

UNI-SYSTEMS RESEARCH
C) SCHOOL PREVENTION RESEARCH

Student Success Skills (SSS) is a K-12 evidence-based program that helps students develop key cognitive, social and self-management skills. <http://studentsuccessskills.com/> It has been featured in the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-based Programs and Practices (http://nrepp.samhsa.gov/01_landing.aspx). SSS has been highlighted by the American School Counselor Association (ASCA) as an empirically supported program. It has been used by over 9000 school mental health professionals in 13 different countries. Seventeen outcome studies have been conducted on its effectiveness.

<http://studentsuccessskills.com/student-success-skills-outcome-research>

Jiménez-Barberoa, J., Ruiz-Hernández, J., Llor-Zaragozab, L., Pérez-García, M., and Llor-Estebana, B. (2016). Effectiveness of anti-bullying school programs: A meta-analysis. *Children and Youth Services Review*.61, 165-175.

“This study presents a meta-analysis of random clinical trials that assess the efficacy of 14 anti-bullying school programs. Sample size was of 30,934 adolescents aged between 7 and 16 years of whom 16,243 made up the Intervention Groups and 14,691 made up the Control Groups.... Results show moderate effect sizes for the outcome measures *Bullying Frequency* and *Victimization Frequency*, *Attitudes* and *School Climate*. Greater impact was observed in interventions of less than one school year duration, as well as those targeting children younger than 10 years.... In general, our results indicate that bullying and violence prevention programs in school settings are obtaining beneficial, albeit discrete, results in the outcome measures evaluated.”

<http://www.sciencedirect.com/science/article/pii/S0190740915301286>

Kärnä, A., Voeten, M., Little, T., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (2011). A large-scale evaluation of the KiVa antibullying program. *Child Development*, 82, 311-330.

“This study demonstrates the effectiveness of the KiVa antibullying program using a large sample of 8,237 youth from Grades 4–6 (10–12 years). Altogether, 78 schools were randomly assigned to intervention (39 schools, 4,207 students) and control conditions (39 schools, 4,030 students). Multilevel regression analyses revealed that after 9 months of implementation, the intervention had consistent beneficial effects on 7 of the 11 dependent variables, including self- and peer-reported victimization and self-reported bullying. The results indicate that the KiVa program is effective in reducing school bullying and victimization in Grades 4–6. Despite some evidence against school-based interventions, the results suggest that well-conceived school based programs can reduce victimization.”

<http://www.kivaprogram.net/is-kiva-effective>

Guerra, N. & Knox, L. (2008). How culture impacts the dissemination and implementation of innovation: A case study of the Families and Schools Together Program (FAST) for preventing violence with immigrant Latino youth. *American Journal of Community Psychology*. 41, 301-314.

“We consider how culture impacts the translation of research into practice, focusing on the culture of the client and the culture of the agency implementing selected programs. We build on lessons learned from a pilot study of an evidence-based family-school partnership, Families and Schools Together (FAST), to prevent youth violence with low-income, immigrant Latino families in Southern California.... As we point out, the culture of the client and the culture of the agency can facilitate or impede connections within and across these interactive systems.”