### STEPS TO RESPECT®

A school-based comprehensive anti-bullying program that teaches social and emotion management skills to elementary school students. The programme aims to promote positive interactions and better social relationships between students and to foster positive norms by creating and reinforcing policies about bullying and respectful behaviour.

### INITIATING ORGANIZATION(S), PARTICIPATING COUNTRIES

Developed by the Committee for Children, USA, a nonprofit organization dedicated to improving children's lives through effective social and emotional learning programmes.

### 2. THEORETICAL APPROACH

A socio-ecological approach to bullying, concentrating on the broad-scale impact of peer social interactions in school. The programme aims to reduce bullying and negative social interactions by increasing social competence and improving teacher responses to bullying. Because many children become involved as bystanders to bullying, the programme emphasizes that all members of a school community must take responsibility for decreasing bullying. It also aims to reduce bullying and negative social interactions by increasing social competence and improving teacher responses to bullying.

### 3. PROGRAM DURATION

12-14 weeks.

### 4. COMPONENTS AND PRACTICAL INFORMATION

A major aim of the Steps to Respect® program is to counteract children’s negative views regarding their ability to seek help for bullying problems. This objective is emphasized using three components:

- **Schoolwide programme guide.** Designed to change the school environment by intervening at levels beyond the individual child. School administrators and staff establish bullying policies and procedures designed to encourage discipline that stops problems before they escalate.

- **Staff training.** Provides training to adults in the school to recognize bullying and respond effectively to children’s reports of bullying behavior. Staff receive an overview of goals and content. Teachers, counsellors, and administrators receive additional training in how to coach students involved in bullying episodes.

- **Classroom curriculum.** The core aspect of the programme, consisting of 11 skill- and literature-based lessons presented over 12 to 14 weeks.

### 5. PROGRAM PARTICIPANTS

Grades 3 to 6

### 6. ASSESSMENT
Frey and colleagues (2009) observed that:

- **Mean levels of bullying were significantly lower** in the Steps to Respect® intervention group relative to the control group.
- There were no changes in bullying from third to fifth grade in the intervention group, whereas bullying increased within the control group.
- **Mean levels of victimization were significantly lower** in the intervention group relative to the control group.
- There were no changes in victimization from third to fifth grade in the intervention group, whereas victimization increased within the control group.
- There was an increase in self-reported direct aggression at the 18 months’ post-test for fifth grade students in the second year of the intervention, but not in the fourth grade. There were no significant differences between the groups, which both reported increased aggression over time.

Low and colleagues (2010) found that:

- Steps to Respect® intervention students who gossiped at pre-test showed significantly larger declines than their peers in the control group. Girls were more likely than boys to be involved as gossips, and as targets of gossip. Older students were also more likely to become involved as gossips, or targets, than younger students.
- Students who were involved only as targets (20.4 percent) or perpetrators (15.8 percent) were under-represented compared with students involved in both roles (24.4 percent) or not involved at all (39.3 percent). This pattern was found among boys and girls and among younger and older students.

### 7. FURTHER READING AND CONTACT INFORMATION

**Studies:**


**Further information:**

- [http://www.cfchildren.org/steps-to-respect](http://www.cfchildren.org/steps-to-respect)
