

Campbell Crime and Justice Group Title Registration Form

1. Title of the review

Effectiveness of programs to prevent school bullying

2. Background and objective of this review (briefly describe the problem and the intervention).

The definition of bullying includes several key elements: physical, verbal or psychological attack or intimidation that is intended to cause fear, distress or harm to the victim; an imbalance of power, with the more powerful child (or children) oppressing the less powerful; and repeated incidents between the same children over a prolonged period (Farrington, 1993). Intervention programs for the reduction or prevention of bullying in schools include a wide range of methods and approaches, for example targeting students, teachers, and/or the whole school (Smith *et al.*, 2004). The first large-scale anti-bullying program was implemented in Norway in 1983 and evaluated in Bergen by Olweus (1991). Since then, at least 15 other large-scale programs have been implemented and evaluated in at least 10 other countries (Baldry & Farrington, 2007). The main objective of this review is to evaluate the effectiveness of these programs in reducing bullying.

References

Baldry, A. C. & Farrington, D. P. (2007) Effectiveness of programs to prevent school bullying. *Victims and Offenders*, 2, in press.

Farrington, D. P. (1993) Understanding and preventing bullying. in M. Tonry (Ed.) *Crime and Justice*, vol. 17 (pp. 381-458). Chicago: University of Chicago Press.

Olweus, D. (1991) Bully/victim problems among school children: Basic facts and effects of a school-based intervention program. In D. J. Pepler & K. H. Rubin (Eds.) *The development and treatment of childhood aggression* (pp. 411-448). Hillsdale, NJ: Erlbaum.

Smith, P. K., Pepler, D. & Rigby, K. (2004, Eds.) *Bullying in schools: How successful can interventions be?* Cambridge: Cambridge University Press.

3. Define the population

Children in school aged 5-18

4. Define the intervention

Any intervention designed to reduce school bullying

5. Outcome(s) (what is aimed to accomplish – Primary and secondary outcomes should all be mentioned)

The main aim of the programs is to reduce bullying, i.e. the prevalence and/or frequency of incidents, bullies and victims.

6. Methodology (What types of studies are to be included or excluded and what will be your method of synthesis? Will you use meta-analysis?)

Evaluations will be included if:

1. There is a comparison group. In the best designs, students, classes or schools are randomly assigned to intervention or control conditions. Quasi-experimental designs will also be included, such as pretest/posttest control group designs and age-cohort designs (where children who have received an intervention are compared with other children of the same age who have not).
2. The program was intended to reduce school bullying.
3. Bullying and/or victimization was measured using self-report, peer, teacher, or observational data.
4. The number of students in the evaluation was at least 200 (in order to have sufficient statistical power).
5. Quantitative or graphical data were presented (such as the percentage difference or percentage change in bullying and/or victimization) that permitted the calculation of an effect size.

We will use meta-analysis to summarize effect sizes (either d values or odds ratios).

7. Do you need support in any of these areas (methodology, statistics, systematic searches, field expertise, review manager etc?)

We do not think so but we will seek support if necessary.

8. Lead reviewer(s) with contact information

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