

Background, Goals and Significance

The previous 3-year Project C.A.R.E. (有教無「戾」---校園欺「零」計畫) has been successfully implemented. The project won the "Outstanding Project Award" at the 10th Anniversary Quality Education Fund (QEF) Projects Exposition 2008 Opening Ceremony on May 9th. Since 1998, only 20 projects have received this prestigious award from the QEF Steering Committee. Based on our successful implementation so far, we are confident that we can further broaden the scope of the project by including new target groups, and by implementing fresh ideas to strengthen the long-term effects and sustainability of our program in the reduction of student aggression and victimization of school bullying in Hong Kong. The proposed project also fits in to the theme "Supporting Youth Development" in "prevention of campus bullying, triad activities and unruly behaviour". In the following, we are going to illustrate how this can be achieved.

1) High demand in secondary and primary schools

In the current 3-year period, we managed to implement our program in 30 secondary schools, with 10 schools in every year. However, 161 secondary schools are on the waiting list (See Appendix 1), on the basis of our policy of open recruitment, and thus waiting their turn to have our program implemented. In addition, principals and teachers in primary schools have requested to expand our target groups to Primary 4 to 6 students. To our surprise, there are 82 primary schools that have pre-registered to participate in our potential next 2-year project from 2009 to 2011 (See Appendix 2). This demonstrates that school bullying is an urgent and alarming issue that principals and teachers are extremely aware of and concerned about. Therefore, our project should be considered both timely and needed.

2) Feedback from 06 – 08 served schools

We have received encouraging and positive feedback from 20 schools, covering both the first and second year of the current project. Formal letters expressed the schools' gratitude, as well as recognition of the project's success (See Appendix 3). This further highlights that our project had a substantial impact on the schools it was implemented in. The 20 served schools are: (1) Sam Yuk Middle School; (2) Concordia Lutheran School – North Point; (3) Fanling Government Secondary School; (4) Sheung Shui Government Secondary School; (5) CCC Fong Yun Wah Secondary School; (6) Newman Catholic College; (7) SKH Li Fook Hing Secondary School; (8) Po Chiu Catholic Secondary School; (9) Hong Kong True Light College; (10) HK & KKWA Sun Fong Chung College; (11) S.K.H. St. Benedict's School; (12) H.K.C.W.C. Fung Yiu King Memorial Secondary School; (13) C.C.C. Kei San Secondary School; (14) Pentecostal School; (15) Tak Nga Secondary School; (16) Liu Po Shan Memorial College; (17) Kowloon Technical School; (18) C.C.C. Hoh Fok Tong College; (19) Catholic Ming Yuen Secondary School; and (20) T.W.G.Hs. C. Y. Ma Memorial College.

3) International recognition and consultant's feedback

It is especially noteworthy that the principal investigator of the current project was the first Asian presenter to give a presentation on Cognitive-behavioral Therapy (CBT) in school bullying at the XVIII world meeting of the International Society for Research on Aggression (ISRA) in Budapest in July 2008. This can be considered evidence that the current project represents genuine pioneering in the area of school bullying not only in Hong Kong, but also internationally. Further corroborating the international importance of the project, Prof. Adrian Raine, from the University of Pennsylvania, USA, has been serving as an international consultant for the project. He has been the most recognized scholars studying aggression and antisocial behavior in schoolchildren in the world for over 30 years. During our collaboration, he evaluated the project and confirmed that the project met international standards, and that its implications are far reaching.

4) Positive and encouraging evidence-based results

All aspects of the implemented approach in the current project have been scientifically evaluated with both quantitative and qualitative methods. Based on this evidence, the project was found to make a substantial, positive contribution to bullying prevention (See Section I), which ensures the overall quality and effectiveness of the delivered service. Localized assessment tools for primary and secondary school students respectively will be further developed to entertain the cultural difference between Hong Kong and western culture and the specific characteristics of students in Hong Kong.

5) Training the student trainers - "Anti-bullying Ambassador"

In order to respond to the high demand for the program, and to expand the anti-bullying culture among schools, we propose a training of students to serve as "Anti-bullying Ambassador" in secondary schools. After receiving formal training about both the theoretical concepts and the applied skills of CBT in handling school bullying, students will be qualified to serve as role models to demonstrate and train their peers and students at different schools, including schools that were already part of the program as well as those which have not yet had a chance to participate. This training procedure will further sustain and expand a zero-violence school culture.

6) Training the teacher trainers: "Teacher Anti-bullying Expert"

Reviewing the current project, training students and teachers to serve as multipliers of the project goals appears to be a promising avenue to increase sustainability of the program's content in the long run. Therefore, special focus is given to design training workshops for teachers and school social workers. We expect that dissemination of knowledge is ensured and these trained teachers will pass on the acquired knowledge and skills to others, thereby substantially increasing the long-term effect of,

7) **Intervention on the family system**

Family is one of the most important systems affecting the growth of the students, and especially the parenting pattern will have a significant effect on the development of aggression of their children. A throughout intervention will be resulted by providing both parent therapeutic groups and parent-child parallel therapeutic groups to parents of primary schools in the project aiming at reviewing the current parenting patterns and developing the new parenting skills, and hence rebuilding the parent-child relationship as a whole.

8) **Develop computerized assessment tools for screening purposes**

In order to achieve a lasting sustainability, assessment tools currently used in the project will be converted to a computerized format, which will enable teachers and social workers to more easily adopt and implement the screening procedures.

9) **Knowledge transfer and generalization in the long run**

A further goal is to illustrate clearly how intervention techniques are properly applied, and how counselling strategies should be carried out depending on the types of aggressors and victims in specific school settings. To achieve this goal, every step of the intervention program will be documented with DVDs and training manuals, which will enable all parties to gain a more comprehensive understanding of the procedures. The sustainability of the project is ensured by disseminating the experiences and knowledge of the project and encouraging frontline teachers, social workers and helping professionals to adopt the suggested CBT treatment groups provided in the training manuals to both aggressors and victims.

10) **Promoting "Harmony schools" in Hong Kong**

The new proposal is targeted at schools that have so far not participated in the project and are currently on the waiting list. We propose that a yearly campaign will encourage school administrators and teachers to adopt our rationales, concepts of positive psychology to foster the emergence of more harmony in the Hong Kong school culture. The beneficiary numbers will largely be augmented and increased, not limiting to the treatment serving schools. The beneficiary numbers will therefore largely increase by including both treatment serving schools and non-treatment serving schools.

11) **Increase students' involvement and participation**

The proposed plan is not only targeting the school system, but also intended to enhance student's awareness of and sensitivity towards school bullying. The current project mainly focused on aggressors and victims of school bullying, but bystanders, observers and other students were not actively involved. In the upcoming project, diverse interventions and competitions will be employed, involving activities like script writing, drama playing and slogan creation related to the general topic of school bullying.

12) **Apply and practice Cognitive-behavioral Therapy in daily life**

The theoretical framework of the current as well as the upcoming project is based on CBT, which emphasizes cognitive restructuring as well as affective and behavioral change. Regular self-reflection and practising the learned lessons in daily life is one of the top priorities in the theoretical basis of CBT. In the current project, the daily practice of lessons learned through CBT has not been implemented yet. Thus, we propose a regular (e.g. bimonthly) newsletter as well as behavioral assignments related to CBT that will be given to all students in participating schools.

13) **Collaboration and partnership**

We propose to implement our interventions at different levels, and across different systems. At the social level, an open forum will be held at the University to raise public awareness of school bullying. Principals and teachers from participating schools in the current project, NGO representatives, related helping professionals and scholars will be invited as guest speakers. Furthermore, we plan to form a committee through multi-systemic collaboration and partnership among schools' stakeholders (students, parents, teachers and social workers), NGOs and the universities.

14) **Long-term contributions to Asian countries**

The previous project design has been adopted in experimental and control groups with pre- and post-comparison using a mixed research method and a longitudinal design. We have established the appropriateness of the psychometric properties of our measures, which can be considered a necessary basis to further investigate our 10-session intervention program for young Chinese aggressors and victims of school bullying in the next 2 years. This program will certainly be applicable not only to Hong Kong, but also in mainland China, Singapore, Macau, Taiwan and other Asian societies.

15) **Establishing international websites and maintaining sustainability**

The upcoming project aims at broadening the scope of the program by including more schools and participants also across countries. We recommend to set up international websites to inform on school bullying, to exchange information, share experiences, and ultimately to create a supportive network for collecting wisdom and advice from different parties and societies.

2. Project Description

A) Project Content

The following content is based on the evaluation of the previous project and focuses on its long term sustainability:

1) Services based on previous project

a. *Services to treatment serving schools*

• *Screening and assessment*

40 treatment serving schools will be involved in a whole-school assessment, with 20 primary schools and 20 secondary schools in 2 years. All students in Primary 4 to 6 and Form 1 to 3 will be assessed through triangulation of peer nomination, teachers' nomination, teacher reports and parent reports. The identified high-risk-aggressors and victims will be classified according to their domain of aggression (physical, verbal and relational; see Beale, 2001; Smokowski & Kopasz, 2005), their type of aggression (proactive and reactive; see Phillips & Lochman, 2003; Vitaro, Brendgen, & Tremblay, 2002), and their victimization (passive and aggressive; see Perry, Kusel, & Perry, 1998) through in-depth interviews. Based on current international literature and the experience in Hong Kong context, localized assessment tools on both quantitative and qualitative methods will be developed to suit the specific needs of Hong Kong primary and secondary school students respectively to fill the gap between the Chinese and the Western cultures. After the screening, two therapeutic groups will be conducted at each school.

• *Treatment of aggressors and victims*

A total of 540 high risk students from 10 primary schools and 10 secondary schools will participate in multi-level therapeutic groups with CBT in each year (i.e. 20 primary schools and 20 secondary schools in 2 years) (Kazdin, 1987, 1995; Lochman, 1990; Lochman & Wells, 1996; McMahon & Wells, 1989; Southam-Gerow & Kendall, 2000). CBT aims at a cognitive restructuring in order to reduce hostile attributional bias as well as irrational beliefs. This is assumed to decrease anger emotions and aggressive behaviors (Lochman & Dodge, 1994; Quiggle, Garber, Panak, & Dodge, 1992). Prosocial behavior rehearsal and practice will be employed to generalize learning experiences across contexts and situations in daily life. Teachers and parents will be encouraged to observe and keep track of the students' progress. With this therapeutic group and peer group intervention, and support from workers in the program and peers, it is expected that each group member can be directly benefited from the process and develop a motivation for change.

The designation of the treatment program would take into account of the cognitive developmental level of the program to suit the cognitive ability of both primary and secondary school students. The treatment program for primary school is more preventive-oriented, which focuses on developing the moral standard, reinforcing the positive prosocial behavior and enhancing the anger control skills of the aggressive children. In contrast with the primary schools, treatment program of secondary school is remedial and a cognitive reconstruction is employed in the process. Students are required to practice the prosocial behavior and learn to express their emotions and control their anger daily. In terms of the program design, more dynamical activities and role-play instead of group discussion will be employed in the program of primary schools. To enhance the child's newly learned cognitive and behavioral problem solving skills, children's parents are also incorporated into the treatment program (Kendall & Braswell, 1985), which will be described in details in later sections.

• *Workshops for students, teachers and parents*

To sustain and cultivate a culture of "zero tolerance" for school bullying, training programs, talks, and workshops will be conducted for teachers, students' peers, and parents in every treatment serving school. For **students**, training programs stress on emotional management, social skills, and methods of coping with interpersonal conflicts in school. For **teachers**, training workshops emphasize the assessment of student aggression and victimization, counselling skills, and crisis intervention. For **parents**, talks or parent-child activities are designed to focus on parenting skills, spotting children's irrational beliefs, and developing children's prosocial skills.

• *Follow-up services and ongoing communications with schools*

Social workers will keep track of each student's personal growth and change after completing the therapeutic group. **Individual or group counselling sessions with students, consultation services for teachers, school social workers and parents** will be scheduled at least once every semester. Moreover, **three meetings** with school principals, key staff, and social workers of each treatment serving schools will be conducted. Continuity and sustainability of the project can only be guaranteed with such persistent support and follow-up arrangements. We assume that an anti-bullying culture will be promoted through such a combination of whole school interventions and home-school collaborations.

b. *Services to post-treatment serving schools*

• *Professional consultation*

The project team will provide **professional consultation services to school principals, teachers and social workers** for each post-treatment serving school by supporting prevention programs, attending case conferences and meetings, providing technical support when using psychological assessment tools and techniques that are part of the project.

The project team will also keep track of each student's personal growth, and evaluate the long-term effectiveness of the interventions. To achieve that, **follow-up individual and group sessions with post-treatment serving students** will be convened at least **once every 3 months**, and **consultation** will be provided to the **teachers/school social workers and parents** at least **once every 6 months**. The project team will therefore be able to maintain a rapport with the students and the close collaboration with teachers and parents will help ensure the sustainability of the interventions.

c. *Other services**New teacher and well-experienced teacher training*

Based on the positive feedback we have received so far from previous teacher workshops, we are confident to conclude that these workshops can be considered useful and practical, and we therefore suggest to increase the number of sessions in each workshop. Therefore, a **4-session certificate induction course** for new teachers will be conducted in each academic year. This course emphasizes stress release and confidence enhancement in handling crises in class, the identification of aggressors and victims of school bullying, intervention strategies for urgent cases, and basic training in counselling.

Furthermore, a **4-session certificate advanced training workshop** for experienced teachers and school administrators will be conducted each year. This workshop focuses on the assessment and diagnosis of aggression and victimization of school bullying, advanced counselling skills and strategies in crisis management, as well as training in short- and long-term interventions for school bullying. All teaching materials will be based on cutting-edge knowledge and techniques in international literatures.

- *Parent training*

A **4-session certificate course for parents** on effective parenting and parental behavior will be conducted in each year. This workshop is assumed to help improve parenting styles, emotional management, and will provide parents with information on cognitive restructuring, coping with irrational beliefs, and efficient ways of reducing childhood aggression. Parents who have successfully completed the course will receive a certificate to recognize their achievement and reinforce their positive parenting acquired in the training.

- *Train the professional trainers*

Apart from students, teachers and parents, other kinds of helping professionals play a key role in ensuring the sustainability of the intervention. Such professionals often work closely with schools and deviant students, and include special education school teachers, youth social workers, student counsellors, and educational psychologists. All of these are involved in dealing with student aggression and school bullying, and are most welcome to attend a **4-session certificate training workshop**. 50 participants will be trained each year. This workshop aims at establishing a cross-sector network among professionals from different disciplines to jointly reduce school bullying.

- *Written documentation*

Documentation is another crucial way to keep up sustainability. All instruments and program content will be documented. **Practical training manuals with DVDs** will be produced and distributed to teachers and social workers. For teachers, special emphasis will be put on the application in the classroom and the school in general. Materials designed for social workers and other professionals will be focused on the applicability in groups and counselling settings. In addition, information and simple messages on bullying prevention will be compiled as **information kits** and distributed to students, teachers and parents for their easy understanding and reference.

2) *New services (Refer to Appendix 4 for detailed description)*

a. *Services to treatment serving schools*

- *Treatment of parents*

Punitive parenting is correlated with both the levels of aggression and victimization during childhood and adolescence (Smokowski & Kopasz, 2005). Therefore, a systematic framework will involve parents in the treatment. **Parent groups and Parent-child parallel groups** with CBT will be accomplished for aggressors and victims in some treatment serving primary schools. Parents are expected to learn, and apply, positive parenting skills which would buffer the problem behaviors, like violent behaviors, of their children (Howard, Kaljee, Rachuba, & Cross, 2003; Vazsonyi, Trejos-Castillo, & Young, 2008). Hence, it is expected that these measures will reduce school violence. In order to encourage at-risk parents to take part in the both Parent groups and Parent-child parallel groups, parent letters introducing the projects and the pros of the groups will be sent to all parents in treatment serving schools. Posters will also be sent to each school for school-based promotion on the project. Incentives such as cash coupons will be given to well-attended and active parents in the groups to further encourage their participation and commitment in the group. Finally, merits will be given to their children after they completed the groups.

- *Anti-bullying Ambassador*

“Train the Trainers” is one of the most important aspects to increase the sustainability of the proposed interventions. A total of 30 students will be invited to receive formal training on concepts and applied skills of CBT by **employing CBT training strategies**. It is assumed that this training will enable them to become Anti-bullying Ambassadors, and that they will organize at least **two anti-bullying activities** at different schools in order to promote a school culture of zero-violence and caring. Open recruitment will be conducted in each treatment serving school through school-based promotion. Awards by City University of Hong Kong will be given to outstanding Anti-bullying Ambassador and merits will also be given to each ambassador by treatment serving schools to enhance their motivation of participation.

b. *Services to post-treatment serving schools*

- *Online professional sharing forums: Anti-school Bullying Forum*

Apart from the workshops for students, teachers and parents, **online professional sharing forum on school bullying** for post-treatment serving schools will be created to sustain the learning of theoretical framework and handling skills of school bullying.

Services to all schools (Non-treatment serving schools)

- *Online sharing forum: Anti-school Bullying Forum*

An online professional sharing forum for information on school bullying will be created to stimulate exchange and to provide resources for teachers, students and parents in different schools. The website will provide up-to-date information on the concepts, theories, strategies, and intervention techniques as well as professional advice.

- *Harmony School Competition*

To encourage educators to cultivate a harmonious school culture, a yearly competition will be held to identify the most harmonious school. This competition will be open to all primary and secondary schools. A seminar will be held to introduce the objectives and content of the competition. School participation is encouraged by providing the opportunity for schools to share their successful experiences and learning of the year with other participating schools, which will be informative and promotive to future development in this area. Participating schools, including teachers and social workers, are then invited to the ceremony cum conference to share their successful experiences and learning of the year, and accept awards as Harmony School in Hong Kong.

- *Harmony school life competitions*

To further expand and promote an anti-bullying culture among a larger number of schools, different kinds of competitions will be organized, including script, drama, and slogan contests in order to promote a harmonious school life and prevent school bullying in the community. Awards will be given to outstanding students who can successfully convey the message of harmony and anti-bullying school culture to enhance the motivation of participation.

d. Other services

- *Anti-school bullying forum and committee*

In order to raise the public concern and build a multi-systemic collaboration that can deal effectively with the problem of school bullying, an open forum will be held at the university each year to share the experiences of principals and teachers from participating schools, NGO's representatives, related helping professionals, and scholars, etc.

Different professions and expertise are invited to give and try out the suggested policies, and evaluate their existing school policy in tackling school bullying problem. We also set out to form a committee based on the above multi-systemic collaboration and partnership. Regular meetings will be carried out at least twice each year.

- *Newsletter*

Reviewing the previous project, daily application of the key concepts on CBT is encouraged to provide not only for aggressors and victims but the general students as well. A regular bimonthly newsletter which includes self-reflective exercises related to school bullying and behavioral assignments will be sent to all students in participating schools.

(B) Evaluation Plan

Following the rationale of "evidence-based practice", the project involves a rigorous assessment of the program. The whole project employs an experimental design (with control groups) and a pre- and post-intervention comparison using both quantitative and qualitative methods. Students themselves, teachers who observe them constantly in schools, and their parents are invited to assess the cognitive, behavioral and emotional aspects of the students before and after the group by adopting localized assessment tools by the project. Therefore during the process, the progress of students will be continuously monitored through the feedback of the above parties.

(C) Dissemination Plan

Experience of the project will be disseminated to the public in different channels. First of all, training workshops for teachers, social workers, and helping professionals will be organized annually to train them up and equip them with the skills to handle the aggressors and victims appropriately. Specifically, training manuals will be published to facilitate the training process. Furthermore, information kits will be designed for students, teachers/social workers and parents respectively to acknowledge them with the relevant knowledge and skills to handle school bullying. Website and online forum will also be set up to transfer the knowledge and experience of the project to the general public. Finally, the dissemination of knowledge will be done internationally by attending international conferences to present the experience and research results of the project.

(D) Sustainability Plan

Sustainability of the project is ensured by training teachers, social workers and helping professionals in training workshops to adopt the CBT treatment to help the aggressors and victims in school. They are expected to transfer the knowledge they obtained to their colleagues and tailor-make the program to their students together with their colleagues. For those who are unable to attend the training workshops can also learn the CBT treatment by reading the manuals published every year. The manual will be distributed to schools and social service agencies so that teachers, social workers and helping professionals will be able to adopt the CBT treatment by referring to the training manuals.

(E) Timeline of the project (2009 to 2011)

Work items	Year & Month	2009						2010												2011								
		6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
Services to treatment serving schools																												
1. Promotion and open seminar																												
2. Recruitment and confirmation of treatment serving schools																												
3. Meeting with principal and key staff of the treatment serving schools																												
4. Screening of potential aggressors and victims																												
5. Nomination of candidates to the groups by teachers and students																												
6. Pre-assessment of students of the groups (Students, teachers and parents)																												
7. Therapeutic groups for aggressors/victims																												
8. Parent-child parallel groups for aggressors' parents (Primary schools)																												
9. Parent groups for aggressors' parents (Primary schools)																												
10. Certificate advanced teacher training workshops (Secondary schools)																												
11. Consultations and follow-up services for students, teachers and parents																												
12. Student educational talks/programs in Semester A																												
13. First teacher training workshops in Semester A																												
14. First parent talks/parent-child activities in Semester A																												
15. Mid-term reports and meetings with treatment serving schools																												
16. Second student educational talks/programs in Semester B																												
17. Second teacher training workshops in Semester B																												
18. Second parent talks/parent-child activities in Semester B																												
19. Final evaluation reports and meetings with treatment serving schools																												
20. Ceremony cum Conference																												
Anti-bullying Ambassador (secondary schools)																												
21. Promotion and open seminar																												
22. Recruitment and confirmation of non-treatment serving schools																												
23. Screening and pre-assessment of students (Students, teachers and parents)																												
24. Training programs for non-treatment serving schools																												
25. Activities organized by trained students in non-treatment serving schools																												
26. Post-assessment and follow-up studies for students of the groups (Students, teachers and parents)																												
27. Ceremony cum Conference																												

Work items	Year & Month	2009						2010												2011								
		6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
Training and professional development																												
28. Certificate induction courses for new teachers																												
29. Certificate advanced teacher training workshops																												
30. Certificate courses for parents																												
31. Certificate training workshops for helping professionals																												
32. Production and publication of training manuals																												
33. Production and publication of educational kits to students, teachers and parents																												
34. Production of website and professional sharing forums																												
35. Launching and maintenance of website and professional sharing forums																												
Policy suggestion																												
36. Member recruitment of Anti-school bullying committee																												
37. Launching of Anti-school bullying committee																												
38. Regular meetings of Anti-school bullying committee																												
39. Production and publication of annual reports of Anti-school bullying committee																												
Promotion and publicity																												
40. Harmony School Competition																												
41. Drama competition																												
42. Slogan competition																												
43. Anti-school bullying forums																												
44. Press conferences																												
45. Production and distribution of newsletters																												

3). Expected number of direct beneficiaries (2-year project)

Beneficiaries groups	Number
Treatment serving schools: Primary schools	
1. Students under assessment in treatment serving schools	12,000 students (10 treatment serving schools × 600 students × 2 years)
2. Parents under assessment in treatment serving schools	24,000 parents (10 treatment serving schools × 600 students × 2 parents × 2 years)
3. Teachers under assessment in treatment serving schools	1,000 teachers (10 treatment serving schools × 50 teachers × 2 years)
4. Students in therapeutic groups receiving treatment and follow-up services	360 students (10 treatment serving schools × 9 students × 2 groups × 2 years)
5. Parents in therapeutic groups receiving treatment and follow-up services	360 parents (10 treatment serving schools × 9 parents × 2 groups × 2 years)
6. Parents of students in therapeutic groups receiving consultations and follow-up services	720 parents (10 treatment serving schools × 9 students × 2 groups × 2 parents × 2 years)
7. Teachers and school social workers of students in therapeutic groups receiving consultations and follow-up services	360 teachers/social workers (class teachers/discipline/counselling teachers/social workers of the 360 students in therapeutic groups)
8. Students attending talks in treatment serving schools	20,000 students (10 treatment serving schools × 1,000 students × 2 years)
9. Parents attending educational talks/programs in treatment serving schools	2,000 parents (10 treatment serving schools × 50 parents × 2 sessions × 2 years)
10. Teachers attending training workshops/talks in treatment serving schools	1,000 teachers (10 treatment serving schools × 50 teachers × 2 years)
Treatment serving schools: Secondary schools	
11. Students under assessment in treatment serving schools	8,000 students (5 treatment serving schools × 800 students × 2 years)
12. Parents under assessment in treatment serving schools	16,000 parents (5 treatment serving schools × 800 students × 2 parents × 2 years)
13. Teachers under assessment in treatment serving schools	500 teachers (5 treatment serving schools × 50 teachers × 2 years)
14. Students in therapeutic groups receiving treatment and follow-up services	180 students (5 treatment serving schools × 9 students × 2 groups × 2 years)
15. Parents of students in therapeutic groups receiving consultations and follow-up services	360 parents (5 treatment serving schools × 9 students × 2 groups × 2 parents × 2 years)
16. Teachers and school social workers of students in therapeutic groups receiving consultations and follow-up services	180 teachers/social workers (class teachers/discipline/counselling teachers/social workers of the 180 students in therapeutic groups)
17. Students attending talks in treatment serving schools	12,000 students (5 treatment serving schools × 1,200 students × 2 years)
18. Parents attending educational talks/programs in treatment serving schools	1,000 parents (5 treatment serving schools × 50 parents × 2 sessions × 2 years)
19. Teachers attending training workshops/talks in treatment serving schools	500 teachers (5 treatment serving schools × 50 teachers × 2 years)
Post-treatment serving schools: Primary schools	
20. Students in therapeutic groups receiving follow-up services in post-treatment serving schools	360 students (10 treatment serving schools × 9 students × 2 groups × 2 years)
21. Parents in therapeutic groups receiving follow-up services in post-treatment serving schools	180 parents (5 treatment serving schools × 9 parents × 2 groups × 2 years)
22. Parents of students in therapeutic groups receiving follow-up services in post-treatment serving schools	720 parents (10 treatment serving schools × 9 students × 2 groups × 2 parents × 2 years)
23. Teachers of students in therapeutic groups receiving follow-up services in post-treatment serving schools	360 teachers (class teachers/discipline/counselling teachers of the 360 students in therapeutic groups)
Post-treatment serving schools: Secondary schools	
24. Students in therapeutic groups receiving follow-up services in post-treatment serving schools	180 students (5 treatment serving schools × 9 students × 2 groups × 2 years)
25. Parents of students in therapeutic groups receiving follow-up services in post-treatment serving schools	360 parents (5 treatment serving schools × 9 students × 2 groups × 2 parents × 2 years)
26. Teachers of students in therapeutic groups receiving follow-up services in post-treatment serving schools	180 teachers (class teachers/discipline/counselling teachers of the 180 students in therapeutic groups)
27. Students receiving follow-up services in post-treatment serving schools in 2006 - 2009	480 students (30 treatment serving schools × 8 students × 2 groups)
28. Parents receiving follow-up services in post-treatment serving schools in 2006 - 2009	480 parents (30 treatment serving schools × 8 students × 2 groups)
29. Teachers receiving follow-up services in post-treatment serving schools in 2006 - 2009	480 teachers (30 treatment serving schools × 8 students × 2 groups)

<i>Other services to all serving schools, out-of-project schools and general public</i>		Schedule I P. 1.3
30. Teachers and social workers attending the open seminars	300 teachers and social workers (150 persons X 2 years)	
31. School principals, teachers and social workers attending school meetings with Project consultants and staff	150 school representatives (15 primary and secondary schools X 5 school representatives X 2 years)	
32. Professionals (psychologists, counsellors and social workers) attending the certificate advance training workshops	400 helping professionals (50 professionals X 4 sessions X 2 years)	
33. New teachers attending induction courses	400 teachers (50 teachers each time X 4 sessions X 2 years)	
34. Teachers attending certificate advanced training workshops	400 teachers (50 teachers each time X 4 sessions X 2 years)	
35. Parents attending certificate courses	400 parents (50 parents each time X 4 sessions X 2 years)	
36. Teachers and professionals receiving the training manuals	3,000 teachers and professionals (1,500 copies X 2 years)	
37. Attendees in the Ceremony cum Conference	2,400 students, parents, and helping professionals (600 persons in primary schools each time X 2 years) + (600 persons in secondary schools each time X 2 years)	
38. Professionals receiving the research reports of the project	4,000 professionals (2,000 professionals X 2 years)	
39. Interested public who use the website	4,000 persons (2,000 persons X 2 years)	
<i>Anti-bullying Ambassador: Secondary schools (non-treatment serving schools)</i>		
40. Students under assessment in treatment serving schools	8,000 students (5 treatment serving schools X 800 students X 2 years)	
41. Parents under assessment in treatment serving schools	16,000 parents (5 treatment serving schools X 800 students X 2 parents X 2 years)	
42. Teachers under assessment in treatment serving schools	500 teachers (5 treatment serving schools X 50 teachers X 2 years)	
43. Students trained as Anti-bullying Ambassadors in treatment serving schools	300 students (5 secondary schools X 30 students X 2 years)	
44. Students under the activities held by the Anti-bullying Ambassadors in treatment serving schools	24,000 students [12,000 students: In their own schools (5 secondary schools X 1,200 students X 2 years)] + [12,000 students: In others schools (5 secondary schools X 1,200 students X 2 years)]	
45. Students attending talks in treatment serving schools	12,000 students (5 treatment serving schools X 1,200 students X 2 years)	
46. Parents attending educational talks/programs in treatment serving schools	1,000 parents (5 treatment serving schools X 50 parents X 2 sessions X 2 years)	
47. Teachers attending training workshops/talks in treatment serving schools	500 teachers (5 treatment serving schools X 50 teachers X 2 years)	
48. Attendees in the Ceremony cum Conference	1,200 students, parents and teachers (600 persons in secondary schools each time X 2 years)	
49. School representatives attending the open seminars	600 school representatives (150 schools X 2 secondary school representatives X 2 years)	
<i>Anti-school Bullying Forum</i>		
50. Professors in Educations and Social Sciences	4 professors (2 professors X 2 years)	
51. Principals from secondary and primary schools	2 principals (1 principal X 2 years)	
52. Teachers from secondary and primary schools	2 teachers (1 teacher X 2 years)	
53. Social workers	2 social workers (1 social worker X 2 years)	
54. Students	2 students (1 student X 2 years)	
55. Parents	2 parents (1 parent X 2 years)	
56. Other participants	300 participants (150 persons from other professionals, principals, teachers, students, parents each time X 2 years)	
<i>Harmony School Competition</i>		
57. Teachers and social workers attending the open seminars	1,600 teachers and social workers (5 teachers and social workers X 160 primary and secondary schools X 2 years)	
58. Teachers and social workers attending the presentation conferences	240 teachers and social workers (5 teachers and social workers X 24 primary and secondary schools X 2 years)	
59. Professionals attending the evaluation committee	40 professionals (10 professionals X 2 sessions X 2 years)	
60. Attendees in the Ceremony cum Conference	960 students, parents, teachers and social workers (20 persons X 24 schools X 2 years)	
<i>Harmony school life competition: Drama competition</i>		
61. Primary schools joining the script composition	10,000 students (250 students X 20 schools X 2 years)	
62. Primary schools joining the drama competition	1,000 students, teachers and parents (50 persons X 10 schools X 2 years)	

63. Secondary schools joining the script composition	12,000 students (500 students × 20 schools × 2 years)
64. Secondary schools joining the drama competition	1,000 students, teachers and parents (50 persons × 10 schools × 2 years)
Harmony school life competition: Slogan Competition	
65. Primary schools joining slogan competition	12,500 students (250 students × 25 schools × 2 years)
66. Secondary schools joining slogan competition	15,000 students (300 students × 25 schools × 2 years)
Total number of direct beneficiaries :	238,504 beneficiaries

Schedule 1 P. 14

4) Expected number of indirect beneficiaries

- (a) Family members of the involved children and youth;
- (b) Peers and classmates of the involved children and youth;
- (c) With stronger supportive network developed among treatment and non-treatment serving schools in the same district other schools in the neighborhood can also be benefited
- (d) General public benefited from the two press release receptions and reports published; and
- (e) Singapore, Macau (already have collaboration), Taiwan and Mainland etc. Asian countries benefited from both website and training manuals.

(G) Distribution of deliverables

1) Training manuals

1,500 sets of training manuals (2 books in every set) will be produced every year. Applicants who attend the professional training workshops will be given 1 set of manual, and about 800 participants are estimated to attend the above workshops every year. Moreover, 40 serving schools (20 primary schools and 20 secondary schools in 2 years) and 30 post-treatment serving schools will also be given 1 set of training manuals every year. Letter will be sent to all social service agencies, primary schools and secondary schools in Hong Kong to introduce the training manuals. It is expected that the remaining copies will be given to teachers, social workers and helping professionals upon request.

2) Information kits

16000 student information kits, 16000 parent information kits, and 1000 teacher information kits will be produced every year. They will be distributed to 20 treatment serving schools (10 primary schools and 10 secondary schools) in each year, with 800 student information kit, 800 parent information kit, and 50 teacher information kit in each school.

H) Budgets with details breakdown

Item	1 st Year	2 nd Year	Total
	HKS	HKS	HKS
1 Staff Cost (Including MPF)			
Executive Officer II [1 post × (\$23,504 + 1,000) × 12]	294,048	294,048	588,096
Social Worker I [2 posts × (\$20,213 + \$1,000) × 12]	509,112	509,112	1,018,224
Social Worker II (2 posts × \$13,449 × 12 × 1.05)	338,915	338,915	677,830
Social Worker III (1 post × \$11,505 × 12 × 1.05)	144,963	144,963	289,926
Senior Research Assistant (1 post × \$17,271 × 12 × 1.05)	217,615	217,615	435,230
Research Assistant (3 posts × \$10,635 × 12 × 1.05)	402,003	402,003	804,006
Clerical Officer (1 post × \$9,075 × 12 × 1.05)	114,345	114,345	228,690
Consultation fee to international consultant (\$5,000 × 12 months)	60,000	60,000	120,000
Consultation fee to local consultant (\$4,000 × 12 months)	48,000	48,000	96,000
<i>Sub-total(HKS) :</i>	2,129,001	2,129,001	4,258,002
2 Services			
Video production on hypothetical scenarios for teacher training (including video production and actors employment)	100,000	100,000	200,000
Helper fee (for screening, assessment, data input, tape transcription and project-related services)	198,449	198,449	396,898
Computerization of electronic assessment tools (Primary schools and secondary schools) (\$10,000 × 2)	20,000	20,000	40,000
Construction and maintenance of website and forums	20,000	5,000	25,000
Administrative and management fee (Administrative and management fee will be given to the school/organization which will provide office support to the project)	48,000	48,000	96,000
<i>Sub-total(HKS) :</i>	386,449	371,449	757,898
3 Equipment			
Books and references	8,000	8,000	16,000
Notebook computers (\$8,500 × 2)	17,000	0	17,000
Printers (\$1,000 × 1)	1,000	0	1,000
Computer software (e.g. SPSS and other software) (\$500 × 4)	2,000	2,000	4,000
Video camera (\$4,800 × 1) (All the therapeutic groups will be video-taped for program planning and evaluation)	4,800	0	4,800
Audio recorders (\$600 × 10)	6,000	0	6,000
<i>Sub-total(HKS) :</i>	38,800	10,000	48,800
4 General Expenses			
Materials for student therapeutic groups (\$120 × 10 sessions × 2 groups × 15 treatment serving schools)	36,000	36,000	72,000
Materials for therapeutic parent-child parallel groups (\$150 × 10 sessions × 1 group × 10 treatment serving schools)	15,000	15,000	30,000
Materials for therapeutic parent therapeutic groups (\$150 × 10 sessions × 1 groups × 10 treatment serving schools)	15,000	15,000	30,000
Materials for student educational talks/programs (\$80 × 2 sessions × 15 treatment serving schools + \$80 × 1 session × 5 treatment serving schools)	2,800	2,800	5,600
Materials for teacher training workshops/talks for treatment serving schools (\$50 × 2 sessions × 15 treatment serving schools + \$50 × 1 session × 5 treatment serving schools)	1,750	1,750	3,500
Materials for parent educational talks/programs for treatment serving schools	10,500	10,500	21,000

	Schedule I		
($\$300 \times 2$ sessions $\times 15$ treatment serving schools + $\$400 \times 1$ session $\times 5$ treatment serving schools)			
Program fees for professional consultations and follow-up services for post-treatment serving schools (1st year: $\$500 \times 30$ post-treatment serving schools; 2nd year: $\$500 \times 50$ post-treatment serving schools)	15,000	25,000	40,000
Assessment tools for students, teachers and parents	50,000	50,000	100,000
Ceremony cum conferences for treatment serving schools (Primary schools and secondary schools) ($\$50,000 \times 2$)	100,000	100,000	200,000
Program fee for Anti-bullying Ambassador (Seminar, training, program fee & ceremony cum conference)	100,000	100,000	200,000
Harmony School Competition (Seminar, ceremony cum conference, and banners for awarding schools)	100,000	100,000	200,000
Harmony school life competitions (Drama and slogan contests) ($\$20,000 + \$4,000$)	24,000	24,000	48,000
Materials for certificate induction courses for new teachers ($\$750 \times 4$ sessions)	3,000	3,000	6,000
Materials for certificate advanced training workshops for school teachers and personnels ($\$1,000 \times 4$ sessions)	4,000	4,000	8,000
Materials for certificate advanced training workshops for social workers and training professionals ($\$1,000 \times 4$ sessions)	4,000	4,000	8,000
Materials for 4-session certificate courses on bullying prevention for parents ($\$1,000 \times 4$ sessions)	4,000	4,000	8,000
Training manuals with DVD (for Hong Kong primary and secondary schools and relevant social services units)	100,000	100,000	200,000
Educational kits to students ($\$5 \times 800$ students $\times 20$ treatment serving schools)	80,000	80,000	160,000
Educational kits to parents ($\$5 \times 800$ parents $\times 20$ treatment serving schools)	80,000	80,000	160,000
Educational kits to teachers ($\$5 \times 50$ teachers $\times 20$ treatment serving schools)	5,000	5,000	10,000
Administrative fees for Anti-school Bullying Committee	1,000	1,000	2,000
Program fees for Anti-school Bullying Forum	3,000	3,000	6,000
Press conference	1,000	1,000	2,000
Promotion and publicity	2,000	2,000	4,000
Audit fee	0	20,000	20,000
Miscellaneous items (Including recruitment advertisement, telephone, stationery, postage, general printing and traveling)	60,000	60,000	120,000
Contingency fee	30,000	30,000	60,000
Sub-total(HKS) :	847,050	877,050	1,724,100
Grand total(HKS):	3,401,300	3,387,500	6,788,800

1) Project Impact

1) Evaluation and results in previous services

Starting from September 2007 to August 2008, Project C.A.R.E. has provided various services to 10 treatment serving secondary schools. Project C.A.R.E. not only provided therapeutic groups to the high risk students, but also provided talks and workshops to general students, teachers and parents. Each talk and workshop was held once in each semester. For each of the service, evaluation was conducted so as to ensure the quality of the services.

(I) Student educational talk

The student educational talk in the first term focused on proactive aggressors, reactive aggressors and bystanders. For proactive aggressor, the talk aimed at letting them understand the feelings of the victims and the consequences of bullying. For reactive aggressors, the talk focused on the negative consequences of emotional behaviors and introduced the skills of anger management. For bystanders, the talk equipped them with the skills to intervene school bullying.

Totally 2,035 students have been served in the talks. Taking the average percentage of the ratings from all student questionnaires collected after the talks, 91% of students found that they could think over their attitudes of interpersonal relationships with schoolmates. 89% found that they could understand the consequences of bullying behaviors. 91% considered that they could understand other schoolmates' feelings. 88% said that they could understand the negative consequences from agitated and inappropriate emotional (e.g. anger) and behavioral responses. 87% of them recognized that the talks could help them. 90% addressed that the speaker presented clearly. Finally, 89% of the students felt satisfied with the talks.

In the second term, the student educational talk aimed at identifying and understanding the characteristics of aggressive victims and passive victims. All students were expected to equip with essential coping skills and methods in the face of being bullied. For both aggressive victims and passive victims, the talk aimed at strengthening their superego and providing different perspectives and coping methods in case of being bullied. For the other students, the talk provided coping methods in case of being bullied.

2,563 students attended the talk. Taking the average percentage of the ratings from all student questionnaires collected after the talks, 88% of students comprehended the different characteristics of different types of victims. Around 84% of students found that the talk could expand their beliefs and 84% agreed that the talks could expand their coping methods when having conflicts with classmates. 86% reflected their attitudes of interpersonal relationships and behaviors at school after attending the talks. 85% considered that they could take into account of others' feelings. 85% recognized that the talks were useful to them. 88% of the students addressed that the speaker presented clearly. All in all, 73% of students were satisfied with the talks.

(II) Teacher training workshop

The teacher training workshops in the first semester, titled "Elucidation of school bullying", aimed at equipping teachers with knowledge on aggression and school bullying, acquiring skills and procedures in handling bullying and aggressive behaviors of students, and enhancing teachers' understanding on the Project and their roles in implementing the Project in order to gain their support and cooperation to reduce labeling effect on group members.

508 teachers in 10 schools have participated in the talk. Taking average percentage of the ratings from all teacher questionnaires collected after the talks, 95% of the participants agreed that they understood the basic concepts of bullying, the types of aggressors and about Project C.A.R.E. Over 90% thought that the speakers could help them understand the themes. This showed that the workshops successfully provided adequate and suitable information for participants to understand the themes. Nearly 90% of them learned the methods (88%) and had confidence to handle bullying (88%) in schools after the workshops. This proved that the talks could enhance their skills and confidence to manage bullying cases at schools.

The teacher training workshops in the second semester, titled "Intervention of victims in school bullying", aimed at equipping teachers with knowledge on victimization, acquiring skills and procedures in handling aggressive victims and passive victims in immediate stage and long run.

For the second teacher workshops, 366 teachers were served. Taking average percentage of the ratings from all teacher questionnaires collected after the talks, over 95% of the participants agreed that they understood the characteristics of aggressive victims and passive victims including cognition distortion, emotions, behaviors and interpersonal relationships. 92% agreed that the intervention methods were useful and 93% would use the methods in their school. Over 92% of them understood the project in their schools. 81% participants were satisfied with the workshops.

(III) Parent workshop

The first parent workshops aimed at enhancing the awareness and understanding on the formation of emotional reactions and irrational beliefs of children, improving parents' skills on communicating with their children, and equipping the parents with the basic skills to widen their children's irrational beliefs through their daily interactions.

841 parents were served in the first parent workshops. Taking average percentage of the ratings from all parent questionnaires collected after the talks, 96% of the participants understood their children's formation of intense emotions. Over 90% of them learned how to react to their children's emotions. Some of them still had hesitation to use the steps to react. Surprisingly, over 90% of parents agreed that they understood and mastered to practice the ways of widening their children's thinking. Participants responded that the speakers explained very clearly (95%), which enhanced their ability to understand the theme. Overall speaking, over 90% of the participants were satisfied with the workshops.

The second parent workshops aimed at enhancing the concern and understanding of the social life of participants' children, improving parents' self-reflection on their attitudes when handling their children's stress in interpersonal relationships, equipping the parents with the basic skills to widen their children's irrational beliefs through their daily interactions, and improving₁₃

children's degree of assertiveness.

Taking average percentage of the ratings from 314 parent questionnaires collected after the talks, 93% of the participants understood their children's wrong assumptions about handling stress in interpersonal relationships. 93% of them understood how to teach their children to use "I message" to express their wills. Although only 93% of them claimed that they mastered to help their children get rid of the traps of thoughts, most of them (96%) grasped the meanings and influences of the traps. This helped the participants increase their awareness on the influence of thoughts on children's behaviors, building the basic requirement to dispute their children's irrational beliefs. Finally, most of them (93%) mastered to help their children prevent the traps of thought and most of them (94%) thought that the talks were helpful.

(IV) Therapeutic group

From 2007 to 2008, Project C.A.R.E. has administered two types of therapeutic groups in 10 secondary schools in Hong Kong. Therapeutic groups targeting on proactive aggressors were conducted in the first semester, while those targeting on aggressive victims were conducted in the second semester.

Students had to go through two screening processes, including screening questionnaire and structured interview, before they were invited to the therapeutic groups. Based on the student's performance in screening questionnaire and structured interview proactive aggressors and aggressive victims who were in the highest risk were spotted out. Selected proactive aggressors and aggressive victims were then assigned to either experimental group or control group according to the rule of randomization. With respect to experimental group, 10 well structured Cognitive-Behavioral Therapy (CBT) group sessions were designed and conducted by registered social workers. On the contrary, control groups, being conducted by social work students, were study groups which were unrelated to reduction of aggression and victimization. For each experimental group, there was one control student who was a positive model with good social skills, cognitive ability and excellent conduct. The aims of having a control student in the experimental group were to let the other group members learn the positive aspects of that student, as well as to eliminate the possible labeling effect of the treatment.

It was a longitudinal study, including pretest, posttest and 3 month follow-up test. It was also a triangulated study, collecting data from group members' self report, their teachers and parents. Moreover, the experimental design evaluated the effectiveness of CBT group by comparing experimental and control groups.

At first, 104 students (94 proactive aggressors and 10 control students; 10 experimental groups and 3 control groups) were invited to proactive aggressor groups and 113 students (104 aggressive victims and 9 control students; 10 experiment groups and 4 control groups) were invited to aggressive victim groups. Due to parental refusal, dropping out from school and absenteeism, 8 students and 9 students were withdrawn from the proactive aggressor and aggressive victim groups respectively. For proactive aggressor groups, 2 proactive aggressors were invited to replace the withdrawn proactive aggressors, while 4 aggressive victims were invited to replace the withdrawn aggressive victims. Eventually, 206 students (89 proactive aggressors, 99 aggressive victims and 18 control students) have completed the group program. The participation rate was 93%.

Questionnaire

All questionnaires used this study were translated from English to Chinese, and then back-translated. Both the English and Chinese versions of questionnaires were well validated and highly reliable. Questionnaires used in this study mainly assessed the aggressiveness (e.g. Child Behavior Checklist, CBCL; Achenbach, 1991), victimization (e.g. Peer Victimization Questionnaire; Lopez, 1997), anger expression and control (e.g. State-Trait Anger Expression Inventory, STAXI; Spielberger, 1991), empathy (Empathy scale; Davis, 1980) and reactive or proactive aggression level (e.g. Reactive and Proactive Questionnaire, RPQ; Raine, Dodge, Loeber, Gatzke-Kopp, Lynam, & Reynolds, 2006) of the students.

Results of proactive aggressors

Single factor repeated measure analysis was used to analyze the self-report score of verbal aggression, physical aggression, CBCL-aggressive behavior, -anxious/depressed, -delinquent behavior, -attention problem and RPQ-proactive aggression of proactive aggressors in experimental and control groups. The scores in pretest, posttest and 3-month follow-up test were within-subject variables. A posteriori comparisons of means using Bonferroni's test were then run and the results were shown in Appendix 5. For experimental groups, scores of all variables decreased significantly in posttest compared with pretest, while scores of all variables did not have significant difference between pretest and posttest in control groups. That means, comparing with control groups, students of experimental groups improved in many aspects after the CBT group sessions, including decreased aggressiveness, anxiety level, delinquent behaviors and proactive aggression. Moreover, the proactive aggression of students of experimental groups further reduced significantly in 3-month follow-up test, which proved that the effect of CBT groups sustained to at least 3 months after the CBT groups have completed.

In addition to the student's self-report, teacher's reports also showed that different aspects of students of the experimental groups improved by a lot. A split-plot analysis of variance was run on pretest and posttest of teacher's reports. The results showed that interaction effect of aggressive behavior, delinquent behavior, conduct problem, reactive aggression and proactive aggression were also significant [Aggressive behavior: $F(1,77) = 6.94, p < .05$; delinquent behavior: $F(1,78) = 5.16, p < .05$; conduct problem: $F(1,78) = 4.70, p < .05$; reactive aggression: $F(1,79) = 7.19, p < .05$; proactive aggression: $F(1,79) = 5.73, p < .05$]. A significant interaction effect meant that the trend of the scores of different groups was different. The graphs of various scores in pretest and posttest were shown in Appendix 6. From the graph, the scores of posttest decreased in experimental groups, while the score of posttest increased in control groups. In other words, teachers recognized the decreased of aggressive behaviors, delinquent behaviors, conduct problems, reactive aggression and proactive aggression in students of experimental groups, whereas, those

aspects were worsened in students of control groups from the viewpoint of teachers.

Results of aggressive victims

A paired sample t-test was run to compare the self-report scores of experimental groups and control groups. Results were shown in Appendix 7. The results showed that the scores of reactive aggression, peer victimization and perceived safety decreased significantly in students of experimental groups, while these scores did not have significant change between pretest and posttest in students of control groups. Hence, students of experimental groups have reduced reactive aggression and victimization. Besides, they also perceived school as a safer place after the CBT group sessions. However, such improvement did not appear in students of control groups.

Teachers also noticed the improvement in students of experimental groups. A paired sample t-test was run to compare the teacher's reports pretest and posttest. From the viewpoint of teachers, anxiety and victimization of students of experimental groups had significant decreased in posttest [Anxiety-tension: $t(56) = 2.15, p < .05$; peer victimization $t(56) = 2.08, p < .05$]. However, teachers found no significant change in students of control groups.

Since the data from parent was too few (less than 20 for some variables), analysis on parent's data did not have much significance on evaluating the project effectiveness. Nevertheless, from the student's self report and teacher's report, CBT groups had significant and positive impact on both proactive aggressors and aggressive victims.

2) Reporting to QEF and treatment serving schools

3-month progress report will be regularly submitted to QEF. Besides, each school's principal of treatment serving schools will receive a specific progress report after the completion of group treatments for aggressors and victims of school bullying.

Name of Secondary Schools	Applied in 06-07	Applied in 07-08 (1 st round)	Applied in 07-08 (2 nd round)	Applied in 08-09 (1 st round)	Applied in 08-09 (2 nd round)	Frequency of application
1. 大埔官立中學		✓				1
2. 中華基督教會協和書院		✓				1
3. 中華基督教會馮梁結紀念中學		✓				1
4. 中華基督教會譚李麗芬紀念中學		✓				1
5. 中華傳道會安柱中學		✓				1
6. 仁愛堂陳黃淑芳紀念中學		✓				1
7. 仁濟醫院林百欣中學		✓				1
8. 孔教學院何郭佩珍中學		✓				1
9. 佛教覺光法師中學		✓				1
10. 沙田崇真中學		✓				1
11. 明愛柴灣馬登基金中學		✓				1
12. 東涌天主教學校		✓				1
13. 東莞工商總會劉百樂中學		✓				1
14. 東華三院李潤田紀念中學		✓				1
15. 金巴崙長老會耀道中學		✓				1
16. 南屯門官立中學		✓				1
17. 炮台山循道衛理中學		✓				1
18. 香海正覺蓮社佛教正覺中學		✓				1
19. 香港仔浸信會呂明才書院		✓				1
20. 香港聖瑪加利女書院		✓				1
21. 香港管理專業協會羅桂祥中學		✓				1
22. 荃灣官立中學		✓				1
23. 荃灣聖芳濟中學		✓				1
24. 崇真書院		✓				1
25. 啓思中學		✓				1
26. 陳瑞祺(喇沙)書院		✓				1
27. 博愛醫院陳楷紀念中學		✓				1
28. 景嶺書院		✓				1
29. 順利天主教中學		✓				1
30. 聖安當女書院		✓				1
31. 聖貞德中學		✓		✓		2
32. 聖嘉勒女書院		✓				1
33. 聖類斯中學		✓				1
34. 裘錦秋中學(葵涌)		✓				1
35. 寧波第二中學		✓				1
36. 德信中學		✓				1
37. 龍翔官立中學		✓				1
38. 釋慧文中學		✓				1
39. 靈糧堂怡文中學		✓				1
40. 觀塘官立中學		✓				1
41. 中華基金中學				✓		1
42. 中華基督教會燕京書院				✓		1
43. 中華傳道會李賢堯紀念中學				✓		1
44. 仁濟醫院董之英紀念中學				✓		1
45. 元朗商會中學				✓		1
46. 天主教伍華中學	✓			✓		2

17. 文理書院(香港)				✓		1
18. 伊利沙伯中學舊生會中學				✓		1
19. 伊利沙伯中學				✓		1
50. 地利亞修女紀念學校(百老匯)				✓		1
51. 協恩中學				✓		1
52. 明愛胡振中中學				✓		1
53. 明愛莊月明中學				✓		1
54. 東華三院郭一韋中學				✓		1
55. 東華三院黃鳳翎中學				✓		1
56. 玫瑰崗學校(中學部)				✓		1
57. 青年會書院				✓		1
58. 香海正覺蓮社佛教梁植偉中學				✓		1
59. 香港仔工業學校				✓		1
60. 香港青少年培育會陳南昌紀念學校				✓		1
61. 基督教四方福音會深培中學				✓		1
62. 基督教臻美黃乾亨小學暨初中學校				✓		1
63. 培正中學				✓		1
64. 培英中學				✓		1
65. 勞工子弟中學				✓		1
66. 慈幼英文中學				✓		1
67. 新界喇沙中學				✓		1
68. 新會商會陳伯沙紀念中學				✓		1
69. 聖公會呂明才中學				✓		1
70. 聖保羅男女中學				✓		1
71. 聖保羅書院				✓		1
72. 聖若瑟書院				✓		1
73. 鳳溪廖萬石堂中學	✓			✓		2
74. 廠商會蔡章閣中學	✓			✓		2
75. 嶺南鍾榮光博士紀念中學				✓		1
76. 李求恩紀念中學					✓	1
77. 香港管理專業協會李國寶中學					✓	1
78. 聖公會諸聖中學					✓	1
79. 鄧鏡波學校	✓				✓	2
80. 中華聖潔會靈風中學		✓	✓			2
81. 天主教郭得勝中學		✓	✓			2
82. 佛教黃允畋中學		✓	✓			2
83. 保良局姚連生中學		✓	✓			2
84. 香港青年協會李兆基書院		✓	✓			2
85. 香港道教聯合會圓玄學院第三中學		✓	✓			2
86. 港九潮州公會馬松深中學		✓	✓			2
87. 港澳信義會慕德中學		✓	✓			2
88. 路德會西門英才中學		✓	✓			2
89. 瑪利諾神父教會學校	✓	✓	✓			3
90. 樂善堂梁植偉紀念中學		✓	✓			2
91. 禮賢會彭學高紀念中學		✓	✓			2
92. 下葵涌官立中學		✓		✓		2
93. 中華基督教會基道中學		✓		✓		2
94. 五育中學		✓		✓		2
95. 元朗公立中學		✓		✓		2

96. 天主教南華中學		✓		✓			
97. 耶穌天主教中學		✓		✓			
98. 伊利沙伯中學舊生會湯國華中學		✓		✓			2
99. 佛教葉紀南紀念中學		✓		✓			2
100. 妙法寺陳呂重德紀念中學		✓		✓			2
101. 明愛聖若瑟中學		✓		✓			2
102. 港青基信書院		✓		✓			2
103. 廠商會中學		✓		✓			2
104. 九龍塘學校(中學部)	✓	✓					2
105. 五邑司徒浩中學	✓	✓					2
106. 地利亞修女紀念學校(協和)	✓	✓					2
107. 伯特利中學	✓	✓					2
108. 官立嘉道理爵士中學(西九龍)	✓	✓					2
109. 長洲官立中學	✓	✓					2
110. 宣道會陳朱素華紀念中學	✓	✓					2
111. 可道中學(葡色園主辦)	✓			✓	✓		3
112. 佛教慧因法師紀念中學				✓	✓		2
113. 佛教慧遠中學				✓	✓		2
114. 將軍澳香島中學				✓	✓		2
115. 棉紡會中學				✓	✓		2
116. 獅子會中學				✓	✓		2
117. 樂善堂王仲銘中學				✓	✓		2
118. 靈樞堂劉梅軒中學	✓			✓	✓		3
119. 仁濟醫院王華湘中學	✓	✓	✓				3
120. 彩虹村天主教英文中學	✓	✓	✓				3
121. 加拿大神召會嘉智中學	✓	✓	✓	✓			4
122. 明愛屯門馬登基金中學		✓	✓	✓			3
123. 樂道中學		✓	✓	✓			3
124. 香港紅卍字會大埔卍慈中學		✓		✓	✓		3
125. 聖公會聖馬利亞堂莫慶堯中學		✓		✓	✓		3
126. 聖母院書院		✓	✓	✓	✓		4
127. 將軍澳官立中學	✓						1
128. 路德會協同中學	✓						1
129. 中華基督教會扶輪中學	✓						1
130. 天主教母佑會蕭明中學	✓						1
131. 曾璧山中學	✓						1
132. 香海正覺蓮社佛教馬錦燦紀念英文中學	✓						1
133. 東華三院呂潤財紀念中學	✓						1
134. 聖瑪加利男女英文中小學	✓						1
135. 培僑中學	✓						1
136. 香港九龍塘基督教中華宣道會鄭榮之中學	✓						1
137. 香港道教聯合會圓玄學院第二中學	✓						1
138. 觀塘功樂官立中學	✓						1
139. 何文田官立中學	✓						1
140. 皇仁舊生會中學	✓						1
141. 嶺南中學	✓						1
142. 仁濟醫院第二中學	✓						1
143. 青松侯寶垣中學	✓						1
144. 天主教崇德英文書院	✓						1

145. 十八鄉鄉事委員會公益社中學	✓					1
146. 明愛元朗陳震夏中學	✓					1
147. 中華基金中學	✓					1
148. 沙田蘇浙公學	✓					1
149. 樂善堂余近卿中學	✓					1
150. 鐘聲慈善社胡陳金枝中學	✓					1
151. 畲色園主辦可譽中學暨可譽小學	✓					1
152. 伊斯蘭脫維善紀念中學	✓					1
153. 迦密聖道中學	✓					1
154. 屯門天主教中學	✓					1
155. 仁愛堂田家炳中學	✓					1
156. 博愛醫院歷屆總理聯誼會梁省德中學	✓					1
157. 基督教中國佈道會聖道迦南書院	✓					1
158. 嘉諾撒培德書院	✓					1
159. 屯門官立中學	✓					1
160. 妙法寺劉金龍中學	✓					1
161. 裘錦秋中學(屯門)	✓					1
Total	52	79	18	62	15	

Name of Primary Schools	Applied in 08-09 (1 st round)	Applied in 08-09 (2 nd round)
1. 九龍灣聖若翰天主教小學	✓	
2. 大埔官立小學	✓	
3. 大埔舊墟公立學校		✓
4. 大埔舊墟公立學校(寶湖道)	✓	✓
5. 中華基督教會全完第二小學	✓	
6. 中華基督教會基正小學	✓	
7. 中華基督教會基全小學	✓	
8. 中華基督教會基法小學	✓	✓
9. 中華基督教會基法小學(油塘)	✓	✓
10. 中華基督教會灣仔堂基道小學	✓	✓
11. 中華基督教會灣仔堂基道小學(九龍城)	✓	
12. 中華傳道會許大同學校	✓	
13. 五邑工商總會學校	✓	
14. 仁濟醫院趙曾學韞小學	✓	
15. 天主教溥仁學校		✓
16. 天主教聖安德肋小學	✓	
17. 白田天主教小學	✓	✓
18. 石籬天主教小學下午校	✓	
19. 西貢中心字少欽紀念學校	✓	
20. 佛教中華康山學校	✓	
21. 佛教黃焯菴小學	✓	✓
22. 佛教慈敬學校	✓	
23. 佛教榮茵學校下午校(2008年9月遷往馬田新校並改名為「佛教陳榮根紀念學校」)	✓	✓
24. 沙田官立小學	✓	
25. 亞斯理衛理小學	✓	✓
26. 協恩中學附屬小學	✓	
27. 東華三院李志雄紀念小學	✓	✓
28. 東華三院冼次雲小學	✓	
29. 東華三院港九電器商聯會小學下午校	✓	
30. 東華三院黃士心小學	✓	✓
31. 東華三院鄧肇堅小學	✓	
32. 油麻地天主教小學(海泓道)	✓	
33. 油麻地天主教小學		✓
34. 青松侯寶垣小學	✓	
35. 保良局田家炳千禧小學	✓	
36. 保良局田家炳小學	✓	✓
37. 保良局金銀業貿易場張凝文學校	✓	
38. 保良局莊啓程小學	✓	✓
39. 保良局陸慶濤小學	✓	✓
40. 宣道會陳元喜小學	✓	
41. 英皇書院同學會小學第二校	✓	
42. 香海正覺蓮社佛教陳式宏學校	✓	

43. 香港正覺蓮社佛教黃藻森學校	✓	✓
44. 香港青年協會李兆基小學	✓	
45. 香港南區官立小學	✓	
46. 香港普通話研習社科技創意小學	✓	✓
47. 孫方中小學上午校及全日制	✓	
48. 柴灣信愛學校	✓	
49. 浸信會沙田圍呂明才小學	✓	
50. 馬鞍山信義學校	✓	
51. 國民學校	✓	
52. 基督教香港信義會葵盛信義學校	✓	✓
53. 基督教會全完第一小學	✓	
54. 基督教聖約教會聖樂小學	✓	
55. 彩雲聖若瑟小學上午校	✓	
56. 啓基學校	✓	
57. 深水埗官立小學	✓	✓
58. 華富邨寶血小學	✓	
59. 順德聯誼總會梁潔華小學	✓	
60. 黃埔宣道小學	✓	
61. 慈幼學校	✓	✓
62. 獅子會何德心小學	✓	✓
63. 聖公會牧愛小學(下午校)	✓	
64. 聖公會馬太小學	✓	
65. 聖公會基德小學	✓	✓
66. 聖公會將軍澳基德小學	✓	
67. 聖公會置富始南小學	✓	
68. 聖公會聖雅各小學下午校	✓	
69. 聖文德天主教小學	✓	✓
70. 聖保羅書院小學	✓	✓
71. 聖若瑟英文小學	✓	
72. 聖家學校	✓	
73. 聖愛德華天主教小學	✓	✓
74. 道教青松小學	✓	✓
75. 道教青松小學(湖景邨)	✓	
76. 福榮街官立小學	✓	✓
77. 鳳溪第二小學	✓	
78. 廣東道官立小學	✓	
79. 樂善堂梁鍊瑀學校(分校)	✓	✓
80. 鄭任安夫人學校	✓	
81. 寶安商會溫浩根小學	✓	
82. 寶血小學	✓	✓
Total	79	30

我們支持是次由優質教育基金贊助、在學校內推行的「拉闊天空全接觸獎勵計畫」。在上學期中各位同工在校內舉辦了一連串的活動，包括各類型的講座及小組活動。在一整個學期過後，校方認同計畫在各方面的推行上成效很好，並非常贊成這個計畫繼續實施。在學生方面，上學期的小組過後，參與的同學在各方面都有進步，這是可以觀察得到的，我們亦非常希望下一年可以再一次和 Project C.A.R.E. 合作。

(林江，學生成長支援組訓導老師，港九街坊婦女會孫方中書院)

我覺得整個計畫的設計很好，負責學校小組的兩位社工皆在青少年工作上素有經驗，他們亦花了不少心機設計不同的小組活動給予我們的同學。同時小組安排在課堂時間上進行，亦有助提高學生的出席率，令活動更有成效。兩位社工亦很有耐性和學生建立關係。雖然小組只有十節時間，但在我的觀察，參與小組的學生已有很好的改變，他們都願意有建設性地去參與活動及去討論一些切身的問題。

(黃麗婷，學校社工，上水官立中學)

校方十分欣賞這個活動，事實上欺凌問題在學校內早已存在，實在有需要我們去正視。我們特別欣賞的是計畫內包含有給予家長及老師的講座，因為只有多角度的介入，才能協助及支持學生有正面的改變。經過上學期的活動後，我們看見計畫本身有成效，對學校的支援亦很大。唯一我們感到美中不足的是受惠學生人數太少，我亦觀察到你們的人手亦相當不足，希望在未來都能夠有所改善。

(毛麗龍，輔導主任，天主教新民書院)

Our students have benefited a lot from participating in the activities of the Project C.A.R.E.. They have learned a great deal on understanding themselves and the way to achieve a harmonious relationship with their peers. We do hope that such a successful project can be extended to benefit more students.

(Mr. Yu Sui Yiu, Principal, Fanling Government Secondary School)

As a counselling teacher, I always look for various resources to help my students. Attracted by the Chinese slogan on this project last summer, I attended every briefing session and felt thankful being one of the participating schools.

This project is well-organized, tailored-made and comprehensive. It covers talks for students, teachers and parents. I felt really impressed by the process of choosing each target student such as through the questionnaire for students, teachers, and parents; computer games, one-to-one interview for target students (about 40 of them), interviews of the class teachers and parents of the chosen students. It had shown the dedication of the team work of this project. I do believe, if special attention is given to our students, they would grow healthier and manage their behavior better.

It is a bit unfortunate, only a few students could be chosen attending the therapeutic groups. Such a meaningful project could be more effective if more students could be served, more resources could be channeled to the organizer. We do hope that creating a harmonious society from the Project C.A.R.E.. I would like to express my sincere thanks to the team of this project.

(Ms. Koo Mei Ching, Counselling Teacher, Fanling Government Secondary School)

校方十分重視這個活動，在學校人力資源上，亦作出很大的配合，希望透過此計畫能改善校內欺凌問題。我們特別欣賞的是計畫能對目標學生有全面的評估(包括老師、家長、學生)，令負責社工能對目標學生作深入的輔導。而且一星期一節的小組能讓學生有結構地跟進小組的內容，協助及支持他們有正面的改變。我們亦希望此計畫能延展至小學，相信對於中學欺凌問題起了一個重要的預防作用。唯一我們感到美中不足的是受惠學生人數太少，我亦觀察到你們的人手亦相當不足，希望在未來都能夠有所改善。

(呂兆麟，輔導主任，聖公會聖本德中學)

1. Parent group*Objective:*

- Review parents' parenting style
- Learn A-B-C concepts of CBT
- Apply A-B-C concepts in parenting
- Re-build parent-child relationship

Target Group: parents of aggressive child under the assessment in serving treatment primary schools

Beneficial numbers:

Parent therapeutic groups	
Parents in therapeutic groups receiving treatment and follow-up services	180 parents (5 treatment serving schools × 9 parents × 2 groups × 2 years)

2. Parent-child Parallel groups*Objective:*

- Review parents' parenting style
- Learn A-B-C concepts of CBT
- Apply A-B-C concepts in parenting
- Re-build parent-child relationship

Target Group: aggressive child and parents of selected child under the assessment in serving treatment primary schools

Beneficial numbers:

Parent therapeutic groups	
Parents in therapeutic groups receiving treatment and follow-up services	180 parents (5 treatment serving schools × 9 parents × 2 groups × 2 years)

3. Anti-bullying Ambassador (校園欺「零」大使)*Objective:*

- Increase the students' understandings about school bullying
- Exchange students' learning on anti-school bullying with other schools
- Increase the caring culture in school

Target Group: Secondary students

Content:

- Recruit students from secondary schools
- Provide training: the definition of school bullying, the characteristic of proactive aggressor, reactive aggressor, aggressive victim and passive victim, the intervention on them
- After training, awarded as **Anti-bullying Ambassador** and organize 2 activities about anti-school bullying in their own schools (School teachers/school social worker)
- Organize 1 activity in other school

Recruitment:

- Secondary schools in the waiting list (~ 50 schools)
- Secondary schools (~ total 100 schools) in the project – Caring School (Hong Kong Christian Service)

Total recruitment: 5 secondary schools each year

Beneficial numbers:

Anti-bullying Ambassador: Primary schools and secondary schools (non-treatment serving schools)	
Students under assessment in non-treatment serving schools	8,000 students (5 non-treatment serving schools × 800 students × 2 years)
Parents under assessment in non-treatment serving schools	16,000 parents (5 non-treatment serving schools × 800 students × 2 parents × 2 years)
Teachers under assessment in non-treatment serving schools	500 teachers (5 non-treatment serving schools × 50 teachers × 2 years)
Students trained as Anti-bullying Ambassadors in non-treatment serving schools	300 students (5 secondary schools × 30 students × 2 years)
Students under the activities held by the Anti-bullying Ambassadors in non-treatment serving schools	24,000 students [12,000 students: In their own schools (5 secondary schools × 1,200 students × 2 years)] + [12,000 students: In others schools (5 secondary schools × 1,200 students × 2 years)]
	Total= 48,800

4. On-line professional sharing forum: a) Anti-school Bullying Forum(校園欺「零」討論區)

- Objective:

Teachers

- Increase teachers' knowledge and skills in handling different types of aggressors and victims
- Provide a platform for the teachers to exchange their experience in handling school bullying with other schools

Students

- Increase the students' understandings about school bullying
- Increase the students' skills when they are facing conflicts with schoolmates
- Increase the caring culture in school

Parents

- Enhance the awareness and understanding on their children's emotional reactions and aggressive behaviors
- Improve the communication skills of parents with their children

- Target Group: Teachers, students and parents of primary schools and secondary schools in waiting list

- Content: Forum provides the following information:

- Concept of aggression and victimization
- Handling skills of aggression & victimization
- Discussion forum
- Consultation area (Project staff will give professional advice to teachers' and parents' enquires)
- Latest information of the project

- Beneficial numbers in two on-line forums:

On-line professional sharing forum – 'Anti-school Bullying Forum': Primary schools in waiting list	
Teachers/school social workers	2,550 teachers (50 teachers × 50 schools in waiting list) + (1 social worker × 50 schools in waiting list)
Students	50,000 students (1,000 students × 50 schools in waiting list)
Parents	100,000 parents (2,000 parents × 50 schools in waiting list)
On-line professional sharing forum – 'Anti-school Bullying Forum': Secondary schools in waiting list	
Teachers/school social workers	6,630 teachers (50 teachers × 130 schools in waiting list) + (1 social worker × 130 schools in waiting list)
Students	156,000 students (1,200 students × 130 schools in waiting list)
Parents	312,000 parents (2,400 parents × 130 schools in waiting list)
	Total= 627,180

5. Anti-school Bullying Forum(校園欺「零」論壇)

- Objective:

- Provide suggestions and advices
- Arouse the awareness of the public on school bullying
- Different Professions on anti school bullying
- Share the experience, knowledge from different professions

- Content:

- Organize Anti School Bullying Forum in University

- Target group:

- Scholars of University, Principal and teachers of Primary and Secondary Schools, Social Workers, NGO's representatives, related helping professionals

- Beneficial numbers:

Anti-school Bullying Forum	
Professors in Educations and Social Sciences	4 professors (2 professors × 2 years)
Principals from secondary and primary schools	2 principals (1 principal × 2 years)
Teachers from secondary and primary schools	2 teachers (1 teacher × 2 years)
Social workers	2 social workers (1 social worker × 2 years)
Students	2 students (1 student × 2 years)
Parents	2 parents (1 parent × 2 years)
Other participants	300 participants (150 persons from other professionals, principals, teachers, students, parents each time × 2 years)
	Total= 314

6. Newsletter

Objective:

- To raise the public awareness on school bullying
- To educate students on how to handle bullying at school
- To provide knowledge and skills related to emotional management, empathy and social skills training to students
- To provide new information of the Project to the public

Target group: students

Content:

- Newsletters will be distributed to schools and NGOs bi-monthly

Target group	Content
Students	<ul style="list-style-type: none"> - emotional management skills - social skills training - empathy training - basic knowledge of bullying - skills on handling bullying incidents

7. Anti-school Bullying Committee

Objective:

- Different Professions give concrete suggestions on anti school bullying
- Arouse the awareness of the public in school bullying
- Try out the suggestion and evaluate the effectiveness in schools
- Publicize the suggestions and effectiveness

Target group: Scholars of University, Principal and teachers of Primary and Secondary Schools, Social Workers, NGO's representatives, related helping professionals

Content:

- Regular meeting will be carried out to review the school bullying and policy in Hong Kong, share experience, and form concrete suggestion on anti school bullying)
- Publish a report on the content and the effectiveness of the suggestions

8. Harmony School Competition

Objective:

- To stop bullying at school
- To cultivate a harmonious school life
- To cultivate a caring culture at school
- To create a harmonious bonding for teachers, students and parents in school
- To establish network for caring schools to share their resources and experience

Content:

- A seminar is held to introduce the objectives and content of the competition
- A evaluation committee is formed by the professionals to select the Best Harmony School prize
- Participating schools, especially the prize winners, are invited to the Ceremony to share their experience and learning in school

Beneficial numbers:

Harmony School Competition	
Teachers and social workers attending the open seminars	1,600 teachers and social workers (5 teachers and social workers × 160 primary and secondary schools × 2 years)
Teachers and social workers attending the presentation conferences	240 teachers and social workers (5 teachers and social workers × 24 primary and secondary schools × 2 years)
Professionals attending the evaluation committee	40 professionals (10 professionals × 2 sessions × 2 years)
Attendees in the Ceremony cum Conference	960 students, parents, teachers and social workers (20 persons × 24 schools × 2 years)
	Total= 2,840

9. Harmony school life competition

Objective:

- To stop bullying at school
- To cultivate a harmonious school life
- To cultivate a caring culture at school
- To create a harmonious bonding for teachers, students and parents in school
- To establish network for caring schools to share their resources and experience

Content:

- Drama Competition: Student compose the scripts about anti-school bullying and promoting harmony school life
 - Slogan Competition: Students are invited to create a slogan about anti-school bullying and promoting harmony school life
- The winning slogan will be posted in the Newsletter

Beneficial numbers:

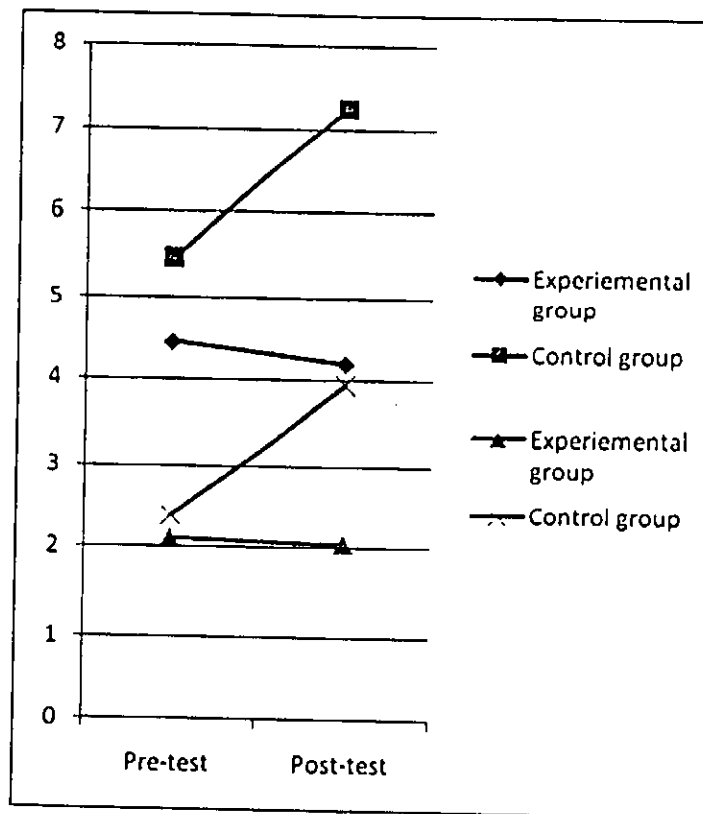
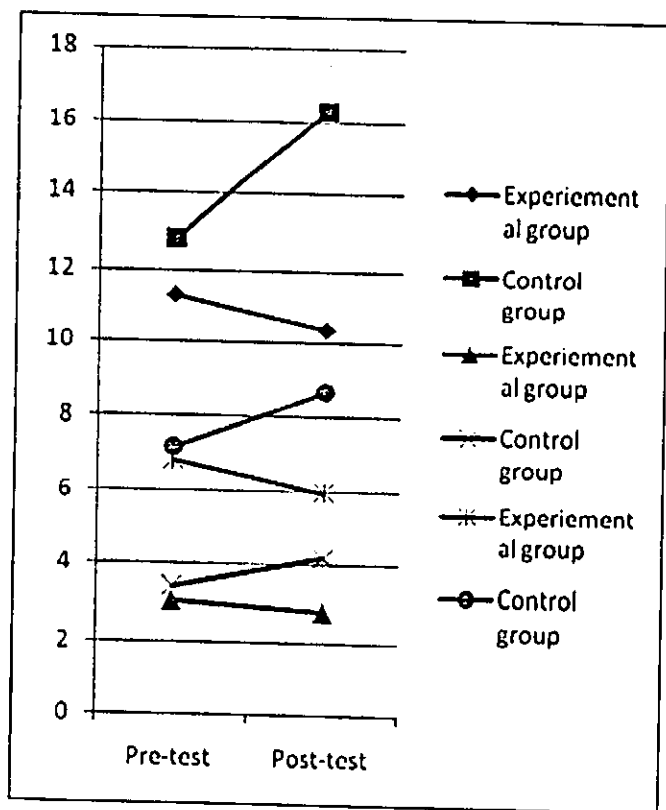
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Harmony school life competition: Drama Competition	
Primary schools joining the script composition	40,000 students (1,000 students × 20 schools × 2 years)
Primary schools joining the drama competition	1,000 students, teachers and parents (50 persons × 10 schools × 2 years)
Secondary schools joining the script composition	48,000 students (1,200 students × 20 schools × 2 years)
Secondary schools joining the drama competition	1,000 students, teachers and parents (50 persons × 10 schools × 2 years)
Harmony school life competition: Slogan Competition	
Primary schools joining slogan competition	50,000 students (1,000 students × 50 schools × 2 years)
Secondary schools joining slogan competition	60,000 students (1,200 students × 50 schools × 2 years)
	Total: 200,000

Appendix 5 Result of Bonferroni's test of pretest, posttest and 3-month follow-up test for experimental and control groups of proactive aggressors

	Mean Difference (m.d.); P value (p); Effective number (n)					
	Experimental Group			Control Group		
	Pretest - Posttest	Pretest - 3-month follow-up test	Posttest - 3-month follow-up test	Pretest - Posttest	Pretest - 3-month follow-up test	Posttest - 3-month follow-up test
Verbal aggression	m.d. = 1.12; p = .114; n=60	m.d. = 4.02; p = .000***; n=60	m.d. =2.90; p = .000***; n=60	m.d. =.20; p = 1.00; n=15	m.d. =2.53; p = .233; n=15	m.d. =2.33; p = .301; n=15
Physical aggression	m.d. = 3.41; p = .001**; n=60	m.d. = 1.95; p = .115; n=60	m.d. =-1.46; p = .215; n=60	m.d. =1.53; p = .583; n=15	m.d. =.133; p = 1.00; n=15	m.d. =-1.40; p = 1.00; n=15
CBCL – Aggressive behavior	m.d.= 5.75; p = .000***, n=60	m.d.=6.97; p = .000***; n=60	m.d. =1.22; p = .705; n=60	m.d.=6.00; p = .140; n=15	m.d. =6.21; p = .169; n=15	m.d. =.286; p = 1.00; n=15
CBCL – Anxious/depressed	m.d. =4.42; p = .003**; n=60	m.d. =6.22; p = .000***; n=60	m.d. =1.80; p = .154; n=60	m.d. =4.43; p = .073; n=15	m.d. =5.36; p = .137; n=15	m.d. =.929; p = 1.00; n=15
CBCL – Delinquent behavior	m.d. =2.64; p = .000***; n=60	m.d. =3.71; p = .000***; n=60	m.d. =1.07; p = .092; n=60	m.d. =2.43; p = .441; n=15	m.d. =3.00; p = .238; n=15	m.d. =.571; p = 1.00; n=15
CBCL – Attention problem	m.d. =2.24; p = .001**; n=60	m.d. =3.00; p = .000***; n=60	m.d. =.763; p = .307; n=60	m.d. =1.37; p = 1.00; n=15	m.d. =1.22; p = 1.00; n=15	m.d. =-.143; p = 1.00; n=15
Proactive aggression	m.d. =2.61; p = .021*; n=60	m.d. =4.31; p = .000***; n=60	m.d. =1.70 p = .046*; n=60	m.d. =2.06; p = .509; n=15	m.d. = 5.33; p = .022*; n=15	m.d. = 3.27; p = .373; n=15

Appendix 6 Graphs of teachers' report on various scores for proactive aggressors



Appendix 7 Results of paired sample t-test of pretest and posttest for experimental and control groups of aggressive victims

	Mean Difference (m.d.); t-value (t); p value (p); Effective number (n)	
	Experimental group	Control group
	Pretest - Posttest	Pretest - Posttest
RPQ – Reactive aggression	m.d. = 1.94; t = 3.70 p = .000***; n = 68	m.d. =.23; t = .539 p = .594; n = 31
Peer victimization questionnaire	m.d. = 5.43; t = 2.88 p = .005**; n = 68	m.d. =-.0323; t = -.009 p = .993; n = 31
Perceived safety	m.d. = 2.34; t = 3.81 p = .000***, n = 68	m.d. =.933; t = .773 p = .446; n = 30

I. Duty list of the project staff

1. Executive Officer II*

- 1) To be responsible for overall project planning;
- 2) To be responsible for staff coordination;
- 3) To handle all documentation, correspondences and meetings with schools;
- 4) To be responsible for organizing public-related functions, e.g. press release, forum;
- 5) To forecast project timeline schedule and budget;
- 6) To review and adjust project schedules based on established priorities and available resources;
- 7) To take charge of financial matters;
- 8) To write up school mid-term and final progress reports;
- 9) To write up quarterly progress report to QEF;
- 10) To arrange meeting for anti-school bullying committee
- 11) To edit and publish the newsletter;
- 12) To oversee the publishing of educational and training manuals.

* Qualification: The project coordinator should have a master's degree in psychology or social work with at least 4 years relevant working experience.

2. Senior Research Assistant*

- 1) To oversee and monitor the whole research process, which includes pre, post, and follow-up research on different target groups (students, parents, teachers, and social workers);
- 2) To manage data collection, covering Hong Kong Island, Kowloon, and New Territories;
- 3) To conduct qualitative and quantitative research outcome;
- 4) To use SPSS in analyzing the quantitative data;
- 5) To transcribe, segment, code and categorize the qualitative data;
- 6) To supervise research assistants and other part-time student helpers throughout the research process;
- 7) To liaise and coordinate with different partners, e.g., schools, NGOs, and the University;
- 8) To monitor the research progress and quality of research reports;
- 9) To assist the publishing of newsletter;
- 10) To assist preparation of research publications;
- 11) To arrange and join regular meetings with treatment serving schools;
- 12) To round up the whole evaluation with evidence-based support;
- 13) To assist the publishing of educational and training manual.

* Qualification: The senior research assistant should have a master's degree with at least 3 years working or research experience.

3. Research Assistant*

- 1) To assist in preparing questionnaires;
- 2) To assist in conducting qualitative and quantitative research;
- 3) To work out the transcriptions of qualitative data;
- 4) To assist in liaising with school personnel;
- 5) To assist in data collection, data input, and data processing;
- 6) To collect literature and related information;
- 7) To execute statistical and mathematical work;
- 8) To supervise and monitor student helpers, who will also be involved in the research process;
- 9) To write up basic findings and results in school progress reports;
- 10) To assist the process of evaluation with evidence-based support;
- 11) To assist the publishing of newsletter;
- 12) To assist the publishing of educational and training manual;
- 13) To assist in organizing certificated courses for teachers, helping professionals and parents.

* Qualification: The research assistant should have a bachelor's degree with at least 1 year experience in social research.

4. Registered Social Workers I / II / III*

- 1) To plan, coordinate and develop programs of the project;
- 2) To manage at least two parallel groups (bullies and victims) in schools;
- 3) To provide consultations for target groups, their families and teachers;
- 4) To offer educational programs and talks for students;
- 5) To offer trainings and workshops for teachers and parents at treatment serving schools;
- 6) To offer Anti-bullying Ambassador trainings to the students;

- 7) To organize certificated courses for teachers, helping professionals and parents;
 - 8) To organize the Harmony School Competition;
 - 9) To organize the Harmony School Life Competitions;
 - 10) To be responsible for promotion and publicity;
 - 11) To plan and coordinate the production of training and educational manual;
 - 12) To monitor the implemented progress and quality of the products;
 - 13) To plan and launch the award ceremonies and conferences;
 - 14) To grant a series of follow-up sessions for students at post-treatment serving schools;
 - 15) To provide consultations for teachers and parents at post-treatment serving schools;
 - 16) To assist the publishing of newsletter;
 - 17) To plan and coordinate the press conference.
- * Qualification: The registered social workers should have a bachelor's degree with relevant experience in working with high-risk youths.

6. Clerical Officer*

- 1) To handle invoice, cash payments, disbursement;
 - 2) To perform data entry, and general bookkeeping and other account duties as assigned;
 - 3) To prepare and maintain accounting vouchers, journals, records, schedules and breakdown;
 - 4) To assist in document preparation, meeting arrangement;
 - 5) To provide clerical support, handle telephone enquiries;
 - 6) To maintain filing system.
- * Qualification: The clerk should have Form 5 standard or above with at least 1 year clerical experience.

7. Part-time Student Helper*

- 1) Numerous parallel structured interviewers (a total 13,380 structured interviews for students, parents and teachers) and corresponding tape transcription are needed to conduct in assessment and evaluation procedures.

II. Justification on the manpower and staff salary

- 1) For adopting Cognitive-behavioral Therapy (CBT) into therapeutic group practice, the social workers must acquire adequate knowledge in psychotherapies and intensive counselling skills in treating students with aggressive and violent behaviors. Besides, the social workers are expected to have group experiences in related school bullying in school setting. Individual follow up on each group members, their families and related school personnel were also found to be necessary for each group. Hence, it is proposed that the Project should employ social workers with bachelor degree and experience in working with high-risk youths.
- 2) For professionally use well-developed assessment tools and achieving scientifically implementation in pioneer research on school bullying in Hong Kong, the staff should possess a strong ground of both theoretical formulation and practical local adoption. Therefore, reasonable salary is needed to employ a good caliber staff.

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