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An introductory packet on

Violence Prevention and Safe Schools

Violence Prevention and Safe Schools

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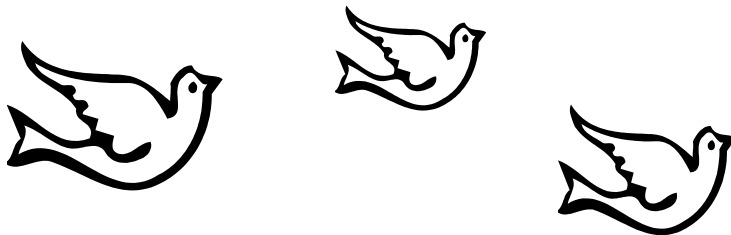
Excerpted from...

National Center for Education Statistics
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Crime, Violence, Discipline, and Safety in U.S. Public Schools, Findings from the School Survey on Crime and Safety: 2005-06

(http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007361)

This First Look report uses data from the 2005—06 School Survey on Crime and Safety (SSOCS) to examine a range of issues dealing with school crime and safety, such as the frequency of school crime and violence, disciplinary actions, and school practices related to the prevention and reduction of crime and safety. SSOCS is the primary source of school-level data on crime and safety for NCES. Since 1999, it has been administered three times to the principals of a nationally representative sample of public primary, middle, high, and combined schools.

This report represents findings on crime and violence in U.S. public schools, using data from the 2005-06 School Survey on Crime and Safety (SSOCS:2006). First administered in school year 1999-2000 and repeated in school years 2003-04 and 2005-06, SSOCS provides information about school crime-related topics from the perspective of the schools. Developed by the National Center for Education Statistics (NCES) and supported by the Office of State and Drug-free Schools of the U.S. Department of Education, SSOCS asks public school principals about the frequency of incidents, such as physical attacks, robberies, and thefts in their schools. Portions of this survey also focus on school programs, disciplinary actions, and the policies implemented to prevent and reduce crime in schools.

Selected Findings: School Year 2005-06

- The overall rate of violent incidents for all public schools was 31 incidents per 1,000 students. The rate of violent incidents was significantly higher in middle schools (52 incidents per 1,000 students) than in primary schools (25 incidents per 1,000 students) or high schools (26 incidents per 1,000 students).

- While 52 percent of all schools reported at least one student threat of physical attack without a weapon, 9 percent of schools reported such a threat with a weapon.

- Some 77 percent of schools with 1,000 or more students reported at least one incident of the distribution, possession, or use of illegal drugs, a higher percentage than was reported for schools with lower enrollments (12 to 29 percent)

- Middle schools (43 percent) were more likely to report that student bullying occurred at school daily or weekly than were high schools (22 percent) or primary schools (21 percent); there was no measurable difference between high schools and primary schools in the percentage of schools reporting daily or weekly student bullying.

- For students involved in the use or possession of a weapon other than a firearm or explosive device at school, the most frequently used disciplinary action was an out-of-school suspension lasting 5 or more days (41 percent).

- Schools with minority enrollments of 50 percent or more were more likely to involve students in resolving student conduct problems as a component of violence prevention programs (63 percent) than were schools with minority enrollments of less than 5 percent (50 percent), 5 to 20 percent (53 percent), or 20 to 50 percent (54 percent).

- Some 40 percent of schools drilled students on a written plan describing procedures to be performed during a shooting, and 83 percent of schools drilled students on a written plan for natural disasters. Some 33 percent of schools drilled students on a written plan for hostage situations, 55 percent of schools drilled students on a written plan for bomb threats or incidents, and 28 percent of schools drilled students on a written plan for chemical, biological, or radiological threats or incidents.

- Among the factors that were reported to limit "in a major way" schools' efforts to reduce or prevent crime, three factors were reported more often than others: a lack of or inadequate alternative placements or programs for disruptive students (19 percent); inadequate funds (17 percent); and federal, state, or district policies on disciplining special education students (11 percent).

National Center for Education Statistic

Indicators of School Crime and Safety, 2007

(http://nces.ed.gov/programs/crimeindicators/crimeindicators2007/)

Key Findings

In the 2005—06 school year, an estimated 54.8 million students were enrolled in prekindergarten through grade 12 (U.S. Department of Education 2007). Preliminary data show that among youth ages 5—18, there were 17 school-associated violent deaths from July 1, 2005, through June 30, 2006 (14 homicides and 3 suicides). In 2005, among students ages 12—18, there were about 1.5 million victims of nonfatal crimes at school, including 868,100 thefts and 628,200 violent crimes (simple assault and serious violent crime). There is some evidence that student safety has improved. The victimization rate of students ages 12-18 at school declined between 1992 and 2005. However, violence, theft, drugs, and weapons continue to pose problems in schools. During the 2005-06 school year, 86 percent of public schools reported that at least one violent crime, theft, or other crime occurred at their school. In 2005, 8 percent of students in grades 9-12 reported being threatened or injured with a weapon in the previous 12 months, and 25 percent reported that drugs were made available to them on school property. In the same year, 28 percent of students ages 12-18 reported having been bullied at school during the previous 6 months.

Violence Prevention and Safe Schools: The Urgency

> School violence is perhaps the most pressing societal issue related to children and youth today. As school professionals, parents, and citizens, we are constantly raising alarms about the apparent level of violent acts that seems to be plaguing our school communities. This is reflected in much of our personal experiences as well as the extensive news media coverage that appears almost on a daily basis. School boards are worried, parents are worried, children are worried.
> Edward Shapiro, Editor, *School Psychology Review, 1994*
> in introduction to special issue on school violence

> Simply stated, a safe school is a place where students can receive a high quality education without the threat of violence. A number of schools are developing plans and strategies to implement safe schools. These plans work best when they are generated not only by school staff, but also by parents and representatives from community groups and agencies. Although every school's plan for a "safe school" looks different, the key is developing a consensus about what everyone wants the school to be like, and the rules that everyone is willing to uphold to make this happen... Joining with the Community: School violence is placing new pressures on schools to reach out to police, gang intervention workers, mental health workers, social service workers, clergy, and the business community.
> *ERIC Digest: 100,* Sept. 1994

As Joan Curcio and Patricia First state in their book, *Violence in the Schools: How to Proactively Prevent and Defuse It* (1993):

"Violence in schools is a complex issue. Students assault teachers, strangers harm children, students hurt each other, and any one of the parties may come to school already damaged or violated. The kind of violence an individual encounters varies also, ranging from mere bullying to rape or murder." (p. 4)

Here is how they succinctly lay out the problem:

"The Presence of Violence. In 1991, a report of the Federal Bureau of Investigation confirmed statistically what school administrators had already guessed, that violent crimes by juveniles of ages 10-17 had ballooned during the 1980's and still surge upward in the 1990's. These crimes are carried out by children who represent different social classes, lifestyles, races, and geographic areas of the country (Lawton, 1992). They bring their weapons, drugs, grudges, problems, anger, and potential for danger to school with them when they come. They mingle there with other children-- some who skirt on the edge of danger themselves and some who have been victims rather than perpetrators of violence, both inside and outside the school gates.

"As a consequence, parents from all kinds of neighborhoods worry about whether or not their children will come home safe. Teachers as well have concerns about safety in their own class-rooms. Children fear being in isolated areas of the school, or being alone without their friends at certain times and places. For many, the symbol of the little red schoolhouse as a safe haven has been replaced by the yellow and black sign, Danger Zone.

"As educators, we are reluctant to acknowledge the presence of violence in our environment, either to external parties or to each other. The reasons are multiple. First of all, there's an unfortunate tendency to accept certain aberrant behavior as normal for children. Fighting, for example, or boys teasing and harassing girls about their bodies is perceived as "just part of

growing up" rather than a prelude to much more dangerous and violent behavior. And then, there is nostalgia for the old days when the worst discipline problem administrators handled was class cutting. There's denial, also, that anything could be wrong "in our school"-those are things that happen "downtown." Of course there's reluctance, and certainly fear, in confronting the violence that can come with gang activity, drug dealing, and guns. No wonder we are reluctant. We were trained to operate schools-not danger zones. The nature and extent of violent behavior that occurs on campus today is constantly changing and increasing. Strategies and guidelines and policies are needed to help school officials fulfill their responsibility to provide a safe and healthy school environment.

"The Scope of the Problem in Schools. Television and newspapers report daily the incidence of violence in and around schools: A gunman kills and wounds children in an elementary school playground; a student stabs a teacher in the back; a gang of boys rape a high school girl in the school storage closet; a student shoots an administrator in the school corridor; racial slurs and threats are written on the school's outside wall. In 1989, a survey of inner-city 6th- and 8th-graders showed that more than 50% of them had money and/or personal property stolen, some more than once; 32% had carried a weapon to school; and 15% had hit a teacher during the year (Menacker, Weldon & Hurwitz, 1989). And these figures don't reflect the numbers of youth who come to school *already* violated physically, sexually, emotionally, or negligently; nor do they include those who are armed on their way to or from school.

"The Scope of the Problem Outside Schools. Schoolchildren are in even greater danger of confronting violence outside the school. Particularly in urban neighborhoods surrounding schools, although not exclusively, the threat of theft, assault, vandalism, and shootings is serious, and students (as well as teachers) are frightened and wary. Add to this the fact that many children do not have to leave home to experience the cold grip of violence. Considerable numbers of them see their fathers beat their mothers, sisters, and brothers; they witness rapes, stabbings, and murders; they are sexually abused; and even in the "finest" of homes, they are traumatized through emotional and psychological neglect.

"The Responsibility for Safe Schools. It is not contradictory then to say that despite the presence of violence and the threat to personal safety that hovers over schools, schools are still, for many children, the safest place in their lives. The notion that schools should be safe havens is a concept that has found support in law throughout the history of public schools--for teachers to teach and children to learn, there must be a safe and inviting educational environment.

"Recently, however, that message has been underscored. California, for instance, has amended its constitution to read that schoolchildren and school staff members have an inalienable right to safe and peaceful schools, and its high court recognized a "heightened responsibility" for school officials in charge of children and their school environments. Numerous legislatures and courts, in the past 5 to 10 years in fact, have addressed the presence of violent behavior in the schools and noted what responsibility school officials have for the maintenance of schools where education can occur, and they have spoken of the challenge of restoring order and discipline. Although it is tempting to view courts as intrusive in school matters, they often simply are issuing reminders that all students have a right to be safe, unvictimized, and unabused at school. However, the courts also recognize that in order to fulfill their duty to maintain an orderly learning environment, teachers and administrators must have broad supervisory and disciplinary powers. Although the challenges of supervision are great today, and sometimes even overwhelming, people working in schools can access the skills, strategies, and resources that will empower them to create a safe and nurturing school environment."

From: J. Curcio & P. First (1993). *Violence in the Schools:How to Proactively Prevent and Defuse It.* Newbury Park, CA.

Schools Attack the Roots of Violence

School crime and violence have been major concerns of educators and the public since the early seventies. According to Moles (1991), some types of school crime, such as theft and drug use, have remained level or diminished in recent years. However, some evidence suggests violent crime may be increasing.

In California, the first state to require school districts to keep statistics on school crime, the Department of Education (1989) reported that assaults in the schools increased by 16 percent in the four years ending with the 1988-89 school year; incidents of weapons possession rose by 28 percent. The lack of comparable data from other states makes a national trend difficult to confirm. In 1987, the National School Safety Center estimated that nationwide 135,000 boys carried guns to school daily (Gaustad, 1991).

This evidence suggests that schools must work to improve discipline and physical security. These measures are not enough, however, to halt school violence; educators must go further and attack the roots of violence.

WHY IS VIOLENCE INCREASING?

Availability of weapons is one cause. According to the Center to Prevent Handgun Violence, for every household in the U.S., two guns are owned by private citizens (Gaustad, 1991). It's not surprising that some of these guns fall into the hands of young people. Barrett (1991) reports that in Washington, D.C., which has one of the nation's toughest antihandgun laws, juveniles can easily buy guns on the black market. Or, for short-term use, a youth can even "rent" a weapon.

Increased gang activity and drug trafficking contribute to the escalation in violence. Battles over gang "turf" and drug territories often spill over into the schools. Sophisticated weapons financed by drug profits are making these battles increasingly bloodier (McKinney 1988).

Many students in crime-ridden innercity areas carry weapons for "protection" from robberies and gang fights, even if they are not gang members themselves.

"But if they're armed, as soon as they get into an argument--boom --they're going to use it," says James Perry, a former crack dealer turned youth counselor (Barrett, 1991).

For some students, violence is a part of life. Their parents interact abusively; violent behavior is the norm in their peer groups and community. "In addition to the culture saying it's OK to be violent, they also don't have the skills not to be violent," says Catherine Schar, supervisor of the Portland, Oregon, Public Schools Student Discipline Programs (Gaustad, 1991).

ARE SCHOOLS RELUCTANT TO ACKNOWLEDGE THE PROBLEM?

A reluctance to acknowledge violence as a problem is all too common. Greenbaum (1989), communications director for the National School Safety Center, explains that administrators may mistakenly believe that bullying, fights, and intimidation are "just something all children go through...(but) these are CRIMES. The fact that they were committed by minors on minors does not make them less than crimes."

In addition, attackers naturally prefer to act where adult witnesses can't see and hear. Kids are afraid of looking like "tattletales" if they report problems, Greenbaum points out, so administrators often remain unaware of many violent incidents.

In recent years, gangs and drug trafficking have spread from the big cities where they originated to smaller communities and suburbs. But according to police and gang experts, some educators and community leaders resist admitting these problems exist until they have become firmly established--and much harder to fight.

Some school districts do courageously face the reality of violence. Following a 1987 high school shooting death, Portland, Oregon, school officials acted swiftly to counter gang activity. Superintendent Matthew Prophet held a press conference in February 1988 to announce the school board's new antigang policies. The district joined other agencies in a community wide antigang effort and was instrumental in persuading the governor to establish a gang task force at the state level (Prophet, 1990). Today, though gang violence remains a citywide problem, it has been controlled in the schools.

HOW CAN SCHOOLS TEACH KIDS TO BE NONVIOLENT?

"When a child is displaying antisocial behaviors," says Schar, "you can't just say 'Stop.' You also have to teach them prosocial skills." Curricula that teach nonviolent ways of resolving conflict are a promising preventive strategy.

Portland schools use a program produced in Seattle, Washington, "Second Step: A Violence Prevention Curriculum" (Gaustad, 1991). Lessons work to build empathy and teach impulse control and anger management. For example, in a lower grade lesson, the teacher displays a picture of a face. "How is this person feeling?" she asks. Other pictures show groups of children in social situations involving conflict. Discussion is aimed at helping children identify and describe emotions.

In grades 6 through 8, problem-solving is added; students identify the problem and think of different possible responses. When faced with conflict, many youths see "fight" or "flight" as the only alternatives. Becoming aware of other options is important.

The "Violence Prevention Curriculum for Adolescents," developed by Massachusetts Commis-sioner of Public Health Deborah Prothrow-Stith, shows high school students how violent interactions begin and escalate, and teaches them anger management and nonviolent problem-solving techniques (Greenbaum, 1989). First tested in Boston area schools, the program is now used by 5,000 schools and other community agencies nationwide, according to Millie LeBlanc of the Education Development Center (telephone interview, September 26, 1991).

Peer conflict management, which evolved from successful peer tutoring programs, is used at elementary, middle, and high school levels. Volunteer "conflict managers" are given training in problem- solving and communication skills, then act as mediators for conflicts among fellow students. Mediators use a prescribed problem-solving process to help disputants find their own solutions.

A similar program, "Conflict Resolution: A Secondary School Curriculum," was developed by the Community Board Center for Policy and Training in San Francisco. The staff and students at Woodrow Wilson High School in San Francisco have noticed a difference in halls and classrooms since the program was implemented in 1987. "More tussles are being confronted with humor...a more peaceful environment is being developed."

HOW CAN SCHOOLS KEEP KIDS OUT OF GANGS?

Experts emphasize the importance of reaching kids before gangs do. In recent years "gang prevention" curricula have been developed in cities around the nation, including Portland (Prophet, 1990), Chicago, and Los Angeles (Spergel 1989). There is some evidence that antigang curricula change attitudes toward gangs, reports Spergel; however, it has not yet been established whether gang behavior is also reduced.

Reaching kids who are already gang-involved is more difficult, but not impossible. An alternative program, implemented in Portland schools in spring 1990, yielded promising results, according to Schar. High school students suspended for fighting, assault, weapons violations, or gang violence--most of them hard-core gang members--were required to go through an antiviolence curriculum before returning to their regular schools. Small class sizes and specially trained teachers contributed to the program's effectiveness, says Schar.

Interactions with caring adults can make a difference. Some former gang members who have turned their lives around credit the influence of officers who took a personal interest in them, says Portland Public Schools Police Chief Steve Hollingsworth (Gaustad, 1991). Ronald Huff, who conducted a two-year study of Ohio gangs, heard similar stories from a number of former gang members (Bryant, 1989).

According to Spergel, many gang youth would choose reputable employment if they could; unfort-unately, they usually lack the skills and attitudes needed to hold good jobs. Programs that provide job training or referrals can give kids alternatives to gang crime.

WHERE CAN SCHOOLS TURN FOR HELP?

Schools alone can't solve problems with complex societal origins. Experts agree that comprehensive efforts involving schools, community groups, and local agencies are much more effective. And as California crime prevention specialist Dolores Farrell points out, "There's not the money to do it alone" (Lawton, 1991).

Schools can find willing allies in the community. Portland schools work with local businesses to provide job-related programs for high-risk youths. Special instruction prepares kids for job interviews and teaches them appropriate on-the-job behavior (McKinney, 1988). Lawton describes a community antigang effort in Downey, California, in which private funding supports self-esteem programs and sports programs for at-risk youth.

Police departments and other city and county agencies are logical resources for schools. In addition, districts that have developed effective programs are usually happy to share information.

State leadership can also aid schools. In California, the state education department and attorney general's office recently drew up a model plan for school safety, emphasizing prevention and interagency cooperation. The "Safe Schools" plan spares schools the effort and expense of creating their own individual plans (Lawton, 1991). The state also provides minigrants to help districts implement plans.

The preventive programs described above are too new to have yielded long- term results. But if they produce the effects they promise, schools will have played a vital part in breaking the cycle of violence.

RESOURCES

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NATIONAL SCHOOL SAFETY CENTER'S HANDOUT ON
WORKING TOGETHER TO CREATE SAFE SCHOOLS
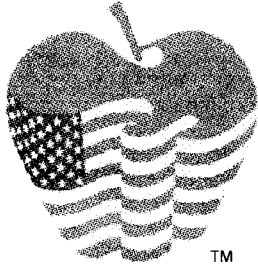
The *National School Safety Center* was created to help combat school safety problems so that schools can be free to focus on the primary job of educating our nation's children. *NSSC* was *established by* Presidential directive in 1984 as a partnership *of* the United States Departments *of* Justice 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, please visit our website www.nsscl.org or call us at **805/373-9977.**

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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 ran 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-g rand 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.

CENTER FOR THE PREVENTION OF SCHOOL VIOLENCE

HOW TO DETERMINE IF YOUR SCHOOL IS...

A SECURE SCHOOL	SAFE SCHOOL	AN ORDERLY SCHOOL
A "secure school" is one whose physical features, layout and policies and procedures are designed to minimize the impact of intrusions that might prevent the school from fulfilling its educational mission.	A "safe school" is one whose climate is free of fear. The perceptions, feelings, and behaviors of those who attend the school or are in some way involved with it reveal that the school is a place where people are comfortable and are able to go about their business without concern for their safety.	An "orderly school" is one characterized by a climate of respect. Students relate toeach other and to teachers and school staff in acceptable ways. Expectations about what is acceptable behavior are clearly stated, and consequences for unacceptable behavior are known and applied when appropriate.
INDICATORS OF A SECURE SCHOOL C the existence and execution of a plan, policies, an procedures that address the "security" of the school •**measures**: C number of trespassers C number of break-ins C number of firearms C number of weapons other than firearms school-specific indicators	**INDICATORS OF A SAFE SCHOOL** C the existence and execution of a plan, policies, and procedures that address the "safety"of the school •**measures**: C results from surveys of students, teachers, school staff, parents, the community at-large C absenteeism school-specific indicators	**INDICATORS OF AN ORDERLY SCHOOL** C the existence and execution of a plan, policies and procedures that address the "orderliness" of the school •**measures**: C referrals to the office C reasons for referrals C number of in-school suspensions C number of out-of-school suspensions school-specific indicators
EVALUATING A SCHOOL'S "SECURITY" To evaluate the "security" of a school, continuous assessments of the physical features, layout and policies and procedures need to occur. Knowledge gained from these assessments needs to be incorporated into the safe school plan and translated into action. Adjustments need to be made when appropriate.	**EVALUATING A SCHOOL'S "SAFETY"** To evaluate the "safety" of a school, assessments of the safety concerns of stakeholders, through surveys, for example, need to occur. Information from surveys and other safety measures needs to be used in the creation of the safe school plan so that safety concerns can be addressed. Continuous measurement of safety concerns needs to take place so that actions can be adjusted to address concerns.	**EVALUATING A SCHOOL'S "ORDERLINESS"** To evaluate the "orderliness" of a school, assessments of the reasons for disorder needto occur. From these assessments, a code of conduct reflecting behavioral expectations can be established as part of the safe school plan. Review of the reasons for disorder should help establish the code of conduct. Adjustments to thecode should be made based upon continuous review of the school's "orderliness."

Prevention Strategies
to Ensure Safe Schools

A. Guidelines for Effective Intervention

- How can we Intervene Effectively?
- Public School Practices for Violence Prevention
- Elements of an Effective Prevention Program
- Principles of Effectiveness for Safe and Drug-Free School Program
- Enhancing Resilience
- 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 and Program
- Violence Prevention Curriculum for Adolescents
- 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

A. Guidelines for Effective Intervention

- ▸ **How Can We Intervene Effectively?**

- ▸ **Public School Practices for Violence Prevention**

- ▸ **Elements of an Effective Prevention Program**

- ▸ **Principles of Effectiveness for Safe and Drug-Free School Programs**

- ▸ **Enhancing Resilience**

- ▸ **Involving Parents in Violence Prevention Efforts**

- ▸ **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. Skiffs 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. Ln 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.

Public School Practices for Violence Prevention and Reduction: 2003-04

(http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007010)

This Issue Brief (1) examines principals' reports of the prevalence of formal practices in public schools designed to prevent or reduce school violence and (2) describes the distribution of these practices by selected school characteristics. This analysis is based on school-level data reported by principals participating in the school year 2003—04 School Survey on Crime and Safety (SSOCS) administered by the National Center for Education Statistics (NCES). Findings from the analysis indicate that schools implemented a variety of school violence prevention and reduction practices and that some practices were more commonly used than others. For example, 59 percent of schools formally obtained parental input on policies related to school crime and 50 percent provided parental training to deal with students'' problem behaviors. In addition, practices differed by school level and other selected school characteristics. For example, high schools were more likely than primary schools to implement safety and security procedures, while primary schools were more likely than high schools to promote training for parents to deal with students'' problem behavior.

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School violence can lead to a disruptive and threatening environment, physical injury, and emotional stress, all of which can be obstacles to student achievement (Elliott, Hamburg, and Williams 1998). Educators have responded to the perceived threat of school violence by implementing programs designed to prevent, deter, and respond to the potential for violence in schools (Peterson, Larson, and Skiba 2001). In addition, the No Child Left Behind Act of 2001 (P.L. 107-110) emphasizes the importance of safe learning environments by requiring schools to have a safety plan in place and to fund programs and practices intended to prevent and reduce violence in schools.

The needs and capabilities of schools may differ; thus, schools implement a variety of practices intended to prevent and reduce violence (Peterson, Larson, and Shika 2001). However, little is known about the prevalence of school practices and the extent to which they vary according to school characteristics. This Issue Brief (1) examines principals' reports of the prevalence of formal practices in public schools designed to prevent or reduce school violence and (2) describes the distribution of these practices by selected school characteristics.

This analysis is based on school-level data reported by principals participating in the school year 2003-04 School Survey on Crime and Safety (SSOCS), administered by the U.S. Department of Education's National Center for Education (NCES). The estimates presented here complement those in the NCES report Indicators of School Crime and Safety: 2006 (Dinkes et al. 2006), which reported on the safety and security measures taken by schools in school year 2003-04. In addition to including updated estimates, this analysis reports on additional safety and security practices, such as the use of security officers at public schools, and a variety of other approaches intended to prevent and reduce school violence.

There are many approaches designed to prevent and reduce violence in schools. However, this study examines (1) efforts to involve parents in preventing and reducing violence (2) safety and security procedures and (3) allowable disciplinary policies. In addition to reporting the data by standard school characteristics, the study presents results by principals' self-reports of communityu crime.

Prevalence of Violence Prevention and Reduction Practices

Among efforts to involve parents, 59 percent of schools formally obtained parental input on policies related to school crime and 50 percent provided parental training to deal with students' problem behaviors. In addition, 21 percent of schools involved parents at school to maintain discipline.

For each of the following safety and security procedures examined, less than half of the schools used any one of the six procedures. Forty-five percent of schools had security officers or police present on a regular basis, 36 percent used one or more security cameras to monitor the school, 21 percent used dogs to conduct random drug checks, 14 percent required students to wear uniforms, 13 percent conducted random sweeps for contraband, and 6 percent performed random metal detector tests on students.

In terms of the three disciplinary policies examined, 68 percent of schools allowed out-of-school suspension with no curriculum or services provided, 67 percent allowed transfer to a specialized school for disciplinary reasons, and 51 percent allowed removal from school for at least the remainder of the year with no services.

Differences by School Characteristics

School level. Primary schools were more likely than high schools to provide training for parents to deal with students' problem behaviors (55 vs. 38 percent) or involve parents at school to maintain school discipline (24 vs. 17 percent).

Four of the six safety and security measures were more common in high schools than in middle and primary schools. For example, a greater percentage of high schools than middle and primary schools used one or more security cameras to monitor the school (60 percent vs. 42 and 28 percent, respectively). In addition, a greater percentage of high schools than middle and primary schools had security officers or police present on a regular basis (72 percent vs. 64 and 34 percent, respectively).

Differences were also found in allowable disciplinary policies by school level. For example, 85 percent of high schools allowed out-of-school suspensions, compared with 77 percent of middle schools and 60 percent of primary schools. Furthermore, a greater percentage of high schools than middle and primary schools allowed removal of a student from school for at least the remainder of the year (70 percent vs. 59 and 42 percent, respectively).

Urbanicity. A smaller percentage of rural schools than city schools provided training to help parents deal with students' problem behaviors (43 vs. 60 percent) or involve parents at school to maintain school discipline (17 vs. 31 percent). Schools in cities and urban fringe areas were more likely than rural schools to require s students to wear uniforms (29 and 12 percent, respectively, vs. 5 percent). A greater percentage of city schools than rural schools performed random metal detector checks (12 vs. 2 percent) or had security officers or police present on a regular basis (51 vs. 38 percent). However, rural and town schools were more likely than city and urban fringe schools to use dogs to conduct random drug checks (31 and 32 percent vs. 11 and 16 percent, respectively).

Level of crime. Sixty-one percent of schools with students from high-crime areas had security officers or police present on a regular basis, compared to 39 percent of schools with students from low-crime areas. Schools with students from high0crime areas reported higher levels of all selected safety and security measures than schools with students from low-crime areas, with the exception of using dogs to conduct random drug checks.

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Level of minority enrollment. Schools with 50 percent or more minority enrollment were more likely to involve parents at school to maintain school discipline than were schools with lower percentages of minority enrollment (30 vs. 13,16 and 22 percent). Furthermore, 67 percent of schools with 50 percent or more minority enrollment made efforts to formally obtain parental input on policies related to school crime, compared to 57 percent of schools with 5 to 20 percent minority enrollment and 47 percent of schools with less than 5 percent minority enrollment. About one-third of schools (35 percent) with 50 percent or more minority enrollment required students to wear uniforms, compared to 10 percent or less of schools with smaller percentages of minority enrollment. Fifty-two percent of schools with 50 percent or more minority enrollment had security officers or police present on a regular basis, compared to 39 percent of schools with less than 5 percent minority enrollment.

Summary

This issue Brief found that schools implemented a variety of school violence prevention and reduction practices and that some practices were more commonly used than others. In addition, practices differed by school level and other selected school characteristics. For example, high schools were more likely than primary schools to implement safety and security procedures, which primary schools were more likely than high schools to promote training for parents to deal with students' problem behavior. Also, schools in rural areas showed different patterns of practices than those in urban areas, with rural schools more likely to use dogs for random drug checks and less likely to use other practices–such as student uniforms, involving parents at school to maintain discipline, and random metal detector checks.

Michigan Department of Mental Health Prevention Service 8/94

Elements of an Effective Prevention Program

For help in choosing or developing an effective program, use this checklist as a guide.

A. How is an effective community prevention program identified?

 1. There is evidence that the program model is effective
 2. The program avoids use of more expensive interventions in the future.
 3. Satisfaction with the program and results are expressed by:
      a. participants
      b. staff
      c. agency
      d. community
 4. The program is maintained over time, surviving agency cutbacks and/or the withdrawal of the initial staff.
 5. The program becomes an accepted part of the community continuum of service.
 6. The program can be delivered without requiring unusual resources or unique circumstances.

B. What are the characteristics and elements that result in an effective community prevention program?

The Community

 1. There is ownership of the program by the community.
      a. An ongoing structure exists for interagency collaborative planning and implementation.
      b. There is an organized group that facilitates development and advocacy.
      c. Interagency arrangements are formalized in agreements.
      d. The philosophy of all concerned is that the agency works for the community.
      e. The community has identified the issue as important.
      f. Program staff receive support from community organizations.
      g. Program staff receive support from professional colleagues.
 2. There are close connections to other service systems for:
      a. Recruitment
      b. Services

(continued)

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.

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.*

US Department of Education adopts:

PRINCIPLES OF EFFECTIVENESS

for Safe and Drug-Free School Program Applications

The Department of Education has announced that the following Principles of Effectiveness will govern recipients' use of fiscal year 1998 and future years' funds received under Title IV-State and local programs of the Elementary and Secondary Education Act--the Safe and Drug-Free Schools and Communities Act (SDFSCA) State Grants Program. The Principles of Effectiveness take effect on July 1, 1998.

Principle 1: *Conducting Needs Assessments*	Principle 2: *Setting Measurable Goals and Objectives*
A grant recipient shall base its program on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.	A grant recipient shall, with the assistance of a local or regional advisory council, which includes community representatives, establish a set of measurable goals and objectives, and design its activities to meet those goals and objectives.

Principle 3: *Effective Research-Based Programs*	Principle 4: *Program Evaluation*
A grant recipient shall design and implement its activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.	A grant recipient shall evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.

(The four Principles of Effectiveness, as posted in the *Federal Register* of June 1, 1998.)

Enhancing Resilience

Enhancing Resilience Initiative: Safe Schools, Healthy Students is part of SAMSHA's Enhancing Resilience Initiative. Congress allocated $40 million in new funds to the Center for Mental Health Services (CMHS) to "improve mental health services for children with emotional and behavioral disorders who are at risk of violent behavior."
Grant opportunities include:
        ✓Schools and Community Action Grants
          ✓Technical Assistance Partnership
            ✓Public Education/Awareness Campaign
              ✓Innovation and Development of New technologies
Application information will be available concurrently with the Safe Schools Healthy Students announcement. Visit the CMHS website at: www.mentalhealth.samhsa.gov/school violence/background.asp or contact CMHS at 301/443-0001.

RISK AND PROTECTIVE FACTORS

The Issue of Risk

In the past decade, experts in the field of prevention have begun to design programs which increase protective processes and/or decrease risk factors for delinquency and other adolescent problem behaviors. In reviewing over 30 years of research across a variety of disciplines, Hawkins and Catalano (1998) identified 19 *risk factors* that are reliable predictors of adolescent delinquency, violence, substance abuse, teen pregnancy, and school dropout. These factors are presented in Table 1.

Ages of Highest Risk

National self-report studies indicate that the age of highest risk for the *initiation* of serious violent behavior is between 15 and 16, and that the risk of initiating violence after age 20 is extremely low. Youth 16 and 17 years of age have the highest rates of *participation* in serious violent acts. After age 17, participation rates drop significantly, and it is unlikely that persons will become serious violent offenders if they have not initiated such behavior by age 20 (Elliott, 1994).

The Issue of Protection

Research on resilience has added much to our knowledge *of protective factors and processes.* In the words of noted resilience researcher, Dr. Emmy Werner, "Protective buffers ... appear to make a more profound impact on the life course of individuals who grow up and overcome adversity than do specific risk factors" (1996). According to Hawkins & Catalano, "Protective factors hold the key to understanding how to reduce those risks and how to encourage positive behavior and social development" (1992). Hawkins and Catalano provide the following list of protective factors:

I. Individual Characteristics

Some children are born with characteristics that help protect them against problems as they grow older and are exposed to risk. These include:

♦ *Gender.*
 Given equal exposure to risk, girls are less likely than boys to develop health and behavior problems in adolescence.

♦ *Resilient temperament.*
Children who adjust to change or recover from disruption easily are more protected from risk.

♦ *Outgoing Personality.*
Children who are outgoing, enjoy being with people, and engage easily with others are more protected.

♦ *Intelligence.*
Bright children appear to be more protected from risk than are less intelligent children.

II. Healthy Beliefs and Clear Standards

Parents, teachers, and community members who hold clearly stated expectations regarding young children and adolescent behavior help protect them from risk. When family rules and expectations are consistent with, and supported by other key influences on children and adolescents--school, peers, media, and larger community--the young person is buffered from risk even more.

> Kids can walk around trouble if there is some place to walk to and someone to walk with. *Tito. Quoted by Milbey McLaughlin Merit. Merita Irbv. and Juliet Langman. 1993*

III. Bonding

One of the most effective ways to reduce children's risk of developing problem behaviors is to strengthen their bonds with family members, teachers, and other socially responsible adults. Children living in high risk environments can be protected from behavior problems by a strong, affectionate relationship with an adult who cares about, and is committed to, their healthy development.

The most critical aspect of this relationship is that the young person has a long term investment in the relationship and that he/she believes that the relationship is worth protecting (Hawkins and Catalano, 1992). Hawkins and Catalano (1998) have identified three *protective processes* that build strong bonds between young people and the significant adults in their lives.

♦   *Opportunities for involvement.*
Strong bonds are built when young people have opportunities to be involved in their families, schools, and communities - to make a real contribution and feel valued for it.

♦ *Skills for successful involvement.*
 In order for young people to take advantage of the opportunities provided in their families, schools, and communities, they must have the skills to be successful in that involvement. These skills may be social skills, academic skills or behavioral skills.

♦ *Recognition for involvement.*
If we want young people to continue to contribute in meaningful ways, they must be recognized and valued for their involvement.

Adolescent Problem Behaviors
Developmental Research & Programs
Table 1 Correlation Between Risk Factors & Adolescent problem Behaviors

Community	Substance	Delinquency	Teen Pregnancy	School Drop-out	Violence
Availability of Drugs	✓				✓
Availability of Firearms		✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic Deprivation	✓	✓	✓	✓	✓
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓
Individual / Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Constitutional Factors	✓	✓			✓

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.nssc1.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 shcool

- 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 and 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 grown 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**

- **Violence Prevention Curriculum for Adolescents**

- **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.

Blueprint Programs

Project	Target Population	Description	Focus
Midwestern Prevention Project	Middle/junior school (6th/7th grade)	Population-based drug abuse prevention program	Drug use resistance skills training, prevention practices, parental support
Big Brothers Big Sisters of America	Youth 6 to 18 years of age	Nationwide mentoring program (over 500 affiliates)	Mentoring children from disadvantaged single parent homes
Promoting Alternative Thinking Strategies (PATHS)	Primary school children	School-based intervention	Promote emotional competence (self-control, cognitive problem solving skills
Multidimensional Treatment Foster Care	Adjudicated serious and chronic delinquents	Alternative to residential treatment	Behavior management
Bullying Prevention Program	Primary and Secondary Students	School anti-bullying program	Reduce bully/victim problems, improve school climate, reduce antisocial behavior
Quantum Opportunities Program	At-risk disadvantaged high school students	Education, development, and service activities	Provide support and incentives to complete high school and attend college
Life Skills Training	Middle/junior high school (6th/7th grades)	Drug use primary prevention program	Life skills training, social resistance skills training
Multisystematic Therapy (MST)	Serious, violent, or substance abusing juvenile offenders and their families	Family-based intervention	Positive outcomes for adolescents with serious anti-social behavior
Functional Family Therapy	At-risk disadvantaged adjudicated youth	Addresses wide range of problems for youth and their families	Improve social skills and reduce negative behavior
Prenatal and Infancy Home Visitation by Nurses	Pregnant women at risk of preterm delivery and low birth weight infants	Promotes physical, cognitive, and social-emotional development of children; provides parenting skills to parents	Improve child and parent outcomes

Promising Programs

- Good Behavior Game (CBG)
- FAST Track
- Iowa Strenghening families Program (ISFP)
- Perry Preschool Program (PPP)
- Project PATHE
- Parent Child Development Center Programs (PCDP)
- Preventive Treatment Program (PTP)
- Preventive Intervention (PI)
- Project STATUS
- School Transitional Environment Program (STEP)
- I Can Problem Solve (ICPS)
- Guiding Good Choices (GGC)
- Project Northland
- ATLAS (Athletes Training and Learning to Avoid Steroids)
- Seattle Social Development Project (SSDP)
- Preparing for the Drug Free Years
- Project ALERT
- CASASTART
- Linking the Interests of Families and Teachers (LIFT)

The ten Blueprint programs are available from the Center for the Study and Prevention of Violence, University of Colorado at Boulder. For more information, see the CSPV Homepage: www.Colorado.EDU/cspv/

This overview was prepared by the Office of Prevention, Texas Youth Commission, PO Box 4260, Austin, TX 78765, and updated by UCLA Center for Mental Health in Schools. For more information about programs and research relating to children, youth, and family issues, see The Prevention Yellow Pages, www.tyc.state.tx.us/prevention/ or telephone (512) 424-6336 or e-mail prevention@tyc.state.tx.us

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.

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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.

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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

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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.

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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.

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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

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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.

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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.

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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.

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A Summary of

Violence Prevention Curriculum for Adolescents

By Deborah Prothrow-Stith, M.D.

The Violence Prevention Curriculum for Adolescents is one of several units of the Teenage Health Teaching Modules program (THTM), a comprehensive school health education curriculum for adolescents. For a complete description of the THTM program, please visit http://www.thtm.org, or write to Teenage Health Teaching Modules, Education Development Center, Inc. P.O.Box 1020, Sewickley, PA 15143; (412) 741-0609.

Program Description

The Violence Prevention Curriculum for Adolescents was developed by Dr. Deborah Prothrow-Stith, and addresses the problems of violence and homicide among youth by helping students to become more aware of:
  Homicide and associated factors
  Positive ways to deal with hostility and arguments
  How disputes begin and how they escalate
  The alternatives to fighting that are available to young people in conflict situations

Each of the ten sessions consist of goals and student objectives:

Session 1

Goals:
- Ascertain what students already know about violence and its causes.
- Review the extent and types of violence and the focus of this course-acquaintance violence.

Student Objectives:
- Recognize the magnitude of public violence.
- Name and review types of violence.

Session 2

Goals:
- Provide homicide statistics and the characteristics of homicide.

Student Objectives:
- Characterize a prototypical homicide.
- State the statistical connection of weapons, alcohol, and arguments to homicide.
- Point out the three major causes of death for adolescents 15 to 24 years of age.

Session 3

Goals:
- Talk about homicide related risk factors.
- Illustrate the consequences of alcohol on the brain and alcohol's role in interpersonal violence.

Student Objectives:
- Identify the risk factors for homicide.
- Discuss the consequences of alcohol on the brain and alcohol's role in interpersonal violence.
- Name the most ordinary precipitants of homicide.

Session 4

Goals:
- Explain that anger is a normal part of life.
- Characterize the physiological variations that result during anger.
- Explain the "fight or flight" response.

Student Objectives:
- Acknowledge anger as an ordinary part of life.
- List provocations that lead to anger.
- Enumerate physiological changes that occur during anger.
- Realize that anger is an emotional and physiological response to a stimulus.

Session 5

Goal:
- Explain the extent of healthy and unhealthy ways to declare anger.

Student Objectives:
- Acknowledge that anger can be used constructively.
- Create healthy routines for dealing with anger.
- Assess procedures for dealing with anger as healthy or unhealthy.
- Discern among controlling, expressing and channeling anger.

Session 6

Goals:
- Contrast the positive and negative results of fighting.
- Explain that the negative consequences of fighting surpass the positive.
- Identify emotions and needs (other than anger)

related to violence.
Student Objectives:
- Distinguish between a conflict and a fight.
- Enumerate the positive and negative aftereffects of fighting.
- Be mindful of the needs and emotions that are connected to fighting.
- Examine the long- and short-term consequences of fighting.

Session 7

Goals:
- Explain that fights don't just occur; certain steps precede them.
- Analyze special fight situations.

Student Objectives:
- Identify the part of peer pressure in fight predicaments.
- Identify the rising level of feeling present during the escalation of conflict.
- Be cognizant of nonverbal indicators during a fight.
- Analyze the steps of escalation in a fight, paying special attention to the early phases.

Session 8

Goals:
- Ascertain ways violence might be prevented through analysis of a fight.
- Discuss the difference between prevention and intervention.
- Identify violence prevention procedures that might be effective in school.

Student Objectives:
- Identify possible violence prevention tactics to use at school.
- Discern between stopping violence and interceding in a violent situation.
- Understand and judge the danger of intervening in a fight.
- Acknowledge the advantages of preventing a fight.
- Examine fight circumstances to ascertain likely points of prevention and intervention.

Session 9

Goals:
- Make clear that there are more choices in a dispute than fight or flight.
- Identify barriers to peaceable conflict resolution.
- Describe how violence is glamorized in our society

Student Objectives:
- Describe nonviolent options to fighting.
- Identify situations that impede nonviolent conflict resolution.
- Discuss how violence is glamorized, particularly by television.

Session 10

Goals:
- Practice skills of nonviolent conflict resolution.
- Advocate understanding with rivals.
- Identify options to fight and flight.

Student Objectives:
- Summarize the points of view of both participants in a conflict situation.
- Role play the skills of nonviolent conflict resolution.
- Acknowledge that fighting is only one of several choices in a conflict situation.

Evaluation

"The 10-session curriculum was evaluated in 1985 using a pre- and post-test with four 10th grade classes in Boston. Two classes were assigned to the experimental group and received the violence prevention curriculum and two classes were assigned to the control group and did not participate in the violence prevention curriculum. Both groups were evaluated with the same pre- and post-test approximately 10 weeks apart. The tests measured both knowledge and attitudes about anger, violence and homicide. The experimental group had significantly higher post-test scores than the control group. There was no difference in the two groups pre-test scores. Student questionnaires showed that 87 percent of the students who participated in the violence prevention curriculum enjoyed the experience. In addition, 73 percent of the students found it helpful for dealing with depression and 63 percent found it helpful in handling their anger."

This information is provided by the Office of Prevention, Texas Youth Commission, P. O. Box 4260, Austin, TX 78765. Telephone (512) 424-6130 or e-mail prevention@tyc.state.tx.us
http://austin.tyc.state.tx.us/cfinternet/prevention/search.cfm

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

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

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 or 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

*T*he 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 journal *Prevention & Treatment* (http://journals.apa.org/ prevention/volume5/pre0050015a.html)

II. Prevention of Problems; Promotion of Protective Factors

A. *Blueprints for Violence Prevention* (1998). Center for the Study and Prevention of Violence, Institute of Behavioral Science, University Colorado, Boulder.

   1. *How it was developed:* Review of over 450 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: 10* model programs and 15 promising programs.

   3. *How to access:* Center for the Study and Prevention of Violence (http://www.colorado.edu/cspvblueprints/mod el/overview.html)

B. *Exemplary Substance Abuse Prevention Programs* (2001). Center for Substance Abuse Prevention (SAMHSA).

   1. *How it was developed:* (a) Model Programs: implemented under scientifically rigorous conditions and demonstrating consistently positive results. These science-based programs underwent an expert consensus review of published and unpublished materials on 15 criteria (theory, fidelity, evaluation, sampling, attrition, outcome measures, missing data, outcome data, analysis, threats to validity, integrity, utility, replications, dissemination, cultural/age appropriateness. (b) Promising Programs: those that have positive initial results but have yet to verify outcomes scientifically.

   2. *What the list contains*: 30 substance abuse prevention programs that may be adapted and replicated by communities.

   3. *How to access:* SAMHSA (http://www.modelprograms.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 (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/KAD/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 random-ized 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://journals.apa.org/prevention/volume4/pre0040001a.html

IV. Treatment for Problems

A. *The American Psychological Association, Division of Child Clinical Psychology, Ad Hoc Committee on Evidence-Based Assessment and Treatment of Childhood Disorders,* published it's initial work as a special section of the *Journal of Clinical Child Psychology* in 1998.

    1. *How it was developed:* Reviewed outcomes studies in each of the above areas and examined 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 anxiety, depression, conduct disorders, ADHD, broad spectrum Autism interventions, as well as more global review of the field. For example:

      >*Depression:* results of this analysis indicate only 2 series of studies meet criteria for probably efficacious interventions and no studies meet criteria for well-established treatment.

      >*Conduct disorder:* Two interventions 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). Twenty additional studies identified as probably efficacious.

      >Attention Deficit Hyperactivity Disorder: behavioral parent training and behavioral interventions in the classroom meet criteria for well established treatments. Cognitive interventions do not meet criteria for well-established or probably efficacious treatments.

      >Phobia and Anxiety: 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, only cognitive-behavioral procedures with and without family anxiety management were found to be probably efficacious.

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

    3. *How it can be accessed*: APA *Journal of Clinical Child Psychology* (1998) v.27, pp. 156-205.

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/research/massviolence.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) (http://modelprograms.samhsa.gov/matrix_all.cfm)

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.

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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

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. . . 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

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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**

From the Department of Education......

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/mailinglists/EDinfo/Archive/msg00386.html
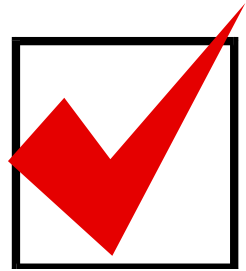
Action Steps for Students

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 acutions 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 Responce" that provides a reasoned, cautious approach for schools in staying alert and preventing problems.

Early Warning Signs

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

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.

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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

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FOR RELEASE
April 28, 2000

RILEY, RENO ISSUE ACTION GUIDE FOR SAFEGUARDING AMERICA'S CHILDREN

U.S. Secretary of Education Richard W. Riley and Attorney General Janet Reno today issued a guide to help communities prevent school violence.

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 new 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.

You also may obtain additional contacts and related information from agency Web sites. For Office of Special Education Programs, visit http://www.ed.gov/offices/OSERS/OSEP For Safe and Drug-Free Schools, visit http://www.ed.gov/offices/OESE/SDFS. And for the Office of Juvenile Justice and Delinquency Prevention, visit http://ojjdp.ncjrs.org.

Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY) should call 800-437-0833. On request, this publication is available in alternative formats, such as Braille, large print, audiotape, or computer diskette. For more information, please contact the Department's Alternate Format Center at 202-260-9895 or 202-205-8113.

*Safeguarding Our Children: An Action Guide**

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

The **ERIC** Review

School Safety: A Collaborative Effort

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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 an 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 and 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 of 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: Tom 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 fiamilies. Children who witness violence, Coping with bullies, About child abuse. Teen violence, Gang related violence. Sqfe dating, Healthy dating relationships. Neighborhood violence and Peacefully resolving conflict.*

CMH

Genesee County Community Mental Health

Prevention & Information Services

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*Prevention & Information Services * 420 W. Fifth Avenue * Flint. Michigan *(810) 257-3707*

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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 con-sequences 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.

Anger Control Problems

Andrea M. Mowatt
University of South Florida

Background—How do we define anger? **Anger is a social emotion,** involving some type of conflict between people (Bowers,1987), and because it allows people to identify and resolve sources of conflict, it is considered to be a normal part of our social interactions. More specifically, Novaco (1985) defines anger as a stress response that has three response components: cognitive, physiological, and behavioral. The cognitive component is characterized by a person's perceptions and interpretations of a social situation. The physical component of anger may involve an increase in both adrenaline flow and muscle tension. Behaviorally, anger is frequently seen in tantrum behaviors, yelling, hitting, and kicking. Children with anger control problems fall into two different categories: (a) those with a behavioral excess (anger is too intense, too frequent, or both), or (b) those with a behavioral deficit (an inability to express anger). Because anger can serve as a constructive force in relationships, children who are unable to express their anger in ways that facilitate conflict resolution are considered to have anger problems (Bowers, 1987).

Development—Behavioral manifestations of anger change from flailing arms and kicking legs in infancy to temper tantrums at 18 months, and finally, to verbal expressions of anger as a child's language skills develop (Gesell, Ilg, Ames, & Bullis, 1977). Tantrums usually appear during the second year, reach a peak by age 3, and are decreasing by age 4 (Bowers, 1991). How anger is expressed is learned by watching, listening to, or interacting with others and varies across and within cultures (Bowers, 1987).

Because aggressive children are most often referred because of their behavior problems, the focus of the interventions offered below will deal with children who have excessive anger. Aggressive behavior, defined as the set of interpersonal actions that consist of verbal and physical behaviors that are destructive or injurious to others or to objects, is displayed by most children (Bandura, 1973; Lochman, 1984). Aggression poses a problem when it is exceptionally severe, frequent, and/or chronic (Lochman, White, & Wayland,1991). Children who display a wide range of different kinds of aggressive, antisocial behavior, and who are highly antisocial in multiple settings are at greatest risk for aggression problems in adulthood (Loeber & Schmaling, 1985), and for negative outcomes such as criminality, personality disorder, and substance abuse (Robins, 1978; Kandel, 1982; Lochman, 1990).

Causes—Feindler (1991) indicates that faulty perceptions, biases, beliefs, self-control deficits, and high states of emotional and physiological arousal contribute to the aggressive child's response to provocation. Aggressive youths generate fewer effective solutions and fewer potential consequences in hypothetical problem-solving situations (Asarnow & Callan, 1985), and display irrational, illogical, and distorted social information processing (Kendall, 1989).

What Should I Do as a Parent/Teacher?—The first step is to define and assess the situation. The following areas of investigation are suggested:

(1) What is the severity of the problem (frequency, intensity, duration, pervasiveness)?

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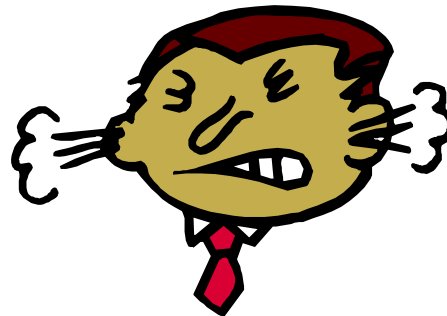
(2) What factors may be causing the anger (e.g., academic frustration, grieving, illness, abuse problems with peers, parental divorce)?

(3) What happens after the child/adolescent has an outburst?

(4) What skills and attitudes do the child, family, and school bring to the intervention process?

An observation of specific behaviors used by the child and his/her peer group in the setting in which the problem behavior occurs is an important component of the assessment process. This allows a direct comparison of the child's behavior with his/her peer group. Recording the frequency, duration, and intensity of anger outbursts can provide further information- in addition, it may be beneficial to record descriptions of: (a) how the anger is manifested (e.g., hitting, yelling, threatening), (b) the setting in which the behavior occurs (e.g., time of day, location, type of activity), and (c) the events that occur before (stressors that provoke anger) and after the anger outburst (the consequences). Finally, normative measures (Feindler & Fremouw,1983), interviews (students, parents, and teachers), and an examination of self-monitoring and self-evaluation data (Feindler & Fremouw, 1983) often provide valuable information to the person(s) investigating the situation.

Once the problem has been defined, the following approaches are recommended:

(1) Try to keep your composure; it is important to appear approachable, empathetic, calm, and understanding (Bowers, 1987);

(2) Try to model the appropriate use of anger in situations where anger can be used to facilitate conflict resolution;

(3) Praise children when they are not angry (Bowers, 1987);

(4) Suggest that the explosive child temporarily leave the room to regain composure (Bowers, 1987);

(5) if further treatment is necessary, the following interventions have been suggested by

Bower (1987):

(a) Stress-inoculation training, a procedure that allows the child/adolescent to acquire coping skills, including adaptive self-statements and relaxation. This three step process involves cognitive preparation, skills acquisition, and applied practice.

(b) Behavior modification strategies such as response cost, mediated essay, behavioral contracting, and direct reinforcement of alternative behavior (DRA) are often useful with nonverbal or noncompliant children; and

(c) Social skills training, which systematically teaches and reinforces behaviors that enhance social competence, can reduce the child's/adolescent's need to rely on anger for problem resolution.

Feindler (1991) suggests that there are five basic components of anger control training: "(1) arousal reduction, (2) cognitive change, (3) behavioral skills development, (4) moral reasoning development, and (5) appropriate anger expression." Feindler also suggests that there are a number of strategies that can be used to enhance the maintenance and generalization of anger control training techniques. For example, Feindler and her colleagues (i.e., Feindler, Marriott, & Iwata, 1984) have recommended the use of **group anger control training programs** over

individual anger control training programs.
They suggest that the role-played scenarios of
conflict and the provocation that occur in the
group training experience are more like the "real
world" experiences that occur when the therapy
session is over. **Incorporating strategies to
enhance self-management (self-observation,
self-recording,** self-reinforcement, and self-
punishment) **and self-efficacy** (belief that the
treatment will be effective and that the child can
actually implement the skills) also seem to be
imperative. In addition, the **use of contingency
management** (e.g., cues in the **environment,
goal-setting intervention, and** homework
assignments), **and the inclusion of additional
change agents** (e.g., staff members, parents,
church youth groups, peer trainers, self-help
groups) are believed to increase the
effectiveness of the training.

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THE **NEW YORK** HOSPITAL
CORNELL MEDICAL CENTER

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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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 o 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. assult)
➤ 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.
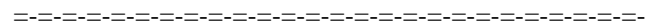
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Characteristics Of Youth
Who Have Caused School-Associated Violent Deaths

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.

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 won 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.

- National School Safety Center, School Safety Leadership Curriculum Guide

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 earning 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 e 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 proms 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 student 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 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 says 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.

National School Safety Center, 1998

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/

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This brochure provides information for schools and communities addressing issues of bullying.
  Available from:http://www.ed.gov/about/ordering.jsp

É School Bullying and Victimization, 1995
Author: National School Safety Center
Agency: U.S. Department of Justice, U.S. Department of Education and Pepperdine University
This document defines what is a bully and gives evidence to bullying being an intergenerational problem. It includes a section on the victims as well as intervention techniques that can be implemented.
      National School Safety Center,
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      Phone: (805) 373-9977.

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Author: U.S. Department of Justice
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http://www.usdoj.gov/crs/pubs/prevyouhatecrim.pdf

É Quit It!: A Teacher's Guide on Teasing and Bullying for USE with Students in Grades K-3, 1999
Author: M. Froschl, B. Sprung, N.Mullin-Rindler, N. Stein, N. Gropper,
Agency: Educational Equity Concepts, Inc., Wellesley College Center for research on Women, NEA Professional Library
This handbook addresses concerns and provides teachers in grades k-3 with a proactive, gender sensitive approach to addressing teasing and bullying.
      Educational Equity Concepts, Inc.,
      Wellesley College Center for Research on Women, NEA Professional Library

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 inter-ventions, 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.

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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.
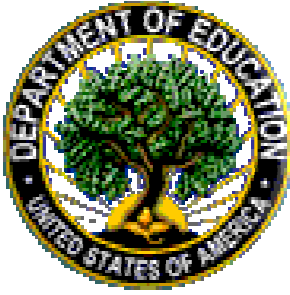
What is the Department of Education doing to help Americans keep schools and communities safe?

http://www.ed.gov/offices/OESE/SDFS/

Safe and Drug-Free Schools National Programs

- Funding to support the National Resource Center for Safe Schools. This center, funded in collaboration with Department of Justice (DOJ), has been established to offer training and technical assistance that will enable schools and communities to create safe school environments;

- Continuation awards for grants to improve the effectiveness of prevention programming for youth;

- A grant to support the Partnerships for Preventing Violence Satellite Training Telecasts. This six-part series, coordinated with the DOJ and Health and Human Services (HHS), takes a cross-disciplinary approach to the complex problem of violence in our schools and communities;

- A grant to support the National Center for Conflict Resolution Education (NCCRE). Funded in collaboration with DOJ, NCCRE provides training and technical assistance nationwide to advance the development of conflict resolution education programs in schools, juvenile justice settings, and youth service organizations and community partnership programs;

- Project SERV (School Emergency Response to Violence). The primary objective of SERV is to help school districts and communities cope with the consequences of major crises through training and TA, identifying best practices, and improving coordination at the Federal, state, and local levels. The Federal role in responding to crises will involve direct funding to school districts and providing schools with a trained Federal project officer to help coordinate the emergency response.

Funding Opportunities

Middle School Coordinator Initiative

The Middle School Coordinator Initiative will allow school districts to hire and train school safety coordinators to improve the quality of drug and violence prevention programming in middle schools. A recent Department study concluded that in order to be well implemented and make an impact on students, prevention programs must have available a prevention coordinator at least half-time, if not full-time. By providing these coordinators in middle schools, this initiative will support early intervention efforts that can make a long-term impact on reducing youth drug use and creating safer schools. The Department will award $35 million in funds for this initiative through a national grant competition, and will support coordinators to help plan, design, implement, and evaluate successful drug and violence prevention programs for approximately 1/3 of all middle schools in the country.

Safe Schools/Healthy Students Initiative

The Departments of Education, Justice, and Health and Human Services are collaborating to assist schools and communities to enhance and implement comprehensive community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development. To be eligible for funding, applicants must demonstrate evidence of a comprehensive community-wide strategy that has been developed by a community partnership and at minimum consists of six general topic areas: (1) school safety, (2) drug and violence prevention and early intervention programs, (3) school and community mental health prevention and intervention services, (4) early childhood psychosocial and emotional development programs, (5) education reform, and (6) safe school policies.

$180 million will be awarded in the first year through a single application process. Three-year awards will be made to approximately 50 sites, ranging from up to $3 million per year for urban school districts, up to $2 million per year for suburban school districts, and up to $1 million per year for rural school districts and tribal schools designated as local education agencies by their states.

Safe and Drug-Free Schools Program State and Local Grants

The Department will allocate $441 million in State formula grant funds to support drug and violence prevention programs in virtually every school district and community in the Nation.

Providing After School Opportunities

The 21st Century Community Learning Centers Program awards grants to rural and inner-city public schools to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community. The FY 1999 budget includes a $200 million expansion, which will provide safe and educational after school opportunities for up to 500,000 children. This increase will give more school-age children in rural and urban communities across the country positive learning opportunities and keep more kids off the streets in the after school hours when most violent juvenile crime occurs.

Encouraging Schools to Adopt School Uniform Policies

School uniforms have been found to be a promising strategy to reduce violence while promoting discipline and respect in school. The Department has encouraged schools to consider adopting school uniform policies by sharing with every school district a school uniform manual prepared by the Department in consultation with local communities and DOJ.

Combating Truancy

Truancy prevention initiatives have been shown to keep more children in school and dramatically reduce daytime crime. The Department issued a manual to every school district nationwide outlining the central characteristics of a comprehensive truancy prevention policy and highlighting model initiatives in cities and towns across the country.

Encouraging Conflict Resolution

The Department and DOJ have developed and distributed 40,000 conflict resolution guides to schools and community organizations, providing guidance on how to develop effective conflict resolution programs.

Enforcing Zero Tolerance for Guns and Other Weapons in Schools

In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools -- if a student brings a gun to school, that student will be expelled for a year. Since the policy's enactment, preliminary estimates show that approximately 6,000 students have been expelled for bringing weapons to schools, and the vast majority of those expulsions involved guns.

Publications

Early Warning, Timely Response: A Guide to Safe Schools (August 1998)

- Provides information on early and imminent warning signs for troubled children, and principles to ensure that signs are not misinterpreted.
- Provides suggestions for developing violence prevention and crisis response plans. Also describes what to do when intervening during a crisis to ensure safety and how to respond in the aftermath of a tragedy.

- Provides action steps for educators, students, and parents to help create safe schools.

1998 Annual Report on School Safety (October 1998)

- Presents a description on the nature and scope of school violence.
- Describes steps that communities can take to develop a comprehensive school safety plan. Also highlights what schools, students, parents, police, businesses, and elected officials can do to create safe learning environments.
- Highlights specific schools and communities doing an exemplary job to create and maintain safe school environments.
- Lists resources for additional information on school safety and crime prevention issues.

Preventing Bullying: A Manual for Schools and Communities (October 1998)

- Provides actions steps for schools, teachers, students, and parents to stop bullying in schools.
- Highlights effective bullying prevention programs and provides resources for further information.

Preventing Youth Hate Crime: A Manual for Schools and Communities (December 1997)

- Provides actions steps for schools, teachers, students and parents to confront and eliminate hate-motivated behavior among young people.
- Highlights effective hate crime prevention programs and provides resources for further information.

MTV Conflict Resolution

- The *Fight for Your Rights: Take a Stand Against Violence CD/Action Guide* consists of music and recorded comments on the subject of violence from best-selling rock, rap, and pop performing artists. It also features educational CD-ROM content created by the National Center for Conflict Resolution Education in conjunction with the US Department of Justice (DOJ).
- One million copies of the *CD/Action Guide* will be manufactured. They will be distributed free of charge to young people over the next nine months via a toll-free number operated by the DOJ and promoted on MTV.

Program Evaluation: What Works?

Expert Panel

The Expert Panel, comprised of prominent scholars and researchers, will review programs designed to address youth substance use and violence prevention. The panel will evaluate programs submitted for review and make recommendations to the Secretary of Education who will announce the program that have been designated as exemplary or promising. Applications for the Expert Panel are due on May 28, 1999. Final designations will be made by August 31, 1999.

Recognition Program

Identifies and honors schools that have implemented programs of demonstrated effectiveness in reducing student drug use, reducing violent behavior, and creating safe and orderly environments for learning.

Safe and Drug-Free Schools
Safe Schools/Healthy Students Initiative

Purpose

The purpose of the "Safe Schools/Healthy Students" coordinated grant initiative is to help school districts and communities develop and implement comprehensive community-wide strategies for creating safe and drug-free schools and for promoting healthy childhood development so that students can grow and thrive without resorting to violence or other destructive behaviors.

How Are Funds Distributed?

The U.S. Department will award three-year grants on a competitive basis. Grants will be awarded in four categories: urban (up to $3 million per year per grant), suburban (up to $2 million per year per grant), rural and Bureau of Indian Affairs (BIA) schools (up to $1 million per year per grant).

Local educational agencies (LEAs) and communities in each of these categories will compete against others in the same category.

Who Should Apply?

Local educational agencies (LEAs) or consortia of LEAs that have not received funds or services under the Safe Schools/Healthy Student (SS/HS) initiative during any previous fiscal year.

Contact Information

Karen Dorsey
U.S. Department of Education
400 Maryland Avenue, SW., Room 3E347,
Washington, DC 20202-6450
Telephone: (202) 708-4674
Email: Karen.Dorsey@ed.gov
http://www.ed.gov/fund/grant/apply/appforms/appforms.html

For more information, visit:

http://www.ed.gov/programs/dvpsafeschools/index.html

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Safe Schools/Healthy Students Initiative to TargetYouth with Comprehensive Services to Prevent Violence & Promote Healthy Development -- April 1, 1999
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Excerpted from announcement of the initiative:

   "Law enforcement alone cannot prevent tragedies like those we witnessed last year in Paducah, Jonesboro and Springfield," said Reno. "But when law enforcement works in partnership with our schools and our health professionals, and with parents and the whole community, we can prevent violence in all its forms before it occurs and give our young people safer, healthier environments in which to learn."

   "Building safe schools depends on building strong communities," said Riley. "These grants will encourage vital partnerships among schools, families and community organizations taking a comprehensive, preventive approach to insure our children's health, safety and future success."

This initiative represents a ground-breaking partnership among the three Agencies. In order to be considered for funding, communities must be working in partnership at the local level. The comprehensive safe school plans submitted for funding must be the product of a formal partnership between the school district, law enforcement and the local mental health authority, created in collaboration with family members, students, juvenile justice officials and relevant community-based organizations. To be considered comprehensive, safe school plans must address at least the following six elements: (1) a safe school environment, (2) alcohol and other drugs and violence prevention and early intervention programs, (3)school and community mental health preventative and treatment intervention services, (4) early childhood psycho-social and emotional development programs, (5) educational reform, and (6) safe school policies.

Activities that may be funded as part of this initiative include, but are not limited to, truancy prevention, after school activities, teen courts, alternative education, purchasing security equipment and services, mentoring, programs such as conflict resolution, life skills, school-
based anti-drug curricula, nurse home visitation, family strengthening and staff professional development. These activities are designed to promote healthy development, enhance resilience, and build on personal strengths. Additional funds will also be available for hiring law enforcement officers to work in schools as part of this initiative.

In addition to the six elements listed above, each plan will be required to include the following:

   * A demonstration of community need, and an outline of existing available resources for providing services to the target community;

   * Procedures for referral, treatment, and follow-up by the specialty mental health system for children and adolescents with serious mental health problems; and

   * Provision of mental health services for all students, including those expelled, suspended, or not attending school prior to age 16.

Each successful applicant also will have to implement an evaluation program and agree to participate in a national evaluation.

The first year of the initiative will be funded out of FY1999 appropriations, with $60 million from the Safe and Drug Free Schools Program of the Department of Education; $25 million from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the Department of Health and Human Services; and $15 million from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the Department of Justice. In conjunction with the Safe Schools/Healthy Students grants, up to $80 million from the Office of Community Oriented Policing of the U.S. Department of Justice. Additional funding is contingent on future appropriations.

More Resource Aids
on
Violence Prevention and Safe Schools

A.   Selected References

B.   Agencies, Organizations, Advocacy & Internet Sites

C.   Consultation Cadre List

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J.R. Nelson & G. Colvin (1996). *Emerging School-Based Approaches for Children with Emotional and Behavioral Problems*, Haworth Press, Inc. Single or multiple copies of this article are available from The Haworth Document Delivery Service: 800-342-9678.

Designing Safer Schools.
T. D. Crowe (1990, Fall). *School Safety*, 9-13.

Developing Strategies for a Safe School Climate.
R. D. Stephens (1994). Westlake Village, CA: National School Safety Center.

Early Warning Timely Response: A Guide to Safe Schools
U.S. Department of Education   http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html

A Guide to Violence Prevention.
R. Watson (1995, February). *Educational Leadership, 52* (5), 57-59.

Handbook on Gangs in Schools: Strategies to Reduce Gang-Related Activities
S.R. Lal, D. Lal, & C.M. Achilles (1993). Corwin Press, Inc.; A Sage Publications Company; 2455 Teller Rd; Newbury Park, CA, 91320

Peer Conflicts.
Barbara Sommer. IN: *Crisis counseling, intervention, and prevention in the schools. School psychology*. Jonathan Sandoval, Ed. Lawrence Erlbaum Associates, Inc, Hillsdale, NJ, US. 1988.

Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies.
Ronald D. Stephens (1994). *School Psychology Review, 23* (2):204-215.

Preventing Chaos in Times of Crisis: ACSA
(1995) Association of California School Administrators, 1517 L Street, Sacramento, California 95814

Preventing Violence: Creating a Safe Schools Infrastructure.
L. D. Gonzalez (1994).Minneapolis, MN: Center for Safe Schools and Communities.

Rebuilding Schools as Safe Havens: A Typology for Selecting and Integrating Violence Prevention Strategies
R. Linquanti, & B. Berliner (1994). Western Regional Center for Drug-Free Schools and Communities.
Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204;
Phone: (503) 275-9500.

Resolving Conflict Successfully: Needed Knowledge and Skills
N.H. Katz & J.W. Lawyer (1994). Corwin Press, Inc.; A Sage Publications Company; 2455   Teller Rd;
Thousand Oaks, CA, 91320

The Role of School Crisis Intervention Teams to Prevent and Reduce School Violence and Trauma
S. Poland (1994). *School Psychology Review*, 23(2), 175-189

Violence Prevention in the Schools: A Review of Selected Programs and Procedures.
J. Larson (1994). *School Psychology Review*, 23 (2), 151-164.

We Can Fight Violence in the School.
B. Z. Friedlander (1993, May). *Education Digest*, 11-14.

Weapons in Schools
(1993) National School Safety Center, Pepperdine University, Malibu, CA 90263;
Phone: (805) 373-9977.

V. Other Statistical Resources on School Violence

The following statistical information from the National Center for Education Statistics (NCES) is available by visiting the websites and downloading reports. For those who do not have internet access, single printed copies or CD-ROMs of publications are free from Ed Pubs until supplies are exhausted. The NCES title, number, and date of publication are needed to order. If you need more than one copy of a publication or supplies have been exhausted, they may be purchased from the Government Printing Office (GPO).   Only send money orders to the GPO (Ed Pubs copies are not for sale).

Ed Pubs		Government Printing Office
PO Box 1318		New Orders, Superintendent of Documents
Jessor, MD 20794-1398	-OR-	PO Box 371954
877-433-7827 (toll-free);		Pittsburgh, PA 15250-7954
Fax: 301-470-1244		202-512-1800
		Fax (credit card orders only): 202-512-2250

October 2003	NCES #2004004	Indicators of School Crime and Safety: 2003
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004004
November 2002	NCES #2003009	Indicators of School Crime and Safety: 2002
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003009
October 2001	NCES #2002113	Indicators of School Crime and Safety: 2001
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002113

October 2000	NCES #2001017	Indicators of School Crime and Safety: 2001
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001017
May 1999	NCES #9808	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=9808
November 1998	NCES# 1999002	Indicator of the Month: Student Victimization at School
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999002
October 1998	NCES# 98251	Indicators of School Crime and Safety, 1998
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98251
March 1998	NCES #98241	Students' Reports of School Crime: 1989 and 1995
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98241
March 1998	NCES #98030	Violence and Discipline Problems in US Public Schools
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98030
April 1997	NCES# 9709	Status of Data on Crime and Violence in Schools: Final Report
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=9709
October 1995	NCES #95203	Student Strategies to Avoid Harm at School
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95203
October 1995	NCES #95204	Student Victimization at School
		http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95204

1998-1999   Annual Report on School Safety. U.S. Department of Education and U.S. Department of Justice

1998   Violence and Discipline Problems in U.S. Public Schools:1996-1997
                    U.S. Department of Education Office of Educational Research and Improvement

1996   National Youth Gang Survey   U.S. Department of Justice

VI. Brief Research Syntheses Available from the ERIC.

A variety of useful documents prepared by the ERIC are available in libraries, over the Internet, or directly from the Educational Resources Information Center (ERIC) by phone, 1-800-LET-ERIC. For information on searching for and accessing ERIC documents over the Internet. The following is a brief sampling of ERIC Digests (research syntheses) and documents related to safe schools and violence prevention.

2002   Preventing Bullying
        http://searcheric.org/digests/ed463563.html
2001   Focus on After-School Time for Violence Prevention
        http://searcheric.org/digests/ed455975.html
2000   Preventing Student Sexual Harassment
        http://searcheric.org/digests/ed448248.html
2000   Youth Aggression and Violence: Risk, Resilience, and Prevention
        http://searcheric.org/digests/ed449632.html
1998   Improving School Violence Prevention Programs through Meaningful Evaluation
        http://searcheric.org/digests/ed417244.html
1998 School-Wide Behavioral Management Systems
        http://searcheric.org/digests/ed417515.html
1997   Bullying in Schools
        http://searcheric.org/digests/ed407154.html
1995   School Violence Prevention
        http://searcheric.org/digests/ed379786.html

1994   Gaining Control of Violence in the Schools: A View from the Field
        http://searcheric.org/digests/ed377256.html
1994   Gangs in the Schools
        http://searcheric.org/digests/ed372175.html
1994   Violence and Young Children's Development
        http://searcheric.org/digests/ed369578.html
1992   Getting Serious about Sexual Harassment
        http://searcheric.org/digests/ed347699.html
1991   Schools Attack the Roots of Violence
        http://searcheric.org/digests/ed335806.html
1990   Curriculum and Instruction to Reduce Racial Conflict
        http://ericae.net/edo/ED322274.htm

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 list is not a comprehensive list, but is meant to highlight some premier resources and serve as a beginning for your search.
When available, World Wide Web addresses are provide for the agencies and organizations listed. The Internet is a useful tool for finding some basic resources. For a start, try using a search engine, such as Yahoo, and typing in the words "violence," "safety," or "prevention." Frequently if you find one useful Webpage it will have links to other organizations with similar topics of research. (Updated 5/2005)

Adults and Children Together Against Violence
Website: http://www.actagainstviolence.org/
Description: 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
1801 North Moore Street, Arlington, VA 22209
(703)528-0700 / Fax: (703)841-1543
Website: http://www.aasa.org
Description: 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
1000 Thomas Jefferson St., NW, Suite 400, Washington, DC 20007
(202) 944-5300 / Fax: (202) 944-5455
Website: http://cecp.air.org/
Description: 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
20 Enterprise Street, Suite 2, Raleigh, NC 27607-7375
(919) 515-9397 / Fax: (919) 515-9561
Website: http://www.ncdjjdp.org/cpsv/
Description: The Centers Safe School pyramid focuses on the problem of school violence. It draws attention to the seriousness of school violence and acts as a resource to turn to for information, program assistance and research about school violence prevention.

Center for the Study and Prevention of Violence
>Institute of Behavioral Science, University of Colorado at Boulder
>Campus Box 442, Boulder, CO 80309-0442
>(303) 492-8465 / FAX: (303) 443-3297
>Email: cspv@colorado.edu
>Website: http://www.Colorado.EDU/cspv/index.html
>**Description:** 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
>Educational Development Center, Inc., 55 Chapel Street, Newton, MA 02458-1060
>(617) 969-7101 / Fax: (617) 244-3436
>Website: http://www.edc.org
>**Description:** 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
>Website: http://www.ccbd.net
>**Description:** CCBD is an international professional organization committed to promoting and facilitating the education and general welfare of children/youth with behavioral and emotional disorders. CCBD, 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)
>Website: http://www.cec.sped.org/
>**Description:** 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
>2445 M St., NW, Suite 480, Washington, DC 20037
>(202) 663-6090 / Fax: (202) 663-6110
>Website: http://www.drugstrategies.org
>**Description:** 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 Resources Information Center (ERIC)
> Website: http://www.eric.ed.gov/
> **Description:** 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
> 701 North Fairfax Street, Suite 310, Alexandria, Virginia 22314-2064
> (703) 706-9660 / Fax: 703-706-9677
> Website: http://www.efsp.unitedway.org/
> **Description:** The Emergency Food and Shelter National Board Program was created in 1983 to supplement the work of local social service organizations, both public and private, to help people in need of emergency assistance.

The HELP (Handgun Epidemic Lowering Plan) Network
> Children's Memorial Hospital, 2300 Children's Plaza, #88, Chicago, IL 60614
> (773) 880-3826 / Fax: (773) 880-6615
> Email: cmh-helpnet@nwu.edu
> Website: http://www.helpnetwork.org
> *Description*: A resource center for organizations and individuals concerned with the growing epidemic of death, disability, and suffering caused by handguns. HELP collects and disseminates related articles, statistics, and slides and can help connect you with other concerned organizations and individuals in your area. The website highlights problems to which handguns contribute and provides news summaries related to guns and youth. Useful handgun disposal information is also provided.

Institute on Violence and Destructive Behavior
> Website: www.uoregon.edu/~ivdb/
> **Description:** 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.

Join Together
> 441 Stuart St., Boston, MA 02116
> (617) 437-1500 / Fax: (617) 437-9394
> Email: info@jointogether.org
> Website: http://www.jointogether.org
> **Description:** Join Together is a national resource center for communities working to reduce substance abuse and gun violence. It targets the link between alcohol and drug use and problems in the communities and schools. Their website has public policy news and updates, community action news alerts, discussions of "hot" issues, and funding sources along with a grant deadline calendar.

Keep Schools Safe
> Email: sschools@naag.org
> Website: http://www.keepschoolssafe.org/
> **Description:** 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 Alliance for Safe Schools

PO Box 1068, College Park, MD 20741
(301) 935-6063 / Fax: (301) 935-6069
Website: http://www.safeschools.org
Description: The National Alliance for Safe Schools is committed to the belief that no child should go to school in fear. It maintains that schools need to "take back the controls" and identify what local issues cause fear and anxiety among both students and teachers. The organization was established to provide technical assistance, training, and research to school districts interested in reducing school-based crime and violence. The website specializes in disseminating information concerning safe schools and violence prevention. They offer online workshops, school security assessments, and they have a library of publications aimed at promoting safe and drug-free schools and communities.

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

Mailstop K60,   4770 Buford Highway NE, Atlanta, GA 30341-3724
(770) 488-4362 / Fax: (770) 488-4349
Email: DVPINFO@cdc.gov
Website: http://www.cdc.gov/ncipc/dvp/dvp.htm
Description: 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.

National Center for Conflict Resolution Education

Illinois Bar Center, 424 S. Second Street, Springfield, IL 62701
(217) 523-7056 / Fax: (217) 523-7066
E-mail: info@nccre.org
Website: http://www.nccre.org/
Description: The National Center for Conflict Resolution Education provides training and technical assistance nationwide to advance the development of conflict resolution education programs in schools, juvenile justice settings and youth service organizations and community partnership programs.

National Criminal Justice Reference Service (NCJRS)

P.O. Box 6000, Rockville, MD 20849-6000
(800) 851-3420 / Fax: (301) 519-5212
Website: http://www.ncjrs.org/school_safety/summary.html
Description: NCJRS is a federally funded resource offering justice and substance abuse information to support research, policy, and program development worldwide. NCJRS offers a range of services and resources, balancing the information needs of the field with the technological means to receive and access support.

The National Crime Prevention Council (NCPC)

1000 Connecticut Avenue, N.W., 13th Floor, Washington, DC 20036-3817
(202) 466-6272 / Fax: (202) 296-1356
Email: shields@mail.ncpc.org
Website: http://www.ncpc.org
Description: 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 Educational Service

1252 Loesch Road, Bloomington, IN 47404-9107
(812) 336-7700 / Ffax (812) 336-7790
Email: nes@nesonline.com
Website: http://www.solution-tree.com/Public/Media.aspx?ShowDetail=true&ProductID=BKF009
Description: The Bullying Prevention Handbook: A Guide for Teachers, Principals and Counselors By John Hoover and Ronald Oliver. This handbook provides a comprehensive tool for understanding, preventing, and reducing the day-to-day teasing and harassment referred to as bullying. This collection of effective teaching and counseling models is designed for use by all building-level educators and other professionals involved with disciplinary issues.

National Resource Center for Safe Schools (NRCSS)

101 SW Main, Suite 500, Portland, OR 97204
(800) 268-2275 / (503) 275-0131 / Fax: 503.275.0444
Website: http://www.safetyzone.org/
Description: The National Resource Center for Safe Schools is operated by the Northwest Regional Educational Laboratory and was established with funding from the U.S. Department of Education's Safe and Drug-Free Schools Program and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention. The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence. Safe school strategies range from establishing youth courts and mentoring programs to incorporating conflict resolution education into school programming to enhancing building safety, hiring school resource officers, establishing or expanding before and after-school programming and adopting policies and procedures that are consistent, clear, and developed collaboratively by the school community.

National School Safety Center

4165 Thousand Oaks Blvd. Suite 290, Westlake Village, CA 91362
(805) 373-9977 / Fax: (805) 373-9277
Website: http://nssc1.org
Description: 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

(216) 251-3067 Ext.*03
Email: kentrump@aol.com
Website: http://www.schoolsecurity.org/
Description: 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 Violence Prevention Resource Center
>P.O. BOX 10809, Rockville, MD 20849-0809
>(866) 723-3968
>Email: NYVPRC@safeyouth.org
>Website: http://www.safeyouth.org/scripts/index.asp
>**Description:** Developed by the Center for Disease Control and Prevention and other Federal partners, this Resource Center provides current information developed by Federal agencies and the private sector pertaining to youth violence. A gateway for professionals, parents, youth and other interested individuals, the Resource Center offers the latest tools to facilitate discussion with children, to resolve conflicts nonviolently, to stop bullying, to prevent teen suicide, and to end violence committed by and against young people. Resources include fact sheets, best practices documents, funding and conference announcements, statistics, research bulletins, surveillance reports, and profiles of promising programs.

National Youth Gang Center
>Website: http://www.iir.com/nygc
>**Description:** 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
>1900 Spring Rd., Suite 300, Oak Brook, IL 60521
>(800) 356-2735 / Fax: (630) 571-4716
>Email: info@ncrel.org
>Website: http://www.ncrel.org
>**Description:** 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.

Northwest Regional Educational Laboratory
>101 SW Main, suite 500, Portland, OR 97204
>(503) 275-9480
>Website: http://www.nwrac.org
>**Description:** The center provides information about coordination and consolidation of Federal educational programs and general school improvement to meet the needs of special populations of children and youth, particularly those programs operated in the Northwest region through the US Department of Education. The website has an extensive online library containing articles, publications, multimedia and the like. They also have a list of other agencies and advocacy groups that address issues pertaining to, among other things, school safety issues and alcohol and drug abuse. In addition, this site is linked with many other valuable Websites.

Office of Juvenile Justice & Delinquency Prevention (OJJDP)
> 810 7th Street, NW, Washington, DC 20531
> (202) 307-5911 / Fax: (202) 514-6382
> Website: http://ojjdp.ncjrs.org/
> **Description:** 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
> Website: http://www.conductdisorders.com/
> **Description:** This site is a companion site to a wonderful message board filled with personal stories.

Partnerships Against Violence Network (PAVNET) Online
> (301) 504-5462
> Website: http://www.pavnet.org/
> **Description:** Pavnet Online is an interagency, electronic resource on the Internet created to provide information about effective violence prevention initiatives. PAVNET Online is a "virtual library" of information about violence and youth-at-risk, representing data from seven different federal agencies. PAVNET also has online discussion groups, lists of funding sources and resources that service the needs of individual states and local communities. The information in PAVNET Online is available in a 2-volume Partnerships in Violence Resource Guide and on diskette. Call the National Criminal Justice Service for more information: (800) 851-3420.

The Peace Center
> Bucks County Peace Centers, 102 West Maple Avenue, Langhorne, PA 19047-2820
> (215) 750-7220 / Fax: (215) 750-9237
> Website: http://www.thepeacecenter.org/
> **Description:** 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
> 236 East 3rd Street, Suite 217, CA 90802-3174
> (877) 473-2236 / (562) 590-3600 / Fax: (562) 590-3902
> Email: custrel@heartsprings.org
> Website: http://www.peacebuilders.com
> **Description:** 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.

Prevention Yellow Pages
> Website: http://austin.tyc.state.tx.us/cfinternet/prevention/search.cfm
> **Description:** This website provides a worldwide directory of programs, research, references & resources dedicated to the prevention of youth problems and the promotion of nurturing children. Relevant links include information on violence prevention, safety, medication & dispute resolution, and delinquency prevention & intervention.

School-Based Violence Prevention-Intervention Program
UCLA Trauma Psychiatry Program

UCLA Dept. of Psychiatry and Behavioral Sciences, 750 Westwood Plaza, Los Angeles, CA 90024
(310) 206-8973 / Fax: (310) 206-4310
Email: rpynoos@npih.medsch.ucla.edu
Description: The overall goals of this program are to provide early accessible mental health assistance to children and adolescents in order to reduce acute psychological distress, maintain normal developmental maturation and academic performance, and to promote non-violent behavior and a constructive orientation toward the future.

US Department of Education: Office of Safe and Drug-Free Schools

400 Maryland Avenue, SW, Rm 3E300, Washington, DC 20202-6450
(202) 260-3954 / Fax: (202) 260-7767
Website: http://www.ed.gov/about/offices/list/osdfs/index.html
Description: 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 as it pertains to the Goals 2000 educational initiative. They also have publications and many links to other government and private agencies with this focus.

SEARCHING ONLINE

VIOLIT:
http://ibs.Colorado.EDU/cspv/infohouse/violit/

This database stores bibliographic information
and CSPV abstracts of violence related
research and literature. This literature
primarily includes journal articles, books,
reports and literature reviews on the topics
related to juvenile violence.

VIOPRO:
http://ibs.Colorado.EDU/cspv/infohouse/viopro/

This database contains a national listing of
violence prevention, intervention, and
treatment programs.
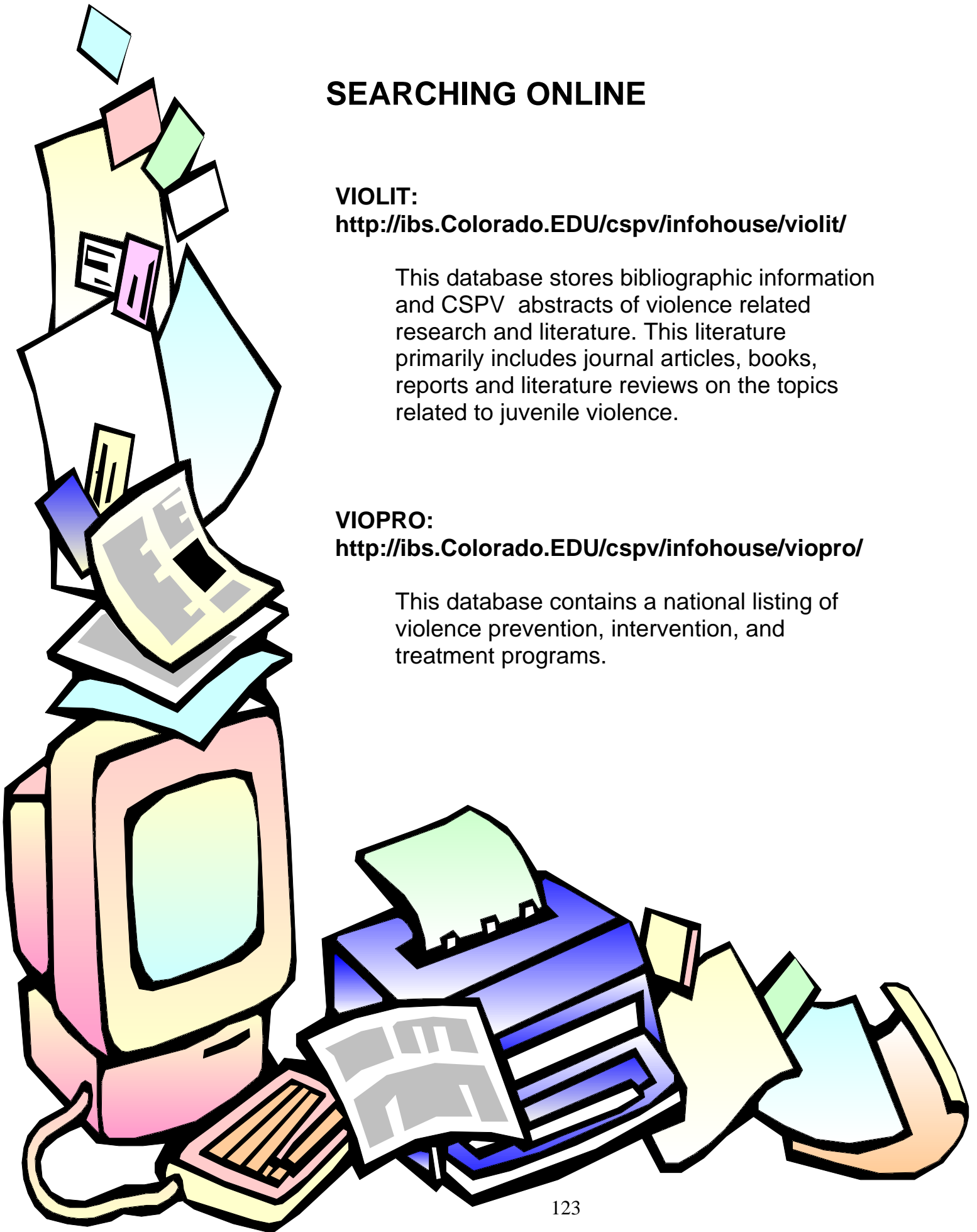
Violence Prevention and Safe schools

Consultation Cadre List

Professionals across the country volunteer to network with others to share what they know. Some cadre members run programs, many work directly with youngsters in a variety of settings and focus on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and major system of concerns. The group encompasses professionals working in schools, agencies, community organizations, resource centers, clinics, and health centers, teaching hospitals, universities, and so forth.

People ask how we screen cadre members. We don't! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to facilitate the networking. If you are willing to offer informal consultation at no charge to colleagues trying to improve systems, programs, and services for addressing barriers to learning, let us know. Our list is growing each day; the following are those currently on file related to this topic. Note: the list is alphabetized by Region and State as an aid in finding a nearby resource.

This list updated 12/2007

EAST

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Email: ajames@uchs.edu

Blaine Morris
President
Christian Counseling
5235 W. Woodmill Dr., Ste. 47
Wilmington, DE 19808
Phone: 302/995-1680   Fax: 302/995-1790
Email: blainemorris0409_69@hotmail.com

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TOPIC: Safe Schools and Violence Prevention

The following reflects our most recent response for technical assistance related to this topic. This list represents a sample of information to get you started and is not meant to be exhaustive.
(Note: Clicking on the following links causes a new window to be opened. To return to this window, close the newly opened one.)

Center Developed Documents, Resources and Tools

Articles
- **Safe Schools in the Context of School Improvement**
- **Guide 7: Fostering School, Family, and Community Involvement.** H.S. Adelman, & L. Taylor (2002). Guidebook in series, Safe and Secure: Guides to Creating Safer Schools. Developed by the **Northwest Regional Educational Laboratory.**
- **School and Community Collaboration to Promote a Safe Learning Environment**

Center Practice Brief
- **Schools as Caring, Learning Communities**

Guides to Practice:
- **What Schools Can Do to Welcome and Meet the Needs of All Students and Families**

Introductory Packets
- **Conduct and Behavior Problems in School Aged Youth**
- **Social and Interpersonal Problems Related to School Aged Youth (PDF)**
- **Violence Prevention and Safe Schools**

Newsletters
- **Behavior Problems: What's a School to Do? (Spring 97)**
- **Bullying and Addressing Barriers to Learning (Winter 05)**
- **Labeling Troubled Youth: The Name Game (Summer 96)**
- **Youth Suicide/Depression/Violence (Summer 99)**

Other Resources
- **Hotline Numbers**

Practice Notes
- **Bullying: A Major Barrier to Student Learning**
- **When a Student Seems Dangerous to Self or Others**

Quick Finds
- **Crisis Prevention and Response**

Quick Training Aids
- **Behavior Problems at School**

- o **Bullying Prevention**
- o **School-Based Crisis Intervention**
- o **Violence Prevention**

Resource Aid Packet
- o **Responding to Crisis at a School**

Tools for Practice
- o **Crisis Assistance and Prevention: A Self-study Survey**

Technical Aid Packet
- o **Welcoming and Involving New Students and Families**

Technical Assistance Sampler
- o **Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning**
- o **Technical Assistance Sampler: Behavioral Initiatives in Broad Perspective**

Training Tutorial
- o **Crisis Assistance and Prevention: Reducing Barriers to Learning**

Other Relevant Documents, Resources, and Tools on the Internet

- **Adapting the concept of explanatory models of illness to the study of youth violence.** (2007) P. Biering. Journal of Interpersonal Violence.
- **An Office Inspector General perspective on the unsafe school choice option (2007)** (**PDF**)
- **Approaches to School Safety in America's Largest Cities** (**PDF**)
- **Are American's Schools Safe? Students Speak Out: 1999 School Crime Supplement**
- **Best Practices of Youth Violence Prevention**
- **Best Practice in School-Based Youth Violence Prevention**
- **Blueprints for Violence Prevention (CSPV)**
- **Blueprints for Violence Prevention (OJJDP)**
- **CDC Best Practices of Youth Violence Prevention**
- **Central CAPT Database of Science-Based Programs**
- **Checklist of Characteristics of Youth who have Caused School-associated Violent Deaths**
- **Children's Safety Network National Injury and Violence Prevention Resource Center**
- **A Community Approach to the Prevention of Violence by Youth.**
- **Connecting the Dots to Prevent Youth Violence: A Training and outreach Guide for Physicians and Other Health Professionals**
- **Creating safe environments: violence prevention strategies and programs**
- **Crime, Violence, Discipline, and Safety in U.S. Public Schools. Findings from the School Survey on Crime and Safety: 2005-2006 (2007).**
- **Delinquency Prevention**
- **Demonstrating Your Program's Worth: A Primer on Evaluation for Programs to Prevent Unintentional Injury**
- **Developmental Trajectories Toward Violence in Middle Childhood: Course, Demographic Differences and Response to School Based Intervention**
- **Do Urban Adolescents Become Desensitized to Community Violence? Data From a National Survey. (2007) M. McCart, el al., American Journal of Orthopsychiatry, 77(3) 434-442**
- **Early Warning Signs of Youth Violence: Fact, Fiction, or Fad?**

- **Early Warning, Timely Response: A Guide to Safe Schools**
- **Effectiveness of School-Based Violence Prevention Programs**
- **Effects of Student Uniforms on Attendance, Behavior Problems, Substance Use, and Academic Achievement**
- **Enhancing Achievement and Proficiency Through Safe and Drug-Free Schools (2007) Safe and Drug-Free Schools and Communities Advisory Committee**
- **ERIC Digest: Student Dress Policies**
- **Exemplary/Promising Programs for Safe, Disciplined, and Drug-Free Schools**
- **Exposure to community violence: processes that increase the risk for inner-city middle school children**
- **Exposure to violence, stress, protective factors, and well-being**
- **Exposure to Violence and Associated Health-Risk Behaviors Among Adolescent Girls**
- **The Final Report and Findings of the Safe Schools Initiative: Implications for the Prevention of School Attacks in the United States**
- **Findings from the School Survey on Crime and Safety: 2003-04**
- **"First reports evaluating the effectiveness of strategies for prevention of violence: Early childhood home visitation" (2003) Center for Disease Control and Prevention**
- **A Guide to Safe Schools**
- **Healthy Learning Environments, ASCD Info brief**
- **Highlights of the 1999 National Youth Gang Survey**
- **Indicators of School Crime and Safety: 1998**
- **Indicators of School Crime and Safety 2000 (from DOJ)**
- **Indicators of School Crime and Safety 2000 (from NCES)**
- **Indicators of School Crime and Safety 2003 (from NCES)**
- **Indicators of School Crime and Safety 2004 (from NCES)**
- **Indicators of School Crime and Safety 2005 (from NCES)**
- **Indicators of School Crime and Safety 2006 (from NCES)**
- **Indicators of School Crime and Safety 2007 (from NCES)**
- **Inventory of Federal Activities Addressing Violence in Schools**
- **Keeping Colorado's Kids Safe--a Summit Report on School Safety and Prevention of Youth Violence**
- **Knowledge Path: Adolescent Violence Prevention , Material and Child Health Library**
- **Linking Violence and Substance Abuse Prevention to Academic Success**
- **Lessons Learning from Safe Kids/Safe Streets**
- **Make Time to Listen... Take Time to Talk... 15+**
- **Making Schools Safe: An Issue Brief from the NGA Center for Best Practices**
- **Manual on School Uniforms**
- **Measuring Violence-Related Attitudes, Beliefs, and Behaviors Among Youths**
- **National Center for Mental Health Promotion and Youth Violence Prevention**
- **National Coordinating Committee on School Health and Safety**
- **National Evaluation of the Safe Schools/Healthy Student Initiative**
- **National Youth Violence Prevention Campaign**
- **NIH Consensus on Violence Prevention**
- **Parents and School Safety**
- **Peace Games: the power of peacemakers**
- **Persistently Dangerous School Criteria (2003) G. Zradicka, Education Commission of the States**
- **Preparing for the Psychological Consequences of Terrorism: A Public Health Strategy**
- **The Prevalence of School-Related Violence: An Overview of Statistical and Perceptual Data**
- **Promoting Safety in Schools: International Experience and Action (PDF Document, 898K)**
- **Public School Practices for Violence Prevention and Reduction: 2003–04 (2007)** National

Center for Education Statistics
- [Reducing Youth Gun Violence: An Overview of Programs and Initiatives. A report from the Office of Juvenile Justice and Delinquency Prevention (1996).](#)
- [Reporting School Violence (2002) Office for Victims of Crime](#)
- [Resources for Responding to and Preventing School Violence and Suicide](#) from SAMHSA's Safe Schools / Healthy Students Initiative
- [A Resource Kit for Preventing Sexual Violence](#)
- [Safe From Harm: Online Anthology on School Security](#)
- [Safe and Healthy Schools](#)
- ["Safe and Secure: Guides to Creating Safer Schools" (2003)](#)
- [Safe Schools, Safe Students: A Guide to Violence Prevention Strategies](#)
- [Safeguarding Our Children : An Action Guide](#)
- [School-based partnerships: a problem solving strategy](#)(PDF)
- [School and Community Interventions To Prevent Serious and Violent Offending](#)
- [School Safety & Security Directory](#)
- [School Violence: Effective Response Protocols for Maximum Safety and Minimum Liability. (2007)](#) L. Miller, International Journal of Emergency Mental Health, 9(2) 105-109.
- [Scholastic Crime Stoppers: Reducing Crime in our Schools](#)
- [School Safety](#)
- [School Safety and Security Toolkit, National Crime Prevention Council](#)
- [School Uniforms, Dress Codes, & Book Bags: National School Safety and Security Services](#)
- [School Uniforms-- Now More Than Ever!](#)
- [School Safety Profiler](#)
- ["School and Terrorism: A supplement to the National Advisory Committee on Children and Terrorism Recommendations to the Secretary" (2003)](#)
- [The School in School Violence: Definitions and Facts](#)
- [School-based Crime Prevention.   By, Denise Gottfredson (1997). In Lawrence Sherman, et. al. (eds.), *Preventing Crime: What works, what doesn't, what's promising*. Washington D.C.: U.S. Dept. of Justice.](#)
- ["School-Based Violence Prevention Programs" (2002) Archives of Pediatrics and Adolescent Medicine.](#)
- [School House Hype: School Shootings and the Real RIsk Kids Face in America](#)
- [School Safety & Youth Violence A Legal Primer](#)
- [School Survey on Crime and Safety](#)
- [School Uniforms](#)
- [School Uniforms: Panacea or Band-Aid?](#)
- [School Uniforms: Quick Fix or Bad Call?](#)
- [School Uniforms:there is no free lunch](#)
- [School Violence Issue of the Juvenile Justice Journal (Vol. VIII, No. 1)](#)
- [School Violence: Disciplinary Exclusion, Prevention and Alternatives (See "Publications")](#)
- [School Violence Prevention and Management](#)
- [School violence prevention fact sheets, Prevention Institute](#)
- [Should school uniforms be mandated in elementary schools?](#)
- [Synopsis of crime in schools and colleges: a study of National Incident-based Reporting System data (2006) Federal Bureau of Investigation](#)
- [Surgeon General Report on Youth Violence](#)
- [Talking to Kids About School Violence](#) (NYU Child Study Center)
- [Terrorism and School Safety](#)
- [Tips for School Administrators for Reinforcing School Safety](#) (From NASP)
- [To Establish Justice, To Insure Domestic Tranquility: A Thirty Year Update of the National Commission on the Causes and Prevention of Violence](#)

- [Toward a Lifetime Commitment to Violence Prevention: The Alameda County Blueprint](#)
- [Understanding the link between childhood maltreatment and violent delinquency: What do schools have to add?](#) (2007). C. Crooks, et al., Child Maltreatment, 12(3) 269-80.
- [Unintentional Injury and Violence Fact Sheets](#) (National Adolescent Health Information Center)
- [Uniforms Cover Only the Edge Of the Problem In Schools](#)
- ["Violence in the Lives of Children" Child Trends DataBank](#)
- [Violence Prevention in Schools](#)
- [Violence Prevention Resource Packet (CSMH)](#)
- [Violence in U.S. public schools: 2000 survey on crime and safety (2003)](#)
- [What Works: Preventing Youth Disruptive or Violent Behavior in Your Community](#)
- [What You Need to Know About Youth Violence Prevention](#)
- ["Web-based resource for prevention of youth violence and suicide"](#)
- ["World Report on Violence and Health" (2002)](#)
- [Youth Involvement in Community Violence Prevention](#)
- [Youth Violence: A Report of the Surgeon General](#)
- [Youth Violence: Locating and Using the Data](#)
- ["Youth Violence Prevention Training and Outreach Guide," American Medical Association"](#)
- [Youth Violence: Lessons From the Experts. (1998)](#)
- [Zero Tolerance and Unacceptable Behavior](#)

Clearinghouse Archived Materials

- [Intervening Against Violence in the Schools. By, M. Weist and B. Warner (1996). Annals of Adolescent Psychiatry.](#)
- [Healing Fractured Lives. A report from the Bureau of Primary Health Care (1996).](#)
- [Response to Violence in Our Schools. By, L. Lopez (1988). A report from the Office of Instruction, Los Angeles Board of Education.](#)
- [Preventing and Managing Conflict in Schools. By, N. H. Katz and J. W. Lawyer (1994). The Practicing Administrator's Leadership Series.](#)
- [What Works: After School Learning and Safe Neighborhoods Partnership](#)
- [Violence in Schools: How to Proactively Prevent and Defuse it. By, J. L. Curcio and P. F. First (1993).](#)
- [Violence Prevention: Curriculum for Adolescents. By, D. Prothrow-Stith (1987). A report from Teenage Health Teaching Modules: Education Development Center.](#)

Related Agencies and Websites

- [Adults and Children Together - Against Violence (ACT Against Violence)](#)
- [AskERIC](#)
- [National Center for Injury Prevention and Control, Division of Violence Prevention](#)
- [Center for Effective Collaboration and Practice](#)
- [Center for the Prevention of School Violence](#)
- [Center for the Study and Prevention of Violence](#)
- [Children's Defense fund: School Violence](#)
- [Consortium To Prevent School Violence (CPSV)](#)
- [Education Development Center](#)
- [Department of Education: Safe and Drug-Free Schools Program](#)
- [Hamilton Fish Institute](#)
- [Join Together](#)

- **Keep Schools Safe**
- **National Alliance for Safe Schools**
- **National Association of School Psychologists**
- **National Association of Students Against Violence Everywhere**
- **National Crime Prevention Council (NCPC)**
- **National Institute for the Prevention of Workplace Violence**
- **National Resource Center for Child Traumatic Stress**
- **National School Safety Center**
- **National School Safety and Security Services**
- **National Youth Violence Prevention Resource Center**
- **North Central Regional Education Lab**
- **Office of Juvenile Justice & Delinquency Prevention (OJJDP)**
- **Partnerships Against Violence Network (PAVNET) Online**
- **The Peace Center**
- **Substance Abuse & Mental Health Services Administration (SAMHSA)**
  - **Safe Schools / Healthy Students Initiative**
- **Resource Project:Violence**(Training Curriculum)
- **Virginia Youth Violence Project**

Relevant Publications that Can Be Obtained through Libraries

- *Applying Effective Strategies to Prevent Substance Abuse, Violence, and Disruptive Behavior Among Youth.* **By Scattergood, Dash, Epstein, & Adler (1998).**
- *Bullying, Peer Harassment, and Victimization in the Schools : the Next Generation of Prevention* **Edited by Elias, Zins. New York : Haworth Press (2003).**
- **Crime, Violence, Discipline, and Safety in U.S. Public Schools, Findings from the School Survey on Crime and Safety: 2005-06**
- *Effectiveness of Universal School-Based Programs to Prevent Violent and Aggressive Behavior: A Systematic Review.* **By Robert Hahn, Dawna Fuqua-Whitley, Holy Wethington, Jessica Lowy, Alex Crosby, Mindy Fullilove, Robert Johnson, Akiva Liberman, Eve Moscicki, LeShawndra Price, Susan Snyder, Farris Tuma, Stella Cory, Glenda Stone, Kaushik Mukhopadhaya, Sajal Chattopadhyay, Linda Dahlberg, Task Force on Community Preventive Services.**
- *Ensuring Safe School Environments : Exploring Issues, Seeking Solutions.* **Edited by Fishbaugh, Schroth, & Berkeley. Mahwah, N.J. : Lawrence Erlbaum (2003).**
- *Handbook of school violence.* **Edited by Edwin R. Gerler, Jr. New York : Haworth Reference Press (2004).**
- *The Importance of Universal School-Based Programs in Preventing Violent and Aggressive Behavior.* **By Shay Bilchik.**
- *A Major Step Forward in Violence Prevention.* **By Deborah Prothrow-Stith.**
- **Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies. By, Ronald D. Stephens (1994).** *Psychology Review, 23***, pp.204-215.**
- *Preventing Student Violence : What Schools Can Do.* **Kris Bosworth, editor. Bloomington, IN : Phi Delta Kappa International (1999).**
- **Public School Practices for Violence Prevention and Reduction: 2003-04**
- *A Recommendation to Reduce Rates of Violence Among School-Aged Children and Youth by Means of Universal School-Based Violence Prevention Programs.* **By Task Force on Community Preventive Services.**
- **Responding to School Violence: Understanding Today for Tomorrow. By Ester Cole (1995).** *Canadian Journal of School Psychology, Fall Vol. 11,* **pp.108-116.**
- **Safe School Planning. By, Ronald D. Stephens. Edited by: Delbert S. Elliott, Beatrix A.**

Hamburg, et al. In: *Violence in American schools: A new perspective*. New York: Cambridge University Press.

- *School-Based Interventions for Aggressive and Disruptive Behavior: Update of a Meta-Analysis.* By Sandra Jo Wilson, Mark W. Lipsey
- *School-Based Violence Prevention Programs: Offering Hope for School Districts.* By William Modzeleski.
- The School Survey on Crimea and Safety (SSPOCS) Brochure (2007).
- School Violence Intervention: A practical Handbook. By, Scott Poland (1997). Edited by, Arnold P. Goldstein & Jane Conoley. In: *School crisis teams*. New York: The Guilford Press.
- The State Department of Education's Role in Creating Safe Schools. By, Marilyn L. Grady; Bernita L. Krumm; Mary Ann Losh (1997). Edited by: Arnold P. Goldstein, Jane Close Conoley, Eds. In: *School violence intervention: A practical handbook*. New York: The Guilford Press.
- *Some Thoughts About Research on Youth Violence Prevention.* By Denise C. Gottfredson.
- *Violence in Schools : Issues, Consequences, and Expressions.* Edited by Sexton-Radek. Westport, Conn. : Praeger (2005).

We hope these resources met your needs. If not, feel free to contact us for further assistance.For additional resources related to this topic, use our **search** page to find people, organizations, websites and documents. You may also go to our **technical assistance page** for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the **Center for School Mental Health** at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with **"The fine Art of Fishing"** which we have developed as an aid for do-it-yourself technical assistance.

Conclusion

Educators and the public seem transfixed by the spectacle of violence that is occurring on a daily basis in our nation's schools. Schools, often thought to be "islands of safety" have been increasingly associated with violent acts. However, recent research has suggested that students view the issue of school violence and school safety in a more multidimensional perspective than just weapon possession and incidents of physical violence. For instance, in a California school safety survey, less than 25% of the junior and senior high students indicated that they had trust in persons at their school. This expanded perspective on school safety suggests that while it is critical to address the ssues of violence and drug use in Schools, we must, also be equally concerned with the important issue of establishing schools which promote both physical and psychological safety and ensure an array of disciplined environments conducive to teaming. In order to address these compelling issues and assure that every school in America offers a disciplined environment conducive to learning that is free of drugs and violence, the entire community, including families, teachers. students, and parents need to work together. Families and communities have an obligation to be serious about supporting their schools, and should take responsibility for encouraging school attendance and learning. All relevant individuals and groups must acknowledge and act upon their conviction that we can accept no less than for America's schools to provide safe havens which are disciplined, supportive, and challenging environments where students and staff excel.

The failure to address the critical areaswill lead to generations of children and youth who feel increasingly disenfranchised by the education system and society and who have the strong potential to become drop-outs from both Systems. The time has come for leadership to help schools, in cooperation with public health, juvenile justice, and other agencies, to formulate policies and programs that have an impact on violence and safety issues as general social problems and guide efforts to make our schools models of safety and places where purposeful and organized learning occurs.
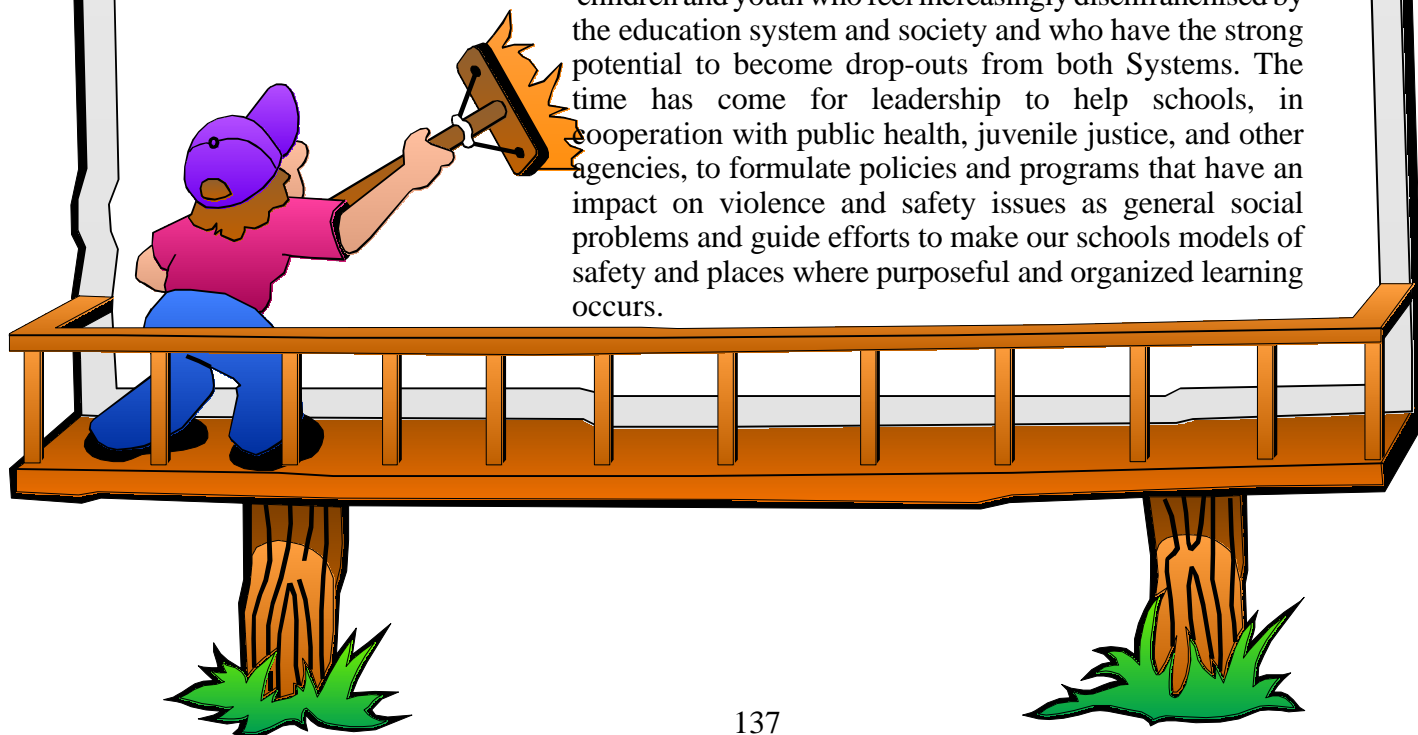
Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The following resource aides were designed as a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to an overview Survey of Learning Supports System Status, there are self-study surveys to help think about ways to address barriers to student learning by enhancing

• Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning

• Crisis Assistance and Prevention

• Support for Transitions

• Home Involvement in Schooling

• Community Outreach for Involvement and Support

• Student and Family Assistance Programs and Services

• School-Community Collaboration

About the Self-Study Process to Enhance
the Component for Addressing Barriers to Student Learning

This type of self-study is best done by teams.

However, it is *NOT* about having another meeting and/or getting through a task!

It is about moving on to better outcomes for students through

- working together to understand what is and what might be

- clarifying gaps, priorities, and next steps

Done right it can

- counter fragmentation and redundancy
- mobilize support and direction
- enhance linkages with other resources
- facilitate effective systemic change
- integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help to clarify
- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for a discussion that

- analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).

- decides about what resources can be redeployed to enhance current efforts that need embellishment

- identifies gaps with respect to important areas of need.

- establishes priorities, strategies, and timelines for filling gaps.

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

Crisis Assistance and Prevention:
A Self-study Survey

Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based systems and programmatic approaches. Such activity focuses on (a) emergency/ crisis response at a site, throughout a school complex, and community-wide (including a focus on ensuring follow-up care), (b) minimizing the impact of crises, and (c) prevention at school and in the community to address school safety and violence reduction, suicide prevention, child abuse prevention, and so forth.

Desired outcomes of crisis assistance include ensuring immediate emergency and follow-up care so students are able to resume learning without too much delay. Prevention outcome indices reflect a safe and productive environment where students and their families display the type of attitudes and capacities needed to deal with violence and other threats to safety.

A key mechanism in this arena often is development of a crisis team. Such a team is trained in emergency response procedures, physical and psychological first-aid, aftermath interventions, and so forth. The team also can take the lead in planning ways to prevent some crises by facilitating development of programs to mediate and resolve conflicts, enhance human relations, and promote a caring school culture.

Crisis Assistance and Prevention

Indicate all items that apply.

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

I. Ensuring Immediate Assistance in Emergencies/Crises :

A. Is there a plan that details a coordinated response

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

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. crisis management guidelines (e.g., flow charts, check list)?	___	___	___	___
2. plans for communicating with homes/community?	___	___	___	___
3. media relations guidelines?	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. Are stakeholders regularly provided with information about emergency response plans?	___	___	___	___
D. Is medical first aid provided when crises occur?	___	___	___	___
E. Is psychological first aid provided when crises occur?	___	___	___	___
F. Other? (specify) _____	___	___	___	___

II. Providing Follow-up Assistance as Necessary

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs for *short-term* follow-up assistance?	___	___	___	___
B. Are there programs for *longer-term* follow-up assistance?	___	___	___	___
C. Other? (specify) _____	___	___	___	___

III. Crisis Team to Formulate Response and Prevention Plans

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Is there an active Crisis Team?	___	___	___	___
B. Is the Crisis Team appropriately trained?	___	___	___	___
C. Does the team focus on prevention of school and personal crises	___	___	___	___

IV. Mobilizing Staff, Students, & Families to Anticipate Response Plans and Recovery Efforts

With respect to planning and training for crisis response and recovery, are the following stakeholders, are there programs to involve and integrate

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. learning supports staff?	___	___	___	___
B. teachers?	___	___	___	___
C. other school staff?	___	___	___	___
D. students?	___	___	___	___
E. families?	___	___	___	___
F. other schools in the vicinity?	___	___	___	___
G. other concerned parties in the community?	___	___	___	___

Crisis Assistance and Prevention (cont.)

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

V. Creating a Caring and Safe Learning Environment Through Programs to Enhance Healthy Development and Prevent Problems

A. Are there programs for
1. promoting healthy development   — — — —
2. bullying and harassment abatement?   — — — —
3. school and community safety/violence reduction?   — — — —
4. suicide prevention?   — — — —
5. child abuse prevention?   — — — —
6. sexual abuse prevention?   — — — —
7. substance abuse prevention?   — — — —
8. other (specify) _____   — — — —

B. Is there an ongoing emphasis on enhancing a caring and safe learning environment
1. school-wide   — — — —
2. in classrooms   — — — —

VI. Capacity Building to Enhance Crisis Response and Prevention

A. Is there an ongoing emphasis on enhancing a caring and safe learning environment through programs to enhance the capacity of   — — — —
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?

B. Is there ongoing training for learning supports staff with respect to the area of crisis assistance and prevention?   — — — —

C. Is there ongoing training for others involved in Crisis response and prevention? (e.g., teachers, office staff, administrators)?   — — — —

D. Which of the following topics are covered in educating 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. other (specify) _____

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

Crisis Assistance and Prevention (cont.)

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

C   Other matters relevant to crises response are found
    in the survey on student and family assistance.