

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

Review 4

Park-Higgerson, H. K., Perumean-Chaney, S. E., Bartolucci, A. A., Grimley, D. M., & Singh, K. P. (2008). The evaluation of school-based violence prevention programs: A meta-analysis. *Journal of School Health, 78*(9), 465–479. PubMed abstract available at <http://www.ncbi.nlm.nih.gov/pubmed/18786039>.

Objectives	Describe and analyze the current research on school-based violence prevention programs (specifically, randomized controlled trials) to identify the factors that lead to a program’s success and explore the effective strategies needed to develop programs that prevent or modify the aggression and violence of children and adolescents.
Studies Included	Twenty-six U.S. studies published from 1979 to 2004
Participants in the Studies	Students in grades 1 to 11
Outcomes	Aggression, use of violence, and violent or externalizing behavior
Limitations of the Studies	Methodological concerns were present in many of the studies, including small sample sizes, missing pretests, and significant discrepancies at pretest.

Results

The meta-analysis was conducted to identify which factors should be considered in reducing violent behavior: theory-based interventions; characteristics of the target population, such as young or older populations; type of program, such as universal or selective; single- or multiple-component approach; and type of instructor. Review results show that nontheory-based programs were more effective than theory-based programs in reducing violent behavior. Selective programs were more effective in reducing violent behavior than universal programs. Single-approach programs produced positive effects in reducing violent behavior, while the multiple-approach programs did not show any evidence of reducing violent behavior. Children in grade 4 or higher exhibited greater reductions in violent behavior compared with children in grades 1 to 3. Specialist-based programs showed greater reductions in violent behavior compared with teacher-based programs.