



Introductory packet

Violence Prevention and Safe Schools ***(2015 Revision)***



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Violence Prevention and Safe Schools



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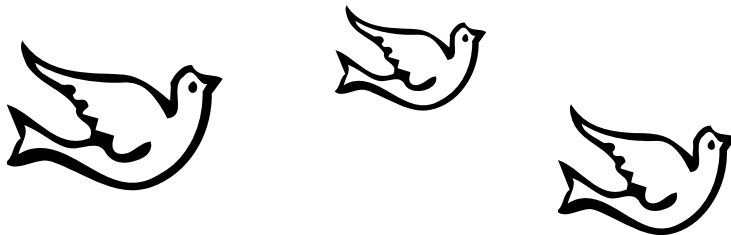
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The highly publicized school shootings of the 1990's generated nationwide concern about the safety of our schools. ... The school shootings frightened the public and generated a widespread belief that there was an epidemic of violence in our schools. As the facts ... demonstrate, this epidemic was a myth. School violence did not increase in the 1990's, it declined.

Dewey G. Cornell
Virginia Youth Violence Project

Introduction

- A. A Few Statistics on School Violence
- B. Violence Prevention and Safe Schools
- C. A Balanced Approach to Safe Schools
- D. Working together to create safe schools
 - *Exhibit: School Safety: A Collaborative Effort*
- E. Assessing School Safety as a Facet of School Climate



A. A Few Statistics on School Violence

Excerpts from: *Indicators of School Crime and Safety: 2014* (a 2015 joint report from the Bureau of Justice Statistics and National Center for Education Statistics)

<http://nces.ed.gov/pubs2015/2015072.pdf>

“Our nation’s schools should be safe havens for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved, but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community.”

Some of the Key Findings from the Report

Preliminary data show that there were 45 school-associated violent deaths from July 1, 2011, through June 30, 2012. In 2013, among students ages 12–18, there were about 1,420,900 nonfatal victimizations at school, which included 454,900 theft victimizations and 966,000 violent victimizations (simple assault and serious violent victimizations). Out of 791 total hate crimes reported on college campuses in 2012, the most common type of hate crime reported by institutions was destruction, damage, and vandalism (412 incidents), followed by intimidation (261 incidents), simple assault (79 incidents), aggravated assault (14 incidents), larceny (11 incidents), robbery (5 incidents), burglary (5 incidents), and forcible sex offenses (4 incidents).

- Between 1992 and 2013, the total victimization rates for students ages 12–18 generally declined both at and away from school.
- Between 1995 and 2013, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased overall (from 10 to 3 percent), as did the percentages of students who reported theft (from 7 to 2 percent), violent victimization (from 3 to 1 percent), and serious violent victimization (from 1 percent to less than one-half of 1 percent).
- The percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 and 2013 (from 42 to 25 percent), and the percentage of students in these grades who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent).
- In 2013, nearly all students ages 12–18 reported that they observed the use of at least one of the selected security measures at their schools. Most students ages 12–18 reported that their schools had a written code of student conduct and a requirement that visitors sign in (96 percent each). Approximately 90 percent of students reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway, 77 percent reported the presence of one or more security cameras to monitor the school, and 76 percent reported locked entrance or exit doors during the day. Eleven percent of students reported the use of metal detectors at their schools, representing the least observed of the selected safety and security measures.

B. Violence Prevention and Safe Schools

Excerpts from: *Understanding School Violence* (a CDC 2015 Fact Sheet)

http://www.cdc.gov/violenceprevention/pdf/School_Violence_Fact_Sheet-a.pdf

“School violence is youth violence that occurs on school property, on the way to or from school or school-sponsored events, or during a school-sponsored event. A young person can be a victim, a perpetrator, or a witness of school violence. School violence may also involve or impact adults.

Youth violence includes various behaviors. Some violent acts—such as bullying, pushing, and shoving—can cause more emotional harm than physical harm. Other forms of violence, such as gang violence and assault (with or without weapons), can lead to serious injury or even death. . . .

Deaths resulting from school violence are only part of the problem. Many young people experience nonfatal injuries. Some of these injuries are relatively minor and include cuts, bruises, and broken bones. Other injuries, like gunshot wounds and head trauma, are more serious and can lead to permanent disability.

Not all injuries are visible. Exposure to youth violence and school violence can lead to a wide array of negative health behaviors and outcomes, including alcohol and drug use and suicide. Depression, anxiety, and many other psychological problems, including fear, can result from school violence. . . .

The goal is to stop school violence from happening in the first place. Several prevention strategies have been identified.

- Universal, school-based prevention programs can significantly lower rates of aggression and violent behavior.³ These programs are delivered to all students in a school or grade level. They teach about various topics and develop skills, such as emotional self-awareness and control, positive social skills, problem solving, conflict resolution, and teamwork.
- Parent- and family-based programs can improve family relations and lower the risk for violence by children especially when the programs are started early.⁴ These programs provide parents with education about child development and teach skills to communicate and solve problems in nonviolent ways.
- Street outreach programs can significantly reduce youth violence.⁴ These programs connect trained staff with at-risk youth to conduct conflict mediation, make service referrals, and change beliefs about the acceptability of violence.”

For more from CDC, visit: <http://www.cdc.gov/ViolencePrevention>

C. A Balanced Approach to Safe Schools

Excerpts from: *Position Statement of the Interdisciplinary Group on Preventing School and Community Violence* (endorsed by 183 organizations and over 200 prevention scholars & practitioners) <http://curry.virginia.edu/articles/sandyhookshooting>

“Inclinations to intensify security in schools should be reconsidered. We cannot and should not turn our schools into fortresses. Effective prevention cannot wait until there is a gunman in a school parking lot. We need resources such as mental health supports and threat assessment teams in every school and community so that people can seek assistance when they recognize that someone is troubled and requires help. For communities, this speaks to a need for increased access to well integrated service structures across mental health, law enforcement, and related agencies. We must encourage people to seek help when they see that someone is embroiled in an intense, persistent conflict or is deeply troubled. If we can recognize and ameliorate these kinds of situations, then we will be more able to prevent violence.

These issues require attention at the school and community levels. We believe that research supports a thoughtful approach to safer schools, guided by four key elements: Balance, Communication, Connectedness, and Support, along with strengthened attention to mental health needs in the community, structured threat assessment approaches, revised policies on youth exposure to violent media, and increased efforts to limit inappropriate access to guns and especially, assault type weapons.

Balance – Communication – Connectedness – Support

A balanced approach implies well-integrated programs that make sense and are effective. Although it may be logical to control public entrances to a school, reliance on metal detectors, security cameras, guards, and entry check points is unlikely to provide protection against all school-related shootings, including the shooting at Sandy Hook Elementary. Indeed, shootings have occurred in schools with strict security measures already in place. A balanced approach to preventing violence and protecting students includes a variety of efforts addressing physical safety, educational practices, and programs that support the social, emotional, and behavioral needs of students.

Communication is critical. Comprehensive analyses by the U. S. Secret Service, the FBI, and numerous researchers have concluded that the most effective way to prevent many acts of violence targeted at schools is by maintaining close communication and trust with students and others in the community, so that threats will be reported and can be investigated by responsible authorities. Attempts to detect imminently violent individuals based on profiles or checklists of characteristics are ineffective and are most likely to result in false identification of innocent students or other individuals as being dangerous when they actually pose little or no threat. Instead, school authorities should concentrate their efforts on improving communication and training a team of staff members to use principles of threat assessment to take reasonable steps to resolve the problems and conflicts revealed through a threat investigation.

Concerned students, parents, educators, and stakeholders in the community should attend to troubling behaviors that signal something is amiss. For example, if a person utters threats to engage in a violent act or displays a pronounced change of mood and related social behavior, or is engaged in a severe conflict with family members or coworkers, it makes sense to communicate concerns to others who might provide assistance. Early identification is important not only to prevent violence, but to provide troubled individuals the support, treatment, and help they need.

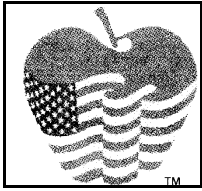
Schools and communities must find effective means to overcome any reluctance to break unwritten rules against “tattling” or “snitching” by communicating to all community members that their lives or the lives of their friends might depend on seeking help for troubled individuals before problems escalate. Channels of efficient, user-friendly communication need to be established and maintained, and can be facilitated when community members, students and staff members feel comfortable bringing concerns regarding safety to the attention of school administrators.

Connectedness refers to what binds us together as families, friends, and communities. All students need to feel that they belong at their school and that others care for them. Similarly, local neighborhoods and communities are better and safer places when neighbors look out for one another, are involved in community activities, and care about the welfare of each other. Research indicates that those students most at risk for delinquency and violence are often those who are most alienated from the school community. Schools need to reach out to build positive connections to marginalized students, showing concern, and fostering avenues of meaningful involvement.

Support is critical for effective prevention. Many students and family members experience life stresses and difficulties. Depression, anxiety, bullying, incivility, and various forms of conflict need to be taken seriously. Every school should create environments where students and adults feel emotionally safe and have the capacity to support one another. Schools must also have the resources to maintain evidence-based programs designed to address bullying and other forms of student conflict. Research-based violence prevention and related comprehensive support programs should be offered, following a three-tier approach, operating at universal (school-wide), targeted (for students who are at risk), and intensive (for students who are at the highest levels of risk and need) levels.”

WORKING TOGETHER TO CREATE SAFE SCHOOLS

<https://docs.google.com/viewer?a=v&pid=sites&srcid=c2Nob29sc2FmZXR5LnVzfG5zc2N8Z3g6M2RkMzc5NWY3NjMwOGUzMg>



The *National School Safety Center* was created to help combat school safety problems so that schools can be free to focus on the primary job of educating our nation's children. *NSSC* was *established* by Presidential directive in 1984 as a partnership of the United States Departments of Justice and Education. *NSSC* is now a private, non-profit organization serving school administrators, teachers, law officers, community leaders, government officials and others *interested* in creating safe schools throughout the United States and internationally. For more information about our organization, products and services, go to www.schoolsafety.us

While most schools have existing safety programs, these programs often need conscientious, creative application to improve their effectiveness. Following is a list of ideas and activities that will work to create safer schools. Some of these suggestions may already be part of district or school site programs. Many of these ideas may be initiated and carried out by school-site principals or parents' groups working with local school administrators or by school district public relations directors, working cooperatively with school superintendents and other district administrators.

Perhaps the most important strategy is to place school safety on the educational agenda. This includes developing a safe schools plan - an ongoing process that encompasses the development of district-wide crime prevention policies, in-service training, crisis preparation, interagency cooperation and student/parent participation. An appointed task force should develop and implement the plan with representatives from all elements of the school community - board members, employees, students, parents, law enforcers, government and business leaders, the media and local residents.

The following ideas address school safety. They work toward achieving quality education and safer schools. Through such activities, schools can improve campus climate and discipline, as well as enlist participation from various groups to create partnerships in this important effort. Educators who take active roles and initiate positive programs -rather than just react when negative conditions arise - help create successful schools.

PRIMARY STRATEGIES

Primary strategies to help inform, persuade, and integrate school safety and public opinion. These ideas will facilitate planning and the implementation of the remaining strategies.

- Place school Safety on the education agenda. Convince your school board, superintendent and principals that quality education requires safe, disciplined and peaceful schools. Stress the basic concept that school safety is a community concern requiring a community response. School administrators should facilitate and coordinate community efforts which promote safe schools.
- Develop a district-wide safe schools plan, as well as individual plans for each school in the system. Include systematic procedures for dealing with specific types of crises and ensuring the safety of students and school personnel.
- Develop a school safety clearinghouse for current literature and data on school safety issues. Key topics to include are school crime and violence, drugs, discipline, attendance and dropouts, vandalism, security, weapons, youth suicide, child abuse and school law.
- Establish a systematic, district-wide mandatory incident reporting system. The policy should include the development of a standard form to provide complete and consistent information on accidents, discipline problems, vandalism and security problems as well as suspected child abuse. After the policy and reporting form are developed, distribute them to all district personnel and monitor compliance.
- Prepare a school safety public information brochure. Briefly explain the important issues and the specific roles individuals and groups can play in developing schools that are safe havens for learning.
- Develop safety policies. Keep current with trends and exemplary programs in education, public relations and school safety. Make plans and implement them with authority and conviction. (Confidence and willingness to accept responsibility are persuasive qualities in the minds of district administrators and other school employees.)
- Develop and regularly update a school safety fact sheet for your district. Provide current statistics on incidents of crime and violence, disciplinary actions and suspensions, attendance and dropouts, and

vandalism and repair costs. Compare school crime and violence rates with crime rates of the local community. Use this data to inform and educate the public and media.

- Create a school safety advisory group. This advisory group should include representatives from all constituencies, especially law enforcers, judges, lawyers, health and human services professionals, parents and the media. Individuals should be able to articulate the desires of the groups they represent and relate advisory group actions back to their peers. Select members who can be relied upon for consistent, continued support and who seek solutions rather than recognition and status from their participation. Recruit group members with special qualifications, such as policy-making authority, access to the media, ability to mobilize volunteers or expertise in raising funds.
- Support America's Safe Schools Week. The third week (Sunday through Saturday) in October is designated each year as America's Safe Schools Week. This week is an appropriate time to initiate many school safety ideas.
- Develop and maintain a community resource file of people known for their abilities to shape public opinion and accomplish goals. Rely on advice from community leaders and the local media to develop a comprehensive list. Solicit the support of these individuals. Keep them informed about district news and issues, invite them to various school activities, and seek their involvement in the safe schools planning process.
- Build a public relations team, starting with school employees. The education of students is a business that must compete with other interests for public support. School employees are the best public relations people because they are inside authorities. Treat these people as important team players. Print business cards for all school employees. This is a simple and relatively inexpensive expression of the district's respect for its employees and their work. Honor meritorious service of school employees with special recognition days and awards. Nominate school principals, teachers and staff for recognition awards and programs sponsored by local groups or state and national associations and government agencies.
- Create a comprehensive identity program for your district. An institution's identity or image is, in many ways, a direct reflection of its administration, school employees and students. Develop a symbol to be used on all printed material. Special promotional items using this symbol can include shirts, hats, lapel pins, coffee mugs and bumper stickers. Award these items to teachers and staff, volunteer parents and students for exemplary work that has promoted a positive campus climate. A thoughtfully developed slogan can also have a positive effect on the public's perception of the district.
- Publish a district magazine or newsletter. Distribute it as widely as possible to board members, district employees, parents, students, community residents, business and civic leaders, local government officials and the media. The content should be balanced, with specific district news and special features on topical education issues. Distinguish the publication with a name, not a generic title such as "bulletin" or "newsletter." Readers are more inclined to relate to a publication if aided by a mental association between the title and the contents. Additionally, it is important to take the advice of the advertising industry and package your product as attractively as possible to encourage the public to examine the contents.

ADDITIONAL STRATEGIES

There is no foolproof menu of "perfect strategies" for safe schools. However, these additional suggestions can provide some working ideas for the development of your individualized "Safe School Plan." They can assist you in working with school board members, school employees, students, parents, community residents (including senior citizens), service groups, business leaders, government representatives, law enforcers and media representatives. School safety is about community will. It is about adapting strategies to fit your needs as opposed to simply adopting someone else's program.

WORKING WITH SCHOOL BOARD MEMBERS

Board of education members need to "buy into" the importance of public support for school safety.

- Place board members at the top of your mailing list. Include them in school safety programs and initiatives. Ensure that they receive copies of every internally and externally distributed communication: the district magazine, student newsletters, events calendars, teacher memorandums, parent notices, activity announcements, news releases and letters of commendation. For especially significant or controversial issues, see that board members receive advance copies of materials.

- Invite board members to visit school sites regularly. Vary the itinerary for a comprehensive look; include lunch with students and staff. This personal contact helps break down barriers and stereotypes.
- Add school safety to the education mission of the school district. A phrase which states that: "It is the goal of (ABC Public Schools) to provide a safe, welcoming and secure environment for all children and those professionals who serve them," is an excellent beginning. Such a statement then allows the school district to develop a series of supporting policies related to safe, welcoming and secure schools.

WORKING WITH SCHOOL EMPLOYEES

Often school employees are the only contacts community residents have with a school. As inside authorities, employees' attitudes and opinions carry a great deal of weight locally. Consistent district communication can minimize internal conflict and promote teamwork. Take the time to circulate among school employees, asking for advice based on their firsthand experiences.

- Coordinate school safety workshops that outline the relationship of school safety to quality education and emphasize the need for public support of schools. Educate employees about their specific safety responsibilities. Invite law enforcers, lawyers, judges, health and human services officials, and probation officers to teach about the juvenile justice system and its relationship to effective schools.
- Sponsor classroom management seminars. Use actual case studies, such as student misbehavior problems from local schools, as part of the training. This helps teachers identify more readily with such situations and mitigates an attitude of "that doesn't happen here."
- Encourage teachers to contact parents regularly to inform them about the good things students are doing. Develop a system to enable teachers to call or write parents routinely and conveniently. Provide space and time for teachers to meet regularly with parents at school and recommend that teachers initiate these informal meetings as frequently as possible. Monitor the participation.
- Incorporate safety topics into the curriculum. For instance, social studies or civics classes can discuss Gallup's annual poll of the public's attitudes toward the public schools; physical education courses can include instruction on physical safety; chemistry classes can examine the negative effects of drugs on the human body; English classes can correlate literature study with essays on self-esteem, character-building or student misbehavior; and graphics classes can promote safer campuses by designing posters featuring effective safety messages.
- Develop a policy, form or box for suggestions to improve campus climate. Respond to all messages promptly and, when appropriate, personally thank the individual who offered the advice. Include retired school employees on the publication's mailing list. These individuals often can be a school's most vocal supporters and active volunteers.

WORKING WITH STUDENTS

Students are both causes and victims of much of the crime and misbehavior on campuses. Most of the following ideas and activities require initiation by administrators and teachers. Once students experience the positive results of the activities, however, they likely will assume the responsibility the maintaining such activities.

- Initiate programs to promote student responsibility for safer schools. Create a "student leader" group consisting of leaders from all formal and informal campus groups. Assist this representative group in modeling and encouraging school safety activities among their peers. Student government representatives can also form a student safety committee to identify safety problems and solutions.
- Encourage student input in district policy. Appoint one or more student representatives to the school board. These students would participate in discussions and planning but not be voting members.
- Create and publicize safety incentive programs that share a percentage of the district's savings with schools if vandalism is reduced. Such programs encourage students to take responsibility for vandalism prevention. Often students are allowed to help decide what projects to help fund.
- Coordinate student courts. Student judges, lawyers, jurors, bailiffs and court clerks, trained by local justice system experts, hear and try cases involving fellow students. Student courts make real judgments and pass real sentences.

- Purchase conflict resolution curricular materials that will provide staff and student training in solving problems and conflicts. Enlist student mediators to calm tensions among classmates and to provide a positive influence on school climate.
- Establish local branches of student safety groups, such as SADD (Students Against Drinking Drunk) and Arrive Alive, which sponsor alcohol-free social activities. Consider promoting student and parent groups that provide rides home to teenagers who have been drinking.
- Develop a "buddy system." Assign current students to newcomers to facilitate easy transitions. Assign older, bigger students to look out for students who seem to be bullied by others.
- Plan a community beautification campaign for the school and neighborhood using students as a work crew. Graffiti and vandalized areas should be priorities. With professional guidance, students can help maintain campuses, parks and other community areas. Beautification projects enhance the appearance of the community and develop a strong sense of pride among participants.
- Consider establishing a student tip line which provides an anonymous, non-threatening way for young people to report school crime.

WORKING WITH PARENTS

In Discipline: A Parent's Guide, the National PTA identifies parents' main responsibility., Set a good example. Children learn more by parents' actions than from parents' words. Parental pride and involvement in the school sets a positive example for children.

- Make time for any parent who wants to meet. Treat visiting parents as colleagues in the business of educating children. Always listen before talking - parents often just need to be heard. Try to conclude sessions with a commitment of support from parents.
- Develop a parent-on-campus policy that makes it convenient and comfortable for parents to visit the school. Get the program off the ground by inviting an initial group of parent participants who can spread the word. Initiate breakfast or lunch clubs for working parents. Flexible meeting times will accommodate working parents.
- Develop a receptive, systematic policy regarding meeting with parents. Many parents are concerned about their children's educational progress and safety, about school policies and programs, and about taking a proactive part in bettering the school climate. Ensure that parents are treated with respect and courtesy as colleagues in the education and development of their children.
- Call parents at home or even at work to congratulate them on a child's special achievement or to thank them for support on a special project. Write short letters of appreciation or thank-you notes.
- Help establish a policy in which parents become financially liable for damage done by their children. Parents and children need to be made aware of the serious consequences for criminal actions. (This already is state law in many parts of the country.)

WORKING WITH COMMUNITY LEADERS

Just as communities work together to prevent crime with "Neighborhood Watch" programs, local residents can mobilize to make schools safer. Such mobilization efforts target community residents without school-aged children. It is essential to communicate to this critical group that they do have direct as well as indirect relationships to local schools. Public opinion polls suggest that the more citizens are involved in schools, the more likely people are to have a favorable opinion of schools.

- Hold a series of briefings for community residents to inform them about school problems directly affecting the neighborhood. Property values decline when neighborhood schools have poor reputations and surrounding areas suffer from vandalism, crime by truants and drug trafficking. Form "School Watch" programs in which neighbors around the school are asked to watch for and report suspicious activities to school or law enforcement officials. Post signs on the school grounds: "This school is protected by a neighborhood School Watch." Solicit advice from community residents and conduct follow-up meetings to keep community representatives updated on progress.
- Start a "Safe House" program that recruits responsible community residents. Children learn that homes posting

"Safe House" signs are safe places to go if they are in danger or need assistance. Volunteers need to be closely screened before they are accepted as participants.

- Use outdoor posters or school marquees to announce school events to area residents; invite their participation or attendance. Roadside signs declaring, "A community is known by the schools it keeps," also have been used to stimulate community partnerships.
- Recruit parents, community residents without school-aged children, retired teachers and senior citizens to form a welcoming committee to greet new residents. Enlist volunteer's to provide information, answer questions about school activities, encourage participation and prepare school activity packets for distribution.
- Use school facilities to offer adult education classes and health clinics. Course topics can range from arts and crafts to exercise and aerobics to income tax preparation. These Glasses are beneficial to community residents and integrate them into the school community. Encourage senior citizens to participate in such activities. Time and experience are prized assets in all public relations planning, and senior citizens are often able to supply those two commodities. The most important outgrowth of such enlistment is the development of mutual respect and appreciation among students, school personnel and seniors.
- Recruit senior citizens in your community to participate at local schools. Arrange for seniors to make school presentations to history classes about public attitudes and "firsthand" experiences during significant times in our country's history. Small group discussions, facilitated by senior volunteers, can be especially educational. Seniors can also participate as teacher or staff aides, student advisors, mentors and tutors, special activity organizers, playground supervisors and dance chaperones.
- Issue "Golden Apple Cards" to senior volunteers who work on school projects. The cards could allow free or reduced-price admission to school programs such as musical concerts, plays or athletic events.
- Help integrate students and senior citizens by arranging for students to visit senior centers, convalescent centers or retirement homes. Students can present plays and musical programs; home economic classes can prepare special meals; art classes can decorate the facilities; and engineering or shop classes can make small repairs. Younger children particularly can add a great deal of joy with regular visits to seniors. Some school groups may wish to participate in "adopt-a-grand parent" programs.

WORKING WITH SERVICE GROUPS

Most communities have dozens of service, civic, religious and other special-interest groups. Each organization's headquarters or the president's address should be included on the mailing list to regularly receive the district magazine and other important announcements and publications.

- Use school facilities and available resources to help youth groups such as scouting or Camp Fire troops, boys' and girls' clubs, YMCA and YWCA, 4-H, Red Cross youth programs and youth sports clubs. Schools should make every effort to foster continuing relationships with the groups, families and individuals who support schools and use school facilities and resources. Establish an advisory council of representatives from all the groups to coordinate needs and resources and plan future joint ventures.
- Encourage the participation of clergy in the development of citizenship education programs. Character, respect and self-discipline are appropriate topics for both sermons and classroom lectures. Consider organizing a representative group of parents, educators and religious leaders to develop a booklet that discusses these issues.
- Use service group newsletters to inform members about special school programs. Submit filler, including student essays and art, to editors. Use these forums to encourage school volunteerism as part of public service work.

WORKING WITH BUSINESS LEADERS

The business community is a natural partner for local schools. Businesses have an immediate vested interest in good schools: quality education for children of their employees. Businesses also have a long-range interest: a well-trained work force. The quality of life and the quality of education in the community are inseparable. The following ideas are suggested to take advantage of this vested interest. The logical way to start business partnerships is to meet with representatives from the local chamber of commerce and labor unions.

- Arrange regular presentations by business leaders to students, teachers and parents. Professional, practical advice is invaluable in describing various professions and career opportunities. Coordinate career days where business leaders participate in seminars, distribute information packets and present demonstrations. Coordinate field trips to business offices and production plants. Witnessing the practical application of skills can make students more appreciative and understanding of classroom instruction.

- Promote "adopt-a-school" programs. This trend in school business partnerships unites a business with a school needing resources the business can donate, such as equipment or excess supplies. Businesses can provide company or staff services, such as bookkeeping, transportation, building repairs, maintenance and professional instruction on computers or other equipment.
- Develop a qualified student employment pool. Work with business leaders to develop the criteria for a desirable employee. Closely screen applicants for the pool based on the qualifications requested by prospective employers. Advertise the availability of this conscientious, willing work force to local businesses.
- Help realtors "sell" your schools. Quality schools are a high priority with prospective home buyers. Work with real estate agents, brokers and boards to promote the positive qualities of your schools. Create a special task force to address problems such as vandalism, graffiti, loitering students, unkempt school grounds or even low test scores. General information and training seminars, which explain how real estate personnel can "sell" schools, can be added to regular office and real estate board meetings.
- Solicit support from local businesses patronized by students and their parents. Develop a marketing strategy that provides discounts to students and parents and that simultaneously promotes local businesses' products or services. Retail outlets of all kinds, including gas stations, can benefit from such promotions.
- Trade advertising space in your district magazine for "in-kind" services. This often is a valuable "foot in the door" with future major donors.

WORKING WITH GOVERNMENT REPRESENTATIVES

Unanimous political support the quality education presents schools with a variety of opportunities. Many federal, state and local agencies and officials provide resources and services that can be helpful to schools. Identify the key government officials and political representatives in your area and add their names to your mailing list. At the same time, start a File on materials, resources and services they have to offer. Learn their primary interests in schools and explore means to effectively integrate those interests with your needs. If top policymakers are not easily accessible, request that they assign a regular contact person to work with you.

- Establish a school district orientation plan for newly elected government representatives. By initiating these relationships, you enhance opportunities for future access. Offer to compile data needed by government officials to • support education proposals and provide lawmakers with the implications of particular legislation from a practitioners point of view.
- Routinely invite your government representatives to school functions. Always recognize them formally when they attend. Give elected representatives advance warning if the audience's attitudes may create or reflect conflict. Although you may disagree with officials over policies, as fellow public servants, your professional courtesy will be appreciated.
- Ask government officials to sponsor student government days. Consider teaming government representatives with students to propose solutions to real problems faced by students and schools, including drug abuse, dropouts, vandalism, personal safety, and fiscal and social problems.

WORKING WITH LAW ENFORCERS

Law enforcers and school personnel represent highly trained professionals who have the welfare of the students and school community in mind. Annual planning sessions and monthly meetings with law enforcement representatives, district administrators and school employees can provide the opportunity for reciprocal briefings on safety issues and prevention and intervention strategies.

- Request a risk management or safety assessment of your schools by local law enforcement agency personnel. This procedure will validate safety concerns and help establish response strategies.
- Create a "Joint Power Agreement" or "Memorandum of Understanding" as to how the school and local law enforcement agencies will work together in terms of handling a crisis or campus disruptions. The agreement should cover such aspects as reciprocal crime reporting, procedures for handling rumors and threats, crisis prevention and response.
- Establish an "Officer Friendly" program at your schools. Invite local law enforcers to make presentations to students on child safety, drug abuse prevention, and juvenile justice practices and policies. Visiting law enforcers can demonstrate tools of their trade, including trained police dogs, breathalyzers and emergency vehicles. When students become comfortable in relating to law enforcers, students learn to further appreciate both the officers and the laws they enforce.

- Coordinate student and staff "ride-along" programs. The one-on-one time with officers on patrol is an effective means for law enforcers to gain respect and inspire confidence.
- Work with law enforcers and parents to fingerprint young children as a safety measure. Fingerprinting is usually done at a school site by law enforcers. The prints then are given to the parent or guardian.
- Pair law enforcer's with high-risk youths, similar to the "Big Brother" program. Such relationships can be an important step in changing delinquent behavior patterns.

WORKING WITH THE MEDIA

Tapping existing channels of communication is perhaps the most efficient means of information dissemination. The media are considered "independent," objective sources of information. Consequently, a school issue reported by the media is likely to have considerably more impact on public attitudes than the same message presented in the district magazine or delivered by the district administration. Do not argue with those who incorrectly report or quote information. Take a positive approach. Contact the media outlet and provide the corrected account. Often the media will update the report or offer a retraction. Even if this does not occur, the contact may make the reporter more careful to be accurate with your material in the future.

- Learn all you can about the media's needs, operations, deadlines, services, and particularly the reporter and editor who cover school news and receive district news releases and advances. Know the deadlines - release stories so all or most of the media Will get them at the same time.
- Encourage the media to support school events and issues. Propose feature or documentary topics of potential viewer or reader interest that also promote schools. Extend an open invitation for media staff to visit the schools and learn about programs.
- Send public service announcements to the media. Learn what public service directors want and submit announcements appropriate to those needs, including camera-ready art for print media; 10-, 20- or 30-second spots for radio (submitted on paper or prerecorded); or slides, copy or background information for television. Often TV and radio stations will work with local public service institutions to produce original announcements. Give this option serious consideration, because when jointly produced, public service announcements are virtually guaranteed regular broadcast placements, and costs are reduced to little or nothing.
- Solicit free or discounted copies of daily newspapers. Encourage teachers to incorporate news coverage into English, civics and social studies courses.

While considering these ideas, it is important to remember two things. First, what works is good public relations. Second, what does not work is not necessarily bad public relations. Undoubtedly, there are dozens of other strategies and positive options that will emerge out of safe school planning. It is our hope that these suggested strategies will spark additional ideas that promote the safety and success of all children.

Excerpted in part from **Educated Public Relations: School Safety 101**,
published by the National School Safety Center.

E. Assessing School Safety as a Facet of School Climate

School safety is a critical facet of school climate, but to appropriately address this concern, it is essential to evaluate it in the context of overall school climate. As discussed in our Center's documents, climate is a key concept in planning to enhance the quality of school life, teaching, learning, and support (e.g., see

<http://smhp.psych.ucla.edu/pdfdocs/schoolclassroomclimate.pdf>).

School and classroom climate sometimes are referred to as the learning environment or the supportive learning environment, as well as by terms such as atmosphere, ambience, ecology, milieu, conditions for learning. (Note: Sometimes the terms climate and culture are used interchangeably, but the concepts are not the same.)

School and classroom climate influences classroom behavior and learning. The impact on students and staff can be beneficial or another barrier to learning and teaching. Understanding the nature of school climate is a basic element in improving schools. Implied is the intent to establish and maintain a positive context that facilitates classroom learning. In practice, school and classroom climates range from hostile or toxic to welcoming and supportive and can fluctuate daily and over the school year.

School and classroom climate are temporal, and somewhat fluid, perceived qualities of the immediate setting which emerge from the complex transaction of many factors. In turn, the climate reflects the influence of the underlying, institutionalized values and belief systems, norms, ideologies, rituals, and traditions that constitute the school culture. And, of course, the climate and culture at a school are affected by the surrounding political, social, cultural, and economic contexts (e.g., home, neighborhood, city, state, country).

Prevailing approaches to measuring school and classroom climate use (1) teacher and student perceptions, (2) external observer's ratings and systematic coding, and/or (3) naturalistic inquiry, ethnography, case study, and interpretative assessment techniques. Because the concept is a psychological construct, climate in a given school and classroom can be perceived differently by observers. With this in mind, some measures of school climate (including school safety) focus on the shared perceptions of those in the school.

Two Examples of Surveys

(1) The National School Climate Council recommends that school climate assessments focus on four dimensions: safety, relationships, teaching and learning, and the institutional environment – using surveys that encompass the perceptions of students parents and guardians, and school personnel (see <http://schoolclimate.org/programs/csci.php>).

(2) The California Department of Education (CDE) commissioned the development of the online, web-based California School Climate Survey (CSCS). The survey is being used by schools throughout the nation, and is required by the federal government of participants in the national evaluation of the Safe Schools Healthy Students program. This short survey is designed to confidentially obtain staff perceptions about learning and teaching conditions for both general and special education, in order to regularly inform decisions about professional development, instruction, the implementation of learning supports, and school reform. It can also be customized with additional questions to meet a school's specific needs. Underlying the survey is research and theory supporting the importance of fostering school environments that are academically challenging, caring, participatory, safe, and healthy (see <http://cscs.wested.org/administer/download>).

Prevention Strategies to Ensure Safe Schools

A. Guidelines for Effective Intervention

- How can we Intervene Effectively?
- School Violence Prevention
- Elements of an Effective Prevention Program
- Principles and Tools for Planning for Emergencies
- Youth Violence: Risk and Protective Factors
- Involving parents in violence prevention efforts
- Safe Communities ~ Safe Schools Model Fact Sheet

B. Programs

- Blueprints for Violence Prevention
- SAMHSA National Registry of Evidence Based Program & Practice
- The Effectiveness of Universal School-Based Program for the Practice of Violent and Aggressive Behavior
- Violence Prevention Curriculum for Adolescents
- Anti-Bias and Conflict Resolution Curricula: Theory and Practice
- Examples of a Few Other Programs for Safe Schools and Communities
- Safe, Drug-Free, and Effective Schools for ALL students: What Works!!!





A. Guidelines for Effective Intervention

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- **Safe Communities ~ Safe Schools Model Fact Sheet**

How Can We Intervene Effectively?

A Chapter from a Report of the
American Psychological Association Commission on Violence and Youth, Vol. I

The urgent need to prevent further destruction of young lives by violence has led to a proliferation of antiviolence interventions for children, youth, and their families. Many of these interventions were created primarily for service delivery, without scientific underpinnings or plans for outcome evaluation. Some are targeted at perpetrators of violence, others at their victims, and still others at bystanders who may play a pivotal role in condoning or preventing violence. Some are preventive, and others seek to ameliorate the damage already done. Some are targeted toward changing individuals, and others seek to change the systems and settings that influence behavior, such as the family, peers, schools, and community.

Those programs that have been evaluated and show promise include **interventions aimed at reducing risk factors or at strengthening families and children to help them resist the effects of detrimental life circumstances**. Few programs, however, have been designed to evaluate the direct short-term and long-term effects of intervention on rates of violence; most concentrate instead on assessing the program's effects on risk factors or mediators of violence. Many potentially effective psychological interventions have been developed and are currently being investigated, but most have been too recently implemented to have appropriately long-term evaluation data to judge their effects on rates of violence.

CHARACTERISTICS OF EFFECTIVE PROGRAMS

Effective intervention programs share two primary characteristics: (a) they draw on the understanding of developmental and sociocultural risk factors leading to antisocial behavior,- and (b) they use theory-based intervention strategies with known efficacy in changing behavior, tested program designs, and validated, objective measurement techniques to assess outcomes. Other key criteria that describe the most promising intervention approaches include:

They begin as early as possible to interrupt the "trajectory toward violence." Evidence indicates that intervention early in childhood can reduce aggressive and antisocial behavior and can also affect certain risk factors associated with antisocial behavior, such as low educational achievement and inconsistent parenting practices. A few studies have included 10- to 20-year follow-up data that suggest these positive effects may endure. Some of the most promising programs are interventions designed to assist and educate families who are at risk before a child is even born.

They address aggression as part of a constellation of antisocial behaviors in the child or youth. Aggression usually is just one of a number of problem behaviors found in the aggressive child. Often the cluster includes academic difficulties, poor interpersonal relations, cognitive deficits, and attributional biases.

They include multiple components that reinforce each other across the child's everyday social contexts: family, school, peer groups, media, and community. Aggressive behavior tends to be consistent across social domains. For this reason, multimodal interventions that use techniques known to affect behavior and that can be implemented in complementary ways across social domains are needed to produce enduring effects.

They take advantage of developmental "windows of opportunity": points at which interventions are especially needed or especially likely to make a difference. Such windows of opportunity include transitions in children's lives: birth, entry into preschool, the beginning of elementary school, and adolescence. The developmental challenges of adolescence are a particular window of opportunity, because the limits-testing and other age-appropriate behaviors of adolescents tend to challenge even a functional family's well-developed patterns of interaction. Also, antisocial behaviors tend to peak during adolescence, and many adolescents engage in sporadic aggression or antisocial behavior. Programs that prepare children to navigate the developmental crises of adolescence may help prevent violence by and toward the adolescents

PRIMARY PREVENTION PROGRAMS

Prevention programs directed early in life can reduce factors that increase risk for antisocial behavior and clinical dysfunction in childhood and adolescence. Among the most promising of these interventions are:

"Home visitor" programs for at-risk families, which include prenatal and postnatal counseling and continued contact with family and child in the first few years of life. In a 20-year follow-up of one such program, positive effects could be seen both for the at-risk child and for the mother.

Preschool programs that address diverse intellectual, emotional, and social needs and the development of cognitive and decision-making processes.

Although these results indicate improvements in factors that have been associated with violence, there is no way to tell from the findings if the programs actually had an effect on the incidence of violence. Only when outcome measures include an assessment of the frequency of violent behaviors can we determine the validity of these or any programs as violence-prevention efforts.

School-based primary prevention programs for children and adolescents are effective with children and youth who are not seriously violence-prone, but these programs have not yet been demonstrated to have major effects on seriously and persistently aggressive youth. Evaluations of such school-based programs show they can improve prosocial competence and reduce at-risk behavior among youth who are not seriously violence-prone by promoting nonviolent norms, lessening the opportunity for and elicitation of violent acts, and preventing the sporadic violence that emerges temporarily during adolescence. The programs teach youth how to cope better with the transitional crises of adolescence and offer them behavioral alternatives and institutional constraints to keep sporadic aggressiveness within socially defined bounds.

Primary prevention programs of the type that promote social and cognitive skills seem to have the greatest impact on attitudes about violent behavior among children and youth. Skills that aid children in learning alternatives to violent behaviors include social perspective-taking, alternative solution generation, self-esteem enhancement, peer negotiation skills, problem-solving skills training, and anger management.

SECONDARY PREVENTION PROGRAMS FOR HIGH-RISK CHILDREN

Secondary prevention programs that focus on improving individual affective, cognitive, and behavioral skills or on modifying the learning conditions for aggression offer promise of interrupting the path toward violence for high-risk or predelinquent youth. To the extent that development is an ongoing process, programs that target learning contexts, such as the family, should produce the most enduring effects. On the other hand, programs for youth already showing aggressive behavior have not been successful when the programs are unfocused and not based on sound theory. Furthermore, because most interventions have been relatively brief and have emphasized psychoeducational interventions, it is not known whether they would be effective with seriously aggressive or delinquent youth.

Programs that attempt to work with and modify the family system of a high-risk child have great potential to prevent development of aggressive and violent behavior. A growing psychological literature confirms that family variables are important in the development and treatment of antisocial and violent behavior. For example, in a study of adolescents referred to juvenile court for minor infractions, an intervention that used a family-therapy approach to identify maladaptive family interaction patterns and provide instruction for remedial family management skills was successful in reducing recidivism rates and improving family interactions for up to 18 months after treatment. Sibling delinquency rates also were reduced.

Interventions that aim to prevent or treat violence within the family have been shown to be of great value in preventing the social transmission of violence. Modes of transmission within the family may include direct victimization and witnessing abuse of other family members. Both the parent-perpetrators of child abuse and the child-victims require treatment to change the current situation and to help avert long-term negative consequences for the victim and for the family. Physical abuse of children and adolescents, and other patterns of domestic violence, may be effectively treated with family-centered approaches to intervention.

Interventions to prevent and treat sexual violence by and against children and adolescents are of critical importance because of the potential long-term effects of such victimization. Victims of sexual violence are at increased risk for future victimization and may develop a constellation of problems ranging from low self-esteem to posttraumatic stress disorder (PTSD).

Many programs have been created to prevent sexual victimization (e.g., "good touch/bad touch" programs for young children). Although these programs have been shown to affect children's knowledge, awareness, and skills, little is known about whether they actually affect the child's behavior in an abuse incident or not.

Individual treatment that involves the parents (or the nonoffending parent, if the sexual violence is intrafamilial) and includes behavioral techniques is one approach that has been found to be effective for children with PTSD symptoms.

Youthful offenders are highly likely to reoffend if they go untreated, whereas treatment with multimodal approaches (i.e., addressing deficits in cognitive processes, family relations, school performance, and peer relations) has shown great promise in reducing the rate of recidivism for both sexual and nonsexual offenses among these youth.

The concept of "diversion programs" to keep high-risk or predelinquent youth out of the juvenile justice system has great merit, and there is evidence that diversion programs with strong grounding in psychological theory can have a positive effect on recidivism rates. In one such intervention, youth 12 to 16 years old who had been referred to juvenile court were diverted to a program in which each had close contact with a trained volunteer 6 to 8 hours per week for 18 weeks. The intervention included behavioral contracting, child advocacy, help to obtain access to community resources, and involvement in the community. The contacts between the student volunteer and the youth took place in the youth's home, recreational settings, or other convenient locales. Carefully controlled and large-scale evaluations of the diversion program have shown that the intervention reduced recidivism among participants up to 2 years after the point of intake. Diversion programs are favored in many jurisdictions because the crowded, poorly supervised conditions of many juvenile facilities expose predelinquent youth who are referred to the courts for minor infractions to more experienced and violent youth, putting them at risk for victimization and potentially socializing them to adopt a criminal trajectory. In most jurisdictions, however, the diversion programs do not have scientific grounding and encompass little more than vaguely formulated counseling programs; the overall effectiveness of such programs has not been demonstrated.

TREATMENT PROGRAMS

Several promising techniques have been identified for treating children who already have adopted aggressive patterns of behavior. These include problem-solving skills training for the child, child management training for the parents (e.g., anger control, negotiation, and positive reinforcement), family therapy, and interventions at school or in the community.

For youth who have already shown seriously aggressive and violent behavior, sustained, multimodal treatment appears to be the most effective. Such psychological treatment consists of carefully designed and coordinated components involving school, parents, teachers, peers, and community, often coordinated around family intervention. By the time youth with antisocial behavior are referred clinically, their dysfunction often is pervasive and severe, and multiple counterinfluences need to be brought to bear to achieve significant impact. Research has demonstrated that adolescents with aggressive, antisocial, or delinquent behavior can improve with such treatment. Although long-term outcome data are not available, existing data show the improvements are maintained at least up to 1 year.

Interventions with gang members, a small but significant number of whom are among the most seriously violent and aggressive youth, also must be multimodal, sustained, and coordinated. Such interventions should combine and coordinate current and past approaches to intervening with gang youth, including social control methods (i.e., surveillance, incarceration, probation), "gang work" methods (i.e., building relationships between gang members and social workers who help gang members abandon delinquency and adopt conventional ways of behavior), and "opportunities provision" methods (i.e., jobs programs, educational development). Because ethnic minorities make up a large proportion of gangs and gang membership, the importance of cultural sensitivity in these gang interventions cannot be overemphasized.

SOCIETAL INTERVENTIONS

The partnership between police and community represented by community policing may play a pivotal role in reducing youth violence. Although the effect of community policing on youth violence has not been evaluated, community policing is believed to have great potential, making the officer's role one of preventing problems, not just responding to them.

Interventions can mitigate the impact of children's continued and growing exposure to violence in the media. Some successful or promising approaches include:

Empowering parents to monitor their child's viewing;

Helping children build "critical viewing skills" or develop attitudes that viewing violence in the media can be harmful;

Working with the Federal Communications Commission to limit the amount of dramatized violence available for viewing by children during the "child viewing hours" of 6 am and 10 pm; and

Working with the media to better inform and educate children in strategies for reducing or preventing their involvement with violence.

DESIGN AND EVALUATION OF INTERVENTION EFFORTS

Intervention programs should be carefully designed to fit the specific needs of the target group. Program design must take into account significant differentiating factors identified in psychological research as relevant to an intervention's success. Chief among these factors is the need for interventions to be linguistically appropriate and consonant with the cultural values, traditions, and beliefs associated with the specific ethnic and cultural groups making up the target audience. The gender, age, and developmental characteristics of participants are other factors that must be carefully considered in the design of any intervention.

Improvements in evaluation techniques have been a major contributing factor in the development of scientific approaches to antiviolence interventions with children and adolescents. Evaluations identify the relative strengths and weaknesses of an intervention and the direction of the effects. In addition, programs vary in their breadth of impact, and it is critically important to document whether or not an intervention has a broad impact (e.g., across multiple social domains, multiple problem behaviors, or both) or a more focused impact (e.g., altering use of one substance but not others and improving social competence but not altering at-risk behaviors).

In addition to evaluation's role in identifying promising interventions, an important reason for evaluating programs is that even well-designed programs may have no effect or, occasionally, adverse outcomes. Programs may be ineffective for a variety of reasons, such as poor staff training, weak interventions (i.e., interventions unlikely to affect behavior, such as information and education materials only), lack of cultural sensitivity, departures from the intended procedures while the interventions are still in effect, and lack of administrative support. In addition, the potential for iatrogenic (treatment-caused) effects must also be acknowledged in psychosocial interventions.

SOCIETAL FACTORS AFFECTING THE SUCCESS OF INTERVENTIONS

The success of intervention efforts may be limited if society continues to accept violence and aggression in certain contexts or continues to view violence and aggression as reasonable responses in certain circumstances. Public and professional education about social influences on violent behavior is essential. Although there is ample evidence to show that a number of social experiences are related to the development of violence, there is as yet no general agreement in the society as a whole on the relative importance of these factors and on what to do about them. These factors include:

Corporal punishment of children, because harsh and continual punishment has been implicated as a contributor to child aggression;

Violence on television and in other media, which is known to affect children's attitudes and behaviors in relation to violence; and

Availability of firearms, especially to children and youth. Firearms are known to increase the lethality of violence and encourage its escalation.

The potential success of antiviolence interventions may be limited by the social and economic contexts in which some Americans spend their lives. These macrosocial considerations are beyond the scope of psychological interventions and require a society-wide effort to change. They include:

Poverty, social and economic inequality, and the contextual factors that derive from these condition (i.e., living in crowded housing and lack of opportunity to ameliorate one's life circumstances), which are significant risk factors for involvement in violence;

Prejudice and racism, particularly because strongly prejudiced attitudes about particular social or cultural groups, or being a member of a group subjected to prejudice and discrimination, is a known risk factor for involvement in violence;

Misunderstanding of cultural differences, which must be addressed in intervention planning.

School Violence Prevention

From CDC's website:

<http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/prevention.html>

School violence can be prevented. Research shows that prevention efforts – by teachers, administrators, parents, community members, and even students – can reduce violence and improve the overall school environment. No one factor in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community, and societal factors that influence the likelihood of violence. Prevention efforts should ultimately reduce risk factors and promote protective factors at these multiple levels of influence.

Discussions about school violence rarely include public health's proven prevention approaches. Public health approaches focus on preventing violence before it starts and have been shown to effectively reduce school and youth violence. This known effectiveness stands in contrast to commonly used prevention strategies, such as metal detectors and other security measures, for which there is insufficient data to determine their benefits and some evidence to suggest that they may negatively impact students' perceptions of safety.¹ Public health offers knowledge and experience in preventing school violence that can significantly enhance approaches to end school violence.

Individual Level Strategies

Youth's experiences, knowledge, and skills can influence their likelihood of becoming involved in violence. Strengthening young people's abilities to effectively solve difficulties that arise and their opportunities to participate in prosocial activities can significantly reduce the risk for violence. One strategy for addressing these individual risks are universal, school-based violence prevention programs, which have been proven to reduce rates of aggression and violent behavior among students.² These programs are delivered to all students in a school or a particular grade and focus on many areas, including emotional self-awareness, emotional control, self-esteem, positive social skills, social problem-solving, conflict resolution, and teamwork.

Relationship Level Strategies

School busesPositive relationships between students and their prosocial peers, teachers, and families can be critical assets in promoting youth's well-being and preventing school violence. Several strategies to enhance these relationships have been found to be effective in reducing violence.³ For instance, many universal, school-based violence prevention programs improve students' social skills and problem-solving abilities, which can result in more positive peer and student-teacher relationships throughout the school. Some school-based programs also help students know how to appropriately and safely intervene to stop an escalating violent episode between peers.

Many school-based programs and policies are also effective in helping teachers build healthy relationships, model nonviolent attitudes and behaviors, and contribute to a broader positive school climate, which in turn lowers the risk for school violence.³ These approaches teach educators effective ways to manage a classroom, resolve conflicts nonviolently, promote positive relationships between students with diverse backgrounds, and create positive student-teacher relationships so that students feel comfortable talking with teachers about violence-related issues.

Finally, by enhancing parent involvement in both academic and social aspects of their children's school experiences - including involving parents in prevention programs - family cohesion and communication are improved. Prevention approaches that involve the family,

especially those that start early, can have substantial, long-term effects in reducing violent behavior.³

Community Level Strategies

The social environment of schools can influence the likelihood of violence. Schools can take numerous steps to improve school connectedness in order to promote learning and to reduce negative outcomes, such as violence.⁴ These include supporting effective classroom management practices, promoting cooperative learning techniques, providing educators with training and support to better meet the diverse needs of students, providing opportunities to actively engage families, and creating open communication and decision-making processes.

In addition to the social environment of a school, research suggests that the physical environment can influence fear and safety.⁵ Physical features of the school environment that could reduce violence include increasing natural surveillance, such as having windows at entrances and low or no shrubbery that does not block visibility, and effectively managing access to the building with well-marked entrances and exits that are continually monitored. Other strategies include creating a warm and welcoming environment with prominently displayed student artwork and the school's mascot/logo and by maintaining the building and parking areas by removing graffiti and making sure areas are well-lighted.

The characteristics of the community surrounding schools also influence the likelihood of school violence. By making changes in communities, school violence can decrease. Some effective community level strategies include providing youth with more structured and supervised afterschool opportunities, such as mentoring programs or recreational activities, in order to increase monitoring and healthy skill development of youth.³

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Elements of an Effective Prevention Program (continued)

The Agency

3. The program is supported within the agency.
 - a. Prevention is recognized as an integral component of the agency's overall program.
 - b. Program and staff have the support of the immediate supervisor.
 - c. Program and staff have the support of the director.
 - d. Program and staff have the support of the board.
 - e. Program and staff have the acceptance of agency staff.
 - f. The staff reports routinely on the program to the director.
 - g. The staff reports periodically on the program to the board.
4. The program enhances the agency's position in the community; represents good PR.

The Program/Intervention

5. The program changes systems/environments as well as individuals.
6. The service model is soundly based on research, theory and experience.
7. The program can be replicated easily.
 - a. The mission, the expected outcomes and the intervention steps are clear.
 - b. There is a manual or audio/visual materials available for training.

The Service Delivery

8. The intervention is reality-based.
 - a. The intervention recognizes that physical/survival needs must be met before skills can be learned or behavior changed.
 - b. The child is served in the context of his/her family and surroundings.
 - c. The program is flexible in responding to population's needs and is not limited by tradition practices or structures.
9. The recruitment is accomplished with reasonable effort.
10. The program is acceptable to the population served.
 - a. The program is culturally relevant to the population served.
 - b. Intervention is based on an empowerment model that emphasizes strengths and respects the participants needs and desires.
 - c. The level of attrition is reasonable.
11. Staff are provided sufficient time in terms of caseload size to form trusting relationships with program participants.
12. The program is consistently available.

(continued)

Elements of an Effective Prevention Program (continued)

Program Management

13. The program is efficiently managed.
 - a. Cost per unit of service is reasonable.
 - b. Program uses feedback evaluation, including feedback from participants, to improve the service delivery process and outcome.
 - c. Staff receive training appropriate to the level of skill required.
 - d. Staff receive ongoing administrative supervision.
 - e. Staff receive ongoing clinical supervision appropriate to the level of complexity of the intervention.
14. The program is provided with sufficient resources.
15. The program and staff are supported by state-level activities.
 - a. Policy, guidelines and procedures are available.
 - b. Technical assistance is provided.

Editor's note: For a prevention program to be effective, it must include participation from all sectors of the community. It must be based on sound research, theory and experience, and its must result in the desired outcomes. In addition, the program must be delivered consistently and managed efficiently.



Principles and Tools for Planning for Emergencies

PLANNING PRINCIPLES

From: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, Guide for Developing High-Quality School Emergency Operations Plans, Washington, DC, 2013. http://rem.s.ed.gov/docs/rem.s_k-12_guide_508.pdf

The following principles are key to developing a comprehensive school emergency operations plan (school EOP) that addresses a range of threats and hazards:

Planning must be supported by leadership. At the district and school levels, senior-level officials can help the planning process by demonstrating strong support for the planning team.

Planning uses assessment to customize plans to the building level. Effective planning is built around comprehensive, ongoing assessment of the school community. Information gathered through assessment is used to customize plans to the building level, taking into consideration the school's unique circumstances and resources.

Planning considers all threats and hazards. The planning process must take into account a wide range of possible threats and hazards that may impact the school. Comprehensive school emergency management planning considers all threats and hazards throughout the planning process, addressing safety needs before, during, and after an incident.

Planning provides for the access and functional needs of the whole school community. The "whole school community" includes children, individuals with disabilities and others with access and functional needs, those from religiously, racially, and ethnically diverse backgrounds, and people with limited English proficiency.

Planning considers all settings and all times. School EOPs must account for incidents that may occur during and outside the school day as well as on and off campus (e.g., sporting events, field trips).

Creating and revising a model emergency operations plan is done by following a collaborative process. This guide provides a process, plan format, and content guidance that are flexible enough for use by all school emergency planning teams. If a planning team also uses templates, it must first evaluate their usefulness to ensure the tools do not undermine the collaborative initiative and collectively shared plan. There are some jurisdictions that provide templates to schools, and these will reflect state and local mandates, as applicable

TOOL BOX

<http://rem.s.ed.gov/ToolBox.aspx>

The Tool Box is a virtual library of tools developed by school emergency managers in the field containing relevant resources pertinent to the needs of local education agencies (LEAs) and institutions of higher education (IHEs) and their partners as they engage in the process of school emergency management planning. The resources include sample drills, tabletops or other exercises; job descriptions; memorandums of understanding (MOU) with community partners; organizational charts; planning guidelines or sample policies; or school emergency management plans and their component tools and templates.

Youth Violence: Risk and Protective Factors

From: CDC – <http://www.cdc.gov/ViolencePrevention/youthviolence/riskprotectivefactors.html>

Risk Factors for the Perpetration of Youth Violence

Research on youth violence has increased our understanding of factors that make some populations more vulnerable to victimization and perpetration. Risk factors increase the likelihood that a young person will become violent. However, risk factors are not direct causes of youth violence; instead, risk factors contribute to youth violence^{1,2}

Research associates the following risk factors with perpetration of youth violence:²⁻⁴

Individual Risk Factors

- History of violent victimization
- Attention deficits, hyperactivity or learning disorders
- History of early aggressive behavior
- Involvement with drugs, alcohol or tobacco
- Low IQ
- Poor behavioral control
- Deficits in social cognitive or information-processing abilities
- High emotional distress
- History of treatment for emotional problems
- Antisocial beliefs and attitudes
- Exposure to violence and conflict in the family

Family Risk Factors

- Authoritarian childrearing attitudes
- Harsh, lax or inconsistent disciplinary practices
- Low parental involvement
- Low emotional attachment to parents or caregivers
- Low parental education and income
- Parental substance abuse or criminality
- Poor family functioning
- Poor monitoring and supervision of children

Peer and Social Risk Factors

- Association with delinquent peers
- Involvement in gangs
- Social rejection by peers
- Lack of involvement in conventional activities
- Poor academic performance
- Low commitment to school and school failure

Community Risk Factors

- Diminished economic opportunities
- High concentrations of poor residents
- High level of transiency
- High level of family disruption
- Low levels of community participation
- Socially disorganized neighborhoods

Protective Factors for the Perpetration of Youth Violence

Protective factors buffer young people from the risks of becoming violent. These factors exist at various levels. To date, protective factors have not been studied as extensively or rigorously as risk factors. However, identifying and understanding protective factors are equally as important as researching risk factors.

Most research is preliminary. Studies propose the following protective factors: ^{2,4,5}

Individual Protective Factors

- Intolerant attitude toward deviance
- High IQ
- High grade point average (as an indicator of high academic achievement)
- Positive social orientation
- Highly developed social skills/competencies
- Highly developed skills for realistic planning
- Religiosity

Family Protective Factors

- Connectedness to family or adults outside the family
- Ability to discuss problems with parents
- Perceived parental expectations about school performance are high
- Frequent shared activities with parents
- Consistent presence of parent during at least one of the following: When awakening, when arriving home from school, at evening mealtime or going to bed
- Involvement in social activities
- Parental / family use of constructive strategies for coping with problems (provision of models of constructive coping)

Peer and Social Protective Factors

- Possession of affective relationships with those at school that are strong, close, and prosocially oriented
- Commitment to school (an investment in school and in doing well at school)
- Close relationships with non-deviant peers
- Membership in peer groups that do not condone antisocial behavior
- Involvement in prosocial activities
- Exposure to school climates that characterized by:
 - >Intensive supervision
 - >Clear behavior rules
 - >Consistent negative reinforcement of aggression
 - >Engagement of parents and teachers

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INVOLVING PARENTS IN SCHOOL VIOLENCE PREVENTION

The following information is an excerpt from the National Center for School Safety document "School Safety Leadership Curriculum Guide" (for more information, contact 141 Duesenberg Drive, Suite 11; Westlake Village, CA 91362; 805-373-9977; <http://www.nsscl.org>)

...The presence of parents in the classroom, the library and the hallways subtly enhances school security...Within this range of activities, parents will find something that especially interests them:

- Help supervise the campus during "passing periods" and patrol parking lots before and after school
- Organize or join a safe school planning task force that will promote dialogue among multicultural groups
- Work with school personnel to incorporate a violence prevention curriculum and/or a peer mediation program
- Create a safe school corridor by volunteering to supervise walking routes to and from school
- Provide a "safe house" in the community
- Form a crew for special cleanup projects such as renovating old classrooms, repairing playground equipment, and removing graffiti
- Share special talents and information regarding career opportunities
- Organize fund-raisers to purchase items the school cannot afford
- Chaperone field trips and school events
- Provide clerical assistance
- Enhance special education classes by working as an extra aide

Safe Communities~Safe Schools Model fact sheet

A safe school plan is a framework for action that can be used as a guide for current and future planning. It addresses both the behavioral and property protection aspects of violence prevention. The goal of safe school planning is to create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation, and fear—an environment in which teachers can teach and students can learn. Establishing a safe school plan is a long-term, systematic, and comprehensive process. As with most successful violence prevention interventions, the best safe school plan involves the entire community.

Components of a Safe School Plan

1. Convene a Safe School Planning Team

The planning team is the driving force behind the planning process and should consist of a variety of representatives from all aspects of the community including students (if age appropriate), parents, teachers, administrators, Board of Education members, government representatives, business representatives, religious leaders, law enforcement officials, etc.

2. Conduct a School Site Assessment

An annual school site assessment should be conducted and used as an evaluation and planning tool to determine the extent of any school safety problems and/or school climate issues.

3. Develop Strategies and Implement Violence Prevention Programs to Address School Safety Concerns

In an effort to meet the needs identified in the annual school site assessment, some strategies to consider are:

- >Establish a clear Code of Behavior that includes the rights and responsibilities of both adults and students within the school community.
- >Include all youth in positive, rewarding activities and relationships at school.
- >Review federal, state, and local statutes pertaining to student management and school order with the school district lawyer as well as review relevant school and district policies.
- >Control campus access and establish uniform visitor screening procedures.
- >Keep an accurate and detailed record of all school crime incidents.
- >Promote an ongoing relationship with local law enforcement authorities, local businesses, and other community organizations.
- >Provide a school or district hotline that can be accessed anonymously to report a threat or pending violent incident.
- >Establish guidelines and procedures for identifying students at risk of violence toward themselves or others. See The U.S. Department of Education's Early Warning Timely Response, A Guide to Safe Schools.
- >Identify effective violence prevention programs that meet the needs of the school community, including both in-school programs and community programs appropriate for referring students and families.

Examples include the following Blueprints for Violence Prevention Model and Promising programs:

- Life Skills Training
- Promoting Alternative Thinking Strategies
- Bullying Prevention Program
- Midwestern Prevention Program
- Quantum Opportunities
- School Transitional Environmental Program
- Project Status
- Positive Action Through Holistic Education
- Preventive Intervention
- Seattle Social Development
- Perry Preschool Program
- Iowa Strengthening Families Program
- Baltimore Mastery Learning & Good Behavior Game

4.Establish a Social Support Team

The purpose of this team is to help improve the social climate of the school. Members, including teachers, parents, students, counselors, mental health workers, and law enforcement provide information necessary to identify which students are at risk and the most appropriate support for that student.

5.Develop a Crisis Response Plan

In the event of a natural disaster or emergency at school, a crisis response plan outlines specific procedures for teachers and staff during various emergencies, including responding to a violent incident. Having a plan in place can save time and energy and can maintain commitment when unforeseen problems arise.

This is only a blueprint for a safe school plan. No two safe school plans are exactly the same. Each school community must identify its own needs and the strategies necessary to meet those needs. A safe school plan is not static; it is an ongoing process, created by multiple components. Whether the violence in your district is presently alarming or not, now is the time to institute a school/community-developed and implemented safe school plan to ensure a peaceful environment for children to grow and learn. Remember that the key to a safe school is creating a welcoming, friendly, supportive environment with clear guidelines for appropriate behavior that are enforced fairly and consistently.



B. Programs

- **Blueprints for Violence Prevention**
- **SAMHSA National Registry of Evidence Based Program and Practice**
- **Anti-Bias and Conflict Resolution Curricula: Theory and Practice**
- **The Effectiveness of Universal School-Based Program for the Prevention of Violent and Aggressive Behavior**
- **Annotated “Lists” of Evidence Based Program**

Blueprints for Violence Prevention

In 1996, the Center for the Study and Prevention of Violence (CSPV) at the University of Colorado at Boulder, along with the Director of the Colorado Division of Criminal Justice, the Centers for Disease Control and Prevention, and the Pennsylvania Council on Crime and Delinquency, launched a project to identify ten violence prevention programs that met strict scientific standards of program effectiveness. These ten programs constitute a core set of national programs in a national violence prevention initiative.

The objective of the CSPV is to offer both programs and technical assistance to communities, states, schools, and local agencies to address the problems of violence, crime, and substance abuse in their communities.

The 6-member Blueprints Advisory Board established a set of evaluation standards. The criteria for Blueprint programs included the following:

1. an experimental design
2. evidence of a statistically significant deterrent (or marginal deterrent) effect
3. replication at multiple sites with demonstrated effects, and
4. evidence that the deterrent effect was sustained for at least one year post-treatment.

Additional factors included (1) evidence that change in the targeted risk or protective factor effected a change in violent behavior; (2) cost-benefit data for each program; and (3) a willingness to work with the Center to develop a Blueprint for national publication.

The ten exemplary violence prevention programs have been identified by the Center and blueprints have been developed to provide step-by-step instructions to assist communities in planning and implementing youth crime and violence prevention projects.

The Center also provides technical assistance to a limited number of community and program providers who have successfully completed a feasibility study and have selected a Blueprint program to implement that fits the needs of their community. The technical assistance component will provide expert assistance in implementing a Blueprint model program and in monitoring the integrity of its implementation.

Blueprint-certified consultants and the Center will provide assistance in planning and actual program implementation over a one- to two-year period. The quality of the implementation will be monitored at each site.

Communities that wish to replicate one of the Blueprint programs should contact the program or the Center for the Study and Prevention of Violence for technical assistance.












BLUEPRINTS PROGRAMS







Below is a list of ALL Blueprints [Model](#) and [Promising](#) programs. You may limit the number of programs shown by selecting two or more. To find specific programs matching the needs of your community or targeted population, please use our [Program Selector](#) that will assist in finding a program that is right for you.





58 PROGRAMS MATCHED YOUR SEARCH.






To sort the list by Program or Rating, click on the underlined Program or Rating column headings.




<u>PROGRAM</u>	<u>RATING</u>	BENEFITS AND COSTS	IMPACT	SUMMARY
Achievement Mentoring - Middle School (Formerly Behavioral Monitoring And Reinforcement)	Promising		Academic Performance, Delinquency And Criminal Behavior, Employment, Illicit Drug Use, Truancy - School Attendance	A Middle School, Two-Year Intervention That Uses Small Group Meetings Designed To Reduce Adolescent Drug Abuse And School Failure Among High-Risk Adolescents By Enhancing School Attendance, Promptness, Achievement, And Discipline.
Adolescent Coping With Depression	Promising		Depression	A 16-Session Group Depression Treatment Program Teaching Teens How To Deal With Depression And Ways To Manage Depression.
Athletes Training And Learning To Avoid Steroids (ATLAS)	Promising		Alcohol, Illicit Drug Use, Physical Health And Well-Being	A Drug Prevention And Health Promotion Program That Deters Substance Use Among High School Adolescents In School Sponsored Athletics By Educating Youth On The Harms Of Anabolic Steroids, Alcohol, And Other Drug Use And By Promoting Sports Nutrition And Exercise.
Be Proud! Be Responsible!	Promising		Sexual Risk Behaviors, STIs	A Six-Session Group Intervention To Reduce Risky Sexual Behavior (Unprotected Sex) Leading To Potential HIV/STD Contraction Among Adolescents. It Teaches Self-Efficacy And Skills That Help To Avoid Risky Sexual Behavior.
Big Brothers Big Sisters Of America	Promising		Alcohol, Antisocial-Aggressive Behavior, Close Relationships With Parents, Close Relationships With Peers, Illicit Drug Use, Positive Social/Prosocial Behavior, Truancy - School Attendance	A Community Mentoring Program Which Matches A Volunteer Adult Mentor To An At-Risk Child Or Adolescent To Delay Or Reduce Antisocial Behaviors; Improve Academic Success, Attitudes And Behaviors, Peer And Family Relationships; Strengthen Self-Concept; And Provide Social And Cultural Enrichment.
Blues Program (Cognitive Behavioral)	Model		Depression, Illicit Drug Use	The Program Focuses On Reducing Negative Cognitions And Increasing Engagement In Pleasant Activities In An Effort To Prevent The Onset And Persistence Of





Group Depression Prevention)				Depression In At-Risk Adolescents With Depressive Symptoms.
Body Project (Dissonance Intervention)	Model		Mental Health - Other, Physical Health And Well-Being	Reduces Eating Disorder Risk Factors And Symptoms Among Female High School And College Students With Body Image Concerns, Thereby Preventing The Onset Of Eating Disorders Such As Anorexia, Bulimia And Binge Eating.
Brief Alcohol Screening And Intervention For College Students (BASICS)	Model		Alcohol	A Brief Motivational Intervention For High-Risk College Students That Uses Alcohol Screening And Feedback To Reduce Problem Drinking, Excessive Drinking, And Binge Drinking By Enhancing Motivation To Change, Promoting Healthier Choices, Reviewing Myths And Facts About Alcohol, And Teaching Coping Skills To Moderate Drinking.
Bright Bodies Weight Management Program	Promising		Chronic Health Problems, Obesity, Physical Health And Well-Being	A Childhood Obesity Program That Teaches Inner-City Kids, Teens & Their Families About Healthy Weight Management And How To Prevent The Health Risks Of Childhood Obesity With The Use Of Nutrition Education, Behavior Modification And Exercise.
Career Academies	Promising		Employment, Truancy - School Attendance	Provides Small Learning Communities Within High Schools, Combining Academic And Technical Career Curricula, And Offering Workplace Opportunities Through Partnership With Local Employers To Enhance School Engagement And Performance And Provide Students With The Credentials And Skills Needed To Make Successful Transitions To Post-Secondary Education And, Eventually, A Career.
Cognitive Behavioral Intervention For Trauma In Schools (CBITS)	Promising		Depression, Post Traumatic Stress Disorder	A 10-Session Group Intervention Provided By Mental Health Professionals To Reduce Children's Post-Traumatic Stress Disorder (PTSD), Depression And Anxiety Resulting From Exposure To Violence. Also Included Are 1-3 Individual Child Sessions, 2 Optional Parent Sessions, And A Teacher Educational Session.
Communities That Care (CTC)	Promising		Alcohol, Delinquency And Criminal Behavior, Tobacco, Violence	A Prevention System Designed To Reduce Levels Of Adolescent Delinquency And Substance Use Through The Selection And Use Of Effective Preventive Interventions Tailored To A Community's Specific Profile Of Risk And Protection.
Coping Power	Promising		Alcohol, Antisocial-Aggressive Behavior, Delinquency And Criminal Behavior, Illicit Drug Use	A 16 Month Preventive Group Intervention For At-Risk Children In Late Elementary Early Middle School Years That Includes A Parent And Child Focus To Prevent Substance Abuse And Reduce






				Aggressive Attitudes And Behaviors And, In A Universal Version Of The Program, Among All School Children.
Early Literacy And Learning Model (ELLM)	Promising		Early Cognitive Development, Preschool Communication/Language Development	A Literacy-Focused Curriculum And Support System Designed For Preschool Children Ages 3, 4, And 5 Years Old. The Program Is Designed To Enhance Existing Classroom Curricula By Specifically Focusing On Improving Children's Early Literacy Skills And Knowledge.
EFFEKT	Promising		Alcohol, Delinquency And Criminal Behavior	A Program To Reduce Teenage Alcohol Use Primarily By Providing Information To Parents Delivered Through The Schools.
Familias Unidas™ Preventive Intervention	Promising		Externalizing, Illicit Drug Use, Sexual Risk Behaviors	A Family-Based Intervention To Promote Protection Against, And Reduce Risk For, Behavior Problems, Illicit Drug Use, Cigarette Use, And Unsafe Sexual Behavior In Hispanic Youth And Adolescents.
Family Check-Up (Toddler Version)	Promising		Conduct Problems, Externalizing, Internalizing, Reciprocal Parent-Child Warmth	The Toddler Version Of The Family Check-Up (FCU) Aims To Prevent Conduct Problems Among At-Risk Toddlers By Improving The Quality Of Parenting And Has Demonstrated Success In Increasing And Maintaining Parents' Use Of Positive Behavior Support.
Family Foundations	Promising		Antisocial-Aggressive Behavior, Anxiety, Conduct Problems, Depression, Externalizing, Internalizing, Prosocial With Peers	A Universal Prevention Program To Improve Mother, Child, And Birth Outcomes Through Promoting Coparenting Quality Among Couples Who Are Expecting Their First Child.
Fraction Face-Off!	Promising		Academic Performance	A 12-Week Math Tutoring Program To Improve The Understanding Of Fractions For At-Risk 4th Graders Through Increased Instruction On Measurement Interpretation Of Fractions.
Functional Family Therapy (FFT)	Model		Delinquency And Criminal Behavior, Illicit Drug Use	A Short-Term Family Therapy Intervention And Juvenile Diversion Program Helping At-Risk Children And Delinquent Youth To Overcome Adolescent Behavior Problems, Conduct Disorder, Substance Abuse And Delinquency. Therapists Work With Families To Assess Family Behaviors That Maintain Delinquent Behavior, Modify Dysfunctional Family Communication, Train Family Members To Negotiate Effectively, Set Clear Rules About Privileges And Responsibilities, And Generalize Changes To Community Contexts And Relationships.
	Promising		Alcohol, Antisocial-Aggressive Behavior, Illicit	A Classroom Behavior Management Game Providing A

Good Behavior Game (GBG)			Drug Use, Internalizing, Mental Health - Other, Suicide/Suicidal Thoughts, Tobacco	Strategy To Help Elementary Teachers Reduce Aggressive, Disruptive Behavior And Other Behavioral Problems In Children, Particularly Highly Aggressive Children, While Creating A Positive And Effective Learning Environment.
Guiding Good Choices	Promising		Alcohol, Delinquency And Criminal Behavior, Depression, Illicit Drug Use	A Family Competency Training Program To Enhance Parenting Behaviors And Skills, To Enhance Effective Child Management Behaviors And Parent-Child Interactions And Bonding, To Teach Children Skills To Resist Peer Influence, And To Reduce Adolescent Problem Behaviors.
HighScope Preschool	Promising		Academic Performance, Adult Crime, Delinquency And Criminal Behavior, Dropout/High School Graduation, Early Cognitive Development, Employment, Post Secondary Education, Preschool Communication/Language Development, School Readiness	A Preschool Program That Builds Cognitive Skills And Attitudes For School Success By Increasing Opportunities For Active Learning. In The Long Term, It Aims To Prevent Adolescent Delinquency And School Dropout Among "High Risk" Children And Improve Their Lives As Adults.
Incredible Years® - Child Treatment	Promising		Antisocial-Aggressive Behavior, Conduct Problems, Positive Social/Prosocial Behavior, Prosocial With Peers	A Child Treatment Program Used By Counselors And Therapists In A Small Group Setting To Treat Children With Conduct Problems, ADHD, And Internalizing Problems By Enhancing Social Competence, Positive Peer Interactions, Conflict Management Strategies, Emotional Literacy, And Anger Management. The Small Group Treatment Program Is Delivered In 18-22 Weekly 2-Hour Sessions.
Incredible Years® - Parent	Promising		Antisocial-Aggressive Behavior, Close Relationships With Parents, Conduct Problems, Depression, Externalizing, Internalizing, Positive Social/Prosocial Behavior	A Group-Based Parenting Program That Strengthens Parent Competencies To Promote Young Children's Social, Emotional, And Academic Competence And Prevent The Development Of Conduct Problems, Delivered In Weekly Group Sessions For 3-5 Months.
Incredible Years® - Teacher Classroom Management	Promising		Conduct Problems, Emotional Regulation, Prosocial With Peers	A Teacher Classroom Management Program That Provides Teachers With Classroom Management Strategies (Positive And Proactive Teaching Techniques, Positive Teacher-Student Relationships, And Supportive Teacher-Parent Relationships) To Manage Difficult And Inappropriate Child Behavior Problems, While Promoting Social, Emotional, And Academic Competence.
InShape Prevention Plus Wellness	Promising		Alcohol, Illicit Drug Use	A Brief Prevention Program To Improve Physical, Mental And Spiritual Well-Being Of College Students, Ages 18-21, By Connecting Positive Health Habits And Images With Avoiding Risky Alcohol, Tobacco, Marijuana And Other Drug Use.
KEEP SAFE	Promising		Illicit Drug Use, Positive Social/Prosocial Behavior,	A Six-Session Group-Based Intervention, Facilitated By Paraprofessionals, For Youth In

			Sexual Risk Behaviors, Tobacco	Foster Care As They Transition To Middle School To Prevent Internalizing And Externalizing Problems That May Lead To More Serious Longer Term Outcomes Such As Delinquency, Substance Use, And High-Risk Sexual Behavior. Foster Parents Also Attend A Six-Session Program.
LifeSkills Training (LST)	Model Plus		Alcohol, Delinquency And Criminal Behavior, Illicit Drug Use, Sexual Risk Behaviors, STIs, Tobacco, Violence	A Classroom-Based, 3-Year, Middle School Substance Abuse Prevention Program To Prevent Teenage Drug And Alcohol Abuse, Adolescent Tobacco Use, Violence And Other Risk Behaviors. The Life Skills Curriculum Teaches Students Self-Management Skills, Social Skills, And Drug Awareness And Resistance Skills.
Multisystemic Therapy - Problem Sexual Behavior (MST-PSB)	Model		Academic Performance, Adult Crime, Delinquency And Criminal Behavior, Illicit Drug Use, Mental Health - Other, Prosocial With Peers, Sexual Risk Behaviors, Sexual Violence	A Juvenile Sex Offender Treatment Program To Reduce Criminal And Antisocial Behavior, Especially Problem Sexual Behavior, By Providing Intensive Family Therapy Services In The Youth's Natural Environment Over A 5-7 Month Period.
Multisystemic Therapy® (MST®)	Model Plus		Close Relationships With Parents, Delinquency And Criminal Behavior, Illicit Drug Use, Internalizing, Mental Health - Other, Positive Social/Prosocial Behavior, Violence	A Juvenile Crime Prevention Program To Enhance Parenting Skills And Provide Intensive Family Therapy To Troubled Teens And Delinquent Teens That Empower Youth To Cope With The Family, Peer, School, And Neighborhood Problems They Encounter - In Ways That Promote Prosocial Behavior While Decreasing Youth Violence And Other Antisocial Behaviors.
New Beginnings (Intervention For Children Of Divorce)	Model		Antisocial-Aggressive Behavior, Close Relationships With Parents, Externalizing, Internalizing, Mental Health - Other, Reciprocal Parent-Child Warmth, Sexual Risk Behaviors	New Beginnings Promotes Resilience In Children After Parental Divorce By Providing Mothers With Group- And Individual -Based Sessions.
Number Rockets	Promising		Academic Performance	A Small Group Tutoring Mathematics Competency Program For At-Risk First Grade Students That Includes Computation, Concepts, Applications, And Word Problems.
Nurse-Family Partnership	Model		Child Maltreatment, Delinquency And Criminal Behavior, Early Cognitive Development, Internalizing, Mental Health - Other, Physical Health And Well-Being, Preschool Communication/Language Development, Reciprocal Parent-Child Warmth	A Nurse Home Visiting Program For First-Time Pregnant Mothers That Sends Nurses To Work One-On-One With The Pregnant Women To Improve Prenatal And Child Rearing Practices Through The Child's Second Birthday.
	Promising		Bullying, Delinquency And Criminal Behavior, Prosocial With Peers,	A Bullying Prevention Program That Includes Schoolwide, Classroom, Individual, And Community

Olweus Bullying Prevention Program			Truancy - School Attendance, Violent Victimization	Strategies That Create A Safe And Positive School Climate, Improve Peer Relations, And Increase Awareness Of And Reduce The Opportunities And Rewards For Bullying Behavior. This Anti-Bullying Program Offers Activities Designed For Use In Elementary, Middle, Junior And High Schools.
Parent Management Training (Oregon Model)	Model		Antisocial-Aggressive Behavior, Conduct Problems, Delinquency And Criminal Behavior, Externalizing, Internalizing	A Group- Or Individual-Based Parent Training Program That Teaches Effective Family Management Strategies And Parenting Skills, Including Skill Encouragement, Setting Limits/Positive Discipline, Monitoring, Problem Solving, And Positive Involvement, In Order To Reduce Antisocial And Behavior Problems In Children.
Parent-Child Interaction Therapy (PCIT)	Promising		Antisocial-Aggressive Behavior, Child Maltreatment, Conduct Problems	A 12 Week Treatment For Young Children With Emotional And Behavioral Problems, With One-Half Hour Parent-Child Sessions, That Places Emphasis On Improving The Parent-Child Relationship, Teaching Effective Parenting Skills, And Encouraging Effective Discipline.
Peer Assisted Learning Strategies (PALS)	Promising		Academic Performance	A Classwide Peer Tutoring Program For Elementary School Students To Improve Reading And Mathematics Skills Of Students Through Guided Peer-Assisted Learning Strategies.
Planet Health	Promising		Obesity	A Two-Year School-Based Health Behavior Intervention Designed To Reduce Obesity Among Students In Grades 6-8 By Increasing Energy Expenditure While Promoting Key Dietary Behaviors. The Program Has Only Shown Impacts On Obesity Outcomes For Girls.
Positive Action	Model		Academic Performance, Alcohol, Anxiety, Bullying, Delinquency And Criminal Behavior, Depression, Emotional Regulation, Illicit Drug Use, Positive Social/Prosocial Behavior, Sexual Risk Behaviors, Tobacco, Truancy - School Attendance, Violence	A School-Based Social Emotional Learning Program For Students In Elementary And Middle Schools To Increase Positive Behavior, Reduce Negative Behavior, And Improve Social And Emotional Learning And School Climate. The Classroom-Based Curriculum Teaches Understanding And Management Of Self And How To Interact With Others Through Positive Behavior, With School Climate Programs Used To Reinforce The Classroom Concepts School-Wide.
Positive Family Support-Family Check-Up (Formerly Adolescent Transitions)	Promising		Alcohol, Depression, Sexual Risk Behaviors, Tobacco	Positive Family Support-Family Check-Up Is A Family-Based, 3-Tiered Intervention That Targets Adolescent Problem Behavior At The Universal, Selected, And Indicated Levels. Goals Are To Reduce Problem Behavior And Risk For Substance Abuse And Depression, Improve Family Management Practices And Communication Skills As Well As Adolescents' Self-Regulation Skills And Prosocial Behaviors.

Project Northland	Promising		Alcohol	Provides Classroom Curricula, Peer Leadership, Youth-Driven Extra-Curricular Activities, Parent Involvement Programs, And Community Activism To Reduce Teen Alcohol Use, Improve Parent-Child Communication About Alcohol Use, Increase Students' Self-Efficacy To Resist Alcohol And Understanding Of Alcohol Use Norms, And Reduce Students' Ease Of Access To Alcohol In Their Communities.
Project Towards No Drug Abuse	Model		Alcohol, Illicit Drug Use, Tobacco, Violent Victimization	A Classroom-Based High School Substance Abuse Program To Promote Drug Awareness And Prevent Teen Drinking, Smoking, Marijuana, And Other Hard Drug Use. The TND Curriculum Teaches Students Skills In Self-Control, Communication, Resource Acquisition, And Decision-Making.
Promoting Alternative Thinking Strategies (PATHS)	Model		Antisocial-Aggressive Behavior, Conduct Problems, Emotional Regulation, Externalizing	A Classroom-Based Social Emotional Learning Program For Elementary Students To Reduce Aggression And Behavior Problems In Children. The PATHS Curriculum Teaches Skills In Five Conceptual Domains: Self-Control, Emotional Understanding, Positive Self-Esteem, Relationships, And Interpersonal Problem Solving.
PROSPER (Promoting School-Community-University Partnerships To Enhance Resilience)	Promising		Alcohol, Close Relationships With Parents, Delinquency And Criminal Behavior, Illicit Drug Use, Tobacco	As A Delivery System Rather Than Substantive Program, PROSPER Attempts To Foster Implementation Of Evidence-Based Youth And Family Interventions, Complete With Ongoing Needs Assessments, Monitoring Of Implementation Quality And Partnership Functions, And Evaluation Of Intervention Outcomes To Prevent Onset And Reduce Use Of Alcohol, Tobacco, And Other Drugs And Problem Behaviors.
Quick Reads	Promising		Academic Performance	A Reading Program For Elementary Students With Below-Grade Reading Skills Designed To Build Fluency And Comprehension By Utilizing Grade-Level, High-Frequency Words That Reflect Appropriate Phonics And Syllable Patterns.
Raising Healthy Children	Promising		Academic Performance, Alcohol, Antisocial-Aggressive Behavior, Illicit Drug Use, Prosocial With Peers	A Preventive Intervention With Teacher, Parent, And Child Components, Designed To Promote Positive Youth Development By Enhancing Protective Factors, Reducing Identified Risk Factors, And Preventing Problem Behaviors And Academic Failure.
Safe Dates	Promising		Sexual Violence, Violence, Violent Victimization	A Ten-Session Dating Abuse Prevention Program To Raise Students' Awareness Of What Constitutes Healthy And Abusive Dating Relationships, As Well As The Causes And Consequences Of Dating Abuse. It Helps Change Adolescent Norms About Dating Violence, Equips Students With Skills And Resources To Develop Healthy Dating Relationships,

				Positive Communication, Anger Management, And Conflict Resolution.
SPORT Prevention Plus Wellness	Promising		Alcohol, Illicit Drug Use, Physical Health And Well-Being, Tobacco	A Health Promotion Program That Highlights The Positive Image Benefits Of An Active Lifestyle To Reduce The Use Of Alcohol, Tobacco And Drug Use By High School Students In Addition To Improving Their Overall Physical Health.
Steps To Respect	Promising		Bullying, Prosocial With Peers	A 12-14 Week Anti-Bullying Curriculum, Plus A Grade Appropriate Literature Unit, Delivered To Third To Sixth Grade Students To Reduce Bullying And Destructive Bystander Behaviors, Increase Prosocial Beliefs Related To Bullying, And Increase Social-Emotional Skills.
Story Talk - Interactive Book Reading Program	Promising		Early Cognitive Development, Preschool Communication/Language Development	A Reading Strategy Intended To Promote The Development Of Language And Literacy Skills In Young Children From Low-Income Families.
Strengthening Families 10-14	Promising		Alcohol, Antisocial-Aggressive Behavior, Close Relationships With Parents, Illicit Drug Use, Internalizing, Tobacco	A 7-Session Group Parenting And Youth Skills Program That Includes Separate Weekly Parent Effectiveness Training And Child Skills-Building, Followed By A Family Session To Promote Good Parenting Skills And Positive Family Relationships, Proven To Reduce Aggressive And Hostile Behavior, Substance Abuse In Adolescence, And Improve Family Relationships.
Strong African American Families Program	Promising		Alcohol, Close Relationships With Parents, Delinquency And Criminal Behavior, Truancy - School Attendance	A 7-Week Interactive Educational Program For African American Parents And Their Early Adolescent Children That Includes Separate Weekly Parent And Child Skills-Building Followed By A Family Session To Reduce Adolescent Substance Use, Conduct Problems, And Sexual Involvement.
Success For All	Promising		Academic Performance, Preschool Communication/Language Development	A Schoolwide Reform Initiative In Which Specific Instructional Processes, Curriculum Enhancements, And Improved Support Resources For Families And Staff Come Together To Ensure That Every Student Acquires Adequate Basic Language Skills In Pre-K Through 2nd Grade And That They Build On These Basic Skills Throughout The Rest Of Elementary School.
Targeted Reading Intervention	Promising		Academic Performance, Preschool Communication/Language Development	Individualized Instruction By Classroom Teachers Takes The Form Of 15-Minute Sessions For A Struggling Reader In Kindergarten And First Grade Until The Child Makes Rapid Progress In Reading And Then The Teacher Works With Another Struggling Reader.
Model				

**Treatment
Foster Care
Oregon**

Delinquency And Criminal Behavior, Illicit Drug Use, Teen Pregnancy, Tobacco, Violence

A Therapeutic Foster Care Program That Serves As An Alternative To Residential Treatment By Placing Chronic Delinquents In Foster Homes In The Community With The Goals Of Reuniting The Families, Reducing Delinquency And Teen Violence, And Increasing Prosocial Behavior And Participation In Prosocial Activities. The Program Includes Behavioral Parent Training And Support For Foster Parents, Family Therapy For Biological Parents, Skills Training And Supportive Therapy For Youth, And School-Based Behavioral Interventions And Academic Support.

Triple P System Promising

Child Maltreatment, Mental Health - Other

A Public Health Approach To Reach All Parents In A Community To Enhance Parental Competence And Prevent Or Alter Dysfunctional Parenting Practices, Thereby Reducing Family Risk Factors Both For Child Maltreatment And For Children's Behavioral And Emotional Problems.

Wyman's Teen Outreach Program® Promising



Academic Performance, Teen Pregnancy

A Nine Month Program That Engages High School Students In A Minimum Of 20 Hours Of Community Service Learning Annually And Weekly Meetings Using TOP's Changing Scenes Curriculum, With A Goal Of Reducing Rates Of Teen Pregnancy, Course Failure, And Academic Suspension.

Blueprints for Healthy Youth Development
In partnership with the Annie E. Casey Foundation

University of Colorado Boulder
Institute of Behavioral Science
Center for the Study and Prevention of Violence
1440 15th Street, Boulder, CO 80302
T: 303-492-1032 F: 303-492-2151

A Sampling of Programs Related to Violence Prevention from SAMHSA's National Registry of Evidence-Based Programs and Practices

(<http://nrepp.samhsa.gov>)

All Stars

All Stars is a multiyear school-based program for middle school students (11 to 14 years old) designed to prevent and delay the onset of high-risk behaviors such as drug use, violence, and premature sexual activity. The program focuses on five topics important to preventing high-risk behaviors: (1) developing positive ideals that do not fit with high-risk behavior; (2) creating a belief in conventional norms; (3) building strong personal commitments; (4) bonding with school, prosocial institutions, and family; and (5) increasing positive parental attentiveness. The All Stars curriculum includes highly interactive group activities, games and art projects, small group discussions, one-on-one sessions, a parent component, and a celebration ceremony. The All Stars Core program consists of 13 45-minute class sessions delivered on a weekly basis by teachers, prevention specialists, or social workers. The All Stars Booster program is designed to be delivered 1 year after the core program and includes nine 45-minute sessions reinforcing lessons learned in the previous year. Multiple program packages are available to support implementation by either regular teachers or prevention specialists.

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DARE to be You

DARE to be You (DTBY) is a multilevel prevention program that serves high-risk families with children 2 to 5 years old. Program objectives focus on children's developmental attainments and aspects of parenting that contribute to youth resilience to later substance abuse, including parental self-efficacy, effective child rearing, social support, and problem-solving skills. Families engage in parent-child workshops that focus on developing the parents' sense of competence and satisfaction with the parent role, providing knowledge of appropriate child management strategies, improving parents' and children's relationships with their families and peers, and contributing to child developmental advancement.

#####

Early Risers "Skills for Success"

Early Risers "Skills for Success" is a multicomponent, developmentally focused, competency-enhancement program that targets 6- to 12-year-old elementary school students who are at high risk for early development of conduct problems, including substance use. Early Risers is based on the premise that early, comprehensive, and sustained intervention is necessary to target multiple risk and protective factors. The program uses integrated child-, school-, and family-focused interventions to move high-risk children onto a more adaptive developmental pathway.

A "family advocate" (someone with a bachelor's degree and experience working with children/parents) coordinates the child- and family-focused components. The child-focused component has three parts: (1) Summer Day Camp, offered 4 days per week for 6 weeks and consisting of social-emotional skills education and training, reading enrichment, and creative arts experiences supported by a behavioral management protocol; (2) School Year Friendship Groups, offered during or after school and providing advancement and maintenance of skills

learned over the summer; and (3) School Support, which occurs throughout each school year and is intended to assist and modify academic instruction, as well as address children's behavior while in school, through case management, consultation, and mentoring activities performed by the family advocate at school. The family-focused component has two parts: (1) Family Nights with Parent Education, where children and parents come to a center or school five times per year during the evening, with children participating in fun activities while their parents meet in small groups for parenting-focused education and skills training; and (2) Family Support, which is the implementation of an individually designed case plan for each family to address their specific needs, strengths, and maladaptive patterns through goal setting, brief interventions, referral, continuous monitoring, and, if indicated, more intensive and tailored parent skills training.

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Family Behavior Therapy

Family Behavior Therapy (FBT) is an outpatient behavioral treatment aimed at reducing drug and alcohol use in adults and youth along with common co-occurring problem behaviors such as depression, family discord, school and work attendance, and conduct problems in youth. This treatment approach owes its theoretical underpinnings to the Community Reinforcement Approach and includes a validated method of improving enlistment and attendance. Participants attend therapy sessions with at least one significant other, typically a parent (if the participant is under 18) or a cohabitating partner. Treatment typically consists of 15 sessions over 6 months; sessions initially are 90 minutes weekly and gradually decrease to 60 minutes monthly as participants progress in therapy. FBT includes several interventions, including (1) the use of behavioral contracting procedures to establish an environment that facilitates reinforcement for performance of behaviors that are associated with abstinence from drugs, (2) implementation of skill-based interventions to assist in spending less time with individuals and situations that involve drug use and other problem behaviors, (3) skills training to assist in decreasing urges to use drugs and other impulsive behavior problems, (4) communication skills training to assist in establishing social relationships with others who do not use substances and effectively avoiding substance abusers, and (5) training for skills that are associated with getting a job and/or attending school.

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Incredible Years

Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children.

The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviors. The Dinosaur child training curriculum aims to strengthen children's social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship

and conventional skills, and behaving appropriately in the classroom. The teacher training intervention focuses on strengthening teachers' classroom management strategies, promoting children's prosocial behavior and school readiness, and reducing children's classroom aggression and noncooperation with peers and teachers. The intervention also helps teachers work with parents to support their school involvement and promote consistency between home and school. In all three training interventions, trained facilitators use videotaped scenes to structure the content and stimulate group discussions and problem solving.

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Lions Quest Skills for Adolescence

Lions Quest Skills for Adolescence (SFA) is a multicomponent, comprehensive life skills education program designed for schoolwide and classroom implementation in grades 6-8 (ages 10-14). The goal of Lions Quest programs is to help young people develop positive commitments to their families, schools, peers, and communities and to encourage healthy, drug-free lives. Lions Quest SFA unites educators, parents, and community members to utilize social influence and social cognitive approaches in developing the following skills and competencies in young adolescents: (1) essential social/emotional competencies, (2) good citizenship skills, (3) strong positive character, (4) skills and attitudes consistent with a drug-free lifestyle and (5) an ethic of service to others within a caring and consistent environment. The learning model employs inquiry, presentation, discussion, group work, guided practice, service-learning, and reflection to accomplish the desired outcomes. Lions Quest SFA is comprised of a series of 80 45-minute sequentially developed skill-building sessions, based on a distinct theme, that may be adapted to a variety of settings or formats.

#####

Multisystemic Therapy (MST) for Juvenile Offenders

Multisystemic Therapy (MST) for juvenile offenders addresses the multidimensional nature of behavior problems in troubled youth. Treatment focuses on those factors in each youth's social network that are contributing to his or her antisocial behavior. The primary goals of MST programs are to decrease rates of antisocial behavior and other clinical problems, improve functioning (e.g., family relations, school performance), and achieve these outcomes at a cost savings by reducing the use of out-of-home placements such as incarceration, residential treatment, and hospitalization. The ultimate goal of MST is to empower families to build a healthier environment through the mobilization of existing child, family, and community resources. MST is delivered in the natural environment (in the home, school, or community). The typical duration of home-based MST services is approximately 4 months, with multiple therapist-family contacts occurring weekly. MST addresses risk factors in an individualized, comprehensive, and integrated fashion, allowing families to enhance protective factors. Specific treatment techniques used to facilitate these gains are based on empirically supported therapies, including behavioral, cognitive behavioral, and pragmatic family therapies.

#####

Positive Action

Positive Action is an integrated and comprehensive program that is designed to

improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent-child bonding, family cohesion, and family conflict. Positive Action has materials for schools, homes, and community agencies. All materials are based on the same unifying broad concept (one feels good about oneself when taking positive actions) with six explanatory subconcepts (positive actions for the physical, intellectual, social, and emotional areas) that elaborate on the overall theme. The program components include grade-specific curriculum kits for kindergarten through 12th grade, drug education kits, a conflict resolution kit, sitewide climate development kits for elementary and secondary school levels, a counselor's kit, a family kit, and a community kit. All the components and their parts can be used separately or in any combination and are designed to reinforce and support one another.

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Project Towards No Drug Abuse

Project Towards No Drug Abuse (Project TND) is a drug use prevention program for high school youth. The current version of the curriculum is designed to help students develop self-control and communication skills, acquire resources that help them resist drug use, improve decisionmaking strategies, and develop the motivation to not use drugs. It is packaged in 12 40-minute interactive sessions to be taught by teachers or health educators. The TND curriculum was developed for high-risk students in continuation or alternative high schools. It has also been tested among traditional high school students.

#####

Promoting Alternative THinking Strategies

Promoting Alternative THinking Strategies (PATHS) and PATHS Preschool are school-based preventive interventions for children in elementary school or preschool. The interventions are designed to enhance areas of social-emotional development such as self-control, self-esteem, emotional awareness, social skills, friendships, and interpersonal problem-solving skills while reducing aggression and other behavior problems. Skill concepts are presented through direct instruction, discussion, modeling, storytelling, role-playing activities, and video presentations. The elementary school PATHS Curriculum is available in two units: the PATHS Turtle Unit for kindergarten and the PATHS Basic Kit for grades 1-6. The curriculum includes 131 20- to 30-minute lessons designed to be taught by regular classroom teachers approximately 3 times per week over the course of a school year. PATHS Preschool, an adaptation of PATHS for children 3 to 5 years old, is designed to be implemented over a 2-year period. Its lessons and activities highlight writing, reading, storytelling, singing, drawing, science, and math concepts and help students build the critical cognitive skills necessary for school readiness and academic success. The PATHS Preschool program can be integrated into existing learning environments and adapted to suit individual classroom needs.

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Responding in Peaceful and Positive Ways (RiPP)

Responding in Peaceful and Positive Ways (RiPP) is a school-based violence prevention program for middle school students. RiPP is designed to be implemented along with a peer mediation program. Students practice using a social-cognitive problem-solving model to identify and choose nonviolent strategies for dealing with conflict. RiPP emphasizes behavioral repetition and mental rehearsal of the social-cognitive problem-solving model, experiential learning techniques, and didactic learning modalities. RiPP sessions are taught in the classroom by a school-based prevention specialist and are typically incorporated into existing social studies, health, or science classes. The intervention is offered in three grade-specific modules:

- RiPP-6 (6th grade): 16 sessions over the school year, focusing broadly on violence prevention
- RiPP-7 (7th grade): 16 sessions at the beginning of the school year, focusing on using conflict resolution skills in friendships
- RiPP-8 (8th grade): 16 sessions at the end of the school year, focusing on making a successful transition to high school

#####

Second Step

Second Step is a classroom-based social-skills program for children 4 to 14 years of age that teaches socioemotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. Second Step teaches children to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their emotional reactions and decisionmaking process when emotionally aroused. The curriculum is divided into two age groups: preschool through 5th grade (with 20 to 25 lessons per year) and 6th through 9th grade (with 15 lessons in year 1 and 8 lessons in the following 2 years). Each curriculum contains five teaching kits that build sequentially and cover empathy, impulse control, and anger management in developmentally and age-appropriate ways. Group decisionmaking, modeling, coaching, and practice are demonstrated in the Second Step lessons using interpersonal situations presented in photos or video format.

#####

SMARTteam

SMARTteam (Students Managing Anger and Resolution Together) is a multimedia, computer-based violence-prevention intervention designed for 6th through 9th graders (11- to 15-year-old students). The program is based on social learning theory as well as a skill acquisition model that approaches learning as a five-stage process ranging from novice to expert, with learners at each stage having different needs. The software's eight modules use games, graphics, simulations, cartoons, and interactive interviews to teach conflict-resolution skills in three categories: anger management, dispute resolution, and perspective-taking.

Anger management focuses on anger-control training; dispute resolution assists students in learning and using negotiation and compromise skills to resolve disputes; perspective-taking allows students to understand that others may have views and feelings different from their own. The various modules can be used separately or together in a sequential manner. Once installed on computers, SMARTteam is easy to use, requiring only rudimentary computer skills on the part of the students.

#####

Success in Stages: Build Respect, Stop Bullying

Success in Stages: Build Respect, Stop Bullying is an interactive computer program designed to help students increase respect and decrease bullying behaviors. The program uses an individualized expert feedback system based on the Transtheoretical Model of Change to help students change behaviors associated with bullying. Students participate in three 30-minute sessions in school. Tailored feedback is provided to help each student recognize and change his or her own bullying-related behavior and to promote acting with respect at all times. Offered in three modules (elementary, middle, and high school), the program features guides for administrators, school staff, and families and automated reporting for schools.

#####

Anti-Bias and Conflict Resolution Curricula: Theory and Practice

ERIC Clearinghouse on Urban Education

A common saying among educators working to promote children's appreciation of diversity is that there is no gene for racism. Thus, they believe that even though children may initially develop and act on intolerant attitudes, they can be educated to value human differences.

Violence Prevention. Project differences about whether to focus on attitude or behavior are especially pronounced. The majority of projects deal with violence as but one manifestation of hatred, and expect it to lessen as prejudicial beliefs erode. But a few take the opposite position that learning to channel negative emotions into positive actions will diffuse hatred (regardless of its source or target) and lead automatically to less conflict and violence. These emphasize management of emotions, especially anger.

Others hold that changes in conduct, such as refusing to engage in violence, will lead to better emotional control. These projects usually also treat conflict resolution and violence prevention as separable issues, teaching trainees to diffuse or avoid violent confrontations, regardless of their cause, without attempting to settle the dispute. Changing attitudes toward violence and weapons in general is the core of this approach. Whereas a goal of some projects may be simply an absence of conflict and violence, others are satisfied only when trainees commit to the principles of active nonviolence social harmony and justice as an integral part of their lives.

Training Methods. Projects use both trainers and resource materials, but the mix varies. At one end of the spectrum are programs based almost totally on interaction between trainers and trainees. They may have a basic syllabus to cover, but are guided by concerns raised during role play and group discussion. A few projects send out multicultural training teams as a way of demonstrating harmony in action.

At the other end of the spectrum are projects that rely on printed and audiovisual materials and whose program is almost scripted. Here, trainers function more like traditional classroom teachers, and trainees take a less active role in the learning process. Indeed, some such programs use trainers very little, opting instead to provide teachers with instruction guides for teaching an anti-bias course themselves.

Most projects use a mix of methods; they take a hands-on approach initially, and then leave materials for teachers to use subsequently. Some include a return visit by trainers for follow-up and evaluation.

Targeted Populations. The underlying philosophy of a project significantly influences the populations that it trains. Projects focusing on behavior modification usually work only with young people, or train teachers to use an anti-bias curriculum without first undergoing anti-bias training themselves. Projects dealing with bias directly are more apt to train school people and caregivers as well as students, believing that young people will be unable to rid themselves of prejudices that are constantly reinforced by the adults around them. A few projects work only with the staffs of school systems and schools, positing that unless the members of these communities learn to solve their own conflicts constructively, they will not be able to teach students to do so.

The service packages of the various projects differ as much as their programs. Therefore, institutions wanting to provide educational anti-bias training must not only select philosophy and emphasis, but also the type and amount of services. Interestingly, some projects with very different philosophies offer very similar programs, so it is important to get a detailed description of program content.

This digest is based on 'A Directory of Anti-Bias Education Resources and Services', by Wendy Schwartz with Lynne Elcik. The Directory contains profiles of 52 youth anti-bias projects, which are the basis for the discussion here. It also contains an extensive list of books, audiovisual materials, periodicals, curricula, and information sources that promote youth bias reduction and violence prevention. The Directory is published by the ERIC/CUE, and is available from the Clearinghouse for \$8.00, including handling charges.

ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027

Excerpted from...

The Effectiveness of Universal School-Based Programs for the Prevention of Violent and Aggressive Behavior

A Report on Recommendations of the Task Force on Community Preventive Services

Department of Health and Human Services Centers for Disease Control and Prevention
(<http://www.cdc.gov/mmwr/pdf/rr/rr5607.pdf>)
August 10, 2007 / Vol. 56 / No. RR-7

Summary

Universal school-based programs to reduce or prevent violent behavior are delivered to all children in classrooms in a grade or in a school. Similarly, programs targeted to schools in high-risk areas (defined by low socioeconomic status or high crime rates) are delivered to all children in a grade or school in those high-risk areas. During 2004-2006, the Task Force on Community Preventive Services (Task Force) conducted a systematic review of published scientific evidence concerning the effectiveness of these programs. The results of this review provide strong evidence that universal school-based programs decrease rates of violence and aggressive behavior among school-aged children. Program effects were demonstrated at all grade levels. An independent meta-analysis of school-based programs confirmed and supplemented these findings. On the basis of strong evidence of effectiveness, the Task Force recommends the use of universal school-based programs to reduce violent behavior.

Background

The prevention of youth violence and aggression is of value in itself and also because early violent and aggressive behavior is a precursor of later problem behaviors. Researchers categorize risk factors for early childhood delinquency, including violent behavior, as individual, family, peer, school, neighborhood, and media. Factors in all categories are thought to contribute to the development of early and chronic violent behavior, and all are thought to provide opportunities for intervention to reduce the development of these behaviors.

The Task Force review assessed the effectiveness of universal school-based programs in reducing or preventing violent and aggressive behavior among children and adolescents. These programs teach all students in a school or school grade about the problem of violence and its prevention or about one or more of the following topics or skills intended to reduce aggressive or violent behavior: emotional self-awareness, emotional control, and self-esteem; positive social skills; social problem solving; conflict resolution; and team work.

As used in this report, “universal” means that programs are administered to all

children in classrooms regardless of individual risk, not only to those who already have manifested violent or aggressive behavior or risk factors for these behaviors. Although meriting separate review because youths who manifest violence or aggressive behavior at young ages are at greater risk for later violence, programs that target youths who already have manifested problems of violence or are considered at high risk for violence were not evaluated in this review.

Using programs might be targeted by grade or school in high-risk areas (defined by residents' low SES, commonly indicated by the proportion of school children receiving subsidized lunches, or high crime rates, as noted by study authors describing the school community). Programs are delivered to all children in those settings. Programs are delivered to all children in those settings. Programs also might be implemented in special schools (e.g., schools for children with specific disabilities). Prekindergarten, kindergarten, elementary, middle, and junior and senior high school settings were included in this review.

Universal school-based programs are founded on multiple theoretical approaches (11, 12). Theories of behavior change vary in their focus on individuals; interpersonal relations; the physical and social environment, including social norms; and combinations of these. Certain programs focus on providing information about the problem of violence and approaches to avoiding violence, on the assumptions that providing this information to students will lead to its application and subsequently to reduced violence and that information is necessary, if not sufficient, to change behavior. For example, the Violence Prevention Curriculum for Adolescents is designed to teach students about the causes of violence; knowledge of violence resistance skills is taught through discussion. Other programs assume that self-concept and self-

esteem derive from positive action and its rewards, so if children's behavior can be made more positive and sociable, they will develop better attitudes toward themselves and then continue to make positive choices. In the Second Step program, teaching and discussion are accompanied by role playing, modeling, skill practice, feedback, and reinforcement.

Certain programs (e.g. Responding in Peaceful and Positive Ways and Students for Peace) cite social learning theory as the foundation for their intervention design. Other programs are founded on the theory that they will be most effective if they modify the broader environment of the child. In the elementary school PeaceBuilders program, in addition to the classroom curriculum, the entire school is involved, both outside and inside the classroom, together with parents and the community; in the school setting, conditions that provoke aggressive behavior are mitigated, and the following of simple positive behavioral rules, such as "praise people" and "right wrongs," is encouraged and rewarded. The Safe Dates Program includes a 10-session classroom curriculum, a theatrical production performed by students, a poster contest, community services for adolescents in abusive relationships (e.g., support groups and materials for parents), and training for community service providers. School antiviolence programs often are associated with manuals, which facilitate reliable implementation; manuals often are available commercially.

Results

Characteristics of school programs differed by school level. In lower grades, programs focus on disruptive and antisocial behavior. At higher grade levels, the focus shifts to general violence and specific forms of violence (e.g., bullying and dating

violence). The intervention strategy shifts from a cognitive affective approach designed to modify behavior by changing the cognitive and affective mechanisms linked with such behavior to greater use of social skills training. With increasing grade level, interventions might focus less on the teacher as the primary program implementer than on other personnel (e.g. student peers or members of the team conducting the research study). Because this review assessed only universal programs, the classroom was the principal setting of these programs of all grade levels. No clear trends in frequency and duration of programs were apparent by school level.

Comparison of program characteristics and populations served at different school levels indicated substantial heterogeneity by level and intercorrelation among characteristics. For this reason, bivariate analysis of program effects by program characteristics might suggest incorrectly a causal association of these characteristics with effect size differences when the associations actually are confounded by other associations. Recognizing the potential for other program characteristics to confound apparent associations, the team provided bivariate associations of program characteristics with effect sizes.

All school antiviolence program strategies (e.g., informational, cognitive/effective, and social skills building) were associated with a reduction in violent behavior. All program foci (e.g., disruptive or antisocial behavior, bullying, or dating violence) similarly were associated with reduced violent behavior. With the exception of programs administered by school administrators or counselors, a reduction in violent behavior was reported in programs administered by all personnel, including students and peers; however, certain effect sizes were based on a small number of study data points.

Universal school-based programs were determined to be effective at all school levels and across different populations. The reviewed studies assessed the effects of programs in communities characterized by the presence of lower SES or high rates of crime or both, compared with communities characterized by the absence of both of these factors.

Other benefits of universal school-based programs, have been noted, with supporting evidence for some of these effects. Improvements were reported for social behavior more broadly, including reductions in drug abuse, inappropriate sexual behavior, delinquency, and property crime. Substantial improvements in school attendance and achievement also were reported.

In summary, study results consistently indicated that universal school-based programs were associated with decreased violence. Beneficial results were found across all school levels examined. On the basis of the limited amount of available economic data, universal school-based programs also appear to be cost-effective.



ANNOTATED "LISTS" OF EMPIRICALLY SUPPORTED/EVIDENCE BASED INTERVENTIONS FOR SCHOOL-AGED CHILDREN AND ADOLESCENTS

The following table provides a list of lists, with indications of what each list covers, how it was developed, what it contains, and how to access it.

I. Universal Focus on Promoting Healthy Development

A. *Safe and Sound. An Educational Leader's Guide to Evidence-Based Social & Emotional Learning Programs* (2002). The Collaborative for Academic, Social, and Emotional Learning (CASEL).

1. *How it was developed:* Contacts with researchers and literature search yielded 250 programs for screening; 81 programs were identified that met the criteria of being a multiyear program with at least 8 lessons in one program year, designed for regular ed classrooms, and nationally available.
2. *What the list contains:* Descriptions (purpose, features, results) of the 81 programs.
3. *How to access:* CASEL (<http://www.casel.org>)

B. *Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs* (2002). Social Develop. Res. Group, Univ. of Wash.

1. *How it was developed:* 77 programs that sought to achieve positive youth development objectives were reviewed. Criteria used: research designs employed control or comparison group and had measured youth behavior outcomes.
2. *What the list contains:* 25 programs designated as effective based on available evidence.
3. *How to access:* Online at: (<http://aspe.hhs.gov/hsp/PositiveYouthDev99/index.htm>)

II. Prevention of Problems; Promotion of Protective Factors

A. *Blueprints for Violence Prevention* (2004). Center for the Study and Prevention of Violence, Institute of Behavioral Science, University Colorado, Boulder.

1. *How it was developed:* Review of over 600 delinquency, drug, and violence prevention programs based on a criteria of a strong research design, evidence of significant deterrence effects, multiple site replication, sustained effects.
2. *What the list contains:* 11 model programs and 21 promising programs.
3. *How to access:* Center for the Study and Prevention of Violence (<http://www.colorado.edu/cspv/publication/s/otherblueprints.html>)

B. *Exemplary Substance Abuse and Mental Health Programs* (SAMHSA).

1. *How it was developed:* These science-based programs underwent an expert consensus review of published and unpublished materials on 18 criteria (e.g., theory, fidelity, evaluation, sampling, attrition, outcome measures, missing data, outcome data, analysis, threats to validity, integrity, utility, replications, dissemination, cultural/age appropriateness.) The reviews have grouped programs as "models," "effective," and "promising" programs.
2. *What the list contains:* Prevention programs that may be adapted and replicated by communities.
3. *How to access:* SAMHSA's National Registry of Evidence-based Programs and Practices (<http://nrepp.samhsa.gov>)

C. Preventing Drug Use Among Children & Adolescents. Research Based Guide (1997).
National Institute on Drug Abuse (NIDA).

1. *How it was developed:* NIDA and the scientists who conducted the research developed research protocols. Each was tested in a family/school/community setting for a reasonable period with positive results.
2. *What the list contains:* 10 programs that are universal, selective, or indicated.
3. *How to access:* NIDA
(<http://www.nida.nih.gov/prevention/prevopen.html>)

D. Safe, Disciplined, and Drug-Free Schools Expert Panel Exemplary Programs (2001).
U.S. Dept. of Educ. Safe & Drug Free Schools

1. *How it was developed:* Review of 132 programs submitted to the panel. Each program reviewed in terms of quality, usefulness to others, and educational significance.
2. *What the list contains:* 9 exemplary and 33 promising programs focusing on violence, alcohol, tobacco, and drug prevention.
3. *How to access:* U.S. Dept. of Education –
(http://www.ed.gov/offices/OERI/ORAD/KA/D/expert_panel/drug-free.html)

III. Early Intervention: Targeted Focus on Specific Problems or at Risk Groups

A. The Prevention of Mental Disorders in School-Aged Children: Current State of the Field (2001). Prevention Research Center for the Promotion of Human Development, Pennsylvania State University.

1. *How it was developed:* Review of scores of primary prevention programs to identify those with quasi-experimental or randomized trials and been found to reduce symptoms of psychopathology or factors commonly associated with an increased risk for later mental disorders.
2. *What the list contains:* 34 universal and targeted interventions that have demonstrated positive outcomes under rigorous evaluation and the common characteristics of these programs.
3. *How to access:* Online journal *Prevention & Treatment*
(<http://content.apa.org/journals/pre/4/1/1>)

IV. Treatment for Problems

A. American Psychological Association's Society for Clinical Child and Adolescent Psychology, Committee on Evidence-Based Practice List

1. *How it was developed:* Committee reviews outcome studies to determine how well a study conforms to the guidelines of the Task Force on Promotion and Dissemination of Psychological Procedures (1996).

2. *What it contains:* Reviews of the following:

- >*Depression (dysthymia):* Analyses indicate only one practice meets criteria for “well-established treatment”(best supported) and two practices meet criteria for “probably efficacious”(promising)
- >*Conduct/oppositional problems:* Two meet criteria for well established treatments: videotape modeling parent training programs (Webster-Stratton) and parent training program based on Living with Children (Patterson and Guillion). Ten practices identified as probably efficacious.
- >*ADHD:* Behavioral parent training, behavioral interventions in the classroom, and stimulant medication meet criteria for well established treatments. Two others meet criteria for probably efficacious.
- >*Anxiety disorders:* For phobias participant modeling and reinforced practice are well established; filmed modeling, live modeling, and cognitive behavioral interventions that use self instruction training are probably efficacious. For anxiety disorders, cognitive-behavioral procedures with and without family anxiety management, modeling, in vivo exposure, relaxation training, and reinforced practice are listed as probably efficacious.

Caution: Reviewers stress the importance of (a) devising developmentally and culturally sensitive interventions targeted to the unique needs of each child; (b) a need for research informed by clinical practice.

3. *How it can be accessed:*
<http://www.effectivechildtherapy.com>

V. Review/Consensus Statements/ Compendia of Evidence Based Treatments

A. School-Based Prevention Programs for Children & Adolescents (1995). J.A. Durlak. Sage: Thousand Oaks, CA. Reports results from 130 controlled outcome studies that support "a secondary prevention model emphasizing timely intervention for subclinical problems detected early.... In general, best results are obtained for cognitive-behavioral and behavioral treatments & interventions targeting externalizing problems."

B. Mental Health and Mass Violence: Evidence-based early psychological intervention for victims/ survivors of mass violence. A workshop to reach consensus on best practices (U.S. Departments of HHS, Defense, Veterans Affairs, Justice, and American Red Cross). Available at: (<http://www.nimh.nih.gov/health/publications/maassviolence.pdf>)

C. Society of Pediatric Psychology, Division 54, American Psychological Association, *Journal of Pediatric Psychology*. Articles on empirically supported treatments in pediatric psychology related to obesity, feeding problems, headaches, pain, bedtime refusal, enuresis, encopresis, and symptoms of asthma, diabetes, and cancer.

D. Preventing Crime: What works, what doesn't, what's promising. A Report to the United States Congress (1997) by L.W. Sherman, Denise Gottfredson, et al. Washington, DC: U.S. Dept. of Justice. Reviews programs funded by the OJP for crime, delinquency and substance use. (<http://www.ncjrs.org/pdffiles/171676.pdf>). Also see Denise Gottfredson's book: *Schools and delinquency* (2001). New York: Cambridge Press.

E. School Violence Prevention Initiative Matrix of Evidence-Based Prevention Interventions (1999). Center for Mental Health Services SAMHSA. Provides a synthesis of several lists cited above to highlight examples of programs which meet some criteria for a designation of evidence based for violence prevention and substance abuse prevention. (i.e., Synthesizes lists from the Center for the Study and Prevention of Violence, Center for Substance Abuse Prevention, Communities that Care, Dept. of Education, Department of Justice, Health Resources and Services Administration, National Assoc. of School Psychologists)

F. The What Works Clearinghouse (WWC). Collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). (<http://ies.ed.gov/ncee/wwc/>)

BUT THE NEEDS OF SCHOOLS ARE MORE COMPLEX!

Currently, there are about 91,000 public schools in about 15,000 districts. Over the years, most (but obviously not all) schools have instituted programs designed with a range of behavior, emotional, and learning, problems in mind. School-based and school-linked programs have been developed for purposes of early intervention, crisis intervention and prevention, treatment, and promotion of positive social and emotional development. Some programs are provided throughout a district, others are carried out at or linked to targeted schools. The interventions may be offered to all students in a school, to those in specified grades, or to those identified as "at risk." The activities may be implemented in regular or special education classrooms or as "pull out" programs and may be designed for an entire class, groups, or individuals. There also may be a focus on primary prevention and enhancement of healthy development through use of health education, health services, guidance, and so forth – though relatively few resources usually are allocated for such activity.

There is a large body of research supporting the promise of specific facets of this activity. However, no one has yet designed a study to evaluate the impact of the type of comprehensive, multifaceted approach needed to deal with the complex range of problems confronting schools.

It is either naive or irresponsible to ignore the connection between children's performance in school and their experiences with malnutrition, homelessness, lack of medical care, inadequate housing, racial and cultural discrimination, and other burdens . . .

Harold Howe II

. . . consider the American penchant for ignoring the structural causes of problems. We prefer the simplicity and satisfaction of holding individuals responsible for whatever happens: crime, poverty, school failure, what have you. Thus, even when one high school crisis is followed by another, we concentrate on the particular people involved – their values, their character, their personal failings – rather than asking whether something about the system in which these students find themselves might also need to be addressed.

Alfie Kohn, 1999

What the best and wisest parent wants for (her)/his own child that must the community want for all of its children. Any other idea . . . is narrow and unlovely.

John Dewey



A Few Resource Aids

A. Early Warning, Timely Response: A Guide to Safe Schools

- ▶ Action Steps for Students
- ▶ Crisis Procedure Checklist
- ▶ A Cautionary Note About Threat Assessment
- ▶ Safe Guarding Our Children: An Action Guide
- ▶ School Safety: A Collaborative Effort

B. Dealing With Anger and Violence

- ▶ Precursor of the outbreak of conflict at school
- ▶ Managing Violent and Disruptive Students
by A.Lee Parks
- ▶ Parent Talk: Protecting Students from Violence
Genesee County Mental Health
- ▶ How to Help Your Child Avoid Violent Conflicts
ERIC Clearinghouse on Urban Education
- ▶ Anger Control Program
- ▶ Plain Talk about dealing with the Angry Child
- ▶ Fact Sheets on Oppositional Defiant Disorder
- ▶ Fact Sheet on Conduct Disorders
- ▶ Checklist: Characteristics of Youth Who Have Caused School-Associated Violent Deaths

C. Strategies to Prevent Hate Crime and Bullying

- ▶ Hate Crimes: Addressing Multicultural Issues to Insure a Safe School Environment
- ▶ Bullying: Peer Abuse in Schools
- ▶ Bullying in Schools
- ▶ Sexual Harassment: Characteristics of Sexual Harassment Behaviors
- ▶ A Few Resources Related to Hate Crime and Bullying



A. Early Warning, Timely Response: A Guide to Safe Schools

- ▶ **Action Steps for Students**
- ▶ **Crisis Procedure Checklist**
- ▶ **A Cautionary Note About Threat Assessment**
- ▶ **Safe Guarding Our Children: An Action Guide**
- ▶ **School Safety: A Collaborative Effort**

EARLY WARNING, TIMELY RESPONSE: A GUIDE TO SAFE SCHOOLS

Executive Summary

Although most schools are safe, the violence that occurs in our neighborhoods and communities has found its way inside the schoolhouse door. However, if we understand what leads to violence and the types of support that research has shown are effective in preventing violence, we can make our schools safer.

Research-based practices can help school communities--administrators, teachers, families, students, support staff, and community members--recognize the warning signs early, so children can get the help they need before it is too late. This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools. It tells school communities:

- C **What to look for**--the early warning signs that relate to violence and other troubling behaviors.
- C **What to do**--the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for troubled children, and to respond to school violence when it occurs.

Sections in this guide include:

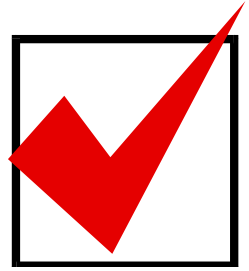
- C **Section 1: Introduction.** All staff, students, parents, and members of the community must be part of creating a safe school environment. Schools must have in place approaches for addressing the needs of all children who have troubling behaviors. This section describes the rationale for the guide and suggests how it can be used by school communities to develop a plan of action.
- C **Section 2: Characteristics of a School That Is Safe and Responsive to All Children.** Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. This section describes characteristics of schools that support prevention, appropriate intervention, and effective crisis response.

- C **Section 3: Early Warning Signs.** There are early warning signs that, when viewed in context, can signal a troubled child. Educators and parents--and in some cases, students--can use several significant principles to ensure that the early warning signs are not misinterpreted. This section presents early warning signs, imminent warning signs, and the principles that ensure these signs will not be misinterpreted. It concludes with a brief description of using the early warning signs to shape intervention practices.
- C **Section 4: Getting Help for Troubled Children.** Effective interventions for improving the behavior of troubled children are well documented in the research literature. This section presents research- and expert-based principles that should provide the foundation for all intervention development. It describes what to do when intervening early with students who are at risk for behavioral problems, when responding with intensive interventions for individual children, and when providing a foundation to prevent and reduce violent behavior.
- C **Section 5: Developing a Prevention and Response Plan.** Effective schools create a violence prevention and response plan and form a team that can ensure it is implemented. They use approaches and strategies based on research about what works. This section offers suggestions for developing such plans.
- C **Section 6: Responding to Crisis.** Effective and safe schools are well prepared for any potential crisis or violent act. This section describes what to do when intervening during a crisis. The principles that underlie effective crisis response are included.
- C **Section 7: Conclusion.** This section summarizes the guide.
- C **Section 8: Methodology, Contributors, and Research Support.** This guide synthesizes an extensive knowledge base on violence and violence prevention. This section describes the rigorous development and review process that was used. It also provides information about the project's Web site.

A final section lists resources that can be contacted for more information.

The information in this guide is not intended as a comprehensive prevention, intervention, and response plan--school communities could do *everything* recommended and still experience violence. Rather, the intent is to provide school communities with reliable and practical information about what they can do to be prepared and to reduce the likelihood of violence.

***The full text of this public domain publication is available at the Department's home page at <http://www.ed.gov/maillinglists/EDinfo/Archive/msg00386.html>*



Action Steps for Students

There is much students can do to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried:

- ▶ Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult--such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.
 - ▶ Create, join, or support student organizations that combat violence, such as “Students Against Destructive Decisions” and “Young Heroes Program.”
 - ▶ Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
 - ▶ Organize an assembly and invite your school psychologist, school social worker, and counselor--in addition to student panelists--to share ideas about how to deal with violence, intimidation, and bullying.
 - ▶ Get involved in planning, implementing, and evaluating your school’s violence prevention and response plan.
 - ▶ Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood, and community.
 - ▶ Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
 - ▶ Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share you ideas with the officer.
 - ▶ Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
 - ▶ Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
 - ▶ Know your school’s code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
 - ▶ Be a role model--take personal responsibility by reacting to anger without physically or verbally harming others.
 - ▶ Seek help from your parents or a trusted adult--such as a school psychologist, social worker, counselor, teacher--if you are experiencing intense feelings of anger, fear, anxiety, or depression.
-

Crisis Procedure Checklist

A crisis plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:

- ☐ Assess life/safety issues immediately.
- ☐ Provide immediate emergency medical care.
- ☐ Call 911 and notify police/rescue first. Call the superintendent second.
- ☐ Convene the crisis team to assess the situation and implement the crisis response procedures.
- ☐ Evaluate available and needed resources.
- ☐ Alert school staff to the situation.
- ☐ Activate the crisis communication procedure and system of verification.
- ☐ Secure all areas.
- ☐ Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- ☐ Adjust the bell schedule to ensure safety during the crisis.
- ☐ Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
- ☐ Contact appropriate community agencies and the school district's public information office, if appropriate.
- ☐ Implement post-crisis procedures.

Cautionary Note about Threat Assessment

Because of heightened concerns about school violence, a variety of commercial and some well-meaning groups are calling for extensive programs of “Threat Assessment.” Many authorities, including the U.S. Secret Service, are issuing cautions about the difficulty for even the most expert professionals to predict who might initiate an act of extreme violence.

On the following pages, we provide an excerpt from “Early Warning, Timely Response” that provides a reasoned, cautious approach for schools in staying alert and preventing problems.



Section 3: What To Look For

Early Warning Signs

Use the Signs Responsibly

It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Why didn't we see it coming? In the wake of violence, we ask this question not so much to place blame, but to understand better what we can do to prevent such an occurrence from ever happening again. We review over and over in our minds the days leading up to the incident—did the child say or do anything that would have cued us in to the impending crisis? Did we miss an opportunity to help?

There are early warning signs in most cases of violence to self and others—certain behavioral and emotional signs that, when viewed in context, can signal a troubled child. But early warning signs are just that—indicators that a student may need help.

Such signs may or may not indicate a serious problem—they do not necessarily mean that a child is prone to violence toward self or others. Rather, early warning signs provide us with the impetus to check out our concerns and address the child's needs. Early warning signs allow us to act responsibly by getting help for the child before problems escalate.

Early warning signs can help frame concern for a child. However, it is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about

a child, but it's not okay to overreact and jump to conclusions.

Teachers and administrators—and other school support staff—are not professionally trained to analyze children's feelings and motives. But they are on the front line when it comes to observing troublesome behavior and making referrals to appropriate professionals, such as school psychologists, social workers, counselors, and nurses. They also play a significant role in responding to diagnostic information provided by specialists. Thus, it is no surprise that effective schools take special care in training the entire school community to understand and identify early warning signs.

When staff members seek help for a troubled child, when friends report worries about a peer or friend, when parents raise concerns about their child's thoughts or habits, children can get the help they need. By actively sharing information, a school community can provide quick, effective responses.

Principles for Identifying the Early Warning Signs of School Violence

Educators and families can increase their ability to recognize early warning signs by establishing close, caring, and supportive

relationships with children and youth—getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns. Educators and parents together can review school records for patterns of behavior or sudden changes in behavior.

Unfortunately, **there is a real danger that early warning signs will be misinterpreted.** Educators and parents—and in some cases, students—can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

- **Do no harm.** There are certain risks associated with using early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for a child early. The early warning signs should not to be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).
- **Understand violence and aggression within a context.** Violence is contextual. Violent and aggressive behavior as an expression of emotion may have many antecedent factors—factors that exist within the school, the home, and the larger

social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.

- **Avoid stereotypes.** Stereotypes can interfere with—and even harm—the school community's ability to identify and help children. It is important to be aware of false cues—including race, socio-economic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.
- **View warning signs within a developmental context.** Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is developmentally typical behavior, so that behaviors are not misinterpreted.
- **Understand that children typically exhibit multiple warning signs.** It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

“When doing consultation with school staff and families, we advise them to think of the early warning signs within a context. We encourage them to look for combinations of warning signs that might tell us the student’s behavior is changing and becoming more problematic.”

Deborah Crockett, School Psychologist, Atlanta, GA



Safeguarding Our Children: An Action Guide, written by the Departments of Education (ED) and Justice (DOJ), follows a 1998 joint publication, *Early Warning, Timely Response: A Guide to Safe Schools*.

The booklet affirms that teamwork among educators, mental health professionals, parents, students and community groups and organizations is critical in preventing violent school tragedies. An underlying theme of the publication is the importance of every child being known well by at least one adult. As the guide notes, an important balance must be found between responding to a child's early warning signs and being harmful by labeling or over-reacting.

Safeguarding Our Children: An Action Guide is available on the Department of Education's Web site at http://www.ed.gov/admins/lead/safety/actguide/action_guide.pdf.

Safeguarding Our Children: An Action Guide*

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*available at http://www.ed.gov/admins/lead/safety/actguide/action_guide.pdf

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The ERIC Review

Volume 7, Issue 1

School Safety: A Collaborative Effort

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- **Fact Sheet on Conduct Disorders**
- **Checklist: Characteristics of Youth Who Have Caused School-Associated Violent Deaths**

PRECURSORS OF THE OUTBREAK OF CONFLICT AT SCHOOL

The following information is an excerpt from the National Center for School Safety document "School Safety Leadership Curriculum Guide" (for more information, contact 141 Duesenberg Drive, Suite 11; Westlake Village, CA 91362; 805-373-9977; <http://www.nsscl.org>)

School security measures for the most part are reactive rather than proactive...Identifying pre-crises indicators may help predict potential problems and may also help eliminate or decrease the probability that crises will occur. Changes in student behavior patterns often signal conflict and disruption.

The following indicators often precede the outbreak of conflict at school:

- an increasing number of behavior infractions
- a perception of unfairness resulting from disciplinary action
- an atmosphere of unrest that transfers from the community to the school
- increasing presence of weapons on campus
- the emergence of student underground newspapers or flyers reflecting dissatisfaction or unrest
- an unusually high percentage of student withdrawals by parents
- an increasing dropout or suspension rate
- sudden clustering or segregation of various rival groups
- a lack of respect for property rights, resulting in vandalism, graffiti, theft, or destruction
- increasing incidents of intimidation and fighting
- a disproportionate number of unfamiliar guests showing up at school dances or special events

Protecting students from violence

For many students, school is the safest place they know, since it keeps them away from violence sometimes found in the community at large. However, violence can still erupt in the classroom and hallway, on the playground, on the bus or on the way to school.

Just the threat of violence can interfere with a child's emotional and intellectual development.

Students can be protected from violence with help from their parents, teachers, coaches and other adults.

Strategies

If you're a parent, coach, scout leader or other adult working with children, use the strategies listed below to protect children in your care.

- Talk to children. Get to know them. Find out their hobbies, their activities, their hopes, their fears.

- Be observant. Even if you flat-out ask, children usually won't tell you if they're in trouble or if they know of others in trouble. Most students think adults can't help them.

- Look for signs of trouble: Torn clothing, withdrawal, loss of interest in studies or hobbies, arriving early to school, leaving late. Ask students about any signs you see. Offer to help -confidentially. Refer them to a safe shelter or a counselor.

- If you're an adult in charge, show by example how to solve problems peacefully, without name-calling, threats or violence.

- Use your authority to establish rules, such as no hitting, no hitting back. Teach children to say, "I'm sorry." Don't let your children wear gang colors or symbols in school.

- Young children need your help to cope with violence they may witness. Through play, they can work through problems. Play "pretend" with them. Ask what they would do if they were in a frightening situation. Help them find solutions to possible problems.

- Encourage students to tell school authorities about dangerous activities - guns, knives or other weapons in school; drugs; a fight planned for the weekend. Adults should talk to students, promise confidentiality (and deliver confidentiality) -and do so frequently. Find out from the principal and police how to handle such reports.

- Incorporate violence prevention and conflict resolution into activities. If kids are working on an art project at home or in a club, ask them to address one aspect of violence prevention. (What can parents do to stop violence? What can kids do? What can teachers do? What is the cause of teen violence?). If it's a skit or play,

ask the students to base a performance on conflict or conflict resolution. Use kids to reach other kids.

- Offer contests for essays, posters, songs, poetry, rap, photos or speeches with a violence prevention theme.

- Involve other parents and adults. Ask them to help judge contests, to monitor activities, to supervise events.

- Do your part and volunteer to offer a wide variety of after-school activities to keep kids safe in a supervised setting. Offer to provide supervision so students can take part in recreational basketball or have access to the workout room. Arrange tutoring, or sponsor clubs. Ask other adults to help. Many have expertise and would be willing to share it with interested students.

When special help is needed

Prevention is the best protection for students, but sometimes, they're affected by violence anyway. If that's the case, arrange for counseling for the student. Such intervention is needed if any of the following occurs.

- Children witness violence.

- A funeral of a friend takes place.

- A student is frequently the bully or the victim in fights.

- Students' drawings, stories, songs or everyday play depict violence.

Where to get help

Talk to a school counselor or a member of the clergy. Or call FRES, crisis counseling, at (810) 257-3740, where a counselor is always available. Other Genesee County Community Mental Health Prevention Pieces include: *Building emotionally healthy families. Children who witness violence, Coping with bullies, About child abuse. Teen violence, Gang related violence. Safe dating, Healthy dating relationships. Neighborhood violence and Peacefully resolving conflict.*



Genesee County Community Mental Health

Prevention & Information Services

HOW TO HELP YOUR CHILD AVOID VIOLENT CONFLICTS

Why Nonviolent Conflict Solving Is Necessary

Children need to be taught as early as possible how to handle disagreements with each other without letting their anger get out of control, and without using violence. As they get older, they should be helped to apply the conflict-solving methods that worked for them in childhood to the more complicated problems that appear in adolescence. Here are some reasons why learning to settle disputes fairly and nonviolently is important:

- Guns and other weapons are easily available, and young people don't have a good sense of the consequences of their actions. So, they may think that an easy way to win an argument is to threaten their opponents, which can lead to accidental injury or death, or even to the intentional use of a weapon.
- Youth who learn to solve problems fairly and nonviolently are respected in their community, make friends more easily, and become role models for others.
- Youth who use violence may die young or spend their lives in prison.
- Youth who don't know any ways to deal with disagreements will always be the victims of bullies.
- Unless youth learn to reject and avoid violence, they may encourage the violence of others just by being willing to watch it without trying to help the participants find another way to settle their dispute.
- In communities where youth witness a great deal of violence, they may grow up thinking that using violence is the best or the only way to end a disagreement, unless they are shown other equally effective methods.

How Parents can Teach Alternatives to Violence

Children's attitudes about violence are influenced by all the adults in their lives (including the people they see on television), but what they learn at home is especially important, because their families are their first role models. Some parents, for example, never become violent, and try to avoid the violence of others. Other parents, because of their upbringing or their experiences in life, believe that there is no way to avoid violent confrontations, and that it is all right to use violence to express their anger or to solve conflicts.

Parents' Attitudes

Parents may have attitudes toward violence that can lead their children to think it is all right to be violent. Here is a checklist of some of these attitudes:

- You must win an argument, no matter what the cost.
- Walking away from a dispute, even if it doesn't really affect your life, is a sign of weakness.
- Compromising to settle a disagreement is a loss you can't live with
- "Real men" are aggressive, and it is important to encourage aggressive behavior in sons.
- "Real women" are submissive and dependent, and shouldn't protect themselves from abuse, and daughters should learn to defer to the men in their lives.

Parents' Teachings

The best thing parents can do is teach their children to be nonviolent by example. However, even if you do not reject violence all the time, you can help your children learn to solve disputes without using violence and without allowing themselves to become victims. This is particularly important because of such easy access to weapons. It is necessary to teach your children that relying on violence to solve problems can have deadly consequences.

Here are some principles that parents can teach:

- Figure out what methods to control personal anger work (like leaving a tense situation temporarily or finding a calm person to talk to), and use them before losing control.
- Think beforehand what the consequences of different actions will be: anger and violence versus walking away from a dispute or compromising.
- Use humor to cool hostility.
- Never fight with anyone using drugs or alcohol, or likely to have a weapon.
- Get as much information about a disagreement as possible, to help solve it and to head off feelings of uncontrollable anger.
- Try to think of solutions to a dispute that will give both sides something, and try to understand an opponent's point of view.
- Show respect for an opponent's rights and position.
- Don't make bias against an opponent's race, religion, sex, or sexual orientation a reason for a dispute.
- Show character by rejecting the bait for a fight, or accepting a compromise to a dispute, rather than responding with violence.
- Don't coerce a partner or be violent in a relationship; this behavior causes distance, loss of respect and love, and feelings of fear and guilt, in addition to the more obvious consequences of physical harm to the victim and arrest of the abuser.
- Show that people like and respect nonviolent problem-solvers more than bullies, and be a nonviolent problem-solver yourself.

*This guide was written by Wendy Schwartz. The information in the guide was drawn from the October 1994 (volume 94, number 4, part 2) issue of **Pediatrics**, the journal of the American Academy of Pediatrics. It is a special issue devoted to the role of the pediatrician in violence prevention, based on a conference sponsored by the Johnson & Johnson Pediatric Institute.*

Eric publications. www.eric.ed.gov.

Angry and Aggressive Students

Knowing how to prevent and respond to student anger and aggression is important to maintaining order in school.

By Jim Larson

Monday had a bad feel to it. A hallway fracas before first period resulted in two students being detained in the office. An innocent onlooker received a nasty bump on the head, and her upset parent was on the way to the school. Despite increased supervision in the hallways during class transitions, by first lunch the administrative team had responded to an inordinate number of anger-fueled incidents. They knew something was brewing, and they were correct.

The melee started in the lunchroom. As staff members rushed to break up a full-blown fistfight, another fight broke out across the room. Bystanders screamed and climbed onto tables for better vantage points. By the time staff members and local police officers had the situation under control, nine individuals had been arrested, including three outside adults who had been summoned by students using their cell phones.

Fighting in School

Students who engage in physical aggression in school present a serious challenge to maintaining a safe and supportive learning environment. Unlike many other forms of student aggression, fighting is explicit, is violent, and demands attention. A fight between students in a classroom, a hallway, or the lunchroom brings every other activity to a halt and draws fellow students and concerned adults toward the violence. The disruption is total, the after-effects lingering, and the potential for serious injury very real.

According to the National Center for Educational Statistics (NCES), in 2006, 36% of students in grades 9 through 12 reported that they had been in a physical fight in the last 12 months, and 14% reported that they had fought on school property (NCES, 2007).

Although male students were more likely to have been in a fight, 28% of female students reported that they had been in a physical fight in the past year, and 9% of this fighting took place on school property, an increase from the previous survey. Students are not the only ones to face the problem of physical violence in school: in 2006, 4% of teachers in central city schools and 3% in suburban and rural schools were physically attacked by students.

Those troubling statistics exist in the context of generally decreasing school violence. Although the number of homicides and weapon-carrying incidents in schools has declined over the past decade, the prevalence of non-lethal assaults has remained fairly stable or, in the case of girls, risen since the mid-1990s. Why is it that some students persist in aggressive behavior at school, even in the face of serious disciplinary consequences and possible criminal arrest? The answer requires understanding the nature and function of adolescent aggression.

Types of Aggression

The work of Kenneth Dodge and colleagues (e.g., Crick & Dodge, 1994; Dodge, 1991; Dodge, Bates, & Petit, 1994) has identified two broad types of childhood and adolescent aggression: proactive and reactive. Students who engage in proactive aggression initiate aggressive behavior to obtain some goal or outcome. Conversely, students who engage in reactive aggression are responding to perceived threats around them. Both forms can involve serious physical violence, but the purpose behind the violence is quite different.

Although most aggression is not purely proactive or reactive, administrators should be able to recognize the predominant features of each type because the intervention and disciplinary approaches vary sharply. Proactive

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Student Services is produced in collaboration with the National Association of School Psychologists (NASP). Articles and related handouts can be downloaded from www.naspcenter.org/principals.

aggression is typically reasoned, unemotional, and focused on acquiring some goal. For example, a bully wants peer approval and victim submission, and gang members want status and control.

In contrast, reactive aggression is frequently highly emotional and is often the result of biased or deficient cognitive processing on the part of the student. Highly reactive aggressive students tend to misperceive bumps, looks, and other interactions as hostile. In addition, these students often have deficient problem-solving skills. This attribute is most evident when an administrator asks a student, "What else could you have done other than hit him?" and in response receives a blank look and a shrug. Students who have emotional disabilities or who lack the cognitive ability of their typical peers are at higher risk for displaying reactive aggression, particularly when they are already frustrated by academic and social failure.

Girls are much more likely than boys to use relational aggression techniques—social exclusion, gossip, and peer rejection. These forms of aggression can be vicious and create circumstances that increase the potential for physical aggression. Girls who employ high levels of relational aggression in elementary school are more likely to resort to physical aggression in secondary school (Leschied, Cummings, Van Brunschot, Cunningham, & Saunders, 2000). In addition, girls who have been physically or sexually abused at home are at increased risk for physically aggressive behavior both in and out of school (Pepler & Sedighdeilami, 1998).

The vast majority of students in middle level and high school never engage in serious physical aggression. A substantial and fortunate percentage never even witnesses a fistfight in school. But the disruption that accompanies

De-escalation

Confronting an angry, potentially aggressive student can increase or decrease the potential for problems. Develop de-escalation procedures, such as the following, with your staff members and practice them through role-play:

- Reduce the student's potential to engage in face-saving aggression by removing any peer spectators.
- Take a nonthreatening stance with your body at an angle to the student and your empty hands at your sides in plain sight. A walkie-talkie can look weaponlike in the hand of a staff member and may seem threatening to an emotionally upset student.
- Maintain a calm demeanor and steady, level voice, even in the face of intense verbal disrespect or threats from the student.
- Acknowledge the student's emotional condition empathetically—for example, "You're really angry, and I want to understand why."
- Control the interaction by setting limits—such as, "I want you to sit down before we continue" or "We can talk, but only if you stop swearing."
- Provide problem-solving counseling with a school psychologist or counselor at the earliest opportunity.

serious physical aggression is so antithetical to the learning environment that even a few incidents demand attention.

Implications for Administrators

To reduce the frequency of interpersonal aggression, take a whole-school approach. This approach recognizes that everyone in the building, staff members and students alike, contributes to an environment that either increases or decreases the likelihood of student aggression and involves prevention efforts that address the needs of everyone. The objective is to create an environment that decreases the likelihood of aggressive behavior while increasing the opportunities for learning socially desirable conflict resolution and anger management strategies. The whole-school approach uses universal supports for everyone, selected supports for higher-risk students, and indicated supports for students with severe and pervasive problems with anger and aggression.

Universal Supports

The majority (60%–80%) of secondary school students are behaviorally skilled, nonaggressive, and academically goal oriented. These students attend school regularly, complete

Resources

Conflict-Resolution

Teenage Health Teaching Modules has published two curricula: *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence* (Slaby, Wilson-Brewer, & Dash, 1994; grades 6–8) and *Violence Prevention Curriculum for Adolescents* (Prothrow-Stith, 1987; Grades 9–10). www.thtm.org/index.htm

Disciplinary Data

The School Wide Information System is a Web-based office referral organization and monitoring system to help school personnel use referral data to develop student interventions. www.swis.org/index.php

Skills Training

Two promising programs are *Aggression Replacement Training* (Goldstein, Glick, & Gibbs, 1998; published by Research Press, www.researchpress.com) and *Think First: Addressing Aggressive Behavior in Secondary Schools* (Larson, 2005; published by Guilford Press, www.guilfordpress.com).

De-escalation Training

The Crisis Prevention Institute specializes in training school staff members to manage students who engage in disruptive or assaultive behaviors. www.crisisprevention.com

their requirements, and progress at the expected pace. This group plays a significant role in mediating the level of aggressive behavior in school through their willingness and ability to adhere to school rules and routines. Implementing effective schoolwide and classroom rules, rationally conceived and fairly enforced, will help keep this group as large as it can be. The following strategies may also help:

- Energize the code of conduct. Ensure that the discipline policy specifies the rights and responsibilities of students and staff members, identifies desirable and unacceptable behaviors, and is actively taught to all parties. A well-designed, rigorously enforced code of conduct is the strongest tool for growing the base of nonaggressive, behaviorally skilled students (Larson, 2005).
- Reduce overcrowding. Large numbers of students in limited spaces increase the potential for tempers to flare. Staggered starting times and bell schedules and multiple lunch periods can ameliorate these conditions to some degree. In areas of high student density—such as hallways, common areas, and lunchrooms—keep the ratio of supervisory staff members to students as high as possible.
- Provide a classroom-level conflict resolution curriculum to all students.

Selected Supports

Between 10% and 20% of the students in a normal middle level or high school are behaviorally at risk. Not all of these students are at risk for aggression, but those who are demand attention. Aggression is a comparatively stable behavioral trait, and young people who still use their fists as an anger management or conflict resolution strategy in middle level or high school are at significant risk for serious problems later. For many of those students, the school environment may be the last best hope. Schools can use the following strategies to help support students who display at-risk behavior:

- Communicate with feeder schools. The best predictor of future behavior is past behavior. Aggressive middle level students become aggressive high school students

with impressive consistency. Acquire and use the discipline and intervention data from feeder schools to prepare behavioral supports. It is better to have preventive supports in place and reduce or remove them as necessary than to be forced into a reactive position after an incident.

- Use office disciplinary data to guide interventions. Those data can show administrators the frequency of aggressive behaviors, the locations of problems, the types of aggressive problems, the students involved, and the staff members who are making referrals.
- Provide skills training to chronic fighters. Many frustrated administrators make the mistake of believing that the promise of seriously aversive consequences—such as suspension, citation, and expulsion—will convince a student to control his or her aggressive behavior. It is important to remember that managing excessive anger requires a set of cognitive and behavioral skills that must be systematically learned over time. Consequently, anger management skills training is an important component of an effective schoolwide discipline plan.

Indicated Supports

Students who have severe and pervasive problems with anger and aggression typically make up no more than 3% to 5% of the school population, but they have the potential to occupy a disproportionate percentage of the administrator's time. These strategies can help administrators quickly identify those students and intervene to get them the help they need:

- Students who have identified behavioral challenges, including aggression, should have up-to-date behavior intervention plans (BIPs). These plans should be driven by functional behavioral assessments and describe the scope and substance of classroom and schoolwide positive behavioral supports. The BIP must be communicated to all staff members who routinely interact with the student, and its content should be followed and modified as necessary. Failure to maintain and follow the BIP deprives the student of entitled support and can

leave a school open to legal problems in the event of a serious incident.

- Ensure that teachers are skilled in crisis response. Procedures for clearing rooms and contacting support personnel should be clearly articulated. Many local law enforcement agencies will train school personnel in safe, effective restraint and transportation procedures. School psychologists may help train other staff members in emotional de-escalation techniques.

Charge to Administrators

Keep in mind that most, if not all, of even the most volatile students would rather not get into a fight in school. Students know full well that fighting is a painful endeavor that has serious consequences. When a fight happens, it is often because the students did not have the knowledge or skills to prevent it. Consequently, administrators must create an environment that actively teaches nonviolent problem resolution. This means moving

beyond zero-tolerance rules to a whole-school approach that addresses the needs of all. **PL**

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When a fight happens, it is often because the students did not have the knowledge or skills to prevent it.

FACT SHEET: OPPOSITIONAL DEFIANT DISORDER

Definition

Oppositional Defiant Disorder is a persistent pattern (lasting for at least six months) of negativistic, hostile, disobedient, and defiant behavior in a child or adolescent without serious violation of the basic rights of others.

Symptoms

Symptoms of this disorder may include the following behaviors when they occur more often than normal for the age group: losing one's temper; arguing with adults; defying adults or refusing adult requests or rules; deliberately annoying others; blaming others for their own mistakes or misbehavior; being touchy or easily annoyed; being angry and resentful; being spiteful or vindictive; swearing or using obscene language; or having a low opinion of oneself. The person with Oppositional Defiant Disorder is moody and easily frustrated, has a low opinion of him or herself, and may abuse drugs.

Cause

The cause of Oppositional Defiant Disorder is unknown at this time. The following are some of the theories being investigated:

1. It may be related to the child's temperament and the family's response to that temperament.
2. A predisposition to Oppositional Defiant Disorder is inherited in some families.
3. There may be neurological causes.
4. It may be caused by a chemical imbalance in the brain.

Course

The course of Oppositional Defiant Disorder is different in different people. It is a disorder of childhood and adolescence that usually begins by age 8, if not earlier. In some children it evolves into a conduct disorder or a mood disorder. Later in life, it can develop into Passive Aggressive Personality Disorder or Antisocial Personality Disorder. With treatment, reasonable social and occupational adjustment can be made in adulthood.

Treatment

Treatment of Oppositional Defiant Disorder usually consists of group, individual and/or family therapy and education, providing a consistent daily schedule, support, limit-setting, discipline, consistent rules, having a healthy role model to

look up to, training in how to get along with others, behavior modification, and sometimes residential or day treatment and/or medication.

Self-Management

To make the fullest possible recovery, the person must:

1. Attend therapy sessions.
2. Use self time-outs.
3. Identify what increases anxiety.
4. Talk about feelings instead of acting on them.
5. Find and use ways to calm oneself.
6. Frequently remind oneself of one's goals.
7. Get involved in tasks and physical activities that provide a healthy outlet for one's energy.
8. Learn how to talk with others.
9. Develop a predictable, consistent, daily schedule of activity.
10. Develop ways to obtain pleasure and feel good.
11. Learn how to get along with other people.
12. Find ways to limit stimulation.
13. Learn to admit mistakes in a matter-of-fact way.

Dealing with Relapse

During a period of good adjustment, the patient and his family and the therapist should plan what steps to take if signs of relapse appear. The plan should include what specific symptoms are an important warning of relapse. An agreement should be made to call the therapist immediately when those specific symptoms occur, and at the same time to notify friends and other people who can help. Specific ways to limit stress and stimulation and to make the daily schedule more predictable and consistent should be planned during a stable period.

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revised 5/98

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***Facts for Families** Fact sheets are available online at <http://www.aacap.org/publications/pubcat/facts.htm>
or contact AACAP Public Information, P.O. Box 96106, Washington, D.C. 20090-6106.*

CONDUCT DISORDERS

"Conduct disorders" are a complicated group of behavioral and emotional problems in youngsters. Children and adolescents with these disorders have great difficulty following rules and behaving in a socially acceptable way. They are often viewed by other children, adults and social agencies as "bad" or delinquent, rather than mentally ill.

Children or adolescents with conduct problems may exhibit some of the following behaviors:

Aggression to people and animals

- bullies, threatens or intimidates others
- often initiates physical fights or uses weapon that could cause serious physical harm to
- others (e.g. a bat, brick, broken bottle, knife or gun)
- is physically cruel to people or animals
- steals from a victim while confronting them (e.g. assault)
- forces someone into sexual activity

Destruction of Property

- deliberately engages in fire setting with the intention to cause damage deliberately
- destroys other's property

Deceitfulness, lying, or stealing

- breaks into someone else's building, house, or car
- lies to obtain goods, or favors or to avoid obligations
- steals items without confronting a victim (e.g. shoplifting, but without breaking and entering)

Serious violations of rules

- often stays out at night despite parental objections
- runs away from home
- often truant from school

Research shows that the future of these youngsters is likely to be very unhappy if they and their families do not receive early, ongoing and comprehensive treatment. Without treatment, many youngsters with conduct disorders are unable to adapt to the demands of adulthood and continue to have problems with relationships and holding a job. They often break laws or behave antisocially. Many children with a conduct disorder may be diagnosed as also having a coexisting depression or an attention deficit

disorder.

Many factors may lead to a child developing conduct disorders, including brain damage, child abuse, defects in growth, school failure and negative family and social experiences. The child's "bad" behavior causes a negative reaction from others, which makes the child behave even worse.

Treatment of children with conduct disorders is difficult because the causes of the illness are complex and each youngster is unique. Treatment can be provided in a variety of different treatment settings depending on the severity of the behaviors. Adding to the challenge of treatment are the child's uncooperative attitude, fear and distrust of adults. In order to form a comprehensive treatment plan, a child and adolescent psychiatrist may use information from other medical specialists, and from the child, family and teachers to understand the causes of the disorder.

Behavior therapy and psychotherapy are usually necessary to help the child appropriately express and control anger. Remedial education may be needed for youngsters with learning disabilities. Parents often need expert assistance in devising and carrying out special management and educational programs in the home and at school. Treatment may also include medication in some youngsters, such as those with difficulty paying attention and controlling movement or those having an associated depression.

Treatment is rarely brief since establishing new attitudes and behavior patterns takes time. However, treatment offers a good chance for considerable improvement in the present and hope for a more successful future.

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Characteristics Of Youth Who Have Caused School-Associated Violent Deaths

After tracking and studying school-associated violent deaths in the United States from July 1992 to the present and common characteristics of youth who have caused such deaths, NSSC has identified the following behaviors, which could indicate a youth's potential for harming him/herself or others. Accounts of these tragic incidents repeatedly indicate that in most cases, a troubled youth has demonstrated or has talked to others about problems with bullying and feelings of isolation, anger, depression and frustration. While there is no foolproof system for identifying potentially dangerous students who may harm themselves and/or others, this checklist should provide you with a good starting point.

1. ____ Has a history of tantrums and uncontrollable angry outbursts.
2. ____ Characteristically resorts to name calling, cursing or abusive language.
3. ____ Habitually makes violent threats when angry.
4. ____ Has previously brought a weapon to school.
5. ____ Has a background of serious disciplinary problems at school and in the community.
6. ____ Has a background of drug, alcohol or other substance abuse or dependency.
7. ____ Is on the fringe of his/her peer group with few or no close friends.
8. ____ Is preoccupied with weapons, explosives or other incendiary devices.
9. ____ Has previously been truant, suspended or expelled from school.
10. ____ Displays cruelty to animals.
11. ____ Has little or no supervision and support from parents or a caring adult.
12. ____ Has witnessed or been a victim of abuse or neglect in the home.
13. ____ Has been bullied and/or bullies or intimidates peers or younger children.
14. ____ Tends to blame others for difficulties and problems s/he caused her/himself.
15. ____ Consistently prefers TV shows, movies or music expressing violent themes and acts
16. ____ Prefers reading materials dealing with violent themes, rituals and abuse.
17. ____ Reflects anger, frustration and the dark side of life in school essays or writing projects.
18. ____ Is involved with a gang or an antisocial group on the fringe of peer acceptance.
19. ____ Is often depressed and/or has significant mood swings.
20. ____ Has threatened or attempted suicide.

Developed by the: National School Safety Center
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Website: www.NSSC1.org/reporter/checklist.htm



C. Strategies to Prevent Hate Crimes and Bullying

- ▶ **Hate Crimes: Addressing Multicultural Issues to Insure a Safe School Environment**
Excerpts from School Safety Leadership Guide
- ▶ **Bullying: Peer Abuse in Schools**
U.S. Department of Education
- ▶ **Bullying in Schools [Eric Digest]**
- ▶ **Sexual Harassment: Characteristics of Sexual Harassment Behaviors**
- ▶ **A Few More Resources Related to Hate Crimes and Bullying**

Hate Crimes: Addressing multicultural issues to insure a Safe School Environment

Hate crimes are motivated by bias against an individual's actual or perceived race, ethnicity, gender, sexual orientation, religion, or disability. Examples include assault and battery, vandalism, or threats which involve bias indicators-pieces of evidence like bigoted name calling or graffiti. In schools, while Hate Crimes are usually carried out against a targeted individual, this one action can effect an entire student body, particular group, and community as a whole.

School Age Youth live in an increasingly multicultural and multiracial society. Accordingly, they must learn to overcome the biases and intolerance passed on from previous generations. Children of diverse backgrounds need opportunities to be exposed to valid information about one another. One way to provide these opportunities is through a well-planned multicultural curriculum, the use of cooperative learning methods, the development of student mediators and conflict resolution teams, or classroom activities that help students examine their own beliefs and prejudices.

It is important for educators and administrators to not condone or support systems that perhaps inadvertently provide unequal education opportunities or that apply school policies unfairly. Dealing with students solely on the basis of their demographic, ethnic or academic characteristics, for example, disenfranchises students and can contribute to student unrest and violence. Conversely, educators and administrators must cooperate to promote learning environments that provide programs based on understanding diversity of race, ethnicity, religion, sex, and sexual orientation. The inclusion of multicultural curriculum components is crucial in today's schools. Although needs and resource may vary from district to district and from school to school, the following 10 considerations, adapted from Bodinger de Uriarte's Hate Crime, are flexible while remaining specific enough to direct attention to the potential needs of a diverse schools environment to ensure it's safety for all.

1. Does the current curriculum provide a balanced study of world cultures? Are students taught to appreciate non-European cultures? Are students aware of contributions deriving from non-European sources?
2. Do schools with art, drama, literature or music curricula include American ethnic and non-American/non-European art, drama, literature and music components?

One of the means of reducing social distance and racial, ethnic and cultural isolation is to learn the meaning and value of different forms of cultural expression

3. Do schools with current events, economics, government, history and social studies/sciences curricula include components pertinent to past and present American ethnic group experiences?
Do curricula include issues and perspectives related to those groups?
4. Do schools with current events, economics, government, history, or social studies/sciences curricula include multiple perspectives of world events?

5. Does the current curriculum include civics and citizenship components? Are students taught the meaning and importance of the Constitution, the Bill of Rights, civil rights and human rights in general?
6. Do textbooks and course materials avoid stereotypes when they represent international and ethnic persons and cultures.
7. Where the use of instructional materials containing stereotypes is unavoidable, are these images identified as stereotypes and then countered with more accurate information?
8. Do classroom display materials, as well as instructional materials, include positive representations of international and American ethnic persons and events?

Print and broadcast media damage the overall image of ethnic groups as much through the absence of positive portrayals as through the presence of negative portrayals. Hate crime motivated by fear of the unknown and social unease may be dissipated through knowledge and familiarity.

9. Does the curriculum include critical thinking and reasoning skills? Such instruction aims at enabling students to:
 - take a “big picture” view of events;
 - consider the strengths and weaknesses of a given argument;
 - develop multiple perspectives of a situation;
 - consider long-term versus short-term consequences of any actions or decisions;
 - distinguish between cultural judgements and political viewpoints; and
 - question their own and others’ assumptions.
10. Does the curriculum include classroom components, such as cooperative learning activities or student oral history projects, designed to reduce racial ethnic and cultural isolation?

Intercultural awareness is a valuable tool for meeting the difficult challenges of maintaining school safety and effecting student managements. Successful outcomes may well hinge on whether appropriate intercultural skills have been applied in our personal encounters.

What can the Educator do?

Although educators are often aware of cultural differences - such as, the meaning of eye contact, gestures and proximity or ways respect is conveyed. Educators may easily fall into the trap of thinking that everyone in a given ethnic group is the same. Although it is often acceptable to talk about patterns of behaviors or tendencies that may be associated with a group, such generalizations must be done with caution. A generalization about a population is a statement about a central tendency. It becomes a stereotype when the generalization is applied inflexibly to every individual. Another way to stereotype is to generalize from too small a sample; the generalization is based on limited experiences with a few individuals from a group. Even applying stereotypical characteristics in a positive light can be offensive and degrading to the individual.

Common Mistakes or Cultural faux pas

It is vital that educators and administrators avoid mistakes made by individuals dealing with students and their parents who are from differing cultural groups or who speak different languages. These cultural faux pas include:

- increasing speaking volume in response to someone who speaks with an accent-speaking loudly does not make the words easier to understand;
- speaking in patronizing tones as if those who speak English as a second language are like children or are immature;
- using language that is too personal when greeting another person - differences in ritual greeting styles exist among varying cultural groups. (Cultures form around many characteristics - ethnicity, gender, religion, or age, for example.); and
- failing to recognize cultural differences in communication styles.

One of the most interesting speech differences among cultures is the way people customarily discuss a point. The linear approach is a typical pattern favored in English-speaking cultures for explanatory or expository speech and writing; main points are described and then a conclusion is drawn for the listener. The contextual or circular approach is often used by members of cultures rich in oral tradition. This explanatory pattern tells the listener everything he or she needs to know to draw his or her own conclusion. Educators need to pay close attention to these differences because the linear approach has been embraced by the American school system as if it were the only way to talk and write.



Excerpts from

BULLYING: PEER ABUSE IN SCHOOLS

U.S. Department of Education

Every day in our Nation's schools, children are threatened, teased, taunted and tormented by schoolyard bullies. For some children, bullying is a fact of life that they are told to accept as a part of growing up. Those who fail to recognize and stop bullying practices as they occur actually promote violence, sending the message to children that might indeed makes right.

Bullying often leads to greater and prolonged violence. Not only does it harm its intended victims, but it also negatively affects the climate of schools and the opportunities for all students to learn and achieve in school.

What Is Bullying?

Bullying among children is commonly defined as intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim.

Bullying may be physical, verbal, emotional or sexual in nature. For example:

- **Physical bullying** includes punching, poking, strangling, hair pulling, beating, biting and excessive tickling.
- **Verbal bullying** includes such acts as hurtful name calling, teasing and gossip.
- **Emotional bullying** includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.
- **Sexual bullying** includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.

Bullying among schoolchildren is quite common in the United States. In a study of junior high and high school students from small Midwestern towns, 88 percent of students reported having observed bullying, and 76.8 percent indicated that they had been a victim of bullying at school. Of the nearly 77 percent who had been victimized, 14 percent indicated that they experienced severe reactions to the abuse.

A study of 6,500 fourth- to sixth-graders in the rural South indicated that during the three months preceding the survey,

one in four students had been bullied with some regularity and that one in 10 had been bullied at least once a week. In the same survey, approximately one in five children admitted that they had bullied another child with some regularity during the three months preceding the survey.

Bullying also occurs under names. Various forms of hazing—including "initiation rites" perpetrated against new students or new members on a sports team—are nothing more than bullying. Same-gender and cross-gender sexual harassment in many cases also qualifies as bullying.

Who Is Hurt?

Bullying and harassment often interfere with learning. Acts of bullying usually occur away from the eyes of teachers or other responsible adults. Consequently, if perpetrators go unpunished, a climate of fear envelops the victims.

Victims can suffer far more than actual physical harm:

- Grades may suffer because attention is drawn away from learning.
- Fear may lead to absenteeism, truancy or dropping out.
- Victims may lose or fail to develop self-esteem, experience feelings of isolation and may become withdrawn and depressed.
- As students and later as adults, victims may be hesitant to take social, intellectual, emotional or vocational risks.
- If the problem persists, victims occasionally feel compelled to take drastic measures, such as vengeance in the form of fighting back, weapon-carrying or even suicide.
- Victims are more likely than nonvictims to grow up being socially anxious and insecure, displaying more symptoms of depression than those who were not victimized as children.

Bystanders and peers of victims can be distracted from learning as well. They may:

- Be afraid to associate with the victim for fear of lowering their own status or of retribution from the bully and becoming victims themselves;
- fear reporting bullying incidents because they do not want to be called a "snitch," a "tattler" or an "informer";
- experience feelings of guilt or helplessness for not standing up to the bully on behalf of their classmate;
- be drawn into bullying behavior by group pressure;
- feel unsafe, unable to take action or a loss of control.

Bullies themselves are also at risk for long-term negative outcomes. In one study, elementary students who perpetrated

acts of bullying attended school less frequently and were more likely to drop out of school than other students. Several studies suggest that bullying in early childhood may be an early sign of the development of violent tendencies, delinquency and criminality.

A Comprehensive Approach:

Bullying and the harm that it causes are seriously underestimated by many children and adults. Educators, parents and children concerned with violence prevention must also be concerned with the phenomenon of bullying and its link to other violent behaviors.

Research and experience suggest that comprehensive efforts that involve teachers and other school staff, students, parents and community members are likely to be more effective than purely classroom-based approaches. Identified by the Center for the Study and Prevention of Violence as one of 10 model violence prevention programs is that of Norwegian researcher Dan Olweus. The U.S. application of his comprehensive model program included the following core elements.

School-level interventions

- Administration of a student questionnaire to determine the nature and extent of bullying problems at school.
- Formation of a bullying prevention coordination committee (a small group of energetic teachers, administrators, counselors and other school staff, who plan and monitor the school's activities).
- Teacher in-service days to review findings from the questionnaire, discuss problems of bullying, and plan the school's violence prevention efforts.
- School wide events to launch the program (e.g., via school television or assemblies).
- Increased supervision in areas that are hot spots for bullying and violence at the school.
- Development of school wide rules and sanctions against bullying.
- Development of a system to reinforce prosocial behavior (e.g., "Caught you Caring" initiatives).
- Parent involvement in school activities (e.g., highlighting the program at PTA meetings, school open houses, and special violence prevention programs; encouraging parents' participation in planning activities and school events).

Classroom Activities

- Regularly scheduled classroom meetings during which students and teachers engage in discussion, role-playing and artistic activities related to preventing bullying and other forms of violence among students.

Individual Interventions

- Immediate intervention by school staff in all bullying incidents.
- Involvement of parents of bullies and victims of bullying, where appropriate.

- Formation of "friendship groups" or other supports for students who are victims of bullying.
- Involvement of school counselors or mental health professionals, where appropriate.

Community Activities

- Efforts to make the program known among a wide range of residents in the local community (e.g., convening meetings with leaders of the community to discuss the school's program and problems associated with bullying, encouraging local media coverage of the school's efforts, engaging students in efforts to discuss their school's program with informal leaders of the community).
- Involvement of community members in the school's anti-bullying activities (e.g., soliciting assistance from local business to support aspects of the program, involving community members in school district wide "Bully-Free Day" events).
- Engaging community members, students, and school personnel in anti-bullying efforts within the community (e.g., introducing core program elements into summer church school classes).

Clearly, there is no "silver bullet" for preventing bullying or other forms of violence at school. A comprehensive approach, such as this one, shows the most promise in helping to create a safe school environment that will help children to grow academically and socially. Before implementing any efforts to address bullying or other violence at school, school administrators should keep in mind that:

- Ideally, efforts should begin early—as children transition into kindergarten—and continue throughout a child's formal education;
- Effective programs require strong leadership and ongoing commitment on the part of school personnel;
- Ongoing staff development and training are important to sustain programs;
- Programs should be culturally sensitive to student diversity issues and developmentally appropriate; and
- Parental and community involvement in the planning and execution of such programs is critical.

Following are suggested action steps, strategies and resources that school administrators, educators, students and parents can employ in an effort to stop bullying in schools.

Action Steps for School Administrators

- Assess the awareness and the scope of the bullying problem at your school through student and staff surveys
- Closely supervise children on the playgrounds and in classrooms, hallways, rest rooms, cafeterias and other areas where bullying occurs in your school.
- Conduct school wide assemblies and teacher/staff in service training to raise awareness regarding the problem of bullying and to communicate a zero tolerance for such behavior.
- Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and

fairly enforce such standards.

- Encourage parent participation by establishing on campus parents' centers that recruit, coordinate and encourage parents to take part in the educational process and in volunteering to assist in school activities and projects.
- Establish a confidential reporting system that allows children to report victimization and that records the details of bullying incidents.
- Ensure that your school has all legally required policies and grievance procedures for sexual discrimination. Make these procedures known to parents and students.
- Receive and listen receptively to parents who report bullying. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying.
- Develop strategies to reward students for positive, inclusive behavior.
- Provide school wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

Strategies for Classroom Teachers

- Provide students with opportunities to talk about bullying and enlist their support in defining bullying as unacceptable behavior.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher to not "look the other way" when incidents involving bullying occur.
- Provide classroom activities and discussions related to bullying and violence, including the harm that they cause and strategies to reduce them.
- Develop a classroom action plan to ensure that students know what to do when they observe a bully/ victim confrontation.
- Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary grouping of participants and to monitor the treatment of participants in each group.
- Take immediate action when bullying is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses.
- Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- Notify the parents of both victims and bullies when a confrontation occurs, and seek to resolve the problem expeditiously at school.
- Refer both victims and aggressors to counseling whenever appropriate.
- Provide protection for bullying victims, whenever necessary. Such protection may include creating a buddy system whereby students have a particular friend or older

buddy on whom they can depend and with whom they share class schedule information and plans for the school day.

- Listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate school action may be taken.
- Avoid attempts to mediate a bullying situation. The difference in power between victims and bullies may cause victims to feel further victimized by the process or believe that they are somehow at fault.

Strategies for Students

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students can:

- seek immediate help from an adult;
- report bullying/victimization incidents to school personnel;
- speak up and/or offer support to the victim when they see him/her being bullied—for example, picking up the victim's books and handing them to him or her;
- privately support those being hurt with words of kindness or condolence;
- express disapproval of bullying behavior by not joining in the laughter, teasing or spreading of rumors or gossip; and
- attempt to defuse problem situations either singlehandedly or in a group—for example, by taking the bully aside and asking him/her to "cool it."

Strategies for Parents

The best protection parents can offer their children who are involved in a bully/victim conflict is to foster their child's confidence and independence and to be willing to take action when needed. The following suggestions are offered to help parents identify appropriate responses to conflict experienced by their children at school:

- Be careful not to convey to a child who is being victimized that something is wrong with him/her or that he/she deserves such treatment. When a child is subjected to abuse from his or her peers, it is not fair to fault the child's social skills. Respect is a basic right: All children are entitled to courteous and respectful treatment. Convince your child that he or she is not at fault and that the bully's behavior is the source of the problem.
- It is appropriate to call the school if your child is involved in a conflict as either a victim or a bully. Work collaboratively with school personnel to address the problem. Keep records of incidents so that you can be specific in your discussion with school personnel about your child's experiences at school.
- You may wish to arrange a conference with a teacher, principal or counselor. School personnel may be able to offer some practical advice to help you and your child.

They may also be able to intervene directly with each of the participants. School personnel may have observed the conflict firsthand and may be able to corroborate your child's version of the incident, making it harder for the bully or the bully's parents to deny its authenticity.

- While it is often important to talk with the bully or his/her parents, be careful in your approach. Speaking directly to the bully may signal to the bully that your child is a weakling. Speaking with the parents of a bully may not accomplish anything since lack of parental involvement in the child's life is a typical characteristic of parents of bullies. Parents of bullies may also fail to see anything wrong with bullying, equating it to "standing up for oneself."
- Offer support to your child but do not encourage dependence on you. Rescuing your child from challenges or assuming responsibility yourself when things are not going well does not teach your child independence. The more choices a child has to make, the more he or she develops independence, and independence can contribute to self-confidence.
- Do not encourage your child to be aggressive or to strike back. Chances are that it is not his or her nature to do so. Rather, teach your child to be assertive. A bully often is looking for an indication that his/her threats and intimidation are working. Tears or passive acceptance only reinforces the bully's behavior. A child who does not respond as the bully desires is not likely to be chosen as a victim. For example, children can be taught to respond to aggression with humor and assertions rather than acquiescence.
- Be patient. Conflict between children more than likely will not be resolved overnight. Be prepared to spend time with your child, encouraging your child to develop new interests or strengthen existing talents and skills that will help develop and improve his/her self esteem. Also help your child to develop new or bolster existing friendships. Friends often serve as buffers to bullying.
- If the problem persists or escalates, you may need to seek an attorney's help or contact local law enforcement officials. Bullying or acts of bullying should not be tolerated in the school or the community. Students should not have to tolerate bullying at school any more than adults would tolerate such situations at work.

Classroom Resources

Both bullies and their victims need help in learning new ways to get along in school. Children need to learn about training, using and abusing power and about the differences between negotiating and demanding. They must also learn to consider the needs, behaviors and feelings of others. Curriculum developers and publishers now offer a variety of prevention/intervention materials to eliminate bullying and other forms of personal conflict from school life. Curricula such as those listed below are examples of tools that may be used as *part* of a comprehensive approach to bullying:

- *No Bullying*. This Johnson Institute curriculum, first Implemented during the 1996-97 school year in schools

across the country, describes the tell-or-tattle dilemma facing many victims of bullying. Teachers are given step-by-step guidelines on how to teach students the difference between telling and tattling. Teachers are also shown how to establish and use immediate consequences when dealing with bullies.

- *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*. This guide by Lisa Sjostrom and Nan Stein contains 11 sequential lessons designed to help children understand the difference between teasing and bullying and to gain awareness about bullying and harassment through class discussions, role-play and writing, reading and art exercises.

- *Bully-Proofing Your School*. This program, available from Sopris West, uses a comprehensive approach. Key elements include conflict resolution training for all staff members, social skills building for victims, positive leadership skills training for bullies, intervention techniques for those who neither bully nor are bullied and the development of parental supporter

- *Quit it! A Teacher's Guide on Teasing and Bullying*. This guide by Merle Frosche, Barbara Spung, and Nancy Mullin-Rindler with Nan Stein contains 10 lesson plans. Each lesson is divided into activities geared to the developmental needs of students in kindergarten through third grade. Class discussions, role plays, creative drawing and writing activities, physical games and exercises and connections to children's literature give children a vocabulary and a conceptual framework that allows them to understand the distinction between teasing and bullying.

- *Second Step*. The Committee for Children's Second Step curriculum teaches positive social skills to children and families, including skill building in empathy, impulse control, problem solving and anger management. Initial evaluations of *Second Step* indicate that second and third grade students engaged in more prosocial behavior and decreased physically aggressive behavior after participating in the program.⁶

- "Bullying." This video and accompanying teacher's guide (produced by South Carolina's Educational Television in collaboration with the Institute for Families in Society at the University of South Carolina) contains five lesson plans that incorporate classroom discussions, role playing and artistic exercises. It is appropriate for older elementary and middle-school students.

In the effort to make schools and communities safer, educators, parents and concerned citizens are encouraged to support school wide programs that address bullying. As part of this school wide effort, adults—including bus drivers, playground supervisors, hall monitors, security officers, cafeteria workers, maintenance personnel, clerical staff, teachers, parent volunteers, counselors and administrators—must present a united front that communicates to all students that bullying will not be tolerated at school.

Innovative Approaches to Bully Prevention

School-based bullying prevention programs across the United

States vary a great deal in their target populations, their comprehensiveness and the specific approaches they take. When considering use of a given curriculum or program to eliminate bullying, request from the publisher evaluation data and names of persons to contact for information about the effectiveness of the program, its procedures and materials.

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Sexual Harassment

Characteristics of Sexual Harassment Behaviors.

Sexual harassment is a daily occurrence in schools across the country, yet few current national statistics are available. This behavior emphasizes the vulnerability of the victim. Allowing such behaviors may create hostile environments, transforming school into an intimidating, frightening and offensive place. This type of atmosphere ultimately interferes with a student's academic performance, sense of self, enjoyment or interest in school, peer relationships, and general well-being. The harm caused by sexual harassment is serious and must be considered according to the nature of the act, the age of the victim and the victim's relationship to the offender(s). The harassment can be male to female, female to male, male to male, or female to female. Perpetrators can be anyone in the school: other students, faculty, staff, contracted workers, volunteers, administrators, or even visitors on campus. The following is a list of behaviors to aid teachers and administrators in identifying these behaviors early to ensure a Safe school environment.

Sexually harassing behaviors fall into several categories:

Verbal

Verbal harassment may include:

- repeated sex-related teasing
 - suggestive sounds, howling, whistling, or catcalls
 - negative remarks about a person's gender
 - conversations that are intrusive or too personal
 - verbal "ratings"
- (like on a scale from one to 10) of individuals
- innuendos or comments about a person's clothing, body or sexual activity
 - repeated remarks with sexual or demeaning implications
 - verbals abuse of sexual nature
 - spreading sexual rumors
 - sexual name-calling
 - sexual or "dirty" jokes
 - threats, either implied or overt
 - pressure for dates
 - pressure for sexual activity; and
 - demands for sexual favors accompanied by either implicit or explicit threats regarding grades, graduation or other school-related matters.

Visual

Visual Harassment may include:

- sexual or obscene gestures or facial expressions
- staring, leering or ogling
- touching oneself sexually in front of others
- graffiti
- showing R-rated movies during class time
- offensive displays of sex-related objects
- obscene messages on shirts, hats or pins
- students "making out" in public displays of affection; and
- offensive, derogatory or pornographic calenders, posters, pictures, drawings, photographs, cartoons or messages.

Physical

Physical Harassment may include:

- unwelcome or inappropriate touching
- brushing up against another person
- grabbing or pinching
- interfering with, cornering or "blocking" an individual's movements
- following or stalking
- lifting, pulling or removing clothing or undergarments
- attempted and/or actual kissing or fondling
- sexual molestation
- coerced sexual intercourse
- assault and attempted assault
- sexual assault and attempted sexual assault; and rape.

Resources related to Hate Crimes & BULLYING

On-line Resources related to Bullying

É Action Plan for Bullying

<http://bullybeware.com/tips.html>

É Bullying at School Links

<http://www.scre.ac.uk/bully/links.html>

É No Bully

<http://www.nobully.org.nz/>

É Safe Child Bullies

<http://www.safechild.org/bullies.htm>

É American Medical Association's Bully Resource Links

<http://www.ama-assn.org/ama/pub/category/7830.htm>

É School Bully Online

<http://www.bullyonline.org/schoolbully/index.htm>

É Resources for Bully Prevention and Intervention

<http://www.fcps.net/sa/support/bully/resources.htm>

É The Love & Safety Club's Bullying Preventing Resource for Teachers and Students

<http://www.geocities.com/EnchantedForest/Cottage/5207/antiviolence.html>

É Those Who Can Do. Those Who Can't, Bully

<http://www.successunlimited.co.uk/>

Conceptualizing Help for Students Victimized by Bullies*

Friends, family, and teachers can and do make a difference in victims' post-bullying adjustment process. They need to learn about effective, supportive communication for bullied victims because not all messages—even those meant to be supportive—are equally effective, and receiving suboptimal support may impede victims' readjustment. On the other hand, the positive effect of emotional support, which is found to function across cultures, is encouraging. It signifies the importance of supportive communication and illuminates a promising path for victims to escape.

Masaki Matsunaga (2010)

A great deal has been written about bullying (see the sample of citations at the end of this resource). However, designs for how schools should help those victimized often amount to laundry lists of interventions. The focus here is on conceptualizing the nature and scope of the school's role in helping those who are victimized and the importance of embedding the efforts into a unified, comprehensive, and equitable system of student and learning supports.

What Will Help Victims

Think first about prevention. However, given that bullying can't be completely eliminated, schools must plan ways to immediately help those victimized. And plans must be made for providing ongoing assistance if there are indications that a student is still being bullied and/or that the effects are continuing to interfere with a student's functioning at school and general well-being.

Preventing bullying, of course, is something all schools want to do. However, as is widely acknowledged, this requires more than implementing an empirically-supported bullying prevention program. Such programs can be helpful, but are quite limited in their long-term impact, and they often work against efforts to improve how schools address other barriers to learning and teaching and re-engage disconnected students.

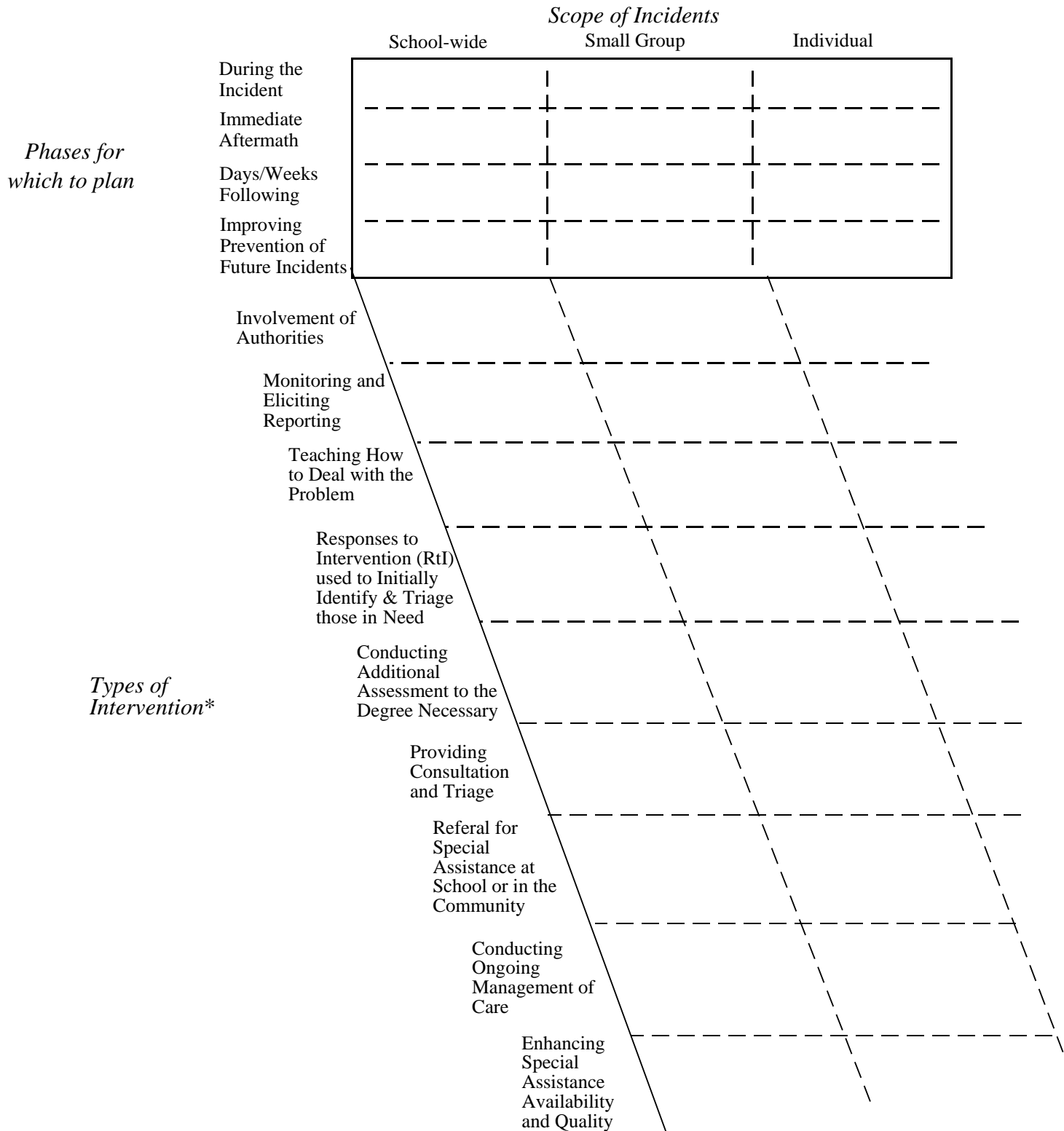
Fundamentally, preventing bullying and many other problems at schools requires an approach that enhances a caring, supportive, and safe environment and continuously promotes a sense of community. That is, prevention is related to strategies from which an improved school climate emerges. Such strategies aim at transforming schools so that they do much more to enhance equity of opportunity for student success and well-being and provide essential supports for teachers to be effective.

Given that bullying prevention is a long-term and rather elusive goal, it is essential for schools to play a significant role in helping those who are victimized by bullying (including cyberbullying) and other psychosocial and educational conditions. Such help can be conceptualized in terms of (a) the scope of the incidents, (b) phases for which planning is needed, and (c) types of intervention (see the Exhibit on the following page). Operationalizing all this calls for the involvement of a range of school staff, peers, and folks at home and in the community.

*The material in this document was culled from the literature by Selina Flores as part of her work with the national Center for Mental Health in Schools at UCLA.

The center is co-directed by Howard Adelman and Linda Taylor in the Dept. of Psychology, UCLA,
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A Framework for Helping those Victimized



*Interventions are implemented school-wide, in classrooms, school offices, at home, and in various community locales.

The framework underscores that planning special assistance for those victimized by bullies mainly differs in intervention content and not in the basic dimensions and elements illustrated. That is, the framework also applies to dealing with crises and various other incidents involving victims.

With specific respect to bullying, the first concern is providing immediate support for and ensuring the safety of those victimized. This requires the involvement of school administrators and sometimes the police. If the school is not taking appropriate actions, district, school board, and even state officials may need to be contacted.

It is essential to account for the reality that students often do not report being bullied (e.g., they are embarrassed, ashamed, afraid of being seen as a “tattler”). Therefore, constant attention is needed to monitoring for bullying and facilitating reporting.

Given all that feasibly can be done to enhance safety, schools then need to work with staff and families to develop ways to prevent further bullying. This requires interventions aimed at bullies and bystanders, as well as those victimized. There is considerable emphasis in the literature on helping all three parties using counseling, social-emotional learning, and involvement in prosocial activities.

Examples of Online Resources for Helping Those Victimized

Any websearch turns up many sites offering “tips” and advice. Here are a few:

- > *How to Talk with Educators at Your Child’s School About Bullying: Tips for Parents of Bullied Children* – From the U.S. Department of Health and Human Services’ StopBullyingNow campaign –
<http://www.cms.k12.nc.us/mediaroom/backtoschool/Documents/Bullying-Prevention%20Tips%20for%20Parents/Tips-How%20To%20Talk%20To%20Educatorspdf.pdf>
- > Helpguide.com – *Dealing with Bullying: Helping Bullied Kids and Teens* –
<http://www.helpguide.org/articles/abuse/dealing-with-bullying.htm>
- > The *Family Matters* website lists out 100 tips (25 at a time) for helping youngsters who have been victimized. The first 25 are at <http://www.ronitbaras.com/focus-on-the-family-parenting-family/bullying-12-how-to-help-bullying-victims/>

Examples of Advice

Adapted from: Education.com – http://www.education.com/reference/article/Ref_What_Do_if_Your/

- Never tell the student to ignore the bullying. What the youngster may “hear” is that you are going to ignore it. (And, if the student was able to simply ignore it, he or she likely would not have told you about it.)
- Don’t blame the student who is being bullied or assume that the youngster did something to provoke the bullying.
- Listen carefully to what the student tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened.
- Learn as much as you can about the bullying tactics used (e.g., who? when? where? and witnesses?)
- Empathize. Tell him/her that bullying is wrong, not their fault, and that you are glad he or she had the courage to tell you about it. Ask what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.
- Even if you disagree with how the student handled the situation, don’t criticize.
- Do not encourage physical retaliation. Hitting another student is not likely to end the problem, and it could get him/her suspended or expelled or escalate the situation.
- Check your emotions. A protective instinct stirs strong emotions.

Concluding Comments

It is unlikely that a safe learning environment will emerge simply by developing a better “bullying prevention” program. Such programs can help, but ultimately what a school needs is a unified, comprehensive, and equitable system for addressing barriers to development and learning and re-engaging disconnected students.

The time has come for schools to move away from stand-alone programs for addressing problems such as bullying. Just adding another program worsens the marginalized, fragmented, and piecemeal status of student and learning supports.

Rather than pursuing yet another discrete program, it is essential to use each concern that rises to a high policy level as an opportunity to catalyze and leverage systemic change. The aim should be to take another step toward transforming how schools go about ensuring that all students have an equal opportunity to succeed at school and beyond. It is time to embed advocacy for discrete programs into advocacy for unifying and developing a comprehensive and equitable system.

Addressing barriers to learning and teaching and re-engaging disconnected students is a school improvement imperative. Developing and implementing a unified, comprehensive, and equitable system of student and learning supports is the next evolutionary stage in meeting this imperative.* It is the missing component in efforts to enhance school safety, close the achievement gap, reduce dropout rates, shut down the pipeline from schools to prisons, and promote well-being and social justice.

*See the *National Initiative for Transforming Student and Learning Supports* –
<http://smhp.psych.ucla.edu/newinitiative.html>

For More Links to Matters Related to Bullying and Cyberbullying,

see the following Center's Quick Finds and documents:

- > *Bullying* - <http://smhp.psych.ucla.edu/qf/bully.htm>
- > *Social networks and social emotional development* -
<http://smhp.psych.ucla.edu/qf/socialnetworks.html>
- > *Youth and Socially Interactive Technologies* -
<http://smhp.psych.ucla.edu/pdfdocs/youth/socint.pdf>
- > *Social networking and peer relationships* --
<http://smhp.psych.ucla.edu/pdfdocs/socialnet.pdf>

For a developmental psychopathological perspective of peer victimization, see the May-June 2015 (v. 44) special issue of the *Journal of Clinical Child and Adolescent Psychology*.

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Public Policy & Funding Sources for Violence Prevention Programs

- A.** Ideas into Practice: Public Policy Recommendations
- B.** What is the Department of Education doing to help Americans keep schools and communities safe? Information on Drug and Violence Prevention Grant Competitions
- C.** Safe Schools, Healthy Students Initiative
- D.** Funding Opportunities

Ideas into Practice: Public Policy Recommendations

A Chapter from a Report of the
American Psychological Association Commission on Violence and Youth, Vol. I

Although violence involving youth is increasingly prevalent and lethal, it is not inevitable. On the basis of psychology's understanding of how violent behavior is learned and transmitted, the Commission on Violence and Youth of the American Psychological Association encourages adoption of the following broad and coordinated set of remedies to prevent youth violence or mitigate its effects.

1. Early childhood interventions can help children learn to deal with social conflict effectively and nonviolently. In their early years, children learn fundamental ways of dealing with social conflict. Parents, guardians, child care providers, and health care providers play an important role in helping young children learn basic aspects of effective nonviolent social behavior. These primary agents of child socialization need effective intervention strategies, materials, training, technical assistance, and support services designed to help them lay the critical foundations on which children can learn to reduce aggressive behavior and prevent future violence.

1.1 We recommend that Congress ask all relevant federal agencies to identify successful and promising interventions, programs, and resources for preventing and treating youth violence and develop and disseminate a report that is based on these programs. (Such agencies would include the U.S. Department of Education, the U.S. Department of Health and Human Services, the U.S. Department of Housing and Urban Development, and the U.S. Department of justice.)

1.2 We recommend that funding and technical assistance for implementing local violence prevention programs be distributed through such mechanisms as stateblock grant programs. Special attention should be directed to continuous comprehensive intervention and follow-up in health and educational programs for families at risk for violence. Such families would include very young mothers, single parent families, those with parental mental health or substance abuse problems, those with parental histories of violent offenses or domestic violence, and those at high risk for child neglect and abuse. We also ask Congress to expand funding for Head Start and other school readiness programs both to improve the overall quality of such programs and to include all eligible children.

1.3 We encourage parent-teacher associations, community health centers, child care centers, and other organizations at which parents gather, to provide parent-child management training programs to foster the development of a repertoire of parental disciplining techniques to replace coercive ones. These programs should include behavior management and social skills training curricula, which have been shown to be effective in improving family communication and reducing child behavior problems.

2. Schools can become a leading force in providing the safety and the effective educational programs by which children can learn to reduce and prevent violence. On the one hand, schools often provide multiple opportunities for bullying, harassment, intimidation, fights, and other forms of violence to occur. Students who feel that their personal safety is threatened may bring weapons to school with them. Students who show poor school achievement and poor peer relations show an increased risk of becoming involved in violence. On the other hand, schools also can provide children with repeated and developmentally appropriate opportunities to follow sound principles of personal safety, strengthen academic and social skills, develop sound peer relationships, and learn effective nonviolent solutions to social conflict. A number of promising programs in classroom management, problem solving skills training, and violence prevention for school children have been developed, but not all of them have been adequately evaluated.

2.1 We ask Congress to encourage federally supported efforts to develop, implement, and evaluate violence prevention and aggression reduction curricula for use in the schools from early childhood through the teen years. Such efforts would involve teacher training, training for other school personnel, curricular activities, coordinated parental support activities, and technical assistance in implementing programs that apply techniques known to be effective in reducing aggression and preventing violence.

2.2 We recommend that school systems take a long view of children's education regarding violence and make every effort to develop and implement a coordinated, systematic, and developmentally and culturally appropriate program for violence prevention beginning in the early years and continuing throughout adolescence.

2.3 We ask state educational agencies to support the development, implementation, and evaluation of programmatic comprehensive school-based violence prevention programs designed to provide a safe learning environment and to teach students sound and effective principles of violence prevention. Furthermore, we underscore the need to provide a safe school environment for all children.

2.4 We recommend that professional organizations involved with school-based programs prepare and disseminate effective and promising program materials, assessment tools, and evaluation findings germane to violence prevention for broad and flexible use by schools, even while ongoing research attempts to improve their effectiveness and adapt them for particular circumstances and local cultural groups. Such organizations would include the American Psychological Association, the National Association of School Psychologists, the National Education Association, and the National Association for the Education of Young Children, among others.

2.5 We encourage schools to engage in the early identification of children who show emotional and behavioral problems related to violence and to provide to them or refer them for appropriate educational experiences and psychological interventions.

2.6 We ask Congress, state governments, and local governments to support the funding and development of after-school programs and recreational activities in schools with high proportions of at-risk children and youth. Initiation into gangs and delinquency is commonly linked to unsupervised time after school.

2.7 We recommend that those state governments and school boards that have not already done so adopt policies and provide training to prohibit the use of corporal punishment in schools and to encourage positive behavior management techniques to maintain school discipline and safety. We also encourage early childhood educators and health practitioners to teach parents alternative methods of discipline in the home.

2.8 We recommend that violence reduction training be made a part of preservice and inservice training for teachers, administrators, school staff, and health professionals likely to serve children of school age.

3. All programmatic efforts to reduce and prevent violence will benefit from heightened awareness of cultural diversity. Throughout every aspect of the review, the increasing cultural diversity of the United States was stressed. An understanding, appreciation, and integration of the benefits of culturally diverse perspectives is an important component not only of the content of the program but also of the process by which it is developed, implemented, and evaluated. It was noted that well-intentioned people and programs often have lacked sensitivity to cultural differences and have failed to develop violence prevention programs that are responsive to those differences. The effectiveness of programmatic efforts to reduce and prevent violence is likely to be increased by involving the members of the communities as partners in the development, implementation, and evaluation of these efforts.

3.1 We call for a variety of efforts aimed at increasing sensitivity to cultural differences and reducing discrimination and prejudice that create a climate conducive to violence. Such efforts should begin in the earliest school years with specialized curricula for children and be continued throughout the school years. To foster more widespread acceptance of cultural diversity, human relations education should be provided for adults in a variety of settings, including public and private employment, the armed services, churches, and schools.

3.2 We recommend that all public programs designed to reduce or prevent youth violence be developed, implemented, and evaluated with a sensitivity to cultural differences and with the continued involvement of the groups and the communities they are designed to serve. Current programs designed to prevent violence should also be reviewed for their appreciation and integration of diverse cultural perspectives.

4. Television and other media can contribute to the solutions rather than to the problems of youth violence. For more than 4 decades, psychologists and other researchers have investigated and reviewed the best available evidence on the relation between violence in the media and aggressive behavior. Findings have been consistent: Television and other media contribute to children's and youths' involvement with violence as aggressors, victims, and bystanders who support violence. Research investigation of television and other media has also provided some techniques by which the effects of violence in the media may be mitigated through the teaching of critical viewing skills. Finally, evidence indicates that television is an effective and pervasive teacher of children and youth that has the potential, consistent with its new legal obligation to educate and inform children, to make a major contribution to solving the violence problem, rather than contributing to it. Our recommendations on this subject appear in two sections: Recommendations 4.1, 4.2, and 4.3 address public policymakers, and Recommendations 10.1 and 10.2 address the policy-making bodies of the American Psychological Association.

4.1 We call upon the Federal Communications Commission (FCC) to review, as a condition for license renewal, the programming and outreach efforts and accomplishments of television stations in helping to solve the problem of youth violence. This recommendation is consistent with the research evidence indicating television's potential to educate young children and with the legal obligation of broadcast stations to "serve the educational and informational needs of children," both in programming and in outreach activities designed to enhance the educational value of programming. We also call on the FCC to institute rules that would require broadcasters, cable operators and other telecasters to avoid programs containing an excessive amount of dramatized violence during "child viewing hours" between 6 am and 10 pm.

4.2 We ask Congress to support a national educational violence prevention campaign involving television programming and related educational outreach activities to address the dire need for public education to help prevent youth violence in America. This campaign would be based on our best available scientific evidence about which changes will be most effective in helping to prevent violence, and our best educational and media strategies for fostering such change.

4.3 We recommend that the Film Rating System be revised to take into account the violence content that is harmful to children and youth. We also recommend that producers and distributors of television and video programming be required to provide clear and easy to use warning labels for violent material to permit viewers to make informed choices.

5. Major reductions in the most damaging forms of youth violence can be achieved by limiting youth access to firearms and by teaching children and youth how to prevent firearm violence. Youth and guns often are a fatal combination. Although interpersonal violence can occur through a variety of means, the use of firearms has dramatically increased the prevalence of violent death and the severity of violent injury to America's youth. For example, in 1987 firearms accounted for 60% of all homicides in the United States and for 71% of homicides of youth 15 to 19 years of age. For every firearms fatality there were an estimated 7.5 nonfatal injuries. Although national debates about adult access to guns continue, few would advocate that children and youth should have easy access to guns. Nevertheless, children and youth in America generally have widespread, easy, and unsupervised access to firearms, exposure to media portrayals that glorify the use of firearms, and little opportunity to learn how to prevent firearm violence. Without society-wide restrictions it will not be possible to effectively restrict youth access to firearms. Our recommendations on this subject appear in two sections: Recommendations 5.1 and 5.2 address public policymakers, and Recommendation 10.3 addresses the policy-making bodies of the American Psychological Association.

5.1 We support the initiative of the U.S. Public Health Service to reduce weapon-carrying by adolescents.

5.2 We recommend that Congress provide funding for the development, implementation, and evaluation of school-based programs to educate children regarding the prevention of firearm violence and the reduction of both unintentional and intentional death and injury caused by firearms.

6. Reduction of youth involvement with alcohol and other drugs can reduce violent behavior. Violent behavior associated with the use of alcohol commonly accounts for about 65% of all homicides, 40% of an assaults, and 55% of an fights and assaults in the home. In addition, an estimated 10% of homicides occur in the business of trafficking illegal drugs. Alcohol and other drugs are involved in youth violence in several ways. Abuse of alcohol and other drugs by parents has often been associated with violent behavior toward children. Alcohol and use of some other drugs by youth themselves also is associated with increased rates of violence. Youth involvement in the illegal business of drug trafficking is associated with violence. Although our Commission report does not provide a thorough review of this issue, the following recommendations were nevertheless clear.

6.1 We encourage community, school, family, and media involvement in prevention and treatment programs that focus on the links between substance abuse and the prevalence of violence.

6.2 We encourage federal, state, and local agencies to provide funding for such education, prevention, and treatment programs.

7. Psychological health services for young perpetrators, victims, and witnesses of violence can ameliorate the damaging effects of violence and reduce further violence. Research has shown that a history of previous violence is the best predictor of future violence. Actually, a relatively small proportion of the population accounts for much of the serious criminal violence. More than one-half of all crime is committed by 5% to 7% of young people between the ages of 10 and 20. Therefore, it is important to target young violent offenders for a variety of interventions, including cognitive, behavioral, and social skills training, counseling, and therapy. A number of effective and promising programs have been identified for treatment of children and youth who have committed violent offenses or been referred for problems of antisocial, aggressive, and violent behavior. However, too few publicly funded mental health services have been made available for child and family treatment that can help prevent violence.

7.1 We recommend that public mental health services be reallocated so that more services are available for prevention and for early treatment of children and families with problems of aggression and violence.

7.2 We recommend that more treatment programs be developed and increased counselling services for victims be made available to the large numbers of young children and youth who witness high levels of violence in their homes, streets, and schools.

8. Education programs can reduce the prejudice and hostility that lead to hate crimes and violence against social groups. Hate crimes can be committed by individuals or groups, sometimes loosely organized, sometimes more formally organized. Hate crimes can be directed against individuals or groups. Children and youth who appear "different" in any way are more apt to be harassed and victimized by others. Children and youth often victimized include African Americans, Hispanics, Asian and Pacific Island Americans, Native Americans, girls and young women, gays and lesbians, Jews, and those with physical disabilities. There are many competing explanations about the origins of this type of violence, but it is always associated with learned prejudice, group polarization, and hostility.

8.1 We encourage schools, colleges, and universities to adopt human relations education to dispel stereotypes, encourage broader intercultural understanding and appreciation, and reduce the incidence of hate violence. Training in mediation techniques should be provided to community leaders.

8.2 We recommend that effective interventions be developed to help victims of hate violence to recover from attacks.

8.3 We recommend that, in conjunction with these efforts, the U.S. Civil Rights Commission undertake a review of federal antidiscrimination laws, statutes, and regulations regarding race, ethnicity, religion, gender, sexual orientation, and physical disability.

8.4 We recommend that federal, state, and local governments pursue strict enforcement of antidiscrimination laws regarding race, ethnicity, religion, gender, sexual orientation, and physical disability.

9. When groups become mobs, violence feeds on itself. Mob violence may occur under a variety of conditions, including when rising expectations are unfulfilled, when social and economic conditions appear to be worsening, or when injustice is perceived. Often a specific event precipitates the violence. Mob violence may be directed against individuals or groups or may appear to be undirected. In the course of group violence, the members enter into a process of change along a "continuum of destruction." Many of the recommendations previously made are relevant here to address the underlying conditions that encourage mob behavior, including relief from conditions of socioeconomic disadvantage, access to increased opportunities and resources, increased cultural awareness, and reduced discrimination. Whatever the underlying roots of the disturbance, the police are called on to restore control. They are often caught in a dilemma between responding too early and too late, too much and too little. Experience has shown that the participation of community leaders in restoring early control is important.

9.1 We recommend that human relations training for community leaders and police be conducted jointly.

9.2 We recommend that police departments implement or expand their training and community policing efforts, that these efforts include social and cultural sensitivity training, and that increased participation by members of the community be included in these efforts.

10. Psychologists can act individually and in our professional organizations to reduce violence among youth. The Commissioners noted that there were many activities in which psychologists can contribute to the reduction of youth violence, in addition to those already being conducted. Such activities can be carried out through national, state, and local associations and divisions, as well as through individual actions.

10.1 We propose that the American Psychological Association resolution on television violence and children's aggression be modified to cover all the mass media, including film and video as well as television.

10.2 We recommend that the American Psychological Association develop video and other educational materials designed to enhance the critical viewing skills of teachers, parents, and children regarding media violence and how to prevent its negative effects.

10.3 We recommend that the American Psychological Association revise and expand its current policy on handgun control to incorporate the following as APA policy: Support for nationwide restrictive licensing of firearm ownership based on attainment of legal voting age; clearance following a criminal record background check; and demonstrated skill in firearm knowledge, use, and safety. Support for federal, state, and local governments to increase specific legal, regulatory, and enforcement efforts to reduce widespread, easy, and unsupervised access to firearms by children and youth.

10.4 We propose that the American Psychological Association hold a series of training programs for its members on youth violence with special sessions for clinicians and for researchers.

10.5 We recommend that the American Psychological Association take an active role in identifying model interventions that have been demonstrated to be effective in preventing or reducing youth violence. These should be disseminated to professional audiences and to the general public.

10.6 We recommend that psychologists review the research findings presented in this and other reports and provide consultation to community groups interested in implementing programs to prevent youth violence.

10.7 We suggest that psychologists make a coordinated presentation of models of successful violence prevention programs at such workshops as the Vermont Conference on Primary Prevention.

10.8 We recommend that the American Psychological Association sponsor further reviews of influencing factors in violence—for example, gender, ethnicity, psychophysiology, and substance abuse.

10.9 We recommend that the report and recommendations of this Commission on Violence and Youth be presented to Congress, to the U.S. Department of Health and Human Services, to the U.S. Commission on Civil Rights, to the U.S. Department of Justice, and to other relevant agencies.

10.10 We recommend that education and training on youth violence be incorporated into the graduate preparation of psychologists. We also recommend that psychological training programs institute cultural sensitivity courses and training to increase cultural awareness and sensitivity to underrepresented groups that are affected by violence.

B. About the Office of Safe & Healthy Students

<http://www2.ed.gov/about/offices/list/oese//oshs/aboutus.html>

The Office of Safe and Healthy Students (OSHS) administers, coordinates, and recommends policy for improving the quality and excellence of programs and activities that are designed to: Provide financial assistance for drug and violence prevention activities; activities that promote the health and well-being of students in elementary and secondary schools and institutions of higher education; and school preparedness activities that contribute to improved conditions for learning. Activities may be carried out by other Federal agencies, State and local educational agencies, and public and private nonprofit organizations.

- Participate in the formulation and development of ED program policy and legislative proposals and in overall Administration policies related to violence and drug prevention and draft program regulations.
- Participate in interagency committees, groups, and partnerships related to drug and violence prevention; school preparedness and homeland security; missing, exploited, and trafficked youth; and school health.
- Participate with other Federal agencies in the development of a national research and data collection agenda for drug and violence prevention and school preparedness.
- Administer the Department's programs relating to citizenship and civics education.

OSHS is headed by a Director, who reports to the Assistant Secretary and/or respective Deputy Assistant Secretary for Policy, and advises the Assistant Secretary and/or Deputy Assistant Secretary on matters related to the programs administered by OSHS. The Immediate Office of the Director provides overall direction, coordination, and leadership to the following major program elements:

- Safe and Supportive Schools
- Health, Mental Health, Environmental Health, and Physical Education
- Drug and Violence Prevention
- Character and Civic Education
- Homeland Security, Emergency Management and School Preparedness.

OSHS is divided into three subordinate units:

Safe and Supportive Schools Group (S3) administers Title IV, Safe and Drug-Free Schools and Communities Act (SDFSCA) authorized by ESEA, as amended, and other programs related to developing and maintaining safe, disciplined, and drug-free schools. In particular, this group administers the Safe and Supportive Schools (S3) grant program and a number of interagency agreements with a focus on but not limited to bullying, school recovery research, data collection, and drug and violence prevention activities. This group provides national leadership on issues and programs in character and civic education, including reporting on issues and programs, disseminating information, providing technical assistance, and providing financial assistance for citizenship and character education activities. These activities may be carried out by State and local educational agencies and by public and private nonprofit organizations. (Group Leader: Paul Kesner)

- Grants to States for School Emergency Management Grant Program
- School Climate Transformation Grant—State Educational Agency Grants Program (Discretionary Grants)
- School Climate Transformation Grant—Local Educational Agency Grants Program (Discretionary Grants)

Healthy Students Group administers programs that promote violence prevention, alcohol abuse prevention, and the health and well-being of students and families as outlined in Title IV and V, Safe and Drug-Free Schools and Communities Act (SDFSCA) authorized by the ESEA, as amended. Programs authorized under this legislation provide financial assistance for activities that promote the health and well-being of students in elementary and secondary schools, and institutions of higher education. This group administers Safe Schools/Healthy Students, Physical Education, and School Counselors Programs. Activities may be carried out by local educational agencies and by public and private nonprofit organizations. (Group Leader: Norris Dickard)

- Carol M. White Physical Education Program (Discretionary Grants)
- Elementary and Secondary School Counseling Discretionary Grants (Discretionary Grants)
- Project Prevent Grant Program (Discretionary Grants)
- Education for Homeless Children and Youth - Grants for State and Local Activities
- Homeless Education Disaster Assistance
- Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or At Risk

Center for School Preparedness, or "the Center," administers programs that improve the ability of schools to prepare for and respond to crises and disasters (natural and man-made). The Center also has responsibility for addressing issues related to homeland security. The Center is responsible for Project SERV (School Emergency Response to Violence); Readiness Emergency Management for Schools; Emergency Management for Higher Education; Homeland Security Activities; and Disaster Response Coordinated with FEMA and DHS. In addition to the above activities, the Center maintains close contact with school security police chiefs, school resource officers, and emergency first responders. (Group Leader: Paul Kesner)

- Readiness and Emergency Management for Schools (Discretionary Grants)
- School Emergency Response to Violence (Project SERV) (Discretionary Grants)
- Educational Facilities Clearinghouse
- Emergency Management for Higher Education
- Emergency Planning

OSHS staff also implement several other provisions of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001. These provisions are consistent with the office's mission to support the creation of safe, disciplined, drug-free and healthy learning environments for students, and include:

- Gun-Free Schools Act (Title IV, Part A, Subpart 3, Section 4141)
- Transfer of Disciplinary Records (Title IV, Part A, Subpart 4, Section 4155)
- Pro-Children Act (Title IV, Part C)
- Unsafe School Choice Option (Title IX, Part E, Section 9532)

More Resource Aids on Violence Prevention and Safe Schools

- A.** Selected References
- B.** Agencies, Organizations, Advocacy & Internet Sites
- C.** A Self-study Survey on Crisis Assistance & Prevention



Violence Prevention and Safe Schools: Selected References

- For links to many online resources from the Center at UCLA and others across the country, go to the Center's Online Clearinghouse Quick Find on:
 > *Safe Schools and Violence Prevention* – http://smhp.psych.ucla.edu/qf/p2108_03.htm
- The Center for the Study and Prevention of Violence (CSPV), a research program of the Institute of Behavioral Science (IBS) at the University of Colorado at Boulder partners with the SafetyLit Foundation to add *VioLit*, CSPV's bibliographic database. The VioLit references cover information about violence, primarily juvenile violence, from books, literature reviews, journal articles and reports. SafetyLit is a free online database focused on research relevant to preventing violence, unintentional injuries, and self-harm.
 > To search the *SafetyLit* database, go to www.safetylit.org.

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Agencies, Organizations, Advocacy, and Internet Sites

There are many agencies and organizations that help communities and schools create safe environments for children and adults. A few are listed below. This is not a comprehensive list, but is meant to highlight some premier resources and serve as a beginning for your search.

Adults and Children Together Against Violence <http://www.actagainstviolence.org/>

ACT Against Violence is a violence prevention project that focuses on adults who raise, care for, and teach young children ages 0 to 8 years. It is designed to prevent violence by helping these adults to be positive role models and learn the skills to teach young children nonviolent ways to resolve conflicts, deal with frustration, and handle anger. The ACT project includes a national media campaign and training for community professionals.

American Association of School Administrators Safe Schools Planning <http://www.aasa.org>

AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children. The four major focus areas for AASA are: (1) Improving the condition of children and youth (2) Preparing schools and school systems for the 21st century (3) Connecting schools and communities (4) Enhancing the quality and effectiveness of school leaders.

Center for Effective Collaboration and Practice <http://cecp.air.org/>

The Center's mission is to improve services to children and youth with emotional and behavioral disorders, including program information for safe, drug-free, and effective schools for students. The website contains full documents on programs that can be downloaded. Descriptions of ongoing programs in various stages of development are also available.

Center for the Prevention of School Violence http://test.ncdjjdp.org/cpsv/about_center.html

The North Carolina Department of Juvenile Justice and Delinquency Prevention - Center for the Prevention of School Violence serves as a resource center and "think tank" for efforts that promote safer schools and foster positive youth development. The Center's efforts in support of safer schools are directed at understanding the problems of school violence and developing solutions to them.

Center for the Study and Prevention of Violence <http://www.Colorado.EDU/cspv/index.html>

In an effort to establish more complete and valuable information to impact violence-related policies, programs, and practices, CSPV works from a multi-disciplinary platform on the subject of violence and facilitates the building of bridges between the research community and the practitioners and policy makers. CSPV has a threefold mission. First, the Information House serves to collect research literature and resources on the causes and prevention of violence and provides direct information services to the public by offering topical searches on customized databases. Second, CSPV offers technical assistance for the evaluation and development of violence prevention programs. Third, CSPV maintains a basic research component through data analysis and other projects on the causes of violence and the effectiveness of prevention and intervention programs.

Children's Safety Network (CSN) – National Injury and Violence Prevention Resource Center

<http://www.edc.org>

This organization and website is designed to provide resources and technical assistance to maternal and child health agencies and other organizations seeking to reduce unintentional injuries and violence to children and adolescents.

Council for Children with Behavioral Disorders <http://www.ccbd.net>

An international professional organization committed to promoting and facilitating the education and general welfare of children/youth with behavioral and emotional disorders. CCBBD, whose members include educators, parents, mental health personnel, and a variety of other professionals, actively pursues quality educational services and program alternatives for persons with behavioral disorders, advocates for the needs of such children and youth, emphasizes research and professional growth as vehicles for better understanding behavioral disorders, and provides professional support for persons who are involved with and serve children and youth with behavioral disorders

The Council for Exceptional Children (CEC) <http://www.cec.sped.org/>

Is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

Drug Strategies <http://www.drugstrategies.org>

Guided by a distinguished advisory panel, Drug Strategies conducts an annual review of Federal drug control spending and identifies promising prevention, education, treatment, and law enforcement programs relevant to safe and drug-free schools.

Educational Northwest <http://educationnorthwest.org/about-us>

Chartered in 1966 as Northwest Regional Educational Laboratory, Education Northwest now conducts nearly 200 projects annually, working with schools, districts, and communities across the country on comprehensive, research-based solutions to the challenges they face. Our wide-ranging projects are making an impact in areas such as school improvement, community building, literacy, equity, and research. Although our services and publications have national reach, we primarily work in the five Northwest states of Alaska, Idaho, Montana, Oregon, and Washington.

Educational Resources Information Center (ERIC) <http://www.eric.ed.gov/>

A national information system designed to provide users with ready access to an extensive body of education-related literature. Educational Resources Information Center Clearinghouse on Counseling and Student Services.

Emergency Food and Shelter Program <http://www.efsp.unitedway.org/>

Created in 1983 to supplement the work of local social service organizations, both public and private, to help people in need of emergency assistance.

Injury Prevention & Control : Division of Violence Prevention

<http://www.cdc.gov/violenceprevention/index.html>

CDC's site offers many resources and links.

Institute on Violence and Destructive Behavior www.uoregon.edu/~ivdb/

Intention is to empower schools and social service agencies to address violence and destructive behavior, at the point of school entry and beyond, in order to ensure safety and to facilitate the academic achievement and healthy social development of children and youth. Combines community, campus and state efforts to research violence and destructive behavior among children and youth.

Keep Schools Safe <http://www.keepschoolssafe.org/>

A Project of the National Association of Attorneys General and the National School Boards Association. Their purpose is to provide up-to-date information on successful programs and ideas in order to help communities work toward safer schools and devise the most appropriate response to reducing youth violence. We will focus each month on a specific aspect of the youth violence and school safety problems facing communities.

National Center for Injury Prevention and Control (NCIPC), Division of Violence Prevention

<http://www.cdc.gov/ncipc/dvp/dvp.htm>

CDC has focused on violence prevention since the early 1980s, when efforts included the prevention of youth violence, suicide, and suicide attempts. The Division of Violence Prevention in CDC's Injury Center has the following priority areas for violence prevention to be created: Child Maltreatment, Intimate Partner Violence, Sexual Violence, Suicide, Youth Violence.

The National Child Traumatic Stress Network <http://www.nctsn.org/about-us>

Established to improve access to care, treatment, and services for traumatized children and adolescents exposed to traumatic events. Funded through the Substance Abuse and Mental Health Services Administration (SAMHSA) and coordinated by the UCLA-Duke University National Center for Child Traumatic Stress (NCCTS), Network members and partners work together within and across diverse settings, including a wide variety of governmental and non-governmental organizations. The Network offers training, support, and resources to providers who work with children and families exposed to a wide range of traumatic experiences, including physical and sexual abuse; domestic, school, and community violence; natural disasters, terrorism, or military family challenges; and life-threatening injury and illness.

The National Crime Prevention Council (NCPC) <http://www.ncpc.org>

NCPC's mission is to prevent crime and build safer, more caring communities. NCPC's website includes information on program ideas and examples for violence prevention and community-wide initiatives. It also contains a host of interactive online activities for children and youth, tools for adults, and vital information for teens. A training calendar and tools for building effective programs are also provided. Information contained on the website is also available in Spanish.

National School Safety Center : <http://nssc1.org>

Created to meet the growing need for additional training and preparation in the area of school crime and violence prevention, the National School Safety Center's aim is to focus national attention on cooperative solutions to problems which disrupt the educational process. Areas of particular focus include: crime, violence, drugs, discipline, attendance, achievement, and school climate. The website provides information on publications, links to statistical sites, and information on training programs regarding school safety.

National School Safety and Security Services <http://www.schoolsecurity.org/>

National School Safety and Security Services is a private, independent consulting corporation which is not product-affiliated. Their consultants have years of school-specific safety experience, meaning that they have been in the field for at least more than a decade before it became popular to be school safety consultants! And they provide school safety and security support services in a variety of forms including presentations and training, security assessments, litigation support consultation, and related management consulting.

National Youth Gang Center <http://www.iir.com/nygc>

Purpose is to expand and maintain the body of critical knowledge about youth gangs and effective responses to them. Assists state and local jurisdictions in the collection, analysis, and exchange of information on gang-related demographics, legislation, literature, research, and promising program strategies. Also coordinates activities of the Office of Juvenile Justice & Delinquency Prevention (OJJDP) Youth Gang Consortium -- a group of federal agencies, gang program representatives, and service providers.

North Central Regional Education Lab <http://www.ncrel.org>

The goal of the North Central Regional Education Lab is to improve the nation's schools to make them safe and productive places where children can learn and grow. The organization's aim is to strengthen and support schools and communities in systemic change so that all students achieve standards of educational excellence. Their multimedia webpage is part of the North Central Regional Educational Laboratory. It contains a library, online documents related to the promotion of safe schools—from documents pertaining to classroom management and preventative curriculum to system wide and community interventions. Many of the documents have multimedia features that allow you to download lectures and slide shows from experts in the safe schools movement. This site also has links to other relevant sites.

Office of Juvenile Justice & Delinquency Prevention (OJJDP) <http://ojjdp.ncjrs.org/>

OJJDP provides Federal Leadership through a comprehensive, coordinated approach, to prevent and control juvenile crime and improve the juvenile justice system. The website contains a comprehensive strategy and framework approach to addressing juvenile justice and delinquency. There is a youth involvement page and information on existing safe schools programs and programs in progress.

Oppositional Defiant Disorder Support Group <http://www.conductdisorders.com/>

This site is a companion site to a message board filled with personal stories.

PADV -- Partnerships Against Violence <http://padv.org/>

PADV works to end domestic violence by offering safety and shelter for battered women and their children; restoring power, self-sufficiency and control to domestic violence survivors; and educating the public on the dynamics of domestic violence.

The Peace Center <http://www.comcat.com/~peace/PeaceCenter.html>

The Peace Center's mission is for community peace and social justice. The aim is to educate, empower, and support individuals and organizations efforts to prevent violence, promote peaceful resolution of conflict, and foster inclusive, equitable, and safe communities locally, nationally, and worldwide. The Peace Center's website has an online library covering a variety of anti-violence topics including safe schools. In addition, they also have workshops, training, links to other relevant sites, and a bibliography of books and curriculum that teach tolerance and conflict resolution.

PeaceBuilders <http://www.peacebuilders.com>

PeaceBuilders is a long-term, community-based, violence reduction/crime prevention program. It is a program designed to help create an environment that reduces violence and establishes more peaceful ways of behaving, living and working in families, schools, organisations and communities.

US Department of Education: Office of Safe and Healthy Students

<http://www2.ed.gov/about/offices/list/oese/index.html>

This program is the Federal government's primary vehicle for reducing violence and drug, alcohol, and tobacco use through education and prevention activities in the nation's schools. The Department of Education's Office for Safe and Drug-free Schools has a website that contains a host of information on policies and programs for promoting safe schools. Several of these documents discuss the issue of safe schools.. They also have publications and many links to other government and private agencies with this focus.

Crises Assistance and Prevention

Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based approaches for

- A. immediate emergency response** – at a site and with other local schools and the surrounding community
- (b) immediate aftermath assistance**
- (c) follow-up** – in the days and weeks after an event,
- (d) prevention in the future** – taking steps at school and in the community to prevent those future events that are preventable and reduce the impact when crises occur (e.g., enhancing school safety, violence reduction, suicide prevention, child abuse prevention, processes to mediate and resolve conflict, a emphasis on improving human relations, promoting a caring school culture, enhancing coping, resilience, problem solving, refining institutional response to crises).

Key overlapping mechanisms in this arena are a planning and development workgroup and a crisis response team. All those involved in this work need preparation related to emergency response procedures, physical and psychological first-aid, aftermath interventions, and so forth.

After a crisis, the first concern is to ensure physical safety and medical first aid; this is followed immediately by attention to psychological considerations. Then, the emphasis is on the school's need to regain stability and a sense of normality so that students and staff can resume learning and teaching. Included here is attention to follow-up care as needed.

Clearly, the scope of the event (major school-wide crises as contrasted to small group or individual crises) profoundly shapes how many responders are needed during the various phases of the crisis. Also, difficulties that must be dealt with during the crisis itself raise many problems that are quite distinct from those arising in the immediate aftermath and in the days and weeks following the event (e.g., hysteria and fear as contrasted with grief reactions and post traumatic stress).

The proper handling of school crises is essential to minimizing negative impact on learning and mental health. Comprehensive crisis intervention planning and implementation provides ways for school personnel, students, and families to return to normalcy as quickly as feasible, address residual (longer-term) psychosocial problems, and explore preventive measures for the future.

Self Study Surveys

Self-study surveys are useful aids in mapping and analyzing student and learning supports and making decisions about priorities for improving the system for addressing barriers to learning and teaching and re-engaging disconnected students.

About the Self-Study Process to Enhance the Learning Supports Component

This type of self-study is best done by a workgroup. However, such a self-study is *NOT* about having another meeting, getting through a task, or an accountability measure! The process is about moving on to better outcomes for students.

A group of school staff (teachers, support staff, administrators) can use the items to discuss how the school currently addresses any or all of the learning supports arenas. Workgroup members initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help clarify

- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for discussing analyses and decision making. (See the following page.)

The discussion and subsequent analyses also provide a form of quality review.

About Analyzing Gaps; Reviewing Resources; Planning Action

Discussions using the self-study surveys usually involve some analyses.

As you proceed, think about and discuss the following:

- (1) Which learning supports address barriers that your district/school has identified as the most significant factors interfering with students learning and teachers teaching?
- (2) Which of the significant factors are not being addressed at all or not well-enough? (These are critical gaps to fill.)
- (3) Given that all the critical gaps probably can't be filled immediately, discuss priorities.
- (4) Discuss whether any current activities are not effective and probably should be discontinued so that the resources can be redeployed to fill high priority gaps.
- (5) Identify who in the community might be worth outreaching to with a view to establishing a collaboration to help fill high priority gaps.
- (6) Are there other sources of funds available at this time to fill the gaps?
- (7) Decide what steps to take in acting upon the analysis.

Crises Assistance and Prevention

Use the following ratings in responding to the item 1-5.

DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance)

- | | |
|--|--------------|
| 1. Is there a stated policy for enhancing Crises Assistance and Prevention? | DK 1 2 3 4 5 |
| 2. Is there a designated leader or leaders for enhancing Crises Assistance and Prevention? | DK 1 2 3 4 5 |
| 3. Do personnel involved in enhancing Crises Assistance and Prevention meet regularly as a workgroup to evaluate current status and plan next steps? | DK 1 2 3 4 5 |
| 4. Is there a written plan for capacity building related to enhancing Crises Assistance and Prevention? | DK 1 2 3 4 5 |
| 5. Are there written descriptions available to give all stakeholders regarding current Crises Assistance and Prevention? | DK 1 2 3 4 5 |

Use the following ratings in responding to the next items.

- DK = don't know
1 = hardly ever effective
2 = effective about 25 % of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

With respect to enhancing Crises Assistance and Prevention, how effective are each of the following:

- | | |
|--|--------------|
| >current policy | DK 1 2 3 4 5 |
| >designated leadership | DK 1 2 3 4 5 |
| >workgroup monitoring and planning of next steps | DK 1 2 3 4 5 |
| >capacity building efforts | DK 1 2 3 4 5 |

Crisis Assistance and Prevention

Indicate all items that apply.

I. Ensuring Immediate Assistance in Emergencies/Crises

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Is there a plan that details a coordinated response				
1. for all at the school site?	___	___	___	___
2. with other schools in the complex?	___	___	___	___
3. with community agencies?	___	___	___	___
B. Are emergency/crisis plans updated appropriately with regard to				
1. crisis management guidelines (e.g., flow charts, check list)?	___	___	___	___
2. plans for communicating with homes/community?	___	___	___	___
3. media relations guidelines?	___	___	___	___
C. Are stakeholders regularly provided with information about emergency response plans?	___	___	___	___
D. Are there sufficient emergency response practices and quality improvements?	___	___	___	___
E. Are responders properly prepared to				
1. handle the overall situation?	___	___	___	___
2. provide medical first aid?	___	___	___	___
3. provide psychological first aid?	___	___	___	___
F. Other? (specify) _____	___	___	___	___

II. Immediate Aftermath

A. Is there a plan for				
1. stabilizing the situation?	___	___	___	___
2. providing information to all concerned parties?	___	___	___	___
3. responding to the media?	___	___	___	___
B. Are there processes for implementing the aftermath plan?	___	___	___	___
C. Are there plans and processes for providing aftermath assistance to all who need it?	___	___	___	___
D. Are there plans and processes for providing aftermath assistance to the emergency responders?	___	___	___	___
E. Other? (specify) _____	___	___	___	___

III. Providing Follow-up Assistance as Necessary

A. Are there plans and processes for providing <i>short-term</i> follow-up assistance?	___	___	___	___
B. Are there plans and processes for providing <i>longer-term</i> follow-up assistance?	___	___	___	___
C. Other? (specify) _____	___	___	___	___

Crisis Assistance and Prevention (cont.)

IV. Prevention

A. Is there an ongoing emphasis on enhancing a caring and safe learning environment

1. school-wide?
2. in classrooms?
3. in the neighborhood?

B. Are there plans and processes for

1. refining the institutional response to crises?
2. enhancing coping, resilience, problem solving?
3. improving human relations?
4. mediating/resolving conflicts?
5. bullying and harassment abatement?
6. school and community violence reduction?
7. suicide prevention?
8. child abuse prevention?
9. sexual abuse prevention?
10. substance abuse prevention?
11. other (specify) _____

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
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___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

V. Capacity Building to Enhance Crisis Assistance and Prevention

A. Are resources budgeted to enhance to enhance Crisis Assistance and Prevention?

B. Are steps taken to enhance broad stakeholder involvement in Crisis Assistance and Prevention?

C. Which of the following are involved in Crisis Assistance and Prevention planning:

1. learning supports staff?
2. teachers?
3. other school staff?
4. students?
5. families?
6. other schools in the vicinity?
7. other concerned parties in the community?

D. Is the Crisis Response team appropriately trained?

E. Are there plans and processes to enhance the capacity of the following stakeholders to pursue prevention strategies:

1. learning supports staff?
2. teachers?
3. other school staff?
4. students?
5. families?
6. other schools in the feeder pattern?
7. other concerned parties in the community?

___	___	___	___
___	___	___	___
___	___	___	___
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___	___	___	___
___	___	___	___
___	___	___	___

Crisis Assistance and Prevention (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
F. Is there ongoing personnel preparation related to Crisis Assistance and Prevention for				
1. teachers?	—	—	—	—
2. student and learning supports staff?	—	—	—	—
3. administrators?	—	—	—	—
4. office staff?	—	—	—	—
5. other (specify) _____	—	—	—	—
G. Are staff, students, and families well-informed about response and recovery plans and processes?	—	—	—	—
H. Which of the following topics are covered in educating staff and other key stakeholders?				
1. anticipating emergencies	—	—	—	—
2. how to respond when an emergency arises	—	—	—	—
3. how to access assistance after an emergency (including watching for post traumatic psychological reactions)	—	—	—	—
4. indicators of abuse & potential suicide & what to do	—	—	—	—
5. how to respond to concerns related to death, dying, and grief	—	—	—	—
6. how to mediate conflicts and minimize violent reactions	—	—	—	—
7. medical first aid	—	—	—	—
8. psychological first aid	—	—	—	—
9. other (specify) _____	—	—	—	—

Indicate below other things you want the school to do in responding to and preventing crises

Indicate below other ways the school responds to and prevents crises.

Note: Other matters relevant to *Crises Assistance and Prevention* are included in the other self-study surveys.

Concluding Comments

It is unlikely that a safe learning environment will emerge simply by developing a better violence prevention program. Such programs can help, but ultimately what a school needs is a unified, comprehensive, and equitable system for addressing barriers to development and learning and re-engaging disconnected students.

The time has come for schools to move away from stand-alone programs for addressing problems such as violence, bullying, substance abuse, and so forth. Just adding another program worsens the marginalized, fragmented, and piecemeal status of student and learning supports.

Rather than pursuing yet another discrete program, it is essential to use each concern that rises to a high policy level as an opportunity to catalyze and leverage systemic change. The aim should be to take another step toward transforming how schools go about ensuring that all students have an equal opportunity to succeed at school and beyond. It is time to embed advocacy for discrete programs into advocacy for unifying and developing a comprehensive and equitable system.

Addressing barriers to learning and teaching and re-engaging disconnected students is a school improvement imperative. Developing and implementing a unified, comprehensive, and equitable system of student and learning supports is the next evolutionary stage in meeting this imperative.* It is the missing component in efforts to enhance school safety, close the achievement gap, reduce dropout rates, shut down the pipeline from schools to prisons, and promote well-being and social justice.

**See Transforming Student and Learning Supports:
Developing a Unified, Comprehensive, and Equitable System*
<http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>