Mental Health in Schools
Center
Training and Technical Assistance

*From the Center's Clearinghouse . . . . ***

An introductory packet on

Violence Prevention and Safe Schools

UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS*

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: *To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.*

Through collaboration, the center will

enhance practitioner roles, functions and competence

interface with systemic reform movements to strengthen mental health in schools

assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools

Consultation Cadre *Clearinghouse*

Newsletter *National & Regional Meetings*

Electronic Networking

Guidebooks *Policy Analyses*

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What is the Center's Clearinghouse?

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; and available for searching from our website.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units.* These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at **smhp@ucla.edu**
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site
http://smhp.psych.ucla.edu

All materials from the Center's Clearinghouse are available for order for a minimal fee to cover the cost of copying, handling, and postage. Most materials are available for free downloading from our website.

If you know of something we should have in the clearinghouse, let us know.

The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

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Violence Prevention and Safe Schools
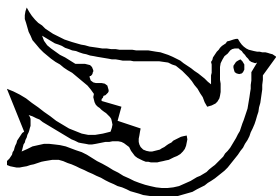
> National Education Goal 6 challenges us to create safe, disciplined, drug-free schools for our children. Raising the graduation rate, improving student achievement in challenging subjects, and ensuring the ability of our students to compete in a world economy are critical to our nation's future. Achieving these goals will only be possible if our schools and neighborhoods are safe for children and youth.
>
> *Richard W. Riley, Secretary of Education*

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Introduction

A. A Few Statistics on School Violence

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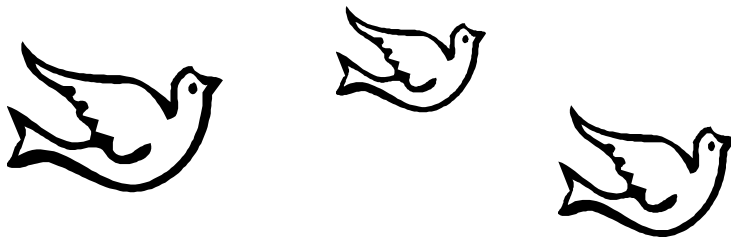- ▸ School violence continues to decline; multiple homicides in schools rise

B. Violence Prevention and Safe Schools: The Urgency

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NATIONAL CENTER FOR EDUCATION STATISTIC

Indicators of School Crime and Safety, 1998

Schools should be safe and secure places for all students, teachers, and staff members. Without a safe learning environment, teachers cannot teach and students cannot learn. Recent efforts by schools, local authorities, and the state and federal governments have prompted the nation to focus on improving the safety of American schools. It is the hope that all children will be able to go to and from school and be at school without fearing for their safety or the safety of their friends and teachers. Judging progress toward providing safer schools requires establishing good indicators on the current state of school crime and safety and periodically monitoring and updating these indicators.

This report, the first in a series of annual reports on school crime and safety from the Bureau of Justice Statistics and the National Center for Education Statistics, presents the latest available data on school crime and student safety. The report provides a profile of school crime and safety in the United States and describes the characteristics of the victims of these crimes. It is organized as a series of indicators, with each indicator presenting data on different aspects of school crime and safety. There are five sections to the report: Nonfatal Student Victimization - Student Reports; Violence and Crime at School - Public School Principal/Disciplinarian Reports; Violent Deaths at School; Nonfatal Teacher Victimization at School - Teacher Reports; and School Environment. Each section contains a set of indicators that, taken as a whole, describe a distinct aspect of school crime and safety.

The indicators rely on data collected by a variety of federal departments and agencies including the Bureau of Justice Statistics, the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. Because the report relies on so many different data sets, the age groups and the time periods analyzed can vary from indicator to indicator. Readers should keep this in mind as they compare data from different indicators. Furthermore, while every effort has been made to keep key definitions consistent across indicators, different surveys sometimes use different definitions, such as those for specific crimes and "at school." Therefore caution should be used in making comparisons between results from different data sets. Descriptions of these data sets are located in appendix B of this report. Some of the key findings from the various sections of this report are as follows:

Nonfatal Student Victimization - Student Reports

In 1996, students ages 12 through 18 were victims of about 255,000 incidents of nonfatal serious violent crime at school and about 671,000 incidents away from school. These numbers indicate that when students were away from school they were more likely to be victims of nonfatal serious violent crime -including rape, sexual assault, robbery, and aggravated assault - than when they were at school (Indicator I).

- The percentages of 12th graders who have been injured (with or without a weapon) at school have not changed notably over the past 20 years, although the percentages who have been threatened with injury (with a weapon or without a weapon) show a very slight overall upward trend (Indicator 3).

- In 1996, 5 percent of all 12th graders reported that they had been injured with a weapon such as a knife, gun, or club during the past 12 months while they were at school -- that is, inside or outside the school building or on a school bus - and 12 percent reported that they had been injured on purpose without a weapon while at school (Indicator 3)

- Students were differentially affected by crime according to where they lived. In 1996, 12- through 18-year-old students living in urban areas were more vulnerable to serious violent crime than were students in suburban and rural areas both at and away from school. However, student vulnerability to theft in 1996 was similar in urban, suburban, and rural areas both at and away from school (Indicator 1).

Violence and Crime at School - Public School Principal/Disciplinarian Reports

In 1996-97, 10 percent of all public schools reported at least one serious violent crime to the police or a law enforcement representative. Principals' reports of serious violent crimes included murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Another 47 percent of public schools reported a less serious violent or nonviolent crime (but not a serious violent one). Crimes in this category include physical attack or fight without a weapon, theft/larceny, and vandalism. The remaining 43 percent of public schools did not report any of these crimes to the police (Indicator 6).

- Elementary schools were much less likely than either middle or high schools to report any type of crime in 1996-97. They were much more likely to report vandalism (31 percent) than any of the other crimes (19 percent or less) (Indicator 7).

- At the middle and high school levels, physical attack or fight without a weapon was generally the most commonly reported crime in 1996-97 (9 and 8 per 1,000 students, respectively). Theft or larceny was more common at the high school than the middle school level (6 versus 4 per 1,000 students) (Indicator 7).

Violent Deaths at School

Seventy-six students were murdered or committed suicide at school! during the combined 1992-93 and 1993-94 school years (the latest period for which data are available). Nonstudent violent deaths also occurred at school. During this period, there were 105 violent deaths at school of which 29 involved nonstudents (Indicator 8).

- Most murders and suicides among young people occurred while they were away from school. In the combined 1992 and 1993 calendar years, 7,357 young people ages 5 through 19 were murdered, and 4,366 committed suicide in all locations (Indicator 9).

- Students in urban schools had a higher level of risk of violent death at school than their peers in suburban or rural schools. The estimated rate of school-associated violent death for students in urban schools was nine times greater than the rate for students in rural schools and two times greater than that for students in suburban schools during the combined 1992-93 and 1993-94 school years (Indicator 8).

Statistics on School Violence

The following statistics are reported by Michael Furlong and Gale Morrison in their "Introduction to Miniseries: School Violence and Safety in Perspective," *School Psychology Review, 23*, 1994. Updates from the National Crime Victimization Survey from the National Center for Education Statistics (NCES) are provided where available.

➡Statistics on Crime Victimization

U.S. Department of Justice National Crime Victimization Survey

- For a 6-month period in 1995, 14.6% of youth ages 12 to 19 reported being the victim of one or more crimes at school, while 4.2% (up from 3.4% in 1989) of the students reported being the victim of "violence." (NCES, 1998)

- Reported crime victimization at school for a 6-month period in 1995 for youth residing in central cities, suburbs, and rural locations was 14.7%, 14.6%, and 14.3%, respectively. (NCES, 1998)

- Self-reported school crime victimization rates were higher for males (15.8%) than females (13.3%) and somewhat similar for white (14.5%), black (16.8%), and Hispanic (12.4%) youth (NCES, 1998).

- Less than one-half of all violent crimes experienced by youth ages 12-15 (37%) and 16-19 (17%) occurred on a school campus (Whitaker & Bastian, 1991, p. 8).

- Violent crimes that occur in school (during school hours) were less likely to be reported to the police (9%) than those that occurred on school property (22%) or the street (37%) (Whitaker & Bastian, 1991, p. 8).

American School Health Association (1989)

- 14% of the students reported being robbed and 14% being attacked while at school or on a school bus (American School Health Association, 1989, p. 60).

- Eighth grade boys were more likely than tenth grade boys to report being robbed (22% vs. 11%) or attacked (23% vs. 11%) while at school or on a bus (American School Health Association, 1989, p. 60).

➡Statistics on Weapon Possession

- In a survey during the 1994-1995 school year, 5.3% of the 12- to 19-year-old youth reported seeing another student with a gun at school and 12.7% reported knowing another student who brought a gun to school. (NCES, 1998)

- 4% of the students in the Joyce Foundation Survey reported carrying a gun during the current school year (survey taken in spring; Harris, 1993, p. 13).

- 3% of male eighth and tenth graders in the American School Health Association Survey reported that they had brought a gun to school during the 1986 school year (Turner, 1989).

- In an Illinois survey of nearly 2,700 high school students, 5.6% reported bringing a gun to school during the l989-90 school year for their protection (Illinois Criminal Justice Information Authority, 1991, p. 2).

- In a sample of 1,653 inner city high school students (predominately African-American sample), both boys (35% vs. 9%) and girls (11% vs. 3%) were much more likely to report carrying a gun outside of school than inside school (Shelley, McGee, & Wright, 1992).

- In the National Crime Victimization Survey more males (3%) than females (1%) reported having "ever taken a weapon or object to school for protection" (Bastian & Taylor, 1991, p. 12).

- Data from the Joyce Foundation Survey indicated that 15% of students report carrying a knife and 3% carried a club to school during the current school year (survey taken in spring; Harris, 1993, p. 13).

- 23% of male eighth and tenth graders in the American School Health Association Survey reported that they brought a knife to school during the 1986 school year (Turner, 1989).

- 26% of all high school students in the YRBSS (Centers for Disease Control and Prevention, 1991a) study reported carrying a weapon (knives, guns, clubs, etc.) in any setting in the past month. Males were nearly four times more likely to report carrying a weapon than females (41% vs. 11%). Weapon carrying among 9 states with good samples ranged from 24% (Utah and Nebraska) to 33% (Alabama). Weapon carrying among seven urban areas with good samples showed more variation ranging from 16% (Fort Lauderdale, Florida) to 36% (Philadelphia, Pennsylvania).

- Males were about 3 times more likely than females to carry a weapon on school property. Students in lower grades (e.g., 9th grade) were more likely to have carried a weapon anywhere in the past 30 days than students in higher grades (e.g., 12th grade). However, students in the lower grades were no more likely to carry a weapon to school than students in higher grades. (NCES, 1999).

➡Statistics on Fighting and Other Assaults

- 7% of teachers in a national survey reported being "ever physically attacked" (any form of aggressive physical contact by a student) with 2% reporting an attack in the past year (Mansfield, Alexander, & Farris, 1991, p. 3).

- 20% of students in a national survey say they were in a "physical fight" during the current school year (survey taken during the spring; Harris, 1993, p. 13).

- Lifetime prevalence of teacher victimization by physical attack is more than three times higher (10% vs. 3%) in schools with 41% or more students receiving free-lunch than in schools in which 10% or less of students receive free-lunch (Mansfield, Alexander, & Farris, 1991, p. 13).

- Fights were reported by twice as many African-American (12.5%) as white (6.2%) students with Hispanic students falling in-between (10%).

- A small group of students (1.6%) accounted for 46.4% of all these serious fights.

- Many more students (42%) reported that they had been in any physical fight (not necessarily with medical treatment required) during the past year in any setting. Again, more males (50%) than females (34%) reported being in a fight (Centers for Disease Control and Prevention, 1991 b).

- Variation of reported rates of fighting among nine states, with representative samples, ranged from 38% (Alabama) to 46% (New Mexico).

- Among seven urban areas with good samples, variations in annual fighting rates were from 37% (Fort Lauderdale, Florida) to 56% (Philadelphia, Pennsylvania).

➡ Statistics on Feeling Safe at School

- Students at schools where they felt drugs were "available" were nearly twice as likely as students where drugs were "not available" to report "ever fearing an attack at school" (25% vs. 13%) (Bastian & Taylor, 1991, p. 5).

- Prior victimization was associated with fear of being attacked in the future. A total of 81% of nonvictims "never" feared an attack at school compared to 47% of those who were previously victimized. In addition, five times more victims than nonvictims report "ever avoiding places at school out of fear" (25% vs. 5%) (Bastian & Taylor, 1991, p. 9).

- 99% of all teachers in a national survey indicated that they feel moderately or completely safe in the school building during school hours. This figure dropped to 92% after school hours and to 90% for the school neighborhood (Mansfield, Alexander, & Farris, 1991, p. 16).

- 15% of students reported "often feeling afraid" at school (nearly 75% of the sample were African-American students living in urban communities). This figure is comparable to those African-American students who reported feeling "unsafe" in the 1980 (17.7%) and 1990 (12.9%) National Educational Longitudinal Study (National Center for Educational Statistics, 1993). 38%, felt that there was "a lot" of violence in their school (Shelley, McGee, & Wright, 1992).

- 51% of teachers in a national survey say they have been "verbally abused" by a student; 19% report such abuse in the past month (Mansfield, Alexander, & Farris, 1991, p. 13).

- 9% of students ages 12-19 all or most of the time feared they were going to be attacked or harmed at school. 7% feared being attacked while traveling to and from school. In 1995, 9% students (or 2.1 million) reported avoiding some areas of school for fear of own safety. (NCES, 1999).

SCHOOL VIOLENCE CONTINUES TO DECLINE; MULTIPLE HOMICIDES IN SCHOOLS RISE

Despite heightened public attention following a surge in multiple homicides in schools, overall school crime rates are declining, according to the new 1999 Annual Report on School Safety.

The second annual report was prepared jointly by the U.S. Departments of Education (ED) and Justice (DOJ) and was released today by President Clinton.

"Although America can be glad that school crime is decreasing," said President Clinton, "we must take firm steps to ensure the safety of all our young people in their communities and in their schools. Congress should finish its work on the juvenile justice conference and finally pass a comprehensive and balanced bill that includes common sense gun provisions that will keep guns out of the hands of children and criminals."

"The nation was subjected to a tragic awakening following the shootings at Columbine High School," Riley said. "While homicides at school are extremely rare events, even one tragedy in our nation's schools is too much. These multiple victim events at schools are extremely troubling, and we must all make it a top priority to ensure that every child is connected to a caring adult. Communities must also implement comprehensive, research-based strategies to prevent school violence, and work with local law enforcement and mental health experts to make sure those strategies address the diverse challenges facing youth today."

"I am pleased that overall crime has gone down in schools across the country and that students continue to be safer in school than out of school," Attorney General Janet Reno said. "We need to continue those efforts which have contributed to this decline and take further steps to address those areas where more improvement is necessary. There is nothing more important than making sure that our schools provide our young people with safe learning environments.

Among the highlights from the report:

- The overall school crime rates declined between 1993 and 1997 from about 155 school-related crimes for every 1,000 students ages 12 through 18 to about 102 crimes in 1997.

- The number of multiple victim homicides at schools increased from one such event in 1994-95 to five in 1997-98.

- In 1997, serious violent crime and theft rates were down from 1993 figures, both at school and away from school. Students ages 12 through 18 were more likely to be victims of serious violent

crime away from school (24 of 1,000 students) than in school or traveling to or from school (8 of 1,000).

- Theft, while declining, accounted for 61 percent of all crime against students in 1997. In addition, most crimes against teachers were thefts.

- Between 1993 and 1997, there was a significant decrease in the percentage of high school students who carried a weapon (i.e., club, knife or gun) to school during the previous 30 days. In addition, an estimated 3,930 students were expelled for bringing a firearm to school in 1997-98, down from 5,724 the previous year. [The expulsion finding should be interpreted with caution as some states submitted data for all weapons and not just firearms in 1996-97.]

- Youth and school violence are also issues in other countries. While most 15-year-olds across several countries, including the U.S., had not been in a physical fight during the previous year, and most had not carried a weapon for self-defense in the previous month, the proportion who "always felt safe in school" in 1997-98 ranged widely from more than 50 percent in Norway to about 10 percent in the Czech Republic. Nearly 40 percent of U.S. 15-year-olds always felt safe.

A source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation or physical appearance, the report notes. An update on hate crime legislation and related statistics is included, but the report also notes that hate crimes are often underreported and data collection is further complicated because state definitions of hate crime vary. Recent data shows that about 15 percent of I I-, 13- and 15-year-olds have been bullied because of their religion or race, and more than 30 percent have had sexual jokes, comments or gestures directed at them. ED and DOJ are modifying several data collections to more accurately capture hate crime statistics.

The report includes descriptions of the planned activities of 54 communities that received the first round of Safe Schools/Healthy Students Initiative grants this summer. The initiative requires comprehensive, integrated communitywide plans to address school safety, developed jointly by local school districts, law enforcement and mental health authorities.

Descriptions and contacts for model programs based on research are provided in the report, including those that address violence prevention and drug, alcohol and tobacco use prevention. Schools identified through ED's recognition program as doing an exemplary job of creating and maintaining safe environments are also profiled through the report.

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.*

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.

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NATIONAL SCHOOL SAFETY CENTER'S HANDOUT ON
WORKING TOGETHER TO CREATE SAFE SCHOOLS
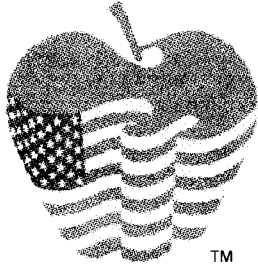
The *National School Safety Center* was created to help combat school safety problems so that schools can be free to focus on the primary job of educating our nation's children. *NSSC* was *established by* Presidential directive in 1984 as a partnership *of* the United States Departments *of* Justice 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...
http://www.ncsu.edu/cpsv/howtochart.htm

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 • the existence and execution of a plan, policies, an procedures that address the "security" of the school •**measures**: • number of trespassers • number of break-ins • number of firearms • number of weapons other than firearms school-specific indicators	**INDICATORS OF A SAFE SCHOOL** • the existence and execution of a plan, policies, and procedures that address the "safety"of the school •**measures**: • results from surveys of students, teachers, school staff, parents, the community at-large • absenteeism school-specific indicators	**INDICATORS OF AN ORDERLY SCHOOL** • the existence and execution of a plan, policies and procedures that address the "orderliness" of the school •**measures**: • referrals to the office • reasons for referrals • number of in-school suspensions • 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?

> ▸ What works in Violence Prevention

> ▸ Elements of an Effective Prevention Program

> ▸ Principles of Effectiveness for Safe and Drug-Free School Program

> ▸ Enhancing Resilience

> ▸ Classroom Management

> ▸ Involving parents in violence prevention efforts

> ▸ Safe Communities ~ Safe Schools Model Fact Sheet

B. Programs

> ▸ Blueprints for Violence Prevention

> ▸ Table of Examples of Exemplary/Promising Programs

> ▸ Programs for Promoting Safe Schools and Communities

> ▸ Violence Prevention Curriculum for Adolescents

> ▸ Anti-Bias and Conflict Resolution Curricula: Theory and Practice

> ▸ Examples of a Few Other Programs for Safe Schools and Communities

> ▸ Safe, Drug-Free, and Effective Schools for ALL students: What Works!!!

A. Guidelines for Effective Intervention

▸ **How Can We Intervene Effectively?**

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

▸ **Enhancing Resilience**

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▸ **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.

What works in Violence Prevention

Bridget Murray

taken from the July 1998 American Psychological Association <u>Monitor</u>

After more than a decade of research on school-based violence prevention, researchers are gaining a basic sense what does and doesn't forestall violence among youth. At the recent Public Health Conference, psychologist W. Rodney Hammond, PhD, of CDC, outlined what the research shows thus far.

Several approaches that apparently don't work include using scare tactics, only teaching a few antiviolence lessons without following up in later grades, imparting information without addressing behavior change, and forcing antiviolence programming on unwilling, overworked teachers.

On the other hand, to make an antiviolence program work, Hammond suggested the following do's:

▸   Make the program comprehensive, involving families, communities and schools.

▸   Launch antiviolence curricula in the primary grades and reinforce it across grade levels.

▸   Tailor the program to its recipients. Take into account the age, community and socioeconomic status of your target population.

▸   Build personal and social assets that inoculate children against violent habits and diffuse their tendency to lash out physically when angry.

▸   Make program content relevant to the recipients' culture and ethnic identity to pique their interest and increase the likelihood that they'll retain it.

▸   Invest time and money in intensive staff development. Nobody--not even a teacher--can teach anger management and social skills without proper training and support, says Hammond.

▸   Develop a school culture that promotes social support and social cohesion while stigmatizing and punishing aggression and bullying.

▸   Use interactive teaching techniques, such as group work, cooperative learning and role-playing. Programs that develop students' violence-resistance skills, rather than just telling them, "Violence is a bad thing; you shouldn't do it," are ultimately the most effective, says Hammond.

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.*
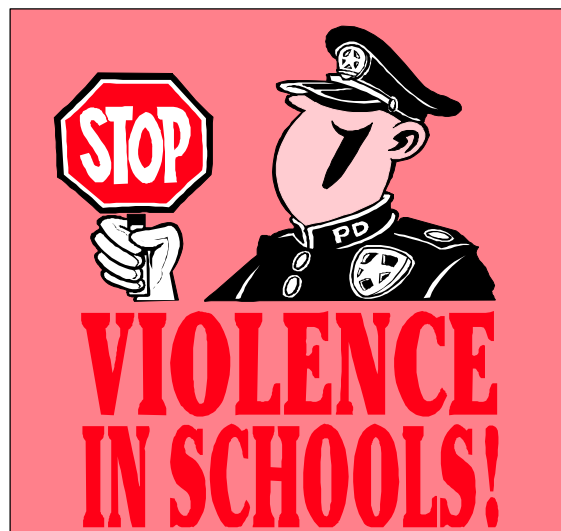
US Department of Education adopts:

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.samhsa.gov/cmhs/cmhs.htm or contact CMHS at 301/443-0001.
  Updated program preview is available at www.mentalhealth.org/specials/schoolviolence/preview.htm

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

CLASSROOM MANAGEMENT:
BUILDING BLOCKS TO SAFE SCHOOLS

The following information is an excerpt from the National Center for School Safety document "Classroom Management: Building Blocks to Safe Schools" (for more information, contact 141 Duesenberg Drive, Suite 11; Westlake Village, CA 91362: 805-373-9977; http://www.nssc1.org)

The following guidelines on classroom discipline are by no means meant to be all-inclusive, but are common elements of a good discipline policy:

1. Establish classroom rules

2. Rules should be clear and simple

3. Rules should conform to students' rights and responsibilities

4. Rules should be reasonable

5. Rules should be made in good faith

6. Communicate rules to all students

7. Enforce rules consistently

8. Review rules periodically

9. Develop a plan of action for rule breakers

* For a broad perspective on managing behavior at school, see the following documents available from the UCLA Center for Mental Health in Schools. Refer to our sampler on Behavioral Initiatives and our packets on
        Conduct and Behavioral Problems
          Attention Problems
            Social and Interpersonal Problems

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**

- ▸ **Tables of Examples of Exemplary/Promising Programs**

- ▸ **Programs for Promoting Safe Schools and Communities**

- ▸ **Violence Prevention Curriculum for Adolescents**

- ▸ **Anti-Bias and Conflict Resolution Curricula: Theory and Practice**

- ▸ **Examples of a Few Other Programs for Safe Schools and Communities**

- ▸ **Safe, Drug-Free, and Effective Schools for ALL Students: What Works!!!**

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

- FAST Track
- Preventive Treatment Program
- Perry Preschool
- Project PATHE
- Parent Child Development Center
- STEP
- FDRP
- Preventive Intervention
- Yale Child Welfare Project
- Baltimore Mastery Learning
- IPSP
- Project Status
- Project Northland
- Iowa Strengthening Families
- Seattle Social Development Project
- Preparing for the Drug Free Years
- I Can Problem Solve
- Children at Risk

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. 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

Examples of Exemplary/Promising Programs

The following programs are provided as EXAMPLES ONLY of programs which meet some criteria for a designation of "evidence-based" by the organizations listed. The criteria by which the various organizations deemed them to be evidence-based, exemplary, model or promising are listed under the name of the organization. THE APPEARANCE OF A PROGRAM IN THE FOLLOWING LIST DOES NOT IMPLY ENDORSEMENT BY THE FEDERAL GOVERNMENT.   (from http://www.mentalhealth.org/specials/schoolviolence/Irenelis.htm)

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IND = individual   FAM = family
SCH = school   COM = community or community-based
SYS = system

Rater/ Compilers and Selection Criteria	Programs/ Strategies	I N D	F A M	S C H	C O M	S Y S	Target Population/Notes	Program Contacts/References
Center for the Study and Prevention of Violence [1]	Big Brothers/Big Sisters of America* (model program)	x			x		Youth, ages 6-18, from single parent homes Supervised volunteer mentors interact regularly with youth in one-to-one relationships; case management approach	*Contact:* Jerry Lapham, 230 North 13th Street, Philadelphia, PA 19107; 215-567-7000. *Reference:* McGill, D.E., Mihalic, S.F., & Grotpeter, J.K. (1998). *Blueprintss for Violence Prevention, Book Two: Big Bothers Big Sisters of America.* Boulder, CO: Center for the Study and Prevention of Violence. *See also under* Resiliency Literature.
	Bullying Prevention Program* (model program)			x			Elementary, middle, and junior high-school students Universal intervention for reduction and prevention of bully/victim programs	*Contacts:* Dan Olweus, Ph.D., University of Bergen, Research Center for Health Promotion (HEMIL); Chriestiesgt. 13, N-5015, Bergen, Norway; tel 47-55-58-23-27; e-mail olweus@psych.uib.no; Sue Limber, Ph.D., Institute for Families in Society, University of South Carolina, Carolina Plaza, Columbia, SC 29208; 803-777-9124. *Reference:* Olweus, D., & Limber, S.P., with Mihalic, S.F. (in press). Bullying prevention. In D.S. Elliott (Series Ed.), *Blueprints for Violence Prevention, Book Nine.* Boulder, CO: Center for the Study and Prevention of Violence. *See also under* Communities That Care; *also listed under* Department of Education/Department of Justice, National Institute of Justice.

Organization	Program						Target/Description	Contact/Reference
Center for the Study and Prevention of Violence	Family Therapy Functional* (model program)		x				Youth, ages 11-18, at risk or presenting with a broad range of acting-out behaviors Outcome-driven therapy	*Contact:* James F. Alexander, Ph.D., University of Utah, Department of Psychology, 390 South 1350 East, #502, Salt Lake City, UT 84112; 801-585-1807. *Reference:* Alexander, J., Barton, C., Gordon, D., Grotpeter, J., Hansson, K., Harrison, R., Mears, S., Mihalic, S., Parsons, B., Pugh, C., Schulman, S., Waldron, H., & Sexton, T. (1998). *Blueprints for Violence Prevention, Book Three: Functional Family Therapy.* Boulder, CO: Center for the Study and Prevention of Violence. *See also under* Department of Education/Department of Justice; *also listed under* Center for Substance Abuse Prevention.
	Life Skills Training* **(model program)**			x			**Middle/junior high school students** **Classroom curricula addresses general self-management and social skills specifically related to substance abuse**	*Contact:* **Gilbert J. Botvin, Ph.D., Institute for Prevention Research, Cornell University Medical College, 411 East 69th Street, KB-201, New York, NY 10021; info on research, 212-746-1270; e-mail ipr@mail.med.cornell.edu; website www.lifeskillstraining.com; publisher 800-636-3415; e-mail sabrod@aol.com** *Reference:* **Botvin, G.J., Mihalic, S.F., & Grotpeter, J.K. (1998). *Blueprints for Violence Prevention, Book Five: Life Skills Training.* Boulder, CO: Center for the Study and Prevention of Violence. *See also under* Communities That Care, National Institute of Justice; *also listed under* Department of Education/Department of Justice.**
Center for the Study and Prevention of Violence (cont.)	**Midwestern Prevention Project*** **(model program)**		x	x	x		**Middle school students** **Comprehensive, community-based, multi-faceted program for adolescents in drug abuse prevention**	*Contact:* **Mary Ann Pentz, Ph.D., University of Southern California, Norris Comprehensive Cancer Center, 1441 Eastlake Avenue, MS-44, Los Angeles, CA 90033-0800; 323-865-0327; e-mail pentz@hsc.usc.edu** *Reference:* **Pentz, M.A., Mihalic, S.F., & Grotpeter, J.K. (1998). *Blueprints for Violence Prevention, Book One: The Midwestern Prevention Project.* Boulder, CO: Center for the Study and Prevention of Violence. *Also listed under* Department of Education/Department of Justice.**
	Multidimensional Treatment Foster Care* **(model program)**	x	x			x	**Teenagers with histories of chronic and severe criminal behavior at risk of incarceration** **Community foster families plus treatment, intensive supervision, and separation from delinquent peers**	*Contact:* **Patricia Chamberlain, Oregon Social Learning Center, 160 East 4th Avenue, Eugene, OR 97401; 541-485-2711; e-mail pattic@ oslc.org** *Reference:* **Chamberlain, P., & Mihalic, S.F. (1998). *Blueprints for Violence Prevention, Book Eight: Multidimensional Treatment Foster Care.* Boulder, CO: Center for the Study and Prevention of Violence. *See also under* Office of Juvenile Justice and Delinquency Prevention; *also listed under* Center for Substance Abuse Prevention.**

Program		1	2	3	4	5	Target Population / Description	Contact / Reference
Center for the Study and Prevention of Violence (cont.)	**Multisystemic Therapy*** **(model program)**		x		x		**Chronic, violent, or substance-abusing juvenile offenders, ages 12-17 at risk of out-of-home placement, and their families** **Empowers parents and provides appropriate therapy**	*Contact:* **Scott W. Henggeler, Ph.D., Family Services Research Center, Medical University of South Carolina, 67 President St., #CPP, P.O. Box 250861, Charleston, SC 29425-0742; info on research: 843-876-1800; info on training: Keller Strother, MST Inc., 268 West Coleman Blvd., #2E, Mount Pleasant, SC 29464; 843-856-8226 x11; e-mail mst@sprintmail.com** *Reference:* **Henggeler, S.W., Mihalic, S.F., Rone, L., Thomas, C., & Timmons-Mitchell, J. (1998).** *Blueprints for Violence Prevention, Book Six: Multisystemic Therapy.* **Boulder, CO: Center for the Study and Prevention of Violence.** *See also under* **Center for Substance Abuse Prevention.**
	PATHS (Promoting Alternative Thinking Strategies)* **(model program)**		x	x			**Elementary school students** **Promotes emotional and social competences, reduction of aggression and behavior problems, while simultaneously enhancing the educational process in the classroom**	*Contact:* **Mark T. Greenberg, Ph.D., Prevention Research Center, Pennsylvania State University, 110 Henderson Building South, University Park, PA 16802-6504; 814-863-0112; e-mail mxg47@psu.edu** *Reference:* **Greenberg, M.T., Kusche, C., & Mihalic, S.F. (1998).** *Blueprints for Violence Prevention, Book Ten: Promoting Alternative Thinking Strategies (PATHS).* **Boulder, CO: Center for the Study and Prevention of Violence.** *See also under* **Communities That Care, Department of Education/Department of Justice, National Institute of Justice.**
Center for the Study and Prevention of Violence (cont.)	**Prenatal and Infancy Home Visitation by Nurses*** **(model program)**	x	x				**At-risk, low-income pregnant women bearing first child** **Intensive, comprehensive home visitation by nurses during pregnancy and the first two years after birth of the child**	*Contact:* **David Olds, Ph.D., Prevention Research Center for Family & Child Health, 1825 Marion Street, Denver, CO 80218; 303-864-5200; fax 303-864-5236; e-mail olds.david@tchden.org** *Reference:* **Olds, D., Hill, P., Mihalic, S., & O'Brien, R. (1998).** *Blueprints for Violence Prevention, Book Seven: Prenatal and Infancy Home Visitation by Nurses.* **Boulder, CO: Center for the Study and Prevention of Violence.** *See also under* **Communities That Care, National Institute of Justice;** *also listed under* **Center for Substance Abuse Prevention, Resiliency Literature.**
	Quantum Opportunities Program **(model program)**				x		**Adolescents in grades 9-12** **Development program for disadvantaged adolescents**	*Contact:* **C. Benjamin Lattimore, Opportunities Industrialization Centers of America, 1415 North Broad Street, Philadelphia, PA 16802-6504; 215-236-4500.** *Reference:* **Lattimore, C.B., Mihalic, S.F., Grotpeter, J.K., & Taggart, R. (1998).** *Blueprints for Violence Prevention, Book Four: The Quantum Opportunities Program.* **Boulder, CO: Center for the Study and Prevention of Violence.**

Center for the Study and Prevention of Violence (cont.)	Program							Description	References
Center for the Study and Prevention of Violence (cont.)	FAST Track Program (promising program)	x	x	x				Children in grades 1-6; specifically targets children identified in kindergarten as displaying disruptive behavior and poor peer relations Long-term, comprehensive prevention program to prevent chronic and severe conduct problems for high-risk children	*References: See* website of Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/promise. *See also* Conduct Problems Prevention Group (K. Bierman, J. Coie, K. Dodge, M. Greenberg, J. Lochman, & R. McMahon). (May 1996). Abstract: An initial evaluation of the FAST Track Program. Proceedings of the Fifth National Prevention Conference, Tysons Corner, VA; Conduct Problems Prevention Group (K. Bierman, J. Coie, K. Dodge, M. Greenberg, J. Lochman, & Robert McMahon). (1992). A developmental and clinical model for the prevention of conduct disorder: The FAST Track Program. *Development and Psychopathology* 4:509-527.
	Perry Preschool Program* (promising program)				x			Low socioeconomic families with children ages 3-4 High-quality early childhood education; promotes intellectual, social, and physical development; includes home visits by teachers	*References: See* website of Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/promise. *See also, for example,* Berrueta-Clement, J.R., Schweinhart, L.J., Barnett, W.S., Epstein, A.S., Weikart, D.P. (1984). *Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19*. Ypsilanti, MI: The High/Scope Press; Greenwood, P., Model, K.E., Rydell, C.P., & Chiesa, J. (1996). *Diverting Children from a Life of Crime: Measuring Costs and Benefits*. Rand (MR-699.0-UCB/RC/IF). *See also under* Communities That Care, Resiliency Literature; *also listed under* National Institute of Justice (as High/Scope).
Center for the Study and Prevention of Violence (cont.)	Parent Child Development Center Programs (promising program)		x					Low-income families in which mothers are primary care-givers; children ages 2 months to 3 years Offers broad range of support services for mothers and children	*References: See* website of Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/promise. *See also, for example,* Bridgeman, B., Blumenthal, J.B., & Andrews, S.R. (1981). Parent Child Development Center: Final Evaluation Report. Department of Health and Human Services, Office of Human Development Services, Washington, DC 20201; Johnson, D.L., & Walker, T. (1987). Primary prevention of behavior problems in Mexican American children. *American Journal of Community Psychology* 15:375-385.
	Intensive Protective Supervision Project (promising program)	x	x					Youth under age 16 adjudicated as a status offender and recipient of protective supervision disposition Close monitoring by project counselors with lighter-than-customary caseloads; home visitations; individualized service plans based on external evaluations	*References: See* website of Center for the Study and Prevention of Violence. http://www.colorado.edu/cspv/blueprints/promise. *See also, for example,* Land, K.C., McCall, P.L., & Williams, J.R. (1992). Intensive supervision of status offenders: Evidence on continuity of treatment effects for juveniles and a "Hawthorne Effect" for counselors. In J. McCord & R. Tremblay (Eds.), *Preventing Antisocial Behavior: Interventions from Birth through Adolescence*. New York: Guilford.

		1	2	3	4	5	Description	References
Center for the Study and Prevention of Violence (cont.)	**Preventive Treatment Program*** **(promising program)**	x	x				**Males ages 7-9 from low socioeconomic families, assessed as having high levels of disruptive behavior in kindergarten** **Parent training combined with individual social skills training**	*References: See* **website of Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/promise.** *See also, for example,* **Tremblay, R.E., Masse, L., Pagani, L., & Vitaro, F. (1996). From childhood physical aggression to adolescent maladjustment: The Montreal Prevention Experiment. In R.D. Peters & R.J. McMahon (Eds.),** *Preventing Childhood Disorders, Substance Abuse, and Delinquency.* **Thousand Oaks, CA: Sage.** *See also under* **Communities That Care.**
	Baltimore Mastery Learning and Behavior Game* **(promising programs)**			x			**Early elementary school children, particularly those demonstrating early high-risk behavior** **Reading skill improvement; classroom behavior modification program with self-monitoring**	References: See *website of Center for the* Study and Prevention of Violence, **http://www.colorado.edu/cspv/blueprints/promise.** Kellam, **S.G., Rebok, G.W., Ialongo, N., & Mayer, L.S. (1994). The course and malleability of aggressive behavior from early first grade into middle school: Results of a developmental epidemiologically based preventive trial.** *Journal of Child Psychology and Psychiatry* **35(2):259-282. See** *also under* **Communities That Care (Good Behavior Game).**
	Syracuse Family Development Research Program* **(promising program)**	x	x				**Impoverished families** **Home visitations, parent training, and 5 years of individualized day care**	*References: See* **website of Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/promise.** *See also* **Lally, J.R., Mangione, P.L., Honig, A.S., & Wittner, D.S. (April 1988). More pride, less delinquency: Findings from the ten-year follow-up study of the Syracuse University Family Development Research Program:13-18.** *Zero to Three. See also under* **Communities That Care.**
Center for the Study and Prevention of Violence (cont.)	**Yale Child Welfare Project** **(promising program)**			x			**High-risk, impoverished, minority families; pregnant mothers and children until age 30 months** **Team-based, personalized family support to help disadvantaged parents support their children's development**	*References: See* **website of Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/promise.** *See also, for example,* **Seitz, V., & Apfel, N.H. (1994). Parent-focused intervention: Diffusion effects on siblings.** *Child Development* **65:677-683.**
	Seattle Social Development Project* **(promising program)**			x			**Children in grades 1-4 and their parents and teachers** **Teachers trained in proactive class management, interactive teaching, cooperative learning; children in grade 1 receive cognitive-based social competence training; parent training**	*References: See* **website of Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/promise.** *See also under* **Communities That Care.**

	Program						Target / Description	References
	Project PATHE (promising program)			x			**Students in middle and high schools** **Reduces school disorder and improves school environment; treatment for low-achieving and disruptive students**	*References: See* website of the Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/ promise. *See also, for example,* Gottfredson, D.C. (1990). Changing school structures to benefit high-risk youths. *Understanding Troubled and Troubling Youth: Multidisciplinary Perspectives.* Newbury Park, CA: Sage. *See also under* National Institute of Justice.
Center for the Study and Prevention of Violence (cont.)	**School Transitional Environmental Program*** (promising program)			x			**Students at large, urban junior and high schools with multiple feeders that serve predominantly nonwhite, lower-income students** **Program to reduce school disorganization, to reduce complexity of school environment, increase peer and teacher support**	*References: See* website of the Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/ promise. *See also, for example,* Reyes, O., & Jason, L.A. (1991). An evaluation of a high school dropout prevention program. *Journal of Community Psychology* 19:221-230. *See also under* Communities That Care.
	Preventive Intervention* (promising program)			x			**High-risk students in junior high school** **Juvenile delinquency, substance abuse, and school failure prevention, based on premise that youth can bring about desired change**	*References: See* website of the Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/ promise. *See also under* Communities That Care.
	Student Training Through Urban Strategies (Project STATUS) (promising program)			x			**Students in junior and senior high school; students at risk for dropping out of school** **Improvement in the school's social climate, including youth and staff training, and year-long English/social studies class that focuses on key social institutions**	*References: See* website of the Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/blueprints/ promise. *See also, for example,* Gottfredson, D.C. (1990). Changing school structures to benefit high-risk youths. *Understanding Troubled and Troubling Youth: Multidisciplinary Perspectives.* Newbury Park, CA: Sage.
Center for Substance Abuse Prevention (CSAP) [2]	**Across Ages**	x					**Youth ages 11-13** **Mentoring and community service project**	CSAP. (1998). *Understanding Substance Abuse Prevention--Toward the 21st Century: A Primer on Effective Programs.* Washington, DC: Government Printing Office.
				x				
	Child Development Project	x	x	x			**Children under age 13** **Comprehensive school change program**	CSAP. (1998). *Understanding Substance Abuse Prevention--Toward the 21st Century: A Primer on Effective Programs.* Washington, DC: Government Printing Office.

	Program						Description	Reference
	Creating Lasting Connections	x	x				Youth ages 13-17 Life skills/social skills training	CSAP. (1998). *Understanding Substance Abuse Prevention--Toward the 21st Century: A Primer on Effective Programs.* Washington, DC: Government Printing Office.
	DARE to be You*	x	x	x	x		Children under age 13 Parent education/parenting skills training	CSAP. (1998). *Understanding Substance Abuse Prevention--Toward the 21st Century: A Primer on Effective Programs.* Washington, DC: Government Printing Office. *See also under* Resiliency Literature.
	Family Advocacy Network	x	x				Youth ages 13-17 Life skills/social skills training; task-oriented family education	CSAP. (1998). *Understanding Substance Abuse Prevention--Toward the 21st Century: A Primer on Effective Programs.* Washington, DC: Government Printing Office.
	SMART Leaders	x			x		Youth ages 14-17 After-school education/peer support program for prevention	CSAP. (1998). *Understanding Substance Abuse Prevention--Toward the 21st Century: A Primer on Effective Programs.* Washington, DC: Government Printing Office.
Center for Substance Abuse Prevention (CSAP), Department of Health and Human Services (cont.)	Residential Student Assistance Program (RSAP)	x			x		Youth ages 13-17 Intervention activities targeted at institutionalized youth	CSAP. (1998). *Understanding Substance Abuse Prevention--Toward the 21st Century: A Primer on Effective Programs.* Washington, DC: Government Printing Office.
	Community Partnership Program				x		Multiagency activities and collaboration of all aspects of community; establish and fund prevention infrastructure	CSAP. (Unpublished document). *The Nation's Communities at Work: How Community Partnerships Are Working to Prevent Drug Use in America.* Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.
	Strengthening Families Program*		x				Youth under age 13 Individuals and parent/ child counseling, parent education, play therapy, skill building	Kumpfer, K.L., DeMarsh, A.J., & Child, W. (1989). The Strengthening Families Program: Children's Handbook, Children's Skills Training Program, Family Skills Training Manual, Parent Handbook, Parent Training Manual. Department of Health Education, University of Utah, Alta Institute. *See also under* Department of Education/Department of Justice.
	Dishion Model	x	x	x			Family resource room in schools, plus more intensive family service	Dishion, T.J., & Andrews, D.W. (1995). *Journal of Consulting and Clinical Psychology* 63:538-548.

	Families in Focus	x	x				Family skills training involving in-home activities to build cohesion and communication	Cottage Program International, Salt Lake City, UT.
	Functional Family Therapy*			x			Youth, ages 11-18, at risk for presenting with a broad range of acting-out behaviors	*See also under* Center for the Study and Prevention of Violence, Department of Education/Department of Justice.
Center for Substance Abuse Prevention (CSAP), Department of Health and Human Services (cont.)	Healthy Families Hawaii							
	Helping the Noncompliant Child							
	Iowa Strengthening Families Program for Families with Pre- and Early Teens							
	Kazdin Model	x	x				Social skills training	Kazdin, A.E. (1995). *Conduct Disorders in Childhood and Adolescence.* 2d ed. Thousand Oaks, CA: Sage.
	Multisystemic Therapy Program*			x		x	Chronic, violent, or substance-abusing juvenile offenders, ages 12-17 at risk of out-of-home placement, and their families Empowers parents and provides appropriate therapy	*See also under* Center for the Study and Prevention of Violence.
	Nurturing Parenting Program							

Organization	Program						Population	Reference
	Parenting Adolescents Wisely							
	Parents and Children Training Series							
Center for Substance Abuse Prevention (CSAP)	**Prenatal and Early Childhood Nurse Home Visitation Program***		x				**At-risk, low-income pregnant women bearing first child** **Services continued for first two years of child's life**	*See also under* Center for the Study and Prevention of Violence, Communities That Care, National Institute of Justice; *also listed under* Resiliency Literature.
	Preparing for the Drug Free Years*		x				**Parents of children in grades 4-8** **Parenting education with specific focus on alcohol and other drug use prevention**	*See also under* Communities That Care.
	Raising a Thinking Child: I Can Problem Solve Program*		x	x			**Preschool children**	*See also under* Communities That Care, National Association of School Psychologists.
	Structural Family Therapy*	x	x				**Adolescents and their families**	Szapocznik, J., Perez-Vidal, A., Brickman, A., Foote, F.H., Santiseban, D., Hervis, O.E., & Kurtines, W.M. (1988). Engaging adolescent drug abusers and their families into treatment: A Strategic Structural Systems approach. *Journal of Consulting and Clinical Psychology* 56(4):552-557. *See also under* Communities That Care.
Center for Substance Abuse Prevention (CSAP)	**Treatment Foster Care***		x		x		**Teenagers with histories of chronic and severe criminal behavior at risk of incarceration** **Community foster families plus treatment, intensive supervision, and separation from delinquent peers**	*See also under* Center for the Study and Prevention of Violence, Office of Juvenile Justice and Delinquency Prevention.
Communities That Care [3]	**Prevention and Relationship Enhancement Program**		x				**Couples planning marriage** **Addresses family conflict risk factor**	Markman, H.J., Renick, M.J., Floyd, F.J., Stanley, D.M., & Clements, M. (1993). Preventing marital distress through effective communication and conflict management: A 4- and 5-year follow-up. *Journal of Consulting and Clinical Psychology* 61(1):70-77.

	Program						Population / Method	Reference
	Prenatal/Early Infancy Project*	x	x				**Young, unmarried mothers during pregnancy and up to the child's second birthday** **Home nurse visitation**	**Olds, D.L., Henderson, C.R., Tatelbaum, R., & Chamberlain, R. (1986). Improving the delivery of prenatal care and outcomes of pregnancy: A randomized trial of nurse home visitation.** *Pediatrics* **77:16-28; Olds, D.L., & Kitzman, H. (1993). Review of research on home visiting for pregnant women and parents of young children.** *The Future of Children* **3(3):53-92.** *Also listed under* **Center for the Study and Prevention of Violence.**
	Promotion of Use of Front-Pack Infant Carriers		x				**Infants and mothers**	**Anisfeld, E., Casper, V., Nozyce, M., & Cunningham, N. (1990). Does infant carrying promote attachment? An experimental study of the effects of increased physical contact on the development of attachment.** *Child Development* **61:1617-1627.**
Communities That Care (cont.)	**Infant Health and Development Program***		x				**Families with low birth-weight infants whose mothers have a high school education or less** **Home visitation, parent support, developmentally appropriate child care**	**Ramey, C. (1990). Enhancing the outcomes of low birth-weight, premature infants: A multi-site, randomized trial.** *Journal of the American Medical Association* **263(22): 3035-3042; Ramey, C.T., Bryant, D.M., Wasik, B.H., et al. (1992). The Infant Health and Development Program for low birth weight, premature infants: Program elements, family participation, and child intelligence.** *Pediatrics* **89(3):454-465.** *Also listed under* **Resiliency Literature.**
	Family Development Research Program*		x				**Low-income children under 5 years and their families** **Home visitation, parent support, developmentally appropriate child care**	**Lally, J.R., Mangione, P.L., & Honig, A.S. (1988). The Syracuse University Family Development Research Program: Long-range impact on an early intervention with low-income children and their families. In D.R. Powell (Ed.),** *Parent Education as Early Childhood Intervention: Emerging Directions in Theory, Research, and Practice. Annual Advances in Applied Developmental Psychology, vol. 3.* **Norwood, NJ: Ablex.** *See also under* **Center for the Study and Prevention of Violence.**
	Carolina Abecedarian Project		x				**Children 3 months to 4 years and their parents** **Home visitation, parent support group, developmental day care, toy-lending library**	**Horacek, H.J., Ramey, C.T., Campbell, F.A., Hoffman, K.P., & Fletcher, R.H. (1987). Predicting school failure and assessing early intervention with high-risk children.** *Journal of the American Academy of Child and Adolescent Psychiatry* **26(5):758-763.**
Communities That Care (cont.)	**Mother-Child Home Program of Verbal Interaction Project**		x				**Children of low-income, unmarried mothers with low level of education** **Promotes verbal interaction, educational play**	**Madden, N.A., O'Hara, J., & Levenstein, P. (1984). Home again: Effects of the Mother-Child Home Program on mother and child.** *Child Development* **55:634-647; Levenstein, P. (1992). The Mother-Child Home Program: Research methodology and the real world. In J. McCord & R.E. Tremblay (Eds.),** *Preventing Antisocial Behavior: Interventions from Birth through Adolescence.* **New York, NY: Guilford.**

	Program						Target/Description	Reference
	High/Scope Cognitive Curriculum*		x	x			Preschool students Divides classroom into language-oriented learning centers that encourage children to use, experience, and discover language through activities and play	Berreuta-Clement, J.R., Schweinhart, L.J., Barnett, W.S., Epstein, A.S., & Weikart, D.P. (1984). *Changed Lives: The Effects of the Perry Preschool Program on Youth through Age 19.* Ypsilanti, MI: High/Scope Press; Schweinhart, L.J., Barnes, H.V., and Weikart, D.P. (1993). *Significant benefits: The High/Scope Perry Preschool study through age 27.* Monographs of the High/Scope Educational Research Foundation, no. 10. Ypsilanti, MI: High/Scope Press. *See also under* Center for the Study and Prevention of Violence, Communities That Care, Resiliency Literature; *also listed under* National Institute of Justice.
	Brookline Early Education Project		x	x			Preschool children Home visitation, parent training, toy/book lending library, preschool based on High/Scope model, health and developmental exams	Pierson, D.E. (1988). The Brookline Early Education Project. In R. Price, E.L. Cowen, R.P. Lorion, & J. Romoa-McKay (Eds.), *Fourteen Ounces of Prevention: A Casebook for Practitioners.* Washington, DC: American Psychological Association.
Communities That Care (cont.)	Problem-Solving Techniques in Early Childhood*		x				Preschool children and parents Promotes verbal interaction between parent and child; promotes problem-solving approach to discipline	Shure, M.B., & Spivack, G. (1982). Interpersonal problem-solving in young children: A cognitive approach to prevention. *American Journal of Community Psychology* 10:341-356; Shure, M.B. (1993). *Interpersonal problem solving and prevention: A comprehensive report of research and training.* #MH-40801. Washington, DC: National Institute of Mental Health. *See also under* National Association of School Psychologists; *also listed under* Center for Substance Abuse Prevention.
	Interpersonal Cognitive Problem-Solving*			x			Preschool children Script of games that help to develop thinking and problem solving	
	Houston Parent-Child Development Center Program		x	x			Mexican American families with children ages 12 months to 3 years Home visits for parent education, center-based parent education, developmental day care	Johnson, D.L. (1991). Primary prevention of behavior problems in young children: The Houston Parent-Child Development Center. In R. Price, E.L. Cowen, R.P. Lorion, & J. Romoa-McKay (Eds.), *Fourteen Ounces of Prevention.* Washington, DC: American Psychological Association.
	Parent-Child Interaction Training		x	x			Preschool children Parent education and play sessions	Strayborn, J.M., & Weidman, C.S. (1991). Follow-up of one year after Parent-Child Interaction Training: Effects on behavior of preschool children. *Journal of American Academy of Child and Adolescent Psychiatry* 30:138-143.

	Program						Target Population / Description	Reference
Communities That Care (cont.)	Montreal Longitudinal Study of Disruptive Boys*	x		x			Disruptive boys, ages 7-9, and their parents Delinquency prevention program providing school-based social skills training and parent training on discipline and management	Tremblay, R.E., Vitaro, F., Bertrand, L., LeBlanc, M., Beauchesne, H., Boileau, H., & David, L. (1992). Parent and child training to prevent early onset of delinquency: The Montreal Longitudinal-Experimental study. In J. McCord & R. Tremblay, *Preventing Antisocial Behavior: Interventions from Birth through Adolescence.* New York, NY: Guilford; Tremblay, R.E., Pagani-Kurtz, L., Masse, L.C., & Pihl, R.O. (1995). A bimodal preventive intervention for disruptive kindergarten boys: Its impact through mid-adolescence. *Journal of Consulting and Clinical Psychology* 63:560-568. *See also* Center for the Study and Prevention of Violence.
	Parents and Children Videotape Series	x					Parents of children ages 3-10 with behavior problems Facilitator-led discussions on parenting skills and techniques using videotapes	Webster-Stratton, C. (1994). Advancing videotape parent training: A comparison study. *Journal of Consulting and Clinical Psychology* 62(3):583-593. *See Communities That Care Prevention Strategies* (p. 39) for five additional references.
	How to Help Your Child Succeed in School	x		x			Children in early elementary grades Parent education on how to support children's schoolwork at home	Hawkins, J.D., Catalano, R.F., Jones, G.J., & Fine, D. (1987). Delinquency prevention through parent training: Results and issues from work in progress. In J.Q. Wilson & G.C. Loury (Eds.), *Children to Citizens: Families, Schools, and Delinquency Prevention.* New York, NY: Springer-Verlag.
Communities That Care (cont.)	Preparing for the Drug-Free Years*	x					Parents of children in grades 4-8 Parenting education with specific focus on alcohol and other drug use prevention	Kosterman, R., Hawkins, J.D., Spoth R., Haggerty, K.P., and Zhu, K. (1995). Preparing for the drug-free years: Effects on videotaped family interactions. Unpublished manuscript, University of Washington Social Development Research Group; Spoth, R., Redmond, C., Haggerty, K., and Ward, T. (1995). A controlled parenting skills outcome study examining individual difference and attendance effects. *Journal of Marriage and the Family* 7:449-464. *Also listed under* Center for Substance Abuse Prevention.
	Behavioral Systems Family Therapy	x					Families with adolescents who exhibit behavior problems	Klein, N.C., Alexander, J.F., & Parson, B.V. (1977). Impact of family systems intervention on recidivism and sibling delinquency: A model of primary prevention and program evaluation. *Journal of Consulting and Clinical Psychology* 45:469-474.
	Brief Strategic Family Therapy*	x					Hispanic youth at high risk of delinquency	Szapoznik, J., Rio, A., Murray, E., Cohen, M. Scopetta, M., Rivas-Vazquez, A., Hervis, O., Posada, V., & Kurtines, W. (1989). Structural family versus psychodynamic child therapy for problematic Hispanic boys. *Journal of Consulting and Clinical Psychology* 57:571-578. *See also under* Center for Substance Abuse Prevention.

	Program						Description	Reference
	School Development Program			x			Governance and management team, mental health team, parents in inner-city schools; targets organizational change in elementary schools	Corner, J.P. (1988). Educating poor minority children. *Scientific American* 259(5):42-48.
Communities That Care (cont.)	Program Development Evaluation Method*			x			Organizational change in middle school	Gottfredson, D.C., Gottfredson, G.D., & Hybl, L.G. (1993). Managing adolescent behavior: A multi-year, multi-school study. *American Educational Research Journal* 30(1):179-215; Gottfredson, D.C., Gottfredson, G.D., & Hybl, L.G. (1993). *An approach to reducing risk through school system restructuring.* Paper presented for the Research Partnership Network, Johns Hopkins University, Baltimore, MD. *See also under* National Institute of Justice.
	School Transitional Environment Project (STEP)*			x			Organizational change in large middle and high schools to facilitate successful adaptation primarily by disadvantaged students	Felner, R.D., & Adan, A.M. (1988). The School Transitional Environment Project: An ecological intervention and evaluation. In R. Price, E.L. Cowen, R.P. Lorion, & J. Romoa-McKay (Eds.), *Fourteen Ounces of Prevention: A Caseload for Practitioners.* Washington, DC: American Psychological Association; Felner, R.D., Brand, S., Adan, A.M., Mulhall, P.F., Flowers, N., Sartain, B., & DuBois, D.L. (1993). Restructuring the ecology of the school as an approach to prevention during school transitions: Longitudinal follow-ups and extensions of the School Transitional Environment Project (STEP). *Prevention in Human Services* 10(2):103-136. *See also under* Center for the Study and Prevention of Violence.
	Proactive Classroom Management				x		Elementary school teachers trained to maximize learning and minimize classroom disruptions	*See* Seattle Social Development Project *below*.
Communities That Care (cont.)	Good Behavior Game*				x		Disruptive children in grade 1	Kellam, S.G., & Rebok, G.W. (1992). Building developmental and etiological theory through epidemiologically based preventive intervention trials. In J. McCord & R. Tremblay, *Preventing Antisocial Behavior: Interventions from Birth through Adolescence.* New York, NY: Guilford. *See also under* Center for the Study and Prevention of Violence.
	Behavioral Intervention for Middle School Students*			x			Middle school students with academic and behavior problems Progress monitored on student performance and behavior	Bry, B.H. (1982). Reducing the incidence of adolescent problems through preventive intervention: One- and five-year follow-up. *American Journal of Community Psychology* 10:265-276. *See also under* Center for the Study and Prevention of Violence.

							Target/Description	Reference
	Tutoring programs			x			Elementary school students	Coie, J.D., & Krehbiel, G. (1983). Effects of academic tutoring on the social status of low-achieving, socially rejected children. *Child Development* 55:1465-1478; Greenwood, C.R., Terry, B., Utley, C.A., Montagna, D., & Walker, D. (1993). Achievement, placement, and services: Middle school benefits of classwide peer tutoring used at the elementary school. *School Psychology Review* 22:497-516.
Communities That Care (cont.)	Success for All			x			Preschool and kindergarten students and their parents Helps children achieve grade level in basic reading, math, and language skills by grade 3; parent education/family support team, preschool and kindergarten, in-class supplementary special education	Slavin, R.E., Madden, N.A., Karweit, N.L., Livermon, B.J., & Dolan, L. (1990). Success for All: First-year outcomes of a comprehensive plan for reforming urban education. *American Educational Research Journal* 27:255-278.
	Seattle Social Development Project*			x			Children in grades 1-4 and their parents and teachers Teachers trained in proactive class management, interactive teaching, cooperative learning; children in grade 1 receive cognitive-based social competence training; parents trained in "Catch 'em Being Good," How to Help Your Child Succeed in School, and Preparing for the Drug Free Years	Hawkins, J.D., Catalano, R.F., Morrison, D.M., O'Donnell, J., Abbott, R.D., & Day, L.E. (1992). The Seattle Social Development Project: Effects of the first four years on protective factors and problem behaviors. In J. McCord & R. Tremblay (Eds.), *Preventing Antisocial Behavior: Interventions from Birth through Adolescence.* New York, NY: Guilford; O'Donnell, J., Hawkins, J.D., Catalano, R.F., Abbott, R.D., Day, L.E. (1995). Preventing school failure, drug use, and delinquency among low-income children: Effects of a long-term prevention project in elementary schools. *American Journal of Orthopsychiatry* 65(1):87-100.
Communities That Care (cont.)	Promoting Alternative Thinking Strategies (PATHS)*			x			Students in grades K-5 Promotes effective social competence	Greenberg, M.T., & Kusche, C.A. (1993). *Promoting Social and Emotional Development in Deaf Children: The PATHS Project.* Seattle, WA: University of Washington Press; Greenberg, M.T., Kusche, C.A., Cook, E.T., & Quamma, J.P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development and Psychopathology* 7. *See also under* Center for Study and Prevention of Violence, Department of Education/Department of Justice, National Institute of Justice.
	Social Relations Intervention Program*			x			Children ages 9-11 Social skill and cognitive-behavioral training	Lochman, J.E., Coie, J.D., Underwood, M.K., & Terry, R. (1993). Effectiveness of a social relations intervention program for aggressive and nonaggressive rejected children. *Journal of Consulting and Clinical Psychology* 61:1053-1058. *See also under* Department of Education/ Department of Justice, National Institute of Justice.

Program Category	Program						Target Population / Description	Citation
	Improving Social Awareness-Social Problem Solving Project*			X				Children ages 9-11 Problem-solving skills training and application process with teachers	Elias, M.J., Gara, M., Schuyler, T., Brandon-Muller, L.R., & Sayette, M.A. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program. *American Journal of Orthopsychiatry* 61:409-417. *See also under* National Association of School Psychologists.
Communities That Care (cont.)	Intervention Campaign Against Bully/Victim Problems*			X				Students in grades 1-9	Olweus, D. (1991). Bully/victim problems among schoolchildren: Basic facts and effects of a school-based intervention program. In D.J. Pepler and K.H. Rubin, *The Development and Treatment of Childhood Aggression.* Hillsdale, NJ: Lawrence Erlbaum. *See also under* Center for Study and Prevention of Violence; *also listed under* Department of Education/ Department of Justice, National Institute of Justice.
	Life Skills Training*			X				Middle and high school students	Botvin, G.J., Baker, E., Filazzola, A.D., & Botvin, E.M. (1990). A cognitive-behavioral approach to substance abuse prevention: One-year follow-up. *Addiction Behaviors* 15:47-63; Botvin, G.J., Baker, E., Dusenbury, l., Botvin, E.M., & Diaz, T. (1995). Long-term follow-up of results of a randomized drug abuse prevention trial in a white middle-class population. *Journal of the American Medical Association* 273(14):1106-1112. *See also under* Center for Study and Prevention of Violence, National Institute of Justice; *also listed under* Department of Education/Department of Justice.
	Gang Prevention Curricula			X				Grade 8 students in lower- and lower-middle class urban areas	Thompson, D.W., & Jason, L.A. (1988). Street gangs and preventive interventions. *Criminal Justice and Behavior* 15:323-333.
Communities That Care (cont.)	ALERT Drug Prevention Curriculum*			X				Junior high school students	Ellickson, P.L., & Bell, R.M. (1990). Drug prevention in junior high: A multi-site longitudinal test. *Science* 247:1299-1305; Ellickson, P.L., Bell, R.M., & McGuigan, K. (1993). Preventing adolescent drug use: Long term results of a junior high program. *American Journal of Public Health* 83:856-961. *See also under* Department of Education/ Department of Justice.
	Structured Playground Activities			X				Students in grades K-2 Before-school program of supervised activity with time-out procedures for excessively unruly behavior	Murphy, H.A., Hutchison, J.M., & Bailey, J.S. (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground aggression. *Journal of Applied Behavior Analysis* 16:29-35.
	PALS (Participate and Learn Skills)				X			Children ages 5-15 After-school recreation program of multiple skill development	Jones, M.B., & Offord, D.R. (1989). Reduction of antisocial behavior in poor children by nonschool skill development. *Journal of Child Psychology and Psychiatry and Allied Disciplines* 30:737-750.

	Program						Target Population	Reference/Contact
	Buddy System				x		Youth ages 11-17 and adult mentors	Fo, W.S.O., & O'Donnell, C.R. (1974). The Buddy System: Relationship and contingency conditioning in a community intervention program for youth with nonprofessionals as behavior change agents. *Journal of Consulting and Clinical Psychology* 42:163-169.
	JOBSTART				x		School dropouts, ages 17-21 Youth employment with education and support services	Cave, G., Bos, H., Doolitle, F., & Toussaint, C. (1993). *JOBSTART: Final report on a program for school dropouts.* New York, NY: Manpower Demonstration Project.
Communities That Care (cont.)	Communities That Care				x		Community mobilization and prevention effort	Arthur, M.W., Ayers, C.D., Graham, K.A., & Hawkins, J.D. (1994). Mobilizing communities to reduce risks for drug abuse: A comparison of two strategies. Unpublished manuscript.
Department of Education/ Department of Justice [4]	Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence			x			High-risk middle school students Curriculum deals with violence among peers; uses Think-First model of conflict resolution	*Contact:* Christine Blaber, Education Development Center, Inc., 55 Chapel Street, #25, Newton, MA 02458; 800-225-4276 x2364; e-mail <cblaber@edc.org>; website <www.edc.org>. To order curriculum: Education Development Center, Inc., P.O. Box 1020, Sewickley, PA 15143-1020; 800-793-5076; fax 412-741-0609..
	Anger Coping Program*			x			Selected aggresive male students in middle school Small-group sessions emphasize self-management and self-monitoring, perspective taking, and social problem-solving skills	*Contact:* John E. Lochman, Ph.D., Department of Psychology, Box 870348, University of Alabama, Tuscaloosa, AL 35487; 205-348-5083; fax 205-348-8648; e-mail <jlochman@gp.as.ua.edu>. *See also under* Communities That Care, National Institute of Justice.
	Coping Power Program*			x			Male students in middle school Small-group sessions for students and for parents to prevent substance abuse	
	BASIS			x			Middle school organizational focus	*Contact:* Denise Gottfredson, Ph.D., University of Maryland, Department of Criminology and Criminal Science, Lefrak Hall, #2220, College Park, MD 20742; 301-405-4717; fax 301-405-4733; e-mail <dgottfredson@bss2.umd.edu>.
Department of Education/ Department of Justice (cont.)	Conflict Resolution: A Curriculum for Youth Providers			x			Secondary school students	*Contact:* National Resource Center for Youth Services, College of Continuing Education, University of Oklahoma, 202 West 8th St., Tulsa, OK 74119; 918-585-2986; fax 918-592-1841; website <www.nrcys.ou.edu/default.htm>.

Agency	Program						Population/Focus	Contact
	Positive Adolescent Choices Training (PACT)			x			**High-risk African American youth and other high-risk youth in middle and high school** **Social skills taught in small groups using videotaped vignettes**	*Contact:* **Betty R. Yung, Ph.D., Center for Child and Adolescent Violence Prevention, Wright State University, 9 North Edwin C. Moses Blvd., Dayton, OH 45407; 937-775-4300; fax 937-775-4323; e-mail <byung@desire.wright.edu>.**
	Promoting Alternative Thinking Strategies (PATHS)*			x			**Students in grades K-5**	*Publisher:* **Developmental Research and Programs, 800-736-2630; website <www.drp. org/paths.html>; e-mail <drp.main@aol.com>.** *Developer:* **Mark Greenberg, Ph.D., Prevention Research Center, 110 Henderson Building South, Pennsylvania State University, University Park, PA 16802; 814-235-3053; e-mail <mxg47@psu.edu>.** *See also under* **Center for the Study and Prevention of Violence, Communities That Care, National Institute of Justice.**
	PeaceBuilders®*			x			**Students of mixed ethnicity in grades K-5 in urban and suburban schools** **Change characteristics of school setting**	*Contact:* **Jane Gulibon, Heartsprings, Inc., P.O. Box 12158, Tucson, AZ 85732; 800-368-9356; fax 520-322-9983; e-mail custrel@ heartsprings.org; website: www.peacebuilders.com.** *Also listed under* **Health Resources and Services Administration.**
Department of Education/ Department of Justice (cont.)	**Second Step***		x	x			**Students in prekindergarten through middle school** **Violence prevention program**	*Contact:* **Committee for Children, 2203 Airport Way South, #500, Seattle, WA 98134-2027; 800-634-4449, 206-343-1223; fax 206-343-1445; website: www.cfchildren.org.** *Also listed under* **Health Resources and Services Administration.**
	School Safety Program			x			**High school students, grade 11** **Curriculum trains students to solve problems, engage in school**	*Contact:* **Dennis Kenney, Police Executive Research Forum, 1120 Connecticut Avenue, NW, #930, Washington, DC 20036; 202-466-7820; fax 202-466-7826; website <www. policeforum.org >; e-mail <dkenney@ policeforum.org>.**
	Bullying Prevention Project*		x					*See under* **Center for the Study and Prevention of Violence, Communities That Care;** *also listed under* **National Institute of Justice.**

Agency	Program						Target / Description	Contact
	First Step to Success		x	x			**Kindergarten students and their families** **Proactive student screening; teachers trained to use behavioral methods to decrease class disruption; parent training to support students' school adjustment**	*Contact:* **Sopris West, 4093 Specialty Place, Longmont, CO 80504; 800-547-6747; 303-651-2829; fax 303-776-5934; website <www.sopriswest.com>.**
Department of Education/ Department of Justice (cont.)	**Functional Family Therapy***		x				**Students in grades K-12 and their families**	*Contact:* **James F. Alexander, Ph.D., Department of Psychology, University of Utah, 390 South 1530 East, Salt Lake City, UT 84112; 801-585-1807; e-mail <alexander@psych.utah.edu>.** *See also under* **Center for the Study of Prevention of Violence.** *Also listed under* **Center for Substance Abuse Prevention.**
	Strengthening Families Program*		x				**Children ages 6-10** **Culturally competent program for African American, Asian/Pacific Islander, and Hispanic families; social skill and family skill training**	*Contact:* **Connie Tait, Ph.D., Department of Health Promotion and Education, 300 South 1850 East, #215, University of Utah, Salt Lake City, UT 84112; 801-585-9201; fax 801-581-5872.** *See also under* **Center for Substance Abuse Prevention.**
	Responding in Peaceful and Positive Ways (RIPP)			x			**Ethnically mixed students in grade 6** **Addresses bias-related conflict**	*Contact:* **Aleta Lynn Meyer, Life Skills Center, Virginia Commonwealth University, 800 West Franklin, P.O. Box 842018, Richmond, VA 23284-2018; 888-572-1572; fax 804-828-0239.**
Department of Education/ Department of Justice (cont.)	**Resolving Conflict Creatively Program (RCCP)***			x			**Students in grades K-12 and their teachers, administrators, and parents** **Provides training in conflict resolution and intergroup relations. Components include classroom instruction, peer mediation program, training for teachers and administrators, parent training, and target intervention for high-risk youth.**	*Contact:* **RCCP National Center, 40 Exchange Place, #1111, New York, NY 10005; 212-509-0022; fax 212-509-1095; e-mail <esrrccp@aol.com>; website <esrnational.org>.** *See also under* **Health Resources and Services Administration.**
	Dating Violence Prevention Program			x			**High school students** **Curriculum for changing attitudes condoning dating violence**	*Contact:* **K.D. O'Leary, Department of Psychology, State University of New York at Stony Brook, Stony Brook, NY 11794-2500; 516-632-7852; e-mail <doleary@psych1.psy.sunysb.edu>; website <www.psy.sunysb.edu/ marital>.**

Agency	Program						Target population	Contact
	Safe Dates*				x		Students in grades 8-9 Curriculum and school activities, plus training for service providers, crisis line, and teen support group	*Contact:* Vangee Foshee, Ph.D., Department of Health Behavior and Health Education, University of North Carolina at Chapel Hill, Campus Box 7400, Chapel Hill, NC 27599-7400; 919-966-6353; fax 919-966-7955; e-mail <vfoshee@sph.unc.edu>. *Also listed under* Health Resources and Services Administration.
				x				
	Life Skills Training*						Ethnically mixed students in grades 7-9	*Also see under* Center for the Study and Prevention of Violence, Communities That Care, National Institute of Justice.
				x				
Department of Education/ Department of Justice (cont.)	Midwestern Prevention Project (Project STAR)*			x	x		Children ages 10-15	*See also under* Center for the Study and Prevention of Violence.
			x					
	Project ALERT*			x			Ethnically mixed students in grades 6-8 Social assistance skill curriculum to counter drug abuse; parent home learning component	*Contact:* Project ALERT, 725 South Figueroa Street, #1615, Los Angeles, CA 90017-5416; 800-253-7810; e-mail <alertplus@aol.com>; website <www.projectalert.best.org>. *See also under* Communities That Care.
			x					
	Project NORTHLAND						Students in grades 6-8 Alcohol prevention curriculum, community activities, parent participation	*Contact:* To order: Hazelden Information and Education Services, P.O. Box 176, Center City, MN 55012; 800-328-9000; website <www.hazelden.org>.
				x				
	Coca-Cola Valued Youth Program						Middle and high school students Dropout prevention; students trained and paid to tutor elementary students	*Contact:* Linda Cantu, Intercultural Development Research Association, 5835 Callaghan Road, #350, San Antonio, TX 78228; 210-684-8180; fax 210-684-5389.
				x				
	Reconnecting Youth						Students in grades 9-12 Addresses poor school achievement, problem behaviors, dropping out. Social support and skills training personal growth classes, and social activities	*Contact:* Derek Richey, National Educational Service, 1252 Loesch Road, Bloomington, IN 47402-0008; 800-733-6786; website <www.nesonline.com>.
				x				

Agency	Program						Target	Contact
Department of Education/ Department of Justice (cont.)	Constructive Discipline Model			x			School staff and counselors to support students in grades 4-8 Addresses vandalism and violence by school policy enforcement	*Contact:* Gus Frias, Los Angeles County Office of Education, 9300 Imperial Highway, #281, Downey, CA 90242; 562-922-6391; fax 562-922-6781.
	Peer Culture Development					x	Junior and high school students Program run by counselors as for-credit class for students at-risk; vandalism prevention	*Contact:* Todd Hoover, School of Education, MC Campus, Loyola University, 1041 Ridge Road, Wilmette, IL 60091; 847-853-3320.
	Self-Enhancement, Inc.*		x	x			Children ages 7-18 Builds individual self-esteem and empowers the community by providing violence prevention education, academic assistance, personal guidance, family support	*Contact:* Self-Enhancement, Inc., 3920 North Kerby Avenue, Portland, OR 97227-1255; 503-249-1721; fax 503-249-1955. *Also listed under* Health Resources and Services Administration.
Health Resources and Services Administration, Department of Health and Human Services [5]	Resolving Conflict Creatively Program (RCCP)*			x			Students in grades K-12	*Contact:* RCCP National Center, 40 Exchange Place, #1111, New York, NY 10005; 212-509-0022; fax 212-509-1095; e-mail <esrrccp@aol.com>; website <www.esrnational.org>. *See also under* Department of Education/ Department of Justice.
	Safe Dates*				x		Students in grades 8-9	*See under* Department of Education/ Department of Justice.
	Second Step*				x		Students in preschool through grade 9	*See under* Department of Education/ Department of Justice.
	Self Enhancement, Inc.*		x	x			Students in grades 2-12	*See under* Department of Education/ Department of Justice.

Agency	Program						Target / Description	Contact
	PeaceBuilders				x	x		
				x				*See under* **Department of Education/ Department of Justice.**
	Teens, Crime, and the Community (TCC)				x		**Teenagers** **National program to reduce crime, prevent delinquency, and involve youth in community crime prevention efforts**	*Contact:* **TCC, National Crime Prevention Council, 1700 K Street, NW, Washington, DC 20006-3817; 202-466-6272 x152; fax 785-0698; e-mail <tcc@ncpc.org>; website <http://www.nationaltcc.org>.**
				x				
Health Resources and Services Administration, Department of Health and Human Services (cont.)	**Project PAVE (Promoting Alternatives to Violence through Education)**	x			x	x	**Youth in grades K-12** **Provides counseling and education to help youth unlearn violence and replace it with appropriate relationships and conflict management skills**	*Contact:* **Project PAVE, 2051 York Street, Denver, CO 80205-5713; 303-322-2382; fax 303-322-0032; e-mail <projectpave@uswest.net>; website <http://www.projectpave.org>.**
National Association of School Psycholo-gists [6]	**Early Mental Health Initiative**			x			**State matching grant program for local educational agencies for students in grades K-3; evaluation conducted of Primary Intervention Program, Enhanced Models Primary Intervention Program, and other model programs**	*Contact:* **Robin Mandella, Early Mental Health Initiative, California Department of Mental Health, 1600 9th Street, #100, Sacramento, CA 95814; 916-654-2131; fax 916-654-1732; e-mail <rmandell@dmhgw.cahwnet.gov>.**
	At-Risk Prevention Program			x			**Elementary school students** **Mentoring program, parent education, monitoring of students, bully proofing and social skills training, extracurricular activities, counseling, staff training**	*Contact:* **Cathy Lines, Ph.D., Educational Student Center, 4700 South Yosemite, Englewood, CO 80111; 303-486-4234; voice mail 303-486-4253; fax 303-486-4272.**
	Palatine High School Wellness Program			x			**Faculty and staff members of wellness team, for benefit of high school students**	*Contact:* **Robert E. Ingraham, Psy.D., Palatine High School, 1111 N. Rohlwing Road, Palatine, IL 60067; 847-755-1600; fax 847-755-1904.**

Organization	Program					Target / Focus	Contact
	CSRA Transitional Center			x	x	Elementary and middle school students. Public school and community-based prevention initiative	*Contact:* **Charles Bartholomew, Ph.D., Psychological Services, Richmond County Board of Education, 3110 Lake Forest Drive, Building 210, Augusta, GA 30909; 706-731-8700; fax 706-731-8709.**
National Association of School Psychologists (cont.)	Mental Health Services for High School Students			x		High school students Provision of mental health services	*Contact:* **Deloris "Dee" Garrett, IPS-Broad Ripple High School, 1115 Broad Ripple Avenue, Indianapolis, IN 46220; 317-226-2099; fax 317-226-3552.**
	Collaborative Evening Parent Training Classes			x		Parents of at-risk and behaviorally disordered children and youth	*Contact:* **Paula Laidig, Stonebridge Elementary School, 900 North Owen Street, Stillwater, MN 55082; 612-351-8716; fax 612-351-9345; e-mail <laidig@aol.com>.**
	Social Decision Making and Problem Solving Program*			x		Students in grades K-12 Teaches students social competence skills	*Contact:* **Maurice J. Elias, Ph.D., Rutgers University, Livingston Campus, New Brunswick, NJ 08903; 732-445-2444; fax 732-445-0036.** *See also under* **Communities That Care.**
	Enhance Social Competency Program			x		Kindergarten and pre-kindergarten students at risk for school adjustment and learning problems	*Contact:* **Halina Marshall, Ph.D., Primary Mental Health Project, 575 Mount Hope Avenue, Rochester, NY 14620; 716-273-5957; fax 716-232-6350; e-mail <marshall@psych.rochester.edu>.**
	Primary Mental Health Project			x		Children pre-kindergarten through grade 3	*Contact:* **A. Dirk Hightower, Ph.D., & Deborah Johnson, Primary Mental Health Project, 575 Mount Hope Avenue, Rochester, NY 14620; 716-273-5957; fax 716-232-6350; e-mail <djpmhp@pmhp.org>.**
	Pro-social Classroom Program			x		Elementary school students Cognitive/effective curriculum	*Contact:* **Audrey J. Clarkin, Ph.D., Edgewood School, 1 Roosevelt Place, Scarsdale, NY 10583; voice mail 914-721-2706; fax 914-721-2717.**
National Association of School Psychologists (cont.)	School-Based Mental Health Initiative: Kids in Community Schools	x	x	x	x	Pre-school and elementary school students Multifaceted onsite mental health program	*Contact:* **Megan S. Flynn, Ph.D., School-Based Mental Health Initiative, 135 Locust Hill, Yonkers, NY 10701; 914-376-5124; fax 914-376-0723.**
	Behavior Consultation Team			x		District-level intervention team trained to serve children in pre-kindergarten to grade 6	*Contact:* **Jim McDougal, Psy.D., Pupil Services Division, Syracuse City School District, 725 Harrison Avenue, Syracuse, NY 13203; 315-435-4676; fax 315-435-5838; e-mail <jmcdoug@freeside.scsd.k12.ny.us>; website <http://www.scsd.k12.ny.us/sbit/index.htm>.**

	Positive Education Program Early Intervention Center			x (top)	x (below)	Parents of preschool children Parents taught to help children develop social skills and cognitive problem-solving skills	*Contact:* **Laurie Albright, Positive Education Program, 5443 Rae Road, Lyndhurst, OH 44124; 440-461-0079; fax 440-461-5326.**
	Parents as Teachers		x			Preschool children, ages 0-5, and their families Multifaceted parent education	*Contact:* **Kricket Harden, Jenks Public Schools, 205 E.B. Street, Jenks, OK 74037; 918-298-0357; fax 918-299-9197.**
National Association of School Psychologists (cont.)	Raising a Thinking Child		x			Children preschool to grade 6 Promotes verbal interaction between parent and child; promotes problem-solving approach to discipline	*Contacts:* **Myrna B. Shure, Ph.D. (author), MCP Hahnemann University, Broad and Vine, MS 626, Philadelphia, PA 19102; 215-762-7205; fax 215-762-8625.** *See also under* **Communities That Care;** *also listed under* **Center for Substance Abuse Prevention.**
	I Can Problem Solve: An Interpersonal Cognitive Problem Solving Program		x			Children preschool to grade 6 Teaches thinking processes that help resolve interpersonal problems	
	Parent/Child Counseling Program		x			Parents and children preschool through high school	*Contact:* **Richard Lloyd, Warwick Public Schools, 34 Warwick Lake Avenue, Warwick, RI 02889; 401-737-3300; fax 401-732-0522; e-mail <dlloyd@ids.net>.**
	Social Skills Inclusion Model		x			Elementary school children Teaches social skills	*Contact:* **Judy Kennedy, Rapid City Schools, 21 St. Joseph Street, Rapid City, SD 57701; 605-394-4036; fax 605-394-5119.**
	Community Health Outreach			x	x	Preschool children to adult high school Integrates physical and mental health care and community; training for parents, teachers, health care providers	*Contact:* **William Allen, Ph.D., Cherokee Health Systems, 6350 West Andrew Johnson Hwy., Talbot, TN 37877; 423-581-3673; fax 423-586-0614.**

Organization	Program						Target Population	Contact
National Association of School Psychologists (cont.)	**Project BASIC**			x	x		**Students in grades K-3 in targeted schools** **Teaches mental health skills, links community mental health services, builds supportive school setting**	*Contacts:* **Jama McDonald & William Allen, Ph.D., Project BASIC, 2013 Cherokee Bluff Drive, Knoxville, TN 37920; 423-579-5894; fax 423-586-0614; e-mail <JamaMcD@ mindspring.com>.**
	School-Based Depression Prevention/ Intervention Project			x			**Students in grade 5 at risk for depression** **Psychoeducational group approach**	*Contact:* **Robbie N. Sharp, Ph.D., Baylor College of Medicine, 3355 W. Alabama, #585, Houston, TX 77098; 713-961-0651; fax 713-961-0797; e-mail <sharp@bcm.tmc.edu>.**
	Vermont State Agency of Human Services Department of Developmental and Mental Health Services: Success Beyond Six			x	x		**Individuals from birth through adulthood** **Variety of mental health services offered in schools, particularly case management**	*Contact:* **Brenda Bean, Success Beyond Six, 103 South Main Street, Waterbury, VT 05671; 802-241-2630; fax 802-241-3052; e-mail <brandab@dmh.state.vt.us>.**
	Adolescent Group Counseling in Schools		x				**All students in grades 5-12**	*Contact:* **Fred Jay Krieg, Ph.D., 1201 Main Street, #700, Wheeling, WV 26003; 304-232-8805; fax 304-232-8836.**
	Violence Prevention Program			x			**Preschool through high school students** **Teaches skills in problem solving, anger management, and alternatives to potentially violent situations**	*Contact:* **Violence Prevention Program, Milwaukee Public Schools, 8135 W. Florist Avenue, Milwaukee, WI 53218-1745; 414-535-6665; fax 414-535-6666; e-mail <jerabelj@mail.milwaukee.k12.wi.us>.**
National Institute of Justice, Department of Justice [7]	**Home visits to infts by trained nurses**	x					**Infants ages 0-2**	**Gray, J.D., Cutler, C.A., Dean J.G, & Kempe, C.H. (1979). Prediction and prevention of child abuse and neglect.** *Journal of Social Issues* **35:127-139.**

								Target population	Reference
	Home Nurse Visitation		x					Infants ages 0-2	Olds, D.L., Henderson, C.R., Chamberlin, R., & Tatelbaum, R. (1986). Preventing child abuse and neglect: A randomized trial of nurse home visitation. *Pediatrics* 78:65-78; Olds, D.L., Henderson, C.R., Chamberlin, R., & Tatelbaum, R. (1988). Improving the life-course development of socially disadvantaged mothers: A randomized trial of nurse home visitation. *American Journal of Public Health* 78:1436-1445. *Also listed under* Center for the Study and Prevention of Violence, Communities That Care.
	Child-Parent Enrichment Project		x					Infants ages 0-2	Barth, R.P., Hacking, S., & Ash, J.R. (1988). Preventing child abuse: An experimental evaluation of the Child-Parent Enrichment Project. *Journal of Primary Prevention* 8:201-217.
	Family Development Research Project		x	x				Low-income children under age 5 and their families	*See under* Communities That Care.
National Institute of Justice, Department of Justice (cont.)	**High/Scope Cognitive Curriculum***			x				Preschool students	*See also under* Center for the Study and Prevention of Violence, Communities That Care; *also listed under* Resiliency Literature.
	Family therapy and parent training		x					Delinquent and at-risk preadolescents	Tremblay, R., & Craig, W. (1995). Developmental crime prevention. In M. Tonry & D. Farrington (Eds.), *Building a Safer Society.* Crime and Justice, vol. 19. Chicago: University of Chicago Press. *See also under* Communities That Care.
	Building school capacity to initiate and sustain innovation through use of school teams or other organizational development strategies*			x					Gottfredson, D.C. (1986). An empirical test of school-based environmental and individual interventions to reduce the risk of delinquent behavior. *Criminology* 24:705-731; Gottfredson, D.C. (1987). An evaluation of an organization development approach to reducing school disorder. *Evaluation Review* 11:739-763. *See also* Center for the Study and Prevention of Violence (Project PATHE). *Also listed under* Communities That Care.
	Building school capacity			x				School administration	Kenney, D.J., & Watson, T.S. (1996). Reducing fear in the schools: Managing conflict through student problem solving. *Education and Urban Society* 28:436-455.

	Clarifying and communicating school norms			x			School administration	Mayer, G.R., Butterworth, T.W., Nafpakitis, M., & Sulzer-Azaroff, B. (1983). Preventing school vandalism and improving discipline: A three-year study. *Journal of Applied Behavior Analysis* 16:355-369.
National Institute of Justice, Department of Justice (cont.)	Bullying Prevention Program*			x			Students in grades 1-9	*See also under* Center for the Study and Prevention of Violence, Communities That Care; *also listed under* Department of Education/Department of Justice.
	Clarifying and communicating norms about substance abuse			x				Institute of Medicine. (1994). *Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research.* Washington, DC: National Academy Press.
	Clarifying and communicating norms about substance abuse			x			Adolescents	Hansen, W.B., & Graham, J.W. (1991). Preventing alcohol, marijuana, and cigarette use among adolescents: Peer pressure resistance training versus establishing conservative norms. *Preventive Medicine* 20:414-430.
	Life Skills Training*			x			Middle and high school students	Botvin, G.J., Baker, E., Renick, N.L., Filazzola, A.D., & Botvin, E.M. (1984). A cognitive behavioral approach to substance abuse prevention. *Addictive Behaviors* 9:137-147. *Also listed under* Center for the Study and Prevention of Violence, Communities That Care.
	Social competency skills curricula			x			Young adolescents	Weissberg, R., & Caplan, M.Z. (1994). Promoting social competence and preventing anti-social behavior in young adolescents. Unpublished manuscript.
National Institute of Justice, Department of Justice (cont.)	Promoting Alternative Thinking Strategies (PATHS)			x			Students in grades K-5	Greenberg, M.T., Kusche, C.A., Cook, E.T., & Quamma, J.P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development and Psychopathology* 7:117-136. *See also under* Center for Study and Prevention of Violence, Communities That Care, Department of Education/Department of Justice.
	Training/coaching in thinking skills*			x			High-risk youth	Lochman, J.E., Burch, P.R., Curry, J.F., & Lampron, L.B. (1984). Treatment and generalization effects of cognitive-behavioral and goal setting interventions with aggressive boys. *Journal of Consulting and Clinical Psychology* 52:915-916. *See also under* Communities That Care, Department of Education/Department of Justice.

Agency	Program						Target population	Reference/Contact
	Behavioral Intervention for Middle School Students*			x			Middle school students with academic and behavior problems Training and coaching in thinking skills	*See also under* Communities That Care.
	Training/coaching in thinking skills			x			High-risk youth	Lipsey, M.W. (1992). Juvenile delinquency treatment: A meta-analytic inquiry into the variability of effects. In T.D. Cook, H. Cooper, D.S. Cordray, H. Hartman, L.V. Hedges, R.V. Light, T.A. Louis, & F. Mosteller (Eds.), *Meta-Analysis for Explanation*. Beverly Hills: Sage.
National Institute of Justice, Department of Justice (cont.)	CDATE Program				x		Repeat offenders	Lipton, D.S., & Pearson, F. (1996). The CDATE Project: Reviewing research on the effectiveness of treatment programs for adult and juvenile offenders. Paper presented to the American Society of Criminology, Chicago.
Office of Juvenile Justice and Delinquency Prevention (OJJDP), Department of Justice [8]	Families and Schools Together (FAST)		x	x			At-risk children ages 4-14 Multifaceted program that addresses youth violence and chronic juvenile delinquency	*Contact:* Juvenile Justice Clearinghouse, 800-638-8736 *(ask also for Bulletin with more detailed information)*; Lynn McDonald, The FAST Project, Wisconsin Center for Education Research, University of Wisconsin-Madison; 608-263-9476; fax 608-263-6448; e-mail <mrmcdona@facstaff.wisc.edu>.
Office of Juvenile Justice and Delinquency Prevention (OJJDP), Department of Justice	Treatment Foster Care*		x				Teenagers with histories of chronic and severe criminal behavior at risk of incarceration	*Contact:* Juvenile Justice Clearinghouse, Publication Reprint/Feedback, P.O. Box 6000, Rockville, MD 20849-6000; 800-638-8736; fax 301-519-5212; e-mail <askncjrs@ncjrs.org>; Patricia Chamberlain, 207 East Fifth Street, #202, Eugene, OR 97401; 541-485-2711; e-mail <pattic@oslc.org>. *Also listed under* Center for the Study and Prevention of Violence; *also listed under* Center for Substance Abuse Prevention.

Resiliency Literature [9]	Health Realization/ Psychology of Mind	x	x	x	x	x	Whole communities, schools, psychiatric and/or substance abuse inpatient and outpatient facilities, prisons--virtually any group of people Skill training with community psychology model of community support and providing facilitating environment by well-trained teachers	Mills. R. (August, 1995). Health Realization: Thought and resiliency. Toward a comprehensive model of prvention. Building a foundation for understanding the root causes of drug abuse, alienation, and emotional disorders. Paper presented at the American Psychological Association, New York; Pransky, G.S., Mills, R.C., Sedgeman, J.A., & Blevens, K. (1997). An emerging paradigm for brief treatment and prevention. In L. Vandecreek, S. Knapp, & T.L. Jackson (Eds.), *Innovations in Clinical Practice: A Source Book*, vol. 15. Sarasota: Professional Resource Press; Mills, R. (1997). Psychology of Mind-Health Realization: Summary of clinical, prevention, and community empowerment applications documented outcomes. Unpublished paper; Mills, R. (1997). Comprehensive Health Realization community empowerment projects: List of completed and current projects. Unpublished paper.
	Nurse Home Visitation*		x				Infants and mothers	*See also under* Center for the Study and Prevention of Violence; Communities That Care; National Institute of Justice; *also listed under* Center for Substance Abuse Prevention.
	Infant Health and Development Program*		x					*See also under* Communities That Care.
	DARE to be You*				x		Children ages 2-18, their parents, and/or community professionals Empowerment program	Miller-Heyl, J., MacPhee, D., & Fritz, J.J. (1998). DARE to be You: A family-support, early prevention program. *Journal of Primary Prevention* 18(3):257-285. *See also under* Center for Substance Abuse Prevention.
Resiliency Literature (cont.)	High/Scope Perry Preschool Project*			x			Preschool students Developmental preschool	*See also under* Center for the Study and Prevention of Violence, Communities That Care; *also listed under* National Institute of Justice.
	Be A Star				x		Children ages 5-12 After-school program providing tutoring, summer day camp, curriculum to improve decision-making and social skills, increase cultural awareness and self-esteem, and increase unfavorable attitudes towards alcohol and drug abuse	Pierce, L.H., & Shields, N. (1998). The Be A Star community-based after-school program: Developing resiliency factors in high-risk, preadolescent youth. *Journal of Community Psychology* 26(2):175-183.

	Learn and Serve America				x		Middle and high school students Educational process that relates service experiences to the school or community directly to the curriculum's subject matter	Brandeis University & Abt Associates. (1996). National evauation of Learn and Serve America school and community-based programs: Interim report. Washington, DC: Corporation for National Service.
				x				
	Say It Straight				x		Middle and high school students Communication skills program grounded in developmental principles	Englander-Golden, P., Golden, D., Brookshire, W., Snot, C., Haag, M., & Chang, A. (1996). Communication skills program for prevention of risky behaviors. *Journal of Substance Misuse* 1:38-46.
				x				
Resiliency Literature (cont.)	Big Brothers/ Big Sisters of America*						Children ages 8-16 Supervised mentoring program	Public/Private Ventures. (November, 1995). *Making a difference: An Impact Study of Big Brothers/Big Sisters.* Philadelphia: Public/ Private Ventures. *See also under* Center for the Study and Prevention of Violence.
					x			
	Adventure education						Ages 11+ Out-of-school adventure programs such as Outward Bound	Hattie, J., Marsh, H., Neill, J., & Richards, G., (Spring, 1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. *Review of Educational Research* 67(1):43-87.
					x			

[1] Selection criteria for model programs include all the following elements. Selection criteria for promising programs include most elements.

Experimental or quasi-experimental design

Evidence of a statistically significant deterrent (or marginal deterrent) effect

Replication on at least one additional site with experimental design and demonstrated effects

Evidence that the deterrent effect was sustained for at least one year post-treatment

Source: Center for the Study and Prevention of Violence, University of Colorado, Boulder, CO 80309-0442; 303-492-8465, fax 303-443-3297; for info on this *Blueprints for Violence Prevention* series, see http://www.colorado.edu/ research/cspv/blueprints; e-mail: blueprints@colorado.edu

[2] **Selection criteria:**

Science-based framework

Risk and protective factors addressed

Research-based evidence of efficacy of approach

Continuous, rigorous process and outcome evaluation

Risk factors appropriate for domain(s) (i.e., individual, family, peer, school, community, society/environment) selected

Contact: **CSAP, Substance Abuse and Mental Health Services Administration, 5600 Fishers Lane, Rockwall II, Room 1075, Rockville, MD 10757; Dr. Stephen E. Gardner, 301-443-9110, e-mail sgardner@samhsa.gov**

Source: **CSAP,** *Services Based Practices in Substance Abuse Prevention: A Guide* **(draft).**

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[3] **Selection criteria:**

Research-based factors addressed

Protective factors increased

Intervention at developmentally appropriate age

Demonstrated significant positive effects on risk and protective factors in high-quality tests

Source: **Wong, S.C., Catalano, R.F., Hawkins, J.D., & Chappell, P.J.** *Communities That Care Prevention Strategies: A Research Guide to What Works.* **(1996). Seattle, WA: Developmental Research and Programs.**

Contact: **Developmental Research and Programs,130 Nickerson, #107, Seattle, WA 98109; 206-286-1805; fax 206-286-1462**

[4] **Selection criteria:**

Programs rigorously demonstrated in the field

Solid evidence of program effectiveness

Outcome evaluation

Larger reduction in violence demonstrated by intervention group than by control group over time

Source: *Annual Report on School Safety 1998.* **Available from Department of Education on their website www.ed. gov/pubs/**

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[5] **Selection criteria: These "promising" programs appear to meet some or many of the following criteria:**

Involve family, peer, media, and community

Begin in the early grades and continue through adolescence

Are developmentally appropriate

Promote competence

Involve interaction and rehearsal

Promote cultural identity

Provide staff training

Promote positive school climate

Foster and develop a climate that does not tolerate violence, aggression, or bullying

.*Source*: **Health Resources and Services Administration, U.S. Department of Health and Human Services.** *Youth Violence: Lessons From the Experts*

[6] Selection criteria:

    Theory-research-practice integration

    Ecological-developmental model

    Collaborative-participatory model

    Continuum of mental health services

    Evaluates program acceptability, integrity, efficacy

    School psychologist involvement

Source: **National Association of School Psychologists. (1998).** *Exemplary Mental Health Programs: School Psychologists as Mental Health Service Providers*. **2d ed. Bethesda, MD: National Association of School Psychologists.**

Contact: **National Association of School Psychologists, 4340 East-West Highway, #402, Bethesda, MD 20814; 301-657-0270; fax 301-657-0275; TDD 301-657-4155; e-mail <NASP8455@aol.com>; website <http://www.naspweb.org>.**

[7] **Selection criteria: The programs listed here are deemed to "work," based on the following criteria:**

    Reviewers reasonably certain programs prevent crime or reduce risk factors for crime

    Program evaluation conducted

    Findings statistically significant

    Preponderance of evidence showed effectiveness of the program

Source: Sherman, L.W., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., & Bushway, S.D. (July 1998). Preventing crime: What works, what doesn't, what's promising. *Research in Brief.* **Washington, DC: National Institute of Justice, Department of Justice.** *Note:* **This article presents a report of the congressionally mandated evaluation of state and local crime prevention programs funded by the U.S. Department of Justice and completed in 1997. Updates as of February 1999: University of Maryland's website, <http://www.preventingcrime.org>.**

[8] **Selection criteria:**

   Theory- and research-based approach

   Statistically significant findings of enduring effectiveness

   Replicated at many sites

   Culturally competent

Source: **McDonald, L., & Howard, D. (December 1998). Families and schools together. OJJDP Fact Sheet, no. 88.**
               Source: **Chamberlain, P. Treatment Foster Care. Juvenile Justice Bulletin Office of Juvenile Justice and Delinquency Prevention**

[9] **Selection criteria:**

   Experimental or quasi-experimental design

   Evidence of statistically significant effects in promoting one or more characteristics of resilience

Source: **Davis, N.J., Ed.D. Resilience: Status of the Research and Research-Based Programs. (Draft, 1998).**

Programs for Promoting
Safe Schools and Communities

INTRODUCING . . .

APPLYING EFFECTIVE STRATEGIES TO PREVENT OR REDUCE

SUBSTANCE ABUSE, VIOLENCE,

AND DISRUPTIVE BEHAVIOR AMONG YOUTH

This resource guide is designed to assist state and local education agencies to operationalize guidance put forth in the US Department of Education's *Principles of Effectiveness.* It contains brief, easy-to-read fact sheets about various programs around the country that have been demonstrated as:

1. Effective (programs that are research-based and have consistently produced positive results as reported in the literature on substance abuse, violence, and disruptive behavior prevention; OR

2. Promising (programs that have been recognized publicly and have appeared in a professional journal or publication--however, they have not been fully evaluated and/or evaluation results are pending)

Programs were required to demonstrate effectiveness in (a) preventing or reducing substance abuse or violent and disruptive behavior; (b) changing the knowledge, attitudes, and beliefs that lead to substance abuse and violent behavior; or (c) promoting or strengthening behaviors and skills, such as good interpersonal problem-solving skills, that are associated with preventing substance abuse and violent behavior. Programs were also required to be research- or science-based. Ideally, the program also demonstrates a sustained effect and produces positive outcomes that are generalizable to populations other than the ones with which it was tested.

Each program fact sheet provides a contact person, program description, objectives, intervention outline, cost (when available), research design, program outcomes, and additional references.

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 write or call Teenage Health Teaching Modules, Education Development Center, Inc. 55 Chapel Street, Newton, MA 02160; (617) 969-7100.

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) 424-6336 or e-mail prevention@tyc.state.tx.us
http://www.tyc.state.tx.us/prevention/violprev.htm

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.

Programs for Safe
Schools and Communities

I. School Programs

The Community Board Program

A nationally recognized conflict resolution organization, established in San Francisco in 1976, which disseminates materials and provides on-site training that promote a "whole school" approach to reducing youth violence. This work involves the combination of classroom conflict resolution curricula (K-12) and student-to-student peer mediation programs.

San Francisco, CA, (415) 552-1250

School-Based Violence Prevention Program: Healing Fractured Lines

Program Type: Mental health services and violence prevention activities.
Target Population: At-risk youths ages 5-19.
Setting: School-based clinics in Baltimore, Maryland; San Fernando, California; and Hardy County, West Virginia.

Program Description: For many years, Community and Migrant Health Centers have developed violence prevention services to meet the needs of their communities. For example, a Center in Worchester, Massachusetts, developed a program to train peer leaders and mediators to address violence through dramatic art presentations and conflict resolution. Centers in Baltimore, Maryland; San Fernando, California; and Hardy County, West Virginia, are seeking to prevent violence using a range of strategies: a conflict resolution curriculum, peer mediation, counseling, support groups, case management, outreach, crisis intervention, telephone hotlines, and home visits.

Contact: U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Division of Programs for Special Populations, (301) 594-4470

Victim Services/School Mediation and Violence Prevention Division

Founded in 1978, it is the largest victim assistance organization in the country. The School Mediation and Violence Prevention Division runs programs in 32 New York City middle and high schools. Programs empower young people with conflict resolution skills and provide training and technical assistance to school staff and parents.

New York, NY, (212) 577-1370

II. *Prevention and Positive Alternatives*

Gang Prevention through Targeted Outreach

A comprehensive program that directs at-risk young people to positive alternatives offered by Boys & Girls Clubs. Through a referral network to local Clubs by courts, police, juvenile justice agencies, the schools, social service agencies, and community organizations, as well as through direct outreach efforts, young people identified as at-risk are recruited and mainstreamed into Club program activities as a diversion from gang activity.

Atlanta, GA, (404) 815-5763

The Kids Club

A ten-week preventive intervention group for 6- to 12-year-olds whose families have experienced domestic violence in the past year. Designed to build self-esteem and to help children identify and express feelings and to correct misperceptions about the roles of men and women in the family. Format includes storytelling, puppet play, dramatization, and group activities.

Ann Arbor, MI , (313) 763-3159

Beyond Expectations

Designed to reduce violent behavior through community mentors who encourage the development of positive relationships and social principles that are thought to underlie altruistic behavior. The program's curriculum utilizes "The Rites of Passage" -- a program designed to teach self-discovery using African history, culture, and customs. The project focuses on 240 youths in Robert Taylor Homes, the largest public housing development in the country.

Chicago, IL, (312) 794-2568

Alternatives to Gang Membership

Program Type: Gang membership alternatives through family and community involvement.
Target Population: Youths, gangs, parents, community.
Setting: Communities in Paramount, California.

Program Description: In an attempt to curb gang membership and discourage future gang involvement, the City of Paramount, California, initiated the Alternatives to Gang Membership program, which joins the resources of the family, the schools, and the local government. There are three major components. The first is neighborhood meetings that provide parents with support, assistance, and resources as they try to prevent their children from joining gangs. These meetings are conducted in both English and Spanish, often use audiovisual materials, and focus on increased family involvement, sports/recreation, and community unity. The second component is a 15-week fifth-grade course in which students hear presentations on various aspects of gang activity. Finally, a school-based followup program is implemented to reinforce what the children learned in the 15-week course.

Contact: Tony Ostos, Neighborhood Counseling Manager, (310) 220-2140

III. Peer Programs and Youth Leadership

Teens on Target (TNT)

Goal is to train urban youth who are at risk for violent death and injuries to become health advocates for violence prevention. Mission is to reduce violent deaths and injuries, especially from firearms. TNT operates in Oakland and Los Angeles under the auspices of Youth ALIVE, a state-wide public health agency. Many members of Los Angeles Teens on Target (LATNT) [7601 Imperial Highway, Room #81, Downey, CA 90242, (310) 940-8166] are survivors of disabling violent injuries or emotional violence.

Oakland, CA, (510) 444-6191

Youth Education and Support Services (YESS)

Provides dating, family, and community violence prevention and intervention services for youth throughout Contra Costa County and national trainings for professionals to work in alliance with youth to prevent violence. The Teen Program emphasizes developing youth leaders as agents of change in our society.

Concord, CA, (510) 229-0885

Students Against Violence Everywhere

Program Type: School-based peer leadership project that uses the arts and experiential learning. Target Population: Elementary and secondary school students.
Setting: High school in Charlotte, North Carolina.

Program Description: SAVE is a student-initiated and student-managed program dedicated to the memory of a fatally shot student at West Charlotte High School. In response to this homicide and a rash of other violent events, students organized SAVE to reduce violence in schools and communities. SAVE is open to all students who want to work toward an attitude and atmosphere of nonviolence. The students meet every 2 weeks to learn about alternatives to violence. SAVE members have used skits and other education tools to deliver their message to elementary and secondary schools. Two $500 scholarships are also awarded yearly. Publicity and other costs are covered by membership dues ($2 per student).

Contact: Gary Weart, SAVE Faculty Advisor, (800) 299-6054

IV. Community Programs

Supporting Adolescents with Guidance and Employment (SAGE)

A multifaceted, community-based intervention that targets black male adolescents in Durham, North Carolina. Overall goal is to prevent or reduce the incidence of violence and other high risk behaviors among program participants. Intervention components include a "Rites of Passage" program specifically designed for the target population, an adult mentoring program, an entrepreneurial program, and a job training and placement program.

Research Triangle Park, NC, (919) 541-6252

The Houston Violence Prevention Project

Five-year community demonstration project that combines school-based peer leader education with parenting and community involvement activities for neighborhood adults. Represents a collaborative effort of the local Health Department, two universities, two community-based organizations, and the local school district. Includes a strong evaluation component.

Houston, TX, (713) 794-9911

Save Our Sons and Daughters (SOSAD)

A nonprofit, grassroots organization in Detroit, that was founded in January 1987 by Clementine Barfield when her two sons were shot, one of them fatally. Provides crisis intervention to survivors of homicide victims and other traumatic deaths, organizes violence prevention workshops, and facilitates a Peace Program in public schools, churches, and community centers. Nationally known as the pioneer in working with survivors of homicide victims.

Detroit, MI, (313) 361-5200

Mothers Against Violence

A coalition of New York City women who are working to mobilize residents, public officials, professionals and youth to address the epidemic of violence that is claiming the lives of hundreds of children and youth annually.

New York, NY, (212) 255-8484

PACT (Policy, Action, Collaboration, Training) Violence Prevention Project

A collaboration of the Contra Costa County Health Services Department Prevention Program and ten West County community-based agencies. Conducts leadership training for African-American, Laotian, and Latino youths. Researches the causes of violence, develops prevention strategies, and advocates policy.

Pleasant Hill, CA, (510) 646-6511

Boston Violence Prevention Program: Health Promotion Program for Urban Youth

Provides programs on reducing violence among adolescents using a multifaceted, multidisciplinary approach grounded in public health practice that focuses on primary and secondary prevention program strategies.

Boston, MA, (617) 534-5196

Oakland Men's Project

A nonprofit community education and organizing program dedicated to teaching about the causes of violence and the steps each of us can take to stop abuses of power. Youth programs focus on leadership training, ongoing violence prevention training groups, and in-school and community educator programs.

Oakland, CA, (510) 835-2433

The Child Witness to Violence Project

Addresses the needs of children who are exposed to violence. Offers counseling and advocacy services to children eight years old and under who have witnessed violence in their homes or communities. Services include assessment, counseling, parent guidance, advocacy, and coordination with legal or social services agencies.

Boston, MA, (617) 534-4244

Center for Effective Collaboration and Practice
Improving Services for Children and Youth with Emotional and Behavioral Problems
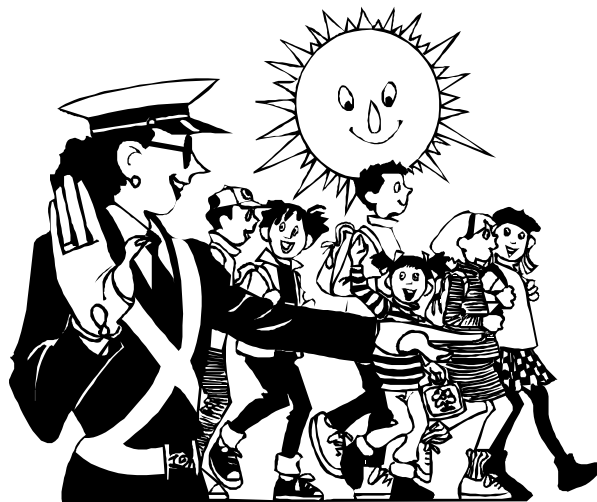
SAFE, DRUG-FREE, AND EFFECTIVE SCHOOLS
FOR ALL STUDENTS: *WHAT WORKS!*

Executive Summary

The goal of every parent and educator is to provide each child with an educational experience that will guarantee success in adult life and work. The record shows that most schools are doing a good job, and most students are learning the skills and knowledge they need for the future; however, many teachers and parents are concerned with student behavior, and school safety is a major public concern. While there is a strong research base regarding what can be done to improve student behavior and school safety, this research has not been applied in most schools. Also, there is insufficient documentation of why various programs work, under what conditions they work, and for what students. This report begins to address these issues.

During the winter of 1997/98, two programs in the U.S. Department of Education—Safe and Drug-Free Schools and the Office of Special Education Programs—collaborated on a special project to learn about schools that managed to reduce discipline problems and improve the learning and behavior of all students, including those with disabilities. This report reflects three site visits conducted by a research team accompanied by expert panels. Members of these expert panels included a youth mentor; parents; a school bus driver; a teacher; a teacher union representative; former principals and a former superintendent; a school board member; prominent researchers; State officials from education, mental health, and juvenile justice; and representatives of the U.S. Department of Education. Each site visit also included six focus groups to learn from students, families, general and special educators, administrators and school board members, and community agency representatives over the course of each two-day site visit.

Results, in Brief

The research teams gathered information from schools in three communities where parents, teachers, administrators, and students were working together to make the schools safe and effective learning environments for all their students:

- *Westerly, Rhode Island, where new leadership in the 1990s transformed a district with 100 Office of Civil Rights violations into a model program for students who are receiving a continuum of supports and services for behavioral problems.* A change in philosophy led to a change in practice. School district and building policies were restructured to emphasize both prevention and intervention. Over a 4-year period, behavioral problems were reduced, self-contained classrooms for students with emotional and behavioral problems were reduced from 13 in 1990 to only 2 in 1994 (Keenan, 1997), and the schools became safer and more productive for all students, at all levels: elementary, middle, and high school.

Suspension and discipline statistics suggest the effectiveness of Westerly's policies when compared to other Rhode Island districts. For example, when one divides the total number of suspensions in 1996-1997 by the total student enrollment, Westerly's index is .038,

**Suspension Data for Westerly
Compared to the State Average (1996-1997)**
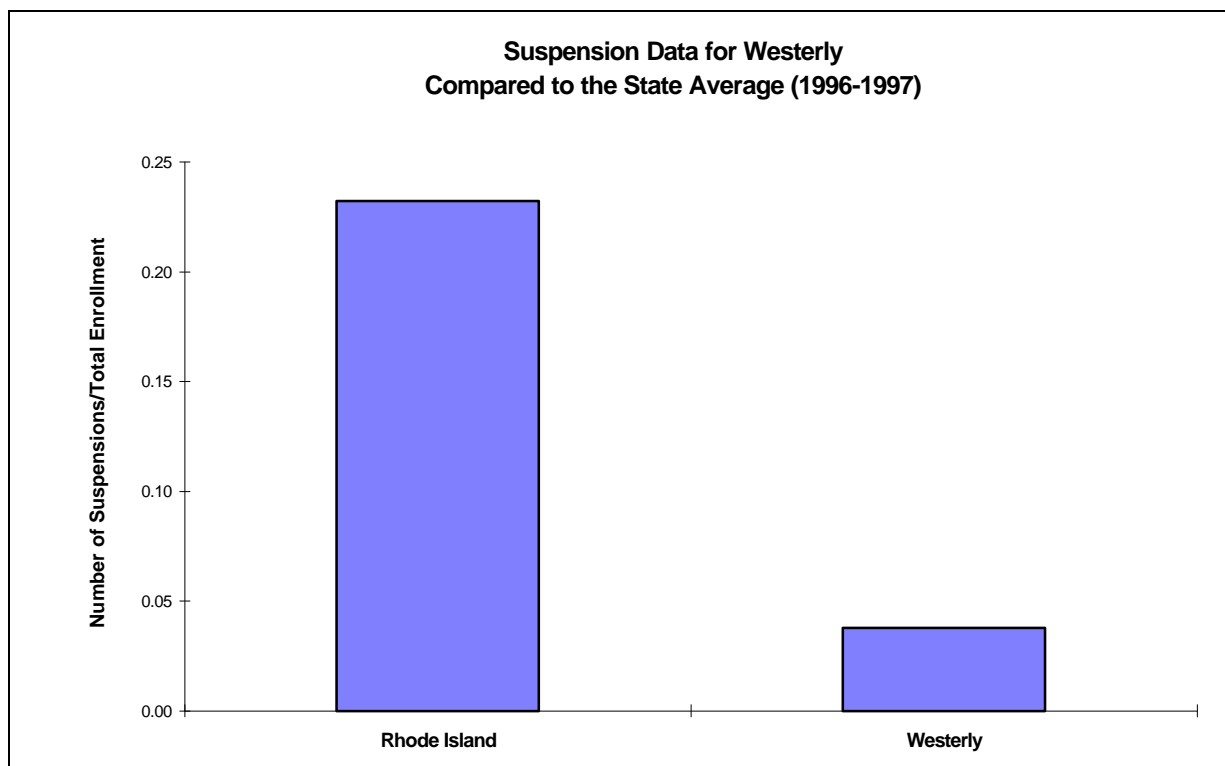
compared to a State index of .232. (See graph: *Suspension Data for Westerly Compared to the State Average (1996-1997).*) Similarly, when one divides the number of reported

disciplinary incidents in 1996-1997 by the school enrollment, Westerly's index is .05 compared to .09 and .31 for two other Rhode Island districts of comparable size and demographics.

- *Polk and Hillsborough County School Districts in South Florida, where Project ACHIEVE, a schoolwide prevention and early intervention program, targets students who are academically and socially at risk.* Students learn social skills, problem-solving methods, and anger-reduction techniques. Since 1990, the program has reduced aggression and violence in Project ACHIEVE schools. For example, during the first three years in one school, disciplinary referrals decreased by 28 percent, and suspensions dropped to one-third of what they had been three years before. (See graph: *Change in Suspension Rates Before and After Implementation of Project ACHIEVE.*) Grade retention, achievement test scores, and academic performance have improved similarly, and, during the past four years, no student has been placed in the county's alternative education program. The project's success has led to the adoption of the Project ACHIEVE model in over 20 additional sites across the United States.

Change in Suspension Rates Before and After Implementation of Project ACHIEVE

Category	Percent of Students Suspended
Year Before Implementation	9
Implementation Year - Year 1	11
Year 2	3
Year 3	3
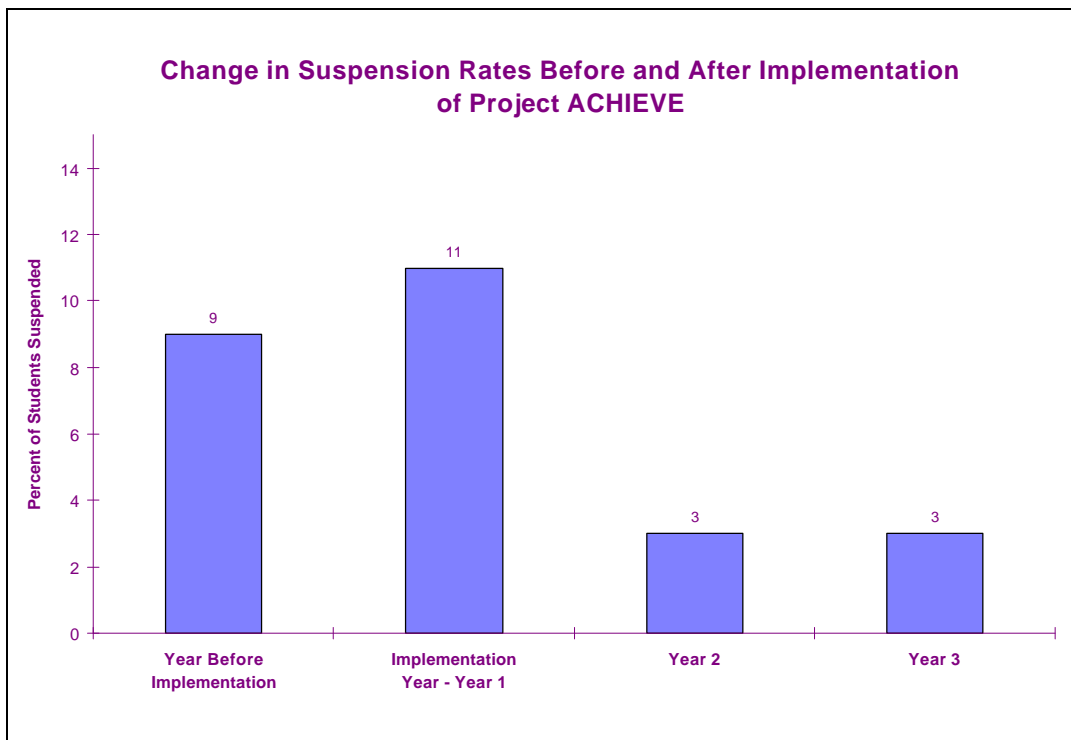
- *Effective Behavior Support, Second Step: A Violence Prevention Curriculum, First Step to Success, and Lane School, Lane County, Oregon, where the Institute on Violence and Destructive Behavior at the University of Oregon and Lane School of the Lane Education Service District have successfully implemented schoolwide preventive interventions, early intervention programs, and targeted interventions to make schools both safe places for all students and productive learning settings for children who are at risk of severe behavioral problems and school failure.* Results show increased attendance, more days in which behavioral goals are attained, fewer office referrals, and fewer suspensions, among other positive changes. In one elementary school that has implemented the Effective Behavior

Support program referrals decreased from 7,000 in 1993-1994 to fewer than 2,000 projected for this school year (1997-1998). (See graph: *Change in Number of Discipline Referrals After Implementation of the Effective Behavior Support Approach.*)

Change in Number of Discipline Referrals After Implementation of the Effective Behavior Support Approach

	1993-1994	Projected 1997-1998
Number of Discipline Referrals	7,000	2,000
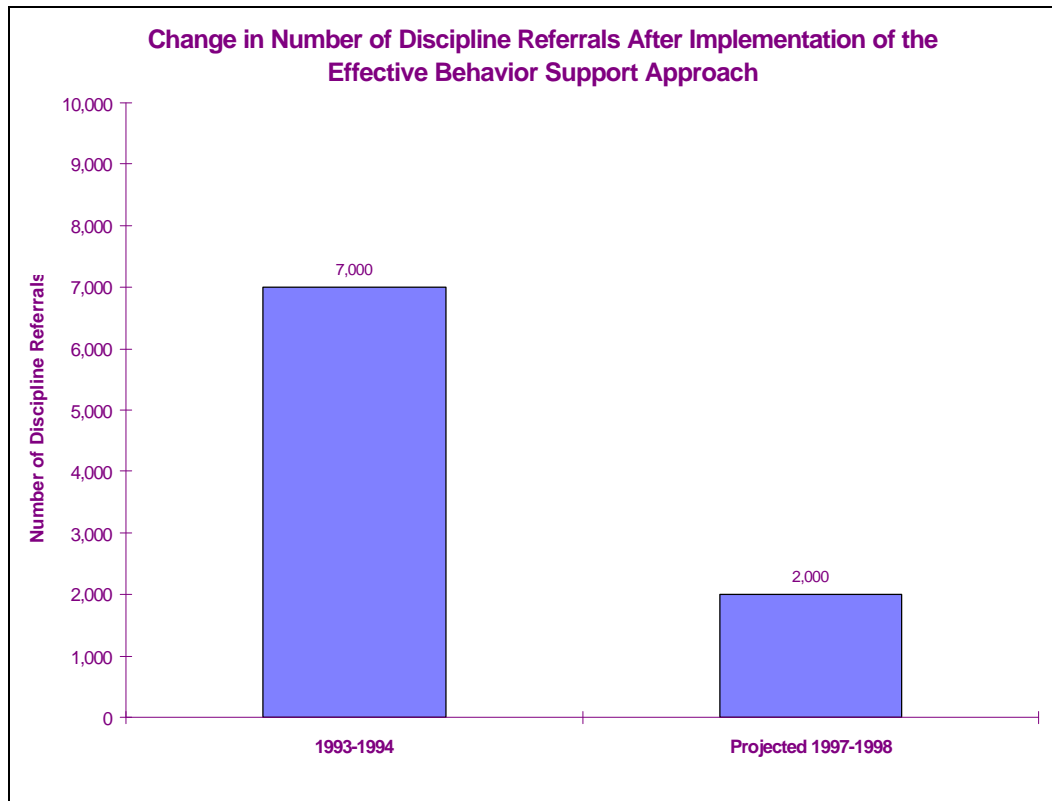
Qualities Shared by Successful Schools

Each of the schools and communities where safe and effective learning environments have been established followed a few, easy-to-understand principles and practices that can be replicated and made to work in all schools:

- Safe schools are everybody's business. Administrators, staff, and students must all understand the rules and their consequences. The first step to a safe, drug-free, and effective learning environment is a schoolwide commitment to good behavior.

- Safe schools are one family. Regular and special educators and students are all part of the school family. Discipline and positive behavior supports and activities should involve all staff and students.

- Safe schools are caring schools that value and respect all students. Safe schools build and support staff capacity to be caring and to address the diverse needs of all students.

- Safe schools have high academic standards and provide students with the support to achieve these standards. Children who learn well, behave well. Many behavior problems are partly the result of academic failures and frustrations.

- Safe schools have high behavioral standards and provide students with positive support to achieve these standards. Well-trained teachers with administrative support can create positive environments that promote appropriate behavior and development.

- Safe schools are strategic schools. They assess needs, develop and implement research-based strategies, and coordinate services to address the needs of all students.

- Safe schools combine three approaches: Schoolwide prevention efforts for all students; early intervention for students who are found to be at risk of behavioral problems; and targeted individualized interventions for students with severe behavior problems.

- Safe schools view the school as part of the larger community. They bring in the parents, mental health and other social service agencies, businesses, youth and juvenile justice workers, and other community services and players to build safe schools and communities.

This report describes these programs and analyzes what they had in common and why they worked. The report draws upon the findings of the site visits, the analyses of the expert panelists who participated in the site visits, published materials on the programs, and a review of the research literature on effective practices. Wherever possible, the report employs the voices of program participants, as well as those of the expert panelists who participated in the site visits.

The first three sections of this report consist of a short background describing the need for safe, drug-free, and effective schools for all students; a description of the study methodology; and summary descriptions of the three programs visited. Major cross-site findings are presented in the fourth section, which describes the common components of the programs studied; summarizes effective practices, approaches, and programs; discusses community-based collaboration; identifies challenges to change; and notes special circumstances. Finally, the report concludes with a set of underlying principles reflected in each of the programs and schools visited.

Information

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**

NEW from the Department of Education!

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EARLY WARNING, TIMELY RESPONSE: A GUIDE TO SAFE SCHOOLS

</div>

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:

What to look for--the early warning signs that relate to violence and other troubling behaviors.

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:

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.

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.

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.

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.

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.

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.

Section 7: Conclusion. This section summarizes the guide.

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/offices/OSERS/OSEP/earlywrn.html
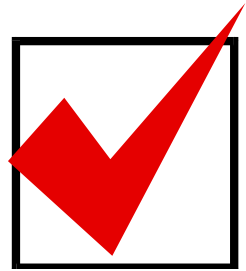
Action Steps for Students

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.

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

▶▶▶

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/offices/OSERS/OSEP/ActionGuide.

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://www.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/offices/OSERS/OSEP/ActionGuide

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School Safety: A Collaborative Effort

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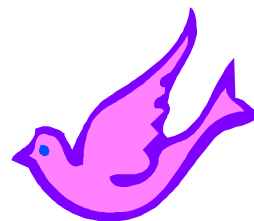
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PRECURSORS OF THE OUTBREAK OF CONFLICT AT SCHOOL

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

➤ INTRODUCTION

...A certain amount of aggression is a sign of a well-balanced personality. Occasionally, normal children are violent and disruptive - hitting others, being verbally abusive, or creating commotions while the teacher is instructing. They are learning how to assert themselves, often reacting to short-term situational stress-failure, family difficulties, growing pains, etc. After a few days or weeks their behaviors return to normal. This chapter is not about those children; it is about children who are regularly and severely disruptive and violent, exhibiting behaviors month after month that impact the lives of their teachers, peers, and community members. Nearly every teacher has had one or two such children, and hopes never to have another. But as society changes, schools will see more, not less, of these students. This chapter is about the Bobbys in our schools; it is about how to help them and how to help ourselves.

Who These Children Are

It is probably best not to classify violent and disruptive students as behaviorally or emotionally disturbed—though some may be. There is wide disagreement about the definition of these terms. In addition, there is general reluctance on the part of school personnel to use state department of education guidelines since programs for those labeled as behaviorally disordered are very expensive. To classify them obligates the school to provide services either within district or to contract for them from another source. There are also psychiatric categories but these have not typically been useful to school-based helpers.

Incidence figures for violent and disruptive students as a distinct category are not available. Estimates of the number of behavior disordered school-age persons range from about
2 to 10 percent.
However, not all of these persons are violent and disruptive. In the author's experience, not more than 1 in 100 is considered violent and disruptive if we concern ourselves with only those who are chronic problems for school personnel and the community. But as society changes such problems will inevitably increase.

Students develop aggression for a variety of reasons. Some come from homes that are in turmoil, with a higher than normal incidence of divorce, physical and sexual abuse, alcohol and chemical abuse, rejection, and inconsistent discipline. They have models for their aggressive ways and are communicating the frustration and distress that builds when one has to endure such conditions for a prolonged time. They are predominantly males in elementary and junior high school. By the time they are of high school age, many have dropped out or are expelled. Teachers are able to informally identify them in the primary grades—and sometimes as early as kindergarten. Most remain in regular classes. When they are in special education, it is usually a program for learning disabled rather than behaviorally disordered students.Genetic, hormonal, and biochemical factors are often used to explain aggressive behaviors. It is popularly believed that aggressive behaviors are inherited or are the result of improperly functioning glands. These may contribute aggression, but most professionals agree that they are not the primary factors. The environment, including the family, school, and community are in all but a small percentage of cases the major cause of such problems.

➤ PREVENTION

Those who have had to contend with such students appreciate the wisdom of an "ounce of prevention." Confrontation with violent and disruptive students is much like doing battle. Though school-based service providers are professionals paid to work with all students, it is extremely taxing and often unnecessary to meet every situation head-on at the intervention level. Prevention should always be preferred to confrontation.

There is no clear delineation between prevention and intervention. A physician with whom the author worked pointed out that taking aspirin could be viewed as both treatment and prevention. It eliminates the present headache as well as prevents one that is worse. Likewise, many of the intervention procedures described in this chapter could be seen in the same way—especially in the case of minimal intrusion techniques discussed later in the intervention section. One general approach to prevention is restructuring the school environment.

Restructuring the School Environment

Some problems can be dealt with by restructuring the school environment so that problem behaviors are less likely to occur. It is much easier to use this approach than to deal with the consequences of not preventing problems.

♦ Plan Ahead

Be prepared when you have "him" in your class. Arrive at school 5 to 10 minutes earlier than usual. This suggestion might sound insignifiant but its importance should not be underestimated. The disruptive student takes advantage of those who are unprepared. Know what your daily routine will be, have well-defined lesson plans, and rehearse your strategies. Easier said than done, but to not be prepared is to invite disaster.

♦ General Modifications

Rearrange the environment to reduce problems. There are a number of easily identified antecedents to disruptive behavior. Teachers know that certain physical conditions in the room can lead to problems.

Things to consider are:

SEATING ASSIGNMENT. Locate the disruptive student near those who are least likely to set him off or away from distracting areas of the room. Place him a reasonable distance from peers without obviously attempting separation. The objective is to reduce crowding—not isolate.

HEATING AND LIGHTING. Over-heated rooms can cause troubles. After P.E. or recess on cold days, a hot room might indirectly lead to difficulties. The student becomes tired, sets his assignments aside, and gets into trouble. Lighting should also be considered. Too little can interfere with academic performance. Type of lighting may also be important. Though some educators maintain that fluorescent lights cause hyperactivity, research findings are unclear.

CONTROLLED, PREDICTABLE, AND SUPPORTIVE ENVIRONMENT. "What can we do at school? The family has them most of the day." In fact, between the ages of 6 and 18 the school has students almost as many waking hours as do the parents—12,960 hours. In many cases, the educational system is one of the best sources of support for troubled children and adolescents. It provides a controlled predictable and supportive environment that is more or less consistent over time. A record of assessments and social and educational performance is passed on from year to year and is shared with various school- and community-based helpers. For disruptive and violent students it is especially important that consistent support be provided. He should be regularly reassured that the school really does care about him. He should know the rules and why they exist....

REDUCED EXPECTATIONS. The facts are that most disruptive students will not complete assignments as quickly or correctly as their more normal classmates. Consequently, those who accommodate for this reality can avoid dooming the student to more failure and frustration. This can be accomplished by: (a) reducing the number of problems assigned, (b) allowing him to turn in assignments late, (c) excusing him altogether from some of the more stressful activities, (d) providing extra cues (e.g., showing a few
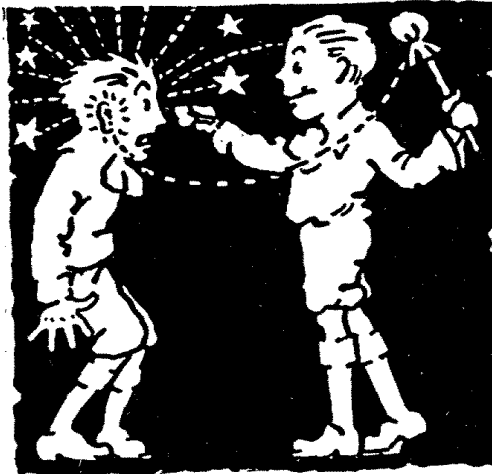
examples of completed problems, printing instructions for assignments on 3 x 5 cards and taping them to the desk, asking if there are any questions), and (e) and encouraging peer assistance.

PRODUCTIVE ACTIVITIES. Ancient admonitions about the tribulations of idle hands should definitely be heeded when working with disruptive students. They are able to turn even the best planned situations into chaos. When left with nothing to do, they will do something—and it often means trouble for the teacher. Problems can be prevented if idle time is held to a minimum. Plan a menu of activities that can be kept on hand. Have available extra seatwork assignments, educational games, or activities that relate to one of their personal interests (if they are legal).

ASSIGN A FRIEND. These students usually do not have many friends. The ones they do have are like those attracted to comedian Rodney Dangerfield—people who can do them no good. School-based helpers could consider assigning a peer to assist the disruptive student during specific times, e.g., academic projects or field trips. This peer should be someone who is accepting and supportive and who is not intimidated by the student. In some cases it may be necessary to assign two peers. In this way they can be reinforcing to each other for working with what their classmates may feel is an "untouchable." Two will also be less intimidated.

HIGH ENERGY ACTIVITIES. Many disruptive and violent students seem to have an excess of energy, especially for doing the wrong things. Some educators believe it is helpful to "burn off" this energy by engaging these students in physical activity prior to more sedentary tasks. An example would be scheduling P.E. before English. However, others reason just the reverse—activity begets activity. If the student is in relaxing situations, he is more likely to be calm; if he is in active situations, he will respond with more activity. The evidence is not clearly supportive of either position. The school-based helper should observe each student to determine which of the two approaches is most likely to apply—and then adjust activities accordingly.

➤ INTERVENTION

What can be done to help these students? The answer varies according to educators' beliefs about the causes of these behaviors. "He's just like his father." "What can you expect from an environment like that?" "All those sweets and food additives are causing it." This section discusses the premises of three models of human behavior and specific intervention techniques. Interventions are presented in order from informal to formal, and from simple to difficult to apply. The classroom is the setting for most of the interventions since there is where the majority of violent and disruptive behaviors occur.

Models

It has been popular professional behavior among educators and psychologists to adhere to particular well-defined models of intervention; e.g., psychodynamic, psychoeducational, or behavioral. With each there are beliefs about the nature of humans and the purpose of their various behaviors. Likewise, there are strategies appropriate to each model. Human behavior is sufficiently complex as to enable each professional group to believe their approach to treatment is most legitimate. The descriptions that follow are presented only to provide school-based helpers with a perspective about various models.

♦ *Psychodynamic Approach*
The psychodynamic approach holds that behavior is fueled by unconscious drives or needs. Abnormal behavior is presumed to be the result of inadequate development in one or more stages. In Freudian psychol-ogy, these are psychosexual stages. The therapist's role is to provide ways for clients to bring into consciousness their repressed desires and needs.

A number of therapists have developed psychotherapeutic approaches for disturbed adolescents. Bettelheim, Redl, and Newman have all taken a psychoanalytic approach to the problems of disturbed children and youth. Each relies to some degree on expression of feelings to deal with disturbed behaviors. This is usually done through creating an atmosphere of permissiveness and trust. Behaviors themselves are viewed as symptoms of the underlying emotional problems.

♦ *Humanistic Approach*
The humanistic approach to treatment of behavioral problems seeks to understand the whole

person. It uses procedures for working with troubled children like acceptance and helping the student reflect on his own behavior. As a consequence, the student begins to develop insight and is able to modify his own behavior so that it is more acceptable and self-satisfying. Most humanistic therapists advocate developing an atmosphere within school environments that communicate acceptance, trust, and empathy towards students. Rogers, Gordon, and Axline have all developed humanistic treatment programs that have been used with children and adolescents.

♦ *Behavioral Approach*

The behavioral approach is the most recent therapy to emerge in the schools, though it has been in existence for the past 40 years. Psychologists and educators pioneered its development with severely disturbed and retarded individuals. The basic premise is that behavior is learned. People are, in large measure, developed by the environments in which they are raised. Behavioral approaches require the systematic application of well-defined principles like shaping, reinforcement, extinction, and punishment. The procedures now in general use in public schools include various types of systematic reinforcement systems (e.g., token economies and contracts).

Critics and even some behaviorists maintain that behaviorism does not concern itself with the causes of behavior. Actually, the disagreement is about which are the important causes. Behaviorists accept "here and now" observable causes, while psychodynamic and humanistic therapists accept inner states and distant past events as important. Probably each of the approaches discussed has value with certain students. Fine (1973) has depicted in schematic form a range of therapeutic interventions (see Flgure 1). He states: Behavior change strategies can be distributed roughly on a continuum in terms of the amount of external structuring they possess. Such a distribution is tenuous since individual teachers and psychologists add their own twists to a given procedure. Yet there does seem to be at least a face validity to the chart. For example, the kinds of children involved in totally engineered environments (Hewett, 1968) are extremely disorganized children in terms of behavior control and learning capacity. Their behavior presumably becomes more ordered as a function of the structuring and shaping influences of that environment (p. 69).

Violent and disruptive students are clearly those who exhibit poor self-control, appear impulsive and need externally imposed structure.

Though the intervention techniques discussed are not identified with a single therapeutic approach, they are ones that have been found to be most effective with students who are impulsive and uncontrolled.

School-based helpers are busy and are expected at times to perform a variety of activities concurrently, such as class management and instruction. Consequently, all else being equal, those procedures that are the least time consuming and least difficult to apply are preferred.

Minimal Intrusion Techniques

Techniques will be presented in order of least intrusive, simple to apply to most intrusive, most difficult to apply. The eight techniques discussed below are based on the work of Long and Newman (1965).

♦ *Planned Ignoring*

Some of the things that violent and disruptive students do can be ignored. If their intent is to get attention or provoke a confrontation, the school service provider is, in effect, walking into a trap when he/she attends to attention-getting behaviors. Planned ignoring means that the student's behaviors are intentionally not noticed. For example, the teacher "does not hear" humming, pencil tapping, or the barely uttered threat. For students who are waiting for a chance to blow up or for those whose self-control is so poor that minor infractions of rules are unconscious and inadvertent, the teacher who reacts has unwittingly allowed herself to be slapped across the face with a glove—the duel is on and more problems, not fewer, will ensue.

There are instances that cannot be ignored. A student threatening physical harm to another or being extremely disruptive cannot be ignored by the teacher or his classmates. Planned ignoring is only appropriate for minor infractions. Save your efforts and energy for those things that really matter. Violent and disruptive students provide unlimited opportunities to do battle, so choose wisely what is worth the effort and what is not. This procedure is similar to extinction, which will be discussed later.

Behavioral Characteristics of the Child

Poor self-control   Good self-control
_____

Impulsive-disorganized   Self-controlled, well-organized
_____

Child's Need for Structure
        Needs external imposed structure   Manages with self-imposed structure
_____

Illustrative Kinds of Intervention Strategies

		Life	Limited		
	Token	space	communication	Toler-	
Adult	economy	interview	techniques	ating	Child
is in					is in
control					control
	Engineered	Contingency	Reality	Minimal	
	classroom	management	counseling	influence	
				Techniques	

Figure 8-1. Matching the Intervention Strategy to the Child.

♦ **Signal Interference**

Teachers use a wide variety of signals with their typical students. These are especially common in the lower grades. "Lights off" means "I want everyone quiet." Eye contact with most children is sufficient to convey dissatisfaction with their behavior. Signals like these can be used to unobtrusively cue a student to stop performing a disruptive behavior. Many of these techniques are nonverbal and do not need to put the student in an embarrassing position in front of the rest of the class. The teacher can meet privately with the student in order to mutually determine the signal that cues him *not* to engage in disruptive behaviors. Examples of signals that could be used to cue a student are: (a) clearing throat; (b) snapping fingers; (c) ringing a small bell; (d) placing a warning sign on the board, teacher's desk, or student's desk; and (e) using hand gestures (e.g., one finger for strike one," etc.).

♦ **Proximity Control**

When a teacher casually walks down the aisles in her classroom, misbehaviors tend to decrease and attention increases. On occasion, this technique can also be used with disruptive students just as effectively. The use of touch can also help. This closeness helps the student know that the teacher is interested and concerned. Putting the student's desk near the teacher's can also be effective if it is not perceived as punishment. Some teachers have a desk near theirs that can be used by the disruptive student on an as needed basis. Proximity control can be used in combination with signal interference—sitting closer to the teacher so that she can provide less obtrusive signals. Both procedures alert the student and help him refocus his attention on the appropriate activity.

♦ **Interest Boosting**

It is a challenge to maintain the interest of a disruptive student. It is wise to have available a few topics of interest to be used at the appropriate time. These focus his interest on something appropriate rather than losing him completely because of boredom

or disruptiveness. Focusing on something of interest may prevent a costly outburst. A simple and direct procedure is to show interest in the lesson on which the student is currently struggling. Other approaches are to: (a) obtain interesting and unusual facts that can be used during various academic lessons; (b) have available a book of facts to boost interest; e.g., *Guiness Book of Records;* (c) determine areas of interest the disruptive student has and be ready to use them in minor modification of lessons; and (d) use high interest activities that support lessons, such as educational games.

♦ *Use of Humor*

When hostility and aggression are encountered, it is natural to counter with more hostility and aggression. Yet, as many wise leaders have found, tensions can be reduced through humor. Physically, laughter produces a relaxation response.

The school-based helper can use humor to defuse potentially volatile situations and help everyone involved feel less threatened and more comfortable. Miss Wilson was engaged in a heated debate with a student in her class about some problems he did not want to do. In an effort to bring calm to the situation, she used humor. She said, "I don't know the meaning of the word defeat . . . and several thousand other words." Those without a sense of humor are destined to face countless tribulations, especially if they work in a human services profession. Henry Ward Beecher comments, "A person without a sense of humor is like a wagon without springs—jolted by every pebble in the road. " It is especially critical for school-based helpers who serve violent and disruptive students to have a sense of humor. I would not hire one who does not.

♦ *Support from Routine*

One of the most important things the school can do for a student with behavioral problems is to provide a well-defined routine. Predictability and structure, under the supervision of a caring teacher, are extremely important. During the transitions from one activity to another is when most problems occur. Going from reading to art or from math to recess breed problems. These are times when violent and disruptive students wreak havoc on their classmates.

Well-defined schedules prevent problems. Once developed, do not keep them secret—share them with the students. They are especially important for ancillary staff to have and maintain. School-based

helpers who cannot be counted on to show up on time lose a significant amount of effectiveness with students who have behavioral problems. These students need a stable and predictable environment.

♦ *Removing Seductive Objects*

The wide variety of high appeal items marketed for children and adolescents, is on occasion, in fierce competition with the teacher. Toy cars and stereos and many other items cause distractions and fights among students. Wise teachers know that such items frequently need to be taken from a student and returned after class. In a later section we will look at how they can be used to improve behavior when contingently returned based on certain predefined conditions having been met...

♦ *Systematic Praise*

One of the least costly and simple to use techniques is systematic praise. Since these students make themselves unpraiseworthy, it is usually necessary to assist teachers and others in establishing a specific system of praise. Many ask, "Why should I reinforce him for what all the other students do normally?" Though there is some validity in this point of view, it is necessary to break the cycle of hostility. School-based helpers can play an important role in this regard...

♦ *Self-management*

Productive self-management is one of the most obvious deficits of violent and disruptive students. They are often described as uncontrolled. The strategies presented above (praise, token systems, contracts, and modeling) are used to help students learn productive behaviors under carefully specified and monitored conditions. After the student begins to behave in a more prosocial fashion under the guidance of a school-based helper, he should be gradually taught self-control techniques.

This training has four components: (a) self-selected behaviors to change, (b) self-determined reinforcements, (c) self-administered reinforcements, and (d) self-monitoring of progress. Students respond surprisingly well to being given control of their own development programs...

Teaching self-management skills is analogous to teaching study skills. Some students seem instinctively to know how to study effectively. Others need to be

shown effective techniques. They are amazed to see that these simple procedures work—to them it is almost like cheating. Similarly with self-management, major changes can be made with the consistent application of a few easy-to-learn techniques...

Home-School Cooperation

Disruptive students require close communication between school and home. Disruptiveness can be a reaction to home stress. Aggressiveness may be a way of coping within the family. Working only with the student
is not likely to be effective. To modify behavior, the school and home need to be restructured to provide positive experiences for the student. Some are angry at the world and resist assistance—lacking trust in adults. Extraordinary measures may be necessary to build that trust. They may feel neglected and have learned to act out to gain attention. Schools frequently give attention to negative behaviors. Suspension and expulsion do little to teach students what is expected of them. Often they create feelings of anger and blame in students and parents. Below are suggestions for working with the parents:

1. Meet with the parents as soon as possible. Get to know them. Convey your interest in helping their student. Most of their contacts with the school have probably been negative, informing them of what Bill did again today. If they know you and appreciate your professional interest in helping their child, more home-school cooperation is likely.
2. Give the parents advice on things they can do to help their child. Some of the things these students often need from the home are positive attention and praise, protection from parental stresses, rest, a balanced diet, and hygienic care.
3. Set up a home-school communication system to regularly share progress or difficulties the student is experiencing. Weekly phone calls, notes, behavior report cards, or visits to the school can all be helpful.
4. Help parents develop a contract with the student at home. It could address problems that are also being worked on at school. When the school and home are attending to similar behaviors more generalization is likely to occur.
5. Encourage parents to meet with others who are experiencing similar difficulties. Parent groups

provide support and offer alternative strategies. The school could help form such a program if one does not exist.

Praise parents for progress their child makes. Being the parent of a troubled child is a difficult task. Recognize the student's progress - or attempts at progress. These positive contacts with the home can be opportunities to help them learn effective child-rearing skills.

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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

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.

Other guides to help parents help their children learn can be found on the National Parent Information Network (NPIN) on the Internet. You will find these guides in the Urban Minority Families section of the Urban Education Web (UEweb), at http://eric-web.tc.columbia.edu. You can reach other sections of the NPIN WEb through UEweb or at http://erieps.ed.uiue.edu/npininpinhome.html. The NPIN gopher is at ericps.ed.uiuc.edu. Ask someone in your local library, your children's school, or your parent volunteer how to see the information on this network.

for parents/about parents

Anger Control Problems

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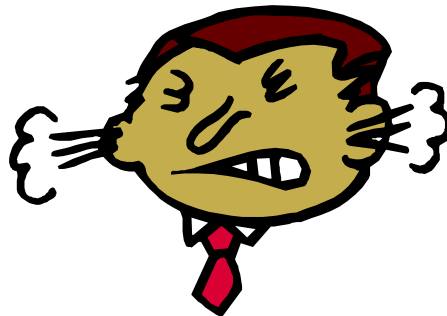
(2) What factors may be causing the anger (e.g., academic frustration, grieving, illness, abuse problems with peers, parental divorce)?

(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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plain talk about...
dealing with the
ANGRY CHILD

Handling children's anger can be puzzling, draining, and distressing for adults. In fact, one of the major problems in dealing with anger in children is the angry feelings that are often stirred up iri us. It has been said that we as parents, teachers, counselors, and administrators nebed to remind ourselves that we were not always taught how to deal with anger as a fact of life during our own childhood. We were led to believe that to be angry was to be bad, and we were often made to feel guilty for expressing anger.

It will be easier to deal with children's anger if we get rid of this notion. Our goal is not to repress or destroy angry feelings in children—or in ourselves—but rather to accept the feelings and to help channel and direct them Jo constructive ends.

Parents and teachers must allow children to feel all their feelings. Adult skills can then be directed toward showing children acceptable ways of expressing their feelings. Strong feelings cannot be denied, and angry outbursts should not always be viewed as a sign of serious problems; they should be recognized and treated with respect.

To respond effectively to overly aggressive behavior in children we need to have some ideas about what may have triggered an outburst. Anger may be a defense to avoid painful feelings; it may be associated with failure, low self-esteem,and feelings of isolation; or it may be related to anxiety about situations over which the child has no control.

Angry defiance may also be associated with feelings of dependency, and anger may be associated with sadness and depression. In childhood, anger and sadness are very close to one another and it is important to rember that much of what an adult experiences as sadness is expressed by a child as anger.

Before we look at specific ways to manage aggressive and angry outbursts, several points should be highlighted:

• We should distinguish between anger and aggression. Anger is a temporary emotional state caused by frustration; aggression is often an attempt to hurt a person or to destroy property.

• Anger and aggression do not have to be dirty words. In other words, in looking at aggressive behavior in children, we must be careful to distinguish between behavior that indicates emotional problems and behavior that is normal.

In dealing with angry children, our actions should be motivated by the need to protect and to teach, not by a desire to punish. Parents and teachers should show a child that they accept his or her feelings, while suggesting other ways to express the feelings. An adult might say, for example, "Let me tell you what some children would do in a situation like this . . ." It is not enough to tell children what behaviors we find unacceptable. We must teach them acceptable ways of coping. Also, ways must be found to communicate what we expect of them. Contrary to popular opinion, punishment is not the most effective way to communicate to children what we expect of them.

Responding to the Angry Child

Some of the following suggestions for dealing with the angry child were taken from *The Aggressive Child* by Fritz Redl and David Wineman. They should be considered helpful ideas and not be seen as a "bag of tricks."

• **Catch the child being good. Tell the child what behaviors please you**. Respond to positive efforts and reinforce good behavior. An observing and sensitive parent will find countless opportunities during the day to make such comments as, "I like the way you come in for dinner without being reminded"; "I appreciate your hanging up your clothes even though you were in a hurry to get out to play"; "You were really patient while I was on the phone"; "I'm dad you shared your snack with your sister"; "I like the way you're able to think of others"; and "Thank you for teeing the truth about what really happened."

Similarly, teachers can positively reinforce good behavior with statements like, "I know it was difficult for you to wait your turn, and I'm pleased that you could do it"; "Thanks for sitting in your seat quietly"; "You were thoughtful in offering to help Johnny with his spelling"; "You worked hard on that project, and I admire your effort."

Deliberately ignore inappropriate behavior that can be tolerated. This doesn't mean that you should ignore the child, just the behavior. The "ignoring" has to be planned and consistent. Even though this behavior may be tolerated, the child must recognize that it is inappropriate.

Provide physical outlets and other alternatives. It is

important for children to have opportunities for physical exercise and movement, both at home and at school.

Manipulate the surroundings. Aggressive behavior can be encouraged by placing children in tough, tempting situations. We should try to plan the surroundings so that certain things are less apt to happen. Stop a "problem" activity and substitute, temporarily, a more desirable one. Sometimes rules and regulations, as wall as physical space, may be too confining.

Use closeness and touching. Move physically closer to the child to curb his or her angry irnpulse. Young children are often calmed by having an adult nearby.

Express interest in the child's activities. Children naturally try to involve adults in what they are doing, and the adult is often annoyed at being bothered. Very young children (and children who are emotionally deprived) seem to need much more adult involvement in their interests. A child about to use a toy or tool in a destructive way is sometimes easily stopped by an adult who expresses interest in having it shown to him. An outburst from an older child struggling with a difficult reading selection can be prevented by a caring adult who moves near the child to say, "Show me which words are giving you trouble."

Be ready to show affection. Sometimes all that is need can be tolerated d for any angry child to regain control is a sudden hug or other impulsive show of affection. Children with serious emotional problems, however, may have trouble accepting affection.

Ease tension through humor. Kidding the child out of a temper tantrum or outburst offers the child an opportunity to "save face." However, it is important to distinguish between face-saving humor and sarcasm or teasing ridicule.

Appeal directly to the child. Tell him or her how you feel and ask for consideration. For exarnple, a parent or a teacher may gain a child's cooperation by saying, "I know that noise you're making doesn't usually bother me, but today I've got a headache, so could you find something else you'd enjoy doing?"

Explain situations. Help the child understand the cause of a stressful situation. We often fail to realize how easily young children can begin to react properly once they understand the cause of their frustration.

Use physical restraint. Occasionally a child may lose control so completey that he has to be physically restrained or removed from the scene to prevent him from hurting himself or others. This may also "save face" for the child. Physical restraint or removal from the scene should not be viewed by the child as punishment but as a means of saying, "You can't do that." In such situations, an adult cannot afford to lose his or her temper, and unfricndly remarkes by other children should not be tolerated.

Encourage children to see their strengths as well as their weaknesses. Help them to see that they can reach their goals.

Use promises and rewards. Prornises of future pleasure can be used both to start and to stop behavior. This approacn should not be compared with bribery. We must know what the child likes—what brings him pleasure—and we must deliver on our promises.

Say "NO!" Limits should be clearly explained and enforced. Children should be free to function within those limits.

Tell the child that you accept his or her angry feelings, but offer other suggestions for expressing them. Teach children to put their angry feelings into words, rather than fists.

Build a positive self-image. Encourage children to see themselves as valued and valuable people.

Use punishment cautiously. There is a fine line between punishment that is hostile toward a child and punishment that is educational.

Model appropnate behavior. Parents and teachers should be aware of the powerful influence of their actions on a child's or group's behavior.

Teach children to express themselves verbally. Talking helps a child have control and thus reduces acting out behavior. Encourage the child to say, for exarnple, "I don't like your taking my pencil. I don't feel like sharing just now."

The Role of Discipline

Good discipline includes creating an atmosphere of quiet firmness, clarity, and conscientiousness, while using reasoning. Bad discipline involves punishment which is mduly harsh and inappropriate, and it is often associated vith verbal ridicule and attacks on the child's integrity.

As one fourth grade teacher put it: "One of the most mportant goals we strive for as parents, educators, and mental health professionals is to help children develop respect for themselves and others." While arriving at this goal takes years of patient practice, it is a vital process in which parents, teachers, and all caring adults can play a crucial and exciting role. In order to accomplish this, we must see children as worthy human beings and be sincere in dealing with them.

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.