-710-4562  
Fax: 406-862-8971  
E-mail: [nobully@clemson.edu](mailto:nobully@clemson.edu)

For program material contact:

Hazelden Publishing and Educational Services  
15251 Pleasant Valley Road  
P.O. Box 176  
Center City, MN 55012-0176  
Phone: (800) 328-9000 or (651) 213-4200  
Fax: (651) 213-4590  
Email: [customersupport@hazelden.org](mailto:customersupport@hazelden.org)  
Website: [www.hazelden.org/web/go/olweus](http://www.hazelden.org/web/go/olweus)

Center for the Study and Prevention of Violence,  
University of Colorado at Boulder,  
900 28th Street, Suite 107,  
439 UCB,  
Boulder, CO 80309-0439;  
Phone (303) 492-1032;  
Fax (303) 443-3297;  
Email [Blueprints@colorado.edu](mailto:Blueprints@colorado.edu);  
<http://www.colorado.edu/cspv/blueprints>.

Training in the Bullying Prevention Program model can be obtained through the Project on Teasing and Bullying by contacting: Nancy Mullin-Rindler at (781) 283-2477 or email: [nmullinr@wellesley.edu](mailto:nmullinr@wellesley.edu).

### **General Impressions:**

- Seems very thorough with three main components as the school, the teacher, and the individual students involved in a bullying situation (see below)
- Program Content includes:
  - School-level components include—
    - Formation of a Bullying Prevention Coordinating Committee
    - Distribution of an anonymous student questionnaire assessing the nature and prevalence of bullying
    - Training for committee members and staff
    - Development of a coordinated system of supervision
    - Adoption of school-wide rules against bullying
    - Development of appropriate positive and negative consequences for students' behavior
    - Holding staff discussion groups related to the program
    - Involvement of parents
  - Classroom-level components include—
    - Reinforcement of school-wide rules against bullying
    - Holding regular classroom meetings with students to increase knowledge and empathy
    - Informational meetings with parents
  - Individual-level components include—
    - Interventions with children who bully
    - Interventions with children who are bullied
    - Discussions with parents of involved students
- Trainer-of-the-trainers sessions and continuing consultation are offered
- Gives a 2-year implementation timeline
- Is researched-based; has been through a couple of independent researcher reviews as well as well documented research by the program creator; the website offers those references to verify
- I believe that this goes well with the comprehensive/systems approach that the district is implementing with the SSHS
- Is recognized among AEA folks as a successful program (in other words there is already a level of buy-in)
- The most expensive part is the questionnaire and PC software that helps to tabulate the results, otherwise the material doesn't seem to be that costly, but of course, the cost depends on how the program is implemented
- On the flip side, the questionnaire would lend easily to meeting our data-driven approach which is required by the SSHS...perhaps we could use it at the beginning, middle, and end???

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Olweus, D. (2004). The Olweus Bullying Prevention Programme: Design and implementation issues and a new national initiative in Norway. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), Bullying in schools: How successful can interventions be? (pp. 13-36). Cambridge, UK: Cambridge University Press.

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