

Boyle, D.J. and Hassett-Walker. C. (In Press) "Reducing Overt and Relational Aggression among Young Children: The Results from a Two-Year Outcome Evaluation." *Journal of School Violence*.

Abstract

This paper presents the results of an independent two-year evaluation of the *I Can Problem Solve* (ICPS) universal prevention program, implemented in kindergarten and first grade classrooms in a racially and ethnically diverse urban school district. Matched pairs of schools were randomly assigned to either Instruction or Control status. Teachers assessed students' behaviors at pre and post implementation using two different rating scales. Overall, we found support for the effectiveness of ICPS in increasing prosocial behaviors and in reducing aggressive behaviors. The mean change scores of both scales showed a significant additive effect, with children (n=96) receiving two years of ICPS instruction showing greater improvement than both children receiving one year of ICPS instruction (n=106) as well as the two-year Control students (n=24). The authors were selected by the school district to evaluate ICPS, and are not affiliated with the program.