

Bullying Prevention Resource Guide

FOR SCHOOLS, FAMILIES AND COMMUNITY PARTNERS

Tips for Selecting the Right Program Model

The scope, emphasis and structure of bullying prevention programs vary widely.

They range from comprehensive, schoolwide models that take a broad approach to antisocial behavior including, but not limited to, bullying; to periodic classroom-based activities and lessons more narrowly focused on bullying awareness and education; to hybrid prevention-intervention programs designed around particular school and/or community needs and priorities.

Most programs are intended for use in schools and aimed at students in the early and middle grades, but some are designed specifically for older kids and/or for nonschool settings.*

Even proven strategies won't necessarily yield results if they don't match up with a school/community's particular needs, priorities, resources and level of commitment on the part of teachers, parents and other partners. Thus it is vital to:

Explore your options. Carefully research existing programs, paying close attention to:

- The type of program (comprehensive, curriculum-based, other)
- The philosophy of the program
- The target age group(s) for the program
- The delivery site of the program (school, community)
- Program costs and demands on staff time
- The research base for the program
- The extent to which the program would be compatible with (and complement) current school-improvement goals and strategies

The CSPV Blueprints program, at www.colorado.edu/cspv/blueprints/index.html, is a valuable tool for determining what research exists to show particular programs to be an effective use of resources. Programs are rank-ordered as “model,” “promising” and “favorable,” depending on the extent to which a program has been evaluated, the rigor of the evaluation design, and the measurable positive change that can be attributed to program implementation over time and in different schools.

We also invite you to browse [Selected Program Models](#) in the first section of this guide, which provides brief descriptions of a half-dozen evidence-based programs with which BPI grantees have had positive experiences.

Other good sources of information are colleagues in area schools and districts that have implemented bullying prevention programs, and program developers, who can put you in touch with site coordinators in other regions or states.

Review and discuss your options. To be successful, programs must be accepted and supported by the majority of the staff. Share information as you go, and encourage feedback from others in the school. Reach out to teachers and other staff individually and in groups – one-on-one interviews, brown-bag lunches and informal discussions. Most programs have fact sheets or other summary information. Some have trainers who are available to provide overviews of the program to you and your staff.

Assess resources and organizational capacity. Consider which program best fits your financial constraints. Does it require hiring a part- or fulltime coordinator? Is there a stable source of funding for training

teachers and other school staff, purchasing required materials or equipment, and sustaining the program over time?

*In some cases, prevention-intervention models may be adapted for use in settings other than those for which they are primarily designed. As an example, one of the BPI grantees, Mercy Housing, has incorporated the principles of the Olweus bullying prevention model into after-school and family-support programs at four of its residential complexes in Denver. Whether modifications can be made without compromising fidelity depends largely on the extent to which they reflect best practices.



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