

## SCIENCE-BASED PROGRAMS LIST – NREPP RATING ANALYSIS

### SUCCESS IN STAGES

Success in Stages: Build Respect, Stop Bullying is an interactive computer program designed to help students increase respect and decrease bullying behaviors. The program uses an individualized expert feedback system based on the Transtheoretical Model of Change to help students change behaviors associated with bullying. Students participate in three 30-minute sessions in school. Tailored feedback is provided to help each student recognize and change his or her own bullying-related behavior and to promote acting with respect at all times. Offered in three modules (elementary, middle, and high school), the program features guides for administrators, school staff, and families and automated reporting for schools.

#### PROGRAM REQUIREMENTS

- Universal, selective, and/or indicated prevention program
- Targets one or more alcohol, tobacco, drug, disruptive behavior, and/or violence outcomes
- Targets students in one or more grades K-12

#### **Does this program meet the minimum program requirements for inclusion on the Science-Based Programs List?**

- YES** This universal violence prevention program targets middle and high school students.
- NO**

#### RESEARCH RATINGS FOR BEHAVIORAL OUTCOMES

Quality of Research Ratings by Criteria (0.0-4.0 scale)

Outcome	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Overall Rating
Outcome 1: Participation in bullying (as bully, bystander, or victim)	2.0	3.5	3.5	3.0	3.0	3.5	<b>3.1</b>
Outcome 2: Achievement of action/maintenance stage of change for bullying behavior	2.0	3.5	3.5	3.0	3.0	3.5	<b>3.1</b>

#### **Outcome 1: Participation in each of three roles related to bullying (bully, victim, bystander)**

Two self-report items were used to assess students' participation in three roles related to bullying: (1) bully (treats others in mean ways and/or pushes, hits, or kicks other people to hurt them), (2) victim (treated by others in mean ways and/or pushed, hit, or kicked by others), and (3) passive bystander (lets others be treated in mean ways and/or be pushed, hit, or kicked while doing nothing to prevent or discourage such behaviors). Middle school and high school students who participated in Build Respect, Stop Bullying were less likely to report being a bully, a victim of bullying, or a passive bystander than peers who did not receive the intervention in the control schools. Elementary school students who participated in the program also were less likely to report involvement in these roles compared with peers in the control schools; however, the comparative benefits were not sustained over time in all evaluations.

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SUCCESS IN STAGES**

Criteria	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating	2.0	3.5	3.5	3.0	3.0	3.5	Experimental
Meets Minimum	✓	✓	✓	✓	✓	✓	✓

**Outcome meets minimum standard for all criteria**

**Outcome 2: Participation across all three roles related to bullying (bully, victim, bystander)**

The stage of change concerning bullying behaviors was determined by a self-report, single-item algorithm matched to the roles students engaged in. Students were asked their intentions to make changes so they would no longer participate in specific bullying roles. For example, individuals who engaged in bullying and passive bystander behavior were asked a single question on their intentions to stop each of these behaviors. Individuals who indicated no participation in any role were asked how long they had been doing this and were placed in Action or Maintenance stage. Among middle and high school students, significantly higher proportions of participants achieved the action/maintenance stage compared with peers ( $p < .001$ ). For elementary school students, results were similar and were sustained at several follow-up points ( $p < .05$ ).

Criteria	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating	2.0	3.5	3.5	3.0	3.0	3.5	Experimental
Meets Minimum	✓	✓	✓	✓	✓	✓	✓

**Outcome meets minimum standard for all criteria**

**Do this program’s NREPP ratings meet the minimum research ratings for inclusion on the Science-Based Programs List?**

- YES** NREPP reports at least one behavioral outcome related to tobacco use, alcohol and other drug use, disruptive behavior, and/or violence for Success in Stages. Of these behavioral outcomes related to violence, at least one is rated at or above the minimum standards on all criteria.
- NO**