

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

### Review 6

Vreeman, R. C., & Carroll, A. E. (2007). A systematic review of school-based interventions to prevent bullying. *Archives of Pediatrics and Adolescent Medicine*, 161(1), 78–88. PubMed abstract available at <http://www.ncbi.nlm.nih.gov/pubmed/17199071>.

<b>Objectives</b>	Conduct a systematic review of rigorously evaluated school-based interventions to prevent or reduce bullying.
<b>Studies Included</b>	Twenty-six U.S. and international studies published from 1994 to 2004
<b>Participants in the Studies</b>	Primary and secondary school students
<b>Outcomes</b>	Bullying (including bullying, victimization, aggressive behavior, and school responses to violence) and outcomes indirectly related to bullying (school achievement, perceived school safety, self-esteem, and knowledge or attitudes toward bullying)
<b>Limitations of the Studies</b>	Intervention implementation varied significantly, altering results. Specific intervention components were generally not described sufficiently to enable faithful replication. Different school environments (e.g., variance in class size and amount of teacher training) may respond differently to interventions.

### Results

The interventions reviewed can be divided into five categories: curriculum interventions, multidisciplinary or whole-school interventions, targeted social and behavioral skills groups, mentoring, and increased social work support.

Curriculum interventions did not consistently decrease bullying; of 10 studies evaluating curriculum interventions, 6 studies did not show significant improvements in bullying.

Whole-school multidisciplinary interventions were evaluated in 10 studies that often included more subjects than did studies of the curriculum interventions. Overall, these whole-school studies had positive effects on bullying.

Social and behavioral skills group training interventions were evaluated in four studies; two of these interventions specifically targeted children with high levels of aggression, while the other two studies targeted children who were victims of bullying. Only one of the four studies (targeting younger students) showed

decreased aggression and decreased bullying from the intervention. The other social skills group interventions, all of which involved older children, did not result in clear changes in bullying.

The increased social work intervention study found a significant decrease in bullying within the primary school but increase in bullying within the secondary school. The mentoring intervention for at-risk children found a reduction in bullying, physical fighting, and, among depressed children, feelings of being depressed.