

Strategies for Crating a Safe School Environment

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“Humanware”

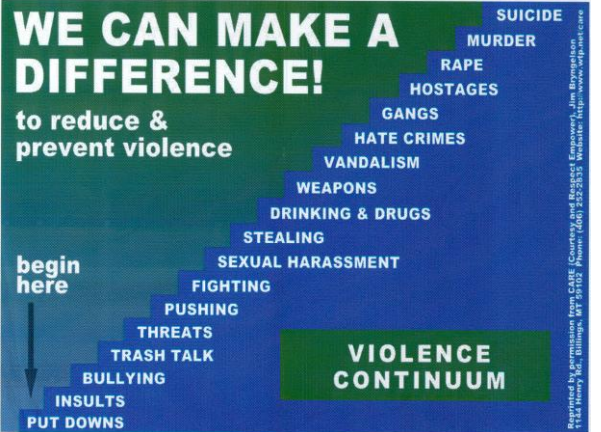
NOT

Hardware



Let's Talk

- ← Mississippi
- ← Kentucky
- ← China
- ← India



What is a School Crisis?

- ← Abduction/Kidnapping
- ← Automobile or school bus wreck or crash
- ← Contagious disease – flu/virus
- ← Drowning
- ← Homicide
- ← Natural disaster – earthquake, floods, etc.
- ← Suicide

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Importance of School Safety

- ← Physical safety of students and staff
- ← Preserving the right of other students to an education
- ← Strong action is justified
 - ← 1-3% of students will be chronic problem – easily identified by administrators or teachers or other students

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School - Associated Violence - Overview

- ← Deaths occurred in communities of all sizes and in 25 states
- ← Firearms were responsible for majority of deaths
- ← Victims & offenders - male & young
- ← Motives - interpersonal disputes
- ← < than 1% of homicides and suicides in U.S.
- ← Source - NSSC (1998)
- ← High schools and now universities

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School Violence Myths

- ← School violence is an epidemic
- ← School violence is a police/security problem
- ← School violence is committed by extremists

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Research into Practice: What Do We Know?

UNDERPAID?
OVERWORKED?
DISILLUSIONED?



School Based Safety and Crisis Issues

- Schools are a safe place for students
- Incidents of school violence have dropped since 1992 in the US; recent increase 2007
- Violence has changed over the years
 - Urban
 - Rural/Suburban
 - Female – top group now
 - Technology factor - cyberbullying
- It can happen in your district
- Prevention is **cheaper** than intervention

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Safety & Crisis Issues

- There is no single “profile” to define who will be a “shooter” – US Secret Service
- Schools do not believe it will happen to them
- Schools need a **Safe School Plan**
- Schools need to **prepare** for crisis response
- Schools need to focus **outside** the school district/local authority for resources

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Planning Issues

- ← Safe School Teams
- ← Crisis Response Teams
 - ← Generalist v. Specialists
- ← Safe School Plans
- ← Crisis Response Plans
- ← Inter-agency Agreements (Local Authority)

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Values

- ← Communities dictate if their local schools are safe
- ← You cannot prevent all crisis
- ← Be prepared – it is too late after the event
- ← Scouts Motto – Be Prepared!

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School Safety is

Everyone's

Job!

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Defining a Safe School

A “**safe school**” is a place where students can learn and teachers can teach in a warm and welcoming environment, free of intimidation and fear of violence

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A **safe school** provides an educational climate that fosters a spirit of **acceptance** and care for **every child**. It is a place where behavior expectations are clearly communicated, consistently enforced, and fairly applied.

Ron Stephens, 1998

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Rationale

- ← **Safe Schools** has been a part of education for many years.
- ← It has become more a focus since **school violence** appears to have escalated.
- ← **Safe and Orderly Schools** is part of the “Effective Education” research literature.

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Seven Correlates of Effective Schools

- ← **Clear school mission**
- ← **High expectations for success**
- ← **Instructional leadership**
- ← **Frequent monitoring of student progress**
- ← **Opportunity to learn & student time on task**
- ← **Safe & orderly environment**
- ← **Home-school relationships**

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Safe and Orderly School Climate

What does the research say?



Characteristics of Safe Schools (1)

- ← Focus on academic achievement
- ← Involve families in meaningful ways
- ← Develop links to the community
- ← Emphasize positive relationships among students and staff
- ← Discuss safety issues openly
- ← Treat students with equal respect

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Characteristics of Safe Schools (2)

- ← Create ways for students to share their concerns
- ← Help children feel safe expressing their feelings
- ← Have in place a system for referring children who are suspected of being abused or neglected

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Characteristics of Safe Schools (3)

- ← Offer extended day programs for children
- ← Promote good citizenship and character
- ← Identify problems and assess progress toward solutions
- ← Support students in making the transition to adult life and the workplace

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Task #1

- ← Select membership for the Safe Schools Teams – N may equal up to 20+
 - ← Identify School Personnel
 - ← Identify Agencies outside of the school
 - ← Business/other partners
 - ← Community members at large
- ← List 5-7 safety issue in your schools currently

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Safe School Planning

Establishing a **safe school plan** is a long-term, systematic, and comprehensive process.

The **best safe school plans** involve the **entire community**. Teachers, students, parents, law enforcement professionals, mental health professionals, business and community leaders, and a wide array of youth-serving professionals should be brought to the table.

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Six Broad Factors Contributing to School Safety

- ← Personal characteristics of each student and staff member
- ← Physical environment of the school
- ← Social environment on campus
- ← Cultural characteristics of students and staff member
- ← Local political atmosphere
- ← Surrounding economic conditions

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What is a Safe School Plan?

Why have one – USA focus?

- Court rulings/law
- Education “best practices”
- Avoid lawsuits

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A Safe School Plan

- ← Identifies where you are as a district and community, specifying top concerns and/or issues
- ← Asks where you want to be
- ← Calls for the development of a plan to deal with where you are and where you want to be

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Components of a Safe School Plan

- ← Campus Access and Control
- ← Administrative Leadership + Policies
- ← School Climate
- ← Student Behavior, Supervision, and Management
- ← Staff Training
- ← Student Involvement
- ← Building Community Partnerships

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Safe School Philosophy and Our Vision

It is easier and cheaper to **prevent** school violence than to deal with its aftermath. It is an **ongoing, broad-based process** that needs regular attention and allows students, teachers, and staff to work in a safe environment where all students can **achieve at high levels**.

Safe schools is an **integrated** part of total learning, not an "add-on".

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Program Evaluation Model

A COMPREHENSIVE MODEL THAT INCLUDES:

- ← Having the district or building determine the current state of affairs - what exists (**Needs Assessment**)
- ← Determining what goals need to be established - the future
- ← Setting up a data collection system
- ← Determining what programs, resources, training, and policies are needed
- ← Monitoring training and implementation
- ← Re-assessing and fine tuning the process regularly

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Assessing the School Safety Problem

- ← **Information Gathering**
 - ← All currently existing information on district safety, student behavior, etc.
- ← **Data Collection**
 - ← School crime reports
 - ← Administrative assessment of school safety
 - ← Surveying teachers and other staff members
 - ← Talking with students

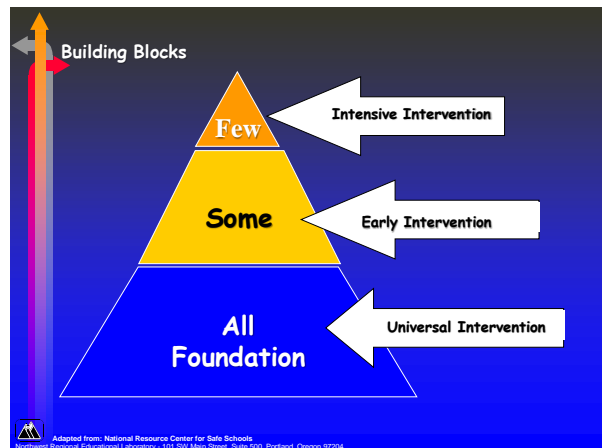
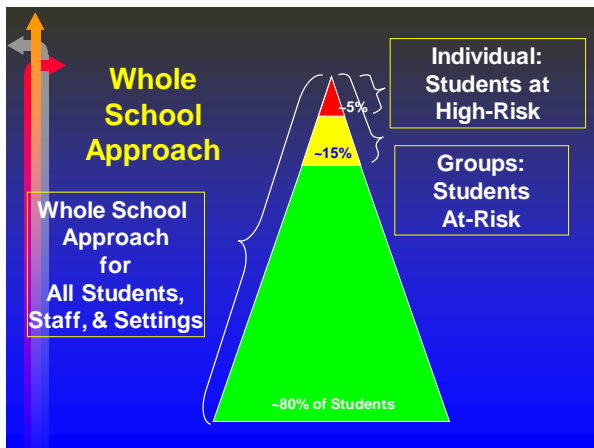
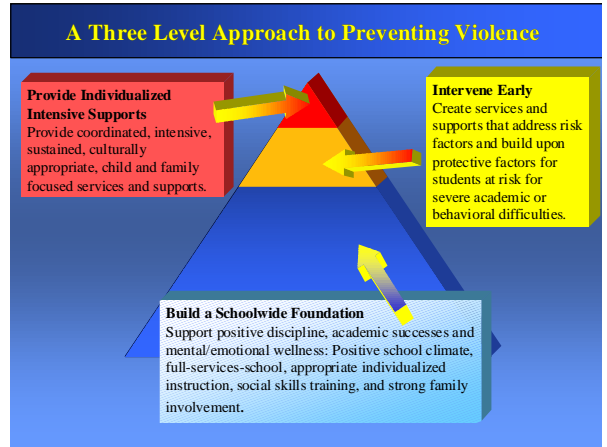
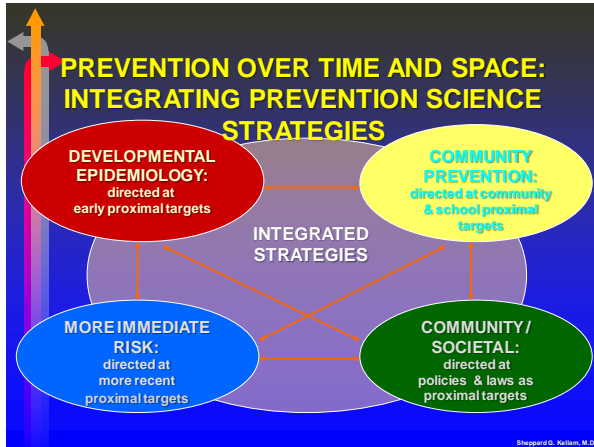
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Safe and Orderly School Climate Mississippi Model

NEEDS ASSESSMENT



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The Logic of Universal Intervention

- You cannot identify all at risk
- Children affect each others' behavior and development
- No stigma
- No self-fulfilling prophecies
- No homogenous grouping
- Per Child Cost Less.

All

Universal Interventions

Connect with Every Child

- ← Small schools;
- ← Well managed classrooms;
- ← Positive (not harsh) discipline policies;
- ← Overlapping and integrated social groups;
- ← Impact of the Child Development Project
- ← See *Every Child Learning: Safe and Supportive Schools* (Learning First Alliance)

Blum, 2001

Support Family-School Collaboration

- ← Valuing all families;
- ← Effective outreach (e.g., FAST);
- ← Culturally competent approaches (e.g., Lincoln Elementary School, Salt Lake City);
- ← Support for family participation (e.g., Keyes for Networking); and
- ← Positive interactions with families (e.g., Cleveland Elementary School, Tampa, FL).


Intensive Interventions

- ← Wraparound
- ← MST
- ← Multi-dimensional Treatment Foster Care
- ← Appropriate Medication Management




14 Ingredients of School Improvement (*Safe, Successful, & Supportive Schools: Step by Step*)

- ← Address the needs of your school and community
- ← Be strategic and comprehensive
- ← Be systemic
- ← Don't do it alone
- ← Understand and manage change
- ← Build a learning community



14 Ingredients of School Improvement

- ← Involve the entire community
- ← Value and address diversity
- ← Assess and address your strengths and challenges
- ← Take time to choose evidence-based programs and practices



14 Ingredients of School Improvement

- ← Build capacity
- ← Employ Data
- ← Evaluate outcomes
- ← Focus on the big picture over time
- ← Develop a "story" of success



Where to Begin?

- ← Create the Foundation
- ← Form the School Safety Team
- ← Develop the Plan
 - ← Be comprehensive – pandemic too

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Create the Foundation

A Responsive School:

- ← Ensures high academic & behavioral standards
- ← Has a **caring & supportive** staff that connects to each child
- ← Finds & solves school problems
- ← Involves the family & links with the whole community
- ← Shares issues among all

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Foundation for Safe, Responsive Schools:

- ← Treat ALL students & families with equal respect
- ← Ensure ways for students to share safety concerns
- ← Ensure safe, confidential ways for students to express their needs, fears, & anxieties to caring adults
- ← Protect against abuse & neglect
- ← Reduce risk behaviors w/ extended day programs
- ← Coordinate & tailor services to prevent "too little too late"
- ← REGULARLY EVALUATE RESULTS

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Create the Foundation for a Safe School Environment

- ← Strong leadership – front office
- ← Caring faculty
- ← Parent & community involvement
- ← Student participation in design
- ← Interventions based on careful assessment & setting measurable goals
- ← Research based prevention & intervention
- ← Access to quality team consultation

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Create the Foundation for a Safe School Environment

- ← **Policies** that support responsible behavior
- ← Community-developed **code of conduct**
- ← Negative consequences only within positive reinforcing environment
- ← "**Zero tolerance**" for guns & "**zero reject**" from educational opportunity for all

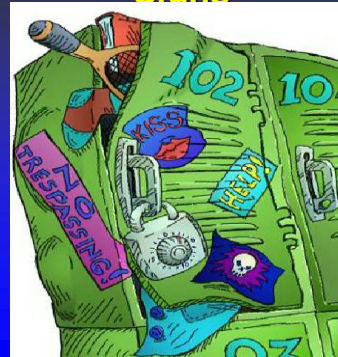
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Create the Foundation for a Safe School Environment

- ← School's **physical environment** is evaluated & monitored
- ← **Everyone** is responsible for a safe school
- ← Class size is small
- ← Dismissal is staggered
- ← Community police are welcome and services are coordinated
- ← After school programs are available
- ← Anti-bullying programs are in place

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Violence - Early Warning Signs



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Principles for Using Early Warning Signs

- ← **DO NO HARM**
- ← Understand the context:
 - developmental – age and culture
 - school, home & community
- ← Avoid stereotypes
- ← Look for **multiple**, not singular warning signs
- ← **AVOID MISINTERPRETATION**

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Predictive Factors in Youth Violence

- ← Child abuse
- ← Violence in homes (Domestic violence)
- ← Ineffective parenting
- ← Media violence including Internet & video games
- ← Gun access
- ← Prejudice/intolerance
- ← Poverty
- ← Substance abuse

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Individual Predictors of Violence

- ← History of bullying or aggression
- ← Fascination with guns, violence, bombs
- ← Interpersonal deficits
- ← Cruelty to animals
- ← Chronic bed-wetting
- ← Fire Setting
- ← Lack of remorse/empathy

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Student Offenders Characteristics

- ← Socially inadequate/unskilled
- ← Intolerance for different groups
- ← Lack of empathy
- ← Themes of despair, hatred, isolation, and violence
- ← Preoccupation with media violence
- ← Poor relationship with parent/supportive figure
- ← Ineffective coping skills to stress

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Early Warning Signs

- ← Social withdrawal
- ← Excessive feelings of isolation
- ← Excessive feelings of rejection
- ← Being a victim of violence
- ← Feeling of being picked on/persecuted
- ← Low school interest & poor academics
- ← Expressions of violence in writing, etc.
- ← Uncontrolled anger
- ← Intolerance for differences and prejudice

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Early Warning Signs

- ← Patterns of impulsive & chronic hitting, intimidating, & bullying behaviors
- ← History of discipline problems
- ← History of violent & aggressive behavior
- ← Drug & alcohol use
- ← Affiliation with gangs
- ← Inappropriate access to & possession of & use of firearms
- ← Serious threats of violence

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Imminent Warning Signs

- ← Progressive patterns that may include:
 - ← Serious violent fighting with peers & family
 - ← Severe destruction of property
 - ← Severe rage for seemingly minor reasons
 - ← Detailed threats of lethal violence
 - ← Possession/use of firearms and other weapons
 - ← Self-injurious behaviors or threats/attempts at suicide

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Warning Signs: Preschool

- ← Temper tantrums - frequent, intense and unmanageable
- ← Aggressive outbursts - no apparent reason
- ← Extremely active, impulsive, and fearless
- ← Does not seem attached to parents
- ← Frequently watches violence on TV, violent play behavior, cruel toward others

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Warning Signs: School Aged

- ← Trouble with attention and concentration
- ← Often disrupts classroom activities
- ← Does poorly in school
- ← Frequently gets into fights with others
- ← Reacts to disappointments, criticism, or teasing with extreme and intense anger, blame and revenge

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Warning Signs: School Aged

- ← Watches many violent TV shows, movies, or plays a lot of violent video games
- ← Has few friends, and is often rejected by other children because of his/her behavior\Makes friends with others who are unruly or aggressive
- ← Consistently does not listen to adults
- ← Is not sensitive to the feelings of others
- ← Cruel to animal/pets

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Warning Signs: Preteen/Adolescents

- ← Consistently does not listen to authority figures
- ← Pays no attention to the feelings or rights of others
- ← Mistreat people and seems to rely on physical violence or threats to solve problems
- ← Does poorly in school or skips classes

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Warning Signs: Preteen/Adolescents

- ← Often expresses the feeling that life has treated him/her unfairly
- ← Misses school frequently for no reason
- ← Gets suspended from school or drops out
- ← Joins gangs - fights, stealing, destroying property
- ← Drinks alcohol and or uses drugs/inhalants

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Youth Resilience



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Protective Factors in Youth

- ← Positive role models
- ← Development of self-esteem and self-efficacy
- ← Supportive relationships, including teachers & friends
- ← A sense of hope about the future
- ← Belief in oneself

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Protective Factors in Youth

- ← Strong social skills
- ← Good peer relationships
- ← A close, trusting bond with a nurturing adult outside the family – Caring Adult
- ← Empathy and support from the mother or mother figure

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Protective Factors in Youth

- ← Ability to find refuge and sense of self-esteem in hobbies and creative pursuits, useful work, and the assigned chores
- ← Sense that one is in control of one's life and can cope with whatever happens

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Taking Care of Human Needs

Maslow's Basic Hierarchy of Human Needs

- ← Survival Needs
- ← Safety & Security
- ← Cognitive Functioning
- ← Love & Belongingness
- ← Self-Esteem & Meaning
- ← Self-Actualization

Effective Teachers

- ← Enthusiastic; sense of humour
- ← Interested in students as people
- ← Likes teaching
- ← Makes the class challenging
- ← Caters for learning styles
- ← Knows the content or subject



Effective Teachers

- ← Fair and consistent
- ← Frequent positives
- ← Willing to help
- ← Lets students teach sometimes
- ← Makes students feel important
- ← Listens, but has some distance



Ineffective Teachers

- ← Use sarcasm, put-downs and ridicule
- ← Anger, screaming, long lectures
- ← Whole class punishments for the behaviour of some
- ← Embarrasses or singles students out publicly



Ineffective Teachers

- ← Inconsistent punishments
- ← Has favourites
- ← Sends students outside or to the office as the first approach or frequently



An average teacher tells.
A good teacher explains.
The best teacher demonstrates.
A great teacher inspires.



“I Love It When A Plan Comes Together” from A-TEAM



What Can We Do?

- ← We have to educate **ALL** children - “They send their “best” child to school each day” Secretary of Education R. Riley
- ← **Curriculum** that teaches problem solving, anger management (social skills)
- ← Children who feel **connected to their family, school, and community**
- ← Positive & caring relationship with **at least ONE** caring adult

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What Can We Do?

- ← Break the **“Conspiracy of Silence”**
- ← Start early in making a difference
- ← Prevention is less costly than incarceration
- ← Establish links with **ALL** community services & organizations that deal with our students
- ← More help for teachers - they cannot do it all

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What Can We Do?

- ← More support staff - counselors, school psychologists, etc.
- ← Good crisis plan and “practice them”
- ← Remember: Kids and guns do not match
- ← Schools are safe places to be but we can make them safer

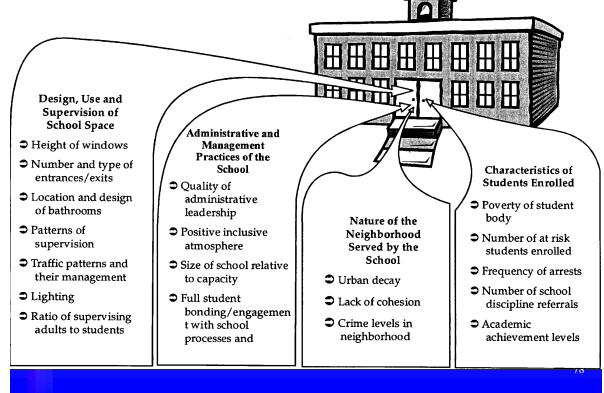
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Keeping School Safe

- ← Deal with most prevalent behavior
- ← Address issue of overrepresentation
- ← Deal with complexity of behavior - variety of options available
- ← **Teach:** Don't just punish or preach
- ← Use family and community resources

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School Safety Sources of Vulnerability in School Settings



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Getting Started: Form a School Safety Team

- ← Grade/level teacher representation
- ← An administrator from central administration
- ← A person with behavior management training
- ← A person with knowledge of children and their problems
- ← A person with building level authority
- ← Student representation
- ← Community representation – police, faith based, emergency brigades

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Getting Started: Form a Support Team

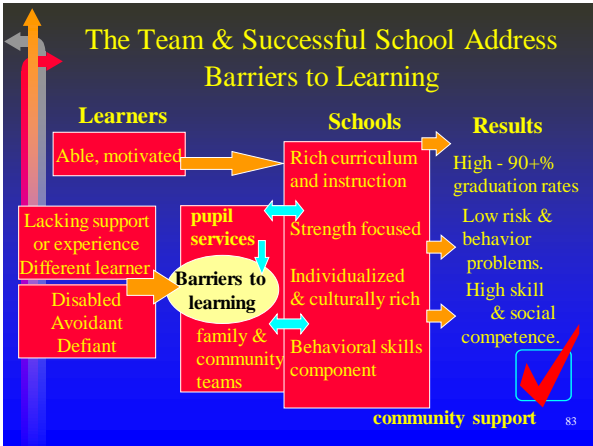
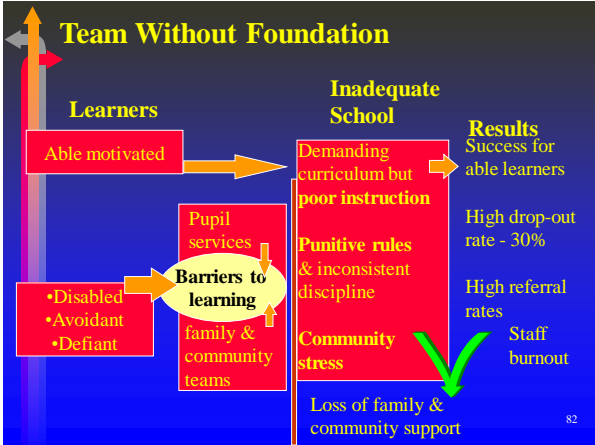
- ← School Resource Officer or community police
- ← School Board Member
- ← Fire Department Rep
- ← School Nurse
- ← School Psychologist
- ← Bus Transportation
- ← Faith Based Representative
- ← Media "expert"

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Form the Team for a Safe School Environment

- ← The core team does not need to be a new team.
- ← It can be an existing consultation team with mental health expertise.
- ← The team should be open to expanding its size when a task or situation requires more expertise or capacity
- ← Schedule regular meetings of team

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Form the Team for a Safe School Environment

The team ensures that there is/are:

- ← School-wide prevention and early intervention services
- ← Knowledge of the early warning signs
- ← Resources for proper interventions
- ← An up-to-date crisis intervention plan

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Skills Needed to Be Part of Effective Core Team

Facilitate planning with teachers, parents, administrators & community leaders on:


- school-wide needs & strengths
- school-wide systemic skill building
- discipline code & school climate
- community & home/school relations
- positive interventions/support
- crisis management
- monitoring & evaluation of the plan



Skills Needed to Be Part of An Effective Team

CONSULTATION with teachers, parents, administrators about:

- school climate & human relations
- team building
- classroom management
- positive behavioral interventions
- learning & measurement
- parent support & collaboration
- psychosocial skill development
- discipline & effective programs
- crisis management
- monitoring & evaluation



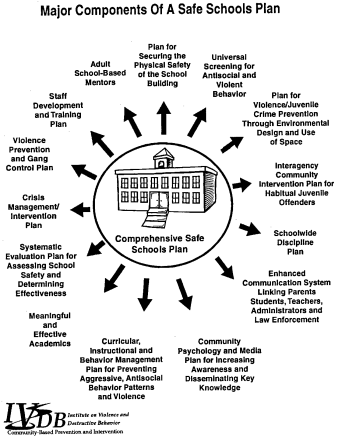
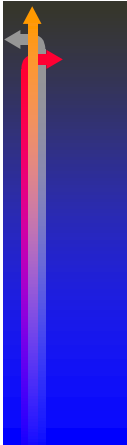
PLAN

Goals for Violence Prevention & Response Plan

- ← Prepare school, family & community members to *identify* the behavioral & emotional signs of trouble
- ← Prepare all with *what to do* when a child is identified
- ← Determine how school & community *resources* can be used to create safe responsive schools & service systems to address troubled youth & violent acts

Ideas for the First Meeting

- ← Review current crisis plan or draft one
- ← How to Communicate crisis plan to others?
- ← Training needs
- ← Security Issues
 - ← communication within building
 - ← outside building
 - ← Recent engineering plans
- ← School Jurisdiction/authority
- ← Review signs and symptoms of violence
- ← Review school board policies
- ← Local resource Guide – review or develop
- ← Media issues



Developing Crisis Teams

- ← Willingness to participate as a team member
- ← Willingness to receive ongoing training
- ← Reliable and flexible in nature
- ← Good communication skills under stress
- ← Operates well under stress and in good emotional and physical health
- ← Able to get away from job quickly and for days at a time

Los Angeles Unified School District Plan

LEVELS OF CRISIS INTERVENTION

- ← PRIMARY INTERVENTION - Activities designed to **prevent** a crisis from occurring.
- ← SECONDARY INTERVENTION - Activities in the **immediate** aftermath of the crisis to minimize the effects.
- ← TERTIARY INTERVENTION - **Long term** follow-up weeks, months and even years later (Postvention)

CRT FUNCTIONS

- ← ASSESS
- ← ADVISE
- ← INITIATE FLOW OF INFORMATION
- ← PROVIDE DIRECT SERVICES

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MEMBERS/ROLES

- ← PRINCIPAL
- ← CHAIRPERSON
- ← SPOKESPERSON
- ← SUPPORT PERSONNEL
- ← OFFICE MANAGER
- ← BUILDING MANAGER
- ← LAW ENFORCEMENT
- ← STUDENT GOVERNMENT (Secondary Level)

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SCHOOL/LAW ENFORCEMENT COLLABORATION

- ← WITNESSES
- ← CRIME SCENE - security
- ← ASSISTANCE WITH MEDIA – who?
- ← VIOLENT/SUICIDAL STUDENTS
 - ← THREAT ASSESSMENT
 - ← HOSPITALIZATION
 - ← Additional threats – bomb, etc.
- ← PRIMARY PREVENTION ACTIVITIES

MEDIA ISSUES

- ← CONSULT WITH DISTRICT
- ← DEVELOP A FACT SHEET
- ← DEVERT CALLS TO SPOKESPERSON
- ← SET LIMITS FOR MEDIA ACCESS
- ← DO NOT RELEASE NAMES/PHOTOGRAPHS
- ← EMPHASIZE INTERVENTION EFFORTS
- ← PROVIDE PARENT INFORMATION
- ← PRESS RELEASE

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PRINCIPAL'S ROLE

- ← DIRECT INTERVENTION EFFORTS
- ← BE VISIBLE, AVAILABLE, SUPPORTIVE
- ← EMPOWER STAFF
- ← PROVIDE DIRECTION TO TEACHERS ABOUT SETTING ASIDE CURRICULUM

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PRINCIPAL'S ROLE (2)

- ← COMMUNICATE WITH CENTRAL ADMINISTRATION AND OTHER AFFECTED SCHOOLS
- ← CONTACT FAMILY OF THE DECEASED
- ← INFORM STAFF AND STUDENTS ABOUT FUNERAL ARRANGEMENTS
- ← ENSURE MEMORIALS ARE APPROPRIATE

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PSYCHOLOGIST/COUNSELOR

- ← BE AVAILABLE
- ← CANCEL OTHER ACTIVITIES
- ← LOCATE COUNSELING AND SECRETARIAL ASSISTANCE
- ← DECIDE IF OUTSIDE ASSISTANCE IS NEEDED
- ← PROVIDE INDIVIDUAL/GROUP COUNSELING

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PSYCHOLOGIST/COUNSELOR (2)

- ← CONTACT AFFECTED SCHOOLS
- ← CONTACT PARENTS OF AFFECTED STUDENTS
- ← FOLLOW THE SCHEDULE OF THE DECEASED AND VISIT CLASSROOMS OF CLOSE FRIENDS
- ← SUPPORT THE FACULTY
- ← KEEP RECORDS OF AFFECTED STUDENTS AND PROVIDE FOLLOW-UP

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TEACHER'S ROLE

- ← ACCURATE INFORMATION
- ← CLASSROOM DISCUSSIONS
- ← ANSWER QUESTIONS
- ← RECOGNIZE THE VARYING RELIGIOUS BELIEFS
- ← MODEL AN APPROPRIATE RESPONSE
- ← GIVE PERMISSION FOR A RANGE OF EMOTIONS

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TEACHER'S ROLE (2)

- ← IDENTIFY STUDENTS WHO NEED COUNSELING
- ← PROVIDE ACTIVITIES TO REDUCE TRAUMA
- ← SET ASIDE CURRICULUM AS NEEDED
- ← DISCUSS FUNERAL PROCEDURES

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FLOW OF INFORMATION

- ← PHONE TREES
- ← CELL PHONES WILL BE AN ISSUE
- ← FACT SHEETS FOR ALL (nasp)
- ← FACULTY LETTER
- ← PARENT LETTER



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SCHOOL SAFETY: LESSONS LEARNED

- ← IT COULD BE YOU
- ← NO TWO CRISES ARE ALIKE
- ← REVIEW ANNUALLY
- ← EVERYONE ALERT/INVOLVED
- ← IMPROVE COMMUNICATION
 - ← MODERNIZE INTERCOMS/COMMUNICATION
 - ← ADD EQUIPMENT
- ← CREATE A CRISIS BOX "TO GO"

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CAMPUS EVACUATION: CRISIS BOX

- ← CELL PHONE – FULLY CHARGED
- ← PORTABLE RADIO
- ← EMERGENCY CONTACT CARDS
- ← CURRENT LISTING OF STUDENTS/STAFF
- ← MAPS OF THE SCHOOL
- ← MEDICAL/OFFICE SUPPLIES
- ← TISSUES

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SAFETY SUGGESTIONS

- ← Increase security at arrival and dismissal times
- ← Provide ID cards for students
- ← Anonymous tip program
- ← Increase legislated penalties and treat schools like airports.
- ← Use parent volunteers

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SAFETY SUGGESTIONS (2)

- ← Limit access and have all visitors sign in
- ← School uniforms/identification
- ← Use of metal detectors
- ← Target hardening – prevent entrance into building
- ← Secure faculty restrooms

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SAFETY SUGGESTIONS (3)

- ← Clear book bags
- ← Surveillance cameras
- ← Remove student lockers
- ← Re-entry program for the expelled student(s)
- ← Violence prevention curricula – empathy, bullying, suicide prevention, coping skills

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VIOLENCE PREVENTION

- ← CONFLICT RESOLUTION
- ← ANGER MANAGEMENT
- ← PEER HELPER PROGRAMS

- ← CENTER FOR THE STUDY AND PREVENTION OF VIOLENCE:
University of Colorado

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POSTVENTION

- ← GRIEF RESOLUTION

- ← SUICIDE PREVENTION

- ← POSTVENTION PROCEDURES

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POSTVENTION GUIDELINES (2)

- ← DO EMPHASIZE PREVENTION
- ← DO PROVIDE INDIVIDUAL AND GROUP COUNSELING
- ← DO EMPHASIZE THAT NO ONE IS TO BLAME
- ← DO EMPHASIZE THAT HELP IS AVAILABLE
- ← DO CONTACT THE FAMILY

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Review of What We Know



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Summary

Behaviors to Look For:

- ← angry outbursts
- ← excessive fighting & bullying
- ← cruelty to animals
- ← fire setting
- ← frequent behavior problems at school
- ← frequent problems in the neighborhood
- ← lack of friends
- ← alcohol / drug use
- ← lack of academic progress

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Summary

- ← Implement school board policies to provide a TEAM to address prevention & intervention for all students
- ← Adopt school-wide violence prevention & response plans that include the entire school community in their development & implementation
- ← Provide training for all staff to recognize the early warning signs of potential violent behavior

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Summary

- ← Encourage staff, parents & students to share their concerns about children who exhibit early warning signs
- ← Adopt procedures for responding quickly to concerns about troubled children
- ← Ensure adequate support in getting help for troubled children

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Effective Interventions



Prevention/Intervention

- ← School - wide Prevention
 - ← 90%
- ← Targeted Prevention
 - ← 7-10%
- ← Intensive Services
 - ← 1-3%

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Universal Interventions

- ← Elements
 - ← Rules
 - ← Agreed upon, willing to enforce
 - ← Posted, brief, positively stated
 - ← Routines
 - ← Avoid problem contexts, times, and groupings
 - ← Consistent
 - ← Physical arrangements
 - ← clear boundaries
 - ← supervision of all areas

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Keys to Effective Intervention

- ← Identify and intervene early
- ← Be a student of the child
- ← Start where the child is
- ← Give 4 times as much praise
- ← Have a plan; stick with it
- ← Evaluate
- ← Collaborate

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Instruction, Planning, Prevention


- ← Teaching social skills
- ← Prevention as prior planning
- ← Comprehensive planning
- ← Involve ALL stakeholders
- ← Violence is learned behavior and can be unlearned
- ← Early Intervention that teaches positive life skills may be the best hope of preventing violent behavior

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Violence Prevention

- ← School Wide Efforts
 - ← Physical plant
 - ← Organization
 - ← Discipline
 - ← Norms
 - ← Crisis response
 - ← Teacher training
 - ← Instructional delivery



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Violence Prevention

- ← Classroom Efforts
 - ← Teach and practice social skills
 - ← Connect violence prevention skills to academics
 - ← Manage class efficiently
 - ← Develop media awareness
 - ← Teach conflict resolution skills
 - ← Remind students that they can make a difference

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Violence Prevention

- ← Community Involvement
 - ← Mentoring
 - ← Parent involvement
 - ← Parenting education skills
 - ← Youth services
 - ← Building liaisons
 - ← Creating service opportunities
 - ← Weapons education



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Challenges to Violence Prevention

- ← System coordination
- ← Parent participation
- ← School climate
- ← Implementation method (avoid scare tactics)
- ← Program scope - long term and comprehensive best
- ← Expectations - no easy cure - one size does not fit all

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THAT'S ALL, FOLKS!



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Working With Parents



Stopping School Violence: Parents & Schools Together

- ← Get rid of “It can’t happen here” mentality
- ← Practice information sharing
- ← School-parent contact
- ← Volunteer to help in school “Security Dads”
- ← Offer parenting class/take parenting classes
- ← Counsel children - “danger signs”

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Stopping School Violence: Parents & Schools Together

- ← Provide care and supervision to youth
- ← Use good after-school programs
- ← Show respect for children
- ← LISTEN to your children

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Working with Parents

- ← What They Want
 - ← Justice for their child and themselves
 - ← fair decisions
 - ← Appropriate consequences
 - ← Options and choices for all
 - ← Full communication and information
 - ← If possible, cooperative decision making
 - ← Professionalism, respect, and dignity

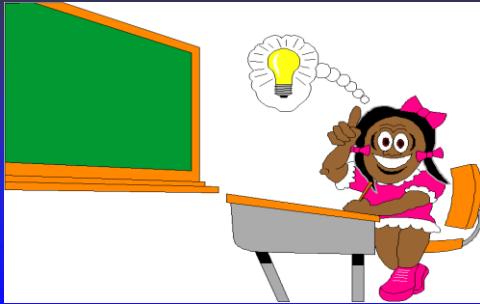
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Working with Parents

- ← What They Get
 - ← Adversarial relationships and atmosphere
 - ← Blame/guilt
 - ← Zero input before decisions are made/no problem solving
 - ← Untenable/impossible expectations
 - ← regarding - child care/supervision, behavior change, financial burden

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Extras for Kids



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Ten Things KIDS Can Do To Stop Violence

- ← Settle arguments with words
- ← Learn safe routes for walking in neighborhoods; know good places to seek help
- ← Report any crimes or suspicious actions to police, school personnel, and parents
- ← Don't open door to anyone you don't know and trust

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Ten Things KIDS Can Do To Stop Violence

- ← Never go anywhere with someone you don't know or trust
- ← If someone tries to abuse you, say no, get away, and tell an adult. Violence is NOT the victims fault
- ← Don't use alcohol or other drugs, stay away from places and people associated with them

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Ten Things KIDS Can Do To Stop Violence

- ← Stick with friends who are also against violence and drugs, and stay away from known trouble spots
- ← Get involved to make school safer and better
- ← Help younger children learn to avoid crime victims. Set good example, volunteer to help community efforts to stop crime and prevent violence

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Web Sites

- ← National Association of School Psychologists
www.nasponline.org/
- ← US Department of Education www.ed.gov/emergencyplan
- ← Federal Emergency Management www.fema.gov
- ← Kentucky Safe Schools www.kysafeschools.org
- ← **American Society for Suicide Prevention**
www.assp.org
- ← **Center for Effective Collaboration & Practice**
<http://www.ahr-dc.org/cecp>
- ← **Center for Mental Health in the Schools**
<http://smch.psych.ucla.edu>

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- ← **Safe and Responsive Schools**
www.indiana.edu/safesch/
- ← **Safe Students/Healthy Students Action Center** www.sshsac.org
- ← **Surgeon General** www.surgeongeneral.gov
- ← Safe Youth www.safeyouth.org
- ← Collaborative for Academic, Social, and Emotional Learning. www.CASEL.org
- ← Center for the Study of Violence Prevention
<http://www.colorado.edu/cspv/> (See Blueprints)
- ← Virginia Tech Center for Peace Studies and Violence Prevention <http://www.cpsvp.vt.edu/>
- ← Secret Service National Threat Assessment Center
<http://www.secretservice.gov/ntac.shtml>

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