

## **Strengthen the Evidence for MCH Programs: Environmental Scan of Strategies**

### National Performance Measure (NPM) #9: Bullying *Percent of adolescents, ages 12 through 17, who are bullied or who bully others*

#### **Introduction**

This environmental scan identifies collections of strategies to advance performance for NPM #9, Bullying. The information provided in this document focuses on strategies to achieve the NPM, not on the content of care or specified health outcomes. Please note that the quality of the evidence in this compilation has not been evaluated, and that data sources describing a single strategy, rather than a collection of strategies, have been excluded.

This compilation includes the following sections:

- **Reviews and Compilations:** Identifies existing compilations for strategies that intend to improve performance for each measure
- **Frameworks and Landmark Initiatives:** Frameworks includes conceptual models underlying strategy implementation; Landmark Initiatives include seminal programs/policies related to the NPM
- **Data Sources:** Indicates sources, search criteria, links to search strategy and selected organizational websites
- **Inclusion and Exclusion Criteria:** Denotes types of studies, setting, populations of interest and exclusion criteria

Technical assistance for State Title V MCH programs related to using evidence to inform State Action Plans, selection of strategies, and development of evidence-based or evidence-informed Strategy Measures may be requested at <http://www.semch.org/technical-assistance.html>

#### **Table of Contents**

<a href="#">Reviews and Compilations</a> .....	2
<a href="#">Frameworks and Landmark Initiatives</a> .....	8
<a href="#">Data Sources</a> .....	11
<a href="#">Inclusion and Exclusion Criteria</a> .....	12

## Reviews and Compilations

Review/Compilation	Summary	Web Link
<p>AAP Committee on Injury, Violence, and Poison Prevention. (2009). Policy Statement—Role of the Pediatrician in Youth Violence Prevention. <i>Pediatrics</i>. [Target<sup>1</sup>: B,C]</p>	<ul style="list-style-type: none"> <li>• Primary prevention strategies: early parenting behaviors-cognitive stimulation and emotional support</li> <li>• Secondary prevention strategies: promotion and reinforcement of such parenting skills plus recognition, screening, and appropriate referral</li> </ul>	<p><a href="http://dx.doi.org/10.1542/peds.2009-0943">http://dx.doi.org/10.1542/peds.2009-0943</a></p>
<p>Ansary et al. (2015). Guidance for schools selecting antibullying approaches: Translating evidence-based strategies to contemporary implementation realities. <i>Educational Researcher</i>. [Target: F]</p>	<ul style="list-style-type: none"> <li>• Selected programs based on Ttofi and Craig review, selected four successful programs that were included in both reviews</li> <li>• Successful programs include:               <ul style="list-style-type: none"> <li>- Holistic theoretical approach</li> <li>- Program content that is appropriate for age/grade level, includes specific improvements such as respect, social-emotional character development, roles of bystanders</li> <li>- Training of administrators and staff</li> </ul> </li> <li>• Ongoing systematic assessment</li> </ul>	<p><a href="http://dx.doi.org/10.3102/0013189X14567534">http://dx.doi.org/10.3102/0013189X14567534</a></p>
<p>Barbero et al. (2012). Effectiveness of antibullying school programs: A systematic review by evidence levels. <i>Children and Youth Services Review</i>. [Target: F]</p>	<ul style="list-style-type: none"> <li>• Objective: assess the rigor of studies of interventions aimed at decreasing violence in schools</li> <li>• 32 studies were included</li> <li>• 5 meta-analyses of RCT and systematic reviews, 14 prospective studies</li> <li>• Most effective interventions were those which improved social skills, increasing discipline and supervision, and more intensive programs</li> </ul>	<p><a href="http://dx.doi.org/10.1016/j.childyouth.2012.04.025">http://dx.doi.org/10.1016/j.childyouth.2012.04.025</a></p>
<p>Evans et al. (2014). The effectiveness of school-based bullying prevention programs: A systematic review. <i>Aggression and</i></p>	<ul style="list-style-type: none"> <li>• Objective: review controlled-trials aimed at reducing bullying and victimization in schools</li> <li>• 32 articles included</li> <li>• Mixed findings on bullying reduction, with better reduction in more homogenous populations outside of the US</li> </ul>	<p><a href="http://dx.doi.org/10.1016/j.avb.2014.07.004">http://dx.doi.org/10.1016/j.avb.2014.07.004</a></p>

<i>Violent Behavior.</i> [Target: F]	<ul style="list-style-type: none"> <li>• Only half of the interventions that measured change in bullying significantly effected perpetuation</li> <li>• Successful interventions included small group empathy training, both family and school intervention, in school education, and improving interpersonal skills</li> </ul>	
Langford et al. (2014). The WHO Health Promoting School framework for improving the health and well-being of students and their academic achievement. <i>Cochrane Database of Systematic Reviews.</i> [Target: F]	<ul style="list-style-type: none"> <li>• “Assess the effectiveness of the Health Promoting Schools (HPS) framework in improving the health and well-being of students and their academic achievement”</li> <li>• 67 eligible cluster trials were included <ul style="list-style-type: none"> <li>- Found reduction in reports of being bullied but not reports of bullying others</li> </ul> </li> <li>• Successful interventions: <ul style="list-style-type: none"> <li>- Anti-bullying (specifically focused on reducing or preventing bullying); however, great deal of heterogeneity</li> </ul> </li> <li>• Unsuccessful interventions: <ul style="list-style-type: none"> <li>- Focus on emotional well-being</li> </ul> </li> <li>• Mixed results:</li> <li>• Multiple risk behavior interventions</li> </ul>	<a href="http://dx.doi.org/10.1002/14651858.CD008958.pub2">http://dx.doi.org/10.1002/14651858.CD008958.pub2</a>
Ttofi & Farrington. (2010). Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review. <i>Journal of Experimental Criminology.</i> [Target: F]	<ul style="list-style-type: none"> <li>• “Systematic review and meta-analysis of the effectiveness of anti-bullying programs in schools”</li> <li>• 89 articles reviewed; 44 articles included in meta-analysis</li> <li>• On average, bullying decreased 20-23%</li> <li>• More effective programs included <ul style="list-style-type: none"> <li>- Intensive programs</li> <li>- Programs including parent meetings, strict discipline methods, and increased playground supervision</li> <li>- Work with peers was linked with increased victimization</li> </ul> </li> <li>• Adapted from Campbell review (<a href="http://campbellcollaboration.org/lib/project/77/">http://campbellcollaboration.org/lib/project/77/</a>)</li> </ul>	<a href="http://dx.doi.org/10.1007/s11292-010-9109-1">http://dx.doi.org/10.1007/s11292-010-9109-1</a>

<p>Vreeman et al. (2007). A Systematic Review of School-Based Interventions to Prevent Bullying. <i>JAMA Pediatrics</i>. [Target: F]</p>	<ul style="list-style-type: none"> <li>• Objective: systematically review school-based bullying interventions</li> <li>• 26 studies included</li> <li>• Curriculum, school-wide, social skills groups, mentoring and social work were types of interventions</li> <li>• Curriculum changes and social skills training did not usually reduce bullying, while school-wide approaches were more successful as well as mentoring and social work</li> </ul>	<p><a href="http://dx.doi.org/10.1001/archpedi.161.1.78">http://dx.doi.org/10.1001/archpedi.161.1.78</a></p>
<p>CDC. Bullying Research. [Target: F]</p>	<ul style="list-style-type: none"> <li>• Promising school-based bullying prevention program elements <ul style="list-style-type: none"> <li>- Improving supervision</li> <li>- Using school rules and behavior management techniques in the classroom and throughout the school to detect and address bullying by providing consequences for bullying</li> <li>- Having a whole school anti-bullying policy, and enforcing that policy consistently</li> <li>- Promoting cooperation among different professionals and between school staff and parents</li> </ul> </li> <li>• Provides CDC bullying research and resources, CDC youth violence prevention resources, and additional federal/partner resources</li> </ul>	<p><a href="http://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/index.html">http://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/index.html</a></p>
<p>CDC. Community Preventive Services: The Effectiveness of Universal School-Based Programs for the Prevention of Violent and Aggressive Behavior. [Target: F]</p>	<ul style="list-style-type: none"> <li>• Programs aimed at reducing and preventing violent/aggressive behavior</li> <li>• Universal school based programs, focus was not always bullying (sometimes general violence, disruptive behavior) but 10 programs were focused on bullying and reduced violence</li> </ul>	<p><a href="http://www.cdc.gov/mmwr/PDF/rr/rr5607.pdf">http://www.cdc.gov/mmwr/PDF/rr/rr5607.pdf</a></p>

<p>Children's Safety Network. (2015). Summary of Findings: 2014 CSN Bullying Prevention Environmental Scan [Target: D,E,H]</p>	<ul style="list-style-type: none"> <li>• Results of an environmental scan on bullying prevention sent to all 50 states and the District of Columbia; 42 states completed the scan</li> <li>• Common strategies utilized by state public health agencies: <ul style="list-style-type: none"> <li>○ Provision of information/education on prevention and response</li> <li>○ Provision of training and technical assistance to professionals</li> <li>○ Data collection and dissemination</li> <li>○ Involvement in the creation and implementation of prevention/response efforts</li> <li>○ Effective collaboration</li> <li>○ Funding to local organizations and programs</li> <li>○ Evaluation of prevention and response efforts</li> <li>○ Education on relevant state laws and policies and</li> <li>○ Enforcement of these laws and policies</li> </ul> </li> </ul>	<p><a href="http://www.childrendefensafetynetwork.org/sites/childrendefensafetynetwork.org/files/2014%20CSN%20Bullying%20Prevention%20Environmental%20Scan%20Report%20--%20FINAL_0.pdf">http://www.childrendefensafetynetwork.org/sites/childrendefensafetynetwork.org/files/2014%20CSN%20Bullying%20Prevention%20Environmental%20Scan%20Report%20--%20FINAL_0.pdf</a></p>
<p>Craig et al. (2010). What works in bullying prevention? [Target: F]</p>	<ul style="list-style-type: none"> <li>• In E. M. Vernberg &amp; B. K. Biggs (Eds.), Preventing and treating bullying and victimization (pp. 215–242).</li> <li>• Objective: “Review the current literature on bullying programs to identify key components of successful programs”</li> <li>• 48 interventions included</li> <li>• About 50% of these reported only positive results (reduction in bullying), about 75% had at least some reduction in bullying</li> <li>• Most of the programs were for early childhood/ elementary school</li> <li>• The most successful were those implemented in intermediate schools</li> <li>• High school programs least effective</li> <li>• Most of the programs were universal, school-wide programs implemented by educators, some had other components aimed at children identified as high-risk</li> <li>• Those that targeted high risk were successful</li> </ul>	<p>N/A</p>

	<ul style="list-style-type: none"> <li>• Many successful programs had plans for sustainability</li> </ul>	
<p>Institute of Medicine. Building Capacity to Reduce Bullying—Workshop Summary. [Target: B,C,D,F,G,H]</p>	<ul style="list-style-type: none"> <li>• School-based interventions <ul style="list-style-type: none"> <li>- Effective elements of anti-bullying initiatives: high levels of playground supervision, rules related to bullying, training of teachers, involvement of parents</li> <li>- Approaches not recommended: zero-tolerance policies, grouping aggressive youth together, brief awareness campaigns</li> <li>- School climate factors can affect problem behaviors: student-to-teacher ratios, sense of community or belonging in school, consistent discipline management that supports positive school norms</li> </ul> </li> <li>• Family-focused interventions <ul style="list-style-type: none"> <li>- Parent training and involvement</li> <li>- Interventions focused on reducing violence and aggression</li> </ul> </li> <li>• Technology-based interventions <ul style="list-style-type: none"> <li>- Cyber interventions: anti-bullying resources and help and disclose incidents</li> </ul> </li> <li>• Community-based interventions <ul style="list-style-type: none"> <li>- Most are not evidence-based,</li> <li>- Pediatricians and other health care professionals can advocate for bullying awareness by teachers, educational administrators, parents, and children and make the case for new laws and policies that affect bullying</li> </ul> </li> <li>• Peer-led and peer-focused programs <ul style="list-style-type: none"> <li>- Interventions that support adult involvement, positive</li> </ul> </li> </ul>	<p><a href="http://books.nap.edu/openbook.php?record_id=18762&amp;page=1">http://books.nap.edu/openbook.php?record_id=18762&amp;page=1</a></p>

	<p>relationships, group management skills, nonaggressive norms in schools</p> <ul style="list-style-type: none"> <li>- Individual interventions are more likely to be effective and cost beneficial than group interventions</li> <li>• Laws and public policies</li> </ul> <p><i>Can only view first page of each chapter for free</i></p>	
<p>Welcoming Schools. Bullying Prevention. [Target: F]</p>	<ul style="list-style-type: none"> <li>• Welcoming Schools approach: mirrors best practices in bullying prevention and intervention identified by HRSA <ul style="list-style-type: none"> <li>- Focus on the social environment of the school</li> <li>- Assess bullying at your school</li> <li>- Garner staff and parent support for bullying prevention</li> <li>- Coordinate and integrate prevention efforts</li> <li>- Provide training in bullying prevention and response for school staff</li> <li>- Establish and enforce school rules and policies related to bullying</li> <li>- Increase adult supervision in hot spots where bullying occurs</li> <li>- Intervene consistently and appropriately in bullying situations</li> <li>- Focus some class time on bullying prevention</li> <li>- Continue these efforts over time</li> </ul> </li> </ul>	<p><a href="http://www.welcomingschools.org/pages/bullying-prevention-hrsa-guidelines">http://www.welcomingschools.org/pages/bullying-prevention-hrsa-guidelines</a></p>

<sup>1</sup> Target specifies Target Audience for the strategies mentioned in each Review/Compilation: A = Hospital Inpatient (includes physical, mental, and oral health); B = Hospital Outpatient (includes physical, mental, and oral health); C = Non-Hospital Outpatient Providers (e.g. community health centers, private medical groups, health maintenance organizations); D = Community Organizations (e.g. WIC, advocacy organizations, child care providers, home visiting services); E = Social Service Organizations (e.g. Head Start, child welfare); F = Schools and School Systems; G = Consumers/Families; H = Other

## Frameworks and Landmark Initiatives

Framework/Initiative	Summary	Web Link
<p>Ansary et al. (2015). Guidance for schools selecting antibullying approaches: Translating evidence-based strategies to contemporary implementation realities. <i>Educational Researcher</i>.</p>	<ul style="list-style-type: none"> <li>• Holistic Theoretical Approach</li> <li>• Both in and outside of school contexts considered               <ul style="list-style-type: none"> <li>- Family and community level</li> <li>- School-side, multi-faceted approach</li> <li>- Positive, respectful approach</li> </ul> </li> </ul>	<p><a href="http://dx.doi.org/10.3102/0013189X14567534">http://dx.doi.org/10.3102/0013189X14567534</a></p>
<p>Langford et al. (2014). The WHO Health Promoting School framework for improving the health and well-being of students and their academic achievement. <i>Cochrane Database of Systematic Reviews</i>.</p>	<ul style="list-style-type: none"> <li>• WHO Health Promoting School Framework</li> <li>• Health promotion through               <ul style="list-style-type: none"> <li>- Formal health curriculum</li> <li>- Ethos and environment of school</li> </ul> </li> <li>• Engagement with families and/or communities</li> </ul>	<p><a href="http://dx.doi.org/10.1002/14651858.CD008958.pub2">http://dx.doi.org/10.1002/14651858.CD008958.pub2</a></p>
<p>National Academies of Sciences, Engineering, and Medicine. (2016). Preventing Bullying Through Science, Policy, and Practice.</p>	<ul style="list-style-type: none"> <li>• Evaluates the current science on biological and social consequences of peer victimization, and identifies the risk and protective factors that either increase or decrease peer victimization behavior and consequences</li> <li>• Chapter 5 summarizes what is known about effective bullying prevention programming</li> <li>• Chapter 5 includes a discussion on the following:               <ul style="list-style-type: none"> <li>○ The use of a multi-tiered prevention framework</li> <li>○ Prevention programs specifically implemented to reduce bullying and related behavior problems</li> <li>○ Recommended components and considerations for bullying prevention</li> <li>○ Non-recommended approaches</li> </ul> </li> <li>• Areas for future research related to bullying prevention programming</li> </ul>	<p><a href="http://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice">http://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice</a></p>

<p>Patton et al. (2015). A Systematic Review of Research Strategies Used in Qualitative Studies on School Bullying and <i>Victimization, Trauma, Violence, &amp; Abuse.</i></p>	<ul style="list-style-type: none"> <li>• Review qualitative research on school bullying and victimization published between 2004 and 2014.</li> <li>• Twenty-four empirical research studies using qualitative methods were reviewed</li> <li>• Qualitative research on factors related to bullying, victimization, and help seeking</li> <li>• Insight from qualitative research can inform intervention strategies</li> </ul>	<p><a href="http://dx.doi.org/10.1177/1524838015588502">http://dx.doi.org/10.1177/1524838015588502</a></p>
<p>Children's Safety Network. (2015). <i>Bullying Prevention: 2015 Resource Guide</i></p>	<ul style="list-style-type: none"> <li>• Seven sections on bullying prevention <ul style="list-style-type: none"> <li>○ Organizations and Websites</li> <li>○ Data, Definitions, and Research</li> <li>○ Programs, Campaigns, and Toolkits</li> <li>○ Policies, Laws, and Legislation</li> <li>○ Publications and Resources</li> <li>○ At-Risk Populations</li> <li>○ Bullying and Co-Occurring Issues</li> </ul> </li> </ul>	<p><a href="http://www.childrencyasafetynetwork.org/sites/childrencyasafetynetwork.org/files/Bullying%20Prevention.pdf">http://www.childrencyasafetynetwork.org/sites/childrencyasafetynetwork.org/files/Bullying%20Prevention.pdf</a></p>
<p>Developmental Processes</p>	<ul style="list-style-type: none"> <li>• Mentioned in Craig et al. (2010) <ul style="list-style-type: none"> <li>- In E. M. Vernberg &amp; B. K. Biggs (Eds.), <i>Preventing and treating bullying and victimization</i> (pp. 215–242).</li> </ul> </li> <li>• Relationships and challenges differ at different developmental stages</li> <li>• Intervention should be early but sustained throughout childhood</li> <li>• Intervention should be tailored to age group</li> </ul>	<p>N/A</p>
<p>Gender Perspective</p>	<ul style="list-style-type: none"> <li>• Mentioned in Craig et al. (2010) <ul style="list-style-type: none"> <li>- In E. M. Vernberg &amp; B. K. Biggs (Eds.), <i>Preventing and treating bullying and victimization</i> (pp. 215–242).</li> </ul> </li> <li>• Although girls and boys have similar rates of bullying, nature of bullying may be different</li> <li>• Gender should be taken into account when developing interventions</li> </ul>	<p>N/A</p>
<p>Matching level of risk to intervention</p>	<ul style="list-style-type: none"> <li>• Mentioned in Craig et al. (2010) <ul style="list-style-type: none"> <li>- In E. M. Vernberg &amp; B. K. Biggs (Eds.), <i>Preventing and treating bullying and victimization</i> (pp. 215–242).</li> </ul> </li> </ul>	<p>N/A</p>

	<ul style="list-style-type: none"> <li>• Risk should be assessed and interventions tailored according to child's risk to be bully or victim</li> </ul>	
Olweus Bullying Prevention Program (OBPP)	<ul style="list-style-type: none"> <li>• Entire school program proven to prevent or reduce bullying throughout a school setting <ul style="list-style-type: none"> <li>- School level</li> <li>- Classroom level</li> <li>- Individual level</li> <li>- Community level</li> </ul> </li> </ul>	<a href="http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page">http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page</a>
Positive Behavioral Interventions & Supports (PBIS)	<ul style="list-style-type: none"> <li>• Framework/approach for assisting school personnel in adopting and organizing EBIs into an integrated school culture that focuses on academic and social behavior outcomes</li> <li>• Includes specific framework for middle and high school students (Expect Respect)</li> <li>• Establish school-wide expectation for mutual respect</li> </ul>	<a href="http://www.pbis.org/school/bullying-prevention">http://www.pbis.org/school/bullying-prevention</a>
Safe Schools Ambassadors Program	<ul style="list-style-type: none"> <li>• Included in SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP)</li> <li>• Focused on social norms change among students themselves</li> <li>• Bystander education program of "socially-influential" students/leaders</li> </ul>	<a href="http://community-matters.org/programs-and-services/safe-school-ambassadors">http://community-matters.org/programs-and-services/safe-school-ambassadors</a>  <a href="http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=331#std709">http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=331#std709</a>
Systemic Perspective	<ul style="list-style-type: none"> <li>• Mentioned in Craig et al. (2010) <ul style="list-style-type: none"> <li>- In E. M. Vernberg &amp; B. K. Biggs (Eds.), Preventing and treating bullying and victimization (pp. 215–242).</li> </ul> </li> <li>• Peer, school, family, and community level are all important for addressing bullying</li> <li>• It is important to take into account different contexts in which children interact</li> </ul>	N/A

## Data Sources

Data Source*	Search Criteria	Web Link
Cochrane Library	Search Term: bullying prevention	N/A
Campbell Systematic Reviews	Search Term: bullying”	<a href="http://www.campbellcollaboration.org/lib/?go=monograph&amp;search=bullying&amp;search_criteria=title">http://www.campbellcollaboration.org/lib/?go=monograph&amp;search=bullying&amp;search_criteria=title</a>
PubMed	Search Term: “bullying prevention” Limited to: Reviews	<a href="http://www.ncbi.nlm.nih.gov/pubmed?term=bullying+prevention+AND+(Review%5Bptyp%5D)&amp;cmd=DetailsSearch">http://www.ncbi.nlm.nih.gov/pubmed?term=bullying+prevention+AND+(Review%5Bptyp%5D)&amp;cmd=DetailsSearch</a>
	Search Term: “bullying intervention” Limited to: Reviews	<a href="http://www.ncbi.nlm.nih.gov/pubmed?term=bullying+intervention+AND+(Review%5Bptyp%5D)&amp;cmd=DetailsSearch">http://www.ncbi.nlm.nih.gov/pubmed?term=bullying+intervention+AND+(Review%5Bptyp%5D)&amp;cmd=DetailsSearch</a>
CINAHL Plus	Search Term: Bullying prevention review	N/A
Google Scholar	Search Term: “bullying prevention”	<a href="https://scholar.google.com/scholar?hl=en&amp;q=%22bullying+prevention%22&amp;btnG=&amp;as_sdt=1%2C21&amp;as_sdp=">https://scholar.google.com/scholar?hl=en&amp;q=%22bullying+prevention%22&amp;btnG=&amp;as_sdt=1%2C21&amp;as_sdp=</a>
	Search Term: “bullying intervention”	<a href="https://scholar.google.com/scholar?q=%22bullying+intervention%22&amp;btnG=&amp;hl=en&amp;as_sdt=0%2C21">https://scholar.google.com/scholar?q=%22bullying+intervention%22&amp;btnG=&amp;hl=en&amp;as_sdt=0%2C21</a>
AMCHP Innovation Station	State: all Region: all Practice Category: all Primary Topic: Adolescent Health National Performance Measures: all Year: N/A Keywords: “bullying”	<a href="http://www.amchp.org/programsandtopics/BestPractices/InnovationStation/Pages/default.aspx">http://www.amchp.org/programsandtopics/BestPractices/InnovationStation/Pages/default.aspx</a>
Georgetown Knowledge Base	MCH Knowledge Base and Library Collection → Professional Resource Guides and Briefs → Bullying	<a href="http://ncemch.org/guides/bullying.php">http://ncemch.org/guides/bullying.php</a>
Children’s Safety Network	Search Term: bullying	<a href="http://www.childrensafetynetwork.org">http://www.childrensafetynetwork.org</a>

	Search Term: bullying prevention	<a href="http://www.childreissafetynetwork.org">http://www.childreissafetynetwork.org</a>
stopbullying.gov	N/A	<a href="http://www.stopbullying.gov">http://www.stopbullying.gov</a>
Olweus Bullying Prevention Program	N/A	<a href="http://www.violencepreventionworks.org/public/index.page">http://www.violencepreventionworks.org/public/index.page</a>
Welcoming Schools	Search Term: bullying prevention	<a href="http://www.welcomingschools.org">www.welcomingschools.org</a>

*\*The Strengthen the Evidence Team of Experts and selected HRSA discretionary grantees contributed to the identification of data sources*

### Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> <li>• Types of studies: reviews of studies, organization websites also count as 'compilations'</li> <li>• Language: English</li> <li>• Population of interest: children in elementary or high school</li> </ul>	<ul style="list-style-type: none"> <li>• Articles describing single strategies that are not part of a larger review</li> </ul>