

A Public Health Approach to Leading Bullying Prevention
The Highmark Foundation's Impact Since 2006



Executive Summary

Bullying is a significant public health problem that has serious implications for child health and development, according to the Centers for Disease Control and Prevention (CDC).¹ One in three children experience bullying as a target or a perpetrator of violence, and the vast majority of youth are witness to bullying incidents. Research indicates that those who are bullied are more likely to experience somatic symptoms, depression and anxiety than children who are not bullied.^{2,3} For many, these mental health concerns continue into adulthood, especially among those who experienced persistent bullying as children. Studies suggests that children who bully others are more likely to engage in violence later in life and experience substance abuse problems as adults.^{4,6}

Bullying is defined as “any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, involving an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”

Public Health Model of Bullying Prevention

The public health model is a blueprint for developing population level strategies for addressing health concerns. According to the CDC, a public health approach to bullying prevention involves four steps:

1. Identify and monitor the problem
2. Identify risk and protective factors
3. Develop and test prevention strategies
4. Ensure widespread adoption

In 2016, the National Academies of Sciences published a synthesis report declaring bullying “a major public health problem that demands the concerted and coordinated time and attention of parents, educators and school administrators, health care providers, policymakers, families, and others concerned with the care of children.”⁷ The report might not have existed if not for the leadership and foresight of the Highmark Foundation (the Foundation), which provided partial funding for the project, and has been working since 2006 to raise public awareness and disseminate best practices in bullying prevention in Pennsylvania.

The Foundation’s most notable work in bullying prevention may be its adoption of the public health model and support of the largest known implementation and evaluation of the Olweus Bullying Prevention Program (OBPP) in the United States. Between 2008 and 2012, more than 453 schools received resources and technical assistance to implement the evidence-based OBPP – then the “gold standard” in bullying prevention. The goals of the Foundation’s OBPP implementation effort were to reduce and prevent bullying problems among Pennsylvania children, build capacity within the commonwealth to sustain and deepen evidence-based violence prevention in schools, and contribute to the research base on bullying and the efficacy of using a public health model to address the problem.





As we look ahead to the next decade, there remains a need for continued attention to the issue of bullying to ensure that the strategies implemented reflect the latest research and respond to the evolving needs of educators, families and students. It is recommended that future strategies build upon capacities developed over the past ten years – incorporating the bullying prevention training network, health care providers, existing tools and parent support strategies, while addressing the need for reliable data on the prevalence of bullying in Pennsylvania schools. The Foundation remains an important thought leader in this work, supported by a growing coalition of stakeholders.

The Foundation's initial bullying prevention strategy and subsequent efforts have resulted in:

- **The first statewide implementation of an evidence-based bullying prevention program**, an effort that impacted 210,000 out of 1.1 million students in Pennsylvania and involved 453 of the 3,257 schools (14 percent).
- **Significant reductions in bullying in Pennsylvania schools** – students who are bullied decreased by 11-17 percent and students who reported bullying others decreased by 26-35 percent.
- **Increased capacity of professionals in the commonwealth** to lead evidence-based bullying prevention efforts and make informed decisions about issues of peer abuse.
- **Parental access to support and tools** to address bullying issues, including a toolkit of resources and a bullying helpline.
- **Practice-based publications and tools and professional learning opportunities** directed at diverse education audiences that reinforce awareness and the integration of best practices in bullying prevention.
- **Increased awareness of the relationship among bullying, harassment and civil rights protections**, as well as tools and resources to support schools with these issues.
- **A clinician engagement model for addressing bullying and supporting families**, expanding the conversation about bullying to include healthcare providers.
- **A statewide, cross-sector coalition** focused on understanding and reducing bullying issues in Pennsylvania.
- **Peer reviewed and policy oriented publications and networks** focused on describing and promoting a public health approach to bullying prevention.
- **A reframing of the issue of bullying prevention** to include other forms of peer abuse and incorporate best practices in related fields of study.

Enduring Impacts

The enduring impact of the Highmark Foundation's bullying prevention work is best seen in the lives of young people who have benefited from the increased capacities, awareness and networks fostered by the Foundation's strategic investments. As a result of the Foundation's investment in supporting the **statewide implementation of the evidence-based OBPP** between 2006 and 2012, 210,000 out of 1.1 million students in Pennsylvania and 453 of the 3,257 schools (14 percent) learned and applied research-based strategies to prevent and address school bullying. This resulted in **significant reductions in bullying in Pennsylvania schools** according to research on the implementation project. Students who reported being bullied decreased by 11-17 percent and students who reported bullying others decreased by 26-35 percent in schools that implemented OBPP.⁹

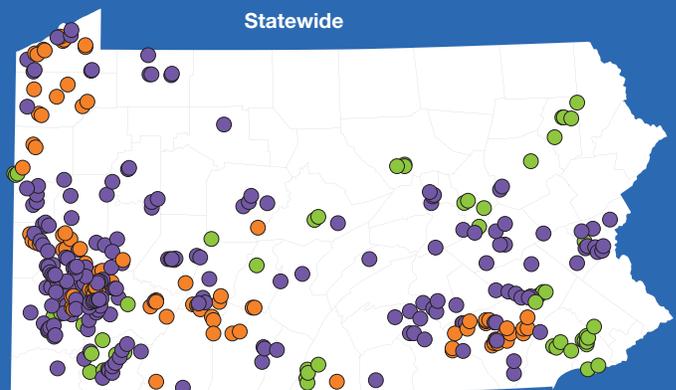
While the long-term effects of OBPP on individual students are difficult to track, the impact in schools is more tangible. Today, Pennsylvania schools are required by law to have a bullying

prevention policy and they must identify a person to receive bullying reports.⁹ Many schools have integrated key elements of the evidence-based OBPP into their everyday practice as well. Things like rules against bullying, class meetings, bystander training and a common definition of bullying were virtually nonexistent in schools before the Foundation's public health model was introduced in Pennsylvania. Now these evidence-based strategies are common, especially in schools serving elementary and middle school students.

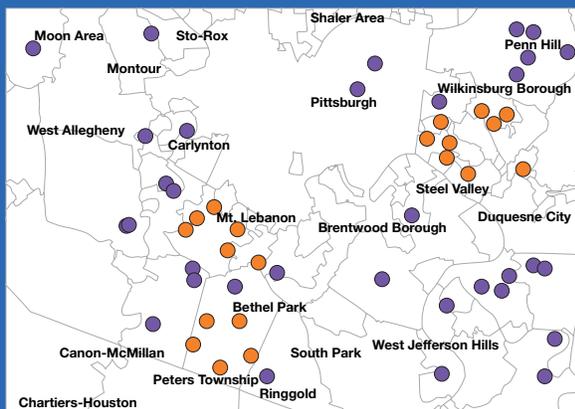
Indeed, five years after their initial implementation of OBPP, 79 percent of principals who responded to an online survey administered by the Center for Safe Schools indicated that OBPP was still being implemented in their school.¹⁰ Nearly all of those principals reported that they felt confident implementing the program and agreed that bullying prevention was important for schools. Only 10 percent indicated the need for additional training.

Location of schools implementing OBPP through funding from the Highmark Foundation or Pennsylvania Department of Education.

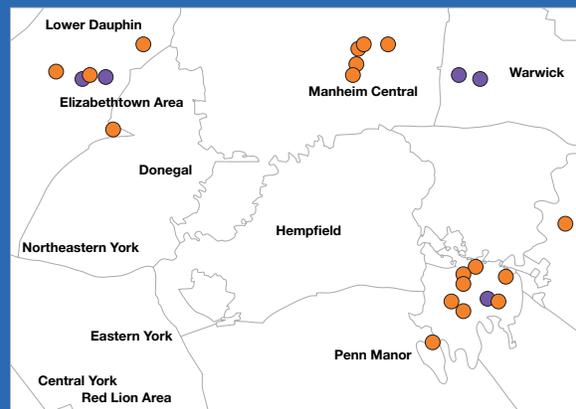
- HALT: 32%
- PA Cares: 53.4%
- PDE: 14.6%



Pittsburgh Area



Lancaster Area



These maps are for illustrative purposes. For more information, see Appendix, page 12.

These findings are noteworthy because they suggest that the Foundation's efforts to sustain educators' attention to bullying issues have succeeded to some extent. The numerous **practice-based publications, tools and professional learning opportunities** that have been provided through the Foundation funding have helped to keep educators aware of the importance of bullying prevention and helped them to integrate research-based strategies with new priorities and practices.

The Foundation's investments have also **increased the capacity of professionals in the commonwealth** to lead bullying prevention efforts and make informed decisions about issues of peer abuse. Since 2006, the Foundation has sponsored six OBPP Trainer Certification Courses, elevating membership in the Pennsylvania Bullying Prevention (BP) Network of trainers from 48 to 181, of which 113 remain active in training and consulting to schools. This strategy provided each county in the Foundation service region a resident professional with expertise in bullying prevention and it has placed bullying prevention experts in 80 schools (this includes charter schools and private academic schools, intermediate units and Career and Technology Centers, in addition to school districts). Through its partnerships with the Center for Safe Schools and the Center for Health Promotion and Disease Prevention (CHPDP), the Foundation continues to provide the BP Network members access to the latest research, information and innovations in bullying prevention. One trainer noted the benefits of these resources in her comment, "The continued training helps us to handle the changing landscape in schools."

We now have a common language, specific time allotted for class meetings, increased understanding of the difference between bullying vs. peer conflict, an online bullying reporting form for parents to communicate formally and increased reporting opportunities within the classroom settings.

~ Elementary School Principal

“

Without significant funding, I doubt whether there would have been any bullying prevention initiatives of significance in Pennsylvania. I believe the infusion of resources and expertise in schools and their communities – that resulted from the Foundation investment – also accelerated the passing of bullying prevention legislation in Pennsylvania.

”

~ Pennsylvania Bullying Prevention Trainer



Highmark Bullying Investment Timeline Highlights



HALT! Bullying Prevention project launched

2006

Bullying Prevention Institute website launched

House Bill 1067 of 2008 amended the Pennsylvania School Code to require that districts address bullying

2008

The OBPP High School Pilot program was launched

Initial publication of the Pennsylvania Bullying Prevention Toolkit

2010

2007

PA CARES Bullying Prevention project launched

Bullying Prevention Institute and Kick-Off

2009

Highmark Foundation and partners host the International Bullying Prevention Association's Annual Conference in Pittsburgh

"Bullying Prevention – A Statewide Collaborative Effort That Works" was launched

2011

The Implementation of a Statewide Bullying Prevention Program: Preliminary Findings from the Field and the Importance of Coalitions was published





Efforts to link bullying prevention to other evidence-based programs were launched

2012

A Cost Benefit Approach to Bullying Prevention was published

Bullying Prevention: The Impact on Pennsylvania's School Children was published by the Highmark Foundation and partners

Three practice-based workgroups were established to support integration of bullying prevention with other common approaches to violence prevention

2014

Huddle Up Against Bullying: Linking Community, School & Healthcare Professionals in Bullying Prevention was held in Pittsburgh

The Role of a Healthcare Foundation in a Statewide Bullying Prevention Initiative was published

PA Bullying Prevention Consultation Line began as a partnership among HMF, PDE and CHPDP

2016

2013

A pediatric bullying screening tool (Bull-M) was developed

Stories of Bullying Prevention was published describing the learning that occurred in schools that were successfully implementing OBPP

2015

Preventing Bullying Through Science, Policy and Practice was published by the National Academies of Sciences, Engineering and Medicine



2017

Penn State Children's Hospital Community Champion Award was presented to the Highmark Foundation

School Health Spotlights, a series of online, continuing education sessions featuring community health professionals were launched

More information about these highlights and additional activities are found in Appendix, page 12.

One of the things that has kept the bullying prevention message relevant to educators and other professionals is the Foundation's emphasis on ensuring its strategies are responsive, linked to other violence prevention and health promotion efforts, and attentive to the needs of schools and families. The Foundation's specific focus on needs of high school students, urban educators, parents and clinicians are four examples. Through its OBPP High School Pilot, Urban Bullying Prevention Project, Bullying Hotline for Parents and the pediatric bullying screening tool (Bull-M), the Foundation has brought evidence-based bullying prevention strategies to previously underserved contexts. The results of these efforts include: improved access to quality bullying prevention strategies in secondary schools; **an increase in public awareness about the relationship between bullying, harassment and civil rights protections; timely support and tools for parents;** and **a clinician engagement model for addressing bullying and supporting families.** The Foundation has also supported the development of tools and resources linking bullying to restorative practices, positive behavioral supports, community engagement, curriculum integration and social and emotional learning (SEL). A complete list of resources developed by the Foundation and its partners is listed at the www.highmarkfoundation.org

The capacity and awareness developed by the Foundation's investments in bullying prevention have been supported by a network of relationships between stakeholders in education, health and youth development. At the onset of the work, the Foundation established a **cross-sector coalition** led by the Foundation and partners – the Center for Safe Schools, Clemson University (U.S. home of the OBPP) and CHPDP. Over time, these partners collaborated and joined with other stakeholder groups to produce **peer reviewed and policy oriented publications**, as well as new and **expanded networks**. The National Academies of Sciences, Engineering and Medicine's Committee on the Biological and Psychosocial Effects of Peer Victimization is one example of how the Foundation's network has expanded in the last ten years to influence national policy and practice. The committee included a member of the original Pennsylvania bullying prevention coalition and was partially funded by the Foundation.



Coalitions like these have strengthened Pennsylvania's bullying prevention strategies, brought greater legitimacy to the bullying prevention work and helped the Foundation reach a broader audience. To date, more than 500 organizations have been engaged by the Foundation in advancing bullying strategies and practices in Pennsylvania. The Foundation's outreach strategies have included sponsorship of statewide conferences, regional trainings and webinars, as well as the distribution of educational materials and resources to the more than 5,500 schools and 29 intermediate units in the commonwealth. These efforts have **reframed the issue of bullying prevention and increased awareness of best practices.** It is no longer acceptable to ignore bullying and other forms of peer abuse; schools, the community and healthcare sector are positioned to work to integrate best practices in youth violence prevention into their core work and find new ways to collaborate and address this serious public health issue.

Current Opportunities and Needs

In 2017, a survey of the BP Network was conducted to identify capacity related needs for bullying prevention. Results of the survey underscore the need for continued engagement with trainers and the need for new strategies for ensuring these trainers have access to schools. Specifically, 63 percent of trainer respondents indicated that they need additional **training on how to support schools with bullying issues related to race and other protected class issues**. Forty-three percent of trainers reported that schools need support in effectively **integrating evidence-based bullying prevention practices with programs that support their students' social and emotional learning** – programs like Positive Behavioral Intervention and Supports (PBIS), restorative practices and specific SEL models.

Qualitative responses to the trainer survey indicate **funding to sustain violence prevention efforts** remains a need at the school level. Trainers noted that schools face many competing priorities and school administrators tend to focus most of their attention on initiatives that are mandated or separately funded. Although public health coalitions have made considerable progress in raising public awareness about the importance of bullying prevention efforts, funding to sustain prevention programs that address bullying, suicide and teen dating violence remains a need at the school level. In addition, most communities do not have **access to reliable data on the prevalence of school bullying** and much of the information about bullying that is publically available has not been updated to reflect the current state of research.

A key strategy of the Highmark Foundation's public health model was to build substantial capacity for bullying prevention within the Foundation service region by expanding the Bullying Prevention Network of trainers – a group of experts that provides consultation to schools. These individuals delivered OBPP training to schools in the early years of the Foundation's work and have remained connected to schools and their specific needs.



The Pennsylvania Incident Management System (PIMS) is the primary method that Pennsylvania schools (including Career Technical Centers, charter schools and intermediate units) use to report bullying incidents publically to PDE. Within this system, public school administrators are required to report the number of bullying incidents that occurred each school year in each school building.

The number of bullying incidents recorded in PIMS suggests that bullying is widely underreported, when compared to the National Center for Education Statistics' (NCES) scientific estimates of the incidence of bullying. In Allegheny County, for example, the NCES prevalence rate (21 percent) suggests that more than 22,000 resident children aged 12 to 18 would have experienced bullying last year. In contrast, countywide PIMS reports reveal only 118 incidents of bullying requiring school level intervention (less than 1 percent of all students) – a pattern that is observed across Pennsylvania counties.¹¹

The National Academy of Sciences, Engineering and Medicine's report, "Preventing Bullying Through Science, Policy and Practice," advocates for improved collection and use of data on bullying and advances a multi-tiered framework for identifying research-based strategies to address the problem. Recent advancements in bullying prevention, such as these, should inform the Foundation's bullying prevention work in the future and should be included in guidance documents, best practice publications and resources accessed by Pennsylvania parents, educators and healthcare professionals. Additional **strategies to build awareness of the evolving research on bullying** are also needed to ensure that educators, members of the BP Network and public health professionals are well equipped to advance the latest research informed practices.



A **second Summit on Bullying Prevention** may be warranted to launch the Foundation's next generation of bullying prevention work in Pennsylvania. An important element of any stakeholder meetings on **bullying prevention in schools should address how bullying prevention work is aligned with the Every Student Succeeds Act (ESSA)**. ESSA is the most recent federal reauthorization of the landmark Elementary and Secondary Education Act of 1965, which called attention to civil rights issues in public schools and charged states with advancing strategies to promote more equitable access to learning opportunities. School bullying and the overall school climate are among the issues that schools may choose to focus on under the commonwealth's ESSA plan for student support. ESSA also provides a renewed context for considering how diverse sources of data can be used to evaluate school programs, and encourages the revision of state and local policies to support educational equity goals.

The absence of valid community level data is problematic for several reasons. First, under-reporting of actual bullying incidents may lead school boards and other educational policymakers to conclude that bullying is no longer a problem affecting youth – a conclusion that is not supported by research. In addition, when data is inconsistent or unreliable, it can be difficult to evaluate the effectiveness of prevention programs. Poor data may lead educators to curtail programs that have promise or adopt ineffective programs based upon an incomplete picture of students' experiences and needs. It can also complicate the work of public health advocates who rely on data to inform decisions about population level risk factors and strategies. As of result, it is recommended that **more reliable methods of collecting bullying data be identified and promoted in Pennsylvania** and that consistent guidance be provided to schools on how to report bullying within PIMS.



An Evolving Landscape

As we look to the future of bullying prevention work in Pennsylvania, the Highmark Foundation is guided by the recommendations in “Preventing Bullying Through Science, Policy and Practice.” The Academy’s recommendations find roots in the existing work of the Foundation and the needs discussed in this report. Continued progress in reducing the prevalence of bullying and its health consequences is possible if coalition partners continue to remain engaged, strategically and collaboratively.

Recommendations

This report has identified important capacities developed over the past ten years, as well as some strategic opportunities to expand awareness of bullying issues, improve data collection systems and link bullying prevention strategies to systemic school improvement. Among their other strategies, it is recommended that Pennsylvania’s bullying prevention stakeholders:

- **Revise best-practice publications and resources** to ensure these tools reflect the most recent advancements in bullying prevention research and practice.
- Work with communities, school leaders and policymakers to **develop and implement more reliable methods of collecting and reporting bullying related data**. Addressing inconsistencies in PIMS reporting is one step toward ensuring that reliable data is available to inform public health strategies and support more effective decision making at the school level.
- Work together to **identify ways of linking bullying prevention to ESSA and other school improvement efforts**, including equity strategies and school climate improvement processes.
- **Maintain the supports to schools and trainers** that are working, while expanding training opportunities that address the latest developments in bullying prevention research and practice. Consideration should be given to strategies that motivate schools to revisit their commitment to bullying prevention work and that provide increased opportunities for trainers to work with schools.

- **Engage the health community in the issue of bullying prevention and intervention** through face-to-face and online learning events and tools for supporting families affected by bullying, including the pediatric bullying screening tool (Bull-M).

Conclusions

The Highmark Foundation will continue to work with others to provide Pennsylvania educators, parents and healthcare professionals access to the latest research and innovations in bullying prevention. Through its investments over the last decade, the Foundation has changed how educators think about bullying and how they organize schools to prevent and respond to peer victimization. The results of the Foundation’s commitment to this work can be seen in the significant capacities built for evidence-based bullying prevention, improved public awareness of the importance of attending to bullying issues, and the network of partnerships that connect the work within Pennsylvania to the broader public health and research communities. The Highmark Foundation looks forward to continuing collaboration with bullying prevention stakeholders in Pennsylvania to support communities in their efforts to raise safer, healthier children.



Highmark Foundation Bullying Investment Timeline

2006-2012

Olweus Bullying Prevention Program Implementation and Evaluation – Guided by prevention science and informed by data on bullying and public health research, the Highmark Foundation (the Foundation) launched an effort to increase public awareness of bullying issues in Pennsylvania and transform how educators prevent and respond to bullying issues. The approach advanced a coherent message about the effects of bullying and the importance of adult and bystander engagement. It also supported the dissemination of the evidence-based Olweus Bullying Prevention Program (OBPP) to elementary, middle and high schools, and documented the impacts and cost-benefit of implementing proven approaches. OBPP was implemented in 463 schools in the Foundation region through two distinct models of technical assistance.

- PA CARES provided resources and technical assistance at the school level to 252 schools through a competitive grant process which allowed schools to select the certified OBPP trainer that would support the school.
- HALT supported district level implementation to committed school districts serving more than 100 schools by assigning a trainer to work with the district for a period of three years.

An additional 66 schools located throughout Pennsylvania received funding through the Pennsylvania Department of Education to train employees to implement OBPP. These trainers received additional training and support funded through the Foundation investment. (See page 4, Enduring Impacts.)

2007

Bullying Prevention Institute Kick-Off – The Institute, held in Hershey, Pa., October 4-5, was originally designed as a two-day summit for school-based professionals in Hershey. This inaugural event was attended by 800 people and featured internationally known speakers and a youth forum, and received wide media exposure.

2007-2009

Stand Up, Speak Out Youth Summit on Bullying Prevention – The first youth summit in 2007, directed by Dr. Jeffrey Parker of Penn State University, assembled over 75 Pennsylvania youth from grades 8-11 to discuss the state of bullying and peer relationships in their school environments. Summits were held each school year until 2009.

2008

Bullying Prevention Institute Website Launch – The website represents a second area of investment, outside of school programming, for the Foundation and its partners in addressing bullying and bullying prevention. This website supplies parents, schools and students with information meant to promote best practices and creates synergy between school and community efforts.

House Bill 1067 of 2008 – The Bill amended the Pennsylvania School Code to require districts to adopt or amend anti-bullying policies, which “delineate disciplinary consequences for bullying and may provide for prevention, intervention and education programs.” The language of the original Bill has been incorporated into the Pennsylvania School Code, 24 P.S. § 13-1303.1-A.

Regional Bullying Prevention Coordinating Committee Workshops – These workshops allowed for regional networking of committees from HALT! and PA CARES schools. They also created synergy between efforts at individual schools, current factors influencing implementation and updates from the field of bullying prevention at large. Attendance at these events helped to motivate school personnel to sustain implementation with fidelity, something that is crucial to achieving long-term, positive results.

Regional Bullying Prevention 101 and 201 Sessions – Bullying Prevention 101 was created and offered to meet the needs of student-serving professionals who have had little or no previous training in bullying prevention. Bullying Prevention 201 was created and offered to meet the needs of those currently involved in bullying prevention efforts within their buildings/districts. Sessions have focused on topics such as cyberbullying, hazing/bullying in school sports, utilizing data to enhance bullying prevention efforts and parental involvement in OBPP programs.

HALT! and PA CARES Welcome Kits – Kits are created for schools to utilize to standardize communication on bullying prevention activities to parents, media and schools about OBPP. Contents include parent letters, press releases and student documents.

Olweus Trainer Recertification Process Developed – The primary goal of recertification is to maintain the quality, integrity, sustainability and successful implementation of the Olweus model. This initiative defined when trainers needed to attain recertification, and the requirements needed to complete recertification.

2008-2009

Bullying Prevention Workshop Series for Middle Schoolers – One-day workshops held across Pennsylvania to promote empathy and skill-building; Teen Strategy (2007-2008) was a forerunner to this workshop series.

Formalized Readiness Assessment – A readiness assessment process was created to support high fidelity implementation of OBPP. The development and launch of the tool was supported by the Foundation.

2008-2014

OBPP Trainer Certification Courses – Six courses were hosted in Pennsylvania, increasing the number of professional certified trainers delivering the evidenced-based OBPP from 48 to 181.

2008-Present

Third Thursday Bullying Prevention Webinar Series – This ongoing webinar series – for educators, parents and youth-serving professionals – provides information on the most current research in bullying prevention and other relevant topics. Since it was launched in 2008, there have been 50 live sessions and more than 6,600 participants. Each webinar is recorded and available on-demand through the Center for Safe Schools website.

2009

Olweus Bullying Prevention Program Companion Bibliography for Grades K-12 – This annotated bibliography was published in partnership with CHPDP, Clemson University and author, Nancy Mullin. This resource provides guidance to educators on how to use classroom-based literature to support bullying prevention efforts. This was the first effort in Pennsylvania to link bullying prevention to other curricular initiatives.

Bullying Prevention: A Statewide Collaborative That Works – This report introduces the leadership role of the Foundation and its partners who developed and implemented the initiative in schools throughout Pennsylvania. It underscores the detrimental nature of bullying as it relates to health, education and society, and the effectiveness of the evidenced-based OBPP, and presents preliminary data and findings that demonstrate the early success of the program involving 56,000 students at 100 schools.

International Bullying Prevention Association's Annual Meeting – The Foundation and partners hosted this international meeting in Pittsburgh. It was the initial forum for presenting preliminary outcomes of Highmark Healthy High 5, HALT! and PA CARES Bullying Prevention efforts. The Foundation also convened the Bullying Prevention Institute advisory group for updates and discussions of next steps, which included Dan Olweus and key partners from the Foundation, CHPDP and the Center for Safe Schools. The focus of meeting landed on sustainability of programmatic activities.

2010

OBPP High School Pilot – This pilot was launched in an effort to bring bullying prevention best practices to U.S. high schools. Prior to 2010, there were no evidence-based bullying prevention programs for schools serving older adolescents even though data suggested that bullying persisted into high school. The pilot was launched in partnership with Clemson University and resulted in the eventual publication of Suggested Supplemental Resources and Curriculum Support Materials for High Schools Using the Olweus Bullying Prevention Program.

Pennsylvania Bullying Prevention Toolkit – The first edition of the Toolkit, which provides answers to common questions about bullying and directs readers to local and national resources, was published. The Toolkit has since been revised and amended to include six companion publications, including: Bullying Prevention in Out-of-School and Afterschool Settings (2013); What Every School Administrator Should Know About Bullying (2013); Bullying Prevention in Urban Schools: Strategies for Success (2015); Peer Abuse in Schools: Why It Matters and What Schools Can Do (2015); Preventing Aggression and Bullying in Early Childhood (2015); What Every Parents Should Know About Bullying (2015).

2010-2011

School Support Process – This onsite support model was delivered by Pennsylvania OBPP trainers to support high fidelity implementation of OBPP. The development and launch of the fidelity process was supported by the Foundation.

Olweus Quality Assurance System (OQAS) – OQAS was piloted in Pennsylvania schools. It is an international process for certifying exemplary implementation of the OBPP in U.S. schools. The development and launch of OQAS was supported by the Foundation.

2011

The Implementation of a Statewide Bullying Prevention Program: Preliminary Findings From the Field and the Importance of Coalitions – This article was published in Health Promotion Practice by CHPDP.

HALT! & PA CARES Administrators' Retreat – This retreat provided time and opportunity for administrators to reaffirm their commitment to the program in their buildings and plan actions that may needed taken to support implementation.

Olweus Bullying Prevention Program in High Schools: A Review of Literature – This research brief was published by the Center for Safe Schools to inform implementation efforts.

2012

I Can Problem Solve (ICPS) – An early childhood social emotional learning train-the-trainer workshop, to link bullying prevention to other programs, was offered to BP Network members to expand the capacity of OBPP trainers in Pennsylvania. This program was chosen because research has demonstrated its effectiveness in reducing forms of peer abuse.

Safe Dates – An evidence-based train-the-trainer workshop focused on teen dating violence, to link bullying prevention to other programs, was offered to BP Network members to expand the capacity of OBPP trainers in Pennsylvania. This program was chosen because research has demonstrated its effectiveness in reducing forms of peer abuse.

What Every Parent Should Know About Bullying – This is a companion publication to the Pennsylvania Bullying Prevention Toolkit (2010). It provides information for parents and strategies for supporting their children with bullying issues.

2012-Present

Community Engagement, Integration and Resource Expansion – The Foundation's investments in bullying prevention focused on disseminating learning from Phase 1, engaging new audiences and sustaining OBPP in schools. Strategies sought to improve the information and technical assistance available to parents, urban schools and the public health community, while also supporting the integration of additional research-based bullying prevention strategies in schools.

2013

The Cost Benefit Bullying Prevention: A First-Time Analysis of Savings – This analysis was conducted by the Center for Health Promotion and Disease Prevention, in collaboration with Dr. Carmen Zema. The analysis concluded that a cost-benefit of over \$13,000 was yielded to schools that implemented OBPP for 2-3 years.

Bullying Prevention: The Impact on Pennsylvania's School Children – This report was published by the Foundation and partners and describes the impact of the Foundation's OBPP Implementation effort.

Community Engagement – The Center for Safe Schools launched a process to educate and involve community stakeholders in bullying prevention efforts. This process engaged 22 communities with schools that were implementing OBPP. The goal of this effort was to provide a process to support the alignment of school and community bullying prevention and intervention practices.

Urban Bully Prevention Workgroup – The workgroup was launched to explore the specific and unique bullying prevention needs of urban schools. Among other things, the workgroup identified links between bullying issues and childhood trauma, cultural and economic factors that can influence the bullying dynamic, the importance of cultural competence, and institutional factors that can influence the implementation of school climate improvement processes. Two tools resulted from this urban workgroup: Bullying Prevention in Urban Schools: Strategies for Success (2015; a companion publication of the 2010 Pennsylvania Bullying Prevention Toolkit) and a rating scale, known as the Bullying Prevention Stars tool. The former provided specific guidance on urban implementation issues; the latter is a general audience tool designed to help schools move from basic levels of bullying prevention practice to more substantive work.

Bullying Prevention in Out-of-School and Afterschool Settings – This is a companion publication to the Pennsylvania Bullying Prevention Toolkit (2010). It translates best practices in school-based bullying prevention to out-of-school settings, such as sports, clubs or afterschool programs.

What Every School Administrator Should Know About Bullying – This is a companion publication to the Pennsylvania Bullying Prevention Toolkit (2010). It provides school administrators information about bullying, related commonwealth laws and their responsibilities as school administrators.

2013-15

Bullying and Restorative Practices Workgroup / OBPP-PBIS Workgroup – These practice-based workgroups were established to support integration of bullying prevention with other common approaches to violence prevention used in Pennsylvania schools. The learning from these workgroups resulted in the publication of two white papers for educational leaders: *Integrating Bullying Prevention and Restorative Practices in Schools: Considerations for Practitioners and Policymakers* (2014) and *Integrating the Olweus Bullying Prevention Program and Positive Behavioral Interventions and Supports in Pennsylvania* (2015).

2014

Huddle Up Against Bullying Symposium – The symposium was held in Pittsburgh, bringing together state and national experts in bullying prevention to inform medical professionals, educators and individuals employed by community-based youth service organization to explore the scope and prevalence of bullying and opportunities to work together to find solutions.

The Role of a Healthcare Foundation in a Statewide Bullying Prevention Initiative – This article was published in the *Journal of Healthcare Management* by CHPDP

Using Literature to Promote Cultural Competence: A Bullying Prevention Companion Bibliography, Volume II: Grades 12 – This bibliography was written by Nancy Mullin, edited by CHPDP and published by the Foundation. The resource addresses the growing need that schools and teachers have for additional student literature and adult resources about broader social issues that are often related to bullying. This volume, a supplement to the Companion Bibliography, addresses bullying from a human rights perspective and introduces new literature focused on social issues related to building students' cultural competence.

Bully (movie) – A total of 17 film screenings were held in communities across Pennsylvania, reaching more than 500 individuals. This awareness-raising effort was conducted in partnership with WITF, school districts, police departments, community-based organizations and several statewide conferences.

Pennsylvania Bullying Prevention Consultation Line – A partnership between the Foundation, PDE and CHPDP, is a toll free number that allows individuals experiencing chronic and unresolved bullying to discuss effective strategies and available resources to deal with school-based bullying; and is available, to students, parents/guardians and school districts across the state of Pennsylvania.

Integrating Bullying Prevention and Restorative Practices in Schools: Considerations for Practitioners and Policymakers – This white paper was published for educational leaders and details the findings and recommendations of the Bullying and Restorative Practices workgroup, which included practitioners, educators and experts.

2015

Pediatric Bullying Screening Tool (Bull-M) – The tool was developed and piloted by the Center for Health Promotion and Disease Prevention in partnership with pediatric practitioners. The process involved an initial training on bullying for pediatricians, the use of a ten question survey to assess bullying experiences, a decision-tree for practitioners, and the provision of educational resources to youth and parents.

Stories of Success in Bullying Prevention: Innovative School-Based Programs – This publication describes the learning that occurred in schools that were successfully implementing OBPP and highlight innovative and promising practices. This tool served as a case statement on the importance of contextualizing bullying prevention work by integrating it with other prevention programs and community-based strategies.

Trauma, Resiliency and Bullying Prevention – Several efforts were launched to deepen bullying prevention and intervention efforts in Pennsylvania by linking OBPP with programs designed to address the needs of students affected by trauma. Members of the Pennsylvania Bullying Prevention Network of OBPP trainers and educators in OBPP implementation sites have had access to trainings on the following compatible, research-based programs: Supporting Students Affected by Trauma, and Cognitive Behavioral Interventions for Trauma in Schools. BP Network members and urban partner school districts were also able to participate in trainings on resiliency and self-care, specifically focused on supporting students who have experienced trauma.

Bullying Prevention in Urban Schools: Strategies for Success – This is a companion publication to the Pennsylvania Bullying Prevention Toolkit (2010). It summarizes the findings of the Urban Bullying Prevention Work group.

Peer Abuse in Schools: Why It Matters and What Schools Can Do – This is a companion publication to the Pennsylvania Bullying Prevention Toolkit (2010). It draws connections between common forms of peer-to-peer abuse and describes opportunities for educators to play a role in preventing these issues.

Preventing Aggression and Bullying in Early Childhood – This is a companion publication to the Pennsylvania Bullying Prevention Toolkit (2010) that focuses on research and best practices in addressing bullying in programs serving very young children.

Integrating the Olweus Bullying Prevention Program and Positive Behavioral Interventions and Supports in Pennsylvania – This white paper was published for educational leaders. It summarizes the findings and recommendations of the OBPP and PBIS workgroups.

2015-2016

Connecting Existing Bullying Prevention Efforts to Other Evidence-Based Programs – The Center continued to connect existing bullying prevention efforts to other evidence-based programs designed to support at-risk youth. Staff completed a train-the-trainer course in Lifelines, a suicide prevention, intervention and postvention program. The training was offered to Student Assistance Program (SAP) providers at the annual SAP conference. SAP is an intervention and support process mandated by the Pennsylvania School Code.

2016

Preventing Bullying Through Science, Policy, and Practice – This report was published by the National Academies of Sciences, Engineering and Medicine, and evaluates the state of science on biological and psychosocial consequences of peer victimization and identifies research-supported trends and gaps in knowledge and practice. The Foundation helped to fund the advisory group that wrote this report; CHPDP was represented on the advisory committee.

2017

Educator's Ethical Duty to Intervene in Bullying: The Importance of the Teacher's Role in Bullying Prevention – The white paper was published connecting intervention and response to bullying and harassment to the Pennsylvania Code of Professional Practice and Conduct for Educators.

School Health Conference – The conference was held in Washington, Pa., to build connection between best practices in school health with school stakeholders from Pennsylvania and West Virginia.

Penn State Children's Hospital Community Champion Award – The award was presented to the Foundation in recognition of the organization's work in bullying prevention for children and adolescents.

School Health Spotlights – Webinars presented by the Center for Health Promotion and Disease Prevention in partnership with the Foundation, featured community health professionals talking about topics reflecting issues of concern for schools, parents and student-serving professionals.

Restorative Mindset to Bullying Prevention – The Center for Safe Schools, in partnership with the IIRP, Clemson/Olweus and the Mennonite Central Committee, provided training to members of the Pennsylvania Bullying Prevention Network on the relevance of the restorative mindset to bullying prevention. These learnings will be captured in Establishing a Restorative Mindset in School Settings, a publication to be released in 2017-18.

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 - 10 Unpublished results of the 2017 Pennsylvania Network Trainer Survey available from the Center for Safe schools.
 - 11 Cohen B. Center for Schools and Communities completed an analysis of the estimated number of PIMS incidents in each county using PDE’s bullying incidents data reported by school administrators, data from the Census Bureau on population by age, and National Center for Education Statistics (NCES) data about national rates of bullying incidents in schools. August 2017.
- For more information about data included in this report, please contact Center for Safe Schools at safeschools@csc.csiu.org.

Resources

Bullying Prevention in Out-of-School and Afterschool Settings
<http://www.safeschools.info/content/BP-Guide-OST-After-school-2017.pdf>

Bullying Prevention in Urban Schools: Strategies for Success
<http://www.safeschools.info/content/BP-Guide-Urban-Schools-2017.pdf>

Bullying Prevention: A Statewide Collaborative That Works
https://www.highmarkfoundation.org/pdf/publications/bullying_prevention.pdf

Bullying Prevention: The Impact on Pennsylvania's School Children
https://www.highmarkfoundation.org/pdf/publications/12_7_2011_Revised_Bullying_Report.pdf

The Cost Benefit Bullying Prevention: A First-Time Analysis of Savings
https://www.highmarkfoundation.org/pdf/publications/HMK_Bullying%20Report_final.pdf

House Bill 1067 of 2008
<http://www.legis.state.pa.us/cfdocs/billinfo/billinfo.cfm?year=2007&sind=0&body=H&type=B&BN=1067>

I Can Problem Solve (ICPS)
<http://www.icanproblemsolve.info/>

The Implementation of a Statewide Bullying Prevention Program: Preliminary Findings from the Field and the Importance of Coalitions
<http://journals.sagepub.com/doi/abs/10.1177/1524839910386887?journalCode=hppa>

Integrating Bullying Prevention and Restorative Practices in Schools: Considerations for Practitioners and Policymakers
<http://www.safeschools.info/content/BP-and-Restorative-Practices-2017.pdf>

Integrating the Olweus Bullying Prevention Program and Positive Behavioral Interventions and Supports in Pennsylvania
<http://www.safeschools.info/content/OBPP-PBIS-2017.pdf>

Olweus Bullying Prevention Program Companion Bibliography for Grades K-12
<http://chpdp.org/wp-content/uploads/2014/03/Companion-Bibliography.pdf>

Olweus Bullying Prevention Program in High Schools: A Review of Literature
http://www.center-school.org/documents/CSC_RB5_web.pdf

Peer Abuse in Schools: Why It Matters and What Schools Can Do
<http://www.safeschools.info/content/BP-Guide-Peer-Abuse-2017.pdf>

Pennsylvania Bullying Prevention Toolkit
<http://www.safeschools.info/content/BP-Toolkit-2017.pdf>

Preventing Aggression and Bullying in Early Childhood
<http://www.safeschools.info/content/BP-Guide-Early-Childhood-2017.pdf>

Preventing Bullying Through Science, Policy, and Practice
<https://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice>

Safe Dates
<http://solutions.center-school.org/safe-dates/>

Stories of Success in Bullying Prevention: Innovative School-Based Programs
<http://www.safeschools.info/content/BP-Stories-of-Success-2017.pdf>

Third Thursday Bullying Prevention Webinar Series
<http://www.safeschools.info/bullying-prevention/professional-development>

Using Literature to Promote Cultural Competence: A Bullying Prevention Companion Bibliography, Volume II: Grades 12
<http://chpdp.org/wp-content/uploads/2014/11/Using-Literature-to-Promote-Cultural-Competence.pdf>

What Every Parent Should Know About Bullying
<http://www.safeschools.info/content/BP-Guide-Parent-2017.pdf>

What Every School Administrator Should Know About Bullying
<http://www.safeschools.info/content/BP-Guide-Administrator-2017.pdf>



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The mission of the Center for Safe Schools is to provide schools with resources, training and technical assistance to create and maintain safe, productive learning environments.

To view the report online, go to:
www.safeschools.info/HMF-10-Year-Report-2017.pdf

