

**Evidence Based Practices in School Mental Health:
Bully Proofing and Conflict Resolution**

Many adults vividly remember what it feels like to be bullied at school. Bullying is a longstanding area of concern for many schools; it has also received a lot of media attention. The question is, what can adults at the school do to help students feel safe and provide a positive learning environment?

Background Information

There are many reasons for school mental health professionals to provide leadership in the area of school bully proofing and conflict resolution. Bullying has social/emotional implications for both the bully and the victim that greatly affect students' ability to attend and learn at school.

The National Institute of Child Health and Human Development (NICHD) surveyed 15,686 students in the 6th through 10th grades throughout the United States (NICHD, 2001). Thirteen percent of the students reported that they had engaged in bullying while 10.6% reported being bullied. Males reported more physical bullying, while females reported being bullied verbally and psychologically.

There are a number of short and long-term effects on students who are involved in the bully-victim dyad (Center for the Study and Prevention of Violence, 2004). Victims may become depressed, anxious, have decreased self-esteem, and exhibit psychosomatic symptoms. If adequate intervention are not provided student who bully are more likely to escalate their behaviors to criminal activities. All of these effects impact the learning environment in a negative way. When students do not feel safe at school, they are less likely to be able to sustain attention and concentrate on learning (Farrell, Meyer, Sullivan & Kung, 2003).

Research indicates that both bullies and victims exhibit reactive aggression, and that proactive aggression was associated only with bullies (Camodeca & Goossens, 2004). Children identified as both bullies and victims scored higher when compared to unidentified children in the areas of hostile interpretation, anger, retaliation, and ease of aggression.

Disclaimer


The information gathered for this evidence-based practice sheet is a summary of common practices and/or programs with a strong research base and definitions found in recent literature. This summary is by no means a comprehensive representation of all information, definitions, programs, and standards to be found. The listing of a specific program within this sheet does not constitute as an endorsement from CDE for the program.

Resources

U.S. Department of Education. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide*. [Brochure]. Washington, D.C.: Author.
Promising Practices Network:
<http://www.promisingpractices.net/>
What Works Clearinghouse: <http://www.w-w-c.org/>

References

Camodeca, M. & Goossens, F.A. (2004). Aggression, social cognitions, anger and sadness in bullies and victims. *Journal of Child Psychology and Psychiatry*, 46(2), 186-197.
Center for the Study and Prevention of Violence (2004). *Blueprints Model Programs: Bullying Prevention Program (BPP)*. [Brochure].
Farrell, A., Meyer, A., Sullivan, T. & Kung, E. (2003). Evaluation of the Responding in Peaceful and Positive Ways (RIPP) Seventh Grade Violence Prevention Curriculum. *Journal of Child and Family Studies*, 12(1), 101-120.
National Institute of Child Health and Human Development (2001). *Bullying Widespread in U.S. Schools, Survey Finds*.

Program	Publisher	Level of Intervention 	Target Population	Type of research conducted (Stringent research-research design, random assignment; Research – mixed method, random sampling; Applied with Fidelity – outcome measures)*	Research Sample
Bully Prevention Program (BPP) <i>Summary:</i> This program is designed to reduce and prevent bully/victim problems within the school environment. This is done through creating awareness and involvement with the schools' adults, classroom rules and meetings, and individual interventions as needed.	Olweus Bullying Prevention website for the United States: http://www.clemson.edu/olweus/index.html	Universal	Elementary, Middle, and High School students	Applied with Fidelity (quasi-experimental)	3 rd through 9 th graders in non-metropolitan South Carolina
PeaceBuilders <i>Summary:</i> PeaceBuilders is a school-wide intervention which uses adult role models and solution-focused tools. Lessons are taught in the classroom and throughout the school using common language and cueing.	Peace Builders: http://www.peacebuilders.com	Universal	Elementary and Middle School students	Stringent Research	Students in grades K-5
Resolving Conflict Creatively (RCC) <i>Summary:</i> This program has both elementary and secondary curriculums. RCC focuses on core skills: communicating clearly, listening, expressing feelings, dealing with anger, resolving conflict, cooperation, appreciating diversity and countering bias.	Educators for Social Responsibility: http://www.esrnational.org/home.htm	Universal	Grades K through 12	Applied with Fidelity	Public elementary schools in New York City Elementary schools, a middle school and a high school in Atlanta
Responding in Peaceful and Positive Ways (RIPP) <i>Summary:</i> RIPP is a three year violence prevention program designed to teach effective conflict resolution skills. The program uses a combination of classroom lessons and peer mediation. Students learn a seven step problem solving method and are given the opportunity to practice their new skills through role plays, repetition, and rehearsal.	Prevention Opportunities: http://www.preventionopportunities.com/	Universal	Grades 6 through 8	Stringent Research	6 th graders at urban middle schools with predominantly African American populations 6 th graders in an ethnically diverse rural school 6 th and 7 th graders in an ethnically diverse rural setting.
S.S. Grin (Social Skills Group Intervention) <i>Summary:</i> This intervention is designed to be a general social skills intervention for small groups that can be applied to many social concerns.	3-C Institute for Social Development: http://www.3cisd.com/index.php	Targeted	Grades K-5	Stringent Research	3 rd graders with significant peer relationship difficulties

* See Fast Facts: Introduction to Evidence Based Practice

Program References

- Aber, J.L., Brown, J.L., & Henrich, C.C. (1999). Teaching Conflict Resolution: An Effective School-Based Approach to Violence Prevention. New York: National Center for Children in Poverty.
- Center for the Study and Prevention of Violence (2004). *Blueprints Model Programs: Bullying Prevention Program (BPP)*. [Brochure]. Author.
- DeRosier, M.E. & Marcus, S.R. (2005). Building friendships and combating bullying: Effectiveness of S.S. GRIN at one-year follow-up. *Journal of Clinical Child and Adolescent Psychology*, 34(1), 140-150.
- Educators for Social Responsibility website. www.esrnational.org/about-rccp.html.
- Farrell, A.D., Meyer, A.L., White, K.S. (2001). Evaluation of responding in peaceful and positive ways (RIPP): A school-based program for reducing violence among urban adolescents. *Journal of Clinical Child Psychology*, 30(4), 451-463.
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- Osher, D., Dwyer, K., & Jackson, S. (2004). *Safe, Supportive and Successful Schools Step by Step*. Longmont, CO: Sopris West.
- SAMHSA. SAMHSA Model Programs: Responding in Peaceful and Positive Ways (RIPP).
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