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## The Prevention of School Violence

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School violence includes a range of experiences from teasing, taunting, harassment, physical intimidation, and even assaults. In its most extreme forms school violence manifested itself as tragic school shootings that resulted in multiple deaths during the 1990s (Furlong, Kingery, & Bates, 2001). In all its forms, but particularly in shooting incidents, school violence creates crises for schools. It is imperative that school personnel be prepared to mobilize resources in response to violence on school campuses. The purpose of this chapter is to encourage school practitioners to implement prevention programs to reduce violence at schools as a central component of crisis prevention. In our view, efforts to prevent school-site violence have reached the stage where it is now inexcusable to pick a program off the shelf, implement it, and claim that a viable violence-prevention program is in place. Furthermore, the distinction between what is prevention and intervention is blurred as programs are implemented with younger and younger children. Despite the need to pursue prevention, these efforts have been hindered because programs were previously organized in categorical ways that did not encourage strategic thinking about school-site violence prevention. In the discussion that follows, we present information about exemplary prevention programs embedded within a model for thinking strategically about violence prevention. This presentation focuses on how to organize prevention efforts that reaffirm, reconnect, reconstruct, repair, and protect relationships with students at school. It is not possible to extensively review school violence-prevention programs in this chapter because of space considerations; however, we do not think such a review is necessary or even desirable. School crisis response teams need to be informed about the range of viable programs but, more importantly, they need a way to think strategically about violence-prevention and intervention programs—programs that are selected because they appropriately address the concerns and needs of specific schools.

## Strategic School Violence Prevention

Our strongest recommendation is that school violence-prevention programs should not be pulled off the shelf and implemented without first documenting school-site needs. These needs should be included as objectives of a school's violence-prevention efforts. As part of the process of prevention planning, school crisis response teams need to address fundamental questions, such as:

1. Which problems are we likely to face at OUR school?
2. Which theories are motivating program implementation, i.e., what knowledge base is used to help understand the origins and causes of school-site violence?
3. What are the primary short-term and long-term objectives of OUR school violence-prevention efforts?
4. Who are the targets of the violence-prevention efforts?
5. Are these prevention efforts organized primarily at the school or district levels?
6. How are the prevention efforts linked to broader, community-level violence initiatives?
7. Five years from now, how will the school know if these violence-prevention efforts worked?

### Thinking Strategically About School Violence Prevention

In addressing these fundamental questions, it is necessary for schools to select violence-prevention programs and materials only after considering their match to the school's prevention objectives. Fortunately, there are a number of high-quality sources of information about programs that have promising characteristics and that have the potential to help schools implement meaningful violence-prevention programs (e.g., California Department of Education, 1998; Canter 2000; Drug Strategies, 1998; Hamilton Fish National Institute on School and Community Violence Center, 2000; and the National Center for Safe Schools, 2000). These sources provide current information about the most promising violence-prevention programs and resources.

Although there are a number of excellent sources of information about violence prevention, it can be difficult to know which specific program holds the most promise for addressing the needs of a specific school. One reason for this difficulty is that categorization of programs is hampered because they were typically created without reference to a coherent model accounting for factors associated with school violence. Many programs span age ranges and attempt to influence one or more domains of school violence. Thus, in reviews such as this one, it is difficult to organize prevention programs because they do not easily fit into prespecified categories.

Powell et al. (1996) presented information about 15 general youth violence-prevention projects that were funded by the Centers for Disease Control. They organized these model programs by the “level of intervention strategy,” which included the individual level (e.g., social skills training), proximal interpersonal system (family counseling, preventing association with antisocial peers), proximal social settings (e.g., changing teaching practices, changing school climate), and societal macrosystems (e.g., job training and placement). Such an organizational structure may have relevance for community-level youth violence-prevention programs, but has limited guidance potential for school crisis response teams.

Another approach to categorizing prevention programs is offered in *Safeguarding our Children: An Action Guide* (Dwyer & Osher, 2000), developed to accompany *Early Warning, Timely Response* (Dwyer, Osher, & Warger, 1998). The *Action Guide* organizes programs under one of three major categories: (a) universal prevention (programs for all students), (b) early intervention (for high-risk students), and (c) intensive intervention (for students who have already aggressed repeatedly against others). Recognizing the potpourri of components that are often included in each program package, the *Action Guide* notes, “Some of these programs have multiple foci and therefore are listed under more than one category” (p. 55). The *Action Guide* also suggests that it is possible to evaluate program content for its adaptability to classroom-level implementation.

In another context, Morrison, Furlong, and Morrison (1997) suggested that school violence-prevention efforts be organized by taking into consideration the differing developmental needs of students. Most students never seriously aggress at school, but they may still benefit from a “one for all” or universal program that enhances their prosocial problem-solving skills. Such programs, however, are not well suited to address the more complex needs of the victims or perpetrators of violence at school. More recently, Canter (2000) edited a special report for the National Association of School Psychologists that described promising prevention programs by functional domains in schools; for example, by disciplinary practices, classroom behavior management, special education manifestation evaluations, conflict resolution, anger management, and so on.

### **Strategically Selecting School Violence-Prevention Resources**

When it comes to the prevention of school violence and the crises that it spawns, traditional models often refer to primary prevention, secondary prevention, and tertiary prevention. In our way of thinking, these terms have meaning only when used in the context of which specific behaviors or classes of behaviors they are intended to prevent. Fights at school? Weapon possession at school? Bullying behavior? What is supposed to be prevented? After the murders at Columbine High School in April 1998, there was widespread concern among policy makers, who wanted to take steps to prevent school violence. While this was an entirely justifiable and understandable response, the question still remains: What specifically should these programs prevent? Because of these considerations, it is important that school crisis response procedures be integrated into broader school safety and violence-prevention efforts.

There is a continuum of harm that can happen to students that is associated with aggressive behavior at school. If the entire range of violence is included, then the demarcation of what is prevention and what is intervention becomes blurred. Programs designed to reduce fights on the schoolyard could be classified as an intervention program for those youths who have a clear past history of fighting in school. A history of aggressive behavior also is one marker of risk for more extreme forms of violence (Dwyer et al., 1998). Therefore, such programs can be considered prevention programs when the outcome of shootings is considered. We mention this because regardless of the term used to classify overall program strategies, the bottom line is that school personnel need to consider levels of intervention and proximal outcomes when thinking about how programs fit into their prevention-intervention framework. Generic violence-prevention programs can be useful, but if school or community individuals are focused on the prevention of rare multiple homicides when they discuss the need for violence prevention, then misunderstandings can occur. Consensus about desired outcomes is needed at the beginning of the process of developing a school violence-prevention program. As we discuss later, many violence-prevention programs do not target such events specifically, but attempt to reduce their occurrence by derailing youths who are on pathways toward serious violence. When organizing school violence-prevention efforts, it is necessary to carefully evaluate the levels and domains of program implementation and link these to desired outcomes. Without clarity at an early stage, there may be a mismatch between program content and desired outcomes. Before selecting entire prepackaged programs or subcomponents of promising violence-prevention programs and resources, a crisis response team should at a minimum consider issues related to the desired targets and domains of prevention efforts.

***Targets of school violence prevention.*** Prevention efforts begin at the point of identifying which students or other individuals will participate in the prevention program. This is a critical decision because all discussion and program selection decisions will flow from the needs of those individuals whose behavior and attitudes will be the target of prevention efforts. School violence-prevention personnel will need to ask: Who are the primary recipients of the prevention program? Whose behavior is expected to change in the short term and the long term?

As a unifying theme for selecting the level of prevention activities, we use the concept of supportive connections or interpersonal bonding. Following from the works of risk and resiliency researchers, it has been found that students who report having positive supportive connections with school staff have more positive developmental outcome than students without such connections (Resnick et al., 1997). One way to think about levels of violence prevention is to consider how these activities influence student bonding at school. For most students who are reasonably well bonded to school, the primary task is to *Reaffirm* relationships with them. Many school violence-prevention programs, such as the Second Step program (Committee for Children, 1997), seek to strengthen bonds with students who are already meaningfully engaged in the schooling process.

Other students' social connections at school are more estranged, and prevention efforts should reach out to *Reconnect* with them. These youths are still peripherally

involved in school, but are at risk of increasing involvement in aggressive and disruptive behavior. They have not traversed far down a developmental pathway that leads to chronic aggressive behavior, so it may yet be possible to rescue these youths and reconnect with them interpersonally. As a rule of thumb, school personnel can monitor their student population and pay special attention to any student who requires involvement with a second public serving agency (probation, mental health, alcohol and drug, or child welfare). These youths' life contexts suggest the need for cross-agency case management. Efforts to prevent the involvement of these youths as victims, perpetrators, or both, of violence will require purposeful collaboration between the school and the community. Life Skills Training (Botvin, Mihalic, & Grotmeter, 1998) and First Step (Walker, Horner, Sugai, & Bullis, 1996) are examples of such programs. Schools should continue to work with these challenging students and seek to create preventive structures and services that increase the chances of maintaining these youths in their school of residence.

A third, smaller group of students has had such disrupted school and life experiences that they have no positive social bonds at school, thus making it necessary to *Reconstruct* relationships with them. These youths, often males, are those who Gabarino (1999) calls "Lost Boys." They have disengaged academically and socially from school and are likely to have clear histories of aggression and other antisocial behaviors. A primary prevention effort with these youths is to connect them with a caring adult before they drift out of the influence of school and other community agencies. These youths require intensive services such as those included in Multisystemic Therapy (Henggeler, Mihalic, Rone, Thomas, & Timmons-Mitchell, 1998) and various Systems of Care programs (Stroul & Friedman, 1996).

A fourth, largely ignored, group of students are those who experienced aggression and other forms of victimization at school. For these youths the prevention task is to *Repair* their violated social bonds within the school community. These programs are important because of research showing an association between violence victimization and increased risk of future aggression by the victim (Dwyer et al., 1998). Examples of exemplary prevention programs that support victims of violence are found among school bully prevention literature (Hoover, Oliver, & Hazler, 1992). Currently, Pynoos (2000) is piloting a school-based program that screens for and serves youths who have been traumatized by violence victimization.

A fifth level of intervention addresses acts of school violence by nonschool individuals. In 1996, for example, Kathryn Tran, age 15, was shot and killed on a high school campus in Los Angeles prior to her first period class by an older (aged 21) boyfriend. Other schools have experienced shootings when estranged husbands shot wives as they picked up their children from school or when gang members were involved in drive-by shootings. The prevention task for schools in such circumstances is to consider how they can take steps to *Protect* the relationship they have with their students. Efforts that target this level of violence prevention will often include security procedures designed to minimize threats of external harm to pupils. If a school crisis response team takes a triage

approach to school violence prevention, the first task is to “secure the perimeter,” by limiting external threats to ensure the security of students and staff.

**Domains of school violence prevention.** In addition to specifying primary prevention levels, we argue that school violence-prevention frameworks should be based on common domains of program content that are considered to have the greatest potential impact. Once the desired targets of intervention are selected, it will be helpful to address these questions: What domain of intervention is thought to be necessary to reduce the risk of violence at the school? Should multiple domains be addressed?

Depending on the interests and needs of each school, it is possible to conceptualize school violence-prevention efforts within at least eight domains or activities, which include (a) security, (b) screening and assessment of aggressive behavior, (c) relationship building and bonding, (d) individual student skill development, (e) developing nonviolent campus norms, (f) schooling process and structure, (g) school discipline and positive support, and (h) enhancing school climate. Crossing prevention targets by prevention domains produces a conceptual map of school violence-prevention activities that can be used for strategic planning, as shown in Table 1. Although most violence-prevention programs do not fit neatly into this structure, it does provide a useful heuristic with which to evaluate program purposes and content.

**Table 1**  
**Targets and Domains of School Violence Prevention Matrix**  
 (illustrative examples)

Primary Task of School Violence-Prevention Efforts: Targets of Prevention Effort					
Domains of Prevention Effort	Reaffirm Relationships	Reconnect Relationships	Reconstruct Relationships	Repair Relationships	Protect Relationships
	[with the vast majority of students who are not at risk of serious violent behavior]	[with students marginally involved in school & unresponsive to universal prevention programs]	[with students who already show signs of serious emotional & behavioral conditions that include aggressive behavior]	[with students who are victims of serious and/or chronic verbal or physical attacks in school]	[with students vulnerable to community violence intruding on campus]
<b>Security</b>	<ul style="list-style-type: none"> <li>• School Uniforms</li> <li>• Staff Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Metal Detectors</li> <li>• Security Cameras &amp; Monitors</li> </ul>	<ul style="list-style-type: none"> <li>• Probation-School Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Adult Supervision for Bully Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• School Resource Officers</li> <li>• Staff ID Badges</li> </ul>
<b>Screening and Assessment of Aggressive Behavior</b>	<ul style="list-style-type: none"> <li>• ESP</li> <li>• California Healthy Kids Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Early Warning Signs Guidelines</li> <li>• First Step to Success</li> </ul>			<ul style="list-style-type: none"> <li>• School-Probation Communication about Violent Juvenile Offenders</li> </ul>

Primary Task of School Violence-Prevention Efforts: Targets of Prevention Effort

Domains of Prevention Effort	Reaffirm Relationships	Reconnect Relationships	Reconstruct Relationships	Repair Relationships	Protect Relationships
	[with the vast majority of students who are not at risk of serious violent behavior]	[with students marginally involved in school & unresponsive to universal prevention programs]	[with students who already show signs of serious emotional & behavioral conditions that include aggressive behavior]	[with students who are victims of serious and/or chronic verbal or physical attacks in school]	[with students vulnerable to community violence intruding on campus]
<b>Relationship Building and Bonding</b>	<ul style="list-style-type: none"> <li>• School Size</li> <li>• School Families</li> </ul>	<ul style="list-style-type: none"> <li>• Families &amp; Schools Together</li> <li>• Gang Risk Intervention Program</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-Systemic Therapy</li> <li>• Functional Family Therapy</li> </ul>		
<b>Individual Student Skill Development Social &amp; Emotional Skills Development and Enhancement of Protective Factors</b>	<ul style="list-style-type: none"> <li>• I Can Problem Solve</li> <li>• Second Step</li> </ul>	<ul style="list-style-type: none"> <li>• BrainPower</li> <li>• The Anger Coping Program</li> <li>• The Coping Power Program</li> </ul>	<ul style="list-style-type: none"> <li>• Midwestern Prevention Project</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Adolescent Choices Training</li> </ul>	
<b>Nonviolent Campus Norms</b>	<ul style="list-style-type: none"> <li>• Conflict-Peer Mediation Programs</li> </ul>	<ul style="list-style-type: none"> <li>• The School Safety Program</li> <li>• GRASP</li> </ul>		<ul style="list-style-type: none"> <li>• Bullying Programs</li> <li>• Dating Violence Prevention Program</li> </ul>	
<b>Schooling Process and Structure</b>	<ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Good Behavior Game</li> </ul>	<ul style="list-style-type: none"> <li>• Project ACHIEVE</li> <li>• Contingencies for Learning Academic &amp; Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative School Options</li> </ul>		
<b>School Discipline and Positive Support</b>	<ul style="list-style-type: none"> <li>• BASIS</li> <li>• Constructive Discipline Model</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral Consultation Team</li> <li>• Zero Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Manifestation Evaluations</li> </ul>		
<b>Enhancing School Climate</b>	<ul style="list-style-type: none"> <li>• Enhanced Extra-Curricular Activities</li> <li>• Campus Beautification</li> </ul>	<ul style="list-style-type: none"> <li>• Afterschool Programs &amp; Activities</li> </ul>	<ul style="list-style-type: none"> <li>• School Probation Officers</li> </ul>		

Note

Refer to the Appendix for information and availability of these prevention programs.

In addition to considering prevention domains when developing a school violence-prevention program, it is also desirable to consider the primary mode of delivery (classroom, media campaigns, family focus, consultation, etc.) and which individuals would implement the program (classroom teachers, counselors, psychologists, social workers), community agencies (public or private), peer advocates and so on. We further argue that differences in programs at this level represent local preferences for implementing school violence-prevention programs and should draw upon local resources. At a given school, the teaching staff may have the talent and energy to implement a schoolwide social-emotional curriculum and monitor its impact on playground fights and other aggressive behaviors. At yet another school, a counselor or psychologist may have special skills in anger management programs and thus could implement a counseling program with high-risk youths in conjunction with a classroom consultation component. In either case, regardless of the specific preferred implementation mechanisms, all school violence-prevention programs should consider the primary domains that will be addressed and which targets of intervention are most optimal at a given time. Thus, for example, a school that has a very high level of community violence and risk factors (e.g., availability of drugs and guns, excessively transient population, community disorganization, and poverty) may want to select interventions that first control the school's exposure to community conditions that bring violence to campus. Other schools will have different needs and agendas, and even the school that is focusing on the influence of community disorganization will not want to remain stuck at that level of intervention.

## Conclusion

Schools have a unique opportunity to reduce the incidence of violence within American society. At one level, efforts to reduce school violence encourage the development of peaceful norms on the school campus, and they expand and strengthen student personal connections with adults, which may produce a generalizing effect to the broader community. In addition, schools provide the only viable setting in which to implement community antiviolence programs and to identify high-risk youths for intensive early intervention programs. Schools have an obligation to make campuses safe, secure, and peaceful and to collaborate with the broader community to address societal systemic violence (e.g., chronic/violent offenders, family violence, dating-relationship violence, hate-associated violence, and so on) and the crises that it causes. This perspective acknowledges that youth violence is a manifestation of broader social influences in American society. These broader socialization influences (e.g., coercive family processes, media exposure to violence, social norms that support the use of aggression as a problem-solving mechanism) increase the occurrence of violence on school campuses. We argue, however, that dynamics of the school environment itself either allow these influences to infect the school setting or inhibit their expression. Schools can create environments that enhance their ability to remain immune to these broader social influences of violence. In addition, educators can recognize that, as a major influence on America's youths, schools themselves can significantly alter socialization processes. This is possible by systematically including social-emotional curricula that purposefully expose students to activities designed to encourage them to learn

about violence, to become aware of social messages regarding violence, and to practice prosocial problem solving behaviors. To engage in these violence-prevention efforts, educators need to evaluate and implement activities that complement school-site needs. As a resource to school-site prevention planning teams, we have included in this chapter's Appendix a listing of promising programs and resources, their availability, and have cross listed them by their primary targets and domain areas of school violence-prevention activities.

Fortunately, most schools are not overwhelmed by the dangers created by community risk factors or the behavior of lost boys or girls who are alienated from school and who have given up hope. For these schools, and eventually for all schools, the bulk of the school violence-prevention efforts will focus on broader, universal programs that seek to enhance students' social- emotional skills, improve the social and learning climate of the school, and encourage students' appreciation of nonviolent norms. These efforts hold promise for changing social norms about the use of violence as a problem-solving tool and for making school a better place to learn. Finally, it is now recognized that an effective way to reduce school violence and related juvenile offending is to begin prevention efforts as early as possible (Howell, 1995). We believe that the use of strategic school violence-prevention planning is a step in the right direction.

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## Appendix

### Promising School Violence Primary Prevention Programs

Program Name	Description	Contact Information	Target	Domain
<b>Early Mental Health Initiative</b>	State matching grant program for local educational agencies for students in grades K-3	Robin Mandella CA Department of Mental Health 1600 9th Street, #100 Sacramento, CA 95814 (916) 654-2131 <i>rmandell@dmhgw.cahwnet.gov</i>	Universal	Relationship Building and Bonding
<b>Mental Health Services for High School Students</b>	Provision of mental health services	Deloris Garrett IPS-Broad Ripple High School 1115 Broad Ripple Ave Indianapolis, IN 46220 (317) 226-2099	Universal	Relationship Building and Bonding
<b>Palatine High School Wellness Program</b>	Faculty and staff as members of a wellness team to benefit high school students	Robert Ingraham, Psy. D. Palatine High School 1111 N. Rohlwing Rd. Palatine, IL 60067 (847) 755-1600	Universal	Relationship Building and Bonding
<b>Parents as Teachers</b>	Multifaceted parent education for preschool children ages 0-5 and their families	Kricket Harden, Jenks Public School 205 E.B. St Jenks, OK 74037 (918) 299-4411	Universal	Relationship Building and Bonding
<b>Primary Mental Health Project</b>	Provision of mental health services to children pre-kindergarten to 3rd grade	A. Hightower & Deborah Johnson Primary Mental Health Project 575 Mount Hope Ave. Rochester, NY 14620 (716) 273-5957	Universal	Relationship Building and Bonding
<b>School-Based Mental Health Initiative: Kids in Community Schools</b>	Multifaceted onsite mental health program for pre-school and elementary school students	Megan Glynn School-Based Mental Health Initiative 135 Locust Hill Yonkers, NY 10701 (914) 376-5124	Universal	Relationship Building and Bonding
<b>First Step to Success</b>	A demonstrated program with proactive screening of all kindergarten students to reduce aggression and maladaptive behavior	Sopris West 4093 Specialty Place Longmont, CO 80504 (800) 547-6747	Universal	Screening and Assessment of Aggressive Behavior

Program Name	Description	Contact Information	Target	Domain
<b>Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence</b>	Utilizes the “Think-First Model of Conflict Resolution”	Chris Blaber Education Development Center, Inc. 55 Chapel St., Suite 25 Newton, MA 02458 (617) 969-7100	Universal	Individual Student Skill Development
<b>I Can Problem Solve: An Interpersonal Cognitive Problem Solving Program</b>	Teaches thinking processes that help resolve interpersonal problems	Myrna Shure MCP Hahnemann University Broad and Vine, MS 626 Philadelphia, PA 19102 (215) 762-7205	Universal	Individual Student Skill Development
<b>Peace Builders</b>	For grades K-5; designed to increase availability of pro-social models to decrease aggressive behaviors	Jane Guilibon, Heartsprings, Inc. P.O. Box 12158 Tucson, AZ 85732 (800) 368-9356	Universal	Individual Student Skill Development
<b>Positive Education Program Early Intervention Center</b>	Parents are taught to help children develop social skills and cognitive problem-solving skills	Laurie Albright Positive Education Program 5443 Rae Rd. Lyndhurst, OH 44124 (440) 461-0079	Universal	Individual Student Skill Development
<b>Responding in Peaceful and Positive Ways</b>	Students learn steps in avoiding, ignoring, defusing, and resolving conflicts	Aleta Lynn Meyer, Life Skills Center Virginia Commonwealth University 800 West Franklin, P.O. Box 842018 Richmond, VA 23284-2018 (888) 572-1572/ Fax (804) 828-0239	Universal	Individual Student Skill Development
<b>Second Step</b>	Designed to decrease physical aggression for pre-K through middle schools	Committee for Children 2203 Airport Way South, Suite 500 Seattle, WA 98134 or 172 20th Ave. Seattle, WA 98122 (800) 634-4449/ Fax (206) 343-1445	Universal	Individual Student Skill Development

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Program Name	Description	Contact Information	Target	Domain
<b>Social Decision Making and Problem Solving Program</b>	Teaches students social competence skills in grades K-12	Maurice Elias, Rutgers University Livingston Campus New Brunswick, NY 08903 (732) 445-2444	Universal	Individual Student Skill Development
<b>Social Skills Inclusion Model</b>	Teaches social skills to elementary school children	Judy Kennedy Rapid City Schools 21 St. Joseph St. Rapid City, SD 57701 (605) 394-4036	Universal	Individual Student Skill Development
<b>Violence Prevention Program</b>	Teaches skills in problem solving, anger management, and alternatives to potentially violent situations	Violence Prevention Program Milwaukee Public Schools 8135 W. Florist Ave. Milwaukee, WI 53218 (414) 535-6665	Universal	Individual Student Skill Development
<b>Peer Mediation</b>	Students receive peer mediation training, preparing them to serve as peer mediators	Research Press 2612 N. Mattis Ave. Champaign, IL 61821 (800) 519-2707	Universal	Non-Violent Campus Norms
<b>Resolving Conflicts Creatively Program (RCCP)</b>	Teaches concepts and skills in conflict resolution and intergroup relations	RCCP National Center 40 Exchange Place, Suite 1111 New York, NY 10005 (212) 509-0022	Universal	Non-Violent Campus Norms
<b>Responding In Peaceful and Positive Ways (RIPP)</b>	Problem-solving model used to reduce fights and incidents of being threatened by a weapon	Aleta Meyer, Life Skills Center Virginia Commonwealth University 800 W. Franklin P.O. Box 842018 Richmond, VA 23284 (888) 572-1572	Universal	Non-Violent Campus Norms
<b>Teaching Students to be Peacemakers</b>	Participants learn how to establish a peer mediation and school discipline program as a classroom	Linda Johnson Interaction Book Company 7208 Cornelia Dr. Edina, MN 55435 (612) 831-7060	Universal	Non-Violent Campus Norms

Program Name	Description	Contact Information	Target	Domain
<b>Good Behavior Game</b>	Preventing antisocial behavior in disruptive children in first grade	Sheppard G. Kellan Dept. of Mental Hygiene Johns Hopkins University School of Hygiene and Public Health Prevention Research Center Mason F. Lord Blvd., Suite 500 5200 Eastern Ave. Baltimore, MD 21224 (410) 550-3445	Universal	Schooling Process and Structure
<b>Pro-Social Classroom Program</b>	Cognitive/effective curriculum for elementary school students	Audrey Clarkin Edgewood School 1 Roosevelt Place Scarsdale, NY 10583 (914) 721-2706	Universal	Schooling Process and Structure
<b>BASIS</b>	Program for middle schools that focuses on procedures for discipline	Denise Gottfredson University of Maryland Department of Criminology Lefrak Hall, Room 2220 College Park, MD 20742 (301) 405-4717	Universal	School Discipline and Positive Support
<b>Adolescent Group Counseling in Schools</b>	All students in Grades 5-12	Fred Kreig 1201 Main St., #700 Wheeling, WV 26003	School-Based Intensive	Relationship Building and Bonding
<b>Families and Schools Together (FAST)</b>	For children ages 3-14 and their parents after a referral by an elementary school teacher. FAST bonds communities, schools, and families by reaching out to them	Lynn McDonald University of Wisconsin - Madison 1025 W. Johnson St. Madison, WI 53706 (608) 263-9476	School-Based Intensive	Relationship Building and Bonding
<b>Gang Risk Intervention Program</b>	A program targeting middle and high school students in order to keep youth out of gangs	Chuck Nichols Safe Schools and Violence Prevention Office California Dept. of Education 560 J Street Sacramento, CA 95814 (916) 323-1026	School-Based Intensive	Relationship Building and Bonding
<b>Kid Power Program</b>	Designed to prevent multiple-risk students from becoming involved with alcohol and other drugs and from being violent	Mike Bennett Assistant Executive Director River Region Human Services, Inc. 1330 W. State St. Jacksonville, FL 32202 (904) 359-6571	School-Based Intensive	Relationship Building and Bonding

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Program Name	Description	Contact Information	Target	Domain
<b>Reconnecting Youth</b>	Targets grades 9-12	National Educational Services P.O. Box 8 Bloomington, Indiana 47402 (800) 733-6786	School- Based Intensive	Relationship Building and Bonding
<b>School-Based Depression Prevention/ Intervention Project</b>	Psychoeducational group approach for students in grade 5 at risk for depression	Robbie Sharp Baylor College of Medicine 3355 W. Alabama, #585 Houston, TX 77098 (713) 961-0651	School- Based Intensive	Relationship Building and Bonding
<b>The Anger Coping Program</b>	For middle school male students. Lessons emphasize self-management and self-monitoring, perspective taking, and social skills	John Luchman Department of Psychology University of Alabama P.O. Box 870348 Tuscaloosa, AL 35487 (205) 348-5083	School- Based Intensive	Individual Student Skill Development
<b>At-Risk Prevention Program</b>	Mentoring program, parenting education, monitoring of students, bully proofing and social skills training, extra-curricular activities, counseling, and staff training	Cathy Lines, Ph.D. Educational Student Center 4700 South Yosemite Englewood, CA 80111 (303) 486-4234	School- Based Intensive	Individual Student Skill Development
<b>BrainPower</b>	Designed to reduce peer-directed aggression in boys in late elementary school	Cynthia Hudley Gevirtz Graduate School of Education University of California Santa Barbara 2210 Phelps Hall, UCSB Santa Barbara, CA 93106 (805) 893-8324	School- Based Intensive	Individual Student Skill Development
<b>ThinkFirst</b>	Anger and aggression management training for secondary level students	Jim Larson, Coordinator School Psychology Program Department of Psychology University of Wisconsin - Whitewater Whitewater, WI 53190 (414) 472-5412	School- Based Intensive	Individual Student Skill Development
<b>Enhance Social Competency Program</b>	Kindergarten and pre-kindergarten students at risk for school adjustment and learning problems	Halina Marshall Primary Mental Health Project 575 Mount Hope Ave. Rochester, NY 14620 (716) 273-5957	School- Based Intensive	Individual Student Skill Development

Program Name	Description	Contact Information	Target	Domain
<b>The School Safety Program</b>	Identifies violence problems and devises effective responses in high school	Dennis Kenney, Director of Research Police Executive Research Forum 1120 Connecticut Ave. NW, Suite 930 Washington DC, 20036 (202) 466-7820	School- Based Intensive	Non-Violent Campus Norms
<b>Project PATHE</b>	Reduces school disorder and improves school environment; treatment for low-achieving and disruptive students	Denise Gottfredson Center for Social Organization of Schools Johns Hopkins University 3305 N-Charles St. Baltimore, MD 21218 (410) 516-8808	School- Based Intensive	Schooling Process and Structure
<b>The School Transitional Environment Program</b>	Organizational change in large middle and high schools to facilitate successful adaptation primarily by disadvantaged students	Dr. Peter Mulhall Director Center for Prevention, Research, and Development Institute of Government and Public Affairs University of Illinois Champaign, IL 61820 (217) 333-3231	School- Based Intensive	Schooling Process and Structure
<b>Collaborative Evening Parent Training Classes</b>	Parents of at-risk and behaviorally disordered children and youth	Paula Laidig Stonebridge Elementary School 900 N. Owen St. Stillwater, MN 55082 (651) 351-8700	Community School- Family Based	Relationship Building and Bonding
<b>CSRA Transitional Center</b>	Public school and community-based prevention initiative	Charles Bartholomew, Ph.D. Psychological Services Richmond Co. Board of Ed. 3110 Lake Forest Drive, Bldg. 210 Augusta, GA 30909 (704) 731-8716	Community School- Family Based	Relationship Building and Bonding
<b>Community Health Outreach</b>	Integrates physical and mental health care and community; training for parents, teachers, health care providers	William Allen Cherokee Health Systems 6350 W. Andrew Johnson Hwy. Talbot, TN 37877 (423) 581-3673	Community School- Family Based	Relationship Building and Bonding

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Program Name	Description	Contact Information	Target	Domain
<b>Parent/Child Counseling Program</b>	Parents and children preschool through high school	Richard Lloyd Warwick Public Schools 34 Warwick Lake Ave. Warwick, RI 02889	Community School-Family Based	Relationship Building and Bonding
<b>Multisystemic Therapy</b>	Chronic, violent, or substance-abusing juvenile offenders, ages 12-17 at risk of out-of-home placement, and their families	Scott W. Henggeler Family Services Research Center Medical University of South Carolina 67 President St. #CPP P.O. Box 250861 Charleston, SC 29425 (843) 876-1800	Community School-Family Based	Relationship Building and Bonding
<b>Vermont State Agency of Human Services Department of Developmental and Mental Health Services: Success Beyond Six</b>	Variety of mental health services offered in schools, especially in case management for people from birth to adulthood	Brenda Bean Success Beyond Six 103 S. Main St. Waterbury, VT 05671 (802) 241-2630	Community School-Family Based	Relationship Building and Bonding
<b>Midwestern Prevention Project</b>	Program to reduce substance use for children aged 10-15	Angela Lapin, Program Manager Center for Prevention Policy Research Dept. of Preventive Medicine University of Southern California 11441 East Lake Ave., MS 44 Los Angeles, CA 90033-0800 (323) 865-0325	Community School-Family Based	Individual Student Skill Development
<b>Bully Proofing Your School</b>	Focuses on shifting power away from bullies, not on punishing them	Carla Garrity, The Bully Project 5290 East Yale Circle, Suite 207 Denver, CO 80222 (303) 649-8496	Community School-Family Based	Non-Violent Campus Norms
<b>The Bullying Prevention Project</b>	Identifies and intervenes with bullies and their victims	Susan Limber, Project Director Bullying Prevention Project Institute for Families in Society Univ. of South Carolina, Carolina Plaza Columbia, SC 29208 (803) 737-3186	Community School-Family Based	Non-Violent Campus Norms

Program Name	Description	Contact Information	Target	Domain
<b>Behavior Consultation Team</b>	District-level intervention team trained to serve children in pre-kindergarten to 6th grade	Jim McDougal Pupil Services Division Syracuse City School District 725 Harrison Ave. Syracuse, NY 13203 (315) 435-4676	Community School- Family Based	School Discipline and Positive Support
<b>Project BASIC</b>	Teaches mental health skills, links community mental health services, builds supportive school setting	Jama McDonald & William Allen Project BASIC 2013 Cherokee Bluff Dr. Knoxville, TN 37920 (423) 586-0614	Community School- Family Based	Enhancing School Climate
<b>Dating Violence Prevention Program</b>	A program for high school students designed to change attitudes condoning dating violence	K.D. O'Leary Department of Psychology State University of New York at Stony Brook Stony Brook, NY 11794-2500 (631) 632-7852	Victim Support	Non-Violent Campus Norms
<b>Safe Dates</b>	A program for grades 8 and 9 to change norms relating to dating violence	Vangee Foshee Department of Health Behavior and Health Education School of Public Health University of North Carolina at Chapel Hill Campus Box 7400 Chapel Hill, NC 27599 (919) 966-6616	Victim Support	Non-Violent Campus Norms

