

School-Based Violence Prevention Programs To Reduce Bullying and Aggressive Behaviors

Review 1A/B

Hahn, R., Fuqua-Whitley, D., Wethington, H., Lowy, J., Liberman, A., Crosby, A., . . . Dahlberg, L.; Centers for Disease Control and Prevention; Task Force on Community Preventive Services. (2007). The effectiveness of universal school-based programs for the prevention of violent and aggressive behavior: A report on recommendations of the Task Force on Community Preventive Services. *MMWR Recommendations and Reports*, 56(RR-7), 1–12. PubMed abstract available at <http://www.ncbi.nlm.nih.gov/pubmed/17687245>.

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Objectives	Examine the empirical evidence for school-based violence prevention programs designed to reduce aggression, violence, bullying, conflict, or anger.
Studies Included	Fifty-three U.S. and international studies published from 1981 to 2004
Participants in the Studies	Students in preschool through high school, including children in special education with specific disabilities
Outcomes	Aggressive or violent behavior including victimization and perpetration behavior, emotional self-awareness, emotional control, self-esteem, positive social skills, social problem solving, conflict resolution, and teamwork; this review included studies that assessed violent outcomes or proxies for violent outcomes and stated whether the reduction of violent or aggressive behavior was an objective of the program
Limitations of the Studies	The studies revealed heterogeneous program characteristics and populations. The analyses used might incorrectly suggest a causal association between the interventions and outcomes and may not take confounding variables into account. Additionally, some studies had a small number of data points.

Results

The findings of this review provide strong evidence that universal school-based programs decrease rates of violence and aggressive behavior at all school levels and across different populations. Universal school-based programs can be effective with populations that have low socioeconomic status and/or high crime rates, in special schools for children with disabilities, and with diverse ethnicities. Additional benefits of these programs include improvements in truancy, school achievement, problem behavior, activity levels, attention problems, social skills, and internalizing problems.