

CSSRC Resource Review

Review Date: 10/2/14

Name/Title: Building Capacity to Reduce Bullying: Workshop Summary

Author: Institute of Medicine, of the National Academies

Media Type: (Book, CD, Flyer, Poster, Website, etc) booklet

Publisher/Supplier: The National Academies Press

Publication Date: September 2014

Re-order Source: <http://www.nap.edu/>

Language: English

Usefulness Rating:

1. Excellent
2. Good XX
3. Fair
4. Poor
5. Rated by: (CSSRC staff member) Alice
6. Comments:
 - a. This document summarizes a two-day workshop on bullying where several researchers and experts convened to discuss bullying prevention and intervention.
 - b. First, bullying is defined and its prevalence is assessed. The effects that bullying has on all children involved (perpetrators, victims, bystanders) are examined. Research around bullying risk and protective factors and bullying within social networks and as an aggressive action is presented.
 - c. General properties of effective and ineffective school-based interventions are discussed.
 - i. Effective approaches for schools include high levels of playground supervision, rules about bullying that are enforced, training teachers, and involving parents. Additionally, school climate improvements can reduce bullying through student-teacher ratios, sense of community in the school, and consistent discipline and classroom management supporting positive norms.
 - ii. Ineffective approaches include zero-tolerance policies, grouping aggressive youth together, and brief awareness campaigns.
 - iii. It is noted that expensive school safety/security measures can divert much needed money from counseling services and bullying prevention efforts.
 - d. Family, technology, community, and peer-led interventions as well as legal and public policy measures are explored as additional avenues for prevention and intervention.
 - e. There is a disconnect between the research of effective programs and the real world implementation that needs to be studied and addressed. Programs that are effective in



a research setting may be less effective in the real world, especially as they are implemented with varying levels of fidelity to the original program. Real world situations are more complex than the research environment, and people try to modify programs to fit their unique situations.

- f. School personnel and students provide their reactions and feedback to the discussions.

Category: (Prevention, Protection, Mitigation, Response, Recovery, Promotional Item) Prevention, Mitigation, Response

Topic: (Bullying, Substance Abuse, Threat Assessment, etc) Bullying, School Climate

Audience: (Administrators, Counselors/Psychologists/Social Workers, Emergency Responders, Health Professionals/Nurses, Law Enforcement/SROs/Security, Parents, Teachers, Other School Personnel) Administrators, Counselors/Psychologists/Social Workers

Intended Age Group: (pre-K, elementary, middle, high, higher education) Elementary, Middle, High Schools

Cost: \$0 for pdf, \$49 for a paperback book

Additional Comments: Overall, this document focuses on research and provides direction and guidance more for researchers than for schools. Schools can pull relevant information about the characteristics of effective and ineffective approaches to bullying and use that to inform their efforts, but there are no specific programs or instructions for schools.