

# **Building Friendships and Combating Bullying: Effectiveness of S.S.GRIN at One-Year Follow-Up**

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*This study tested the long-term effectiveness of a social-skills program for peer-rejected, victimized, and socially anxious children. Third-grade children with peer problems were randomly assigned to treatment (TX; n = 187) or no-treatment control (CO; n = 194) groups. One year after the intervention, the pattern of findings was similar to that at postintervention; however, several new group differences emerged. Additional positive treatment effects were found, including higher social acceptance and self-esteem and lower depression and anxiety. Lower aggressive behavior was found, particularly for initially more aggressive children. Several gender differences emerged where treatment effects were present for girls but not boys. The demonstrated value of teaching social skills to children experiencing peer problems is discussed and suggestions for future research are offered.*



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