**Comparing and Contrasting Evidence-Based Practices in Bullying Prevention**

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| **Criteria** | **Definition - What are we looking for?** | **Rationale - Why do we want to know this?** | **Name of Program** | **Name of Program** |
|  |  |  | **Project Achieve** | **Positive Action** |
| **Target Audience** | The age range of participants in the program | To ensure the program is proven to be effective for the ages our school represents | Ages 3 - 18 | Ages 6 - 55  6-12 (Childhood)  13-17 (Adolescent)  18-25 (Young Adult)  26-55 (Adult) |
| **Gender** | The gender of the participants - both male and female | To ensure the program was evaluated using both males and females | Male and Female | Male and Female |
| **Setting** | The type of setting where the program was implemented - inpatient, school, etc. | To ensure the programs have been implemented and evaluated in the school setting | Public schools, private and alternative schools, special education centers, psychiatric and juvenile justice facilities, Head Start/preschool programs, and specialized charter schools | School, before and after school programs, social service agencies, detention centers, home schooling, youth programs family and juvenile justice agencies, correctional institutions, probation and parole settings, mental health and welfare agencies, faith-based organizations, public housing developments, and other programs specifically for high-risk, at-risk, special-needs, and disadvantaged individuals, families, schools, and communities, including court-mandated family groups. |
| **Geographic Location** | The geographic location where the program was implemented: an urban, suburban or rural location | To ensure the program’s implementation and evaluation took place in a geographic location similar to ours | Urban  Suburban  Rural | Urban  Suburban  Rural  Tribal |
| **Program Goals** | A short description of the purpose of the program | To ensure the program’s goals match our goals | Comprehensive school reform and improvement program that targets all students’ academic and social development. This includes helping students improve their resilience, protective factors, and effective self-management and self-competency skills so that they are better able to resist unhealthy and maladaptive behaviors, settings, and situations. The aim for staff is to ensure effective instruction and classroom management as well as supports and services for students who are not responding with academic and behavioral success. The aim for schools is to help them to be successful for all students. To achieve these goals, Project ACHIEVE uses a systematic strategic planning and organizational development process to implement prevention programs that focus on the needs of all students, strategic intervention programs for at-risk and underachieving students, and comprehensive, multi-faceted “wrap-around” programs for students with intensive or crisis-oriented needs. | The Positive Action (PA) program is designed to improve youth academics, behavior, and character. PA uses an audience-centered, curriculum-based approach to increase positive behaviors and decrease negative ones.  PA is grounded in a broad theory of self-concept. It relies on intrinsic motivation for developing and maintaining positive behavioral patterns and teaches skills focused on learning and motivation for achieving success and happiness for everyone. The premise—that you feel good about yourself when you do positive actions and there is always a positive way to do everything—is represented by the self-reinforcing “thoughts–actions–feelings” circle: positive thoughts lead to positive actions, positive actions lead to positive feelings about oneself, and positive feelings lead to more positive thoughts. |
| **Program Outcomes** | A brief list of the benefits of the program | To ensure the outcomes match our plan of action and the outcomes we hope to obtain | School climate  Academic Achievement  School violence & behavior | Substance use  Social-emotional health  Problem behaviors (violence, substance abuse, bullying)  Academic achievement  Absenteeism |
| **Implementation History** | Short description of where and how the program has been implemented | To ensure we would be able to replicate the program with fidelity | Since 1990, Project ACHIEVE has been implemented in more than 250 schools, reaching more than 175,000 students, school staff, community agency professionals, and parents. At least 12 studies of the program have been documented in reports or peer-reviewed journals. While Project ACHIEVE materials have been sold outside the United States, predominantly to individuals and organizations in English-speaking countries, it is not known whether any formal implementations of Project ACHIEVE have been conducted internationally. | Positive Action, Inc., was founded by Dr. Carol Gerber Allred in Twin Falls, Idaho, in 1982. Since then, the company's program has served approximately 5 million individuals in more than 15,000 settings in all 50 States; internationally; and in various contexts, including 15,000 schools/districts and school-related sites (such as alternative schools, detention centers, and before- and after-school programs), mental health centers, adult and juvenile courts, welfare and other social services, probation and corrections, businesses, family services, law enforcement, affordable housing, and others. Positive Action has been implemented with a wide variety of ethnic, cultural, and socioeconomic groups. The duration of implementation has varied, with some customers having used the program for as long as 17 years. |
| **Program Components** | Brief overview of the details of the program. An “at a glance” review of the program | To give us a quick look of what the program entails | Project ACHIEVE uses professional development and ongoing technical assistance to target and reinforce critical staff skills and intervention approaches. The program incorporates a continuum of student services, including prevention, strategic intervention, and crisis management, and consists of seven interdependent components implemented over three years:  • Strategic planning and organizational analysis and development  • Data-based problem-solving, RtI, teaming, and consultation processes (SPRINT/RtI)  • Effective school, schooling, and professional development  • Academic instruction linked to academic assessment, supports, intervention, and achievement (PASS)  • Age-appropriate social skills instruction linked to behavioral assessment, intervention, self- management, and PBSS  • Parent and community training, support, and outreach  • Data management, evaluation, and accountability | The program addresses diverse problems, such as substance use, violence-related behavior, disruptive behavior, and bullying, as well as social–emotional learning, positive youth development, character, and academics.  The PA program portfolio features interactive, ready-to-use kits that contain 15 to 20 minutes of scripted lessons for schools, families, and communities. The content concentrates on three core elements:   * The program philosophy * The thoughts–actions–feelings circle * Six content units on self-concept; positive actions for body and mind; social and emotional positive actions for managing oneself responsibly; social and emotional positive actions for getting along with others; social and emotional positive actions for being honest; and social and emotional positive actions for self improvement   These unit lessons cover diverse topics such as nutrition, problem-solving, decision-making, study skills, self-control, managing personal resources, social skills, self-honesty, and setting and achieving goals. |
| **Key Findings in Research** | Summary of the effectiveness of the program | To review the research and the effectiveness in a variety of areas to help determine which program to implement | • A 42% decrease in office discipline referrals  • Decreases in administrative actions  • Increases in academic performance on literacy and math  *Using a 4.0 scale =*  1: School staff perceptions of staff interactions and school cohesion = 2.1  2: School staff perceptions of school discipline and safety = 2.1  3: Office discipline referrals = 2.2  4: Administrative actions in response to office discipline referrals = 2.2  5: Academic Achievement = 2.9 | *Using a 4.0 scale =*  1: Substance Use = 3.0  2: Social-emotional mental health = 3.2  3: Problem behaviors = 3.1  4: Academic achievement = 3.0  5: Absenteeism = 3.2  1.Substance abuse = significantly lower for treatment group  2.Violent behavior = significantly lower for treatment group  3.Problem Behaviors = significantly lower for treatment groups  4.Bullying and disruptive behaviors = 41% reduction in bullying behaviors, 27% reduction in disruptive behaviors |
| **Training & Support** | The amount of training needed, who gets trained, how long the training takes and the type of ongoing support | To ensure the program is implemented with fidelity, we have to have opportunities for in depth training and ongoing support | Project ACHIEVE is implemented in a series of evidence-based steps that occur over a three-year period, involving the school’s (and often district’s) entire instructional, administrative, and support staff. Training typically involves in-service training, classroom-based demonstrations, and technical assistance and follow-up. These are supported by comprehensive and targeted professional development resources that include (a) assessment and intervention kits and tools, (b) electronic and other books and technical assistance documents, and (c) Web- and software-based instruction and evaluation systems and materials.  Implementation materials are comprehensive. "Blueprints," planning worksheets, and checklists facilitate navigation through the many processes required for implementation. The program developer requires new sites to conduct an organizational analysis and needs assessment prior to implementation. The developer offers comprehensive training using multiple training methods and formats. Multiple quality assurance tools, in both paper and electronic formats, are available and are supported by on-site consultation. | Positive Action (PA) offers program materials and follow-up training to orient users to their individual roles and how to meet the goals of the school, district, or organization. PA training focuses on conveying the program vision and objectives, establishing cohesive and shared goals among members for program implementation, and providing tips to achieve the best results from the programs. Different types of training options are available based on an organization’s specific needs.*Positive Action* program materials include the following:· *Instructor’s Kits* on each grade level for the *PreK–12 Curriculum* plus supplemental curricula for elementary bullying prevention and Grade 5 and middle school drug prevention· *Climate Development Kits* (elementary and secondary), which include manuals and behavior management tools, assemblies, and schoolwide events· *Counselor’s Kit,* which includes a manual with lessons, activities, and materials for individuals, small groups, large groups, classrooms, and families· *Conflict Resolution Kit*, whichhelps users resolve conflicts through a Conflict Resolution Plan· *Family Kit*, which includes lessons that can be delivered in the home to engage the whole family· *Community Kit*, which provides materials to be used by a coalition or a community coordinating committee PA currently offers K–3, 7–8, and middle school drug program curricula in Spanish. Refresher kits are available for all PA kits.**Dissemination Strengths 4.0/4.0** Implementation materials are very detailed and include everything a potential user would need to implement the program. The program implementation plan includes sample 3-year plans along with key questions to guide the implementation planning process. The Family Kit is a very valuable component, with structured materials and activities that support and extend the school-based program. A wide variety of both initial and ongoing training and support is available to users. All the material focuses substantially on implementation fidelity, and a comprehensive evaluation guidebook is provided to directly support quality assurance. |
| **Cost** | The initial and ongoing cost of the program | To ensure we can afford the program year after year | Implementing the program in a school with 500 students and 50 instructional staff would cost an estimated $55,000 in Year 1, $42,000 in Year 2, and $30,000 in Year 3. Other costs associated with the program may include those related to specially designated professional development days, participant stipends, and substitute teacher  Item breakdown: http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=70 | The cost of the Positive Action (PA) program is determined by the implementation design. There is initial cost and a replacement of consumables cost for each toolkit. An age-appropriate Instructor’s Kit is necessary for each instructor. This kit includes student materials for 30 students. The initial cost is $390–$460 per Instructor’s Kit. For subsequent years, Refresher Kits average about 24 percent of the original price per kit. Climate Development Kits for program principals/leaders are initially $460 each and $200 for subsequent years. Counselor Kits with materials for six individuals are initially $150 and $30 for Refresher Kits. Conflict Resolution Kits are $75, and Refresher Kits are $25. Family Kits are available for $85 each. Family Classes Kits each cost $1,450. Parenting Classes Kits are $980 each, with materials to serve 10 families. Refresher Kits for every 10 families for the Family Classes are $990 and $800 for the Parenting Classes. Community Kits are $550. For example, for a K–5 school with 510 students and 17 teachers, the initial cost for one curriculum Instructor’s Kit per teacher (17 x $390–$460) plus a Counselor’s Kit ($150) and one Climate Development Kit ($460) would be between $7,240 and $8,430. |
| **Issues to Consider** | A brief description of any issues we face with implementation | The implementation of any new program will face some issues, being aware of probable issues ahead of time, helps us plan in advance to provide appropriate support | **Dissemination Weaknesses**  The volume of highly detailed and technical materials may be overwhelming to prospective implementers. Electronic versions of the many forms, assessment instruments, and other tools are not readily available.  **Study Weaknesses**  Psychometric information was not adequately documented for some measures. The majority of the intervention schools did not implement the program with high fidelity. During the implementation of one intervention component, observations of a "master trainer/consultant" were conducted, but results of these observations were not presented. The researchers did not discuss how they handled missing data associated with the intervention schools. The data analysis did not account for some confounding variables. For example, intervention schools were matched with controls, yet some differences at baseline existed (e.g., on average, intervention schools had 50% more office disciplinary referrals than comparison schools). No analysis of covariance was conducted to examine the impact of other potential confounding variables, such as demographic characteristics. | **Study Weaknesses**  Validity of the teacher-reported use or potential use of substances among their students is questionable. Studies have indicated that teacher reports may be substantially biased. Asking about potential use may be aimed at the wrong construct (e.g., mental health rather than substance use), and these are student behaviors that would occur outside of the classroom. Also, teacher reports varied significantly from student reports. Teachers completing questions about their students were not blind to the intervention. There was wide variability between schools with respect to implementation fidelity. Also, implementation fidelity data were not sufficient to examine dosage or participation responsiveness. Intervention fidelity measures could have used more direct teacher observation and less self-report by teachers. There was a relatively small number of paired schools included in the studies. Attrition was high, mostly due to high mobility. Student and classroom characteristics could not be covaried since they were not available. Due to power and sample-size limitations in some analyses, one-tailed p-values were used. |
| **Developers of Program** | A reference to who developed the program | Often the developers of a program are a well known name in the field; this helps in determining whether a program fits our vision | Howard M. Knoff, Ph.D., NCSP  More information: http://www.projectachieve.info/about-project-achieve/about-the-director.html | Carol Gerber Allred, Ph.D.  http://www.positiveaction.net |
| **Rating of Program** | The rating of the program | To ensure our program is evidence based and proven to be effective, so our time and resources aren’t wasted | According to Promising Practices Network = Other Reviewed Programs  *Some programs on the PPN site are identified as "Other Reviewed Programs". These are programs that have not undergone a full review by PPN, but evidence of their effectiveness has been reviewed by one or more credible organizations that apply similar evidence criteria. Other Reviewed Programs may be fully reviewed by PPN in the future and identified as Proven or Promising, but will be identified as Other Reviewed Programs in the interim.* | According to Crime Solutions.gov = Effective  *Effective = Programs or practices have strong evidence to indicate they achieve their intended outcomes.* |

**Conclusion & Rationale**

After comparing and contrasting Project ACHIEVE and Positive Action, I would choose Positive Action. There are various reasons why. First, the goal of the program teaches life skills to students that get be used for the rest of their life in a variety of ways. It is based in theory of self-concept, in that our thoughts, lead to actions, which lead to feelings. This relates to cognitive behavior therapy, one in which is useful for all to apply to life’s struggles. Second, Positive Action has served more than 5 million individuals, with some customers using it for as long as 17 years. That is a big selling point to me, this tells me they were impressed with the impact it was making on their clientele. Third, this program encompasses schools, families and communities, that was important to me when I was looking for a program to choose for implementation. The key findings in research were particularly interesting to me, Positive Action scored higher, 3.0 or higher on a 4.0 scale in all areas, where Project Achieve scored around 2.2 in most areas, with it’s highest area being 2.9. Positive Action had a 41% reduction in bullying behaviors; that is very promising! The training scores a 4.0 on a 4.0 scale. This is essential! Training and ongoing support is an area all programs need to be excelling in order to get results. The implementation materials are very detailed, providing examples. It focuses substantially on implementation fidelity and provides an evaluation guidebook to directly support quality assurance. I was nervous to read the cost of the program. I have learned that programs can range from fairly inexpensive to very expensive. This program for a school similar to ours would on average cost $8,000; which I think is very doable in comparison to Project ACHIEVE which was very expensive: estimated $55,000 in Year 1, $42,000 in Year 2, and $30,000 in Year 3. All subsequent materials in Positive Action were also reasonable. Lastly, Positive Action was rated to be effective, which means it has strong evidence to indicate they achieved their intended outcomes.