

REFERENCES SUPPORTING THE OCEPI 10 BEST PRACTICES FOR PREVENTION

(Note: While these resources are categorized under select Best Practices, many of the resource support several of the Practices).

Victim-centered approach	Hamby, S., & Grych, J. (2012). Implications for prevention and intervention: A more person-centered approach. In <i>The Web of Violence: Exploring Connections Among Different Forms of Interpersonal Violence and Abuse</i> (pp. 81-103). Dordrecht: Springer Netherlands. Pijlman, V., Waardt, M. D., Schoonmade, L., Eichelsheim, V., & Pemberton, A. (2025). The help-seeking behavior of victims of image-based sexual harassment and abuse: A scoping review. <i>Trauma, Violence, & Abuse</i>, 26(4), 734-754.
Assessing the effectiveness of programs	Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. <i>American psychologist</i>, 58(6-7), 449. What works to prevent online violence against children? Geneva: World Health Organization; 2022. https://www.who.int/publications/i/item/9789240062061
Minimize or eliminate fear-based messages	Kok, G., Peters, G. J. Y., Kessels, L. T., Ten Hoor, G. A., & Ruiter, R. A. (2018). Ignoring theory and misinterpreting evidence: the false belief in fear appeals. <i>Health psychology review</i>, 12(2), 111-125.
Reflect online risks accurately	Ybarra ML, Mitchell KJ, Finkelhor D, Wolak J. Internet Prevention Messages: Targeting the Right Online Behaviors. <i>Arch Pediatr Adolesc Med</i>. 2007;161(2):138–145. doi:10.1001/archpedi.161.2.138D Wolak, J., Finkelhor, D., Mitchell, K. J., & Ybarra, M. L. (2010). Online “predators” and their victims: Myths, realities, and implications for prevention and treatment.



Reflect online risks accurately (continued)	Finkelhor, D., Walsh, K., Jones, L., Mitchell, K., & Collier, A. (2021). Youth internet safety education: Aligning programs with the evidence base. <i>Trauma, violence, & abuse</i> , 22(5), 1233-1247.
Stay focused on behavioral goals	Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. <i>Child development</i>, 82(1), 405-432. Wynn, S. R., Schulenberg, J., Kloska, D. D., & Laetz, V. B. (1997). The mediating influence of refusal skills in preventing adolescent alcohol misuse. <i>Journal of School Health</i>, 67(9), 390-395. Boustani MM, Frazier SL, Becker KD, Bechor M, Dinizulu SM, Hedemann ER et al. Common elements of adolescent prevention programs: minimizing burden while maximizing reach. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>. 2015;42(2):209–219.
Encourage a multi-pronged approach	Berkel, C., Sandler, I. N., Wolchik, S. A., Brown, C. H., Gallo, C. G., Chiapa, A., ... & Jones, S. (2018). "Home practice is the program": Parents' practice of program skills as predictors of outcomes in the new beginnings program effectiveness trial. <i>Prevention science</i>, 19(5), 663-673. Walsh, K., Zwi, K., Woolfenden, S., & Shlonsky, A. (2015). School-based education programmes for the prevention of child sexual abuse: A systematic review. <i>Campbell Systematic Reviews</i>, 11(1), 1-180.
Provide Internet safety training for staff	DeGue S, Valle LA, Holt MK, Massetti GM, Matjasko JL, Tharp AT. A systematic review of primary prevention strategies for sexual violence perpetration. <i>Aggression and Violent Behavior</i> . 2014;19(4):346–362.



Provide Internet safety training for staff (continued)	Gaffney H, Ttofi MM, Farrington DP. Evaluating the effectiveness of school-bullying prevention programs: an updated meta-analytical review. <i>Aggression and Violent Behavior</i> . 2019;45:111–133.
Skill building information	Beelmann A, Lösel F. A comprehensive meta-analysis of randomized evaluations of the effect of child social skills training on antisocial development. <i>Journal of Developmental and Life Course Criminology</i>. 2021;7(1):41–65. Skeen S, Laurenzi CA, Gordon SL, du Toit S, Tomlinson M, Dua T et al. Adolescent mental health program components and behavior risk reduction: a meta-analysis. <i>Pediatrics</i>. 2019;144(2):e20183488. Lawson GM, McKenzie ME, Becker KD, Selby L, Hoover SA. The core components of evidence based social emotional learning programs. <i>Prevention Science</i>. 2019;20(4):457–467.
Provide Internet safety education to parents	Rudolph, J., Zimmer-Gembeck, M. J., Shanley, D. C., & Hawkins, R. (2018). Child sexual abuse prevention opportunities: Parenting, programs, and the reduction of risk. <i>Child maltreatment</i>, 23(1), 96-106. Dusenbury, L., & Falco, M. (1995). Eleven components of effective drug abuse prevention curricula. <i>Journal of School Health</i>, 65, 420 – 425.
Offer additional resources	Marsiglia, F. F., Holleran, L., & Jackson, K. M. (2000). Assessing the effect of external resources on school-based substance abuse prevention programs. <i>Children & Schools</i>, 22(3), 145-161. Payne, A. A., & Eckert, R. (2010). The relative importance of provider, program, school, and community predictors of the implementation quality of school-based prevention programs. <i>Prevention Science</i>, 11(2), 126-141.