

Evaluation of programmes for the prevention of behavioural problems and for the development of social competence

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There is a large range of programmes and teaching schemes aimed at the prevention of problem behaviour and the development of social competence. The research group has defined the sample of programmes and teaching schemes to apply to those which are carried out in the school and which are based on handbooks, manuals or guidelines. It presupposes that there are clearly stated goals for the programme and/or teaching scheme, together with clear instructions for implementation and outlines which contain the theoretical and empirical background for the programme and/or teaching scheme.

The research group has undertaken a rough sample of programmes and teaching schemes. As this is a revision of Report 2000, we took as our starting point the initiatives which were included in that report. In addition, an evaluation was taken of the new programmes available through the ministries, directorates and County Governors' National Education Offices. With reference to the County Governors the National Education Offices were asked by letter if there were individual programmes and teaching schemes within the commission's parameters, which were supported in the regions.

Of 39 programmes and teaching schemes which we evaluated, 13 were in the end included in our final revision. All programmes and teaching schemes aimed at the prevention of drug abuse, were excluded. In addition, a number of programmes were not assessed because they did not satisfy the commission's criteria as described below. This means that there are many initiatives within this area which have been tried and implemented in Norwegian schools, but which did not satisfy the commission's criteria.

The following are the commission's criteria which formed the basis for the choice of programmes and teaching schemes which were reviewed:

1. Only programmes and teaching schemes are to be included, other initiatives are to be excluded.
2. Programmes and teaching schemes must have as their goal to prevent and reduce problem behaviour and/or promote social competence.
3. A written documentation must be available, Norwegian and/or international, which would make it possible for a research-based assessment of the programmes and teaching schemes to be taken.
4. Only programmes and teaching schemes which have been evaluated, will be given priority.
5. Only programmes and teaching schemes which have been systematically tried and used according to plan in Norwegian schools, will be given priority.
6. Programmes which have been developed for kindergartens but which have also been used in primary and lower secondary school, will be included
7. Initiatives aimed at the prevention of drug abuse will be excluded since they shall be assessed separately

The owners or administrators of the programmes and teaching schemes have provided the research group with summaries of the documentation that is available with regard to the relevant programmes and teaching schemes.

The mandate for the work is to give a research-based evaluation of the relevant programmes and teaching schemes. There have not been enough resources or time for the research group to carry out its own studies or gather in new documentation or data in the evaluation of each individual programme

and/or teaching scheme. Programmes which have had clear documented effect in other countries, are included in the sample.

It became apparent that several programmes and teaching schemes which had been reported in, had not been followed up with evaluations. The same applied to the previous revision of programmes in this area in 2000. Since 2000, it appears that some programme providers have carried out evaluation studies of their own programmes. However, there are large variations in the quality of the evaluations.

Aggression Replacement Training (ART)

Main focus/priority area

ART is a multi-modular programme for establishing social competence. The programme comprises training in moral reasoning, anger control and social skills.

Type of school/year group

ART is used at primary and lower secondary level

Publisher

Originally Arnold Goldstein, Syracuse University, New York.
In Norway: Diakonhjemmet University College Rogaland, Vågsøgt. 40, 4300 SANDNES.

Materials

Manual:

Gundersen, K., Finne, J. and Olsen, T.M. (2006) ART en metode for trening av sosial kompetanse, rev. utg. Nærbø, University College in Rogaland

Background:

Goldstein, A.P., Glick, B. og Gibbs, J. (1998) Aggression Replacement Training, A Comprehensive Intervention for Aggressive Youth, Ch. III. Research Press

Moynahan L., Strømgren, B., Gundersen, K. (2005) Erstatt aggresjonen Universitetsforlaget.

Gundersen, K., Moynahan, L. (2006) Nettverk og sosial kompetanse. Gyldendal Akademisk.

Costs and time required

The use of ART presupposes that the person implementing the programme has attended an ART-training course. The price charged by Diakonhjemmet University College, Rogaland, including manual and course book, is NOK 8,000 . The course consists of eight days, spread over four months. Between the meetings, course members are expected to work on their own. It is recommended that each school trains 5 - 6 instructors.

In addition Diakonhjemmet University College, Rogaland offers a higher qualification in "training of cognitive, emotional and social skills" in which ART forms the major component. This course is only available in Norwegian(60 ECTS credits).

At least 10 weeks, with three school periods pr. week are needed to complete the ART programme. It normally takes between 12 and 20 weeks to complete the programme.

It recommends two trainers in each group and for every session given, an hour for planning and an hour for follow-up work should be set aside.

Target group pupils

The target group is first of all pupils who have developed behavioural problems , or who are in danger of developing problems.

Goals

The goal of ART is to increase the participants' social competence through systematic training of social skills, anger control and their powers of moral reasoning. The aim is that the participants, through observation and participation in exercises, learn to develop the ability to empathise, to handle their own anger and to utilise appropriate social skills which can replace aggression and build positive networks.

Working method and activities

ART is implemented as a course of 30 lessons, spread over at least 10 weeks, with three

lessons per week. Each week there is a training session for each of the themes - social skills, anger control and moral reasoning. The training takes place in groups of 4-9 participants.

The sessions follow a tight structure which includes a definition of the day's theme, role play, a round of evaluation and homework. In order to ensure motivation, the sessions have elements of play and high levels of pupil activity. The themes for the three areas are taken from real situations in the participants' every day lives.

Theoretical/empirical foundation

ART builds partly on social learning theory. The assumption is that people learn through model learning and social reinforcement. When children and teenagers observe that the desired behaviour leads to positive social reinforcement, there is an increased probability that the children themselves will carry out such desired behaviour. An important prerequisite that the child will execute the desired behaviour, is that the child has the necessary social competence to carry out the action.

Implementation strategies

ART is based on the assumption that the school takes responsibility for executing the programme but that counselling is arranged during the course of the programme to ensure the integrity of the programme. An important prerequisite which ensures that that will happen, is that those who implement the programme, have been educated as ART- trainers. The programme's use of lessons makes it possible to integrate the programme into the ordinary everyday running of the school. At some schools ART has been carried out as a course for all 8th year pupils, with refresher lessons for 9th and 10th year pupils.

Evaluation

ART has previously been evaluated in the USA and Norway. The evaluations from the USA have focused on ART as an initiative for the prevention of criminality (Barnoski and Aos 2004). The findings are that ART reduces the risk of punishable offences being committed and the programme is considered cost-benefit-effective in this situation.

From the use of the programme in Norwegian schools, a study of its effects is available (Gundersen og Svartdal 2006) This presentation takes that study into account. The Norwegian effect-study concentrated on the non-random selection of 65 children and teenagers from schools and institutions in southern Norway. The evaluation study had a so-called quasi-experimental design, in which an intervention group and a control (comparative) group were measured before and after the intervention had taken place. In this type of design, potential effects of the intervention emerge in that the intervention group has a more favourable development over time than the control group. Statistically validated intervention effects were found for social skills (as assessed by the parents) and for problem behaviour (as assessed by the parents). Separate analyses of the groups showed that the intervention group had positive changes in 9 out of the 10 goals for social competence and problem behaviour. The control group had statistically positive changes in 2 of the 10 goals for social competence and problem behaviour.

Assessment and recommendations

ART is a systematic approach to problem behaviour and is based on a sound theoretical foundation. The programme's pedagogic structure and framework enable it to be carried out during a normal school day.

The programme has a well thought out implementation strategy with a high level of training for those who implement the programme. This presupposes a high level of motivation on the part of the teachers who want to take part in the programme.

The tools which the programme uses, are structured and systematic. A possible limitation of

the programme, is that it only focuses to a small extent on the school as a system. The primary unit is the group which implements the programme. In accordance with the aims to achieve lasting effects, it may be necessary to supplement the programme with school-wide initiatives. At present, the only evaluation of the use of ART in the Norwegian primary and lower secondary school documents positive effects over a short period, but this is based on relatively limited data. The evaluation should be followed up by further studies on the long-term effects

Recommendations

The programme has been evaluated as belonging to category 3: Programmes with documented results.

The research group recommends ART for use in lower secondary schools for those groups which have developed, or are in danger of developing, problem behaviour. For use as a primary preventative measure, the programme should be supplemented with school-wide initiatives.

Connect (Re-named Respect 14 August 2006)

Main focus/ priority area

In Connect, the school's entire learning environment is in focus and the programme has seven priority areas of which the first three are described as the primary areas of interest. The programme's primary areas of interest are described as discipline, concentration and bullying. The secondary areas of interest are violence, racism, the growth of negative gangs and illegal absenteeism. Connect emphasises a whole school approach, where all the parties are involved: pupils, staff, parents, the local town district authority and voluntary organisations.

School type/year group

The programme is designed for primary and lower secondary schools.

Publisher

The Centre for Behavioural Research(SAF), University of Stavanger

Materials

The programme does not have its own material, but instead it makes use of existing material which the individual school develops as a result of an evaluation of the school's challenges. The Connect programme is therefore not manual-based or described, but the concept is that the school itself, based on paramount principles and examples, draws up its own activities and solutions at the organisation, class and individual level, with the aim of maintaining the focus and developing skills.

Costs and time required

During the period of the project, a two-day seminar is held for the school's management, project groups and representatives from the local school administration. In addition, during the running of the year-long project, a seminar, comprising four course days, is held for the school's staff. A two-day foundation seminar is also held for the project groups, and the local authority leaders and administration at the start-up of the project. A day seminar for all the staff at the school is held. Participation in group-based colleague-counselling sessions at least once a month is expected of all the teachers. Attendance at a two-day seminar by all the teachers who shall lead the groups, is also demanded. The project groups have regular meetings at least every 14 days. Finally, a network is established between the participating schools comprising the headteachers and advisers from the individual schools, and the Connect co-workers. They meet regularly four times during the project period.

Target group pupils

The target group includes all the pupils in school.

Goals

The paramount goals relate to the reduction of problem behaviour in the school. The intermediate goals are to develop strategies for the establishment of authoritative class management, broad-based involvement (by teachers, pupils, parents and school leaders), consistency and continuity. This is based on extensive research literature which documents the correlation between the extent of problem behaviour and the lack of such strategies in the school.

Working methods and activities

The programme is described as having five main components.

1. Four course days for the staff at the schools (topics: starting school, problem behaviour, class management, school-home cooperation and optional topics)
2. Colleague-counselling
3. Initiatives at the school (general and local)
4. School network (for Connect-groups, headteachers and advisers)
5. Evaluation

The programme is described as being principle-led (as opposed to manual-led) and includes examples of initiatives which can be used. The programme includes a certain number of obligatory measures as well as initiatives which the schools themselves develop. The obligatory measures are: encouraging a trouble-free transfer of children from kindergartens to primary school, colleague counselling, intervention in cases of bullying, the use of reflective jackets by teachers on duty supervising during breaks, participation in network groups and the reporting of results.

Theoretical/empirical foundation

The development of the Connect-programme is founded on four key principles which are based on theoretical and empirical research. The first principle presupposes that the adults in the school have an authoritative approach to establishing a caring school environment and have clear standards for acceptable behaviour. Secondly, the theoretical background presupposes that the programme is broad-based and aimed at the reduction of a variety of forms of problem behaviour by involving pupils, teachers, parents and the administration. Thirdly, there is a principle of consistency between the values and the actions aimed at ensuring an influence on pupil behaviour. Finally, the aspect of continuity involves a long-term commitment to the first three mentioned principles.

Implementation strategies

Implementation takes place under the management of the school's Connect group under the leadership of the headteacher. Each school also has its own adviser as a part of the implementation strategy. The result of the introductory questionnaire forms an important basis for the school's implementation work. Four course days are then provided for all the staff at the schools with training in colleague-counselling, colleague-counselling for all the staff at the schools and the establishment of a network between the schools. The planning meeting for the autumn takes place in the spring term. To ensure a feeling of ownership within the individual schools, emphasis is placed on the innovation-model whereby the school itself contributes to creating its own alternative courses of action in accordance with the programme's principles of comprehensiveness, authoritative adults, consistency and continuity. At each school, a plan is prepared for follow-up work to the day course .

Evaluation

The evaluation has been organised from a so-called longitudinal cohort design with pre- and post-testing taking place with just under a year's interval. The design does not involve control groups but compensates for this by comparing pupils from corresponding age groups who have not taken part in the programme with those groups which have taken part. Recruitment and selection procedures rely on the schools themselves applying for admission to the programme. Evaluation covers many respondents in that both teachers and pupils have completed questionnaires concerning the same goals for the indicators in the project: discipline, concentration, bullying, racism, violence, the formation of negative gangs and truancy, together with process evaluation. The evaluation has been carried out three times and is based on three main samples. A pilot study (four schools) and two main projects with respectively 12 and 14 schools. From the main results it appears that there are clear reductions in discipline and

concentration problems (a quarter) at the schools which have been involved for the longest period of time. The reduction in the reported cases of problem behaviour has also continued after completion of the project. The reduction has been most pronounced at the primary level and to a lesser, but considerable extent at the lower secondary level. It has also been shown that there has been a reduction in the reported incidences of difficulties in areas which were not directly focused on by the programme, e.g. violence.

Furthermore a less extensive pilot study using pre- and post control-group design, was carried out. The results from the two evaluations were quite similar.

Assessment and recommendations

The programme is based on a solid theoretical foundation. The evaluation has a research-design which relies on pre- and post-measuring with a control group. The implementation strategy is based on a gauge for innovative work which is prepared by the school's own collaborators with a view to creating "joint ownership" of the process. The evaluation however, does not include a discussion of the extent to which this is achieved. A comprehensive evaluation has taken place in Norway in addition to the pilot study. The results indicate a clear reduction in the instances of problem behaviour in the school as a result of the comprehensive campaign.

Recommendations

The programme has been evaluated as belonging to category 3: Programmes with documented results.

The research group recommend further use of this programme in the schools.

The Incredible Years (Webster-Stratton)

Main focus/priority area

Prevention and treatment of problem behaviour in small children.

School type/year group

The teacher programme "The Incredible Years Child Dinosaur School Program" is presented in the form of a programme which can be implemented in the school and which involves pupils from grades 1-3

The programme consists of the following two elements:

- Children's groups: Dinosaur school in the classroom (prevention of behaviour problems - general)
- Teacher programme (class management training and practice for teachers)

In addition, the programme comprises two elements which form part of the treatment initiative:

- The parents' programme: Basic and Advanced
- Children's groups: Dinosaur school (therapy)

The Parent Programme and Dinosaur School Program can be offered as a treatment scheme

The programme covers children aged 3–8 years.

Publisher

University of Tromsø, The Medical Faculty, The Regional Centre for Children and Adolescents' Mental Health,, North Norway is the secretariat charged with implementing the programme. Large parts of the programme have been translated into Norwegian. Both the Parent Programme and the Dinosaur School have been evaluated in Norway and implemented nationally over a period of time. The School Programme is also being implemented at present. The Programmes were originally developed in USA with the title "The Incredible Years".

Materials

The material for the teachers' programme and for the programme aimed at preventing general behaviour problems in the classroom, is allocated during the course of the scheme. The methods and relevant theory are described in the book "How to promote social and emotional competence in children" (Webster-Stratton 2005).

The programme's working-methods for the treatment of children with problem behaviour, are described in a detailed manual and the work is carried out by certified instructors/group leaders.

Costs and time required

The programmes are free for schools and kindergartens. The Teacher Programme should, in principle, be offered through training by instructors. The requirement for instructors is that they have a minimum of three years' relevant university college education plus counselling experience. At present, implementation is offered free as a part of the national implementation of the programme which is financed by the Social and Health Directorates.

Different time allocations are necessary depending on whether sessions for pupil groups aimed at the general prevention of problems are wished, or therapy sessions for individual children is wished. Time allocation is also dependent on whether all three components of the programme are to be used. The programme "The Incredible Years" must be viewed as a comprehensive programme which requires that the school allocates time for the training of teachers and the maintenance of their competence.

- Teacher Programme: Training of teachers involves a total of 4-6 full days, spread over 5-6

months. The Teacher programme can be combined with training for the children's groups (Dinosaur School and Dinosaur School in the Classroom). The training is led by certified instructors from PPT (Educational Psychology Services) or another municipal /county municipal authority.

- Dinosaur School in the Classroom: concerns the general prevention of behavioural problems in the class. Certified group-leaders direct the programme together with the teacher for two hours, twice a week for a year, or, for one hour per week, for two years. Teachers who take part, receive advice and practical training. After the training period, the teacher can continue with the programme on his/her own.
- The Parent Programme: The parents of six children meet for two hours each week, for 12-14 weeks (Basic), alternatively for 20-22 weeks (Basic + Advanced). Sessions are led by certified instructors from BUP (Children and Adolescents' Psychiatric Service) or local authority /municipality services.
- Children's groups: 18–20 group meetings with six children. Each meeting lasts two hours. The children's groups run in parallel with the parent programme and are led by certified instructors from BUP. (Children and Adolescents Psychiatric Service)
Certified instructors with special training are used during the therapy programme.

Target group pupils

All pupils, pupils who are in danger of developing behavioural problems and pupils who have developed problem behaviour.

Goals

- Children's groups: To strengthen emotional and social competence, to improve self-image and encourage the experience of success. Training in conflict-solving, empathy, anger-control and self-control.
- Teacher Programme: To strengthen the teacher's ability to prevent and manage problem behaviour, to strengthen class-management skills and encourage a variety of approaches to the learning situation
- Parent Programme: To improve the parents' abilities to manage and prevent problem behaviour. Central themes are: building relationships, positive interaction, setting limits and problem-solving strategies.

Working methods and activities

When the children are in groups, they are given practical training tasks and take part in discussions on problem-solving, anger-control, empathy, play and social skills.

The Incredible Years is manual-led and based, in part, on video recordings which are later analysed. During teacher-group meetings there are discussions based on a series of video vignettes, tuition is provided by instructors and the teachers are given practical training in problem-solving techniques and communication skills. The measures are directed at the parents' and teachers' handling of the children generally and also their handling of difficult situations.

Theoretical/empirical foundation

The programme's methodology builds on social learning theory and uses the analysis of behaviour. The implementation builds on the knowledge of developmental psychology and social/psychological group processes. The programme is a multi-systemic initiative

There is a good correlation between the theories on which the programme is based and the descriptions given in the manual and other background documentaion.

Implementation strategies

The programme has clear implementation strategies for all the programme's components. A

detailed user-manual is available with full descriptions of the treatment programme. In addition, there are clear routines for the certification of instructors and plans for the training of parents and teachers. Schools wishing to make use of the programme must undertake to follow the programme in its original form. The schools must apply to establish one or more of the programmes and an assessment is made of whether the applicant has the necessary framework to be able to use the programmes. This involves setting aside time for the training and maintenance of skills and for quality assurance of the project within the applicant's own organisation. Educational Psychology Services which want to train instructors, must apply to "The Incredible Years Programme" and undertake to participate in "The Incredible Years Programme" implementation process.

Evaluation

The Incredible Years Parent Programme and Dinosaur School have been evaluated in Norway in a randomised control-group design with results which correspond to those from both the programme-developer and other independent research groups (Mørch, Clifford, Larsson, Drugli and Fossum 2005, Mørch and others, in preparation 2006).

The Teacher Programme and Dinosaur School in the Classroom are due to be evaluated in 2006-2008. As the Norwegian evaluation of the the Teacher Programme has not yet taken place, the American evaluation is referred to here.

Under American conditions, the programmes have undergone comprehensive evaluations.

In each of the three main programmes, an experimental design with comparative groups has been used, and a random sample of the respondents has been carried out. These evaluations have been repeated many times by other researchers who have not been associated with the developers of the programmes. In addition to the three main programmes having been evaluated individually, they have also been evaluated when used together. The following is a summary of the main findings of the researchers: The results are in agreement and indicate that the programme's preventative measures and treatment reduce behavioural problems, increase social skills and improve the quality of the interaction between the child and the parents, and between the child and the teachers. The findings have been recorded both in the short and long term. For a more detailed description of the various pieces of research work, please refer to the summary article by Webster-Stratton and Reid (2003).

To sum up, the extensive research has indicated that the three main programmes each have an individual effect but that the greatest impact on reducing and preventing serious behavioural problems is achieved when all three components are used together.

Assessment and recommendations

The programme is built on research-based expertise which supports the assumptions of positive results of the programme and this is founded on theoretical and empirical professional expertise. The programme has a clearly defined objective and participation and follow-up are demanded.

Recommendations

The programmes has been assessed as belonging to category 3: Programmes with documented results. In the USA, the programme has had a documented effect on the prevention and reduction of serious behavioural problems. The programme should also be evaluated under Norwegian conditions and it is therefore positive that such an evaluation has been started. We recommend that the programme is used in Norwegian schools with this provision.

This Is My Choice 1, 2, 3 and 4

Main focus/priority area

To develop a good pupil/school environment. To develop social competence with the emphasis being placed on taking responsibility for one's own choices and actions

School level/year group

The training programme is aimed at pupils from grades 1-10 and pupils in upper secondary education and training. The programme consists of four teaching schemes:

- This is my choice 1: Grades 1-4
- This is my choice 2: Grades 5-7
- This is my choice 3: Grades 8-10
- This is my choice 4: pupils in upper secondary education

Publisher

The foundation "This is my choice" is a part of Lions Clubs International. The programme has been translated and adapted to suit Norwegian conditions. The American version of the programme is entitled "Lions Quest".

Materials

- Teacher guidance for the four teaching schemes. These include a presentation of the fundamental educational principles, suggestions for implementation of the individual lessons and master-copies for use in the lessons
- "Changes", textbook which contains short stories, articles and quotations.
- "The important years", a resource book for parents.
- A guide for use in planning and managing parent-teacher meetings..
- A brochure entitled "Taking action against violence in the home and in the school."
- A musical with the title "The search for self-confidence".
- A brochure of ideas for games and interaction exercises.

Costs and time required

The amount of time allocated is decided by the individual schools and teachers but it is recommended that an arranged progression is followed. There are no costs involved in participation in the programme apart from those related to the teachers who will implement the schemes. The teachers must attend a 2-day training course. There are relatively limited costs related to the purchase of teaching materials.

Target group pupils

All pupils, pupils who are in danger of developing behavioural problems and pupils who have developed problem behaviour.

Goals

- Children's groups: To strengthen emotional and social competence, to improve self-image and encourage the experience of success. Training in conflict-solving, empathy, anger-control and self-control.
- Teacher Programme: To strengthen the teacher's ability to prevent and manage problem behaviour, to strengthen class-management skills and encourage a variety of approaches to the learning situation
- Parent Programme: To improve the parents' abilities to manage and prevent problem behaviour. Central themes are: building relationships, positive interaction, setting limits and problem-solving strategies.

Working methods and activities

When the children are in groups, they are given practical training tasks and take part in discussions on problem-solving, anger-control, empathy, play and social skills.

The Incredible Years is manual-led and based, in part, on video recordings which are later analysed. During teacher-group meetings there are discussions based on a series of video vignettes, tuition is provided by instructors and the teachers are given practical training in problem-solving techniques and communication skills. The measures are directed at the parents' and teachers' handling of the children generally and also their handling of difficult situations.

Theoretical/empirical foundation

The programme's methodology builds on social learning theory and uses the analysis of behaviour. The implementation builds on the knowledge of developmental psychology and social/psychological group processes. The programme is a multi-systemic initiative

There is a good correlation between the theories on which the programme is based and the descriptions given in the manual and other background documentaion.

Implementation strategies

The programme has clear implementation strategies for all the programme's components. A detailed user-manual is available with full descriptions of the treatment programme. In addition, there are clear routines for the certification of instructors and plans for the training of parents and teachers. Schools wishing to make use of the programme must undertake to follow the programme in its original form. The schools must apply to establish one or more of the programmes and an assessment is made of whether the applicant has the necessary framework to be able to use the programmes. This involves setting aside time for the training and maintenance of skills and for quality assurance of the project within the applicant's own organisation. Educational Psychology Services which want to train instructors, must apply to "The Incredible Years Programme" and undertake to participate in "The Incredible Years Programme" implementation process.

Evaluation

The Incredible Years Parent Programme and Dinosaur School have been evaluated in Norway in a randomised control-group design with results which correspond to those from both the programme-developer_and other independent research groups (Mørch, Clifford, Larsson, Drugli and Fossum 2005, Mørch and others, in preparation 2006).

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Under American conditions, the programmes have undergone comprehensive evaluations. In each of the three main programmes, an experimental design with comparative groups has been used, and a random sample of the respondents has been carried out. These evaluations have been repeated many times by other researchers who have not been associated with the developers of the programmes. In addition to the three main programmes having been evaluated individually, they have also been evaluated when used together. The following is a summary of the main findings of the researchers: The results are in agreement and indicate that the programme's preventative measures and treatment reduce behavioural problems, increase social skills and improve the quality of the interaction between the child and the parents, and between the child and the teachers. The findings have been recorded both in the short and long term. For a more detailed description of the various pieces of research work, please refer to the summary article by Webster-Stratton and Reid (2003).

To sum up, the extensive research has indicated that the three main programmes each have an individual effect but that the greatest impact on reducing and preventing serious behavioural problems is achieved when all three components are used together.

Assessment and recommendations

The programme is built on research-based expertise which supports the assumptions of positive results of the programme and this is founded on theoretical and empirical professional expertise. The programme has a clearly defined objective and participation and follow-up are demanded.

Recommendations

The programmes has been assessed as belonging to category 3: Programmes with documented results. In the USA, the programme has had a documented effect on the prevention and reduction of serious behavioural problems. The programme should also be evaluated under Norwegian conditions and it is therefore positive that such an evaluation has been started. We recommend that the programme is used in Norwegian schools with this provision.

You, Me and the Two of Us

Main focus/priority area

"You, me and the two of us" is a framework programme for the systematic promotion of the child's social competence. There is additional focus on the development of competence on the part of the personnel involved. The programme has been developed in Norway through a number of studies, in a variety of day-care centres, since 1993.

School level/year group

It is aimed primarily at kindergartens but also for primary school level (Grades 1- 4).

Publisher

Kari Lamer

Materials

"You, me and the two of us" (1997) consists of three parts:

- Handbook – describes the practical-methodical format and consists of three parts: Theme pamphlet, Here and Now pamphlet and Basis pamphlet (newly revised edition autumn 2006).
- Theory book – gives the theoretical basis for the work aimed at developing the social competence in educational institutions.
- Children's book – consists of 25 stories for children. These are about Truls and Trine. The stories describe the children's daily lives and challenges.

Costs and time required

The direct costs are linked to the purchasing of the material (pamphlets/books). It is not obligatory for the staff of the individual educational institution or for the local authority which shall use the programme, to undergo training. However, it requires time to adopt the programme. The programme is developed with a view to being adapted as the central goal for the kindergartens and primary and lower secondary school. . This would make it easier to integrate the programme in both the day-care centre's and school's structure, plans and remaining activities. Guidance is offered during the implementation of the programme but this is not a requirement.

Target group pupils

Kindergarten children and primary school pupils (3-9 years of age).

Goals

The programme's aims are to ensure and encourage the social competence of all children and to prevent and treat behavioural difficulties, such as externalised and internalised behavioural problems. The framework programme is pro-active and is aimed at all children, including those at risk and those with special needs. At the same time, it aims to ensure and promote a positive self-image in each child. Social competence is sub-divided into five areas

- Empathy
- Pro-social behaviour
- Self-control
- Self-assertion
- Play, pleasure and humour

Working methods and activities

The programme consists of a structured and an unstructured section. The structured section is based on 25 children's stories. Each story forms the basis for a theme. The stories include examples of situations in which socially competent behaviour, and behaviour lacking in social competence, are described. The sessions concentrate on dialogues and talks linked to the stories. Prepared activities, such as role-playing and role games using, for example, dolls, drawings, songs, rhymes, rules and children's books, can also be brought in.

The unstructured section of the programme is to be used to link social competence to daily situations in the kindergarten/school. The role of the adults is emphasised here. A variety of methods are described. These methods can be used to build up a good climate both for interplay between the children and interaction between the adults and the children. Also included are forms to be used for the observation of children and descriptions of problem-solving strategies. Stress is placed on model learning and child-adult relationships. Explanations are provided of how the assessment of the child's social competence should be carried out.

Theoretical/empirical foundation

The programme is founded on a wide theoretical base. Reference is made to literature on social development and problem behaviour in a Norwegian context (Haug, Nordahl, Ogden, Rye and Sørli) and emphasis is laid on international approaches (Bloom, Garbarino, Gresham and Elliott, Katz and Mead). The programme is based partly on an analysis of five competence-development programmes, including "Step by step". In addition, a critical analysis of the day-care centre's traditional role in the learning and development of social competence, has been taken. The author reaches the conclusion that the cognitive and emotional development of the child must be seen as a whole. Coherence between theory and practice is ensured through the use of a book on the theory and a handbook.

Implementation strategies

The programme emphasises an approach which balances the personnel's "loyalty" to the central elements in the programme with a large measure of educational freedom. This gives the personnel room to manoeuvre when dealing with the development of the programme at the local level. In order to succeed in achieving this balanced implementation strategy, much is demanded of the personnel's ability for action learning where teamwork and collective reflection are important. The importance of educational leadership and skill in curriculum planning are described as being central to the implementation.

Counselling during testing of the programme is offered, but uptake of this is not demanded. No preparations have been made for the establishment of a network between the various establishments using the programme. However, it is recommended that several day-care centres/schools in the same local authority cooperate in development work supported by the local authority.

The programme has been used considerably, primarily in kindergartens. A report from 2004 (Gulbrandsen and Sundnes) showed that 57% of a nationwide sample of 1000 kindergartens (both private and public), used the programme. Of the large local authority day-care centres in the sample, a total of 70 % used the programme. In the report on the state of primary and lower secondary education (Norwegian Board of Education) 2003) it appeared that the programme was also used to a certain degree at the primary school level. These recordings of the spread of the programme do not say anything about the quality or results of the programme's implementation.

Evaluation

Action-oriented research has been carried out based on four surveys made in connection with the development of the programme between 1993 and 2003. This assessment is based on more recent research and relies on the following two evaluation studies:

1. January 1996- June 1997 – testing of the third edition of "You, me and the two of us". The sample comprised 18 full-day municipal kindergartens in two adjacent authorities in Oslo. This involved 1100 children in total. The measuring tool used in this survey was an adaptation of Gresham and Elliotts (1990) "Social Skills Rating System Questionnaire" (SSRS) for the preschool. Four collections of data were made: before, after and twice during the 1½ year duration of the project. The respondents were the educational leaders in the kindergartens.
2. August 2001–June 2004. The sample comprised an experimental group of seven day-care centres in a neighbouring authority to Oslo and a comparative group of seven other day-care centres from the same local authority. This involved 1426 children in total. The sample was not random. A later edition of SSRS was used as the measuring tool. The respondents were the educational leaders.

The results from these two surveys are described in a report to Skedsmo municipality /County Governor in Oslo and Akershus (Lamer and Hauge 2005). The effects of intervention were analysed in the form of the so-called ANCOVA-analysis in which the difference between the intervention group and the comparative group was analysed after respectively one year, two years and three years, with a control for the earlier level, sex and age. For externalised problem behaviour there were statistically measured effects after the first and second year. For internalised problem behaviour there was an effect after the first year. Analyses of the level at the last measurement showed that the intervention group had a lower level of externalised and internalised problem behaviour than the comparative group, even taking into consideration to the level of problem behaviour at the start of the project. In relation to social competence, the analysis showed no consistent results concerning the changes over the period as a whole. No studies have been taken of the use of "You, me and the two of us" at infant school level. The research group recommend the carrying out of an evaluation which focuses on testing and measuring the infant school child's development and social competence within the target area focused on by the programme. We would recommend that it includes evaluation based on a design which a) measures the effect at an individual level, b) includes several respondent groups with before and after measuring and c) includes comparative groups.

Assessment and recommendations

"You, me and the two of us" stands out as a thoroughly prepared and tested programme for teaching social competence and for the reduction of problem behaviour. Its strengths are its wide theoretical approach and its links to kindergarten practice. The programmes have clearly defined implementation strategies which support the initiative over time. Greater emphasis could be placed on day-care centre personnel being trained and given responsibility for the implementation. It is considered positive that the programme has been developed in Norway over a period of several years.

Recommendation

The programme is evaluated as belonging to category 3: Programmes with documented results. The programme is founded on research-based expertise which supports the assumptions of positive results. The programme has, on the basis of evaluation, documented positive results in relation to its use with children at day-care centres. As yet, no research has been undertaken concerning the programme's use at primary school level but it is considered probable that the programme will lead to positive results. Even so, there are certain reservations in giving a total recommendation in connection with the programme's use at the infant school level. The research group recommends that the programme's use in Norwegian schools be followed up by evaluations.

Creative Problem Solving in School (KREPS)

Main focus/priority area

The development of social competence in order to reduce problem behaviour.

School level/year group

Grades 8-10.

Publisher

Stord/Haugesund University College. Testing of the training programme has been carried out by the National Education Office in Hordaland, but the responsibility for its follow up and further development has now been transferred to Stord/Haugesund University College

The programme has been translated and adapted to Norwegian conditions. The original title is: Reasoning and re-acting. A handbook for teaching cognitive skills. The programme was developed by Fabiano and Porporino. The programme is at present under development and will be presented in a new version.

Materials

The programme manual "Creative problem solving in the school" describes a thematically divided teaching scheme in nine chapters, with accompanying advice for teachers. The themes are presented and worked through in a particular order according to a progression plan. The programme comprises 58 lessons.

Costs and time required

The programme covers a year and requires ca 70 lesson periods spread over the school year (3-4 hours per week).

Target group pupils

The training programme is aimed at pupils who are considered to have problem behaviour.

Goals

- To give the pupils who have problems interacting, a teaching scheme which strengthens their social competence and social skills
- To give teachers a tool which they can use when working with pupils who need to strengthen their social development
- To give the school a training programme which can be used to help develop the pupils' social competence

Working methods and activities

A structured social competence and proficiency training programme, with focus on the individual's ability to solve problems, to exercise self-control (to cope with feelings, particularly anger), to make choice of values, and on the individual's self-assertion, empathy, and creative and critical thinking. The main emphasis is on a cognitively directed method where knowledge and information concerning the various themes in the programme are combined with group discussion and the use of role play. KREPS is a secondary level preventative initiative aimed at pupils from grades 8, 9 and 10, who are considered to have behavioural problems. Teachers select relevant pupils for the initiative - there are no clearly defined criteria for choosing those who are to participate. The initiative is organised as a group initiative which takes place outside the ordinary lessons.

Preferably, there are 1-2 groups at the individual school and each group consists of 4-10 pupils. Separate instructors are responsible for the practical implementation. The local authorities recruit and have responsibility for training the instructors.

Stord/Haugesund University College offers courses some of which are based on KREPS

Theoretical/empirical foundation

Cognitive psychology. A version of “Cognitive skills training programme” (Fabiano and Pororino) developed for use in Norwegian schools, founded on the Canadian programme “New start” which is used by inmates in prisons in many countries. The content of the programme of initiatives is related to L97.

Implementation strategies

It is recommended that the training programme is carried out as described, i.e. with the prescribed order of lessons, the same content and the same working methods.

During testing of the programme, follow ups of the schools have been carried out by project groups and project coordinators. Instructors are responsible for their own individual groups and the instructors have undergone certification. The implementation routines and routines for carrying through the programme, are being evaluated.

There is an explicit implementation strategy marked by a clear foundation and a structured, progressive and professional scheme. This has a clearly allocated distribution of tasks and responsibilities, together with planned strategies for achieving the goals and for evaluation. The training and counselling schemes for teachers/instructors is deemed necessary and relevant.

Evaluation

Evaluation of the first version of the programme was carried out by the Institute for Social Psychology, Bergen University (Manger, Eikeland and Asbjørnsen 1998, 1999, 2000). Five part-reports from the evaluation are available, together with a final report from the National Education Office in Hordaland

The results of the evaluation indicate a slight improvement in general learning results and an increased feeling of well-being among the pupils participating in KREPS. All respondents were positive about the programme. A small but significant improvement in social competence was noted from pre-test to post-test. In addition there were significant positive differences in empathy and “locus of control” between the test group and the control group and a trend toward positive changes in problem behaviour.

The evaluation studies (Manger, Eikeland and Asbjørnsen 1998, 1999, 2000) which were carried out on the first version of the programme, were undertaken in an appropriate manner and are well documented. The evaluations give an adequate empirical basis for drawing conclusions about the participants' experience of the programme's relevance and value. The evaluations give the basis for drawing relative conclusions about the programme's effectiveness. Positive, and some significant, effects were achieved in the trial of KREPS. From the perspective of risk and prevention, modest effects may have pivotal meaning and practical significance. Positive benefits are mainly recorded within the training situation and only to a small extent in the ordinary classroom and in the pupils' own evaluations. As KREPS is now being rewritten, it is recommended that the programme in its new, further developed version, be evaluated through systematic model experiments, which should include a parallel evaluation study with experimental and longitudinal design.

Assessment and recommendations

The programme of initiatives has a clear theoretical and experience-based foundation with a clear implementation strategy. KREPS is an initiative with adequate scope and in addition has been tried out in a systematic manner in Norway. However, major changes are being made in both the content and implementation of the programme. The research group is therefore of the opinion that no documentation of the results of the programme is available, even though the earlier version of KREPS has been evaluated and appears to be a promising initiative for the lower secondary level.

Recommendation

The programme is evaluated as belonging to category 2: Programmes with a high probability of achieving results. The research group considers that the training programme has a high probability of achieving results in the development of general social competence and the prevention and correction of problem behaviour. The new version of KREPS should be followed up by evaluation in order to document the results of the new programme.

The Learning Environment and Educational Analysis (LP-model)

Main focus/priority area

The model's main focus is aimed at the individual teacher's educational work experience and the challenges encountered there. The aim is to change those conditions in the learning environment which perpetuate the problem. This is done with a view to creating good conditions for the social and academic learning of all pupils.

School level/year group

The model is developed for use in primary and lower secondary schools.

Publisher

Lillegården Resource Centre, The National Support System for Special Education (Statped.)

Materials

Course material has been developed by Lillegården Resource Centre and NOVA (Norwegian Institute for Social Research):

- Brochure
- Three instruction brochures (theoretical foundation, using the LP-model and guidelines)

Costs and time required

The project has a three year time-frame. During the year, the teachers have 18 teacher-group meetings, each lasting 1-1,5 hours. Each school has a project coordinator who uses a minimum of two hours per week dealing with coordination work. As described in the agreement of cooperation, the schools set aside time for training, planning, coordinating and for the exchange of experience. Time is to be set aside for the reading of specialist literature. In addition external supervisors take part in three training meetings.

The schools contribute toward their own costs for course days and material/books for all the participants:

Total number of pupils	Charge per year
schools with fewer than 50 pupils	NOK 12,000
schools with 50 to 100 pupils	NOK15,000
schools with 100 to 200 pupils	NOK17,000
schools with 200 to 300 pupils	NOK20,000
schools with over 300 pupils	NOK22,000

Participating municipalities cover the costs of service, hire of premises (e.g. training days, network), travel/food, supply teachers etc for the teachers within their authority participating in external and internal events

Target group pupils

All the pupils in the school.

Goals

The main aims of the model are to establish in the schools, good learning environments which enable all pupils to acquire social competence and subject knowledge. The paramount objectives of the strategies are based on both system theory and empirical research

Working methods and activities

The LP-model is an analysis method which the teachers at the school can use in order to gain an explicit understanding of the factors which can provoke and perpetuate behavioural and learning difficulties in the school. The model is divided into phases with an analysis section

covering the formulation of goals, the collection of information, analysis and reflection. A strategy/initiative section covers the development of strategies and initiatives, implementation, evaluation and revision. The teachers work on their own challenges in groups of 5-6 teachers. External advisers (to a large extent members of the Educational and Psychological Services (PPT)) counsel the group at least twice each term.

Theoretical/empirical foundation

The LP-model is a system-theoretical analysis model which has been developed from a theoretical approach combined with an empirical contribution linked to the pupils' learning and development in the school. This is particularly relevant to systems theory and research linked to the pupils' learning and behaviour. The empirical foundation consists of documentation of a series of variables which correlate with the behavioural problems and learning in the school.

Implementation strategies

Clear strategies have been prepared. These deal with how the LP-model should be implemented in the school. Four fundamental prerequisites for a successful implementation of the LP-model are described:

1. Staff training. This is ensured through regular and comprehensive training of school leaders and teachers before, and during, the running of the project.
2. The choice of schools should take into consideration the school's culture. This implies that the teachers want to cooperate according to the principles of the LP-model.
3. A commitment to use the model. This can be ensured through the agreement on cooperation, specific training and regular counselling.
4. Adaptation to the local context. The model itself has been designed to ensure that it adapts to the local context.

Evaluation

The evaluation was carried out through a questionnaire survey, with a pre/post design and control group. 20 months elapse between the first and the second measurements. Also included were the measurements of process variables during the duration of the project, documentation of the initiative and an interview-based survey concerning the teachers' experience of the model and its implementation strategies. The evaluation covered 14 schools in the intervention group and 10 schools in the control group. The evaluation was taken at the upper primary level and the lower secondary level. The evaluation was a multi-respondent study in which the pupils, teachers and parents took part. A random selection of the intervention and control groups was not undertaken. The schools which participated in the development project are considered to be relatively representative of the primary and lower secondary schools in Norway in respect of their socio-demographic situation. The sample consisted exclusively of schools with a clear self-interest in participating in the project.

It appears from the evaluation report that the only selection criteria for the intervention schools was a clear self-interest in taking part in the project.

Analyses of the progress from the first to the second measurement of the intervention and control groups were carried out through variance analysis and calculation of the extent of the effects. The results for the intervention and the control schools were compared and the extent of the effects was calculated in order to assess the differences between the progress made in the project schools and the progress made in the control schools (Nordahl 2005).

The results show that pupil-evaluated problem behaviour (trouble and restlessness, bullying) and teacher-evaluated social competence and academic performance, have improved to a greater extent in the intervention schools than in the control schools. Further, that positive development of the learning environment was reported in the intervention schools. This applied to areas such as relationships between teacher and pupil, relationships between pupils

in the classes and groups, class/group management, the structure of the teaching, cooperation between the teachers, pupils' satisfaction with school, the teachers' view of the pupils and cooperation between the school and the home.

Assessment and recommendations

The model's strength is that it is founded on research-based expertise which gives grounds for assuming that the positive results in respect of the reduction of problem behaviour are a result of the model. Clear strategies have been prepared for implementation of the model. Emphasis has been laid on the use of the initiative over time and that the staff at the school have responsibility for the implementation of the model. The evaluation design is strengthened by the use of pre- and post-tests and the use of comparison groups. The selection criteria was based on a clear self-interest on the part of the schools which took part in the project. This provisional evaluation of the LP-model in Norway documents positive effects of the programme. The evaluation should be followed up with further evaluation studies with reference to both the short- and long-term effects.

Recommendations

The programme is assessed as belonging to category 3: Programmes with documented results. Even so, the evaluation should be followed up by further evaluation studies with reference to both the short- and long-term effects.

Olweus Programme Against Bullying and Antisocial Behaviour

Main focus/priority area

The programme aims to reduce and prevent bullying and antisocial behaviour in the school

School level/year group

Primary and Lower Secondary schools - grades 1-10

Publisher

The Olweus-group against bullying, HEMIL-Centre (Research Centre for Health Promotion), University of Bergen and BVP-Olweus.

Materials

- Olweus' Core Programme against Bullying and Antisocial Behaviour – a Teacher Handbook.
- The Olweus Bully/Victim Questionnaire for pupils and accompanying computer programme (BVQ-Stat) for compiling results.
- Bullying among children and adolescents. Instruction booklet for parents
- Using the Olweus programme against bullying and antisocial behaviour.
- Various videofilms.

Specialist literature:

- Bullying at school – *What we know and what we can do.*

Costs and time required

The training period for the programme lasts 18 months. Costs are related to four different areas (1) purchase of material, (2) administering the Olweus' Bully/Victim Questionnaire, (3) the school's costs for staff resources, (4) training and expenses of local instructors

The school must have an assigned certified trainer in order to participate in the Olweus programme. Training of the trainer candidates is part-time and runs parallel with the candidates' main job. Over a period of ca. 20 months, the candidates attend 11-12 full-day courses with instruction and counselling. The school/municipality covers the costs of the school's use of certified trainers, this represents ca. 10 % full-time job

Staff time allocation entails mainly in preparing for, (1/2 hour reading time per person per week), and attending, educational discussion groups. Participation in staff and parent-teacher meetings in connection with the programme is also required. For the discussion groups, the schools must allocate 35-50 hours of non-classroom time in total per member of staff for the Olweus programme during the 18-month training period.

Key persons at the school who are trained by the certified trainers, must be allowed the equivalent of 4-5 days' time off in connection with courses or meetings with the school's certified trainer. For each of the key persons, a total of one hour per week should be allocated for preparation and follow-up work for the educational discussion groups.

The school must also allocate time off for the person acting as the school's coordinator for the programme.

The municipality individual school must cover the costs of training the school's key persons and coordinator. This amounts to a total of approx. 4-5 full days during the introductory period. Training of key persons from several schools, can be organised within a municipality or area

which has several schools involved in the programme.

The cost of materials will vary according to the number of staff at the school. Discounts reduce these costs if several schools in the local authority participate in the programme. On average, the costs of materials are 300-400 kr per member of staff.

The Olweus Bully/Victim Questionnaire for pupils is administered at the start of the programme and again a year later.

After the training period of 18 months, the school is strongly advised to continue the anti-bullying work of the programme according to a specified plan for the programme's maintenance/continuation. This requires fewer resources.

Target group pupils

The programme is aimed at all pupils in the school. The questionnaire is only administered to pupils from grades 3-4 and above. The questionnaire can also be used in upper secondary education and training.

Goals

The programme's main goals are (1) to reduce, or completely remove existing problems of bullying, both in and outside the school environment, (2) to prevent the occurrence of new incidents of such behaviour and (3) to achieve better pupil-pupil relationships in the school and to create conditions which enable the bullied and the pupils who bully, to thrive and function better, both in and outside the school milieu.

Working methods and activities

Prerequisites for the programme are awareness and involvement on the part of the adults in the school environment. Core programme summary:

Measures at the school level

- survey using questionnaire
- study day on bullying
- an improved supervision system
- educational discussion groups
- the setting up of a coordinating committee

Measures at the class level

- class/group rules against bullying
- regular class/group meetings (with the pupils), meetings with the pupils' parents

Measures at the individual level

- serious discussions with bullies and their victims
- discussions with parents of involved pupils
- formulation of individual plans of initiatives

Theoretical/empirical foundation

The various forms of intervention at the school, group and individual levels are based on simple key principles which are derived from Scandinavian and international research within the field and also from research-based developmental work which has been carried out since the 1980s by the Olweus group, at the Research Centre for Health Promotion (HEMIL), University of Bergen. These key principles aim to create a school environment, and preferably also a home environment, which is characterised by positive interest and involvement on the part of the adults together with firm limits with regard to unacceptable behaviour. In addition, there is a consistent use of non-physical, non-hostile consequences in the case of violation of the rules. A central aim of the programme is to minimise the possibilities and rewarding of bullying behaviour. The programme's theoretical foundation is in accord with other theories and empiricism in the field.

Implementation strategies

Clear implementation strategies for the programme have been developed. These are in accordance with general principles of implementation in the school. This involves

- (1) A coordinating committee is established which has overall responsibility for the implementation and carrying through of the programme of initiatives in the school.
- (2) In addition, educational discussion groups are set up. These comprise the school's personnel (with up to 15 people in each group). The groups are led by selected key persons and the work is coordinated by a coordinator. Finally, an internal or an external programme trainer is assigned to the school. The certified trainers, key persons, coordinators and members of the coordinating committee receive varying amounts of specific training within the programme.
- (3) An in-service meeting, in the form of a day's conference, is arranged at the start of the programme. The teachers take part in order to evaluate the current situation and plan the programme.

Evaluation

The programme has been used and distributed widely in Norway, where it has been implemented nationally as part of the government's action plan. It has also been used outside Norway. The majority of the programme's material has been translated into English, Swedish and Icelandic. A considerable amount of extensive evaluation has been carried out and this has been published internationally in scientific periodicals. It has been stated that, as the programme has been implemented nationally, it has not been possible to use a classic experimental design with random selection and control groups. This means that it is not possible to check for common sources of error through studying effects namely "history" (that the effect is a result of conditions outside the programme) and "maturation" (natural age-related changes). These difficulties have been largely resolved through the use of a so-called "quasi-experimental design". This design makes use of a time-lag difference between homogeneous age groups. That is to say, for example, that a 5th grade class which has not taken part in the intervention programme (at time point 1), has been used as a control group for, and compared with, a 5th grade group which answered the questionnaire a year earlier (as 4th graders at time point 1), and participated in the programme for eight months and also answered the questionnaire at time point 2 (1 year later). This also ensures demographic homogeneity in that the pupils from the same school can be assumed to come from the same area. It is in this manner, a design which to a large extent ensures that the effect is the result of the intervention and not due to other factors. One of the six reported evaluation studies has used a more traditional pre/post- design with intervention and control groups. In the continuous evaluations in the period 2001-2003, the collected data is in the form of (short) time series, which give particular advantages when it comes to interpreting the results.

The main results from the first evaluation (project 1983-85) show

- (1) a considerable reduction in bullying problems during the period of the project after respectively 8 and 20 months
- (2) a considerable reduction in the total number of bullies and victims of bullies
- (3) that the documented reduction in the majority of cases was ca 50 per cent
- (4) that the effects of the programme were equally strong or even stronger after 20 months than after 8 months
- (5) that bullying behaviour was not moved to outside the school's premises
- (6) that there was also a clear reduction in antisocial behaviour in the form of vandalism, theft and truancy
- (7) that the pupils' sense of well-being increased

In this evaluation, in addition to self-reporting, a form of peer evaluation and teacher evaluation was also used. Both showed positive results.

In the five later evaluations, which in some cases used very large test groups (in total, more than 40,000 pupils from more than 300 schools), a solid and systematic reduction in bullying problems (self-reporting) has again been demonstrated, particularly at the primary school level, generally with a reduction of 30-60 per cent. Follow-up studies have also shown that the effects appear to be equally strong, or even stronger, after 2 years (6 months after the training programme ended). The results for lower secondary level have generally been somewhat weaker and more variable than for the primary level. Newer analyses suggest that more time is probably needed (ca. two years) in order to achieve equally good results at the lower secondary level as at the primary level.

The Olweus programme has been selected as one of ten so-called Blueprint (Model) programmes by the American committee of experts linked to the USA's Justice Department.

Assessment and recommendations

The programme's strength is that it has documented effects which are based on extensive research using pre and post- measurements with control groups and these give grounds for a clear assumption that the positive results related to the reduction of problem behaviour, are a result of the programme. The programme is founded on theoretical and empirical expertise within the field of research. The programme has been well tested for many years both in Norway by the programme-developer, and outside the country where many evaluations have documented the positive results. In addition, evaluations with varying degrees of effects have been carried out in Norway and abroad. The Olweus programme is under continuous development and it is expected that long-term effects outside the project period, will be documented. The programme has explicit implementation strategies which support the initiative over time and it is the school and the staff who are responsible for carrying out the programme. A net-based scoring system has been developed so that the schools themselves can carry out limited evaluations.

Recommendations

The programme is assessed as belonging to category 3: Programmes with documented results and the research group recommends further use of the programme in the schools

Positive Behaviour and Supportive Learning Environment in Schools (PALS)

Main focus/priority area

This is a school-comprising initiative which involves all pupils (intervention at the universal, selected and individual level) and staff in all areas of the school.

School level/year group

Primary school (grades 1-7).

Publisher

Norwegian Centre for the Studies of Behavioural Problems and Innovative Therapy, Unirand AS, University of Oslo

Materials

- 1) Handbook for advisers
- 2) Handbook for schools
- 3) Locally adapted teaching materials, logo and procedures for each school, to make the school's campaign and goals clear.
- 4) Demonstration-DVD
- 5) Information brochure

Costs and time required

Advisers (employees of The National Support System for Special Education (Statped) and the Educational Psychology Services)

The costs are covered by government grants:

1st year: Training/supervision (a 50 per cent post, shared by four schools)

2nd year: Training/supervision (a 50 per cent post, shared by up to eight schools)

3rd year: Training/follow up (50-100 per cent post, dependent on the number of schools)

In addition travel expenses for the PALS-adviser.

Schools

1st year: NOK 3,000 per 10 handbooks, ca. 15 hours per week (team and staff meetings) + any expenses related to the hiring of supply teachers.

2nd year: NOK 15,000 teaching and consumables, ca. 15 hours per week (team and staff meetings) + any supply teacher expenses.

3rd year: NOK 1,500 licence for the data-based School-Wide Information System, ca. 15 hours per week (team and staff meetings) + any supply teacher expenses.

In addition there are expenses (working hours, travel) for the local/regional network meetings held four times each year and the national PALS conference held once a year.

Target group pupils

PALS has three target groups:

1. The pupils as a whole (universal level preventative initiative).
2. Pupils with a moderate risk of developing problem behaviour (selected level initiative).
3. Pupils with a high risk of developing problem behaviour/ those who have developed problem behaviour (indicated level initiative).

Goals

To strengthen the child's social competence and to prevent and manage behavioural problems in the school.

Working methods and activities

The model's initiatives consist of 1) an intervention programme with pre defined content of components aimed at all pupils, 2) training programme for the staff and 3) implementation strategies for implementation and maintenance of the programme.

The model's proactive approach emphasises:

- 1) The promotion of a collective culture for the development of positive behaviour, social competence, and positive interaction throughout the school's learning environment. To support positive interaction through social skills training. To study topics such as management of teaching and class, supervision, counselling and school/home cooperation.
- 2) The involvement of all pupils and staff through memorising some simply defined rules (respect, responsibility, safety) with clear expectations of positive behaviour. Systematic use of encouragement and rewards in order to recognise and motivate prosocial behaviour. Negative behaviour is to be met with mild and predictable consequences.
- 3) The systematic recording (pupil behaviour and implementation level) as a basis for identifying the initiatives required and for problem solving, planning, implementation and evaluation.

Theoretical/empirical foundation

PALS is based partly on Patterson's learning theory of social interaction and the theory of problem escalation. It also incorporates Bronfenbrenner's social ecological system theory. The central element is that negative reactions to behavioural problems do not in themselves help to reduce these problems. The negative reactions must be combined with a strengthening of positive behavioural patterns.

The empirical foundation is provided by the school-wide initiative-model SW-PBIS (School-wide Positive Behavior Intervention & Support) – Horner, Sprague, Sugai, Walker developed by Oregon University, USA. PALS also builds on the principles of the treatment-model PMT-O (Parent Management Training - Oregon model) developed by Patterson, Forgatch et al. Oregon Social Learning Center, USA.

Implementation strategies

Implementation of PALS is seen in conjunction with the treatment-model Parent Management Training - Oregon (PMT-O) and is based on the development of networks within the local authorities and regions.

Clear criteria for participation in the programme are demanded:

- 1) The school itself experiences a need for the initiative.
- 2) The school defines at minimum one goal for improvement.
- 3) A minimum of 80 per cent of the staff must support the programme.
- 4) Active support and cooperation from the school's management.
- 5) Support and cooperation from superiors, school owners and the support system (PPT).
- 6) Longterm commitment to prioritise the programme for at least 3-5 years
- 7) Provide evaluation information.

At the beginning of the programme the school appoints a PALS team with five to seven members who are representatives of the school's management and staff, PPT Educational and Psychological Services and FAU (Parents' representative body). The team leads and coordinates the school's training process and involvement. Implementation comprises three main levels, involving a two-year training programme and with a scheme for followup and in-service counselling. The first stage takes place over one academic year and is called the planning year. The second stage takes place over the next two academic years and focuses on the implementation of the initiative for the universal, selected and indicated levels of effort.

When the training programme has been completed and the implementation activities have been established, the third stage is started. This concerns in-service counselling. Concurrent in-service counselling aimed at ensuring the method's integrity is an important part of the implementation strategy to secure the integrity of the method.

Evaluation

The programme has been evaluated in a study which covered four intervention schools and four comparative schools with pupils from grades 3-7 (Sørli and Ogden, submitted in 2006). The evaluation study had a so-called quasi-experimental design, where the intervention group and the control group were compared before and after the programme had been carried out.

After two years' use of the programme, the PALS schools showed a statistically greater reduction in problem behaviour, both in the school environment and in the classroom, than did the control schools (S-schools). The number of pupils with externalised behavioural problems rose in the S-schools, but sank markedly in the PALS schools. The schools which followed most closely and systematically the PALS' pre-defined components and theoretical principles, gained the best results.

Assessment and recommendations

PALS is a comprehensive intervention model which shows results in the reduction of problem behaviour at the school level. The programme is based on a solid theoretical and empirical foundation. The programme makes high, explicit demands concerning participation and follow up. It is a comprehensive, long-term programme and makes relatively high demands on resources. The programme has a universal/school-wide preventative approach and a selected, individual approach to pupils who have serious behavioural problems. Considerable resources have been used to develop the model. A strong organisation and a competent research milieu for evaluation and follow-up have been established.

At present documentation of the effects in Norwegian schools is limited to a single study. The design used in the study of the effects enables the effects of intervention to be checked. However, it also has limitations. The results point to clear differences between the control schools and the project schools prior to the intervention and this complicates the interpretation of the effects.

Recommendations

The programme has been assessed as belonging to category 3: Programmes with documented results. The research group recommends the use of PALS at the primary school level. It is highly recommended that the programme be followed up with further evaluations with the aim of replicating positive effects on problem behaviour under normal conditions.

School Mediation

Main focus/priority area

Handling conflicts and promoting positive attitudes – mediation by peer group/pupils of the same age (peer mediation).

School type/year group

Primary, lower and upper secondary schools– all grades.

Publisher

Norwegian Directorate for Education and Training

Materials

- Instruction manual for those responsible for introducing the programme into the local authority: "The pupil as a resource in the school 1 – Guidance on introducing and using school mediation".
- Instruction manual for teachers: The pupil as a resource in the school 2 – Workshop handbook for school mediation".
- Instruction manual "Evaluating school mediation - a step by step handbook".
- Video – "When the pupil takes responsibility".
- Materials, exercises and a summary of literature and videos are available on the Internet.

School Mediation is presented as part of the web site for Lærings- og Oppvekstmiljøet (LOM) at <http://Skolenettet.no>, but there have been no recent updates/publications.

Costs and time required

A central part of the programme is the training of teachers and pupil mediators. Schools which use the programme normally choose a member of staff as mediator- coordinator. In addition, a group of pupils are trained as mediators. A workshop manual has been specially designed for teachers in primary and lower secondary schools. The pupil mediators are required to attend a minimum of a one-day course, they receive guidance from the coordinators during mediation, and they attend practical sessions. Materials used in the programme were sent free of charge to the schools in the project period.

The school must cover its own costs for time and materials from its own budget. None of the final reports from the primary, lower or upper secondary schools details the extent of the time or the resources needed. However, in the descriptions it suggests that approximately an hour is needed for each mediation session and that there are always two mediators present.

Target group pupils

Pupils (primary, lower and upper secondary) and apprentices.

Goals

The programme aims to

- contribute towards the development of a good, safe and stimulating learning environment.
- stimulate the development, testing and implementation of initiatives aimed at promoting positive attitudes and models for conflict management and mediation in primary, lower and upper secondary schools.
- contribute to the general development of competence throughout the school.
- contribute to raising the awareness among children and adolescents of attitudes towards bullying and violence, and to strengthening their ability to deal constructively with conflicts.

- give the children and adolescents responsibility as partners and mediators.

Working method/activities

The mediations themselves must be regarded as the main working method in this programme. The concept is that the person involved in the conflict is best able to deal with it through direct communication with the other party. Mediation is therefore used in conflict situations between pupils. The pupils involved in the conflict meet with two mediators; their task being to help with communication between the parties and to establish an agreement and a written contract which will resolve the conflict. After a period of time, the parties are called in for followup. It is intended that the pupils will, as far as possible, mediate without the teacher or other adults being present during the mediation sessions, but that the adults should be available. During the mediators' training emphasis is placed on self-knowledge, cooperation, empathy, active listening and communication. Together these will lead to the development of mutual dependency and active conflict management.

Theoretical/empirical foundation

The programme has theoretical frame of reference but this is not made completely clear. The programme has a basis in other work in conflict management, both internationally (e.g. Conflict Resolution Education in USA, Australia and England), and also in Norway with the work of The Mediation and Reconciliation Service. Amongst others the following accounts are referred to: Pikas' understanding of conflict, Olweus' definition and understanding of bullying and Stories' approach to dealing with conflict.

Implementation strategies

The work of distributing and implementing School Mediation has been in progress since 1995. It began as a development programme launched as a cooperative project involving The Mediation and Reconciliation Service/ The Ministry of Justice and the Police the Primary and Secondary Schools and The Ministry of Education, Research and Church Affairs Afterwards it continued first as a project to distribute and develop it further in primary and lower secondary schools and second, to do the same in upper secondary schools. During the project period for primary and lower secondary schools (1998-2001) and for upper secondary schools (2000-2002), a series of regional and national conferences was held to which the participating schools were invited. The programme has had a significant distribution in Norway and a great deal of resources has been expended to achieve this. The importance of local take-up and ownership of the programme has been emphasised. The quality of the work is dependent on the level to which this is achieved.

The emphasis on pupil cooperation and involvement is maintained throughout the programme. The pupils' roles are central to carrying out and implementing the programme at the local level.

Local attempts have also been made to develop conflict management as an optional subject and field in its own right in the school. However, this is no longer possible with the introduction of The Knowledge Promotion reform. There are also cases of more recent projects in which primary and secondary schools and the local police office have worked together using the School Mediation programme (Rissa in South Trøndelag). After the national implementation of the programme was concluded in 2002, implementation is thought to have been handed over to the individual school and local authority. No research community has been given responsibility for coordinating or ensuring the implementation of the programme. As of Spring 2002 there are no available statistics regarding the extent of the use of the School Mediation programme neither in the primary or the lower secondary nor in the upper secondary education and training

Evaluation

The first trial of the School Mediation programme (1995-97) was evaluated at the Norwegian Centre for Child research (Hansen 1998), see Report 2000. Since then the programme has not been evaluated. Various reports from The Norwegian Board of Education and the County Governor of Hedmark describe and sum up the projects in the primary and secondary schools but there is no systematic evaluation. In the meantime a handbook for evaluation has been prepared. This is based on an English model which describes a more systematic self-evaluation of the programme. There is no summary describing the extent to which the evaluation handbook has been used. When this evaluation was carried out in 1998, the programmes had no documented effects on the priority areas. There are many weaknesses in the evaluation design.

In order to be able to recommend this programme for use in schools, it will be necessary to carry out an extensive evaluation. This should include the use of control groups, and pre and post initiative measuring which can document whether or not the programme has the desired effect with regard to conflict management and the reduction of problem behaviour

Assessment and recommendations

School Mediation has been widely used in primary and lower and upper secondary schools. Since its revision in 2000, it has been developed for use in upper secondary education and training but no research-based documentation of the results is available. The programme has wide ranging but general objectives.

Implementation strategies have been established. However, a weakness of the programme is that there was no regional or local professional coordination of the implementation. This applies to both training and follow-up. The programme should be developed further in order to more clearly define the objectives.

Recommendations

The programme is assessed as belonging to category 2: Programmes with a good possibility of achieving results. It should be ensured that School Mediation is implemented on a clearer professional basis, and this should be given more clearly defined responsibility for the implementation, follow-up and evaluation of the programme.

Step by Step

Main focus/priority area

The teaching programme Step by Step aims to reduce impulsive and aggressive behaviour and to improve the children's social competence. This is done by improving skills in three main areas: empathy, impulse control/problem-solving and anger control.

School type/year group

Kindergartens and primary and lower secondary schools (1.-7. grade).
Separate schemes are provided for kindergartens, grades 1- 4 and grades 5- 7

Publisher

The National Organisation for Public Health
The original version of the programme is American and is called "Second Step". It was developed by the Committee for Children in the USA. The National Organisation for Public Health has translated and adapted it for use in Norway

Materials

- Teaching scheme to raise the children's social competence The kindergarten.
- Teaching scheme to raise the children's social competence grades 1–4.
- Teaching scheme to raise the children's social competence grades 5–7.
- Personal guidance - Kindergarten.
- Teacher guidelines Step by Step grades 1 -7.

The teaching kit contains wall charts, guidelines for teacher, CD, video, posters and the Step by Step box of materials. The wall charts are A3 size with a photograph on one side and guidelines for the teacher on the other side. The foundation for, and use of the teaching scheme, are described in the guidelines for teachers. In addition, there are suggestions for activities, songs and books. The video explains the basis for the programme and includes experiences of using Step by Step. The video can be used for teacher training and perhaps for training parents. The posters deal with problem solving and anger control techniques. The contents are arranged such that each year group works with the three main themes of empathy, impulse control/problem-solving and anger control Within these three themes there is a progression through the various year groups.

Costs and time required

The materials have a fixed purchasing price. It is anticipated that the scheme will be used in the kindergarten over a period of 23 weeks and over 20-30 weeks in the school. In the guidelines it is recommended that the group has one lesson each week.

It does not stipulate that the staff of kindergartens and schools attend a course before ordering and using Step by Step, but this is recommended. The National Organisation for Public Health has trained course leaders who offer courses specially adapted for the needs of the individual school/municipality. They recommend that employees of the day care facilities for children (SFO), parent representatives and others attend.

Target group

The teaching scheme is aimed at children in kindergartens and primary and lower secondary schools (grades 1-7)

Goals

Step by Step aims to teach the children prosocial skills and to reduce impulsive and aggressive behaviour. The paramount objectives of the programme are based on the following goals:

1. Increase the child's ability to
 - understand his/her own feelings and those of others
 - understand the other person's perspective
 - express sympathy and care for others
2. Reduce the child's impulsive and aggressive behaviour through
 - the use of a method for solving problems in social situations
 - training in social skills
3. Tone down the child's anger reaction by
 - helping the child to be aware of the things which make him/her angry
 - helping the child to observe how anger feels
 - teaching the child to use techniques for toning down the anger

Working methods and activities

Step by Step is divided into lessons lasting 30 to 45 minutes. In the lesson there is a suggestion for a talk that lasts 10-20 minutes and this is followed by role play or activities. The last five minutes are used for summing up and translation into practice.

In the guidelines, suggestions are given as to how these skills can be carried over into play in the day-care centre, school, the home etc. The programme is structured so that it can be used as lessons, used during any free moments or put into practice on appropriate occasions. The lessons involve group conversations and the size of the groups can be decided by the teacher. In the school guidelines it is recommended that the scheme is used by all the year groups for which it is intended. It is further recommended that the contact teacher has the main responsibility for carrying through the scheme. A minimum requirement is that two members of staff must work with the scheme.

Theoretical/empirical foundation

The programme is based to a large extent on research-based expertise on empathy and impulse and anger control. The programme has a professional foundation and is based on behaviour theory.

Implementation strategies

The programme has a simple implementation strategy. Teacher guidelines have been drawn up. These include advice on how the teaching scheme can be implemented. In addition there are guidelines on the back of the wall charts for each lesson. The primary implementation strategy is the training of the employees but this is not a requirement. At the school level, the programme can be used by the whole school, individual teachers or by groups of teachers.

A qualitative study of implementation has been made (Larsen 2005). This has assessed the organisational and individual factors which affect the implementation and use of Step by Step in the school. The aim was also to evaluate what effect the quality of the implementation had on the schools' results. However this study does not cover the results at the pupil level. The study recommends a stronger theoretical basis and a stronger requirement for training in the use of the material. The study recommends the programme should be based more strongly on theory and that a greater insistence should be made on training in the use of the material. The study also shows that where the teaching scheme had been implemented throughout the school, the teachers exhibited a greater ability to carry out the scheme and a greater loyalty to it than in the schools where the programme was used now and then.

Large numbers of the teaching scheme Step by Step have been sold and ca. 65 per cent of schools have it. There are no figures for the number of schools which actively use it. The teaching scheme has also been used in other countries. It is known that the programme is being used in the Scandinavian countries and the original version, "Second Step", is in use in the USA.

Evaluation

The University of Bergen has started an evaluation study of the use of Step by Step in Norwegian schools. At the present time, there is only one case study of the implementation of the scheme, in four Norwegian primary and lower secondary schools (Larsen 2005), as referenced above. It has therefore been necessary to assess the evaluation through studies made in the USA.

Various evaluations have been taken of the results of the scheme's use in the USA (Grossmann 1997, Sandèn and Sylwan 2003, Spargue et al. 2001, Taub 2001, Frey 2005). Many of these cover results at the pupil level where an intervention group and a control group were measured before and after intervention had been completed. Many of these have been supplemented with assessments by the teachers. One study deals with Afro-American pupils, whilst another study covers the use of Step by Step combined with a second initiative. The American studies therefore show varying results. The general picture is that the teaching scheme gives positive results with regard to the pupils' social competence and also to some aspects of the pupils' prosocial behaviour. This is especially the case where the pupils had not already developed antisocial behaviour.

The evaluations in Norway show that the scheme can give good results if the schools follow the recommended implementation strategies by basing the scheme at the school level over time. It is also important to emphasise the training of the staff of the institutions. It is they who shall have the responsibility of implementing and carrying out the programme. We therefore consider that the programme has a good possibility of achieving results in developing general social competence.

Assessment and recommendation

Step by Step is based on a theoretical approach which supports the presumption of positive results from the programme. The contents and activities of the programme are related to its theoretical knowledge base. This foundation is referred to in the guidelines and on the wall charts. In Norway, no evaluation is available which can document the effects on the relevant priority areas. The research group recognises that such a study has been started but this has not been completed as yet.

Recommendations

The programme has been assessed as belonging to category 2: Programmes with a high probability of achieving good results. The foreign studies indicate positive, documented results. However, partly as a result of the teaching scheme having been adapted to suit Norwegian conditions, it is difficult to be able to draw conclusions based on these studies.

Zero

Main focus/priority area

The main aim of the programme is to reduce and prevent bullying. The need to establish an authoritative class management is stressed as is the need to some extent, to prevent other types of behavioural problems as well as bullying.

School type/year group

Primary and lower secondary schools

Publisher

The Centre for Behavioural Research (SAF), University of Stavanger

Materials

- Zero SAF's anti-bullying programme. Teacher guidelines
- Pupil Council's ideas booklet against bullying. Primary school.
- Pupil Council's ideas booklet against bullying. Lower secondary school.
- School's action plan against bullying
- Bullying. Handbook for parents

Zero folder. Norwegian version and English version.

Costs and time required

The material can be purchased or downloaded free from the web.

The project requires 14 months:

The project group meets five times a year for a seminar led by Zero advisers and all teachers attend a course (1 day). In addition counselling is provided by Zero advisers by telephone and/or by email throughout the project period.

At present the costs of participating in the programme are:

NOK18,000 for schools with more than 50 pupils

NOK15,000 for schools with less than 50 pupils

Target group pupils

All pupils, but especially those pupils who bully, pupils who are victims of bullying, pupils who are in danger of becoming bullies and pupils who are in danger of becoming bully-victims.

Goals

To reduce and prevent bullying.

Working methods and activities

The Zero programme is based on an integrated organisational model which means that an extensive project-organisation is not required. Instead the school's existing organisation is used as far as possible. The school's leadership team and key personnel constitute a resource group which has the overall responsibility for implementing and carrying through the Zero programme. The teacher groups for the various classes work with the Zero material. Following the guidelines provided by the Zero programme, the teacher groups and the pupil council develop the anti-bullying action plan. Material has been developed for use at the parents' meetings at the school with a view to initiating discussions on how the parents can, and should, be involved in the work. As part of the introduction of the Zero programme, a

school group is established. This is made up of representatives of the resource groups from 3 - 5 schools. This group receives professional support and materials from Zero advisers. Throughout the school year seminars are held for the resource group and staff. At the start and end of the programme a questionnaire survey is carried out with the help of Zero, The Centre for Behavioural Research.

Theoretical/empirical foundation

Zero is a system-theoretical, research-based intervention model with a school-wide approach. The major part of the programme is integrated into the normal work of the school.

Implementation strategies

Clear implementation strategies are provided. These deal with recording the extent of the bullying; a review of the roles of the leadership, teacher groups and pupil council; courses for the teachers; liaison with the parents; guidelines for working practice; cooperation between the schools; playgroundpatrol; buddy system and information strategies.

Evaluation

The programme has been evaluated twice by the programme developer and each time a so-called quasi-experimental design was used. The intervention group was compared with a reference group as a control. The first evaluation, based on self-reporting, was conducted on schools in the same town. Two 1. grade pupil groups, (involving a total of just over 300 pupils) who had taken part in the programme were compared with two groups of 1. grade pupils who had not been involved in the programme. The results showed that the intervention group had managed significantly better than the control group both in the reduction in the number of pupils who bullied others and the number of bully-victims. Later a more extensive evaluation was carried out which involved information in the form of self-reporting from over 20,000 pupils from 2. - 7. grades, with a year's interval between pre and post-testing of the intervention. The pupils came from the majority of the counties in Norway. The results from this were compared with reference groups chosen as being representative of the country. The results from this study showed a moderate, rather than a significant reduction in the number of self-reported bullies in the intervention group, whilst the reduction in the number of self-reported bully-victims was significant. An important result was the large variation in the effect between the schools. Some information from some schools showed large reductions of 50 - 80 %, whilst the information from other schools showed no significant reduction.

Assessment and recommendations

The programme's strengths lie in the fact that it has reproducible, documented results and a solid theoretical foundation. The evaluation design is based on before and after measuring with reference groups. The programme is based on an "integrated organisational model" which, in contrast to a project-organisational model, means that the school's existing cooperative structures are used when implementing the programme. The choice of this model is based partly on the assumption that this will ensure a better long term effect. This has so far still not been documented. The latter of the two evaluations is quite extensive and a demonstration of differences between the intervention groups and the control groups must, to a large extent, support the assumption that the positive results are due to the programme. It might be important to clarify what characterises schools which do well and schools which are less successful. A positive aspect of the implementation model is that it requires relatively few resources in that it utilises the structures which are already present in the school. A weakness of the evaluations is the one-sided use of self-reporting which can, for example, result in an under reporting of the subject's own "bullying behaviour".

Recommendations

The programme has been assessed as belonging to category 3: Programmes with documented results and it can be recommended for further use in the school. Even so, it is hoped that the evaluations will be widened to include more than just the pupils' self-reporting.

Zippy's Friends

Main focus/priority area

The programme focuses on early intervention and the strengthening of powers of resistance and coping.

School type/year group

In Norway the programme aimed at 1. grade in primary school.

Publisher

The British organisation Partnership for Children (PfC) has the international rights for the programme. In Norway the organisation Voksen for Barn (Adults for children) has the licence for the programme until 2010 with the option of extension.

Materials

- A user-friendly folder with instruction booklet for teachers.
- Booklets with stories and teacher guidelines for six separate modules
- Illustrations/attachments for six separate modules.

Costs and time required

The teaching programme is spread over 24 lessons. A lesson of 45-50 minutes per week. Prior to the start of the programme, the teachers have to attend a two-day workshop where they are given training in using the programme. In addition, all teachers must take part in a minimum of three counselling sessions during the running of the programme (24 weeks). So far, the programme has been offered to the schools free of charge (with funding from the Social and Health Directorate). The schools cover their own costs related to travel expenses and supply teachers for those attending the workshop.

Target group pupils

The programme is designed for 6-8 year-olds.

Target

The programme's main aim is to prevent emotional difficulties by stimulating better ways of coping with/overcoming everyday problems (stress coping). The programme's concrete goals are to:

- develop children's social skills,
- make them better able to identify and talk about feelings,
- improve their communicative abilities,
- develop their ability to make friendships
- develop their problem solving skills
- teach them to tackle changes and loss
- support other children who are having difficulties

Working methods/activities

The teaching materials, teaching scheme and activities are well organised and suited to the target group and allow for a large amount of pupil involvement and individual activities. The programme is based on discussion and conversation. The children are encouraged to share their experiences and to find solutions. The illustrated stories about Zippy and his friends are used as the starting point. These stories are related to six themes which involve a group of children and a stick insect??? called Zippy. The themes are transferred to concrete everyday experiences in the children's lives at school and elsewhere.

Theoretical/empirical foundation

The programme is based on theory and empiricism concerning early preventative work on, and strengthening the powers of, resistance and coping. The coping theories of Lazarus and Folkman (1984) are central to the programme.

Implementation strategies

As of spring 2006, the programme has primarily been tried out in two counties, Oppland and Rogaland. 26 schools in these two counties have started using the programme + one school in Hedmark and two in West Agder. From autumn 2006 a further distribution of the programme will take place in South Trøndelag. The programme is based in the individual school. Participation in the programme is based on the following criteria:

- Several schools within the same local authority start on the programme at the same time
- The school management and the staff commit to taking part and want to rely on the programme.
- The materials and structure must be followed.
- All the teachers who teach the Zippy programme, must attend a two-day workshop prior to implementation.
- The teachers must attend a minimum of three counselling sessions during the period they use to carry out the programme (24 weeks).
- The Educational Psychology Services (PPT) and/or the school health service take part in the implementation of and/or the counselling sessions of the programme.
- Small schools create networks with other schools.

PPT (The Educational Psychological Services) are the sole distributing agents in the individual local authorities. Adults for Children is the organisation which is centrally responsible for the programme and a system with regional programme workers has the responsibility of providing the workshops prior to the start up and also for counselling during the programme. The Social and Health Directorates have provided economic support for the programme. In Norway the programme has a multidisciplinary organisation such that the public health nurses in the school health service are actively involved in addition to teachers at the school and staff in the Educational Psychology Services. A systematic development of the programme nationwide has been prepared with the emphasis on local underpinning and training. The descriptions do not mention any form of follow-up or maintenance of the programme later, nor do they mention whether counselling will be offered when the programme is repeated and pursued in the individual school.

Evaluation

This presentation builds primarily on a larger process- and effects-study made of a revised version of the programme which was carried out in Lithuania and Denmark in 2003. The results have just been published in an article (Mishara and Ystgaard 2006). This is a comparative study of the short term effects and implementation of the programme. A so-called quasi- experimental design was used. This had standardised questionnaires and observation methods. When observing, the teachers used Gresham and Elliotts (1990) measuring instrument for scoring the children's social skills. To measure the children's levels of coping experience a special form (Ryan-Wenger 1990) was used. 322 children from 17 first grade classes from six counties in Fyn, Denmark and 314 children from 16 day-care centres and schools in Vilnius, Lithuania were involved in the study. In addition there were control groups with pupils from kindergartnes and schools in both countries. The choice of schools was not random. The information does not include an account of how the schools and kindergartens were chosen. The teachers who implemented the programme were the ones who scored the pupils before and after participation in the programme. All the children in the control and intervention group were interviewed by independent specialists.

The results of the evaluation in Lithuania and Denmark showed that the programme had the clearest effect on social skills, and also a clear effect on problem behaviour, but the effects on coping were less consistent. No evaluation study of the programme has been made in Norway. A larger, randomised effect-study is planned for Norway, where parents, teachers and children will be respondents.

Assessment and recommendations

Zippy's friends is based on research-based knowledge which supports the assumption of positive results of the programme. There are two aspects which distinguish this programme from other school-based programmes. 1) It has chosen to focus the efforts on pupils in 1. grade and 2) it has a structure in which the school nurses are actively involved with the teachers in the area. A further positive aspect is that the programme has a clearly defined implementation strategy and that emphasis is placed on the school receiving training and then having responsibility for carrying through the programme.

Recommendations

The programme has been assessed as belonging to category 3: Programmes with documented results. The programme has been developed and revised and has, in the version implemented in Norway, been evaluated as having positive effects in Denmark and Lithuania. The programme should also be evaluated under Norwegian conditions and it is therefore positive that just such an evaluation is being planned. With this proviso, we recommend the programme for use in Norwegian schools.