



Prevention of Youth Violence

**A Resource Guide for Youth Development and
Family Life Professionals and Volunteers**

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Youth and Families At Risk Initiative

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Introduction

The national Cooperative Extension System has expanded its range of educational programs and services to include prevention programming for families and communities through the national Children, Youth and Families At Risk (CYFAR) Initiative. One of the goals of CYFAR is to reduce risk factors and increase protective measures that will prevent the use of violence as a way to solve problems or as a response to difficult situations and stressful life events.

This publication is a revision of portions of the original research literature and program evaluation review published in the Army Family Advocacy Program Prevention Resource Manual that was produced by the staff of the Cornell University Family Life Development Center, Ithaca, New York, 14853, for Army Family Advocacy Program Managers worldwide.

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In this handbook, you will find the latest word on prevention of violence among youth, including the results of literature searches and research reviews, an annotated bibliography, and many prevention program profiles—all focused on helping you help children and youth grow up safely and sanely. Much of this material as well as other information on violence prevention, family life, and resiliency programming is available on the Internet through the Children, Youth, and Family Electronic Resources Network (CYFERNet) Web site, which you can find by pointing your Web browser to

<http://www.cyfernet.org/>

or by pointing directly to the National Network for Family Resiliency (NNFR) at

<http://www.agnr.umd.edu/users/nnfr/>

and going to the section on violence prevention.

Living in a Violent World

The prevention of violent behavior by children and young adults is an issue of national concern in a world where random violence is commonplace. The use of violence as a way to resolve conflict is a norm accepted in our society. Children and young people are exposed to violent imagery and behavior through the media and, for too many children, through direct experience.

A Profile of Children at Risk

Violent behavior by children and adolescents is difficult to acknowledge. The idea that school violence is an inner city problem is being reconsidered in the 1990s. It is increasing and crossing the spectrum of American schools. In some cases school administrators have denied the existence of violence in their schools for fear that they will lose community support (O'Donoghue, 1995).

Acts of violence are also more lethal, with 270,000 guns being taken to school each day (Elliott, 1994). The FBI reports that juvenile arrests for violent crimes rose 57 percent nationally between 1983 and 1992 and that currently they are leveling off (Steinhart, 1994). While the highest risk group for initiating violence is teens fifteen to sixteen years old, with the risk dropping dramatically after age twenty, there has been an increase in violent acts by children under the age of fifteen (Elliott, 1994).

Although the focus is on prevention of violence by children and adolescents, it is critical to recognize the number of children who themselves are victims of violence. Finkelhor and Dziuba-Leatherman (in Eron & Slaby, 1994) report that children suffer more victimizations than do adults in nearly every category (with the possible exception of homicide), including physical abuse, sibling assaults, bullying, sexual abuse, and rape. As for the high-risk groups, preschoolers are most likely to be victims of physical assault and, lately, there has been an increase in the victimization rates for adolescents, especially twelve- to fifteen-year-olds (Elliott, 1994).

Violence is a complex problem that has no one identifiable cause. According to Elliott (1994), the personal characteristics of young offenders and victims are similar, pointing to the existence of many contributing factors. Research also indicates that aggression is usually accompanied by other antisocial behaviors (Guerra, Tolan, & Hammond, 1994). Despite these discouraging findings, there is a strong impetus behind prevention efforts—it is the idea that violence is a learned behavior and should be preventable.

Social Learning Theory

There is a difference between aggressive and violent behavior. Violence is usually understood as aggression that is focused toward another person, animal, or object. Aggression is a more encompassing term for negative (antisocial) physical behavior or impulses. In much literature, however, these distinctions are blurry. It is important to understand that both violence and aggression are learned behaviors. Pepler and Slaby (1994) note that people learn aggressive behavior by seeing it (i.e., observational learning), receiving rewards or punishments for it (through direct experience), and either rewarding or punishing themselves for using it (self-regulation). These components are also key elements of many interventions that teach prosocial skills.

Antisocial behavior is often the result of children lacking alternatives that would enable them to achieve their purposes through prosocial means. For some children violence is the only form of power available. For a person who has a weak commitment to moral norms and few external controls, violence becomes a rational choice.

Based in social learning theory, the concept of violence as learned behavior has greatly influenced prevention. It provides a strong incentive to prevent the development of violent behavior as early as possible by modeling alternatives to violence and attitudes of tolerance.

Prevention Strategy: The Comprehensive, Multilevel Approach

Having accepted that aggression and violence are learned behaviors, we still need to develop prevention strategies that will teach children (and adults) prosocial, nonviolent behavior. In the past the focus has been on “fixing” the children: prevention had either targeted high-risk children or delivered prevention to whole populations with a child-centered approach. In view of the many ways children either experience or are exposed to violence, there has been a movement in prevention planning to broaden this approach. In addition to child-centered prevention programs, resources are now being directed at families, neighborhoods, communities, and schools—all the contexts in which children live. This comprehensive, multilevel approach has emerged from an examination of risk and resilience factors that either place children at a higher risk for violence or protect them from violence and its effects.

Risk and Resiliency

To address the risk factors that contribute to the development of violent behavior, they must first be identified. Recent findings have led to the development of several models for organizing risk factors, that is, the situations, experiences, attitudes, and behaviors that put children at risk for violence.

Resiliency is a relatively new concept. Adults working with children in the highest risk categories realized that there were “survivors”—children who, despite the large number of risk factors present in their lives, were successful and relatively well adjusted. Researchers began to identify the protective factors that contributed to this resiliency. Just as risk factors exist in different contexts, so do protective factors.

The following section offers a more detailed description of risk and resilience. The emphasis is on the risks to children who are direct witnesses of violence and those who are victims of abuse or neglect. It strongly suggests that the efforts to promote family wellness will also positively influence and support the prevention of youth violence.

Risk Factors

The reasons for the emergence of youth violence in our culture are many and interrelated. Some risks have multiple sources. Clearly, prevention programs need to address the complexity of the problem. In the following list, risk factors are grouped according to the context in which they occur. Note that these are only risk factors and not determinants of youth violence.

Individual

There are many varied attributes of individuals that can be considered risk factors (Elliott, 1994; Thornberry, 1994):

- Alcohol abuse
- Illicit drug use
- Central nervous system dysfunction
- Early aggression and antisocial behavior
- Oppositional and conduct disorders
- Attention deficit and hyperactivity disorder
- Individual temperament
- Biological deficits that can complicate or interfere with bonding and teaching of prosocial values and norms
- Bias, racism, prejudice
- Inability to resolve conflicts effectively
- Low self-esteem
- Difficulty expressing and managing anger
- Low tolerance for frustration
- Inability to express anger appropriately or effectively

Family

There also are many family-unit risk factors (Elliott, 1994; Thornberry, 1994):

- Parental involvement in violence or crime
- Poor attachment to parents
- Poor parental supervision
- Inconsistent and harsh discipline
- Disruptions in caregiving
- Child abuse

- Weak family bonding
- Exposure to and reinforcement of violence in the home
- Acquisition of expectations, attitudes, beliefs, and emotional responses that support or tolerate the use of violence
- Absence of social bonds and controls
- Lack of positive adult role models to teach values and social norms
- Few resources
- Social isolation and economic stress
- Low socioeconomic status
- Inequality, underclass status, parental unemployment
- Bias, racism, prejudice
- Illegal ownership of firearms, routine carrying of firearms, gang membership, hard drug use
- Lack of prosocial role models, which may result in lack of social skills
- Lack of a significant relationship with a caring adult

Neighborhood and Community

Neighborhoods and communities may contain the following risk factors (Elliott, 1994; Thornberry, 1994):

- Absence of any effective social or cultural organization in neighborhoods, which is connected to high rates of crime
- No effective means of resisting violent activity—no cohesion
- Living in impoverished, high-crime areas
- Lack of accessible services
- Lack of recreational space and activities
- Feeling unsafe, need for self-defense
- Bias, racism, prejudice
- Gang membership based on a need to belong, for identification or for self-protection
- Acquisition of expectations, attitudes, beliefs, and emotional responses that support or tolerate the use of violence

School and Peers

School can generate conflict and frustration. Depending on the location, population, and administration, school can also be a hostile and unsafe environment that generates fear. This is particularly devastating for children who perceive school as their haven. Failure and inability to meet school and peer performance demands create stress and conflict. Tracking performance and status-seeking behavior can escalate the stress (Elliott, 1994). Salts, Lindholm, Goddard, and Duncan (1995, in *Prevention Abstracts*, 1996) found the strongest predictors of youth violence to be serious delinquency and problem school behavior. The following risk factors are also significant (Elliott, 1994; Thornberry, 1994):

- Associations with delinquent and drug-using peers
- Gang membership
- No prosocial peers
- Peer rejection
- Poor success in school
- Low attachment to teachers
- Dropping out of school
- Low educational goals
- Feeling unsafe, need for self-defense
- Bias, racism, prejudice
- In the case of gang violence, the need to belong and for self-protection

Alcohol

There has been no conclusive evidence of a dose-response relationship between substance abuse and violence. Alcohol is considered a risk factor because it is associated with violent behavior and is often present in situations of interpersonal violence.

Substance Abuse

Violence associated with illicit drugs has been dealer-to-dealer and related to drug transactions, whereas alcohol-related violence has been more interpersonal. Opinions differ as to how substance abuse contributes to the incidence of youth violence (Steinhart, 1994).

Firearms

The availability of firearms is a national issue. Access is relatively easy, and the incidence of death and injury as a result of gunshot wounds is on the rise. There is some dispute as to whether the majority of youth are protecting themselves by carrying guns or whether minors possess and use firearms aggressively. Security systems and metal detectors provide an immediate and short-term response to the problem, but the issue of young people and firearms is one for local, state, and national consideration and policy making (Steinhart, 1994).

Exposure to Violence through Media, Witnessing Violence, and Victimization

Violence on TV and at the Movies. By the age of eight many children are watching television four hours a day. Does watching violent news events or shows with violent themes have the same effect as witnessing or experiencing violence? Although no direct comparison has been made, studies have confirmed an association between television violence and aggression, along with the other social and environmental influences that need to be factored in. Children who identify with television characters and believe that television portrays real life are at risk for being influenced by violence on television (Steinhart, 1994). In an effort to avoid censorship, there has been no legislation to date that regulates the portrayal of violence in television programs. Some external controls are available so that parents can block certain channels, but for the most part parents and caregivers are responsible for supervising children's television viewing and exposure to violent programs.

The issue of violence in television motivated the Institute for Mental Health Initiatives (IMHI) and National Institute of Mental Health (NIMH) to analyze anger management in television programs. The project analyzed the various violent and nonviolent ways in which characters resolved conflict and expressed anger. The question was whether violence was necessary to make a plot exciting. As part of the study, plot lines were developed that modeled appropriate anger management while keeping the story dramatic (Hendrix & Molloy, 1990).

Witnessing Violence. Children who witness violence in their homes and communities may be considered secondary victims. Living with domestic violence can have a devastating and powerful effect on children. Children from homes where there is domestic violence are more likely than others to be batterers of their partners as adults. They are also more likely to view violence among intimate companions as an acceptable or inevitable norm.

Trust is the basis for self-confidence and self-esteem. Children trust their care providers when they have been given consistent care, love, and stimulation. Furthermore, children learn social skills from adults in their lives. When those around them—from their homes to the media—use physical force to solve problems, children learn a powerful lesson in how to use antisocial behavior to get what they want (Garbarino, Dubrow, Kostelny, & Pardo, 1992).

There seem to be both short-term and long-term effects of witnessing marital violence. Although the research has not found clear cause and effect, it has shown associations between marital violence and a wide range of children's adjustment problems:

- Low self-esteem in girls
- Aggression and behavior problems in both girls and boys
- Internal and external behavior problems
- Reduced social competence
- Relationships between marital violence and childhood depression
- For adolescents, approval of violence toward a husband or wife and aggression toward parents

Some children exposed to violence can be affected with a form of post-traumatic stress syndrome. Continual exposure to images or actual violence desensitizes children and can cause parents to feel powerless against the barrage of violence in our society. Traditional protectors of children, such as parents and teachers, often feel they cannot protect children from either real violence or the images of violence (National Center for Clinical Infant Programs, 1993).

In view of the chronic nature of family violence, it may be that its effects on youth are cumulative, but the definitive answers to these issues depend upon more longitudinal studies (Carlson, 1990).

Victimization. The direct connection between violence and child neglect and abuse is striking: 12.5 percent of neglected children and 15.8 percent of physically abused children will be arrested for a violent offense by the time they reach age twenty-five (Youth Policy Institute, 1995). Prothrow-Stith (1991, p. 145) sums up the danger of children's exposure to victimization.

The destructive lessons parents teach when they are physically and psychologically abusive to their children and when they allow their children to be physically and psychologically abusive to others in conjunction with our society's glorification of violence, the ready availability of guns, and the drug culture are an explosive combination that sets our children up to be perpetrators and victims of violence.

Again, primary prevention of family violence and the promotion of family wellness would have a positive effect on reducing the risks of youth violence.

Effects of Living with Violence

The effects of exposure to violence can emerge quickly or appear slowly over time. Children respond to violence in many different ways.

- Because very young children cannot talk about their violent experiences as well as older children can, they are more apt to experience overwhelming loss and more likely to react globally to a fearful experience (National Center for Clinical Infant Programs, 1993).
- Violence can interfere with a child's education and academic development. Children have difficulty learning when they are feeling afraid (Craig, 1992, in Wallach, 1994).
- Children and adolescents who live with violence have a different sense of their own mortality. They may not expect to live very long and may exhibit a sense of hopelessness and inability to make plans for the future. This perspective can lead to risk taking because they cannot imagine the long-term consequences of their behavior and do not feel they have any control over their environment (Garbarino et al., 1992).
- Children who live with violence may repress their feelings. This response may interfere with their ability to develop empathy—understanding or feeling someone else's pain. A lack of empathy is a characteristic common to violent offenders (Gilligan, 1991, in Wallach, 1994).

Children exposed to violence need time and support for healing. Just as “it takes a village to raise a child,” so does it take a village, a town, a state, and a nation to protect that child from the lasting trauma associated with the experience of violence. Violence is so embedded in our society that we need a comprehensive approach to implementing prevention recommendations (National Center for Clinical Infant Programs, 1993).

Resiliency Factors

There are children who survive great adversity and do well. Why? What makes these young people resilient, and how can prevention efforts use that information? Balanced against risk there may be factors that protect youth from an inclination toward violent behavior. For example, an individual’s perception of a bright future can be a protective factor. “Having a future gives a teenager reasons for trying and reasons for valuing his [or her] life” (Prothrow-Stith, 1991, p. 57, as quoted in Hill, Soriano, Chen, & LaFramboise, 1995).

Following are some characteristics of resilient children:

- reflective rather than impulsive cognitive styles
- more divergent or creative thinking in social problem solving
- ability to select aspects of adversity to overcome
- goal-oriented strategies that avoid hopelessness
- ability to maintain better control over their feelings
- capacity to plan ahead and think before acting
- increased persistence and greater mastery over their own lives
- increased capacity to comfort themselves rather than relying on others to provide comfort

Individual

There are several individual attributes that influence resiliency (Hendrix & Molloy, 1990; Wallach, 1994; Thornberry, 1994):

- Fewer illnesses
- A sense of humor—often an indicator of a child with social skills, the ability to generate alternative solutions, and to think creatively in solving problems
- Age—younger children are more likely to succumb to stress than adolescents or older school-age children
- Individual temperament—some children appear to be naturally more easygoing than other children
- Positive self-esteem

Family

Socially competent children in a group exposed to many risk factors had the following familial attributes (Thornberry, 1994; Hendrix & Molloy, 1990; Turner, Norman, & Zunz, 1995):

- Younger parents
- Many caretakers
- Fewer siblings
- Cohesive sibling group
- Fewer illnesses
- Strong family rituals and traditions
- Family responsibilities
- Parental supervision
- Children’s attachment to a parent
- Parents’ attachment to the children

Garnezy and Rutter (1983, in Wallach, 1994) also found that strong parents who can cope with the stress of community violence and poverty will produce children who are better adjusted.

School and Peers

School staff, after-school care providers, recreational staff, and others who have a connection to children can fill the role of a caring adult with whom a child can bond. Schools and school staff can also provide a safe environment, which for some children is a haven away from the violence in their homes or the streets of their neighborhoods. There are some educational factors that serve to protect children and youth (Thornberry, 1994):

- Reading achievement
- Math achievement
- Commitment to school
- Attachment to teachers
- Aspirations to attend college
- Expectations to attend college
- Parents' expectations for their children to attend college

Resiliency may be enhanced if a child's peers have conventional values and parents think well of the child's peers (Thornberry, 1994).

Neighborhood and Community

Neighborhoods that are organized, with local services and resources to support children and families, enhance individual and community resiliency.

Age and Gender Factors

Some research supports gender-specific, resiliency-enhancing prevention. Findings indicate that there are significant differences in vulnerability and resistance to risk factors that change as children mature. Turner et al. (1995) offer the following insights regarding gender, age, and risk/resilience.

Girls from two to ten years of age

- are very sensitive to the long-term absence of a father.
- are very sensitive to a chronic conflict between parents.
- are more at risk from the death of a mother.
- are more vulnerable during adolescence than boys.
- tend to internalize failure.
- are self-critical.
- have low self-esteem and confidence.

Boys from two to ten years of age

- are more vulnerable and more likely to show effects from prenatal stress.
- are more emotionally vulnerable and have poorer social skills.

Boys in adolescence

- are very sensitive to the combination of the absence of a father and a change in schools.
- are very sensitive to the absence of a mother.
- are very sensitive to a conflict with the father.
- are very sensitive to a school failure.

Prosocial Models

Sustained exposure to at least one prosocial model—a parent, relative, or peer—is one of the most important protective factors. When children can connect with at least one caring adult or meet some of their own needs in other ways, they can overcome some of the hurt and fear that came from past experiences (Wallach, 1994).

Culture as a Protective Factor

Hill et al. (1995) have reviewed risk and resilience from four cultural perspectives and identified some primary values for those groups. Although they are listed here as protective factors, some can be viewed as risk factors, depending on other influences. The attributes listed below are not exclusive to the cultural groups with which they are identified, nor can these characteristics be completely generalized to these groups. Native American culture, for example, encompasses 505 federally recognized tribal entities, 365 state-recognized tribes and bands, and over 200 spoken languages.

Latin American culture emphasizes the following attributes:

- *La familia* (familialism), in which central importance is on the family and family life
- *Trabaho en equipo* (collectivism), a preference for working in and with groups
- *Respeto* (respect)
- *Personalismo* (valuing interpersonal relationships)
- *Simpatia* (keeping the peace at all costs), which discourages interpersonal conflict

African American culture places a high value on these protective factors:

- Cultural orientation is more person-centered than object-centered (personal relationships preferred to material possessions)
- Harmony and interrelatedness—respect for the sanctity of life
- Communalism—interdependence of people through an independent and collective identity
- Mutuality and reciprocity—a sense of consequences of one's actions
- Spirituality—acknowledgment of a higher power
- Strong religious orientation

Asian and Pacific Island American cultures emphasize these behaviors:

- Pacifism and harmony in interpersonal relations based on the social order
- Defusing potential confrontation

Native American culture generally values the following protective factors:

- Harmony
- Noninterference
- Generosity
- Reciprocity
- A view of an individual's problem as rooted in the community

Violence Prevention Strategy

In developing prevention programs, strategies still target risk factors, but now more effort is being made to identify resiliency factors. Violence prevention aims to reduce risk factors and increase protective factors to enhance resiliency and prosocial behavior through increased knowledge and skills and through changed attitudes. Most important, over fifty years of research has tested and supported the hypothesis that “human aggression is learned and therefore can be reduced or prevented through learning” (Eron & Slaby, 1994, p. 5).

Prevention Defined

Goldstein, Harootunian, and Close Conoley (1994) outline the three most common violence prevention strategies.

Primary prevention improves the life situations of a mass of people to prevent the emergence of problems.

Secondary prevention targets vulnerable or impaired and at-risk populations to reduce risk and increase resilience.

Tertiary prevention tries to prevent recurrence of violence or further deterioration of those who have been violent.

Prevention Planning

Prevention planning is based on many different theories and strategies. Historically, the focus has usually been only on the deficits of the child who was violent. The ecological model argues that each child is an inseparable part of a small social system, and problems emerge from a difference between the abilities of the individual and the demands of the system. This systems analysis, combined with the public health approach of reducing risk factors and increasing protective factors, suggests the need for a multilevel approach to the problem (Hawkins & Catalano, 1992).

One kind of violence cannot be reduced without addressing others. Individual violence, family violence, community violence, and societal violence exist on a continuum (Elliott, 1994). Comprehensive prevention planning needs to include family-centered programs, realignment of values and incentives in different contexts to support nonviolent choices, and informed and comprehensive public policy strategies (National Center for Clinical Infant Programs, 1993).

Investment in Prevention

Effective prevention requires an investment in human as well as financial resources. A genuine commitment to prevention will be most successful if it can begin early, be comprehensive, and be available on a long-term basis (Thornberry, 1994). Comprehensive violence prevention depends on a strong partnership and open communication between parents, teachers, school administration, law enforcement, community leaders, and children.

Comprehensive violence prevention programming needs these factors.

Reinforcement. Prevention components should reinforce each other across children’s daily social environments, including school, family, peer groups, media, and community (National Center for Clinical Infant Programs, 1993).

An Atmosphere of Support for Nonviolence. Environments that promote the prevention of violence need to support nonviolence by establishing an atmosphere of trust and safety, fostering mutual respect and interdependence, and providing opportunities for understanding experiences and learning new skills (Levin, 1994).

Mass Media Strategies. Television has been criticized for bringing violence into our homes. Because the media claim our attention, they can be used positively to market violence prevention. Media can be a powerful way to heighten public awareness of the impact of violence, the efforts being made to prevent violence, and the availability of services. Public service announcements can quickly promote prevention strategies.

The Availability of Services to Children. With prevention programs comes the need for services. In looking to the future of violence prevention, children and adolescents would benefit from better deployment of existing services; better communication between home, school, and services (Goldstein et al., 1994); and the development of a “full-service” school housing an array of resources for children and parents and the placing of schools at the center of neighborhoods and communities (DeJong, 1994b).

Role Models. Prevention assumes that children and adolescents learn healthy behavior from positive role models. This expectation places a responsibility on institutions and adults to provide a reason for the children to bond with them and to adopt positive norms (Hawkins & Catalano, 1992).

Comprehensive Enhancement of Skills, Knowledge, and Attitude. Different prevention programs seem to dominate at different times. Recently conflict resolution programs have gained popularity as a school-based intervention. Keeping in mind the different skill areas that enhance resiliency, conflict resolution skills should be embedded with other life and social skills. This recommendation is also based on the observation that aggression is but one of an array of associated antisocial behaviors (Comprehensive Health Education Foundation, 1994).

Developmentally Appropriate Prevention. To be more effective, prevention and intervention must fit with each child’s developmental level and take into consideration the critical influences present at different stages and in different contexts of a child’s life (Pepler & Slaby, 1994).

Primary versus Secondary Prevention

There is some debate in the field of violence prevention over the merits of primary versus secondary prevention. The advantage of primary prevention is that it does not have to identify high-risk youth. The disadvantage is that the uniform nature of the intervention is not tailored to specific situations. Because aggressive children are not homogeneous and may be at different developmental levels, a more targeted approach is supported by some authors. According to Pepler and Slaby (1994), victimization and violence take different paths for different children during childhood and adolescence. The researchers propose that because the problems associated with violence have longevity and are diverse, prevention efforts that are time limited and uniform may fall short of their goal.

The debate is more concerned with the proportion of resources and effort devoted to each approach than with choosing one over the other. Some anecdotal success has been noted with programs using both kinds of prevention. General conflict resolution programs are flourishing in schools across the country. Programs—such as one near an urban housing project—that have targeted children who live in a climate of violence and have lost friends and family members in acts of violence have experienced apparent success in helping young children process their grief, sense of loss, and fear.

Selecting Prevention Programs

Many prevention programs are designed for school-based implementation, but many can be adapted to different settings. As with other prevention resources, violence prevention programs and materials are available in a wide variety of formats, from those requiring extensive train-the-trainer experience to those that can be picked up and delivered with relatively little preparation. Keeping in mind the advantages of a multilevel approach—one that addresses not only the child or youth, but the family, neighborhood, school, and community environments—coordinating prevention efforts is probably one of the most important aspects of selecting and implementing any program. A systemwide, long-term commitment to violence prevention is also vital to the effectiveness of these efforts.

With regard to selecting specific, school-based violence prevention programs, the Comprehensive Health Education Foundation (1994) offers the following checklist:

- Does the program have an adequate base in theory and research?
- Does the program include a comprehensive K–12 curriculum?
- Does the program provide more than information?
- Does the program include family involvement?
- Does the program address students from a variety of cultures?
- Do teachers find the program satisfying and valuable?
- Is the program cost efficient (time and money)?
- Can the program be easily incorporated into a school's total curriculum?
- Do students enjoy the program?
- Does the program include teacher training?
- Does the program encompass the entire community?

Risk Assessment

Conducting a risk assessment to identify the risk and protective factors of the population involved can offer valuable insights and guide selection of prevention programs that will have the best fit. It enables program administrators and facilitators to focus and prioritize prevention efforts to address the greatest risk factors and work from the strengths of the prevalent protective factors (Hawkins & Catalano, 1992).

Risk assessments provide information relevant to factors that place a population at risk for violence, such as

- poverty levels.
- neighborhood crime and drug availability.
- incidents of family violence.
- educational system status.
- climate and level of bonding in schools, after-school programs, and other community organizations.
- extreme economic deprivation.
- family management problems.
- school failure and early and persistent antisocial behavior.

Risk assessment also identifies a strong cohesiveness within and cooperation among organizations as a protective factor.

Prevention Program Evaluation and Research Needs

There are far more violence prevention programs being introduced in communities, schools, and homes than there are research studies that indicate their efficacy. Where funding is limited and the need immediate, the priority has been on adding to violence prevention resources rather than conducting violence prevention research.

Many violence prevention programs and curricula are currently being evaluated. This research presents a variety of challenges. Analyzing and collecting data is difficult, as is maintaining control groups.

Other aspects of research design that need further development include

- finding the optimal measure of behavioral change.
- determining the optimal length of exposure to an intervention.
- studying larger samples.
- using better control groups.

Roth (1994) suggests that three research initiatives are needed to build better violence prevention strategies. These include

- better outcome measures of intervention.
- more research on neglected topics.
- long-term study of factors operating in communities and in individual development that cause children to have potential for violent behavior as adults.

Being able to evaluate a program to some degree is important to the success of prevention programming. Some well-intentioned programs have actually worsened a situation (Klein, 1995; Dryfoos, 1991). One example is a gang violence prevention program that increased the group's cohesiveness, which did not deter gang activity.

Elements of Successful Programs

Two common themes of successful violence prevention programs are

- individual attention that is exemplified by mentoring programs.
- multicomponent programs that involve everyone from parents and teachers to community leaders and neighboring residents.

Those program elements increase resiliency by encouraging children to bond with positive adult role models and by providing a commitment to nonviolence that is consistent across many different environments—from community to school to family. Other factors that seem to influence the success of prevention efforts are

- early intervention.
- basic academic skills.
- connections to the world of work.
- social and life skills.
- staff training.
- open communication regarding violence, especially describing the parameters of acceptable social behavior.

Problematic Strategies

“Scared straight” campaigns and other onetime programs are not very effective and violate the comprehensive, long-term rule (Klein, 1995; Dryfoos, 1991). These approaches can certainly shock and send a dramatic message that violence has unacceptable consequences. Unfortunately, these well-intentioned programs appears to have no lasting effect.

The use of peer theater and peer-facilitated groups presents some additional concerns. The individuals selected to act as peer leaders in these prevention efforts are critical in determining whether these efforts reach the intended audience. If the peers are chosen from the successful leadership of the population (as positive role models), they may alienate high-risk youth. On the positive side, peers can have a strong influence, especially if high-risk youth are chosen to get involved. Their involvement can increase their “ownership” of the program (Dryfoos, 1991).

Types of Prevention Programs

Prevention programs are generally grouped into the following categories:

- Anger management
- Anti-bias curricula
- Conflict resolution
- Crisis intervention
- Preventing dating violence
- Preventing gang violence
- Grief and loss programming
- Mentoring programming
- Self-esteem programming
- Social skills programming

Profiles of specific prevention programs can be found later in this publication.

Anger Management

Uncontrolled and chronic anger has been associated with violent behavior. Although anger is a valid and common human emotion, few adults manage their anger effectively.

Curricula that focus on constructive anger management often use a cognitive-behavioral approach in a group setting. These programs generally focus on

- perception—what makes a person angry.
- feelings—what it feels like when someone gets angry and agitated.
- behavior—what people do when they get angry.

Based on an understanding of the connection between thoughts, feelings, and behaviors, the programs identify what triggers anger, set goals for nonviolent constructive responses, provide practice in group and other settings, and facilitate feedback and support from the group (Eggert & Long, 1994).

Anti-Bias Curricula

Hatred and prejudice often contribute to acts of violence. Whether the bias is related to gender, race, ethnicity, or age, the premise of anti-bias curricula is that children can be educated to value human differences.

Anti-bias curricula give children the chance to explore differences and similarities in group and individual identity (Derman-Sparks, 1992). Levin (1994) suggests several general themes as central to an effective anti-bias program:

- Establishing a bias- and stereotype-free understanding of similarities and differences
- Maintaining a bias-free environment that enables children to feel safe and strengthens their sense of self-worth
- Teaching children to take appropriate social action on behalf of equality and justice

Children develop ideas about racial identity and attributes of cultural groups other than their own as early as three years of age (Swick, Boutte, & van Scoy, 1995). Parental attitudes, environmental influences, and perceived power differences among children can either lay the foundation for adult prejudice and racism or can model tolerance. The potential influence of parents in furthering a child's multicultural understanding and self-understanding is critical, and recent studies suggest that parental involvement is a key element in preventing prejudice (Swick et al., 1995).

There are several strategies to support parents in a violence prevention initiative. Education and support help parents gain confidence and competence in their modeling and teaching roles. School-family curricula can use the diversity of the classroom as a starting point for increasing multicultural awareness. Multicultural resources often use such activities as storytelling by family members about their culture and history (Swick et al., 1995).

It is important to note some things that anti-bias curricula do not teach. They are not “color-blind.” These programs acknowledge and encourage appreciation of the idea that everyone is different in some way from everyone else. Effective programs do not preach adult ideas about racism and prejudice. Children need to go through the process of exploring and building their own ideas about human differences. Comprehensive anti-bias programs do not focus only on other cultures. These curricula include the children’s own cultures in the discussion of bias (Levin, 1994).

Specific Approaches in Anti-Bias Programs

In general, these programs challenge prejudice in one of two ways. They may use a behavior modification approach that trains children to recognize bias and not act on their prejudices, in the hope that a change in attitude will follow. Or they may use a cognitive-behavioral approach that attempts to change children’s attitudes through moral, religious, or political means, which in turn will lead to a change in their behavior. The behavior modification programs seem to work best with children. Cognitive-behavioral programs that confront bias directly rely extensively on self-awareness, not only for the young people being targeted but also for the adults who work with them (Schwartz, 1994).

One of the goals of anti-bias curricula is for children to develop skills in problem solving and critical thinking, which enable them to challenge stereotyping and discriminatory behavior in the world around them (Derman-Sparks, 1992). Ponterotto and Pederson (1993) identify the following as factors in the development of children’s ability to think critically:

- A climate of respect and trust
- Teaching children to ask the right questions, not just get the “right” answers
- Allowing children to be heard
- Fostering self-esteem
- Getting students to think about their own thinking
- Encouraging intellectual curiosity and systematic problem solving
- Promoting objectivity and respect for diverse viewpoints
- Encouraging flexibility and open-mindedness
- Being decisive in reaching and defending a conclusion after considering the alternatives
- Distinguishing between appeals to reason and appeals to emotion

In general, anti-bias curricula tend to emphasize one or more of the following issues:

- Reduction in prejudice, bias, and discrimination
- Conflict-resolution skills
- Violence prevention

Again, the goal of anti-bias programs is to increase tolerance, thereby reducing conflict and preventing violence within and among diverse groups. Although they are prevention-oriented, anti-bias programs also confront the misconceptions and fears that children may already have. Ideally, prevention efforts are made as early as possible in children’s development, but the challenge then is to raise awareness of bias in a way that is developmentally appropriate (Levin, 1994).

Conflict Resolution

Conflict in group settings is as natural for children as it is for adults. The Boston Conflict Resolution Program identifies problems that are at the center of many conflicts that occur in school:

- Prejudice
- Competition
- Miscommunication
- Inability to express feelings constructively
- Lack of respect and concern for others

How Children Deal with Interpersonal Frustration and Conflict

Impulsive or inhibited behavior in response to a conflict may relate to children's inability to generate alternative solutions to a problem (Shure, 1993). In many situations children do not get the chance to learn how to find alternative solutions or develop constructive ways of resolving their conflicts. Often the most expedient way to restore order in a situation is for an adult to stop the conflict. This approach results only in a short-term solution, with a good chance that the conflict will happen again. Imposing an adult idea of how to solve the conflict does not allow children to get involved in finding their own solutions (Levin, 1994). Learning to manage conflict without aggression provides social skills that can influence how children interact as adults. Conflict is also an important way to help children understand group organization, social structure, authority, and friendship (McClure et al., 1992, in Levin, 1994).

Curricular Themes

Conflict resolution curricula encourage children to be proactive and face conflict, not avoid it. The goal is to reach a win-win situation with a solution that is acceptable to everyone involved (Levin, 1994). Central themes in conflict resolution curricula include cooperation, communication, affirmation, and conflict resolution.

Conflict Resolution Skills

Effective communication and competent social skills are the foundation of conflict resolution. For some children, a beginning step is to expand their vocabulary because they don't have enough words to express their feelings, state their positions, and identify their needs. Other skills and strategies include mediation, negotiation, alternative problem solving, active listening, and critical thinking. In general, conflict resolution follows these steps:

- Define the problem.
- Find a mutually agreeable solution.
- Put the solution into practice.
- Reflect on how well the solution worked.

Conflict resolution programs teach the causes and consequences of behavior, as well as the concept that the other people involved in a conflict have feelings. Other approaches that increase program effectiveness include allowing children to be physically active, being consistent in (the leader's) actions, identifying and naming conflict situations, acknowledging and validating children's feelings of anger and frustration, using creative drama role play or physical activities to give form to the "storming" stage, and using brainstorming and social skills to negotiate and communicate (McClure et al., 1992).

Supportive Environment

Kreidler (1990, in Bodine, Crawford, and Schrupf, 1995) maintains that for an environment to endorse and allow conflict resolution practice, there needs to be cooperation, communication, tolerance, and positive emotional expression.

Conflict Resolution Effectiveness

The long-term effectiveness of conflict resolution in preventing violence has not yet been established. But there are many programs in place, and they are expected to have a positive effect. Controversy about conflict resolution programs seems to center around the context in which they are delivered and the ability of children to generalize their skills to situations outside of school. Skeptical about the effectiveness of existing conflict resolution programs to reduce interpersonal violence, Webster (1993, in DeJong, 1994b) argues that there needs to be a change in families and communities at the same time. Others in the field responded vehemently that while changing social norms is important, it requires a broad-based and ongoing effort that should not deter the development and evaluation of conflict resolution programs (DeJong, 1994b).

Parents as Partners

In keeping with a multilevel approach to violence prevention, parents need to be authentically involved in conflict resolution programs. They can model effective conflict resolution themselves, or at least have an understanding of what their children are doing when they use these skills at home.

It is clear that not all conflicts are suitable for resolution by the young people involved. But when conflict resolution is appropriate, adults need to change the role they usually play. In such settings, adults should not be the problem solvers, they should be the mediators. Adults can model and teach skills initially, but when a real conflict arises their role is to give some control of the situation to the children involved and to guide the process that takes place between them. Ultimately, the thought process involved in generating alternative solutions results in more positive social behavior. The goal of conflict resolution is to teach children not what to think, but how to think (Shure, 1993).

Crisis Intervention

This type of training is staff-centered and teaches adults how to intervene effectively and safely in a crisis. The skills in crisis intervention curricula focus on

- communication.
- deescalation techniques.
- active listening.
- processing with involved children following an incident.

The premise of these programs is that violence can be prevented and reduced when adults are prepared and can anticipate and deescalate a crisis or intervene and resolve crisis situations (Comprehensive Health Education Foundation, 1994).

Preventing Dating Violence

The Prevalence of Dating Violence

Dating violence includes slapping and pushing, beating, sexual assault, and threatening to use or using weapons. Violence appears to be a more common aspect of dating behavior than in the past; it appears to begin at about age fifteen or sixteen (Bethke & DeJoy, 1993). One out of every three high school students is or has been involved in an abusive dating relationship, but only one out of every twenty-five victims of dating violence ever seeks the help of a teacher, minister, rabbi, police officer, or counselor (Kraizer & Larson, 1993).

Investigations conducted in the 1980s indicated that members of both sexes use violent tactics, but more females have reported feelings of victimization, and they have experienced greater physical and emotional harm. Interestingly, in the majority of abusive dating relationships violence does not occur until some degree of commitment has been established or until the couple has been in the relationship for a considerable period of time. In one study, high school students had a high level of awareness regarding violence in the dating and family relationships of friends and acquaintances. What was not well understood by those students were the barriers to women leaving abusive relationships. This finding underscores the importance of efforts to prevent family violence (Jaffe, Sudermann, Reitzel, & Killip, 1992).

Research also supports the general premise that relationship aggression appears more likely in couples who face frequent and severe problems (Gelles & Straus, 1979; Riggs, 1993). A study conducted by Riggs (1993) explored several general areas of problems in an effort to identify a causal relationship between aggression and areas of conflict. Among the college-age students in the study, the most frequently reported problems were outside activities that interfered with the relationship, separation from one another, friends, and fighting. The problems reported as being most severe included lack of time together, different interests, different levels of aggression, and different plans for the future.

Acceptability of Dating Violence

Although dating violence can be woven into a general violence prevention program, some research indicates that the acceptability of dating violence merits individual attention. Bethke and DeJoy (1993) conclude that, under certain circumstances, violence against one's dating partner is "accepted or at least tolerated." Their study of factors that influence acceptability among college undergraduates indicated that acceptability varies with the status of the relationship and the gender of the perpetrator. Furthermore, the more serious the relationship, the more acceptable the violent behavior. Male perpetrators were judged more harshly than female perpetrators.

Implications for Prevention Programs

Interventions that focus on positively changing knowledge, attitude, and behavioral intention have had some apparent success. In some cases, however, males took offense at prevention programs that focus on the abuse and victimization of women only (Riggs, 1993). Programs that promote nonviolence on the part of both men and women are better received.

This is an area in which it seems appropriate to target high-risk groups, including children and adolescents who have witnessed or experienced family violence at home.

Preventing Gang Violence

Defining Gang Violence

There is disagreement in the literature as to how a gang should be defined. This is an important issue because the definition influences the development of prevention and intervention strategies. Gonzales (1994) offers the following description based on his experience with gangs in Los Angeles: a gang is "two or more persons engaged in anti-social behavior and who form an allegiance for a common criminal purpose, and who individually or collectively are creating an atmosphere of intimidation."

The California Youth Gang Task Force (1981, in Goldstein et al., 1994) synthesized a variety of descriptions and offers the following defining attributes:

- Structured organization
- Identifiable leadership
- Territorial identification
- Continuous association
- Specific purpose
- Illegal behavior

Gang Activities

Entrepreneurship. In recent years the cultural nature of gangs has taken on an entrepreneurial orientation. In some places there is more concern with protecting a piece of the drug trade market (or other profitable illegal activity) than protecting a piece of the “hood.”

Violence. The level and lethal nature of gang violence have escalated over the years. Currently gangs fight over territory, drugs, guns, honor, and immediate provocations.

Property Destruction. Tagging is the act of creating graffiti that identifies a gang. It is a common gang activity, as is vandalism and the general destruction of property.

Membership and Organization of Gangs

Spergal (1989, in Spergel et al., 1994) conducted an extensive survey that identified gang activity in each of the fifty states in the United States. Although gangs are located in suburbs and areas outside of big cities, their greatest concentration is in the West, particularly Los Angeles County. Two other states with high concentrations of gang activity are Illinois and Florida. Spergel estimates a total of approximately 200,000 gang members in the United States. There is a great deal of racial and ethnic diversity among gangs (including Asian, African American, Latin American, and Mexican American), and a large number of gang members are ethnic minorities. More than half are African American and over one-third are U.S. Latino.

In general, there tends to be a hierarchy of male membership that can be separated into the following broad categories:

- Hard-core and regular members—the most fully committed
- Peripherals or “wanna-bes”—those on the fringe of membership
- Potentials—those who are neighborhood youth not yet involved but considered ripe for recruitment
- Neutrons—youth living in the gang’s territory but who are not interested in gang involvement
- Veterans—former members who have aged out of the gang

Female membership in gangs has its own characteristics. In general, there are fewer independent girl gangs. Most are affiliated with a boy’s gang, and they tend to be social in nature, but members might fill roles such as weapon carriers, lookouts, and social or sexual targets. In addition, females tend to join gangs later than boys do.

Since the 1970s the age range in gangs has expanded from juveniles ages twelve to twenty-one to youth as young as nine and as old as thirty. Younger gang members serve the roles of lookouts and runners. From the gang’s point of view, this works well in the event of an arrest because the justice system is likely to be more lenient with the younger population. In a climate where legal employment is not available or not as profitable, older members will stay involved if it is profitable. These age descriptions and numbers are approximate because it is difficult to gather accurate data concerning gang membership and activities.

Precursors to Gang Formation

Current research seems to indicate that young people join gangs to obtain some or all of the following: peer friendship, pride, identity development, enhanced self-esteem, excitement, and access to resources. In addition, gang membership may be motivated by family or community tradition, fear or self-protection, and peer pressure. The influence of these risk factors is heightened in communities that are lacking in resources and services. Communities and neighborhoods that are disorganized and seem to be falling apart are likely places for gangs to form and thrive.

Prevention Strategies

According to Klein (1995), responses to gangs follow a continuum of prevention, reform or intervention, and suppression. A brief history indicates the different approaches taken in the last four decades.

The 1950s to Mid-1960s. Prevention mostly involved social workers going to the streets as detached workers in youth outreach efforts. This was a demanding approach for service providers and one that, for lack of funding and human resources, was challenged by the number of youth that could be reached.

The 1960s through the 1980s. Prevention took a systems approach with efforts aimed at providing more vocational, social, recreational, and academic opportunities.

The 1980s to the Present. With an increase in drug activity on the part of gangs and an escalation in the lethality and frequency of violent incidents, greater emphasis was placed on intervention and suppression. Gang busting became the priority in many communities. Law enforcement primarily headed the processes of suppression, deterrence, prosecution, and incarceration.

Gang violence is a complex problem that challenges everyone in the communities where gangs exist. As with other violence prevention efforts, gang violence prevention calls for a multilevel, prevention/intervention approach. An ideal model would combine the general strategies described earlier and work from the perspective of cooperation between key institutions and community members (Goldstein et al., 1994). An integrative model called the Comprehensive Model combines the features of a number of violence prevention approaches (Stephens, 1992, in Goldstein et al., 1994):

- In-school gang prevention curriculum
- A model dress code
- Enhanced understanding of graffiti
- Gang crime reporting hot line
- Support and protection for victims of gang violence
- In-service training of teachers
- Visitor screening policy
- Parent notification
- Community networking
- Vibrant extracurricular program

There are few, if any, specific gang violence prevention programs that are packaged for general implementation. Most such programs have been specifically designed to meet the needs of the community and gang population being targeted. Organizations that work in gang violence prevention are listed in the Youth Violence Prevention Organizations roster at the end of this publication.

Grief and Loss Programming

There are children and youth who have witnessed violent injury and death—children who have experienced the grief and loss of family members and friends. Programs that focus on grief and loss are designed to help children process their experiences with violence and share their grief. In a sense, these children are considered secondary victims of violence (Garbarino et al., 1992).

Mentoring Programming

Mentoring is an approach that pairs high-risk youth with adult role models. It is an opportunity for children to develop a social bond with at least one caring adult and build their self-esteem through individualized attention to their needs and goals. Some mentoring programs combine individual relationships with a group identity experience such as a rite-of-passage program for children entering adolescence. Mentoring builds on the protective (resilience) factors of having a strong relationship with an adult and a sense of self-worth. Programs that focus on identity formation and rites of passage build pride and self-worth in recognizing one's identity. Mentoring programs can also provide one-to-one guidance and a role model for at-risk youth.

Self-Esteem Programming

Reasoner (1994) has written an extensive review of the research that relates low self-esteem to crime and violence. Two major conclusions emerge from his work: self-esteem is closely associated with various forms of crime and violence, and programs that foster self-esteem appear to be effective in reducing violence.

Greater self-esteem may also be a by-product of other violence prevention programs that take an individualized approach. Self-esteem is critical in early childhood development, a time when family members have the strongest influence on self-esteem. Prevention programs can teach children to feel good about themselves, and that enables them to make better decisions. Some of these prevention programs incorporate the idea of raising self-esteem yet are not labeled as self-esteem programs.

Social Skills Programming

Children depend on social skills to gain positive responses and develop friendships. Children who lack these skills are at risk for experiencing isolation and negative peer responses and for using aggressive behavior to achieve their goals or express themselves (Hepler, 1994). Thompson, Bundy, and Broncheau (1995) maintain that social skills training for adolescents has been associated with positive outcomes such as improved self-esteem and increased problem-solving skills. Social skills training usually takes one of three theoretical approaches to learning social behavior (Elliott & Gresham, 1993).

Operant conditioning focuses on the experience of observable behavior and the consequences of that behavior.

Social learning focuses on observing behavior and its consequences.

Cognitive behavioral learning relies on children's ability to solve problems and think through the consequences of their behavior.

Prosocial skills training is child-centered and depends on adults to model and reinforce prosocial behavior. Variables that influence children's ability to acquire prosocial skills include (Elliott & Gresham, 1993)

- lack of cues or opportunities to learn social skills.
- lack of reinforcement.
- lack of practice or feedback.
- lack of knowledge.
- problem behaviors that can interfere with learning social skills.

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Annotated Bibliography of Youth Violence Prevention Research

Title: *Anti-Bias and Conflict Resolution Curricula: Theory and Practice Report No. 97*

Author: Schwartz, W.

Publisher: East Lansing, MI: ERIC Clearinghouse on Urban Education
(National Center for Research on Teacher Learning)

Year: 1994

As a result of the wide range of attitudes and power differences children experience, they may develop misconceptions and fears that may cause them to reject differences in others and lead to prejudice if not dealt with at an early age. Educators believe that although children may initially develop and act on intolerant attitudes, they can be taught to value human differences.

There has been a significant increase in youth violence related to hatred and prejudice. That, in combination with the increased availability of weapons, makes the effect of prejudice devastating. In response, a wide range of anti-bias curricula have been developed and implemented in schools. Most curricula are based on one of two philosophies. The first is that people can be trained not to act on their prejudice, thus perhaps softening their attitudes. An alternate philosophy is that working with people to change their attitudes through moral, religious, or political means can lead to behavioral changes. Most programs emphasize one or a combination of the following issues: prejudice, bias, and discrimination reduction; conflict resolution; or violence prevention. To implement the programs, a variety of training methods are used, ranging from trainers and resource materials to printed and audiovisual materials.

A *Directory of Anti-Bias Education Resources* has been developed by Wendy Schwartz with Lynne Elcik. It contains fifty-two youth anti-bias projects and resources and is available for \$8 from ERIC/CUE: http://www.ed.gov/databases/ERIC_Digests/index/

Title: *Building the Peace: The Resolving Conflict Creatively Program (RCCP)*

Author: DeJong, W.

Publisher: Washington, DC: National Institute of Justice (Program Focus)

Year: 1994

This article describes the Resolving Conflicts Creatively Program (RCCP), a New York City-based violence prevention program currently in use with grades K–12. It includes elementary, secondary, and special education curricula; a student-led mediation program; and an administrator's component. RCCP is a primary prevention effort that does not target high-risk youth. Its main theme is to teach children to resolve conflicts peacefully. The unique aspect of this program is the comprehensive approach it takes. Implementing RCCP involves both professional training for the regular classroom teachers who will be delivering the material and a commitment from the school administration to create a schoolwide environment that supports the peaceful conflict resolution philosophy. RCCP also offers follow-up and ongoing technical support during the school year.

The article presents an overview of the basic concepts of violence prevention and details the twelve units in the elementary curriculum as well as the three units in the secondary curriculum. There is also a discussion of professional training, parent training, program costs, and evaluation results. The outlook for the success of RCCP is positive. The report was commissioned by the National Institute for Justice, and it closes with a special note for criminal justice professionals about the violence prevention movement. Community-level violence prevention programs in four locales are also discussed.

Title: *Children Living in Danger: Coping with the Consequences of Community Violence*

Authors: Garbarino, J., Dubrow, N., Kostelny, K., & Pardo, C.

Publisher: San Francisco: Jossey-Bass

Year: 1992

This book examines how exposure to chronic violence threatens children's development with such adverse effects as post-traumatic stress disorder. The exploration of how violence affects children begins by comparing the way danger and injury are perceived by children living in war zones and those living in inner-city Chicago. In particular, the authors explore how life expectancy and future orientation may be different for children who witness and experience violence on a regular basis.

After describing some of the clinical outcomes of exposure to violence, the authors discuss resiliency and the need to establish predictable, structured, safe environments for children that can provide the continuity and regularity that are otherwise lacking in their lives and that enhance resiliency. The book emphasizes the important role that caring adults can play in offsetting the effects of community violence on children before they mature into aggressive, angry adults. The immediacy of the content is heightened by many firsthand accounts and interviews that explain how children have coped with and responded to living in danger.

Title: *I Can Problem Solve (ICPS): Interpersonal Cognitive Problem Solving for Young Children*

Author: Shure, M. B.

Journal: *Early Child Development and Care*, 96, 49–64

Year: 1993

This article evaluates the Interpersonal Cognitive Problem Solving program for young children. Impulsiveness and inhibition are directly related to an inability to produce alternative solutions to a problem. The program focuses on increasing children's ability to "recognize that behavior has causes, and consequences, that people have feelings, and that there is more than one way to solve a problem" (p. 49). Children who are able to produce alternative solutions are more likely to display positive social behavior. "The program attempts to guide the child to develop a process of thought, that is, to consider (a) solutions and consequences to acts, (b) what led to the problem (its causes), and (c) how they and others feel in the situation" (p. 52).

Teachers of low-income preschool and kindergarten children were trained in this program. One hundred and thirty-one children participated; sixty-two were not exposed to the program and sixty-nine were taught the problem-solving techniques. Compared to nontrained controls, the children exposed to the program showed a decrease in impulsive or inhibited behaviors as observed in the classroom. "Training was equally effective in nursery and in kindergarten, though those trained in nursery began school from a better behavioral vantage point. Low-income children trained by their mothers were able to generalize their new problem solving thinking skills to the school setting" (p. 49). This program is one of the few violence prevention programs that have been formally evaluated.

Title: *Kids and Violence*

Report for the National Governor's Association Report on Children and Violence

Author: McCart, L. (Ed.)

Publisher: Washington, DC: National Governor's Association

Year: 1994

The report offers three papers: "Risk Factors for Youth Violence" by T. Thornberry, "Dimensions of Youth Violence" by D. M. Garnett, and "Strategies and Programs for the Prevention of Youth Violence" by D. Steinhart. These papers cover the spectrum of violence prevention issues, including current profiles of risk, the concept of protective factors, and the programs that use this information to develop interventions.

In "Risk Factors for Youth Violence" Thornberry uses findings from longitudinal studies conducted over the last decade to identify twelve significant risk factors for violent behavior:

- Chronic parental unemployment
- Substance abuse
- Early onset of aggression and antisocial behavior
- Poor parenting skills
- Inconsistent discipline
- Child abuse
- Out-of-home placements
- Inappropriate peer relationships
- Victimization
- Poor school performance
- Cooccurrence of problem behaviors
- Living in socially isolated neighborhoods that do not meet basic needs

In "Dimensions of Youth Violence" Garnett presents statistics and demographics as well as characteristics of perpetrators and victims of juvenile violence. She also expands on the risk factors set forth by Thornberry and compares how communities and families can provide either risk factors or protective factors for children at risk.

In "Strategies and Programs for the Prevention of Youth Violence" Steinhart highlights programs with positive potential for reducing violence among youth. He says programs are likely to be successful if they address multiple and interrelated risk factors or reinforce one another across children's everyday social contexts.

Title: *Preventing Interpersonal Violence among Youth: An Introduction to School, Community and Mass Media Strategies Research Summary*

Author: DeJong, W.

Publisher: Washington, DC: National Institute of Justice

Year: 1994

This report to the National Institute of Justice reviews the current school, community, and mass media strategies for violence prevention. Although specific recommendations for involvement are directed at police and other criminal justice professionals, the report describes promising efforts being made in schools and communities across the nation. The report presents an overview of some basic concepts and strategies of violence prevention. The programmatic emphasis is on building conflict resolution skills, anger management, and social problem solving using nonviolent strategies.

The program highlights the following approaches:

- Improving the perspective-taking skills of young people
- Having young people focus on the negative consequences of violence
- Teaching young people how to negotiate nonviolent solutions to conflict
- Instructing young people to look for signs that a conflict might escalate

Title: *Preventing Violence: A Framework for Schools and Communities*

Author: Comprehensive Health Education Foundation

Publisher: Seattle, WA: Comprehensive Health Education Foundation

Year: 1994

The report evolved from a project to develop a school-based violence prevention curriculum. Initial research findings noted the complexity of youth violence and the limitations of classroom prevention. The research encompassed both contributing factors and societal norms that foster violence. The idea that violence prevention required a broader perspective was the catalyst for developing a framework to guide school staff, community leaders, and parents in their efforts to prevent and end violence. This framework is based on the notion that violence is preventable, and the report supports this notion with a theoretical rationale. It identifies specific systems and actions that prevent violence and demonstrates how individuals can implement them. The tone is hopeful that a coordinated and comprehensive violence prevention effort will include and supplement the classroom programs already in place.

Title: *Reason to Hope: A Psychosocial Perspective on Violence and Youth*

Authors: Eron, L. D., Gentry, J. H., & Schlegel, P. (Eds.)

Publisher: Washington, DC: American Psychological Association

Year: 1994

This book is the work of the APA Commission on Violence and Youth; it contains essays categorized into the following six sections:

- “The Etiology of Violence” contains theoretical and developmental perspectives on youth violence, as well as material that focuses on the specific sociocultural factors that contribute to violence and can influence the prevention of violence.
- “Experience of Violence: Ethnic Groups” attempts to identify risk and protective factors that may be specific to African Americans, U.S. Latinos, Native Americans, Asian Americans, and Pacific Island Americans.
- “Experience of Violence: Vulnerable Populations” highlights the prevalence and prevention of violence among high-risk populations, such as girls and young women; lesbian, gay, and bisexual youths; and children with disabilities.
- “Societal Influences on Violence” explores some cultural influences on youth violence, including the role of the mass media, access to and use of guns, dynamics of mob violence and riots, and membership in juvenile gangs.
- “Preventive and Treatment Interventions” presents an overview of prevention and intervention strategies for aggressive children, violent adolescents, and family violence that may involve children and adolescents.
- “Research and Policy Recommendations” looks to the future direction of psychological research on youth violence and offers some policy recommendations for implementing prevention and treatment programs.

Title: *Self-Esteem as an Antidote to Crime and Violence*

Author: Reasoner, R. W.

Publisher: Port Ludlow, WA: National Council for Self-Esteem

Year: 1994

This review of research concerns self-esteem as it relates to crime and violence. Reasoner draws the following conclusions:

- Low self-esteem is closely associated with various forms of crime and violence and explains why many of our rehabilitation and correction programs that do not promote self-esteem have been ineffective in correcting violent and abusive behavior.
- Programs that foster self-esteem have proven effective in reducing violence.

Studies repeatedly find that criminal offenders, especially repeat offenders, have low self-esteem. Research involving treatment and rehabilitation programs has also shown that there is a link between increased self-esteem and a reduction of delinquent behavior. School experiences also have a significant impact on children's self-esteem. Students in lower academic tracks and those with attention deficit disorder have lower self-esteem and tend to have a higher rate of delinquency. A study with middle school students showed that "violations to self-esteem through insult, humiliation, or coercion are probably the most important source of anger and aggression" (p. 5).

Reasoner concludes that the focus of prevention efforts must be on enhancing the self-esteem and sense of self-worth of our youth. "Self-esteem programs and materials with a strong emphasis on building the elements of self-esteem have now been developed and are being used to address a variety of problems related to crime and violence. All of these programs are based on the premise that as we strengthen self-esteem and develop coping skills we reduce the likelihood of deviant behavior, including crime and violence" (p. 7).

Title: *Social Skills Interventions for Children*

Authors: Elliott, S. N., & Gresham, F. M.

Journal: *Behavior Modification*, 17(3), 287–313

Year: 1993

This article reviews the majority of the basic social skills treatment procedures. It also provides a picture of the many options for treating and preventing children's social skills problems.

"Deficient social skills can be attributed to a number of reasons, including a lack of knowledge, insufficient practice or feedback, absence of cues or opportunities to learn or perform prosocial behaviors, lack of reinforcement of socially skilled behaviors, and the presence of interfering problem behaviors that either block acquisition or impede performance of prosocial behaviors" (p. 291).

"Common social skills training tactics can be characterized as (a) therapist directed, (b) therapist and peer directed, and (c) peer directed. These procedures can be further categorized into three theoretical approaches that highlight common treatment features and assumptions about how social behavior is learned. These approaches are operant, social learning, and cognitive-behavioral" (p. 290). Most researchers and practitioners use a combination of these basic approaches.

Research in learning theory literature supports the efficacy of certain procedures in changing the social behavior of youth and children. These basic "training variables" include instruction, rehearsal, feedback or reinforcement, and reductive processes. The training variables are fundamental to the intervention procedures described. Each of the approaches to social skills training have been evaluated.

Operant conditioning procedures focus on observable behavior and the consequences of that behavior. Some children have social problems because they do not experience an environment that is structured to facilitate positive social interactions. Techniques for providing a positive atmosphere include peer confederate training, in which a peer is trained to initiate social interaction; cooperative learning; the public reinforcement of appropriate behavior by a significant person (a teacher or parent); and differential reinforcement, which involves reinforcing all behavior that is not the negative target behavior.

Social learning intervention procedures focus on behavior that is acquired through observational learning and reinforced learning. Modeling and peer mediation are techniques used to increase social skills with this approach. Modeling includes live modeling, in which students observe the teacher's or another student's appropriate behavior or the consequences of an inappropriate behavior, and symbolic modeling, in which students observe behavior through film or videotape. Peer mediation assumes that "peers can be effective change agents for children who have performance deficits" (p. 301). This method has produced positive outcomes in target children who are isolated, aggressive, visually impaired, or physically challenged in multiple ways.

The cognitive-behavioral intervention procedures concentrate on children's ability to problem solve and self-regulate their behavior. Two of the most frequently used techniques are problem solving and coaching. Problem solving teaches children to "define the problem, determine alternative ways of acting to the problem, predict the consequences of each alternative reaction, and select the reaction that is best or most adaptive" (p. 305). Most coaching techniques require an understanding of rules, the rehearsal of social skills, and specific feedback from the coach.

There have been several research studies evaluating the effectiveness of social skills training. The characteristics of the child were related to the effectiveness of the training. Preschoolers and adolescents benefited from the training, but it was not as effective with elementary-age students. Social skills training was more effective for withdrawn students and learning-disabled students than with aggressive students. Shorter periods of intervention produced greater effects than did longer periods. This finding was interpreted to mean that operant procedures requiring a shorter intervention period were more effective than social cognitive procedures needing a longer intervention period.

"Social skills are the currency of group work and social interdependence. Thus children who exhibit social skills deficits for whatever reason often find themselves at risk for negative interpersonal consequences. Fortunately, an array of methods for teaching children adaptive social behaviors exist, and if used early and consistently, such methods have proven effective at reducing problem behaviors and increasing desired social functioning. Treatment procedures evolving from operant and social learning approaches have proven the most effective; however, many treatment agents who work with adolescents also find social problem solving methods to be valuable" (p. 308).

Title: *Student Aggression: Prevention, Management, and Replacement Training*

Authors: Goldstein, A. P., Harootunian, B., & Close Conoley, J.

Publisher: New York: Guilford Press

Year: 1994

School is a convenient environment in which to implement programs focused on children and adolescents. This book is cited here, even though it is directed at school personnel, because it presents a model for violence prevention that has validity in other settings. It is also relevant in view of the number of teachers who feel they spend more time controlling their students than instructing them. It is an overview of the techniques currently employed by educators to prevent, manage, and replace student aggression. It begins with a discussion of the origins of aggression and moves into theories of prevention. Also explored are various practical strategies and techniques for preventing, managing, and replacing aggressive behavior.

The strategies are multilevel and direct attention to the system as well as to the children. Student-oriented strategies include

- psychological skills training.
- behavior modification.
- psychodynamic and humanistic interventions.
- gang-oriented intervention.

The system-oriented strategies are divided between

- teachers.
- schools.
- families.

Recommendations are made for personal, interpersonal, and, in the case of school, physical environment changes. The book also offers suggestions for integrating administrative systems, security personnel, family, community programs, agencies, and services into broad response and prevention networks.

Since the 1980s Goldstein has been noted for his work with aggressive youth through Aggression Replacement Training (ART), an approach that combines social skills, values, and anger-management training.

Program Profiles

This section contains descriptions of the following programs.

Anger Management

Anger! Handle It before It Handles You

Anger Management for Youth: Stemming Aggression and Violence

Discipline with Dignity

Managing Anger: A Workbook for Teenagers

Positively! Learning to Manage Negative Emotions

What Do I Do When . . . ? How to Achieve Discipline with Dignity in the Classroom

Anti-Bias Curriculum

Anti-Bias Curriculum: Tools for Empowering Young Children

Conflict Resolution

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence

Conflict! Think about It. Talk about It. Try to Work It Out

Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom

Just the Two of Us

Negotiation Skills

Peace by Peace: Conflict Resolution through Peer Mediation

The Conflict Center's Conflict Management Middle School Curriculum

The Sock Club

Talking with TJ Conflict Resolution Series

Violence Prevention: Totally Awesome Teaching Strategies for Safe and Drug-Free Schools

Preventing Dating Violence

Dating Violence: Intervention and Prevention for Teenagers

Dreamworlds: Desire/Sex/Power in Rock Videos

Helping Teens Stop Violence

Right from the Start

Self-Esteem

Dynamics of Relationships: A Guide for Developing Self-Esteem and Coping Skills for Teens
and Young Adults

Free the Horses: A Self-Esteem Adventure

Teen Esteem

Top Ten Posters

Social Skills

Challenge

Getting Along

Handling Relationships: 50 Problem-Solving Activities

I Can Problem Solve

Second Step

Yo! Let's Make Some Decisions: A Facilitator's Guide for the Adult Helper

General Violence Prevention

A Gentle Touch: Violence Prevention Curriculum

Children in Danger: Coping with the Consequences of Community Violence

Choosing Nonviolence: The Rainbow House Handbook to a Violence-Free Future for Young Children

Dealing with Youth Violence: What Schools and Communities Need to Know

Early Violence Prevention: Tools for Teachers of Young Children

Helping Young Children Understand Peace, War, and the Nuclear Threat

Let's Talk about Living in a World with Violence

No Place to Be a Child: Growing Up In a War Zone

Partnerships against Violence Resource Guide

Preventing Violence—Creating a Safe School Infrastructure

Prevention: The Critical Need

Responsible Kids

Safe Schools: A Handbook for Violence Prevention

Teaching Young Children in Violent Times: Building a Peaceable Classroom

Teens, Crime, and the Community: Education and Action for Safer Schools and Neighborhoods

The Prepare Curriculum

Tulip Doesn't Feel Safe

Violence In the Schools: A National, State, and Local Crisis

Violence Prevention Curriculum for Adolescents

What about Us?

Working It Out at Madison Series

Anger Management Programs

Anger! Handle It before It Handles You

This is the first part of a program to help children prevent violence by skill building for anger management and conflict resolution. *Anger! Handle It before It Handles You* teaches children in grades 5–8 what violence is, how it hurts them and others, and how learning to manage anger helps prevent violence. The taped presentation shows children playing a video game that teaches specific skills. After viewing the video, members of the audience should be able to use “I statements” to express anger safely and appropriately. They should also be able to use the recommended ABCD steps to manage their anger or aggressive feelings: Aware, Back Off, Check Choices and Consequences, and Decide and Do.

Audience: Children in grades 5–8

Time frame: Videotape is fifteen minutes long. Discussion time is needed afterward.

Format: Videotape

Implementation: Video-based discussion

Cost: \$199 plus shipping and handling. If also buying Part 2, the cost is \$349 plus shipping for both.

Developed by: Johnson Institute

Contact:

Kinetic, Inc.
255 Delaware Avenue
Buffalo, NY 14202
716-856-7631
800-466-7631
Fax: 716-856-7838
E-mail: Info@kineticinc.com
Web: <http://www.kineticinc.com>

Anger Management for Youth: Stemming Aggression and Violence

This award-winning program has proved effective in helping high-risk students increase their achievement in school; decrease stress, depression, and drug involvement; and deal with their anger. The step-by-step training guide was designed for use by professionals who work with adolescents and young adults, including educators, counselors, school nurses, and health care workers. The objective of *Anger Management for Youth* is to repair or build bridges that reconnect high-risk youth with school, family, and friends.

Anger Management for Youth grew out of Reconnecting At-Risk Youth, a school-based program designed to help high school students reconnect with school.

Audience: Professionals, educators, counselors, school nurses, health care workers, other human service professionals, and adolescents

Time frame: Each module may vary in length from one to two hours and can be segmented into ten sessions, depending on the needs of the group.

Format: The five modules in the guide book are designed for small groups to train youth to improve anger management:

1. Introduction to anger management for youth: Identify anger triggers and typical responses.
2. Getting to know your anger sequence: Find personal motivators for change.
3. Taking control of your anger responses I: Use control strategies when anger is first triggered.
4. Taking control of your anger responses II: Express anger constructively when already aroused and angry.
5. Monitoring and check-back tools: Deal with crises by taking the appropriate intervention steps and using available resources in the community.

Implementation: Although designed for use in high schools, the material can be adapted for diverse practice settings. Each module can be covered in just one session, which includes objectives, preparations, activities, discussion questions, and wrap-up. The group leader or facilitator should organize the sessions, personalize the space, add a bulletin board, and arrange chairs and desks to facilitate group discussions. Students should have a three-ring binder for activities and a place to keep the handouts and monitoring charts they will receive. Contracted service is available.

Cost: \$22.95

Note: Modules can be adapted to a wide range of ages and are appropriate for a wide variety of ethnic groups.

Developed by: Leona L. Eggert, R.N. Eggert has worked extensively for more than twenty years with adolescents and their parents and teachers in schools, community mental health centers, churches, and recreational camping programs.

Contact:

National Educational Service
P.O. Box 8
Bloomington, IN 47402
Web: <http://www.nes.org/>

Returns and visits:

1252 Loesch Road
Bloomington, IN 47404
812-336-7700
800-733-6786
Fax: 812-336-7790

Discipline with Dignity

This school-based program for preventing school violence offers essential skills and strategies for dealing with angry, disruptive behavior while positively affecting and empowering youth. It is a comprehensive, practical approach to classroom management that involves staff, students, and parents. It encourages students to take responsibility for their own behavior—the process of the social contract. The program contains a guide and three videos: *Overview*, *Prevention*, and *Action and Resolution*. The philosophy of the program is based on a belief in the inherent, inviolable dignity of everyone, regardless of his or her actions and behavior; on awareness of the basic needs of all humans that motivate their behavior; and on a belief that the best and most effective discipline policy is one that results in long-term change through increased self-control. The approach is one of problem solving and prevention. Although the techniques and strategies vary, common to each is respect for the dignity of all individuals and for their empowerment to find ways to resolve their problems and change their behavior.

Audience: Elementary and secondary school administrators

Time frame: Two workshops of two and one-half hours each

Format: The guide contains six sections. Section 1 provides background information on why common discipline strategies don't work, on basic needs that motivate behavior, and on the process and benefits of the social contract. It also provides a plan for introducing the program in the school. Sections 2, 3, and 4 contain specific information and tools for planning an introductory staff meeting and include forms for collecting school data and preliminary information through survey questionnaires for staff, students, and parents. Specific steps and materials for preparation for the workshop are provided with procedures for conducting the workshops. Section 5 contains information and strategies for implementation and monitoring of the program. Section 6 provides strategies, techniques, and attitudinal awareness information for dealing with students who do not respond to the methods, interventions, and interactions that work most often.

Implementation: The material is presented in the format of three workshops but can be reworked into shorter time frames. The approach is one of problem solving and prevention. The techniques and strategies are varied and flexible.

The National Education Service also provides a one- to four-day train-the-trainer program.

Cost: \$445 includes a guide and three-video set. *What Do I Do When . . . ? How to Achieve Discipline with Dignity in the Classroom* is \$19.95.

Note: This program has been introduced to some 100,000 educators in three thousand school districts throughout North America, Israel, Europe, and Japan. Most principals and teachers who use the approaches in this program report a significant decrease in referrals to the principal's office, improved relations between students and teachers, reduced stress and fear among the staff, and increased motivation, self-esteem, and attendance rates among students.

Developed by: Richard Curwin and Allen Mendler

Contact:

National Educational Service
P.O. Box 8
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Web: <http://www.nes.org/>

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Fax: 812-336-7790

Managing Anger: A Workbook for Teenagers

This workbook is designed to help teenagers understand what anger is and how it affects behavior. It addresses skills that can be used to manage one's own feelings effectively and cope with the anger of others. The exercises and situations are based on William Glasser's *Take Effective Control of Your Life*. Information is presented in a simple, easy-to-read format with step-by-step instructions for developing skills using exercises and situations for illustration and practice.

Audience: Teenagers

Time frame: Variable

Format: Workbook

Implementation: This book can be used by individuals or groups with an adult facilitator. Activities can also be adapted for other programs.

Cost: \$5.95, bulk prices available

Developed by: Charles Confer

Contact:

American Foster Care Resources
P.O. Box 271
King George, VA 22485
540-775-7410
Web: <http://www.afcr.com/-afcr>

Positively! Learning to Manage Negative Emotions

This book of activities consists of twenty-five lessons that focus on misbehavior related to the classroom and specifically on the four goals of misbehavior: attention seeking, power seeking, revenge seeking, and assumed disability. A cognitive training approach is used to help children manage negative emotions more effectively through a process of rational thinking and behaving more responsibly. This book describes the approach and gives suggestions for strategies for teachers to use with students such as student contracts, a daily behavior checklist, and reports. There are lessons that contain worksheets, exercises, and homework assignments.

Audience: Teachers and adult facilitators of youth groups

Time frame: Most of the twenty-five lessons take approximately forty minutes each.

Format: Book. The introduction to the curriculum contains information on the cognitive training approach and suggestions for implementing the curriculum. Each lesson contains the purpose, instructions for presentation, integration and review, homework assignments, and worksheets. A variety of experiential activities are used, including role play and discussions in small groups.

Implementation: The activities and approaches described can be used as they are or can be adapted. This book can also be used as a resource on understanding anger and ways to manage it using a cognitive approach. The book is designed to be used with young people and requires a great deal of involvement on the part of the adult facilitator.

Cost: \$16.95

Developed by: Robert Kerr

Contact:

J. Weston Walch, Pub.
P.O. Box 658
Portland, ME 04104-0658
207-772-2846

What Do I Do When...? How to Achieve Discipline with Dignity in the Classroom

This book is an extension of the work in *Discipline with Dignity* and reviews and updates the principles on which *Discipline with Dignity* was founded. It summarizes the key methods and describes some new approaches to difficult behaviors. The book deals with issues such as what motivates misbehavior, the process of change, effective methods of discipline in a classroom, dealing with power struggles, unconventional methods of discipline, working with parents, and schoolwide discipline.

Audience: School administrators, teachers, other school staff, and other adults who work with youth

Time frame: Variable

Format: Book. Material is organized into chapters of situational analysis and solutions.

Implementation: This is a resource for administrators and teachers who are implementing the ideas of *Discipline with Dignity* or who are interested in implementing approaches with youth that are based on mutual respect, responsibility, and empowerment.

Cost: \$19.95

Note: This is a good resource for all adults who work with youth because it is based on an analysis of realistic discipline situations and describes consistent approaches that stress mutual respect, responsibility, and empowerment.

Developed by: Allen N. Mendler

Contact:

National Educational Service
P.O. Box 8
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Web: <http://www.nes.org/>

Anti-Bias Curriculum

Anti-Bias Curriculum: Tools for Empowering Young Children

The goals of this program are to promote a healthy self-concept, comfortable interaction with critical thinking about bias, and the power to make change. The contents are

- Chapter 1: Why an Anti-Bias Curriculum
- Chapter 2: Creating an Anti-Bias Environment
- Chapter 3: Beginnings: Working with Two-Year-Olds
- Chapter 4: Learning about Racial Differences and Similarities
- Chapter 5: Learning about Disabilities
- Chapter 6: Learning about Gender Identity
- Chapter 7: Learning about Cultural Differences and Similarities
- Chapter 8: Learning to Resist Stereotyping and Discriminatory Behavior
- Chapter 9: Activism with Young Children
- Chapter 10: Holiday Activities in an Anti-Bias Curriculum
- Chapter 11: Working with Parents
- Chapter 12: Getting Started: A Self-Education Guide

Audience: Two- to five-year-olds

Time frame: Variable, depending on the depth of training desired or needed

Format: Teacher's guide

Implementation: Implementation of the program is varied and includes train-the-trainer and self-instructional materials and a speaker's bureau through the Culturally Relevant Anti-bias Leadership Project. Parts of the guide can be easily integrated into existing curricula.

Cost: \$7

Developed by: Louise Derman-Sparks and the Anti-Bias Curriculum Task Force. The task force has collectively developed this resource to help children learn about diversity. It is the work of early childhood educators from varied racial, ethnic, and class backgrounds. Louise Derman-Sparks has worked for twenty-five years with issues of diversity and social justice as a teacher of children and adults. She conducts in-service sessions and workshops with early-childhood educators across the country.

Contact:

National Association for the Education of Young Children
1509 16th St., NW
Washington, DC 20036-1426
202-232-8777
800-424-2460
E-mail: naeyc@naeyc.org

Conflict Resolution

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence

This curriculum encourages young people (grades 6–9) to examine their roles as aggressors, victims, and bystanders and helps them develop problem-solving skills and new ways of thinking about how they respond to conflict in each of those roles. The basis of the curriculum is the four-step Think-First Model of Conflict Resolution, which provides students with a framework for dealing with and changing the habits of thought that can result in violence. The methodology includes real-life scenarios in skills building, small-group discussions, art activities, and role playing. Background material is provided for teachers, as are handouts and student assignments.

Audience: Students in grades 6–9

Time frame: The curriculum can be implemented in twelve sessions of forty-five minutes each.

Format: Each session in the book contains a purpose, agenda, student objectives, points to keep in mind, guidelines for preparation, procedures, and background and resource information for teachers. In Sessions 1 and 2 students explore conflict as a normal part of life and examine how their choices and actions can prevent conflicts from escalating into fights. Session 3 deals with certain attitudes and beliefs about conflict and violence, how those beliefs become habits of thought, and how those habits of thought affect the way individuals deal with conflict. Session 4 introduces the Think-First Model of Conflict Resolution. In Sessions 5–10 students practice the steps of the model. In Session 11 they examine how language—both physical and verbal—can be an important tool in alleviating conflict and preventing fights. Session 12 includes an assessment of student learning and allows students to formulate and act on their visions of a nonviolent world.

Implementation: The curriculum stands alone or fits within a comprehensive health curriculum. It also can be adapted for out-of-school settings. It is meant to be used by health educators, social studies teachers, life skills teachers, counselors and advisers, physical education teachers, and youth service providers.

Cost: \$45

Note: The curriculum has been field-tested with nearly seven hundred students in urban, suburban, and small-city districts.

Developed by: Ronald Slaby, Renee Wilson-Brewer, and Kimberly Dash

Contact:

Education Development Center, Inc.
Publishing Center
55 Chapel Street
Newton, MA 02158-1060
617-969-7101, ext. 2215
800-793-5076

Conflict! Think about It. Talk about It. Try to Work It Out

This is a program to help children prevent violence by building skills for anger management and conflict resolution. It teaches children in grades 5–8 that conflicts with others do not have to lead to violence and that there is a safe and satisfying way to resolve conflicts without fighting. The presentation shows children playing a video game that teaches the skills while demonstrating how to handle problems with other children.

After this presentation, children should be able to resolve conflicts with others using the steps in the program.

Audience: Children in grades 5–8

Time frame: Videotape is fifteen minutes long. Discussion time is needed afterward.

Format: Videotape

Implementation: Video-based discussion

Cost: \$199 plus shipping and handling. If also buying Part 1, the cost is \$349 plus shipping and handling for both.

Contact:

Kinetic, Inc.

255 Delaware Avenue

Buffalo, NY 14202

716-856-7631

800-466-7631

Fax: 716-856-7838

E-mail: Info@kineticinc.com

Web: <http://www.kineticinc.com>

Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom

This book aims to help teachers and others who work with children to foster a peaceful, caring classroom and community by learning how and when to apply the most effective conflict resolution style. The curriculum is based on a model that interrelates the following five qualities: cooperation, communication, tolerance, positive emotional expression, and conflict resolution. The resource workbook includes two hundred activities and cooperative games and chapters on

- understanding conflict.
- resolving student versus student conflicts.
- resolving student versus teacher conflicts.
- teaching students to be peacemakers.
- improving communication skills.
- helping students handle anger, frustration, and aggression.
- teaching cooperation.
- reaching tolerance.
- handling conflicts with parents.
- other teachers and administrators.
- putting it all into practice.

The chapters seem to follow a learning sequence. Each chapter begins with information about the topic and then describes ways to implement the approach. The scenarios and specific activities are grouped by grade levels (K–6) and should be adapted to classroom needs.

Worksheets for students and game cards are in the last chapter. There are also self-evaluation exercises woven into each of the chapters that help establish a baseline and make the material more useful and relevant to the teachers and students.

Audience: Child care providers, youth service personnel, and other professional staff who work with children in grades K–6.

Time frame: There is not a set time to work through each of the nine chapters. This program can be tailored to the preferences of the teacher and the needs of the audience.

Format: Resource manual/workbook

Implementation: Self-instructional

Cost: \$12.95

Note: This book is a quick reference and tool whose activities could be easily implemented by combining classroom academics and alternative ways to settle disputes or differences of opinion. It would be useful for professionals in a classroom or other settings with young people, such as youth centers and recreation services. Resolution of violent conflict (e.g., fights) is addressed, but the focus is on milder forms of conflict.

Developed by: William J. Kreidler

Contact:

Good Year Books
Scott Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025
800-628-4480

Just the Two of Us

This video explores sharing, a frequent source of conflict in the primary grades. It features young children who calmly listen, explain, mediate, and negotiate in a realistic story that uses humor, imagination, and sincerity, as well as song, dance, animation, and role playing.

Audience: Children in grades 1–3

Time frame: Videotape is fifteen minutes long. Discussion time is needed afterward.

Format: Videotape and teacher's guide

Implementation: Video presentation, lesson plans, and activities facilitated by the teacher or other adult

Cost: \$69.95

Contact:

Bureau for At-Risk Youth
645 New York Avenue
Huntington, NY 11743
800-99-YOUTH
Fax: 516-673-4544
E-mail: info@at-risk.com
Web: <http://www.at-risk.com>

Negotiation Skills

This video illustrates the conflict resolution process using scenarios of interactions of a seventeen-year-old youth with his parents and his coach. The parents and coach are voices off the set. His alter ego appears on the set and enters into a teaching dialogue with him to help him learn to negotiate with adults. Skills taught include basic negotiation; what to do when one's word is no good, when the other party is busy or angry, and when the request is vague; and what it means when an issue is nonnegotiable. Each scenario lasts about five minutes and is followed by an interval during which students can practice conflict resolution skills. Each skill is broken down into approximately four steps.

Audience: Teenagers

Time frame: Six lessons of five-minute video and open-ended practice

Format: Videotape plus list of discussion suggestions

Implementation: Video-based discussion

Cost: \$295

Developed by: Comprehensive Health Education Foundation and Roberts, Fitzmahan and Associates

Contact:

Altschul Group Corporation
1560 Sherman Avenue, Suite 100
Evanston, IL 60201
847-328-6700
Web: <http://www.agcmedia.com>

Peace by Peace: Conflict Resolution through Peer Mediation

This program is designed to teach problem-solving skills; build respect for others; make school, home, and work environments safer; and help students resolve differences without the use of violence. The facilitator's and students' manuals include concepts related to problem solving, role playing, and group discussion. The goals of this program are to promote peacemaking through effective communication, teach self-respect and respect for others, and generate resolution of conflicts.

The facilitator's guide includes program implementation, a sample implementation time line, and sample training agendas. Both the facilitator's guide and the peer mediator's guide include chapters on understanding conflict, dealing with feelings, communication skills, the mediation process, and issues in mediation.

Audience: Teenagers

Time frame: Varies, depending on depth of training desired

Format: Facilitator's guide, peer mediator's guide, peer mediation involvement posters, and ready-to-use forms

Implementation: This program can take up to sixteen weeks to set up, depending on the level at which it is implemented. Phase 1 includes the development of a support system for the peer mediation program. Phase 2 consists of developing program procedures. Phase 3 introduces the program to the students and parents. This program may be most effective if used during a social studies or health class. A guidance counselor might present the training in classroom sessions.

Cost: \$179.95

Note: School staff and parents must be involved so that the entire school community can benefit. To ensure a well-run program, parents and students must be aware of the skills that will be acquired, and peer mediators should be chosen and trained to participate in the general introduction to students.

Advance planning will make a great difference in the success of the program. To this end, it is suggested that a coordinator be chosen to implement the program, maintain records, and evaluate the effectiveness of the program. A core committee should be assigned to guide the development and evaluation of the program.

Developed by: Bureau for At-Risk Youth

Contact:

Bureau for At-Risk Youth
645 New York Avenue
Huntington, NY 11743
800-99-YOUTH
Fax: 516-673-4544
E-mail: info@at-risk.com
Web: <http://www.at-risk.com>

The Conflict Center's Conflict Management Middle School Curriculum

This curriculum is a tool to help reduce conflict and anger and to help students learn how to minimize physical aggression. It is valuable for helping students and teachers speak the same language and renew respect for one another. The goal of the curriculum is to produce behavioral changes and create a more peaceful environment. Students learn lessons in conflict style, strategies for win-win outcomes, processes that solve the conflict and build relationships, how to fight fairly, and violence prevention skills.

Audience: Parents, teachers, administrators, and students

Time frame: Variable

Format: Curriculum guide for twelve workshops

Implementation: Training workshops are structured using the following topics sequentially in a twelve-day format.

Day 1: Conflict awareness

Day 2: It's how we react to conflict that counts

Day 3: Choice and truth

Day 4: Role playing conflict situations

Day 5: Robot lesson

Day 6: Win-win conflict management

Day 7: Conflict management processes

Day 8: Fight fair

Day 9: Healthy and unhealthy ways to express anger

Day 10: Violence prevention

Day 11: Violence

Day 12: Self-esteem

Cost: \$25

Developed by: Elizabeth Loescher, Director of the Conflict Center

Contact:

Conflict Center

2626 Osceola Street

Denver, CO 80212

(303) 433-4983

For Workshops:

303-936-3286

E-mail: conflictct@aol.com

The Sock Club

The five segments in this video are designed to teach young children that violence and drug use are wrong and to equip them with the skills they need to make positive, healthy choices. The stories in the video and each of the coloring books focus on how youngsters can handle negative pressure from peers, anger management, taking responsibility, and thinking about the consequences of their actions. The three ethnically diverse characters set up situations, allow time for discussion of possible solutions, give suggestions to solve the problem, and then review the appropriate action.

Two short teacher's guides include a synopsis for each segment with objectives and questions for discussion and give suggestions on how to use the video and coloring books.

Audience: Children in grades Pre-K–2

Time frame: Variable, depending on audience needs

Format: Teacher's guide, video, and five coloring activity books that correspond to each segment. The video consists of five learning episodes:

- *Real and Fake* shows the difference between real and fake violence on television.
- *What Could Happen* stresses the importance of consequences of actions.
- *Drugs Make You Do Bad Things* promotes antidrug message.
- *How to say No to Drugs* shows how to cope with peer pressure and avoid taking drugs.
- *Angry Feelings—Smart Choices* describes constructive ways to handle anger.

Implementation: Video-based discussion. Teachers can easily use video segments to promote discussion.

Cost: \$139.95 for video and coloring books

Note: Children are asked to read passages as an activity with the video. For children who cannot yet read, this can be done by a teacher or program facilitator.

Contact:

Bureau for At-Risk Youth
645 New York Avenue
Huntington, NY 11743
800-99-YOUTH
Fax: 516-673-4544
E-mail: info@at-risk.com
Web: <http://www.at-risk.com>

Talking with TJ Conflict Resolution Series

This multimedia program is focused on helping prepare children to develop positive relationships with peers in a culturally diverse society by teaching some basic skills in three areas: keeping anger under control, respecting other people's points of view, and communicating effectively to resolve arguments. The program combines entertaining video stories with discussions and activities to teach conflict resolution skills. It is designed for children in grades 2–4 who are members of youth organizations, but it can be adapted to a variety of other settings. Video stories, discussions, role plays, and games are used to involve children in applying different conflict resolution skills.

There are two sessions for each of the three skill areas. The first session in each set features a video story and short activities. The second session includes a short video review of the story and related follow-up activities. The trainer's guide contains information on how to initiate and conduct the program. The leader's guide has specific information for conducting the program and each of the six sessions. The video illustrates and supports information in the guides.

Audience: School-age children

Time frame: Six sessions of approximately fifty minutes each

Format: The package includes a video, leader's guide, trainer's guide, posters, and comic book stories.

Implementation: Can be implemented with youth groups such as 4-H or Girls and Boys Clubs. It also can be adapted for other settings such as schools and recreation programs.

Cost: \$22; \$5.50 for refills

Developed by: Andy Halper and Stacy Richardson

Contact:

Talking with TJ

1002 N. 42nd Street

Omaha, NE 68131-9834

800-673-3785

Violence Prevention: Totally Awesome Teaching Strategies for Safe and Drug-Free Schools

The goal of this violence prevention curriculum is to motivate young people in grades K–12 to learn and practice life skills for violence prevention. The content emphasizes protective factors and focuses on topics such as drugs, violence, anger management, family relationships, and conflict resolution. The objectives of this curriculum are organized into six sections with a sequential spiral of learning:

- The violence prevention curriculum
- Facts about violence prevention
- Totally awesome teaching strategies
- Violence prevention literature
- Family, teacher, and student masters
- Violence prevention resources

Using short stories, puppet shows, and reader's theater scripts, this program is designed to help build character, self-esteem, and sound moral values. An annotated bibliography and resource guide are included in the program manual.

Audience: Children in grades K–12

Time frame: Variable, depending on the number of activities and the depth of training involved

Format: Curriculum book

Implementation: This program could be implemented by a variety of individuals in various settings. There is a train-the-trainer program for which teacher trainers are available. The material is also self-instructional. An advisory team that includes parents, administrators, teachers, community leaders, and allied health professionals might be formed to assess the curriculum strategies before implementation. Contracted services by the authors are also available to school districts.

Cost: \$50

Note: Additional student books to accompany this program are available for \$48 each and include the following:

- *Drugs Alcohol and Tobacco: Totally Awesome Teaching Strategies*
- *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*
- *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*

An additional student book, *Violence Prevention: How to Be Hip, Cool, and Violence Free*, is available for \$14.

Developed by: Linda Meeks and Philip Heit, professors emeriti in the College of Education at Ohio State University. They have worked together as consultants and teacher trainers for twenty years, serving school districts throughout the United States and in foreign countries. They have a team of consultants and teacher trainers who work with Meeks Heit Publishing Company to provide cost-effective Totally Awesome training packages.

Contact:

Meeks Heit Publishing Company
P.O. Box 121
Blacklick, OH 43004
614-759-7780
800-682-6882
E-mail: meeksheit@aol.com

Preventing Dating Violence

Dating Violence: Intervention and Prevention for Teenagers

This program teaches students to understand what dating violence is, what its causes are, the relationship of substance abuse to interpersonal violence, and what implications dating violence has for their own lives. It is designed to help prevent dating violence and the development of abusive relationships and to assist young people to get help if they are already involved in dating violence or domestic violence. This program will help young people recognize the warning signs in relationships that may become abusive, understand the interpersonal dynamics that perpetuate dating violence, and make choices that will enable them to avoid or terminate the relationship and get help.

Audience: Teenagers

Time frame: Each part of this five-part curriculum takes forty to sixty minutes. The material can be adapted to other time frames, depending on the needs of the group.

Format: Group leader's manual with lesson plans and handouts

Implementation: The leader's manual is divided into sections to maximize the facilitator's ability to work on objectives with the group. This program is presented in a sequential five-day format.

Day 1: Introduces and discusses violence in society and begins to look at the importance of self-esteem and patterns of interpersonal violence.

Day 2: Recognizes interpersonal violence in everyday situations and discusses examples of physical, sexual, and emotional abuse.

Day 3: Increases understanding about the facts of dating violence, introduces the cycle of violence, and looks at feelings of abused persons.

Day 4: Begins to recognize *me*, *you*, and *us* as three elements of any relationship, identifies early warning signs of unhealthy relationships, and looks at the signs of potential dating violence.

Day 5: Identifies elements of communication and the traps that keep people in abusive relationships and looks at their own relationships in terms of patterns associated with interpersonal violence. A group leader may return to the self-assessment to give group members a chance to validate what they have learned. A wrap-up session and graduation ceremony, complete with graduation certificates, are included.

Cost: \$15

Developed by: Sherryll Kraizer and C. Lyn Larson, Domestic Violence Intervention Services, Inc.

Contact:

National Resource Center for Youth Services
University of Oklahoma
202 West Eighth
Tulsa, OK 74119-1419
918-585-2986
E-mail: Rbaker@ou.edu
Web: <http://www.nrcys.ou.edu>

Dreamworlds: Desire/Sex/Power in Rock Videos

This video presents an accessible way to talk about negative and dangerous representations of women in music videos and the role those representations play in how people (young people, especially) think about and behave in everyday life with regard to sexuality and gender. It uses the images of the music videos themselves, rearranged and recontextualized, to highlight the precise nature of this world. It solidifies the issues by examining the relationship between the video images of women and the very prevalent problem of date rape and sexual violence toward women.

Audience: Older teenagers

Time frame: Videotape is fifty-five minutes. Discussion time is needed afterward.

Format: Videotape

Implementation: Video-based discussion

Cost: \$195 plus shipping

Note: This may not be appropriate to show to young male adolescents if they would not take the subject matter seriously.

Developed by: Sut Jhally

Contact:

Kinetic, Inc.

255 Delaware Avenue

Buffalo, NY 14202

716-856-7631

800-466-7631

Fax: 716-856-7838

E-mail: Info@kineticinc.com

Web: <http://www.kineticinc.com>

Helping Teens Stop Violence

This guide is for adults who work with and care about young people. The material is primarily designed for educators and counselors; the message is important for parents and families as well. The book is organized into six sections:

- Preparing to work with teens
- Liberation theory and practice
- Being in the classroom
- High school program on family and dating violence
- Workshops
- Teen support groups

Every section includes exercises and role plays for work with youth across lines of age, gender, and race. The book also contains reporting policies, tests, written exercises, permission slips, and classroom activities that were developed as the program was created.

Audience: Educators, counselors, parents, and teens

Time frame: Variable

Format: Book

Implementation: The curriculum is designed to be presented by adult and youth volunteers.

Cost: \$14.95 (discounts available for some groups)

Note: The authors suggest that the sponsoring organization/program leaders try the curriculum on themselves and use it to train volunteers in these areas before classroom, workshop, and group work.

Developed by: Battered Women's Alternatives, Contra Costa County, California, and the Oakland (California) Men's Project, a multiracial, community-based violence prevention program.

Contact:

Hunter House Inc., Publishers
P.O. Box 2914
Alameda, CA 94501-0914
510-865-5282
Fax: 510-865-4295

Right from the Start

This dramatic video introduces the dynamics of violence in dating relationships, identifies signs of potentially violent relationships, and presents responses that prevent violence. It is hosted by two teenagers who refer to the dramatic sequences presented in the video. This resource would be very appropriate for youth centers.

Audience: Youth of high school age

Time frame: Videotape is twenty-three minutes. Discussion time is needed afterward.

Format: Videotape

Implementation: This video can be viewed alone or presented by an adult facilitator, or it can be used in peer group meetings as the focus of discussion.

Cost: \$295 plus shipping and handling. The video can be rented for \$89.

Developed by: Kinetic, Inc.

Contact:

Kinetic, Inc.
255 Delaware Avenue
Buffalo, NY 14202
716-856-7631
800-466-7631
Fax: 716-856-7838
E-mail: Info@kineticinc.com
Web: <http://www.kineticinc.com>

Self-Esteem Programs

Dynamics of Relationships: A Guide for Developing Self-Esteem and Coping Skills for Teens and Young Adults

This curriculum guide is designed as a preventive approach to the social problems affecting young people and their families. It is addressed to teachers, adult facilitators, and youth with the purpose of helping youth make healthy and constructive decisions. Its threefold approach provides students an arena in which to discuss, explore, and share their feelings about many of the issues with which they are struggling; provides students the opportunity to learn about and practice the many behavioral choices and options available to them; and identifies effective skills that will help young people cope with the challenges of their teen years and be better prepared for their adult lives. The author maintains that the more knowledge young people have and the deeper understanding they have of life and its complexities, the better they will be able to choose what is right and wrong for themselves.

This curriculum is an excellent resource for adult facilitators working with youth in a variety of settings, as well as for youth themselves. It is not a crisis intervention tool but a preventive approach that deals with the underlying issues of substance abuse, teen pregnancy, suicide, dropouts, and violence. The material is informative, comprehensive, well designed, and well written, and it can easily be reproduced as separate fact sheets. The guidelines and suggestions for adult facilitators are practical and are based on sound social work and mental health principles. Adults are encouraged to be role models and facilitators. Topics include current issues such as gangs, date rape, AIDS, and substance abuse.

The objectives of the program are to help students develop and maintain a strong, secure self-image; effective communication skills for dealing with anger and conflict on a safe level; strong coping skills for better handling of disappointment, rejection, and loss; realistic expectations about the complexity of adult roles and relationships, including friendships, parent/teen relationships, love, and employer/employee dynamics; and a clearer understanding of the commitment, flexibility, and dedication necessary to make relationships work.

The material, which can be used as handouts for adult facilitators and students, is organized in chapters on sexuality, alternative sexual orientation, and alternative lifestyles. Specific topics under sexuality include childhood messages, sexually abusive childhoods, cultural expectations, factors in sexual decision making, why some say no, birth control methods, consequences of premarital sex, AIDS, sexually transmitted diseases, parental concerns and attitudes, sex, and self-esteem. There are various activities in each chapter, plus review and discussion questions at the end of each chapter. There is also a section on supplementary teaching materials.

Teachers are encouraged to put aside traditional teaching methods and serve instead as facilitators and discussion leaders, encouraging active participation of students through open discussions, role playing, and experiential activities while also maintaining order and ensuring that sufficient material is covered during the course of the program.

Audience: Teachers, adult facilitators of youth groups, and teenagers

Time frame: Variable. The author does not include specific time frames or lesson plans because she believes this type of program should be offered in a nonstructured, free-flowing manner. Material can be implemented according to time frames determined by adult facilitators.

Format: Two books and one teacher's manual

Implementation: In addition to schools, it can be incorporated into a variety of agency settings, including youth groups, mental health programs, social service agencies, and preventive programs.

Cost: Book 1 \$35.95, Book 2 \$35, teacher's manual \$17.95

Note: Because of the unusual content of this curriculum and the sensitivity of the material, the author recommends that facilitators participate in a one- to five-day hands-on training program provided by the author.

Developed by: Patricia Kramer

Contact:

Equal Partners
14526 Banquo Terrace
Silver Springs, MD 20906
301-438-0082

Free the Horses: A Self-Esteem Adventure

This program was created to teach children to believe in themselves, their talents, and their dreams. It is suitable for visual, auditory, and kinesthetic learners. Children learn a variety of self-esteem concepts that help them fully explore their talents and dreams, including positive thinking, feeling, and doing; belonging, learning, and contributing; and courage, responsibility, and cooperation. These concepts are presented in an entertaining story line.

Audience: Designed for children in grades K–4, but fifth graders also will benefit from it. The activities are split into two levels, for younger and older children.

Time frame: Twenty lessons lasting about thirty-five minutes each

Format: The package includes

- two videotapes.
- story and songbook.
- hand puppet of one of the story's characters.
- tape of the original music used in the video.
- stickers for kids.
- posters.
- notes for parents.
- instructor's guide of discussion topic ideas.
- bulletin board displays.
- activities sheets.

Implementation: This program is constructed primarily for classroom use or after-school programs. The lessons can be presented twice weekly for ten weeks or once a week for twenty weeks.

Cost: \$295 plus shipping and handling

Note: Some of the material will be best used with a certain age group. The puppet, for example, will be enjoyed by younger children but not necessarily by older ones. The videotape may be a little too complicated for kindergartners, who may have problems with continuity. The music is well written and performed, and the cinematography is also well done.

Developed by: Michael H. Popkin and Susan D. Greathead

Contact:

Active Parenting, Inc.
810 Franklin Court, Suite B
Marietta, GA 30067-8943
404-429-0565
800-825-0060
Fax: 404-429-0334
Web: <http://www.activeparenting.com>

Teen Esteem

This is a self-directed manual for young adults that includes discussions and suggestions about how to handle peer pressure, substance abuse, sexual expression, growing independence, and other challenges in every teen's life.

Audience: Children and young adults ages twelve to eighteen

Time frame: Variable

Format: The manual is divided into ten areas:

- What Do You Want from Life?
- Your Right to Be Yourself
- R-E-S-P-E-C-T

- Are You Having Fun Yet?
- Listen Up
- Asking for It
- Just Say No . . . Yeah, Right
- C'mon Baby, You Know You Want To
- Not to Decide Is to Decide
- Taking Charge

Implementation: Self-instructional

Cost: \$7.95

Developed by: Pat Palmer and Melissa Alberti Froehner

Contact:

Impact Publishers

P.O. Box 1094

San Luis Obispo, CA 93406

805-543-5911

E-mail: 74133.303@compuserve.com

Top Ten Posters

This series of posters to raise self-esteem includes the following messages.

The Top Ten Ways to Get Along with Others. Smile a lot; be friendly; lend a helping hand; keep your word; tell the truth; don't gossip; respect others; be a good listener; learn how to compromise; realize that all people are created equal.

The Top Ten Ways to Resolve Conflicts. Use a mediator or referee; listen to the other person's point of view; state your side clearly and calmly; put yourself in the other person's shoes; express your feelings honestly; make sure you understand the problem; let each side speak without interruption; compromise—give a little, get a little; find a win-win solution; if all else fails, seek expert advice.

The Top Ten Ways to Prevent Violence. Avoid places known for violence; use words to settle arguments; avoid drug and alcohol users; learn how to control your anger; think about the consequences before you act; never carry a gun or weapon to school; join a crime-watch program; report anyone carrying a weapon to authorities; be a mediator; realize that violence doesn't solve problems, it creates them.

The Top Ten Ways to Handle Stress. Confide in a friend; take a walk; listen to music you like; take a deep breath; develop a plan and act on it; exercise; trust your judgment; enjoy the beauty of nature; stop worrying; picture yourself in a relaxed mood.

The Top Ten Ways to Build a Positive Attitude. Choose friends who think positively; see problems as challenges; say "I can" more than "I can't"; expect good things to happen; find the good in every situation; stop worrying, start enjoying; think happy thoughts; live a healthy lifestyle; picture yourself as a winner; give yourself a pat on the back.

Audience: School-age children with minimal reading skills

Format: Five 19" x 25" posters

Implementation: For display in children's areas (e.g., schools, day care centers, youth centers)

Cost: 1–14 posters \$4.95 each, 15–49 posters \$4.45 each, 50–99 posters \$3.95 each, more than 100 posters \$3.45 each

Contact:

Bureau for At-Risk Youth
645 New York Avenue
Huntington, NY 11743
800-99-YOUTH
Fax: 516-673-4544
E-mail: info@at-risk.com
Web: <http://www.at-risk.com>

Social Skills Programs

Challenge

The Challenge curriculum provides life skills training addressing how young people think about themselves. It also presents the skills they need to prevent interpersonal violence, develop a positive self-image, and increase personal competency. This combination of skills can empower them to exercise more control in shaping their lives.

Audience: Educators, counselors, and other group leaders working with at-risk adolescents and young adults

Time frame: May be presented in ten sessions lasting sixty to ninety minutes each, or up to twenty sessions lasting thirty to forty-five minutes

Format: Presented in ten sessions in scripted form to enable ease in presentation. Flip charts are provided as an outline and act as a visual teaching aid. The sessions are presented in the following sequence:

- Session 1: Establishes working agreements for group participation, introduces the use of self-work, and looks at health as more than a lack of illness.
- Session 2: Recognizes what a goal is and what steps to set to move toward a goal. Identifies the range of feelings we all have and the importance of communicating those feelings.
- Session 3: Looks at personal strategies for dealing with stress, how individuals experience anxiety, and personal patterns in making choices.
- Session 4: Identifies various elements of communication, body language, and listening.
- Session 5: Identifies assertive, passive, and aggressive behaviors.
- Session 6: Develops problem-solving skills and strategies for the prevention of interpersonal violence and abuse.
- Session 7: Recognizes the impact of negative and limited thinking and teaches youth to replace it with positive and opportunity-producing thinking.
- Session 8: Identifies benefits of thought switching and emotional and intellectual traps for more positive patterns.
- Session 9: Develops strategies for minimizing the impact of emotional abuse and for preventing physical abuse. Also, a list of resource people is developed to practice asking for help.
- Session 10: Discusses personal responsibility, power, and cognitive dissonance.

Implementation: Train-the-trainer workshops are available. A parent seminar may be included to inform parents about the purpose of the program and answer their questions. The curriculum can be used by teachers as an integral part of their school curriculum and by other group leaders working with at-risk adolescents and young adults.

Groups should be composed of no more than a three- to four-year age span. Chairs should be placed in a circle or around a large table, which allows for less disruption; raises expectations; and makes role-playing, listening, and paying attention easier. Each child is given a graduation certificate for completing the program.

Cost: \$40

Developed by: Sherryll Kraizer

Contact:

National Resource Center for Youth Services

University of Oklahoma

202 West Eighth Street

Tulsa, OK 74119-1419

918-585-2986

E-mail: Rbaker@ou.edu

Web: <http://www.nrcys.ou.edu>

Getting Along

Getting Along is a behavior management and social development program designed for classroom use with children in kindergarten through fourth grade. The flexible curriculum teaches the prosocial behavior skills of cooperation, caring for others, critical thinking, and positive conflict resolution by addressing ten of the most difficult classroom adjustment problems faced by children in the early elementary grades.

Audience: Students in grades K–4. Parents are asked to support their children's learning by helping with occasional homework activities. This program may also be modified for use outside the classroom in family or children's group activities.

Time frame: The manual suggests that teachers take from one to four weeks to present all the activities in each one of the ten subject areas. Each activity that involves discussion generally lasts from ten to thirty minutes. Activities may be repeated throughout the school year to add reinforcement.

Format: The program includes a teacher's guide, audiocassette of topical songs, ten cartoon posters, and ten topic cards that list six types of learning activities.

Topics include

- teasing.
- bossiness.
- bullying.
- overcompetitiveness and poor sportsmanship.
- fighting.
- violent play.
- intolerance.
- disrespect for others' property.
- disrespect for public property.

- selfishness.

Types and sequence of learning activities include

- singing about it.
- recognizing it.
- learning about it.
- practicing it.
- doing it.
- teaching it to others.

Implementation: Designed for classroom or group instruction. Each topic area will take one to four weeks to cover, depending on the depth of exploration selected. This is a social skills program using one hundred activities that can be integrated with an existing curriculum.

Cost: Level 1 (K–1) \$179.95, Level 2 (2–4) \$179.95, Levels 1 and 2 \$199.95

Available in English and Spanish editions.

Note: The program was tested, piloted, and independently evaluated with sixty-six classroom teachers and two thousand students in seventeen elementary schools in diverse educational settings.

Developed by: Parker Page and Dan Cieloha with Murray Suid of the Children's Television Resource and Education Center

Contact:

American Guidance Services, Inc.

4201 Woodland Road

P.O. Box 99

Circle Pines, MN 55014-1796

612-786-4343

800-328-2560

Fax: 612-786-9077

Web: <http://www.agsnet.com>

Handling Relationships: 50 Problem-Solving Activities

This book of fifty reproducible blackline masters is intended for teachers who want to teach their students how to maintain healthy relationships. The activities help teens develop the empathy, analysis, and problem-solving skills necessary for getting along with people in different circumstances. The set is organized into six sections.

- Understanding who you are
- Communicating with others
- Getting along with others
- Making and keeping friends
- Working as part of a team
- Handling difficult situations

Each activity sheet begins with a case study that dramatizes a relationship problem. Students personalize the activities by relating the ideas to their own experiences. These activities are very effective as discussion starters or as the basis of a unit in personal development.

Audience: Young teens, students in grades 6–10

Time frame: Variable. The fifty activities are adaptable to the time limits of the audience.

Format: Workbook of blackline masters

Implementation: Although the activity sheets have been designed for individual student use, teachers will find them most useful as effective discussion starters. Teachers should work to create a relaxed atmosphere that encourages students to share their individual reactions to

the material.

Cost: \$24.95

Developed by: Steven C. Bunnell

Contact:

Bureau for At-Risk Youth
645 New York Avenue
Huntington, NY 11743
800-99-YOUTH
Fax: 516-673-4544
E-mail: info@at-risk.com

I Can Problem Solve (ICPS)

ICPS (Interpersonal Cognitive Problem-Solving Program) is a primary prevention program that helps children identify their own and others' feelings, systematically expand their vocabulary of words about feelings, develop different ways of observing, look at alternative solutions, link solutions with consequences, and develop a series of steps by which to meet an interpersonal goal. These classroom programs, structured for different age levels, use formal lessons, activities, miniplays, and other activities. They also offer ways in which teachers and students can integrate related ICPS dialogues into everyday classroom experiences, as well as using ICPS concepts as they work with reading, science, math, and other subjects.

Using principles of ICPS, *Raising a Thinking Child* offers special dialogues, games and activities, and communication techniques designed to respond to children's problems in a new way—a way that changes family dynamics and produces mentally healthy, self-confident, and socially well-adjusted children.

Audience: Pre-K and elementary students

Time frame: One-year program, with approximately three lessons for each week

Format: Three manuals, each containing line drawings suitable for illustrative slides, reproducible activity worksheets, and a teacher script. Comprehensive, easy-to-use lesson plans are included. The preschool manual (309 pages) includes fifty-nine lessons with reproducible handouts for parents. The manual for kindergarten and primary grades (439 pages) and the one for intermediate elementary grades (421 pages) include about 75 lessons each.

Implementation: This program is designed to be integrated into a classroom or day care setting. It is adaptable to other settings where there is consistency in the children's attendance.

Cost: The curriculum is \$39.95; the parent's book, *Raising a Thinking Child*, is \$22.50

Note: This program received the Lela Rowland Prevention Award from the National Mental Health Association. The research phase for developing this curriculum was conducted from 1977 to 1985 through the Research Office for the School District of Philadelphia. Additional information concerning the research is available from Myrna Shure, Hahnemann University, Philadelphia, PA 19102.

Developed by: Myrna Shure, Hahnemann University

Contact:

Research Press
Dept. 95
P.O. Box 9177
Champaign, IL 61826
217-352-3273
Fax: 217-352-1221

E-mail: respress@net66.com

Raising a Thinking Child is also available from

Henry Holt and Company, Inc.

155 West 18th Street

New York, NY 10011

Second Step

Second Step is a violence prevention curriculum that teaches young children to change the attitudes and behaviors that contribute to violence. The curriculum teaches skills to reduce impulsive and aggressive behavior in children and increase their level of social competence. Second Step school and family components are important parts of any comprehensive plan to reduce violence. Second Step teaches the same three skill units at each of the grade levels: empathy, impulse control, and anger management. The content of the lessons varies according to the grade level, and the skills targeted for practice are designed to be developmentally appropriate. At all grade levels Second Step provides opportunities for modeling, practice, and reinforcement of the new skills.

Audience: There are programs and curricula for grades pre-K–8 and for teachers, parents, and families.

Time frame: Lessons range from twenty minutes for younger children to fifty minutes for older children.

Format: Four kits: preschool–kindergarten, grades 1–3, grades 4–5, and grades 6–8. The format in the elementary kits is photo lesson cards; in the grades 6–8 kits it is a video and transparencies. The kits provide teacher-facilitated activities. Supplementary materials can also be purchased.

Implementation: Video-based discussions and teacher-facilitated activities

Cost: The kits for each grade level cost from \$110 to \$269. The Family Education package is \$475. Training for trainers costs from \$95 to \$315, depending upon the level of training desired. Discounts are offered for combination orders.

Developed by: Committee for Children

Contact:

Committee for Children

2203 Airport Way South, Suite 500

Seattle, WA 98134-2027

800-634-4449

Yo! Let's Make Some Decisions: A Facilitator's Guide for the Adult Helper

This curriculum provides adults with ways to help youth develop decision-making skills. It is designed to support discussion and addresses the changes and challenges of adolescence as well as approaches to decision making and negotiation as basic social skills. The curriculum uses a five-step decision-making model and provides opportunities to practice making real-life decisions, and it has a set of three workbooks for adolescents.

Topics include

- Who am I?
- Where do I want to go?
- How to get there
- Getting along with family/friends
- Family issues

- Getting to know the community

Audience: Adult facilitators who work with youth

Time frame: Variable, depending on the needs of the group

Format: Facilitator's guide and set of three workbooks

Implementation: Variable

Cost: \$44.50

Developed by: Steven Brion-Meisels and Mark Jacobs

Contact:

National Resource Center for Youth Services

University of Oklahoma

202 West Eighth Street

Tulsa, OK 74119-1419

918-585-2986

E-mail: Rbaker@ou.edu

General Violence Prevention Programs

A Gentle Touch: Violence Prevention Curriculum

This curriculum will give families increased knowledge of the violence problem that exists in society and how it affects their children and communities. Families will be able to develop skills for behavior modification, gentle touching, anger control, conflict resolution, and peacemaking. Health care providers will learn strategies to teach techniques to their clients on conflict resolution and peacemaking. The materials are intended to be used by professionals as a way of initiating conversation with parents of young children about the importance of modeling and teaching positive behaviors. The underlying goals of the curriculum are to expose both professionals and parents to the problem of youth violence by increasing their awareness about nonviolence and emphasizing the importance of modeling positive, peace-making approaches. Each of the ten chapters reviews a specific discipline point that corresponds to the age of the child (starting at two weeks old; two, six, nine, and fifteen months old; and two, three, four, and five years old), describes ways to discuss and model the approach, and offers tips to parents.

The ten chapters in the training curriculum book are

Chapter 1: Gentle Touching

Chapter 2: Just Like You

Chapter 3: Respect

Chapter 4: Being Consistent

Chapter 5: I'm Mad

Chapter 6: Limit Setting

Chapter 7: Catching Good Behavior

Chapter 8: Chores Teach Responsibility

Chapter 9: Conflict—Working Things Out

Chapter 10: We Don't Shoot People

Tips are written on guidance cards for the parents to take home. Those cards are divided by age groups and contain a prevention message, objective, and tips for parents. Following are

examples of discipline points and messages on the guidance cards:

- Two weeks: gentle touching. Gentle touching is forever. Don't stop as your child grows.
- Six months: being consistent. Consistency builds trust that lasts forever.
- Two years: catching good behavior. Behavior change is an ongoing process that begins in childhood and continues throughout life.
- Four years: conflict—working things out. Settling problems peacefully is the key to nonviolent behavior.

Audience: Professionals in a variety of settings can use the material when working with young children (birth to age five) and families.

Time frame: The discipline points could be reviewed within as short as ten to fifteen minutes or used as a more comprehensive discussion tailored to the preferences of the provider.

Format: Includes training material, reproducible guidance cards, and one copy of *Danny and the Silver Gun*

Implementation: Self-instructional and facilitated materials. It is suggested that the materials be used by a variety of professionals (e.g., physicians, social workers, child care staff) in different settings (e.g., home visits, child care centers). This is a simple program to implement. The overall implementation should be a long-term commitment and not just random dissemination of the information or guidance cards. Ideally, the program is initiated as a progression to be used with children from infancy to kindergarten age.

Cost: \$65 plus \$5 shipping and handling

Developed by: Dorothy Davis and Laura Moth, community health nurses with the Tri-County Health Department, Englewood, Colorado.

Contact:

Dorothy Davis
Tri-County Health Department
Nursing Division
7000 East Belleview Avenue, Suite 301
Englewood, CO 80111
303-452-9547, ext. 251

Children in Danger: Coping with the Consequences of Community Violence

This book examines the threat to childhood development that results from living with chronic community violence. It shows caregiving adults, such as teachers, psychologists, social workers, and counselors, how they can work together to help children before they become angry, aggressive adults. Drawing on extensive fieldwork, the authors explore the link between a child's response to growing up in an atmosphere of violence and danger and the social context established for that child by community and caregivers. The authors also examine the special concerns that relate to the training of and support for teachers who deal with violence in the lives of the children they teach and their own responses to their students' trauma. The eleven chapters are

Chapter 1: The Meaning of Danger in the Lives of Children

Chapter 2: Children in War Zones: From Mozambique to Chicago

Chapter 3: The Developmental Toll of Inner-City Life

Chapter 4: Clinical Outcomes: Post-Traumatic Stress Disorder

Chapter 5: Resilience and Coping in Children at Risk

Chapter 6: School as a Refuge: The Importance of Early Intervention

Chapter 7: Ramon and His School: A Case Study

Chapter 8: Developing Supportive Settings for Children at Risk

Chapter 9: Helping Teachers Help Children

Chapter 10: The Healing Role of Play and Art

Chapter 11: Giving the Most to Those Who Need It

Audience: Inner-city teachers, social workers, psychologists, and community workers

Time frame: Variable

Format: Book

Implementation: Self-instructional

Cost: \$30.95

Developed by: James Garbarino, Nancy Dubrow, Kathleen Kostelny, and Carole Pardo

Contact:

Jossey-Bass, Inc., Publishers

P.O. Box 44305

San Francisco, CA 94144-4305

415-433-1767

Fax: 415-433-0499

Web: <http://www.josseybass.com>

Choosing Nonviolence: The Rainbow House Handbook to a Violence-Free Future for Young Children

This is an easy-to-read guide for teaching young children to express feelings and solve problems without violence. With this handbook as a guide, facilitators can create a learning environment where children develop a positive self-image, a sense of self-discipline, and problem-solving skills. The goal of this program is to extend to children a language for expressing their strong feelings and turn a classroom environment into a violence-free zone. Chapters are

- Anger and Violence
- What Is Abuse
- How Do You Handle Relationships?
- Recognizing Child Abuse
- Turning Your Classroom into a Violence-Free Zone
- Building Blocks: Power, Choice and Nonviolence
- Expressing Feelings and Solving Problems
- Classroom Activities

Audience: Teachers and parents of young children

Time frame: Variable, depending on the depth of training desired

Format: Guidebook. A bibliography, resource list, and sample note to parents are included.

Implementation: Variable, depending upon the needs of the group

Cost: \$22.95

Note: This program could be easily adapted to many settings. It emphasizes the idea that a classroom environment is unique and should be a safe place because it is where children spend a great deal of their time.

Developed by: Anne Parry, Melissa Walker, and Chris Heim, community educators from Rainbow House/Acro Iris, a shelter in Chicago for battered women and their children. The

ideas and activities presented were developed over a four-year period in a series of abuse-prevention workshops with young children.

Contact:

Rainbow House/Acro Iris, Inc.
P.O. Box 29019
Chicago, IL 60629-0019
312-521-5501
E-mail: rainbowhouse@igc.apc.org

Dealing with Youth Violence: What Schools and Communities Need to Know

This publication contains ideas and tips about preparing teachers and parents to prevent and intervene in potentially violent situations. It addresses many of the complexities of violence in clear, easy-to-understand terms. The authors provide strategies and resource listings and identify conflict resolution organizations and peer mediation programs. Views explored in these chapters provide practical solutions to some of the causes of violence and will serve as documentation for the probable causes and solutions to the growing problem of school violence.

The book is divided into three parts and addresses the following topics.

Part 1: Understanding the Problem

- How educators, students, parents, and law enforcement officials see school violence
- Addressing school violence through an understanding of gangs and gang-related behaviors
- Curbing violence: a challenge for the nation's schools
- Family violence and the schools
- Identification of various levels of school violence
- Variations in violence

Part 2: The Nation Responds

- Government initiatives to reduce violence in the schools
- School violence: preparing preservice teachers
- Disarming our children: what every parent can and should do
- What we can do about gangs

Part 3: Techniques for Teachers

- Techniques for reducing school violence
- Mediating power struggles between students
- Nourishing the sense of self in school-age children in an effort to stop violence in schools
- Students as conflict resolvers in schools: two models that work
- Critical thinking as a conflict resolution strategy
- Resolving school conflicts through appropriate multicultural education programs
- Restoring human dignity: a model for prevention and intervention
- Reducing school violence: resources to assist teachers

Audience: Parents, teachers, administrators

Time frame: Variable, depending upon audience needs

Format: Book

Implementation: The program is self-instructional for the facilitator, although contracted

services (in-service training) are available through the National Educational Service.

Cost: \$18.95

Developed by: Rose M. Duhon-Sells, dean of the College of Education at Southern University in Louisiana

Contact:

National Educational Service

P.O. Box 8

Bloomington, IN 47402

Returns and visits:

1252 Loesch Road

Bloomington, IN 47404

812-336-7700

800-733-6786

Fax: 812-336-7790

Web Address: <http://www.nes.org/>

Early Violence Prevention: Tools for Teachers of Young Children

Early Violence Prevention was designed to provide teachers and caregivers of children the knowledge and practical strategies to manage, reduce, and help prevent aggressive behavior. The book presents teachers with research findings and teaching guidelines in six areas:

- Preparing children to deal with the violence they may face in the outside world
- Organizing the school environment to minimize violence
- Establishing sound procedures to respond to violence in the classroom
- Teaching children the skills they need to solve their conflicts constructively
- Helping children learn from others
- Taking the next step to prevent violence in the classroom and the larger community

Audience: Teachers and caregivers

Time frame: Variable

Format: Book

Implementation: Variable

Cost: \$7

Developed by: Ronald G. Slaby, Wendy C. Roedell, Diana Arezzo, and Kate Hendrix

Contact:

National Association for the Education of Young Children

1509 16th St., NW

Washington, DC 20036-1426

202-232-8777

800-424-2460

E-mail: naeyc@naeyc.org

Helping Young Children Understand Peace, War and the Nuclear Threat

This booklet offers parents and teachers ways to assist children growing up in the nuclear age. It gives insight into young children's thinking about war and information on talking to children about war and peace and creating a classroom that fosters children's understanding of war and peace. The book also offers a bibliography of children's books, reference books, and movies related to the topic.

Audience: Educators

Time frame: Variable

Format: Booklet

Implementation: Variable

Cost: \$3

Developed by: Nancy Carlsson-Paige and Diane Levin, professors of education

Contact:

National Association for the Education of Young Children

1509 16th St., NW

Washington, DC 20036-1426

202-232-8777

800-424-2460

E-mail: naeyc@naeyc.org

Let's Talk about Living in a World with Violence

This activity book for school-age children helps them understand violence and find ways to live their lives with greater peace. Working through the book helps children define violence in their lives and prompts the discussion of violence on television, in the movies, in war, on the streets, at school, and at home.

Audience: Children in grades pre-K–5

Time frame: Variable

Format: Workbook

Implementation: Variable, depending upon the needs of the audience

Cost: \$10 each; discounts on multiple orders

Developed by: James Garbarino, director of the Family Life Development Center at Cornell University, Ithaca, New York

Contact:

Erikson Institute

420 North Wabash Avenue

Chicago, IL 60611

312-755-2244

No Place to Be a Child: Growing Up in a War Zone

This book contains a look at the lives of children in violent areas of Cambodia, Mozambique, Nicaragua, the West Bank, Gaza Strip, and inner-city Chicago. The authors provide research on the psychological and developmental effects of trauma on children. This is a reminder of the devastation wreaked by war and violence and is a moving testament to children's ability to survive and often triumph against all odds.

Audience: Parents and professionals

Time frame: Variable

Format: Book

Implementation: Variable

Cost: \$22.95

Developed by: James Garbarino, Kathleen Kostelny, and Nancy Dubrow. Garbarino, director of the Cornell University Family Life Development Center, traveled to Kuwait at the time of the Gulf War cease-fire to assess the impact of war on children. Kostelny and Dubrow, research associates at the Erikson Institute, have worked together for three years studying children and their families in dangerous environments.

Contact:

Lexington Books
866 Third Avenue
New York, NY 10022
212-717-3902

Partnerships against Violence Resource Guide

Comprehensive and easy to use, this resource guide comes in two volumes. Volume 1 presents more than 550 specific programs that now operate throughout the country. The scope of these efforts is wide-ranging, from parent education and preschool programs to interventions for high-risk adolescents and alternative sanctions for youthful offenders. Highlighted throughout the document are the key details professionals need to know about each program: project type, target population and setting, and contact persons who can answer specific questions. Where available, information about evaluation and budgets is also included. Volume 2 presents a list of sources for technical assistance, information, and potential funding to support antiviolence programs.

Audience: Educators and school and community administrators

Time frame: Variable

Format: Book

Implementation: Variable

Cost: \$25

Developed by: Maintained by a coalition of federal agencies

Contact:

National Criminal Justice Reference Service
Attention: Resource Guide
Box 6000
Rockville, MD 20850
301-251-5000
E-mail: askncjrs@ncjrs.org
Web: <http://www.ncjrs.org>

Preventing Violence—Creating a Safe Schools Infrastructure

This manual guides the reader in creating an infrastructure for a safe school and establishing a school-community partnership for zero tolerance of youth violence. The material shows how to assess for gang existence and identify pre-gang indicators. It profiles gang-related youth and discusses what school boards and school personnel can do for pre-crisis planning. Furthermore, it provides outlines for training on parent and community awareness, using parents as allies, and forming community coalitions against school violence. Resiliency models are discussed and criteria for selecting programs are reviewed. Youth employment training and placement are addressed. It is culturally sensitive and informed regarding the needs of diverse populations.

Audience: School administrators, community program leaders, community leaders, and parents

Time frame: Variable

Format: The materials consist of a 133-page loose-leaf notebook, masters for overhead slides, assessment outlines, cultural diversity checklists, and worksheets. A ten-step planning guide for school-community youth violence prevention is included, as well as a listing of national prevention resources.

Implementation: The publication and materials are to be used in a series of facilitated classes or meetings composed of school administrators and staff, community leaders, community program leaders, and parents.

Cost: \$24

Developed by: Louis Gonzales

Contact:

Center for Safe Schools and Communities

P.O. Box 47308

Minneapolis, MN 55447

612-449-9877

Fax: 612-449-9882

Prevention: The Critical Need

This book attempts to cover much of what is known about the prevention field in the 1990s. The information comes from three sources: the author's personal experience, the most current research, and interviews with top Vermont prevention specialists who reflect on the most up-to-date prevention work being conducted across the country. The book consists of five basic parts:

- Understanding the concept of prevention
- Prevention strategies that work
- Policy
- What lies behind the strategies
- Personal health promotion

The book focuses largely on primary prevention and emphasizes strategies that affect children and young people and takes the view that the best hope for prevention lies in effectively reaching people at the earliest possible age.

Audience: Professionals, researchers, and educators

Time frame: Variable

Format: Book

Implementation: Variable

Cost: \$24.95 plus shipping and handling (make checks payable to Jack Pransky)

Developed by: Jack Pransky

Contact:

Jack Pransky

NorthEast Health Realization Institute

RR 2, Box 2340

Cabot, VT 05647

802-563-2730

Responsible Kids

This five-part video series provides information and strategies with which to deal with irresponsible and disruptive behavior in the home and in the classroom. Intended outcomes are the development of a mutual understanding of why kids misbehave, the establishment of a common language for communicating about disruptions and irresponsible behavior, the development of compatible intervention strategies for home and school, the avoidance of blaming, and the encouragement of empowerment for everyone involved.

Audience: Teachers and parents of school-age children

Time frame: Six sessions of twenty to ninety minutes each

Format: The package includes six videos, a forty-seven-page implementation guide (includes blackline masters), and skills cards that correspond to each of the videos.

Videos are

- *I Have a Reason: The Basics of Behavior*
- *Look at Me! Attention-Seeking Behavior*
- *Let's Fight! Power Struggles*
- *I'll Get Even! Revenge Behavior*
- *Leave Me Alone! Avoidance of Failure Behavior*
- *You're the Greatest! Building Self-Esteem through Encouragement*

Implementation: May be used by individuals or in a group setting with discussion

Cost: Set of six videos \$299.95. Implementation Guide, including blackline masters, \$79.95.
Skills cards \$39.95

Developed by: Linda Albert

Contact:

American Guidance Services, Inc.
4201 Woodland Road
P.O. Box 99
Circle Pines, MN 55014-1796
612-786-4343
800-328-2560
Fax: 612-786-9077
Web: <http://www.agsnet.com>

Safe Schools: A Handbook for Violence Prevention

The goal of the program is to create and maintain a positive and welcoming school climate free of drugs, violence, intimidation, and fear—a place where teachers can teach and students can learn. This resource provides valuable tools and step-by-step guidelines for creating safe schools by taking the reader through critical steps, including how to customize safe school strategies to meet the needs of the school community. The objectives of the program are to help concerned adults form a safe-schools team to assess the school climate by identifying their top school safety issues, determining their safe school goals, developing a plan for reaching their safe school goals, building a support network for policy development, and assisting in continuing evaluation. The manual contains the following chapters and appendices:

Chapter 1: School Safety Overview

Chapter 2: Getting Started

Chapter 3: Conducting a School Safety Assessment

Chapter 4: Legal Considerations In Safe School Planning

Chapter 5: Safe School Strategies

Chapter 6: Implementing the Plan

Chapter 7: Evaluating the Results

Chapter 8: Guidelines for Policy Development

Appendix 1: Model Assessment Questionnaires

Appendix 2: Sample Plans, Policies, Procedures, and Codes

Audience: Educators, church and community leaders, business leaders, parents, students, police, and juvenile judges

Time frame: Variable. The program is divided into six sessions; subsequent sessions depend on the depth of training desired and the goals of the group.

Format: Manual

Implementation: The training process should be led by an educator, judge, police officer, or youth services worker. Contracted services are also available.

Cost: \$25

Note: This is a comprehensive program whose success depends on the commitment and cooperation of all members of the community it represents.

Developed by: Ronald D. Stephens, executive director of the National School Safety Center

Contact:

National Educational Service

P.O. Box 8

Bloomington, IN 47402

Web Address: <http://www.nes.org/>

Returns and visits:

1252 Loesch Road

Bloomington, IN 47404

812-336-7700

800-733-6786

Fax: 812-336-7790

Teaching Young Children in Violent Times: Building a Peaceable Classroom

This curriculum is designed to construct a framework to help teachers and other professionals who work with young children make informed decisions about building peaceful classroom environments. Chapters include

- Growing Up in a Violent World
- How Young Children Understand and Learn about Peace, Conflict, and Violence
- Setting the Stage: The Peaceable Classroom
- Building a Peaceable Classroom through Give-and-Take Dialogues
- Teaching Children to Resolve Conflicts Peacefully
- Anti-Bias Education: Helping Children Understand and Appreciate Diversity
- Facilitating Play: Combining the Negative Influence of the Media and Media-Linked Toys
- Class Graphs: Building Community in Peaceable Classrooms
- Class Charts: Building Predictable Rituals, Routines, and a Sense of Safety
- Class Games: Promoting Cooperation, Perspective-Taking, and a Sense of Community
- Class Puppets: Promoting Problem Solving, Conflict Resolution, and Cooperative Learning
- Children's Books: Enriching and Expanding the Content of the Peaceable Classroom Curriculum
- Curriculum Webs: Planning and Keeping Track of Curriculum on a Theme or Topic

Audience: Teachers, child care providers, and other professionals who work with children in grades pre-K–3

Time frame: Variable, depending on the depth of training necessary to implement the program

Format: Book. The first seven chapters offer comprehensive theoretical information on how violence affects young children and the importance of teaching peaceful interventions. The remaining chapters discuss skills young children need and practical strategies for teaching peaceful intervention.

Implementation: Parent training and peer mediation programs are available. Educators for Social Responsibility provides training formats that include introductory workshops, one- to three-day seminars, school-based model programs, and speakers on selected educational topics. Materials can also be purchased independently for self-instruction and can be used as a resource for teachers and parents. Includes graphs, charts, puppetry, activities, and games.

Cost: \$16.95

Developed by: Diane E. Levin

Contact:

Educators for Social Responsibility

23 Garden Street

Cambridge, MA 02138

617-492-1764

800-370-2515

Fax: 617-864-5164

E-mail: esrmain@igc.apc.org

The material is also available from

New Society Publishers

4527 Springfield Avenue

Philadelphia, PA 19143

800-333-9093

215-382-6543

Teens, Crime, and the Community: Education and Action for Safer Schools and Neighborhoods

This curriculum rests on the notion that teens can contribute energy and talent to the improvement of their communities. It challenges teens to make the places where they live, work, and study safer and more caring. Incorporated into this curriculum are new updated statistics on crime and the loss of community because of drug trafficking. The goal of the curriculum is to contribute to the reduction of crime and juvenile delinquency and to enable students to understand the civic problem of crime and take action to prevent it.

The chapters are

Chapter 1: Teens and Crime Prevention

Chapter 2: Victims of Crime

Chapter 3: Violent Crime

Chapter 4: Property Crime and Vandalism

Chapter 5: Criminal and Juvenile Justice

Chapter 6: Conflict Management

Chapter 7: Child Abuse

Chapter 8: Acquaintance Rape

Chapter 9: Substance Abuse and Drug Trafficking

Chapter 10: Drunk Driving

Chapter 11: Shoplifting

Appendix: Designing a Project

Audience: Teens, teachers, law enforcement professionals

Time frame: Variable, depending on the depth of training desired

Format: Guidebook

Implementation: Workshops available through the National Institute for Citizen Education in the Law. Teacher's manuals are available. Some of the materials are self-instructional.

Cost: \$29

Developed by: National Institute for Citizen Education in the Law and the National Crime

Prevention Council partnership formed in 1985

Contact:

West Publishing Corp.

P.O. Box 64779

St. Paul, MN 55164-0079

800-328-9352

Web: <http://www.westpub.com>

The Prepare Curriculum

This competency-based manual contains a series of psycho-educational courses designed to teach interpersonal skills to aggressive, antisocial youth as well as to those who are withdrawn and socially isolated. It is designed to teach empathy, cooperation, problem-solving skills, allocentrism, group processes, stress management, and social perceptiveness in a problem-centered approach. It has been widely evaluated and is a standard text in many classrooms.

Contents include training units on problem solving, interpersonal skills, situational perception, anger control, moral reasoning, stress management, empathy, recruiting supportive models, cooperation, and understanding and using groups. The manual also contains sections on transfer, maintenance, and classroom management. It describes many easy-to-use activities for skills development and includes the conceptual, technical, and research foundations for these activities in extensive detail.

Audience: Teachers or others working with children and youth who exhibit social skills deficits

Time frame: Variable

Format: Curriculum text

Implementation: Designed for classroom use, but sections may be modified for clinical use and other settings

Cost: \$29.95

Note: This text is a comprehensive, well-referenced, standardized tool for teaching prosocial skills. A series of specific evaluative instruments are suggested for assessing whether the goals of the program have been achieved. The curriculum is more comprehensive and detailed than may be useful for general environments; it may be better suited to a long-term, highly controlled environment such as a classroom.

Developed by: Arnold P. Goldstein

Contact:

Research Press

2612 North Mattis Avenue

Champaign, IL 61821

217-352-3273

Fax: 217-352-1221

E-mail: respress@net66.com

Tulip Doesn't Feel Safe

This engaging, animated video illustrates strategies children can use to deal immediately with unsafe situations in their lives.

Audience: Children in grades pre-K–5

Time frame: Videotape is thirteen minutes in length. Discussion time is needed afterward.

Format: Videotape

Implementation: Video-based discussion. The video can be used by educators, counselors, and other professionals to help children learn important life skills and become familiar with

resources they can use to help themselves in unsafe and risky situations.

Cost: \$225 includes twenty-four-page coloring book

Note: This very effective presentation includes a scenario in which children involved in domestic violence are presented with strategies for staying safe. The animated format keeps it powerful without becoming too frightening.

Contact:

Kinetic, Inc.
255 Delaware Avenue
Buffalo, NY 14202
716-856-7631
800-466-7631
Fax: 716-856-7838
E-mail: Info@kineticinc.com
Web: <http://www.kineticinc.com>

Violence in the Schools: A National, State, and Local Crisis

The increasing concern about violence in the schools has led school districts all over the country to design and institute violence prevention programs and training in conflict resolution and peer mediation. The New York State Education Department and the State Division of Criminal Justice Services have implemented a statewide study of the prevalence of violence in schools, and the results are noted here. The goal of this book is to provide insights into the problems of violence in schools. Strategies that have been presented to reduce violence in school include staff training; instruction; record keeping; security measures; and community, parent, and student involvement. The book includes a statement of the problem, background, data gathering, factors associated with school violence and vandalism, and strategies to reduce violence in schools.

Audience: Teachers, administrators, parents

Time frame: Variable

Format: Book

Implementation: Self-instructional

Cost: Free

Developed by: The State Education Department Office for Planning, Research, and Support Services

Contact:

New York State Education Department
Office for Planning, Research, and Support Services
Education Building Addition, Room 375
Albany, New York 12234
518-474-1311
Fax: 518-486-2179

Violence Prevention Curriculum for Adolescents

This ten-session curriculum deals almost exclusively with violence between peers. The goals of the program include

- increasing students' awareness of the causes and effects of violence.
- increasing students' awareness of their own risk of becoming victims of homicide.
- enabling students to identify the factors that lead to violence.
- helping students realize that violent behavior is a choice, with negative short- and

long-term consequences.

- illustrating to students that violence is preventable.
- assisting students in learning that anger is a normal part of life and that anger can be expressed and channeled in healthy, constructive ways.
- helping students understand that controlling anger and violence is part of maturing.
- enabling students to identify positive ways to express anger.
- encouraging students to think about alternatives to violence in conflict situations.

The methodology includes role plays, discussion, brainstorming, and information sharing. Preparation materials are provided for teachers, such as articles on violence and a one-hour teacher training videotape in which the author discusses the curriculum and teachers participate in activities that focus on the techniques that make the curriculum work with students. The video also shows student actors in role plays presented for the final session. The curriculum contains information for teachers on the techniques of brainstorming, role playing, and discussion. The curriculum guide includes a resource list of further information for teachers and related curricula. The focus is to help teachers become facilitators who initiate and guide discussions and create a classroom climate in which students feel safe sharing experiences and opinions and who help students examine their values and experiences.

Audience: Teachers and adult facilitators of youth groups

Time frame: Each of the ten sessions is approximately one hour long.

Format: Each session contains information on goals, student objectives, step-by-step procedures, questions for discussion, and suggestions for homework assignments.

Implementation: This curriculum can be implemented by teachers, health educators, and guidance counselors, as well as other adults in programs serving youth.

Cost: Video \$120, curriculum guide \$30

Developed by: Deborah Prothrow-Stith, M.D.

Contact:

Teenage Health Teaching Modules
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
800-793-5076

What about Us?

This video follows four siblings as they go from their abusive home to a shelter with their mother. Presented entirely from the children's point of view, it helps children talk about and cope with the emotional and physical abuse they experience in their families. Viewers learn that violence is not an acceptable way of expressing anger. Instead, they find positive ways to express feelings and practical techniques for communicating with others and developing a personal future safety plan. The message throughout is one of hope, lifting the burden of blame and responsibility from children who feel an unhappy home is their fault.

Audience: Children and youth, ages eight to seventeen

Time frame: Videotape is twenty-eight minutes in length. Discussion time is needed afterward.

Format: Videotape

Implementation: This program is directed to youth to help them discuss domestic violence so video presentation followed by a discussion with a skilled, knowledgeable adult facilitator would be effective. This tape so clearly addresses the family dynamics common to both alcohol-involved and domestic-violence households that we also recommend using it to focus discussion for professional education on the effects of domestic violence on children.

Cost: \$295 plus shipping and handling

Developed by: Friday Street Productions and B. C. Yukon Society of Transition Houses

Contact:

Kinetic, Inc.

255 Delaware Avenue

Buffalo, NY 14202

716-856-7631

800-466-7631

Fax: 716-856-7838

E-mail: Info@kineticinc.com

Web: <http://www.kineticinc.com>

Working It Out at Madison Series

The goal of this thirteen-part video series is to encourage high school students to take responsibility for their problems and work them out independently. Actors in the videos are from diverse racial and ethnic backgrounds and bring to life the problems and challenges that are experienced by young people today.

Audience: High school students

Time frame: Each video lasts approximately twenty-five minutes.

Format: Thirteen videotapes:

- *Working It Out* portrays young people's anger and shows different ways of handling conflict without adult intervention.
- *Class Act: Drop-Out Prevention* shows a student at risk of being suspended who gets help and decides not to drop out.
- *The Boy Wonder: Children of Alcoholics* reveals to a student that he is not alone with family alcohol problems and encourages him to seek help.
- *Best Friends: Substance Abuse, Peers, and Prevention* shows how a student learns to help herself and her friend with drug and alcohol problems.
- *The Circle: Alcohol Abuse and Recovery Programs* educates students about the first step in healing themselves and stopping their addictive behavior.
- *Not Just Anybody: Dating Pressures and Violence* addresses dating violence, assertiveness, and open communication, and students begin developing skills to build healthy relationships.
- *Breaking the Chain: Building Healthy Relationships* confronts jealousy and possessiveness as two students learn about anger management and honest communication.
- *The Firefighter: Single Parenting and Its Effects on Children* centers on a high school student's unresolved fears of abandonment when her single parent becomes involved with a new partner.
- *Meeting of the Minds: Teacher/Student Communications, Human Relations* shows how a high school student publicly accuses a teacher of incompetence and involves the school administration in the process.
- *The Girls Most Likely To: Student Workaholics, Coping with Stress* examines how a high school student nears the breaking point when she tries to fulfill her father's dream for her to attend college.
- *On the Curb: Street Kids, Dropping Out, Parent-Child Communications* reveals the lure of life on the street when a high school student encounters difficult times at home.
- *Last Pick: Self-Esteem and Body Image* finds a sixteen-year-old student dealing with the onset of puberty and discovering that maturity means more than just physical development.
- *Tough Cries: Fighting, Violence, and Peer Pressure* centers on a high school student involved in destructive gang-related activities and focuses on the role of personal responsibility.

bility and peer pressure in youth violence.

Implementation: Video-based discussion. Working It Out at Madison II is the second part in the series; however, both parts would be useful for early prevention programs.

Cost: \$95 per video, \$995 for all thirteen

Developed by: Bureau for At-Risk Youth

Contact:

Bureau for At-Risk Youth

645 New York Avenue

Huntington, NY 11743

800-99-YOUTH

Fax: 516-673-4544

E-mail: info@at-risk.com

Web: <http://www.at-risk.com>

Youth Violence Prevention Organizations

Adolescent Violence Prevention Resource Center

Education Developmental Corporation
Newton, MA
617-969-7100
Beth Jacklin, director

ASPIRA Association, Inc.

National Office
112 16th Street, NW
Suite 340
Washington, DC 20036

Black Male Youth Project

1510 9th Street
Washington, DC 20001
202-332-0213

Boston Violence Prevention Program

1010 Massachusetts Avenue, 2nd floor
Boston, MA 02118
617-534-5196

Center for the Study and Prevention of Violence

University of Colorado—Boulder
Campus Box 442
Boulder, CO 80309-0442
303-492-1032
Delbert Elliott, director

Center for Safe Schools and Communities

P.O. Box 47308
Minneapolis, MN 55447
612-449-9877

Center to Prevent Handgun Violence

1225 I Street, NW, Room 1150
Washington, DC 20005
202-289-7319

Centers for Disease Control and Prevention

NCIPC/DVP
4770 Buford Highway NE
Mailstop K60
Atlanta, GA 30341
404-448-4410

Children's Creative Response to Conflict Program (CCRC)

Box 271, 523 North Broadway
Nyack, NY 10960
914-358-4601

Children's Defense Fund

Violence Prevention Project
25 E Street, NW
Washington, DC 20001
202-628-8787
Molly Muller, project director

Committee for Children

2203 Airport Way South
Suite 500
Seattle, WA 98134-2027
800-634-4449

CHEF Comprehensive Health Education Foundation

22323 Pacific Highway South
Seattle, WA 98198
800-323-2433

Community Dispute Resolution Centers Program

Unified Court System State of New York
Alfred E. Smith Building
P.O. Box 7039
Albany, NY 12225
518-473-6861

Community Youth Gang Services

144 South Fetterly Avenue
Los Angeles, CA 90022

CEASE (Concerned Educators Allied for a Safe Environment)

17 Gerry Street
Cambridge, MA 02138

Educators for Social Responsibility

23 Garden Street
Cambridge, MA 02138
617-492-1764

Educators for Social Responsibility

475 Riverside Drive, Room 450
New York, NY 10115-0450

Midwest Regional Center for Drug-Free Schools and Communities

1900 Spring Road, Suite 300
Oak Brook, IL 60521
503-275-9500
Judith Johnson, director

National Maternal and Child Health Clearinghouse

8201 Greensboro Drive, Suite 600
McLean, VA 22102
703-821-8955, ext. 254

NAME (National Organization for Mediation in Education)

205 Hampshire House
Box 33635
University of Massachusetts
Amherst, MA 01003-3635

National Youth Gang Information Center

Digital Systems Research, Inc.
4301 North Fairfax Drive, Suite 730
Arlington, VA 22203
800-446-4264

National Resource Center for Youth Services

202 W. 8th Street
Tulsa, OK 74119
918-585-2986
Kristi Charles, information specialist

Center for Media Literacy

1962 S. Shenandoah
Los Angeles, CA 90034
310-559-2944

Safe Streets Program

Pierce County Government
738 Broadway
Tacoma, WA 98402

(SOSAD) Save Our Sons and Daughters

2441 West Graham Boulevard
Detroit, MI 48208
313-361-5200

Violence among youth is an issue of increasing concern. This handbook is designed to assist those who provide programs aimed at preventing violence among young people. In an analysis of the problem and literature review it discusses

- risk factors that lead to violence.
- strategies for preventing violence.
- suggestions for implementing a prevention program.
- categories of prevention programs.

An extensive annotated bibliography lists and describes books, videos, and other programs that serve as resources for those implementing a program to prevent violence among youth.

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