

The Nuts and Bolts
of Implementing
School Safety Programs

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Introduction

What can principals, teachers and administrators do to make their schools safe? While there is no panacea, there are numerous programs designed to help tackle the problems. Determining the program best suited to your situation and the concrete steps you need to take to implement that program can be a daunting task. This manual, created by the Vera Institute of Justice, at the request of New York City's Board of Education can help you in that process, not only by describing school safety programs used around the country but also by informing you about what it takes and how much it costs to implement each program.

Each of the programs listed in the manual have been formally evaluated in schools using control or comparison group designs with school-age children. The Hamilton Fish National Institute on School and Community Violence reviewed these evaluations and concluded that these programs are among the most effective to date in attaining positive outcomes for youth in the area of school safety.¹

Each program set forth in the manual is divided into six sections: Program Description; Set-Up Procedure; Personnel Resources; Other Resources; Cost; and Contact Information. The Program Description section was taken directly from the Model Program Reports described above. Vera drafted the remaining sections based on telephone interviews with program staff. These sections are intended to help schools understand the resources and logistics involved in implementing each program. If you have additional questions about a particular program, please feel free to contact the program representatives listed. We hope this manual will be a useful resource in your effort to make your school safe.

¹ U.S. Department of Justice, *1999 Second Annual Report on School Safety*, "Chapter 3: Model Programs" (Washington, D.C.: USDOJ, 1999); U.S. Department of Justice, *1998 Annual Report on School Safety*, "Chapter 3: Demonstrated & Promising Model Programs: Helping to Improve School Safety" (Washington, D.C.: USDOJ, 1998).

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Academic Enrichment

The Coca-Cola Valued Youth Program

Program Description:

The Coca-Cola Valued Youth Program is an internationally recognized cross-age tutoring program that creates transformations in students, teachers, and schools. Since its inception in 1984, the Coca-Cola Valued Youth Program has kept 7,700 students in school, young people who were previously at risk of dropping out. According to the Valued Youth creed, *all students are valuable, none is expendable*. This philosophy is keeping 98 percent of Valued Youths in school and learning. In the Coca-Cola Valued Youth Program, secondary students who are considered at risk of dropping out of school are placed as tutors of elementary students, enabling the older students to make a difference in the younger students' lives. With a growing sense of responsibility and pride, the tutors stay and do better in school. The program supports them with positive recognition and instruction. This model, developed by the Intercultural Development Research Association (IDRA), has achieved international acclaim and has been recognized as an effective dropout-prevention program by the U.S. Department of Education's Program Effectiveness Panel, for inclusion in the National Diffusion Network. The program has impacted more than 79,000 students, families, and educators.

Set-up Procedure:

Staff from the Intercultural Development Research Association (IDRA) meet with a senior district official to help identify the steps needed to prepare the campuses and operate the program. The program includes technical support and instructional strategies.

Five components make up the support structure: curriculum, coordination, staff enrichment, family involvement, and evaluation. Implementation is formalized through the Coca-Cola Valued Youth Program team.

The program uses five instructional strategies: classes for tutors, tutoring sessions, field trips, meetings with mentors and role models, and student recognition. Tutors meet with each teacher-coordinator once a week and learn how to become successful student tutors; to develop self-awareness and pride; and to improve reading, writing, and other skills that will help them to teach elementary school students. In preparation for their role, tutors spend two weeks observing discipline, classroom management, and use of materials in elementary classrooms. Tutors then teach a minimum of four hours each week (one class period a day). They receive a minimum-wage stipend. Three meetings are held at the beginning, middle, and end of the program to foster collaboration and provide support for the tutors.

At least four times a year students explore economic and cultural activities in the community. Adults who are successful in their fields and who represent diverse careers and backgrounds participate in the program as role models. The program recommends that at least three activities involving parents take place each year, integrating families into the program. Acknowledging students for the contributions they make as tutors is an integral part of the program.

IDRA evaluates the implementation of the program, monitoring operations and adjusting the program as needed on an ongoing basis. The monitoring includes pre- and post-implementation observations and technical assistance visits. Additional training is provided when necessary.

Personnel Resources:

The implementation team should include a program administrator for the entire district, principals at the secondary and elementary levels, a teacher-coordinator at the secondary school, a teacher-representative from an elementary school, a counselor or school evaluator to serve as an evaluation liaison, and someone to work with families. The Coca-Cola Valued Youth Program provides training based on the participants' needs. The program also provides a curriculum. Support is available throughout the year.

Other Resources:

The program administrator, secondary and elementary principals, teacher-coordinator, elementary teachers, and evaluation liaison receive a manual. There is also a workbook and a video for the tutors.

The program also includes a field trip and recognition ceremony for the tutors. The resources required for these events vary.

Cost:

The program, including expenses for teachers' time, tutor stipends, field trips, and any other activities, costs \$25,000. This covers 25 teachers and 75 students. Of this cost, \$10,000 covers training and technical assistance, materials, program monitoring, and qualitative and quantitative evaluation plus travel, accommodations, and per diem pay (as of 1999-2000). Tutors receive a minimum-wage stipend for the hours they tutor.

Contact Information:

Linda Cantu, Project Director
Coca-Cola Valued Youth Program
Intercultural Development Research Association
583S Callaghan Road, Suite 350
San Antonio, TX 78228
Tel: (210) 444-1710
Fax: (210) 444-1714
E-mail: contact@idra.org
www.idra.org

Help One Student To Succeed (HOSTS)

Program Description:

HOSTS for kindergarten through twelfth grade is a promising dropout prevention program in which students who are one year (or more) behind in their reading skills are mentored by trained adult volunteers. In order to develop individualized learning plans around state or local objectives, teachers have access to an electronic database of teaching materials. Students may leave the program when they are able to read at or above grade level. An evaluation involving 6,621 students during the 1995-1996 school year found an overall gain of two reading levels and reported that 51 percent of students met the exit criteria.

Set-up Procedure:

One teacher from the participating school, known as the coordinator, is trained by HOSTS to run the program along with the principal and several other teachers. The coordinator is also taught to use a database program to track students' progress. The initial training is conducted at the school or other convenient location. The HOSTS trainer conducts two follow-up visits once the program is in place. There is a 24-hour hotline for technical assistance.

Students meet with their mentors in a designated room, or learning center, for tutoring sessions. The coordinator meets with the students' classroom teachers to create the curriculum for the tutoring sessions. The coordinator also conducts roundtable workshops in which teachers are able to contribute and share ideas about the tutoring program. The tutors are adults in the community, recruited and trained by the school coordinator to teach and act as role models.

There are four components to the curriculum: reading readiness, language arts, math, and structured mentoring. The first three components are for use with the students; the structured mentoring curriculum is for the community tutors.

Personnel Resources:

One full-time coordinator can work with forty to sixty students in the learning center. A teacher's aide, working part- or full-time, is optional. The program usually matches one volunteer with each child who needs assistance.

Other Resources:

The program requires a separate classroom, books, games, tapes, computer hardware, and basic classroom supplies for the learning center.

Cost:

The licensing fee for the language arts curriculum is \$34,900 for the first year, \$15,900 for the second year, and \$6,600 for each subsequent year. The licensing fee for the math curriculum is \$34,900 for the first year, \$15,900 for the second year, and \$6,600 for additional years. Licensing for the language arts and reading readiness curricula combined is \$49,900 for the first year, \$19,900 for the second year, and \$12,500 for the following years. A Reading Readiness program

for second and third graders is available for \$27,900 for the first year, \$15,900 for the second year, and \$5,900 for the following years. The licensing fee includes training, follow-up, and technical support.

Additional costs include salaries for the coordinator and an optional teaching assistant, plus supplies for the learning center. The supplies are estimated to cost \$5,000 to \$7,000, including the computer hardware and instructional resources.

Contact Information:

HOSTS Corporation

8000 NE Parkway Drive, Suite 201

Vancouver, WA 98662-6459

Tel: (800) 833-4678

Fax: (360) 260-1783

www.hosts.com

Quantum Opportunities

Program Description:

Quantum Opportunities is an educational incentives program for disadvantaged teens. It provides educational, developmental, and service activities combined with a sustained relationship with a peer group and a caring adult during the high school years. The goal of the program is to help high-risk youth from poor families and neighborhoods graduate from high school and attend college by improving basic academic skills.

Set-up Procedure:

Quantum Opportunities is an afterschool program for high school students. The program begins in ninth grade and continues throughout high school. Selected from the bottom two-thirds of their class, students sign an agreement to participate in the program and are paid a modest stipend.

Two counselors work with the students. If the students are having problems, the counselors reach out to them during school time or meet with their teachers.

The program runs from the time school is dismissed until students are ready to go home, sometimes as late as 9 p.m. One of the primary functions of the program is to give students a positive place to go after school. Activities include computer training, counseling, guest lecturers, field trips, and tutoring.

Personnel Resources:

The program requires a director, a manager, and two counselors on a full-time basis. In the past the program has had three counselors, which is viewed as preferable. Each counselor has a caseload of fifty students.

Other Resources:

The program is run in a space off school grounds. Resources include computers, games, writing materials, and SAT and college preparation materials. The programmers are in the process of developing written material about setting up the program.

Cost:

Costs for the program are not available. Anyone interested in implementing the program should contact the representative noted below.

Contact Information:

Mr. C. Benjamin Lattimore
Opportunities Industrialization Centers of America
1415 North Broad Street
Philadelphia, PA 19122
Tel: (215) 236-4500, ext. 251
Fax: (215) 236-7480

E-mail: oica@aol.com
www.oica.com/programs.htm

Adolescent Health

Growing Healthy

Program Description:

Growing Healthy, a health education curriculum for kindergarten through sixth grade, is designed to promote healthy behaviors through knowledge and skills building. The program is built on the premise that children who understand how their bodies work, how certain behaviors impact health, and who are adequately equipped with specific decision-making skills will be able to resist social pressures to engage in risky behaviors such as using alcohol, tobacco, and other drugs.

Growing Healthy provides fifty hours of classroom instruction in a series of approximately fifty sequential lessons at each grade level. Ten health content areas are addressed yearly; they include growth and development, mental and emotional health, personal health, family life and health, nutrition, disease prevention and control, safety and first aid, consumer health, substance use and abuse, and community and environmental health management.

Materials are grade specific and include curriculum guides, peripheral materials (books, videos, models, games, and software), teacher materials (charts, posters, activity cards), and student handouts. Complete implementation is necessary, as the curriculum builds upon previously learned knowledge and skills.

The evaluated sample included suburban students in fourth through sixth grade. The fifth and sixth grade youth had a prevalence rate that was 15 percent lower for use of alcohol and tobacco than youth who did not participate in the program.

Set-up Procedure:

The program is taught sequentially in each grade from kindergarten through sixth grade. Program staff train the teachers to integrate the programs into lesson plans. Training is usually conducted at the school. School nurses and administrators are encouraged to attend.

If possible, the program should run for one or two periods a week throughout the year, though local districts may choose to modify the schedule. The program can be integrated into other subject areas, including science and language arts.

The National Center for Health Education provides ongoing assistance for teachers and districts using the program.

Personnel Resources:

Training for teachers lasts three to five days. Time spent on the program is equivalent to a standard class period.

Other Resources:

The Growing Healthy program provides curriculum guides, student worksheets, teacher materials (such as charts or bulletin board materials), and peripheral kits, which include the models, videos, books, pamphlets, games, and posters necessary to teach the curriculum.

Some lessons require materials such as cotton balls and paper clips, which schools can also purchase in kits. Materials for bulletin boards and classroom charts can be made by the teacher or purchased ready-made. The teacher or school must provide the animal organs for dissection activities.

Cost:

The program materials cost \$13,000 to \$15,000 per school, depending on the number of teachers instituting the program. Little if any purchasing is necessary after the initial set-up. Training costs \$3,600 for the first twenty teachers, and \$180 for each additional teacher. This price does not reflect expenses for travel and accommodations for training outside the metropolitan New York area. Federal, state, and local funding is available to support the training.

Contact Information:

National Center for Health Education
72 Spring Street
Suite 208
New York, NY 10012-4019
Tel: (212) 334-9470 ext. 31
Fax: (212) 334-9845
E-mail: nche@nche.org
www.nche.org

Know Your Body

Program Description:

Know Your Body (KYB) is an innovative, comprehensive skills-based health education program for children in kindergarten through sixth grade. KYB aims to provide young people with the knowledge, attitudes, skills, and experience necessary to practice positive health behaviors. KYB instills within children a belief that they are responsible for their own thoughts, feelings, and actions to maintain a healthy lifestyle.

The KYB curriculum utilizes a combination of developmentally appropriate health instruction, as well as cognitive and behavioral skills building, to address a wide range of health and social issue-related topics. At the beginning of each grade level, a skill-builder unit promotes the development of self-esteem, goal setting, decision making, communication, assertiveness, and stress management. All student activities are aligned to one or more of the National Health Education Standards and the New Standards Primary Literacy Standards for the English Language Arts. The program also includes performance assessments, workshops, brochures, and letters for families. KYB can easily be integrated into the following programs in typical schools: science, math, social studies, language arts, and physical education.

In the majority of schools, the classroom generalist teaches KYB. It is recommended that KYB curriculum be preceded by a teacher training session. The KYB teacher training can be individually tailored to meet the specific needs of the school, district, and community.

The curriculum is multiethnic and has been implemented in forty states and translated in eight foreign languages. To complete the core lessons of the curriculum, approximately 35 hours of classroom instruction are required per year. The program was evaluated for a sample of African-American and white students in an urban setting. The fifth- and-sixth grade program youth had a prevalence rate for tobacco that was 23 percent lower than non-program youth.

Set-up Procedure:

A designated school administrator, school nurse, or health educator attends a three-day training sponsored by the American Health Foundation. This person then teaches the program.

Personnel Resources:

The designated staff member spends approximately 35 hours each semester teaching the program.

Other Resources:

The curriculum kits contain a teacher's manual, activity sheets, and student assessment packets. They also include puppets and books for kindergarten through third graders and posters for fourth through sixth graders.

Cost:

The program costs \$249 per classroom.

Contact Information:

American Health Foundation
Know Your Body Program
675 3rd Avenue, 11th Floor
New York, NY 10017
Tel: (212) 551-2509
Fax: (212) 697-4374
E-mail: KYBprogram@aol.com
www.ahf.org

Adolescents Learning Positive Health Alternative Initiative

Program Description:

The Adolescents Learning Positive Health Alternative (ALPHA) Initiative is a peer-led substance use prevention program that enlists socially prominent, drug-free eleventh- and twelfth-grade youth to introduce communication techniques, refusal skills, assertiveness skills, and decision-making skills to seventh, eighth, and ninth grade youth. Peer leaders are selected by the student body, faculty, and school administrators and are trained in methods of classroom management and group facilitation.

A team of two or three peer-leaders implements the program in middle or high school classrooms without teachers present. ALPHA teams are supervised by an in-school sponsor who oversees the program. The curriculum consists of 12 sessions administered over the course of 12 weekly sessions. Each session has clear learning objectives, training protocol, and classroom activities, and incorporates both cognitive and affective experiences. Curriculum content strives to change the students' perception that drug use is expected to the notion that drug use is socially unacceptable.

Evaluation results of ninth grade ALPHA Initiative participants in a rural school environment showed a substance use prevalence rate that was 14 percent lower than the non-program youth. These results were maintained for a year.

Set-up Procedure:

The curriculum is for seventh, eighth, or ninth graders, and is taught for the entire class. Peer-leaders coordinate the sessions, held for 45 minutes once a week. The program generally lasts 12 weeks, and is taught in one year.

Peer-leaders are trained during one-day workshops. The training workshops can be held in Illinois or at the school.

Personnel Resources:

A classroom teacher or school counselor assists the peer counselors, but does not teach. The coordinator, or sponsor, attends the one-day training with two or three peer-leaders from each participating classroom.

Other Resources:

The peer-leaders use a pre-set curriculum, video, and posters.

Cost:

Training costs \$85 for each peer-leader and \$120 for the sponsor. If the training is conducted in Illinois, the fee includes the cost of the hotel, four to five meals, and a dance. The manual for peer-leaders is \$15. The manual for sponsors costs \$20. The school is responsible for the transportation to the training.

Contact Information:

Pam Streuter

Substance Abuse Division

Franklin Williamson Human Services, Inc.

1307 West Main

P.O. Box 365

Marion, IL 62959

Tel: (618) 997-5336, ext. 6111

Fax: (618) 993 2969

Alternative Education

The Stafford County Alternative Education Program

Program Description:

The Stafford County Alternative Education Program for high schools is a promising initiative that gives students two options for successfully completing high school. The first option is a regional education center for violent, weapons-carrying, or controlled-substance-carrying students. It offers academic, counseling, family, and transportation services in order to help students complete the school year and successfully return to their regular schools. Turning Point, the second option, is a school for members of the community (primarily those ages 17 to 21) who have not completed high school and for high school students with a very high risk of dropping out. Program staff report that success depends upon providing students and staff choices regarding their placement, written expectations or contracts that students sign, teaching teams, a small student population, and flexibility with a focus on meeting student needs. No evaluation data are available.

Set-up Procedure:

The program takes place in a facility off school grounds that houses both a mandatory alternative school for suspended high school students and a school for community members wishing to complete high school requirements.

The alternative school is open weekdays from 7 a.m. to 1 p.m.; daily attendance is mandatory. The community school, open weekdays, has a flexible schedule of classes for students with varying credit requirements. Each school is staffed separately and has a counselor available to meet additional student needs. There is no training to run this program.

Personnel Resources:

The alternative school has five full-time staff members: a lead teacher, a special education teacher, a teacher's aide, a counselor, and a secretary. The staff work full-time and can accommodate 15 students.

The community school has a two full-time teachers and a counselor. At any time fifty students may be enrolled.

Other Resources:

The curriculum is based on the school district's curriculum. The program requires a separate facility and all resources needed to hold classes.

Cost:

No cost estimate is available.

Contact Information:

G. Scott Walker

Director of Alternative and Adult Education

Stafford County Public Schools

35 Potomac Creek Drive, #97

Falmouth, VA 22405

Tel: (540) 658-6455

Fax: (540) 658-6454

Anger/Behavior Management Programs

Anger Coping Program

Program Description:

The Anger Coping Program provides cognitive behavioral training to preadolescent and early adolescent children from eight to 14 years old. It is also appropriate in an adapted form for younger children and older adolescents. Two program leaders direct modeling, role-playing, group problem solving, and positive-reinforcement activities to groups of five to seven children. The program recommends that one of the two co-leaders be the school's psychologist or counselor. In general, groups meet once a week for 12 to 18 weeks, in sessions that last sixty to ninety minutes. Sessions are held during the school day.

In the evaluated sample, fourth, fifth, and sixth grade boys identified by their teachers as the most aggressive and disruptive at school were selected as participants. Students attended the program for 12 to 18 weeks and exhibited a thirty percent reduction in antisocial and violent behaviors after the program's completion. The sample included both white and black students.

Set-up Procedure:

Staff from the Anger Coping Program initially train two school co-leaders for up to two days. Afterward, the co-leaders meet in person or speak by telephone for monthly follow-up sessions that last several hours each. Co-leaders can also establish a hotline so they can call trainers when questions arise, or they can set up weekly consultations with the trainers.

The program consists of 18 sessions that take place once a week for approximately 45 minutes. Depending upon resources and needs, co-leaders can run as many groups per week as desired.

Personnel Resources:

Two co-leaders for each school are required. At least one of the co-leaders should be the school counselor, psychiatrist, or social worker. Each group of students participating in the program requires one hour of the co-leader's time, once a week, including the 45 minute weekly session.

Other Resources:

In addition to the training sessions for the program's leaders, the program includes a twenty page manual. Co-leaders will need a separate classroom for the sessions, a video camera to film the students in the role-playing activities, a television and VCR in order to play these videotapes, and a telephone for the hotline if desired.

Cost:

Total estimated cost for one to four schools ranges from \$3,000 to \$8,000, including training for two co-leader teams.

Contact Information:

John Lochman, Ph.D.

Department of Psychology

University of Alabama

Box 870348

Tuscaloosa, AL 35487

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Fax: (205) 348-8648

E-mail: jlochman@gp.as.ua.edu

Aggressors, Victims, and Bystanders

Program Description:

The Aggressors, Victims, and Bystanders program is a demonstrated curriculum for middle school students. The curriculum is composed of 12 classroom sessions that deal with violence among peers as well as the separate but interrelated roles of aggressors, victims, and bystanders that youth play in potentially violent situations. The backbone of this curriculum is the four-step Think-First Model of Conflict Resolution. The model helps students pause and keep cool, understand what is going on before jumping to conclusions, define their problems and goals in ways that will not lead to fights, and generate positive solutions. The curriculum has been tested in urban, suburban, and small-city school districts and has made students more supportive of resolving conflicts without aggression.

Set-up Procedure:

Aggressors, Victims, and Bystanders can be used in conjunction with Teenage Health Teaching Modules, a comprehensive health curriculum.² A one-day training for teachers is strongly recommended but not required. Regional representatives, certified by Education Development Corporation (EDC), conduct the training sessions.

Personnel Resources:

Training for this program lasts approximately one day. Teachers run the program, which consists of twelve 45-minute sessions.

Other Resources:

The 250-page teacher's guide contains handouts that can be photocopied and distributed to students.

Cost:

The cost of training depends on fees charged by individual trainers. The teacher's guide costs \$59.95.

Contact Information:

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060
Tel: (800) 225-4276
Fax: (617) 969-4902
www.edc.org

² See description on page 61.

BASIS

Program Description:

BASIS for middle schools is a demonstrated model that focuses on procedures for discipline. Clarifying and consistently enforcing school rules, improving classroom management and organization, tracking student behaviors (good and bad), reinforcing positive behaviors, and increasing the frequency of communication with parents about student behavior are emphasized. A multiyear, multisite study found that classroom disruption decreased and attention to academic work increased significantly in the schools in which the program was well implemented.

This program is not currently being marketed. It is being adapted for use in Brazil.

Set-up Procedure:

Researchers from the University of Maryland originally developed the program, training school-based program leaders. After the initial three-day training, program leaders met with the researchers on a quarterly basis to evaluate progress in terms of classroom disruptions and attention to academic work. For their participation, program leaders earned continuing education credits.

Program leaders met with school administrators regularly to revise disciplinary responses and to create activities that reinforced good behavior. At the classroom level, the team instructed teachers in different methods to reduce behavioral problems.

Additionally, the program provided each school with a computer program that allowed the assistant principal to monitor students' behavior records. When a student was sent to the office for misconduct, the assistant principal could access the student's history on the computer and then receive a list of appropriate disciplinary responses, taking the student's history into account. In this way, the computer program made disciplinary action consistent. The computer program also generated letters that were sent to parents when a student displayed good behavior.

Though the program is not currently being marketed, schools that are interested in the program can purchase the manual and replicate the program on their own. Schools can also consult with the program developer.

Personnel Resources:

The program requires a research team composed of a senior researcher, junior researcher, research assistant, and secretary. The school leadership group is made up of six to eight school administrators and teachers.

After the three-day training, program leaders spend approximately two hours a week and one day every nine weeks setting up the program. There are approximately three days of training per year.

Other Resources:

The program used a schoolwide manual, classroom manual, and computer program.

Cost:

Costs for this program are estimated based on its use in Charleston, South Carolina, in the 1980s. The specialists in classroom management and the researchers came from an organization with a yearly budget of \$200,000. BASIS was one of two projects run under this budget. The computer program costs \$10,000; the program manual costs \$45. The Office of Education Research and Improvement of the U.S. Department of Education paid for the original study.

Contact Information:

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University of Maryland
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Fax: (301) 405-4733
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Behavioral Monitoring and Reinforcement Program

Program Description:

The program targets adolescents who demonstrate characteristics that have been associated with delinquency and substance abuse, including low motivation for school, disregard for rules, and feelings of alienation from their parents. Risk factors include academic failure, early behavior problems, alienation from family, and low level of commitment to school. The intervention involves four components: weekly report cards, discussion of report cards, parental contact, and booster sessions in later years. Program staff compile a weekly report card on the basis of teacher interviews regarding behavior in the classroom, including bringing materials to class, tardiness, and completion of work. Students meet with program staff in small group sessions to discuss the report cards. Positive reports elicit praise and approval from staff, while negative reports elicit discussions of how the student can improve their behavior. Parents are kept informed of their children's progress through phone calls, letters, and home visits. After two years of the intervention, students attend booster sessions given every two weeks that follow the same format.

The intervention begins when students are in the seventh grade and lasts for three years, including booster sessions. Evaluations show a 35 percent reduction in arrests (having a county court file) and a forty percent reduction in drug use for students who participated in the program compared with students who did not participate.

Set-up Procedure:

School staff members recommend students for the program. Groups of participants meet with the school facilitator once a week. If truancy is a particular problem, the groups may be comprised of eight to ten kids so that at least six show up. The program leader prepares for the weekly meetings by interviewing at least one teacher of each student in the group to learn how the student is doing in the classroom. The weekly sessions last approximately one period. Ideally, the sessions are held during an elective period, so that students assigned to the program do not miss a required class.

In the third year of the program, the sessions are conducted individually with students and occur every two weeks. Eventually, the sessions are held once a month. The facilitator updates parents on their child's progress every month.

Personnel Resources:

The school's guidance counselor, nurse, or vice principal (and occasionally a teacher), or a social worker, runs the program. Weekly phone contact and monthly visits between school staff and the program director continue for one year after the training. Additional staff time is spent in one day of training and in follow-up contacts.

Requirements for running the program consist of interest and ability to devote two hours a week to each group of kids. If several staff members are using the program in the school, it is

helpful to have one person coordinating the follow-up. After the first year, technical support is available.

Other Resources:

The program requires a separate meeting space for the weekly sessions. There is a manual for the program.

Cost:

The training costs \$1,000 and the follow-up sessions cost \$125 per hour. The manual is free.

Contact Information:

Brenna H. Bry, Ph.D.

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Brain Power Program

Program Description:

The Brain Power Program is an attribution retraining intervention designed to reduce peer-directed aggression. The treatment is a 12-lesson cognitive intervention with materials and activities appropriate for the elementary grades. The primary goal of the intervention is to train aggressive boys not to infer hostile peer intent in negative social encounters.

The program contains three components. The first component strengthens aggressive boys' ability to detect with accuracy the intent of others. The second component is designed to increase the likelihood that aggressive boys will assume nonhostile intent when negative social encounters are ambiguous. The third component elaborates on the meaning of intentionality through linking appropriate behavioral responses to negative outcomes.

The Brain Power Program is conducted as a school-based program of small group instruction. Students may be seen on a pull-out basis during the course of the regular school day or in an afterschool setting. Groups of six students meet twice a week for sixty minutes for a total of 12 sessions. Each group should consist of four excessively aggressive and two average, nonaggressive students. The nonaggressive students participate in the retraining program in order to enhance the benefits for both themselves and their more aggressive peers.

Those initially involved in the program were in grades three through six and were primarily African-American and Latino students from an urban setting. The participants received instruction one or two times per week for six weeks and exhibited a 12 to twenty percent reduction in antisocial and violent behaviors after the program period ended.

Set-up Procedure:

Training for program leaders, who are generally teaching assistants, lasts approximately 25 hours over five days. The training manual is being developed.

Personnel Resources:

One program leader meets with groups of six children in two hour-long sessions each week. Each group requires about three hours of one program leader's time every week, including one hour of prep time.

Other Resources:

Group sessions require a classroom equipped with a video camera and VCR.

Cost:

Costs include salaries for the teaching assistants and the cost of the video camera, television, and VCR. No price is available for the program and training manuals, which are now being published.

Contact Information:

Cynthia Hudley, Ph.D.

Graduate School of Education

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Conflict Resolution: A Curriculum for Youth Providers

Program Description:

Conflict Resolution: A Curriculum for Youth Providers is a demonstrated model for secondary schools. Key elements include helping students define conflict, teaching three types of conflict resolution, and reviewing basic communications behavior. Each session contains at least one skills-building exercise and lasts from 15 to fifty minutes.

Set-up Procedure:

Classroom teachers integrate the curriculum into their standard lesson plans. The curriculum is set forth in a manual divided into five chapters, for a total of 56 lessons. Each chapter highlights the key concepts for the teacher and a series of activities for the kids. There is no training for this program.

Personnel Resources:

Each teacher decides how to incorporate the program into the classroom.

Other Resources:

The curriculum manual includes handouts. Some of the activities require additional materials such as magazines.

Cost:

The curriculum costs \$52.

Contact Information:

National Resource Center for Youth Services
College of Continuing Education
University of Oklahoma
202 West 8th Street
Tulsa, OK 74119
Tel: (918) 585-2986
Fax: (918) 592-1841
www.nrcys.ou.edu/default.htm

Good Behavior Game

Program Description:

The Good Behavior Game, designed for children in first grade, aims at reducing early aggressive and shy behaviors. The program improves the teacher's ability to define tasks, set rules, and discipline students. At the beginning of the game children are assigned to teams by their teacher, who ensures the teams contain equal numbers of aggressive/disruptive children and social isolates. Students work in teams in such a way that the individual is responsible to the rest of the group. The teacher then clearly defines a set of disruptive behaviors, which, if displayed, will result in a team receiving a demerit. At the end of the game, those teams who have not exceeded the maximum number of demerits are rewarded with tangible rewards or activities, whereas those teams who have exceeded the maximum are not rewarded. Because the program seeks to modify the behavior of shy children without labeling them as such, shy children are often appointed Team Leader with the responsibility for handing out prizes. After the students become used to the rules of the game, the teacher begins the game with no warning, so students are always aware of their own behavior.

Teacher ratings, peer nomination, and independent observations in the classrooms measured the effects of the Good Behavior Game. All three methods showed positive effects for both males and females by the end of first grade, compared to children in the control group. During a nine month follow-up, teacher ratings exhibited a ten percent reduction while peer nominations exhibited a 19 percent reduction in aggressive behavior. By middle school, evaluations found positive results for males who had displayed early aggressive behavior in first grade. The Good Behavior Game also had measurable effects on the initiation of smoking among males. The sixth grade program youth had a prevalence rate that was six percent lower for tobacco use than nonprogram youth. The program was evaluated for African-American and white students in an urban setting.

Set-up Procedure:

Individual teachers implement the program. Currently, there is no established training program or curriculum. Schools or teachers interested in the program should contact the program representative noted below. It is recommended that teachers employing the program be familiar with group contingency theory.

To use the game, teachers divide the classroom into teams and explain the rules to the children. Teacher incorporate the game into classroom activities, beginning with short stretches of activity, and gradually increasing the amount of time spent playing the game. Students can follow their teams' progress on a wall chart.

Personnel Resources:

After forty hours of training, teachers individually incorporate the program into their classrooms.

Other Resources:

The program has a training component for teachers that is not currently available, a manual, and poster paper and markers.

Cost:

The free manual is available through the Internet (www.bbp.jhu.edu). Since no formal training program exists, no estimated cost for the training could be determined.

Contact Information:

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Department of Mental Hygiene
Johns Hopkins University School of Hygiene and Public Health
Prevention Research Center
Mason F. Lord Building, Suite 500
5200 Eastern Avenue
Baltimore, MD 21224
Tel: (410) 550-3445
www.bbp.jhu.edu

I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program

Program Description:

I Can Problem Solve (ICPS) serves as an effective violence prevention program by helping children think of nonviolent ways to solve everyday problems. It has proven to be extremely effective in helping children learn to resolve interpersonal problems and prevent antisocial behaviors—the kinds of behaviors that are often predictors of more serious trouble later in life. ICPS is a cognitive approach that teaches children how to think, not what to think. They learn that behavior has causes, that people have feelings, and that there is more than one way to solve a problem. As they learn to associate how they think with what they do, children become more caring and better able to share, cooperate, and get along with others. Impulsive youngsters become less antisocial, better able to cope with frustration, and more patient. Inhibited youngsters become more outgoing and better able to stand up for their rights.

ICPS is available in separate volumes for three developmental levels: preschool, kindergarten and primary grades, and intermediate elementary grades. It has been field tested extensively in schools across the country and has been shown to affect thinking and behavior in children as young as preschool age. The program can be easily incorporated into the classroom or adapted for use by counselors. The curriculum involves formal lessons, interaction in the classroom, and integration into the curriculum.

Based on more than twenty years of research, researchers have observed a substantial improvement in behavioral adjustment attributable to the program. Those children who most improved in problem-solving skills, most improved in observed behaviors. Importantly, youngsters not showing behavior problems in preschool were less likely to begin showing them later. Evaluators observed a 56 to 62 percent reduction (during the follow-up evaluations) in problem behaviors of the 113 trained pre-kindergarten and kindergarten inner-city children, compared to the 106 children in the comparable control group.

Set-up Procedure:

The program recommends that a half to one full day is devoted to the teacher training. The school may also arrange for additional booster meetings and technical support. Teachers incorporate the lessons into their class time and are encouraged to share experiences with each other. Each school should have one support person available to coordinate program implementation with teachers and follow up with the trainer when necessary.

There are three developmental levels in the ICPS manuals. The preschool manual contains 59 lessons, each of which last approximately twenty to thirty minutes. This material is covered over the course of one year. The manual for kindergarten and primary grades contains 83 lessons that are covered over the course of four years. The manual for intermediate elementary grades, generally covering fourth to sixth grade, contains 77 lessons to be covered over a three-year period. The lessons for kindergarten and primary grades and intermediate elementary grades are approximately forty to 45 minutes each, and are ordinarily taught three times per

week. In the elementary grades, ICPS lessons are most often incorporated into language arts or social studies class periods.

Personnel Resources:

One day is required for the initial training. The school may also arrange for booster meetings and technical support.

Other Resources:

There is a manual for this program.

Cost:

The initial training cost ranges from \$500 to \$1,000, plus travel and accommodations for trainers. Manuals cost \$39.95 each.

Contact Information:

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Champaign, IL 61822
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Fax: (217) 352-1221
E-mail: rp@researchpress.com
www.researchpress.com

Promoting Alternative Thinking Strategies (PATHS)

Program Description:

PATHS is a demonstrated model designed to promote emotional competence through expression, understanding, and regulation of emotions for children in kindergarten through sixth grade. Cognitive problem-solving skills are also taught. The main objectives are for students to learn new skills and be able to apply those skills in daily life. Improvements have been found in students' hyperactivity, peer aggression, and misconduct.

Set-up Procedure:

Teachers selected to institute the program receive two days of training by PATHS staff. They then incorporate the program into the curriculum. The program is divided into three units, which build on one another as the children grow older: "Readiness and Self Control" for kindergarten and first graders; "Feelings and Relationships" for kindergarten through fifth graders; and "Interpersonal Cognitive Problem Solving," also for kindergarten through fifth graders. There are 25 to thirty lessons per year; each lasts twenty to thirty minutes.

Personnel Resources:

Teachers receive two days of training from PATHS staff.

Other Resources:

A program kit contains all necessary materials.

Cost:

The two-day training for teachers costs \$2,500, plus travel and accommodations. The instruction kit for the first unit (kindergarten and first grade) costs \$145; for the second and third units, \$550; for all three units, \$640.

Contact Information:

Developmental Research and Programs (Publisher)

Tel: (800) 736-2630

E-mail: DrpMman@aol.com.

www.drp.org/paths.html

Mark Greenberg, Ph.D. (Developer)

Prevention Research Center, Henderson Building South

Pennsylvania State University

University Park, PA 16802

Tel: (814) 235-3053

E-mail: mxg47@psu.edu

Peace Builders

Program Description:

Peace Builders for kindergarten through fifth grade is a demonstrated model for students of mixed ethnicity that has been tested in urban and suburban elementary schools. Peace Builders should be viewed as a way of life rather than a program because it attempts to change the characteristics of the school setting that trigger aggressive, hostile behavior. This program seeks to increase the availability of prosocial models to enhance social competence and decrease the frequency and intensity of aggressive behaviors. Researchers found that this program improved students' social competence (especially if students had two years of exposure to the program) and buffered expected increases in their aggressive behavior.

Set-up Procedure:

Peace Builders is established first in the school, then extended into the surrounding community. The program is designed to create a more positive climate in the school. Students and teachers are trained to model positive behaviors, in part by receiving "praise notes," which acknowledge good conduct. Results of the program, including reductions in conflicts, absenteeism, discipline referrals, and incidences of vandalism, can be seen three to six months after the program has started. Within a few years, there are dramatic changes in these areas throughout an entire school.

There are two training options. In the standard training model, the school brings in a Peace Builders consultant who holds a four-hour meeting for all staff. In the "train-the-trainer" model, the school sends four staff members to a training lasting two and a half hours. These staff members then spend four hours training the rest of the staff. With this model, the school trainers can receive consultations over the phone from Peace Builders staff to ensure that implementation is successful. At least one trainer per school must attend one Peace Builders workshop a year to maintain the quality of the program.

Personnel Resources:

The amount of staff time spent in training depends on the model selected. Once staff are ready, the program is assimilated into the curriculum and school culture. For example, in history class students study people who worked for peace, and praise notes are given to students, teachers, and staff throughout the day. The program can be practiced from five to thirty minutes every day.

Other Resources:

Materials include workbooks, guides, handouts, stickers, and optional videos. The program is available in Spanish.

Cost:

Standard training by a consultant costs \$1,500, plus travel and accommodations. The "train the trainer" model costs \$1,000 plus travel and accommodations for school staff.

Program materials cost \$11.85 per child for the first year. In subsequent years, schools must be recertified at a cost of \$100 per year.

Contact Information:

Jane Gulibon

Heartsprings™, Inc.

P.O. Box 12158

Tucson, AZ 85732

Tel: (800) 368-9356

E-mail: custrel@heartsprings.org

www.peacebuilders.com

Peer Mediation Program

Program Description:

This program is one important component of a comprehensive school-based conflict resolution program. In this program, students in sixth through twelfth grade are selected based on nominations by faculty, staff, and students to receive peer mediation training, preparing them to serve as neutral mediators who assist other students in resolving conflict situations. The suggested basic peer mediation training takes approximately 12 to 15 hours over two days and includes activities related to understanding conflict, responses to conflict, origins of conflict, communications skills, the role of the mediator, and the mediation process. In addition, subsequent biweekly meetings incorporate more advanced activities, addressing bias awareness, social and cultural diversity, advanced communications, dealing with anger, caucusing, negotiating, and group problem solving. Program materials include a program guide, a student manual, and an optional training video. The program also includes training workshops and activities for staff, students, parents, and communities.

An evaluation of the program included students of mixed ethnicity in an urban setting who exhibited a 19 percent reduction in antisocial and violent behaviors.

Set-up Procedure:

Program developers train teachers or school administrators to run the program. All faculty members who want to institute the program must be trained. Peer mediation can take place in the classroom or in an auditorium full of students from different classes. The program can be taught all at once, over the course of two days, or in small segments.

Personnel Resources:

The initial training for staff members lasts two to three days. There is also an overnight training for the peer mediators.

Other Resources:

There are program manuals for staff and peer mediators, and an optional video for the classroom.

Cost:

The training is free. The school must pay for travel and accommodations and program materials. The program guides cost \$30, the peer guide costs \$13. The optional videotape costs \$360.

Contact Information:

Donna Crawford, Director
National Center for Conflict Resolution Education
110 West Main Street
Urbana, IL 61801
Tel: (217) 384-4118

Fax: (217) 384-4322
E-mail: Crawford@nccre.org
www.nccre.org

Ordering Information:

Research Press
2612 North Mattis Avenue
Champaign, IL 61822-1053
Tel: (800) 519-2707
Fax: (217) 352-1221
E-mail: rp@researchpress.com
www.researchpress.com

Resolving Conflict Creatively Program (RCCP)

Program Description:

Resolving Conflict Creatively Program (RCCP) for kindergarten through twelfth grade, an initiative of Educators for Social Responsibility, is a demonstrated school-based program that cultivates the emotional, social, and ethical development of children through teaching concepts and skills in conflict resolution and intergroup relations. The RCCP model includes professional development for teachers, regular classroom instruction, peer mediation, and conflict resolution and bias awareness training for administrators and parents. Initial results from a rigorous evaluation by the Centers for Disease Control and Prevention reveal a significant positive impact on children who receive a substantial amount of instruction in the curriculum. Currently, RCCP is being implemented in over 375 schools across the country.

Set-up Procedure:

Five school representatives, four teachers and a school official, are trained to teach the program. The school official is often a counselor or assistant principal who uses the program with selected students. The four teachers integrate RCCP into their classroom curriculum. The off-site training lasts five days and is coupled with seven days of staff development in the school.

After the training, RCCP program staff serve as consultants for the school staff members teaching the program. At the elementary school level, 52 lessons are taught each week over the course of three years. At the middle and high school levels, the curriculum consists of 36 lessons spread out over several years. A peer mediation component is added in the second year of the program. Often the program is tailored to the particular needs of the school district.

To expand the program, participating schools send five new representatives for training each year for at least three years. There are also periodic staff development sessions.

Personnel Resources:

Teachers and staff receive five days of training on site and seven days of training away from school. These staff members then teach the program during at least one period a week for the entire year.

Other Resources:

RCCP provides teachers with basic lesson plans and manuals. Additional, though optional, books and videos are available for a fee.

Cost:

This information was not available. In New York City, for example, the Board of Education rather than an individual school pays for the program.

Contact Information:

RCCP National Center

40 Exchange Place, Suite 1111
New York, NY 10005
Tel: (212) 509-0022
Fax: (212) 5091095
E-mail: rccp@rccp.org
www.esrnational.org

Second Step

Program Description:

Second Step for pre-kindergarten through middle school is a demonstrated curriculum designed to insert skills-based training into existing school curricula and encourage the transfer of skills to behavior at school and at home. The pre-kindergarten through fifth grade versions of Second Step also have a six-week parent education component. The elementary program teaches empathy, impulse control, and anger management. The middle school program covers understanding the violence problem, empathy, anger management, problem solving, and applying skills to everyday situations.

A study showed that physical aggression decreased from autumn to spring among students who were in the program, but increased among students in a comparison group.³

Set-up Procedure:

A three-day training is recommended for one or two school representatives, who then lead a one-day training session for teachers. A three-hour training gives the support staff an overview of the program and trains them to reinforce Second Step skills in their interactions with students.

The curriculum consists of one 45 to fifty-minute lesson per week, with school staff providing reinforcement outside class of the skills learned. There are approximately twenty lessons for each grade.

Personnel Resources:

The school representatives must commit to a three-day training, afterward spending one day training the teachers and three hours training support staff. Each teacher spends one day in training, and then incorporates the program's lessons into the classroom. Schools are encouraged to move the learning beyond the classroom to the playground, lunchroom, and other places where students need reinforcement for positive behavior.

Other Resources:

The teachers use a kit to teach the program in the classroom. The school's designated trainer will use a manual to teach the rest of the staff. A television and VCR are required.

Cost:

The three-day training for trainers costs \$345, including the manual and videos. Training videos for staff are \$95 to \$145, depending on the grade being taught. The Second Step kit for each grade level ranges from \$249 to \$295. Spanish supplements are available for \$50.

Contact Information:

Client Support Services

³ This study was published in the *Journal of American Medicine*.

Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134
Tel: (800) 634-4449
Fax: (206) 343-1445
www.cfchildren.org

Think First

Program Description:

The Think First program is an anger and aggression-management training for secondary level students. The program trains students in anger control and problem-solving skills through extensive use of role-playing and modeling techniques. A reward system is used to promote attendance and completion of homework assignments. The program involves two fifty-minute sessions per week for six to eight weeks; each session has a specific curriculum.

The program was evaluated in 47 middle school students from an urban setting. Program participants had a 29 percent success rate differential over non-participants in self-reported aggression and a five percent success rate differential in teacher-reported aggressive behavior.

Set-up Procedure:

A counselor with cognitive behavior therapy training teaches the program from a manual. There is no training provided for instituting this program, but if a counselor does not have training in cognitive therapy, they may receive training in this technique in a half day, often at a school conference.

The program is for students identified as particularly aggressive, either by administrators or teachers. The students are removed from their regular classes twice a week for a fifty-minute session with the counselor. The groups consist of no more than seven students and are designed to prevent students from ganging up on each other.

Personnel Resources:

The counselor spends two periods per week for six to eight weeks with each group. Additionally, the counselor can spend approximately one half-day learning cognitive therapy techniques.

Other Resources:

The counselor needs a separate room to conduct the sessions. There is a video for each of the sessions that requires a television and VCR. The other activities use standard materials.

Cost:

The manual and video cost \$100.

Contact Information:

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Whitewater, WI 53190

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Teaching Students to be Peacemakers

Program Description:

Teaching Students To Be Peacemakers is a resource that shows teachers how they can encourage students to resolve disagreements peacefully. The book contains many practical strategies as well as specific suggestions to teach conflict-resolution procedures and skills to students.

During the training program, participants learn how to establish a peer mediation program as a classroom and school discipline program. Students are taught what is and is not a conflict, how to negotiate integrative agreements, and how to mediate schoolmates' conflicts. The peer mediation program is established and the role of mediator is rotated so that every student serves as mediator an equal amount of time. Participants learn how to infuse the conflict resolution training into different subject areas.

Students are given a copy of "My Mediation Notebook" containing lessons from Teaching Students to be Peacemakers. The program consists of cooperative learning procedures such as procedural learning, role-playing, drill and review exercises, and small group discussion. The students are taught a negotiation procedure consisting of six steps: (1) describing what you want, (2) describing how you feel, (3) explaining the reasons underlying those wants and feelings, (4) reversing perspectives, (5) inventing optional agreements for mutual gain, and (6) reaching an integrative agreement. The students are also taught a four-step mediation procedure: (1) ending hostility, (2) ensuring commitment to mediation, (3) facilitating negotiations, and (4) formalizing the agreement.

Evaluators observed a reduction in antisocial and violent behaviors of 63 percent in those students who participated in the program compared to students who did not participate.

Set-up Procedure:

The program is for people of all ages, from school-aged children to adults. Every teacher in school is trained to teach the program. The training, which lasts for thirty hours, is conducted either in Minneapolis-St.Paul or at the school. Teachers then run the program for twenty half-hour sessions. In addition, the teachers incorporate program materials into other lessons. After the students learn to use mediation skills, a peer mediation program is established. The particular components of the peer mediation program vary.

Personnel Resources:

Teachers spend thirty hours in training and twenty half-hour sessions teaching the program. Once the program is complete, teachers can spend thirty minutes to one hour each day administering the peer mediation program.

Other Resources:

There are two manuals, one for teachers and one for students.

Cost:

Initial training costs \$70 per day, plus airfare and accommodations for the trainer. The teacher's manual costs \$30. The student manual costs \$10.

Contact Information:

Linda Johnson

Interaction Book Company

7208 Cornelia Drive

Edina, MN 55435

Tel: (612) 831-9500

Fax: (612) 831-9332

www.co-operation.org

Transition Intervention Program (TIP)

Program Description:

TIP for first through sixth grade is a promising model for eliminating problem behavior and enhancing students' academic and social success in school. This comprehensive intervention includes a nine-week classroom experience that emphasizes self-management and academic skills, parenting classes, tracking and support when students re-enter their regular classrooms, and support and training for students' regular teachers. A study found that 76 percent of students participating in TIP had returned to regular classrooms and experienced greater academic and social success.

Set-up Procedure:

The program places 16 students with behavioral problems into a temporary classroom for nine weeks. Students remain in this classroom throughout the day, receiving academic and social skills training. Parents come to the classroom once a week to work with the students and learn how to reinforce the lessons at home. The parenting class is held once a week in the evenings.

Personnel Resources:

The program requires two full-time teachers with master's degrees in special education and three thirty-hour teaching assistants per classroom.

Other Resources:

The program is run out of a heated and air-conditioned trailer. It requires all of the standard classroom equipment. The program uses Oregon's SRA curriculum, which includes reading mastery, spelling mastery, SRA math and expressive writing, and the Second Step program (see description on page 36) to teach social skills.

Cost:

Salaries, space, and supplies cost an estimated \$150,000.

Contact Information:

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Sandy, UT 84092
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E-mail: Sheralwine@aol.com

Bullying

Bully Proofing Your School

Program Description:

The Bully Proofing Your School program is a comprehensive program that offers a systems approach for handling school violence through the creation of a “caring majority” of students who take the lead in establishing and maintaining a safe and caring school community. This program focuses on converting the silent majority of students to the caring majority by teaching them strategies to both avoid victimization and to take a stand for a safe and bully-free school. The program is adapted from the book *Bully Proofing Your School* (Garrity, Jens, Porter, Sager, Short-Camilli) and is available for both elementary and middle school students, with specific curriculum designed for each level. The program includes six basic components: staff training, student instruction, support of the victims, intervention with the bullies, systems interventions, and development of a positive, caring climate within the school.

In schools that have implemented the Bully Proofing Your School program, incidences of bullying behaviors have declined and feelings of safety among the students have increased. A soon-to-be-released research article includes data collected from an elementary school after implementing the program for three years. This three-year study shows a consistent decline in incidents of verbal, physical, and exclusion-type bullying, as well as increased feelings of safety among students. Data are currently being collected at various elementary and middle schools to further document the success of this program.

Set-up Procedure:

There is an initial one-day training for school representatives, who in turn instruct others in the school on how to teach the lessons. Five lessons are introduced each year. Ideally, two co-leaders present the lessons once a week to students. The leaders can be school counselors or teachers. Each lesson lasts 45 minutes and requires homework. The program begins in kindergarten and continues through eighth grade, with each year’s lessons building on the previous ones.

The program is designed to change a school’s climate, and it is therefore recommended that all school staff learn about the program so that the students hear a consistent message regarding bullying.

Personnel Resources:

The school representatives attend one day of training and then train the classroom teachers who spend 45 minutes a week teaching the program. If the regular classroom teachers are not teaching the lessons, they should observe them.

Other Resources:

The program has an elementary school manual containing lesson plans, transparencies, worksheets, and a letter to parents explaining the program. A middle school manual will shortly be released. There is a book for parents and a brochure called "First Aid for Hurt Feelings."

Cost:

On-site training for up to sixty people costs \$2,000 plus travel and accommodations. Individual training is \$130 per day, plus travel to and from, and accommodations in Denver, Colorado, where the program is based.

The elementary school manual is \$35. The parent's book, *The Bully Proofing Parent Guide*, is \$12.95. The brochures come in sets of ten for \$15.

Contact Information:

Sally Stroker

The Bully Project

5290 East Yale Circle, Suite 207

Denver, CO 80222

Tel: (303) 743-3670 ext. 8317

Fax: (303) 781-4289

The Bullying Prevention Project

Program Description:

The Bullying Prevention Project for elementary and middle schools is a promising model that includes help for school staff and parents in identifying and intervening with bullies and their victims; classroom activities (such as role playing and creative writing) that generate discussions of bullying; and schoolwide anti-bullying activities (including schooled reinforcement for positive behavior and sanctions for bullying). In addition, schoolwide rules and sanctions for bullying are established. A preliminary evaluation has found promising results, and the intervention continues to be enhanced and tested.

Set-up Procedure:

The program aims to engage individual students, as well as the classroom, the school, and the community at large. A coordinating committee of six to eight people, including the school counselor, administrators, teachers, and parents, sets up the program. The committee assesses the needs of the school and community that the program seeks to address. The program has a comprehensive approach to changing the climate of a school. It includes suggested activities, but is not curriculum-based.

Members of the coordinating committee attend an initial training lasting one or two days. Program staff then assist the committee in providing a half-day training for other teachers and staff at the school. After the program is instituted, there is a booster training for the committee, as well as teachers and staff, the following year. The location and duration of the booster training are flexible.

Personnel Resources:

After the one or two-day training, the coordinating committee meets once a week for about an hour to discuss the program. The meetings are held after school to accommodate teachers' schedules.

Other than the half-day training, time spent on program activities depends on the implementation system designed by the committee. Generally, teachers spend twenty to forty minutes per week discussing bullying issues with their classes, and throughout the year attend 12 teacher discussion sessions lasting up to an hour and a half.

Other Resources:

There is a teacher's handbook, class materials, and a video. As the program is systemic rather than curriculum-based, some of the materials are optional.

Cost:

The program coordinators are in the process of determining costs for consulting and training. For more information, contact the representative noted below.

Contact Information:

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E-mail: vflerx@sc.edu

Drug and Alcohol Prevention

All Stars

Program Description:

The All Stars Program targets factors believed to influence high-risk behaviors in early adolescence. It is designed to promote positive character development while deterring the onset of negative behaviors. The core program involves 14 classroom sessions lasting 45 minutes, with supplemental home-based components. An eight-session booster program is also available. Students are taught that high-risk behaviors interfere with their desired lifestyle. The interactive curriculum uses games, debates, projects, taped performances, and active discussion to promote student commitment to avoiding high-risk behaviors, teaching ideals incompatible with high-risk behavior, and increasing students' awareness about the prevalence and acceptability of high-risk behavior among their peers.

The evaluated sample of All Stars included seventh grade students in a small, multiethnic North Carolina town consisting of mainly blue collar and mid-level professional households. The seventh grade program youth had a prevalence rate that was eight percent lower for use of alcohol, tobacco, marijuana, and hard drugs than nonprogram youth.

Set-up Procedure:

The program consists of 22 sessions. Fourteen sessions are taught in the classroom for one period once a week. The other sessions are for use in the students' homes, or for selected groups of students. The program is designed for flexible scheduling and implementation. There is also an eight-session booster program one year after the core program.

When the program is used in a classroom setting, the teacher can conduct the sessions or a school specialist can teach the program to a number of classes at once. The program may also be used after school for a group of ten to twenty students.

There is a two-day training for all staff members who teach the program. The program also provides a toll-free hotline for assistance, and trainers are encouraged to attend refresher training.

Personnel Resources:

Everyone teaching the program must attend the two-day training. Teachers must also schedule the 14 classroom sessions into their curriculum. The amount of time the school specialist spends implementing the program depends on the number of classrooms using the program. The specialist typically works with each classroom once a week, and can lead up to five or six sessions per day.

In an afterschool setting, the sessions are longer—up to an hour and 15 minutes—and take place instead of other activities.

Other Resources:

There is a packet of worksheets for students and materials for parents. There is also the option of purchasing commitment rings and t-shirts for students who complete the program.

Cost:

On-site program training costs \$250 per person plus travel and accommodations for trainers. Off-site training for up to twenty attendees costs \$3,000, plus travel and accommodations. The program materials cost \$7 per student.

Contact Information:

William Hansen

Kathleen Nelson-Simley

Tanglewood Research, Inc.

P.O. Box 1772

Clemmons, NC 27012 1772

Tel: (800) 826-4539

Fax: (336) 662-0099

E-mail: billhansen@tanglewood.net

E-mail: ks21727@navix.net

www.tanglewood.net

The Coping Power Program

Program Description:

The Coping Power Program for middle schools is a demonstrated model for preventing substance use among boys. Although this intervention uses much of the same material as the Anger Coping Program (see description on page 15), it has been extended to 33 small group sessions for students and has 16 sessions for parents. Initial results indicate that the Coping Power Program increases aggressive boys' social competence and decreases substance use.

Set-up Procedure:

The researchers who created the Anger Coping Program also developed the Coping Power Program. The two programs share some of the same materials, but they should be run separately.

Two co-leaders teach the program. Program staff trains the co-leaders for two or three days, followed by biweekly or monthly consultations.

The Coping Power Program is for students who are identified by teachers and parents as aggressive. The students meet with the co-leaders in groups of five to seven once a week. The sessions are held during class time and last one class period. The program continues from one year to the next, with student groups meeting 33 times over the course of 16 to 18 months. In addition, the leaders meet with each child every six weeks to discuss managing their anger.

The second component of the program is for parents. Parents meet with the co-leaders every two weeks for an hour and a half, separately from students. As for the student component, the program manual outlines the issues that will be addressed at each meeting.

Personnel Resources:

A pair of co-leaders facilitates the program. One of the leaders should have a master's or Ph.D. in social work. Each group of five to seven students requires about an hour of the co-leader's time per week for planning and individual sessions, and an additional 45 minutes for group sessions. Each group of parents requires an hour and a half of the co-leader's time every two weeks. The parent groups may be larger than the student groups, up to 12 or 14 people.

Other Resources:

A program manual outlines the sessions for students and parents.

Cost:

The cost for training ranges from \$2,500 to \$5,000, plus the cost of reproducing handouts. The program manual has not been printed; schools pay for the cost of duplication. The manual is only available to schools that participate in the research project.

Contact Information:

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Life Skills Training (LST)

Program Description:

The Life Skills Training (LST) program is designed to prevent tobacco, alcohol, and other drug use by providing middle and upper elementary school students with the motivation and skills necessary to resist peer and media pressure to use drugs, alcohol, and tobacco. LST is a three-year sequential curriculum. The first year consists of 15 class periods in the sixth or seventh grade followed by a two-year booster component of ten class periods in the second year and five class periods in the third. The core curriculum focuses on providing prevention-related information, promoting anti-drug norms, teaching drug refusal skills, and facilitating the development of self-management and general social skills. A similar program is available for the upper elementary grades.

LST has been tested with a wide range of adolescents and has been shown effective among white, African-American, and Latino youths, both male and female, in urban, suburban, and rural environments. Using outcome averages across more than a dozen studies conducted with LST, it has been shown that the program cuts tobacco, alcohol and marijuana use by fifty to 75 percent. Long-term follow-up results observed six years following the intervention show that LST cuts drug use up to 66 percent, reduces pack-a-day smoking by 25 percent, and decreases use of inhalants, narcotics, and hallucinogens.

Set-up Procedure:

Classroom teachers instruct their entire classes using the program. It is a sequential program taught over the course of three years. Before administering the program, teachers attend a two-day workshop training.

Personnel Resources:

Teachers administering any part of this program must spend two days in training and several class periods teaching the program. Teachers administering the second and third years of the program build on lessons taught the previous year.

If the school decides to designate one school staff person to receive training and then train other staff members, the school trainer must attend a three-day workshop as part of the six-month to one-year certification process.

Other Resources:

There are program manuals for students and teachers at each level.

Cost:

Training the teachers directly costs \$4,000 for two days, plus travel and accommodations for the trainer. Training for a schoolwide trainer costs \$300 per day, plus travel and accommodations.

The kit, which contains a teacher's manual, thirty student manuals, and a relaxation tape, is \$275 for the first year, \$225 for the second year, and \$175 for the third year. When purchased at once, the three years cost \$625.

There is also a program for upper elementary schools that costs \$235 for each of the three years or \$655 if purchased all at once.

Contact Information:

Princeton Health Press

115 Wall Street

Princeton, NJ 08540

Tel: (800) 636-3415

www.lifeskillstraining.com

Project STAR

Program Description:

Project STAR, also known as Project I-STAR or the Midwestern Prevention Project (MPP), is a comprehensive, community-based drug abuse prevention program that bridges the transition from early adolescence to middle through later adolescence. The program consists of five components introduced in sequence over three to five years: mass media programming (conducted throughout the program), a two-year middle school program, a parental education and organization program, community organization and training, and local policy change regarding tobacco, alcohol, and other drugs. The school program contains ten to 13 lessons in the first year (sixth or seventh grade) and five booster sessions in the following year. The curriculum uses active social learning techniques including modeling, role playing, and discussion, with student peer leaders assisting teachers and homework assignments designed to involve family members. Evaluations of Project STAR have demonstrated reductions of up to thirty to forty percent in daily smoking, a similar reduction in marijuana use, and smaller reductions in alcohol use maintained through twelfth grade. Effects on daily smoking, heavy marijuana use, and some hard drug use have been shown through early adulthood (age 23).

Set-up Procedure:

The program is available on a limited basis to communities that have determined a need for the program and that have formed partnerships linking the school, parents, business and civic leaders, local government or law enforcement, and the media. Usually the community conducts a needs assessment of both the school and community before adopting Project STAR.

Personnel Resources:

Teachers are trained to set up the school-based program in a two-day training session. All components include regular meetings of community leaders, parents, and teachers to review and refine programs. The program for parents requires a parent/principal committee.

Other Resources:

Curricula, student workbooks, and parent/student workbooks are provided. An overhead projector is needed to show transparencies.

Cost:

The total cost over a three-year period, including the teacher's salary, training for parents and community leaders, technical assistance, and materials, is approximately \$200,000.⁴

Contact Information:

Karen Bernstein

⁴ Costs are based on a program involving up to twenty teachers, twenty parents, and one thousand middle school students. Material costs vary by the number of participants.

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University of Southern California
1441 Eastlake Avenue, MS 44
Los Angeles, CA 90089-1976
Tel: (323) 865-0325
Fax: (323) 865-0134
E-mail: karenber@usc.edu

Project Northland

Program Description:

Project Northland is a comprehensive alcohol use prevention curriculum for middle school aged youth, their parents, schools, and communities. Its goals are to prevent or reduce alcohol use among adolescents using multilevel, communitywide interventions. The program was implemented in 24 school districts and 28 adjacent communities in rural, northeastern Minnesota.

The first three years of the interventions had three primary levels: school, parents, and community. A social-behavioral curricula defined the program each year (Slick Tracy in sixth grade, Amazing Alternatives! in seventh grade, and Powerlines in eighth grade), and included classroom activities, schoolwide events, and peer leadership. Parental involvement each year complemented the school curricula and provided parent education. Communitywide strategies addressed larger community norms and access to alcohol by adolescents.

Slick Tracy, implemented in sixth grade, was a four-session home-based program administered through booklets from classrooms to families of the cohort. The booklet included weekly activities for parents and their sixth graders to complete as homework, as well as direct parent education. A Slick Tracy Family Fair was held in all intervention schools for students and their families after four weeks. Students shared alcohol prevention projects and posters, completed usually in pairs during the school day, with their families and community members.

Amazing Alternatives!, the seventh grade program, consisted of an eight-session, peer-led program in classrooms dealing with why kids began to drink, including peer influence and advertising, along with skills to resist those influences. Amazing Alternatives! also included an evening event with parents at the start of the school year and summer vacation, planned by peer leaders and with the sponsorship of community task forces.

The eighth grade program, Powerlines, was also implemented in the classroom for eight sessions, usually over a four-week period. Powerlines introduced students to community forces that were influential in teens' decisions to use alcohol. Through small group projects, the students learned about these community groups (for instance, school staff, police, parents, or community leaders) through interviews in person or by telephone, then presented their findings and suggestions to their classes and school administrators. Parent involvement continued with direct educational mailings and the task forces continued to implement communitywide prevention strategies.

After three years of Project Northland activities, when the students were at the end of eighth grade, monthly drinking was twenty percent lower among students in the intervention school districts compared with students in the reference districts, and weekly drinking was thirty percent lower. Project Northland provides strong support for primary prevention programs that systematically involve young adolescents, parents, peers, and community members.

Set-up Procedure:

School representatives, most often classroom teachers, are trained in the program methods of the classroom curricula over two and a half days. The four sixth grade lessons (lasting thirty

minutes each) and the eight seventh and eighth grade lessons (lasting 45 minutes each) are led by a teacher and trained peer leaders. School personnel train the peer leaders in two to four-hour sessions one week prior to the start of the curriculum.

Personnel Resources:

Classroom teachers most often implement the curricula. Teachers participate in the classroom curriculum training. The sixth grade training lasts a half-day. Training for seventh and eighth grades each lasts one day.

Cost:

The curriculum for all three grades costs \$549. On-site training costs \$3,000, plus \$200 for printing and the trainer's travel expenses, which are generally around \$800. The \$3,000 fee for on-site training does not include the curriculum, which must be purchased by the attendees. On-site training requires a minimum of twenty attendees.

Contact Information:

To order curricula:

Hazelden Publishing Group
P.O. Box 176
Center City, MN 55012
Tel: (800) 328-9000
Fax : (651) 213-4590
www.hazelden.org.

Other questions:

Cheryl Perry, Ph.D., Principal Investigator
Sara Veblen-Mortenson, Project Director
Division of Epidemiology
School of Public Health
University of Minnesota
1300 S. Second Street
Suite 300
Minneapolis, MN 55454-1015
Tel: (612) 624-0057
Fax: (612) 625-8082

Project ALERT

Program Description:

Project ALERT for sixth to eighth grade is a demonstrated social resistance skill curriculum for ethnically-mixed students that consists of 11 weekly lessons in the sixth or seventh grade and three booster lessons in the seventh or eighth grade. Key components include counteracting beliefs that most people use drugs, developing reasons not to use drugs, identifying the sources of pressures to use drugs, and building a repertoire of skills to resist pro-drug pressures. Parent involvement is encouraged through home-learning opportunities.

Research conducted by RAND shows a reduction in marijuana use initiation by thirty percent, a decrease in current and heavy smoking by 25 to 55 percent, and substantially reduced pro-drug attitudes and beliefs for participants compared with control groups.

Set-up Procedure:

Project Alert is a two-year curriculum that begins in sixth or seventh grade. The curriculum is taught in the classroom for 11 weekly classes lasting forty minutes in the first year, and three 45-minute weekly classes in the second year. School counselors or classroom teachers facilitate the sessions, replacing a regular class.

Session facilitators are trained in one-day workshops. For groups of twenty or more people, Project ALERT will conduct workshops at a school facility. Individuals can attend periodic regional workshops.

Personnel Resources:

Whether teachers or school counselors run the program, they all spend one day in training before going on to spend one period a week for eleven weeks teaching the first-year program, or one period for three weeks teaching the second-year program.

Other Resources:

Educators receive a manual containing lesson plans, eight interactive student videos, and 12 full-color posters at the training workshops. Materials are periodically updated free of charge.

Cost:

Training costs \$125 and includes all materials for the program.

Contact Information:

Project ALERT
725 Figueroa Street
Suite 1615
Los Angeles, CA 90017-5416
Tel: (800) ALERT-10
Fax: (213) 623-0585

E-mail: info@projectalert.best.org
www.projectalert.best.org

Preventive Alcohol Education Program

Program Description:

To increase skills in resisting the persuasive efforts of their peers, youth view a film on the physiological effects of alcohol and the types of arguments people use to convince others that they can drink and drive safely. Question-and-answer sessions follow with in-class role-plays. Attempting to inoculate the students against driving drunk, the role plays use scripts that focus on situations involving alcohol and provide familiarity with pro-drinking-and-driving arguments that encourage peers to engage in these risky behaviors. The role-plays are followed by immediate feedback. Finally, a slide show summarizes the knowledge component and argument portions of the previous sessions.

Ninth graders receive this program for two to three hours per week for five weeks. The self-reports of the program youth compared to the nonprogram youth show a prevalence rate that was 16 percent lower for frequency of drinking alcohol in the last thirty days. Importantly, program youth also report an impressive 22 percent reduction in actual refusals to drive with friends who had been drinking.

Set-up Procedure:

Individual teachers, or peer leaders, are trained by program staff to implement the program. The training lasts one half-day. The program has four components with accompanying activities, which are taught over approximately four weeks.

Personnel Resources:

Each teacher, or one peer leader who teaches all of the classrooms, can lead the program. Time spent teaching the program varies depending on individual styles. But teachers should spend at least an hour to an hour and a half on the program once a week.

Other Resources:

The curriculum materials include written materials for teachers and students, videos, and scripts for role playing. The classroom will require a television and VCR for sessions in which videos are used.

Cost:

Training costs \$100 per person; materials cost \$100 for each classroom.

Contact Information:

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University of New Mexico
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Albuquerque, NM 87131

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Fax: (505) 277-8360

E-mail: eduryea@unm.edu

Teenage Health Teaching Modules (THTM)

Program Description:

The Teenage Health Teaching Modules (THTM) for students in sixth through twelfth grade is a comprehensive health program that targets the secondary grades. The curriculum contains materials on alcohol, tobacco, and other drugs, and emphasizes personal and social skills for resistance that are taught through cooperative and small group learning. Many homework assignments involve families, and optional community service projects are presented. The curriculum is published by the Education Development Center.⁵

The program consists of a series of modules, each of which includes a teacher's guide with a detailed framework for conducting classroom activities. Each module contains six to 15 class sessions, each 45 minutes long. Certain essential health skills are highlighted in each module including risk assessment, self-assessment, communication, decision making, goal setting, health advocacy, and healthy self-management. The underlying philosophy of THTM is that everything we do or do not do is a statement of who we are; we express ourselves, our values, and our beliefs through behavior. The program provides opportunities for students to recognize that many factors affect health and well-being.

Students from a mix of ethnic and racial groups received instruction seven hours per month for four months. The seventh through twelfth grade program youth had a prevalence rate that was seven percent lower for the use of alcohol, tobacco, and hard drugs than nonprogram youth.

Set-up Procedure:

Training for the teachers is recommended, but not required. Regional trainers certified by the Education Development Center conduct the training. The school hires the trainers who then establish a program that suits the school's needs.

Personnel Resources:

THTM training sessions range from a half day to three days, depending on the number of modules the teachers intend to use.

A classroom teacher implements the program. The teacher may teach the entire program, which consists of 23 modules, or any of the individual modules. Each module consists of six to 15 class sessions, each 45 minutes long.

Other Resources:

Each module has a teacher's guide and student handouts.

⁵ This program can be used in conjunction with Violence Prevention Curriculum for Adolescents (see description on page 95) or Aggressors, Victims, and Bystanders (see description on page 17).

Cost:

The cost of training varies, depending on the price set by the local trainer and the number of days of training. Individual modules range from \$24.95 to \$79.95. Grade-level packages range from \$284.95 to \$409.95. The entire 23-module curriculum costs \$999.95.

Contact Information:

Education Development Center, Inc.

55 Chapel Street

Newton, MA 02458-1060

Tel: (800) 225 4276

Fax: (617) 969-4902

www.edc.org

Family Issues

Families and Schools Together (FAST)

Program Description:

FAST for children ages three to 14 is a promising social support-enhancing program that builds protective factors into the lives of children. After referral by an elementary school teacher, parents who have graduated from FAST make home visits to invite a child and his or her whole family to participate in the program. Families are clustered in groups of ten to 12 according to where their children attend school, and then attend eight weekly sessions of highly interactive and fun activities run by a team of professionals from the community.

Following this initial phase, groups of families run their own meetings for two years while continuing to receive support from the FAST team as needed. FAST strengthens communities, schools, and families by reaching out to socially isolated families, creating support networks, and encouraging parents to take leadership roles in the program.

Of the families that come to one FAST meeting, over eighty percent remain at least to the end of the initial eight-week phase. Over the following two years, schools report dramatic increases in parental involvement (75 percent) and self-referral to family counseling (26 percent) and substance abuse treatment (eight percent). In scientific studies, teachers and parents have reported improvements in behavior among referred youth, increases in family cohesion, and decreases in social isolation.

Set-up Procedure:

A team of up to ten people sets up the program, including a school staff member, representatives from two community agencies, and parents. A FAST trainer provides the school team with classes in which they learn to coordinate each group session. After these classes, the FAST trainer conducts a site visit when the program is in progress, and then a follow-up visit to review the outcome. The FAST trainer is available to the school team for technical help during the process.

The set-up team identifies families who might be helped by the project and invites them to attend the group sessions. The sessions are held in the school or a community center. The families in each group take turns cooking dinner for the entire group, after which everyone participates in activities lead by the teams.

Personnel Resources:

In addition to participating in the two-day training, the FAST school teams run each group session. The sessions last about two hours and generally take place once a week for eight weeks.

Other Resources:

The team leaders receive the curriculum during the two-day training session.

Cost:

The cost to train the team, evaluate the program, run three cycles of family groups, and follow-up with the families is estimated at \$39,000 a year.

Contact Information:

Lynn McDonald

FAST Project

University of Wisconsin - Madison

1025 W. Johnson Street

Madison, WI 53706

Tel: (608) 263-9476

Fax: (608) 263-6488

E-mail: mrmcdona@facstaff.wisc.edu

First Step to Success

Program Description:

First Step to Success for kindergarten through second grade is a demonstrated program with proactive screening of all students, a school intervention using the CLASS program (which trains teachers to use behavioral methods to decrease classroom disruption), and parent training to support children's adjustment to school. In early evaluations, First Step to Success appears to reduce aggression and maladaptive behavior, as well as the long-term probability that at-risk children will adopt a delinquent lifestyle during their youth.

Set-up Procedure:

The First Step Program begins by screening all students and identifying those at risk of developing antisocial behavior. The program contains both a school intervention and a home-based intervention. Classroom teachers teach the school component, which involves both the student identified for the program and their peers in learning positive patterns of behavior. The home component teaches parents skills to support and improve their child's school adjustment.

Though the program can only be introduced using the First Step program materials, it is preferable to train a program coordinator in each school. Program developers train the coordinators to identify the risk factors associated with antisocial behavior and to employ the program at home and in the classroom.

Before beginning the program, there is a meeting for parents to get them involved. The parents then work closely with the program coordinator and the teacher to promote the skills the child is learning both at home and in school.

Personnel Resources:

The training for the program coordinator lasts two days. The program coordinator is responsible for disseminating information, coordinating the screening process, identifying the students in need of the program, securing permission from the parents for the child's participation, soliciting teacher involvement, conducting the school and home intervention, and trouble shooting when needed. The coordinator devotes an average of fifty to sixty hours over three months to each child in the program.

The classroom teachers spend some time reinforcing the program by monitoring the child, rewarding appropriate behavior, and notifying the program coordinator when the child acts inappropriately. The teachers also spend time communicating with the parents regarding the child's behavior, and coordinating the implementation of the program with the program coordinator and the parents. In general, teacher involvement requires only minimal time and effort.

Other Resources:

The First Step kit contains everything needed for implementation: a guidebook for starting the program, a homeBase consultant guide, three homeBase parent handbooks, a videotape,

stopwatch, three sets of CLASS cards, and three homeBase parent boxes containing additional supplies for activities. The curriculum includes guides for setting up the program, a workbook for parents, and a video. A television and VCR are needed to play the video.

Cost:

The basic curriculum costs \$145. Additional parent guides and one-use supplies are available. Information about training can be obtained from Sopris West.

Contact Information:

Sopris West

4093 Specialty Place

Longmont, CO 80504

Tel: (800) 547-6747

Fax: (303) 776-5934

www.sopriswest.com

Functional Family Therapy (FFT)

Program Description:

Functional Family Therapy (FFT) for kindergarten through twelfth grade is a demonstrated family-based intervention. In rigorous evaluations, FFT has consistently produced sustained reductions in juvenile recidivism and sibling entry into high-risk activities when compared to a variety of other individual and group-based treatments. These reductions in adolescent disruptive behavior disorders have been accomplished at smaller expense than alternative approaches. FFT is a short-term change program that motivates families to deal with processes such as intense negative affect that prevent change. Specific strategies are then individualized for families to produce positive changes in family communication and problem solving, parenting, and the use of community resources.

Set-up Procedure:

The program begins with a three-day training for up to 12 school representatives qualified to function as therapists. This on-site training is followed by three two-day follow-up sessions every three months. Additionally, there is a one-day training for an interactive computer program, which is used for assessment and case planning. Finally, one of the trained representatives, who has at least a master's degree in therapy, goes to an additional "externship" training, which consists of three sessions at the University of Las Vegas. Throughout the year, FFT continues to provide support to schools through bimonthly phone conversations and a link to its computer program.

The family meets with a school counselor for 12 one-hour sessions. The sessions can be weekly or biweekly, and can be held in the school, home, or in an office.

Personnel Resources:

Each school counselor spends ten days throughout the year training for the program. The FFT "extern" makes three additional trips to the University of Las Vegas. This extern serves as the on-site team leader. While establishing the program, the counselor spends an average of 12 hours with each family in the program.

Other Resources:

The program requires space to conduct the family meetings. A free manual, *Family Intervention*, and extensive handouts are given out at the training. FFT provides all training materials.

Cost:

Initial and follow-up training costs \$20,500, plus travel and accommodations for the trainer, travel to Las Vegas, Nevada, and accommodations for staff members who attend the externship.

Contact Information:

Kathie Shafer, Project Coordinator

Tel: (801) 585-1807

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E-mail: Shafer@psych.utah.edu

Center for the Study and Prevention of Violence

Institute of Behavioral Sciences

University of Colorado at Boulder

Campus Box 442

Boulder, CO 80309-0442

Tel: (303) 492-8465

The Strengthening Families Program

Project Description:

The Strengthening Families Program for children ages six to ten is a demonstrated model originally tested with drug-abusing urban parents in outpatient treatment and has also been used with a universal population. It has been culturally modified and found effective with African-American, Asian/Pacific Islander, and Hispanic families. Parents and children attend 14 weekly two-hour sessions. Parents and children attend separate sessions in the first hour, during which parents learn about family management and parenting skills and children focus on social skills, and in the second hour they come together for family skills training. To increase participation, incentives such as snacks, transportation, childcare, and rewards are used. Evaluations have found significant improvements in parenting skills, children's pro-social behavior, and family relationships.

Set-up Procedure:

The program is designed for a group of eight to ten families. Two facilitators lead a group of parents, and two facilitators are in charge of the children's group. The families meet one night a week for 14 weeks. Each session begins with a group dinner, followed by two hours of activities. Childcare is provided for children under six.

The families are recruited through fliers distributed at school. Incentives for participation in the program include dinner and a small amount of money for completing the program. Often, coupons for Blockbuster Video and other businesses are given for good attendance and completing homework.

The program facilitators receive two days of off-site training to conduct the program, and are able to get technical assistance for setting up the program.

Personnel Resources:

The program requires a staff of four school facilitators and a childcare provider for every group of families. Teachers, graduate students, parents from the community, or representatives from community agencies serve as facilitators.

In addition to the weekly dinner meetings, four school facilitators spend two days in training, and an hour each week preparing for the dinner meeting.

Other Resources:

The program is run at school. The groups use two rooms for the sessions where the parents and children work separately, one large room for the full group, and a separate room for childcare.

The program includes a set of six manuals: three guides and an implementation manual for the trainers, and a handbook and workbook for both the parents and the children

Local restaurants provide the families with dinner. Various community businesses donate coupons used as incentives for participation.

Cost:

Off-site training for the facilitators costs \$2,000, plus travel and accommodations. Each manual costs \$25; the set of six is \$125. The bonus provided to families that complete the program is usually \$50 to \$100.

Contact Information:

Connie Tait, Ph.D.

University of Utah

Department of Health Promotion and Education

250 South 1850 East

Room 215

Salt Lake City, UT 84112

Tel: (801) 585-9201

Fax: (801) 581-5872

Gangs

Gang Resistance Education and Training

Program Description:

Gang Resistance Education and Training (GREAT) for kindergarten through twelfth grade is a promising model with curricula appropriate for children of all ages. The instructional programs (which range in length from four to nine weeks), taught by law enforcement officers, have sessions on law, crimes, victims, gangs, and substance abuse. The training focuses on the impact of crime on victims and communities, conflict resolution skills, cultural differences, and meeting basic needs without joining a gang. Schools and communities also have the option of implementing a summer component.

A preliminary evaluation found that GREAT participants had lower rates of delinquency, lower rates of gang affiliation, and more negative attitudes about gangs.

Set-up Procedure:

Sessions are taught by trained volunteer police officers. The middle school program includes nine hour-long sessions. It is suggested that sessions be held once a week for nine weeks, integrated into classroom instruction. The program culminates in a graduation ceremony.

Personnel Resources:

The program does not require any school staff, only volunteer police officers.

Other Resources:

The officers have course manuals and use wall charts and transparencies, which require an overhead projector in the classroom. A workbook for students is provided.

Cost:

The program is free. While training and accommodations for officers are free, they pay for their transportation to one of five national team-training sites if necessary. For New York City police officers, the closest training site is in Philadelphia, Pennsylvania.

Contact Information:

GREAT Branch

P.O. Box 50418

Washington, DC 20091

Tel: (800) 726-7070

Fax: (202) 565-4588

E-mail: great@atfhq.atf.treas.gov

www.atf.treas.gov/greatlgreat.htm

Community Organizations United to Reduce the Area's Gang Environment (Project COURAGE)

Program Description:

Project COURAGE for kindergarten through eighth grade is a promising program that provides youth with positive alternative activities to build resiliency skills in students that may serve as deterrents from gang membership and substance abuse. Key components include tutoring in all school subjects; workshops on self-esteem, decision-making and resiliency skills; health and nutrition and job training; academic, family, and personal counseling; and leisure and sports activities. Each school site is funded by grants on a year-to-year basis.

When students, staff, parents, and teachers were questioned by auxiliary staff, more than half of them said that Project COURAGE students had made improvements in stability, empowerment, self-esteem, and educational commitment. In addition, close to eighty percent of teachers and staff saw an improvement in students' social abilities and positive identities.

Set-up Procedure:

College students act as Project COURAGE site staff by serving as positive role models and providing enriching alternative activities for children. Coordinators and program assistants from Project COURAGE train the college students, who may be paid, receive college credit, or a combination of both.

Program sessions are held every day after school. They begin 15 minutes after the school day ends to allow students to travel to the site of the program. The first part of the afternoon is reserved for tutoring and schoolwork. After a snack break, the students then participate in group activities, which vary between resiliency-building workshops, sports activities, an arts and crafts session, or a guest speaker.

Each site offers incentives to encourage positive behavior or good grades. The students get points for good deeds and performance and can use the points at a monthly "store" to "buy" prizes. Three or four times a year, the program hosts family nights with activities, talent shows, and educational presentations for the parents.

The program was originally designed to serve elementary and middle school children in Riverside County, California. For information, contact the representative noted below.

Personnel Resources:

Project COURAGE administrative staff consists of the coordinator, the program assistant and a secretary. College students comprise the majority of the staff. Occasionally, a high school student will serve as a youth care worker trainee. Each site assigns one staff person to facilitate the program with the other youth care workers. The facilitator coordinates with teachers and staff about the academic and behavioral issues of the students in the program. Several sites are under the direction of a district facilitator. This staff member ensures that all the sites are running smoothly, acts as a liaison between the school, the parents, the administration, and the children.

Other Resources:

A room to host the program is needed, as well as supplies for various activities.

Cost:

Average cost for supplies, a site, and staffing is \$18,000 to \$20,000 a year.

Contact Information:

Mary Fowle
Project COURAGE Coordinator
Riverside County Office of Education
3939 Thirteenth Street
P.O. Box 868
Riverside, CA 92502-0868
Tel: (909) 222-4461
Fax: (909) 369-6406

Racial and Other Bias-Related Conflict

Anti-Bias Curriculum: Tools for Empowering Young Children

Program Description:

The Anti-Bias Curriculum for children ages two to five is a promising model to help children build the foundations for problem-solving and critical thinking about diversity and bias. The curriculum examines racial differences and similarities, disabilities, gender identity, cultural differences and similarities, and resistance to stereotyping and discrimination. The program also assists educational staff and parents in creating anti-bias environments. No evaluation data are available.

Set-up Procedure:

The program seeks to encourage an anti-bias mentality in the teachers and parents at a day care center so they pass this message on to the children. Day care centers send a team of teachers, parents, and the director to a four-day training in the curriculum. The team evaluates its needs and incorporates parts of the curriculum into its day care programs. The curriculum is incorporated into the day care center's programming as agreed upon by the staff at weekly staff meetings. Each team has a leader who attends additional training of one to three days throughout the year.

Personnel Resources:

All team members attend four days of training; the team leader also attends an additional three days of training. At first, planning the program's implementation requires thirty minutes at the weekly staff meeting. If successful, the program is eventually integrated into staff thinking and is not focused on specifically.

Other Resources:

Materials are available to assist the staff of the childcare center. Trainers are available for technical support.

Cost:

The curriculum costs \$8. The cost of the group training varies depending on whether it is done on site or if staff need to travel. Training for the group leader costs \$18,000.

Contact Information:

National Association for the Education of Young Children
1509 16th Street NW
Washington, DC 20036-1426
Tel: (202) 232-8777
www.naeyc.org/default.htm

Louise Dermon-Sparks
Pacific Oaks College
Children's School
Research Center
5 Westmoreland Place
Pasadena, CA 91103-3592
Tel: (626) 397-1306
Fax: (626) 397-1317
E-mail: rldsparks@aol.com

Healing the Hate: A National Hate Crime Prevention Curriculum

Program Description:

Designed for use in middle schools and youth organizations, this curriculum deals with hate crime in the United States and presents strategies for reducing hate crimes among our youth. The ten-unit curriculum is based on the concept that violence and prejudice are learned and therefore preventable, and that students can develop critical-thinking skills to respond to and prevent hate crime. It includes interactive classroom exercises to promote debate about issues and ideas, illustrate the profound impact of hate crime, and help students develop skills to recognize and counteract prejudice through involvement in the school and community. An adapted version of this curriculum is available in Spanish under the title "El Odio Se Cura: Un Programa Nacional para la Prevencion de los Crimenes de Odio para las Escuelas Intermedias."

Healing the Hate for middle and high schools is a promising model. In ten units, youth learn that violence and prejudice are preventable and develop skills in empathy, critical thinking, perspective taking, and media literacy. Students engage in several cooperative learning activities and discuss factors that perpetuate hate crimes. This program has been tested in demographically and geographically diverse locations, but no evaluation data are available.

Set-up Procedure:

Teachers integrate the program into their classrooms throughout the year. The curriculum consists of ten units, with three lessons per unit. There is no training.

Personnel Resources:

The program requires a teacher to integrate the curriculum into the classroom or another youth setting.

Other Resources:

The activities require classroom materials such as pencils and paper. Videos are optional.

Cost:

The curriculum is free from the Department of Education and the Department of Justice.

Contact Information:

National Center for Hate Crime Prevention, Education Development Center, Inc.

55 Chapel Street

Newton, MA 02458-1060

Tel: (800) 225-4276 ext. 2534

Fax: (617) 244-3436

E-mail: hatecrime@edc.org

Responding in Peaceful and Positive Ways

Program Description:

Responding in Peaceful and Positive Ways (RIPP) for sixth grade is a demonstrated curriculum tested in ethnically mixed populations. Key elements include working in small groups; problem-solving; identifying feelings; handling differences; peer mediation; clarifying values; dealing with prejudice; and avoiding, ignoring, defusing, and resolving conflicts. The problem-solving component includes several steps that students memorize and practice frequently. Students learn to stop, calm down, identify the problem and feelings about it, decide among nonviolent options (resolve, avoid, ignore, or defuse), do it, look back, and evaluate. An evaluation funded by the Centers for Disease Control and Prevention shows RIPP significantly reduces fights and incidents of being threatened with a weapon.⁶

Set-up Procedure:

The sixth grade curriculum consists of 25 weekly sessions, while the seventh and eighth grade curriculums contain 12 sessions. All sessions last fifty minutes. After staff members receive training to become specialists in preventing school violence, they incorporate the program into the classroom. Training for each grade varies.

Personnel Resources:

There are eight days of training for the sixth grade. After the first group of sixth graders has received the lessons, there is a four-day training for the seventh and eighth graders.

At least half of the specialist's time is devoted to teaching the curriculum. At some schools, part of the specialist's time is spent on truancy prevention programs or peer mediation programs. It is generally a full-time position. The program does not require the participation of the classroom teachers, but it is beneficial.

Other Resources:

The curriculum uses standard classroom supplies. Optional videos are available. It is useful to have a video camera, VCR, and television so the role-playing activities can be videotaped and later reviewed with the students.

Cost:

The costs for training vary, depending on the number of people trained at one time. The classroom manuals are approximately \$50 each. The salary for the violence prevention specialist is additional.

Contact Information:

RIPP Project

⁶ The evaluation was conducted immediately after the program ended and again six months later.

c/o Aleta Lynn Meyer
Virginia Commonwealth University
808 West Franklin
P.O. Box 842018
Richmond, VA 23284-2018
Tel: (804) 828-8793
Fax: (804) 828-2337

School Police

The Comprehensive Weapons Reduction Initiative

Program Description:

The Comprehensive Weapons Reduction Initiative for kindergarten through twelfth grade is a promising model. The key components include a clear and consistently reinforced code of conduct aimed at preventing teasing and small fights, which tend to lead to weapons assaults. Environmental controls make it difficult to bring weapons to school and increase students' perceived safety (so that they do not feel the need to bring weapons). The environmental controls include random searches conducted by police, routine checks of areas where weapons may be hidden, home searches to recover firearms and explosives before they are brought to school, visual screening techniques that enable police and school staff to spot students who are concealing weapons, and strictly enforced sanctions for weapons violations. Students who have brought weapons to school can complete the academic year at an alternative school. Staff reported that student weapons violations have decreased by seventy percent.

Set-up Procedure:

The program places police officers, each with specific duties, at high and elementary schools. There are generally two full-time officers stationed at each high school and one full-time officer at each middle school. The officers patrol the school and conduct periodic school and classroom checks. Two officers also work in collaboration with social workers for truancy intervention.

Personnel Resources:

The program requires two full-time officers per high school, one for each middle school, plus two full-time truancy officers for the county.

Other Resources:

The officers run metal detectors, use police screening techniques, and place safety signage in the schools.

Cost:

The cost depends on the number of police officers, the respective salaries of the officers, and the number of metal detectors purchased.

Contact Information:

Bibb County Public Schools Campus Police
2444 Roff Avenue
Macon, GA 31204
Tel: (912) 746-6114

Fax: (912) 751-6706

E-mail: rbentley@bibb.K12.ga.us

The School Resource Officer Program

Program Description:

The School Resource Officer Program for kindergarten through twelfth grade is a promising model for effectively using law enforcement officers in the schools. Sworn law enforcement officers (who are already well prepared to deal with weapons and violent behavior) are trained to counsel students on law-related problems and support services, teach classes on law, and serve as role models for students. Anecdotal evidence suggests that rising numbers of school resource officers in North Carolina have contributed to falling numbers of firearms reported at school.

Set-up Procedure:

School resource officers (SROs) are police officers, ideally with at least five years of experience, trained to work in schools. Officers spend approximately half of their time in law enforcement activities on the school grounds, and divide the rest of their time between teaching lessons in social studies, civics, or other classes, and serving as a resource on law and school policy issues for students.

Personnel Resources:

If possible, each officer is assigned to one school on a full-time basis. They are at the school when it opens, and often return to the school for evening activities such as sporting events.

Because they are sworn law enforcement officers, they have gone through basic law enforcement training. They receive additional training that focuses on law-related counseling and teaching and on working in a school environment.

Other Resources:

Officers have equipment typical of law enforcement officers, including a uniform, gun, two-way radio, and a car. They often have their own office and a computer that allows them to communicate with school resource officers at other schools.

Cost:

Salaries are determined by the police department pay scale. Although officers are usually employees of law enforcement agencies, the positions are funded by the school district, often through grants or COPS funding.

Contact Information:

Dr. Pam Riley
Executive Director
Center for the Prevention of School Violence
313 Chapanoke Road
Suite 140
Raleigh, NC 27603

Tel: (800) 299-6054
Fax: (919) 773-2864
E-mail: Pamela_riley@ncsu.edu
www.ncsu.edu/cpsv/

Sexual Harassment/Sexual Violence

Building Relationships in Greater Harmony Together (BRIGHT), formerly the Dating Violence Prevention Program

Program Description:

The BRIGHT Program for high schools is a demonstrated curriculum for changing attitudes condoning dating violence, and a promising curriculum for changing behaviors among students. Key elements include promoting equity in dating relationships, challenging attitudes toward violence as a means of conflict resolution, improving communications skills, supporting victims of dating violence, and seeking help for those involved in violent relationships. An evaluation of the program showed significant decreases in student attitudes favoring dating violence as a means of resolving conflict.

The BRIGHT Program has been used in middle schools and is currently being evaluated.

Set-up Procedure:

The BRIGHT program trains teachers at the State University of New York at Stony Brook or at a location of the school's choice. The training generally takes two days, but may be administered in one. The curriculum consists of five lessons, thirty to forty minutes in length. The lessons are taught consecutively, generally in place of health class.

Personnel Resources:

Teachers attend about one day of training and spend five class periods teaching the program.

Other Resources:

A television and VCR are needed to show the video.

Cost:

Training for the teachers costs \$1,000 a day, plus travel expenses to Stony Brook, New York. The cost of the training includes travel expenses for the consultant. Program materials, manual, and videos cost approximately \$100 per teacher.

Contact Information:

K.D. O'Leary
Department of Psychology
State University of New York at Stony Brook
Stony Brook, NY 11794-2500
Tel: (516) 632-7852
E-mail: doleary@psychl.psy.sunysb.edu
www.psy.sunysb.edu/marital

Flirting or Hurting

Program Description:

Flirting or Hurting for six to twelfth grade is a promising model for reducing sexual harassment and sexual violence. Topics addressed include bullying, dating violence, racial and ethnic intolerance, hazing, domestic violence, student rights, and taking action. No evaluation data are available.

Set-up Procedure:

No training is required for teachers to use this course in middle or high school.

Personnel Resources:

The teacher uses a guidebook to teach the program.

Other Resources:

The curriculum is a guide for teachers, with handouts for the students. An optional video is available.

Cost:

The curriculum costs \$19.95. An expanded guide is available for \$15. The video costs \$79.95.

Contact Information:

NEA Professional Library
Distribution Center
P.O. Box 2035
Annapolis Junction, MD 20701-2035
Tel: (800) 229-4200

Truancy/Dropout Prevention

The Alternative Education Program

Program Description:

The Alternative Education Program for ninth graders is a promising model at Minnie Howard School in Alexandria, Virginia. An alternative team was formed for the population designated to be at risk of dropping out and developing behavior problems. The Alternative Education Program teaches the content of courses to students using a high degree of individualization while addressing skill development gaps. In addition, the program infuses violence prevention into the curriculum, provides a welcoming climate to improve student motivation to attend school, and provides genuine school-to-work opportunities for each student. Regular home visits provide parent education and support. This program is currently being evaluated.

Set-up Procedure:

The program is exclusively for ninth graders. All of the ninth grade students are divided into six academic teams and take core courses with their fellow team members. The Alternative Education Program is one of the six teams, and contains students identified as at high risk for truancy and dropping out. Participation on the team is voluntary, but strongly encouraged.

Before the school year begins, the counselor assigned to the team reviews students' files and meets with families. An individualized achievement plan is developed for each student, who meets with the team counselor throughout the year.

Personnel Resources:

The Alternative Education Program team has five academic teachers and one counselor for sixty students. The students also take two elective courses with other students in the school.

Other Resources:

The program uses standard ninth-grade resources.

Cost:

The program costs approximately twice as much as its costs to operate a standard classroom.

Contact Information:

Margaret Walsh, Principal
Minnie Howard School
3801 West Braddock Road
Alexandria, VA 22302
Tel: (703) 824-6750
Fax: (703) 824-6781

E-mail: mwalsh@acps.kiz.va.us

Reconnecting Youth

Program Description:

Reconnecting Youth for ninth through twelfth grades, is a demonstrated model for students showing signs of poor school achievement, multiple problem behaviors, and the potential for dropping out of high school. Key elements include social support and skills training, personal growth classes, and social activities to promote school bonding. Two studies have found improvements in school performance and reductions in substance use and suicide risk. In addition, the Texas Education Agency has recently approved Reconnecting Youth for use as a for-credit class in Texas public schools.

Set-up Procedure:

This program is offered as an elective class. The curriculum consists of eighty sessions, one hour in duration, which take a semester to teach. Each session discusses several issues, each dealt with in a specific module. The instructor can combine these modules in a way that best fits the class.

Training to teach the program lasts four days. The program can be taught to a teacher or an outside person.

Personnel Resources:

The program sessions last as long as a standard class. A teacher with a free class period or a person from an outside agency can teach the program.

Other Resources:

In addition to the curriculum, worksheets and overheads are used.

Cost:

Curriculum and materials cost \$179 plus shipping and handling (a total of \$190.95). Training costs \$750 per day plus travel and expenses for the trainer.

Contact Information:

Amy Royer
National Education Service
1252 Loesch Road
Bloomington, IN 47404
Tel: (800) 733-6786
Fax: (812) 336-7790
www.nesonline.com

Aleta Lynn Meyer
Virginia Commonwealth University

808 West Franklin
P.O. Box 842018
Richmond, VA 23284-2018
Tel: (888) 572-1572
Fax: (804) 828-0239
E-mail: ameyer@saturn.vcu.edu

Violence Prevention

Positive Adolescent Choices Training (PACT)

Program Description:

The Positive Adolescent Choices Training (PACT) program is designed to reduce the chances that at-risk adolescents will become victims or perpetrators of violence. It addresses the problem of expressive violence, which involves loss of control among family, friends, and acquaintances, and represents the greatest threat to adolescents. Although developed especially for sensitivity to the needs of African-American youth, the techniques used in the program are applicable to, and are frequently used with, multiethnic groups.

PACT primarily targets high-risk youth between the ages of 12 and 16 who are selected by teachers on the basis of skill deficiencies relating to peers, behavior problems (particularly aggression), and/or a history of violence, victimization, or exposure. PACT helps adolescents learn more appropriate and socially effective ways of interacting with others, to recognize and control angry emotions that can interfere with verbal resolutions to conflict, and to understand and avoid violence risk. Training takes place in small groups of no more than ten, targeting skills that include giving negative feedback (expressing criticism or displeasure calmly), receiving negative feedback (reacting appropriately to criticism and anger of others), and negotiating (identifying problems and potential solutions and learning to compromise).

The curriculum features lessons one or two times per week for 19 weeks. Students receiving instruction reduced antisocial and violent behaviors by 38 percent.

Set-up Procedure:

The school counselor, school psychologist, assistant principal, or special education teacher runs the programs after completing a two-day training. Sessions are held during the school day or after school for 19 weeks with a small group of students, usually six to 12 per group. The group meets for an hour twice a week. The program may be used as an alternative to suspension. Follow-up technical support from the trainers is available.

Personnel Resources:

The training to implement the program lasts two days. Sessions are held for one hour twice a week for 19 weeks. Officials responsible for working with students on behavioral issues, such as a school counselor, psychologist, or assistant principal, run the session.

Other Resources:

The programs requires a separate room to hold the sessions and standard classroom resources (paper and markers). A television and VCR to show videotapes are optional.

Cost:

Training costs \$275, plus airfare and accommodations. Program manuals cost \$18. An optional set of videotapes titled "Dealing with Anger" is available for \$495.

Contact Information:

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School of Professional Psychology
Wright State University
Ellis Human Development Institute
9 N. Edwin C. Moses Boulevard
Dayton, OH 45407
Tel: (937) 775-4300
Fax: (937) 775-4323
E-mail: betty.yung@wright.edu

Straight Talk About Risks (STAR)

Program Description:

Straight Talk About Risks (STAR) for pre-kindergarten through twelfth grade is a promising model for preventing gun-related violence among students. There are four curricula (pre-kindergarten to second grade, third to fifth grade, sixth to eighth grade, and ninth through twelfth grade), and English and Spanish versions of all curricula are available. For the younger children, the focus is on obeying rules, staying safe, and learning that guns are not toys. In the middle grades, students explore media violence, reasons why people are violent, and strategies for coping with conflict. The high school curriculum fosters discussions on the consequences of handgun violence, on gun violence and youth, and on stress as a potential cause of violence. Students in grades nine through 12 who have participated in STAR indicate that they are less likely to use a gun under a variety of circumstances.

Set-up Procedure:

The training can either be done on-site by a consultant or teachers can travel to an established training.

Personnel Resources:

Each grade level has five to six lessons. Each lesson lasts thirty to forty minutes and is administered by the classroom teacher.

Other Resources:

The program's curriculum contains recommended lesson plans, role-playing activities, videos, and overhead transparencies.

Cost:

The materials cost \$35 per person. There is a consulting fee of \$150, plus travel and accommodations for the trainer.

Contact Information:

Center to Prevent Handgun Violence
1225 Eye Street NW
Suite 1100
Washington, DC 20005
Tel: (202) 289-7319
Fax: (202) 408-1851

Fast Track

Program Description:

Fast Track is a program designed to reduce conduct problems in children and prevent them from serious and chronic delinquency and violence in adolescence. A universal component is directed at strengthening the social and emotional development of all children in the school and employs age-relevant curricula for first to fifth grades. Classroom teachers are trained by Fast Track staff in the use of the PATHS curriculum (Promoting Alternative Thinking Strategies).⁷ Reducing classroom disruptiveness also serves to make it easier for high-risk children to improve their behavior as they receive the targeted intervention components because there are fewer goings-on in the classroom to set them off.

The high-risk children receive an intensive program of services that includes skill-building groups, reading, tutoring, and case management in the school coordinated by a Fast Track staff person. Their parents are included in their own skill-building groups and are supported with home visiting and community agency liaison. The groups meet weekly in first grade, biweekly through second grade, and monthly through the end of middle school. High-risk children are usually selected at the end of kindergarten because of their disruptive behavior at home and at school.

The program has been evaluated in four communities in the United States. Approximately nine hundred high-risk youth and their families participated in the evaluation of the intensive program, and ten thousand children were part of the universal evaluation program. Evaluators found that 25 percent fewer students in the program had an Individual Education Plan (students showing a need for special education attention) than students not participating in the program but matched for high-risk status at the end of kindergarten. By the end of third grade, the students receiving the program were spending half as much time in special education resources as the control group. The universal program has been evaluated through the end of first grade, and classrooms receiving the PATHS curriculum were observed to have fewer disruptive episodes. Child ratings indicated more positive peer relations in these classrooms.

Set-up Procedure:

Fast Track is instituted in the classroom and on an individual level with selected students. In participating schools, all classrooms use the PATHS curriculum. At the end of kindergarten, students are screened. Students with severe conduct problems are identified, and receive the intensive Fast Track intervention continuously from first through fifth grade.

Fast Track staff trains two program leaders for two days. On-site visits continue throughout the semester. Classroom teachers also attend training for a day and a half on the PATHS curriculum.

The program focuses on groups of five to six kids at a time, and has both a classroom and family component. At school, students receive tutoring twice a week from a volunteer. The students are also paired with classmates to practice positive social interaction skills. The family

⁷ See description on page 29.

programs are run after school or on the weekends for students and their families. The sessions last about two hours. They begin with a tutoring session similar to the classroom session, but with parents sitting in. Then the parents and children split up to participate in skill-building exercises. The sessions end with a family activity.

Initially, the family sessions are held once a week. In the second year, the sessions are held every two weeks, and eventually once a month. When the parent sessions are no longer held on a weekly basis, the program leader maintains contact with the parents through phone calls or notes. When parents do not attend the parent sessions, the leaders follow up with home visits.

Personnel Resources:

All teachers are trained to use the PATHS curriculum in their classroom. Additionally, the school counselor or special education teacher, social worker, or other person with experience helping families works with students identified as having behavioral problems. The counselor or special education teacher works with the students in the peer-relations component, and coordinates the tutoring and family sessions. The counselor may work with a caseload of 12 to 18 children. Social workers help children and their parents in the family sessions, and checks in with the families through telephone calls and home visits.

Other Resources:

Ideally, the parent sessions are conducted on school premises. The program requires school space for these sessions and transportation if necessary.

Cost:

No cost has been established for the training, but it is estimated at \$125 per hour. No price is set for the manuals.

Other costs include transportation for parents to the sessions, refreshments, and the use of school space after hours. Those interested in instituting Fast Track in their school should contact the program representative noted below.

Contact Information:

John Coie
Psychology Department
Duke University
Box 90085
Durham, NC 27708-0085
Tel: (919) 286-2008 ext. 222
Fax: (919) 286-3221
E-mail: john.coie@duke.edu
www.fasttrack.project.org

Violence Prevention Curriculum for Adolescents

Program Description:

The Violence Prevention Curriculum for Adolescents can be used alone or in conjunction with the Teenage Health Teaching Modules, a comprehensive health curriculum.⁸

In this module of the Teenage Health Teaching Modules, targeted to ninth and tenth grades, students explore the nature of interpersonal violence and consider ways to prevent it. The class discusses homicide statistics and characteristics, then considers the major risk factors for violence: alcohol and other drugs, weapons, and poverty. Students examine the causes of anger and healthy and unhealthy ways to express it. Next, they analyze the positive and negative results of fighting and role play what happens before, during, and after a fight, learning that the longer they allow an altercation to develop, the harder it is to stop. Finally, they discuss strategies for preventing fights and practice nonviolent alternatives to fighting.

The sample of African-American and white students in both urban and rural settings received the curriculum one to four times per week. After the program, they exhibited a reduction in antisocial and violent behaviors of 25 percent.

Set-up Procedure:

Teacher training is recommended but not required. Regional trainers certified by the Education Development Center lead the training. The program, which is used in ninth and tenth grade classrooms, includes ten sessions each lasting 45 minutes.

Personnel Resources:

The training for this program lasts approximately one day. The teacher who facilitates the sessions spends 45 minutes teaching each of the ten sessions.

Other Resources:

The teacher's guide contains handouts that can be photocopied and distributed.

Cost:

The cost of training varies depending on each trainer's fee. The teacher's guide costs \$29.95.

Contact Information:

Education Development Center
55 Chapel Street
Newton, MA 02458-1060
Tel: (800) 225-4276
Fax: (617) 969-4902
www.edc.org

⁸ See program description on page 61.