

BULLYING PREVENTION

<http://www.clemson.edu/olweus/> and

http://www.violencepreventionworks.org/public/bullying_prevention_program.page : **SYNOPSIS:** The

Olweus Program - The Olweus Program (pronounced OI-VEY-us; the E sounds like a long A) is a comprehensive, school-wide program designed and evaluated for use in elementary, middle, junior high or high schools. The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. Schools are also gathering data about OBPP implementation at the High School level. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States.

<http://www.schoolclimate20.com/index.html> : **SYNOPSIS:** This is a website that has examples and models of various Internet Use Contracts and cyberbullying items. Examples are as follows:

- Internet Use Contract that can be used to make sure both parents and children are on the same page about appropriate Internet use.
- **Family Cell Phone Contract** that can lay the groundwork for safe and responsible cell phone usage.
- **Cyberbullying Scenarios** to engage children or students in a discussion about cyberbullying by reading them these scenarios and asking them how they would handle each situation.
- **Cyberbullying Report Card for Schools** - How well does your school deal with cyberbullying issues? Fill out this Report Card to find out.
- **Cyberbullying Incident Tracking Form** - Use this to track individual incidents of cyberbullying that occur at your school.

<http://www.stopbullying.gov/> : **SYNOPSIS:** Stopbullying.gov is a federal government website managed by the U.S. Department of Health & Human Services and contains information on bullying prevention programs and efforts.

<http://antibullyingprograms.org/> : **SYNOPSIS:** Utterly Global offers training, programs, and support that allow you to create a customized initiative. All modules incorporate the current research and literature on bullying prevention and intervention. Utterly Global creates safe school and community environments through positive character development. Our mission is to focus schools and communities on the attributes of human decency and kindness as the foundation for a bully-free society. Our ultimate objective is to empower young people with the tools necessary to make socially responsible decisions. Success is built on effective collaborations where students are proactive participants and parents, educators and the community are involved stakeholders.

<http://www.bullying.us/Bullying-Programs.html> : **SYNOPSIS:** This website provides reviews of bullying prevention programs and feedback from educators in the field that represent "best practice" in bullying prevention.

http://www.lifeskillstraining.com/other_prevention_bully.php?cat=Bullying%20Prevention%20Programs : **SYNOPSIS:** Botvin *LifeSkills Training* (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.

Developed by Dr. Gilbert J. Botvin, a leading prevention expert, Botvin *LifeSkills Training* is backed by over 30 scientific studies and is recognized as a Model or Exemplary program by an array of government agencies including the U.S. Department of Education and the Center for Substance Abuse Prevention. Rather than merely teaching information about the dangers of drug abuse, Botvin *LifeSkills Training* promotes healthy alternatives to risky behavior through activities designed to:

- Teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs
- Help students to develop greater self-esteem and self-confidence
- Enable students to effectively cope with Increase their knowledge of the immediate consequences of substance abuse anxiety
- Enhance cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors

GENERAL INFORMATION

<http://www.teachsafeschools.org/index.html> : **SYNOPSIS:** This website's mission is to help school personnel develop a supportive, safe and inviting learning environment where students can thrive and be successful. It provides evidence-based information and techniques to assist the school community in the prevention of school violence.

<http://www.schoolbasedhealthcare.org/> : **SYNOPSIS: The Center for School, Health and Education** advances school-based health care as a comprehensive strategy for preventing school dropout and improving graduation rates for K-12 students. The Center for School, Health and Education at the American Public Health Association advances school-based health care as a proven strategy for preventing school dropout. School-based health centers have the capacity to benefit all students in a school by addressing barriers to learning such as bullying, hunger and distress. They keep students healthy and in school. Through partnerships, policies and advocacy, the Center links the educational and public health communities to ensure that all students—particularly those facing social inequities—are supported to graduate.

School Climate

<http://www.schoolclimate.org/> : **SYNOPSIS:** **National School Climate Center** is an organization that helps schools integrate crucial social and emotional learning with academic instruction. In doing so, we enhance student performance, prevent drop outs, reduce physical violence, bullying, and develop healthy and positively engaged adults. Their goal is to promote positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical, and academic skills. For more than a decade NSCC has worked together with the entire academic community—teacher, staff, school-based mental health professionals, students and parents—to improve a climate for learning. They help translate research into practice by establishing meaningful and relevant guidelines, programs and services that support a model for whole school improvement with a focus on school climate.

<http://scrc.schoolclimate.org/development/>: **SYNOPSIS:** The **School Climate Resource Center (SCRC)** is an online resource designed to support helpful school climate renewal efforts. The SCRC includes information about the tasks and challenges that shape an effective school climate reform effort (The Road Map); learning modules that can be used as the foundation for study groups and/or half or full day professional development (Learning Center), information and guidelines about school climate policy (Policy); a social forum designed to support educators being teachers and learners together; and, a growing range of related resources (e.g. best practices). The SCRC is designed to support you in providing constructive and critical feedback about what is most (and least!) helpful on the site, what additional support you need and how you are working on given prosocial educational and school climate/culture improvement efforts.

<http://schoolclimatelearning.com/> : **SYNOPSIS:** The **Center for School Climate and Learning** aims to help schools achieve greater academic success by promoting positive school climate and respectful, engaging teaching. The Center provides comprehensive and effective school climate research, assessment tools and services and exciting professional development opportunities for teachers, student leaders, and school administrators. Our programs and services are designed to help educators develop and implement data-driven action plans to improve school climate, prevent bullying and school violence, reduce dropouts, and re-engage disengaged learners. We accomplish this by helping schools improve their discipline systems, enhance teacher effectiveness, and expand student engagement in school and learning.

<http://schoolclimatesurvey.com/> : **SYNOPSIS:** The **Center for the Study of School Climate** is organized to pursue a practical research agenda that will assist school and community leaders to improve the learning climate for which they are responsible. In an effort to establish more complete and valuable information to impact school climate-related policies, programs, and practices, the Center for the Study of School Climate will operate from a multi-disciplinary platform and facilitate the building of bridges between the research community, practitioners, and policy makers. The mission of the Center for the Study of School Climate is to produce and disseminate research and programs that will assist practitioners, policymakers and stakeholders in the creation of positive school climates for academic and social achievement in this nation's schools. The Center for the Study of School Climate has a threefold approach to accomplish this mission. First, the Center serves to generate research literature and resources on issues related to school climate and provide direct information services for public use and

accessibility. Second, the Center offers technical assistance for the development and implementation of school climate improvement programs. Third, the Center maintains a basic research component through data analysis and other projects on the impact of school climate on academic achievement and the effectiveness of intervention programs.

<http://community-matters.org/programs-and-services/safe-school-ambassadors> : **SYNOPSIS:** The **SAFE SCHOOL AMBASSADORS® PROGRAM (SSA)** IS NOTED AS ONE OF the nation's most effective bystander education program harnesses the power of students to prevent and stop bullying and violence. Since 2000, this field-tested evidence-based model has equipped nearly 60,000 4-12th grade students in 1000 schools in 32 states and 2 Canadian provinces with the communication and intervention skills to prevent and stop emotional and physical bullying and improve school climate. At its core, the Safe School Ambassadors program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, can intervene in ways adults can't and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting the crisis of bullying in our schools. The Safe School Ambassadors program engages and mobilizes these bystanders, but not just any bystanders. The program harnesses the power of the socially-influential leaders of a school's diverse cliques, the ones who shape the social norms that govern other students' behavior. These "Alpha" leaders are carefully identified through student and staff surveys. They are selected based upon specific criteria, such as: strong position and influence in their peer group, good communication skills, and a history of standing up for friends. They participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, provide time for strengthening skills, support data collection and analysis of Ambassador interventions and help sustain student and adult commitment to the program.

<http://www.calstatela.edu/centers/schoolclimate/> : **SYNOPSIS:** The **Alliance for the Study of School Climate (ASSC)** has recommendations to help **schools** improve the quality of their **climate**.

<http://casel.org/in-schools/assessment/school-climate/> : **SYNOPSIS:** This page links to recommended tools for evaluating the social and emotional climate of your school. Student, staff, and parent surveys are available.

<http://www.character.org/> : **SYNOPSIS:** **Character Education Partnership (CEP)** is a national advocate and leader for the character education movement. Based in Washington, DC, they are a nonprofit, nonpartisan, nonsectarian coalition of organizations and individuals committed to fostering effective character education in our nation's schools. They are an umbrella organization for character education, serving as the leading resource for people and organizations that are integrating character education into their schools and communities.