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ABSTRACT
        This publication examines the extent and nature of school
violence and reviews promising approaches to creating safe schools and
peacefully resolving conflicts. The feature article, "School Violence: An
Overview" (Margaret Small and Kellie Dressler Tetrick), provides an
understanding of the nature of the challenges to safety and discusses ways to
devise effective strategies to prevent school violence. The second article,
"Creating Safe Schools: A Comprehensive Approach" (Ira Pollack and Carlos
Sundermann), provides a comprehensive approach that requires collaboration
with the community. It suggests that if properly conceived, comprehensive
safe school planning will foster a safer environment for students and their
teachers. The last article, "Conflict Resolution Education: Preparing Youth
for the Future" (Donna K. Crawford and Richard J. Bodine), discusses an
alternative approach to conflict resolution. Conflict resolution education
can contribute to making schools safer and preparing students to participate
in society by offering four alternatives: process curriculum; mediation
programs; peaceable classrooms; and peaceable schools. The document also
includes lists of publications and resources to help prevent school violence
and promote safe schools. (Contains 12 figures and 14 references.) (JDM)

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School Violence:
An Overview

Also

◆ Creating Safe Schools
◆ Conflict Resolution Education

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A Message From OJJDP

Although school remains one of the safest places for children, recent shootings on school campuses have heightened public concern. The victimization of students by acts of violence is simply intolerable. This issue of *Juvenile Justice* examines the extent and nature of school violence and reviews promising approaches to creating safe schools and resolving conflicts peacefully.

Many factors go into assessing school safety, as **Margaret Small** and **Kellie Dressler Tetrick** note in their overview of "School Violence." The authors draw on data from the 2000 *Annual Report on School Safety* and *Indicators of School Crime and Safety, 2000* to answer questions such as the following: How much crime is occurring in the Nation's schools? Are schools more or less safe than in the past? Do students feel safe at school? What kinds of crimes are occurring?

Fortunately, communities across America are taking action to reduce school violence. "Creating Safe Schools" will require a comprehensive approach, such as those described and illustrated by **Ira Pollack** and **Carlos Sundermann** of OJJDP's National Resource Center for Safe Schools. While comprehensive safe school planning will not eliminate all campus violence, if properly conceived and implemented, it will foster a safer environment for students and their teachers.

"Conflict Resolution Education" offers a way of preparing youth for a less violent future—or rather, as **Donna Crawford** and **Richard Bodine** point out, it offers four approaches: process curriculum, mediation program, peaceable classroom, and peaceable school. An accompanying sidebar reports on "Peaceable Schools Tennessee," a particularly promising example of the last approach.

Publications and other resources designed to help prevent school violence and promote safe schools are described in this issue's In Brief section. It is hoped that the information provided throughout these pages will help make our Nation's schools the havens from violence they are meant to be.

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FEATURES

IN BRIEF

School Violence: An Overview

by Margaret Small and Kellie Dressler Tetrick

Crime and violence in schools are matters of significant public concern, particularly after the spate of tragic school shootings in recent years. The perception of risk is often greater than the reality, as schools have been largely successful in keeping students and staff safe from harm. However, many schools face serious problems, and it is important to develop an understanding of these problems so that effective strategies can be devised to prevent school violence and increase school safety.

Many factors enter into an assessment of school safety. Professionals in diverse disciplines have made considerable progress in sharing knowledge and resources to prevent school violence. As researchers and practitioners refine violence prevention efforts so that the resultant strategies become more effective and widely implemented, the confusion surrounding school violence must also be addressed.

The terms "school violence" and "school safety," while frequently used within justice, education, and public health arenas, have yet to be commonly defined. Researchers and practitioners use these terms to describe a range of practices, events, and behaviors; however, they have not attained consensus on the nature and scope of the school violence problem. Multiple approaches can prove beneficial as each discipline brings to bear the full force of its knowledge and experience, but they complicate the task of summarizing the state of school violence. For instance, should school violence be considered a subset of youth violence? Should measures of school violence and school safety include all aggressive behavior or only behaviors that result in arrest or injury? What are the best indicators of school violence and school safety? Who should be responsible for measuring those indicators?

While researchers and practitioners can disagree on terms and approaches, the potential for eliminating school violence lies in using their collective wisdom and energy.

National Data on School Safety

Although progress has been made in monitoring issues related to school violence, providing a comprehensive overview of the state of school violence is difficult. First, no standard set of indicators exists to describe school violence, and the indicators that are available have limitations. For example, data from the National Crime Victimization Survey, which is conducted by the

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Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice, describe the extent to which students have been victims of crime at school. These data, however, do not yield school-level information that would provide a better understanding of which types of schools are experiencing the highest levels of crime. Second, several self-report student surveys provide information only about high school students. Third, schools do not use the same definitions for incidents; consequently, aggregating data across schools is difficult.

Government agencies, research organizations, universities, and schools are working diligently to address these limitations and have identified data that provide a more comprehensive picture of school violence. Some of the studies from which these data are derived have been conducted for several years. Such long-term data are helpful in determining trends for specific indicators of school violence. The indicators presented in this article are not the only indicators available related to school violence. They were selected to represent the breadth of events and behaviors that contribute to school violence. Other publications, such as the 2000 *Annual Report on School Safety* (U.S. Department of Education and U.S. Department of Justice, 2000) and *Indicators of School Crime and Safety, 2000* (Kaufman et al., 2000) contain additional indicators and State and local data.[1]

School-Associated Violent Deaths

School-associated violent deaths are rare. Preliminary data from the School-Associated Violent Deaths Study, funded by the Centers for Disease Control and Prevention (CDC) and the U.S. Departments of Justice and Education, indicate that less than 1 percent of the more than 1,350 children who were murdered

in the first half of the 1998–99 school year (July 1, 1998, through December 31, 1998) were killed at school (i.e., killed on school property, at a school-sponsored event, or on the way to or from school).

In the entire school year (July 1, 1998, through June 30, 1999), 34 incidents occurred in which a child or adult was murdered or committed suicide while at school, resulting in the deaths of 50 individuals. Homicide accounted for 38 of these deaths (including 34 students), suicide accounted for 9, and an unintentional shooting accounted for 1. A law enforcement officer in the course of duty killed two adults. Only two of these incidents involved multiple victims.

The total number of incidents in which a child or adult was murdered or committed suicide at school declined from 49 during the 1995–96 school year to 34 during the 1998–99 school year (see figure 1, page 5). The number of students murdered at school has fluctuated between 30 and 35 during the 1994–95 and 1997–98 school years (see figure 2, page 5).

It is also important to note that the number of multiple-victim homicides at school has declined from six incidents in the 1997–98 school year to two in the 1998–99 school year (see figure 3, page 6). Since the 1992–93 school year, at least one multiple-victim homicide has been committed each year (except for the 1993–94 school year).

Nonfatal Crimes Against Students

Nonfatal crimes (e.g., theft, rape, sexual assault, robbery, aggravated assault, and simple assault) against students at school declined from 144 per 1,000 students in 1992 to 101 per 1,000 students in 1998 (see figure 4, page 6). This reflects a

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Figure 1: School-Associated Violent Death Incidents
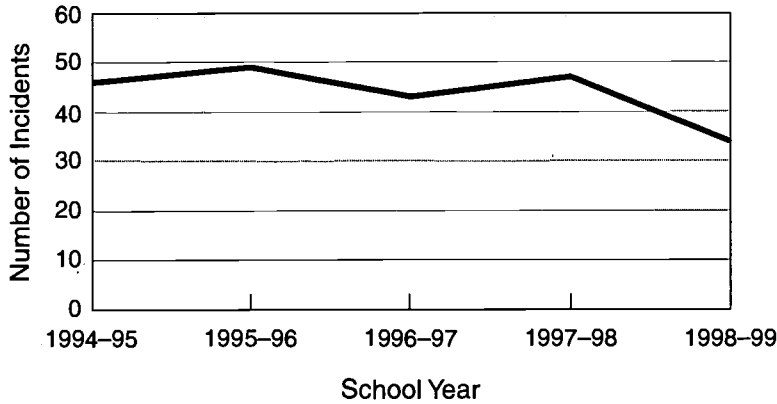
Note: Violent deaths include homicide and suicide.

Source: Centers for Disease Control and Prevention, U.S. Department of Education, U.S. Department of Justice, and National School Safety Center, The School-Associated Violent Deaths Study, 1994–99.

Figure 2: School-Associated Student Homicides
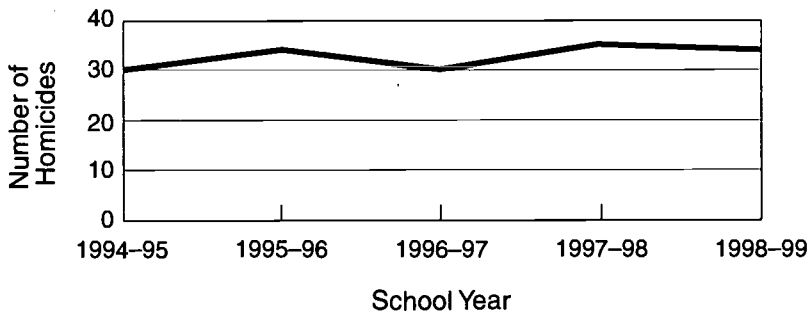
Source: Centers for Disease Control and Prevention, U.S. Department of Education, U.S. Department of Justice, and National School Safety Center, The School-Associated Violent Deaths Study, 1994–99.

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decline in the number of nonfatal crimes from 3.4 million in 1992 to 2.7 million in 1998.

Students are less likely to be victims of serious violent crimes (e.g., rape, sexual assault, robbery, and aggravated assault) and nonfatal violent crimes (serious violent crime plus simple assault) at school than away from school. In 1998, 12-through 18-year-old students were victims of 1.2 million nonfatal violent

crimes at school. This represents a decline from 48 per 1,000 students in 1992 to 43 per 1,000 students in 1998 (see figure 5, page 7).

However, the rate of serious violent crimes against students at school stayed fairly consistent from 1992 to 1998 (see figure 6, page 7). In 1998, 9 out of every 1,000 students were victims of serious violent crimes while at school or going to and from school, whereas 21 out of

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Figure 3: School-Associated Multiple-Victim Homicide Events
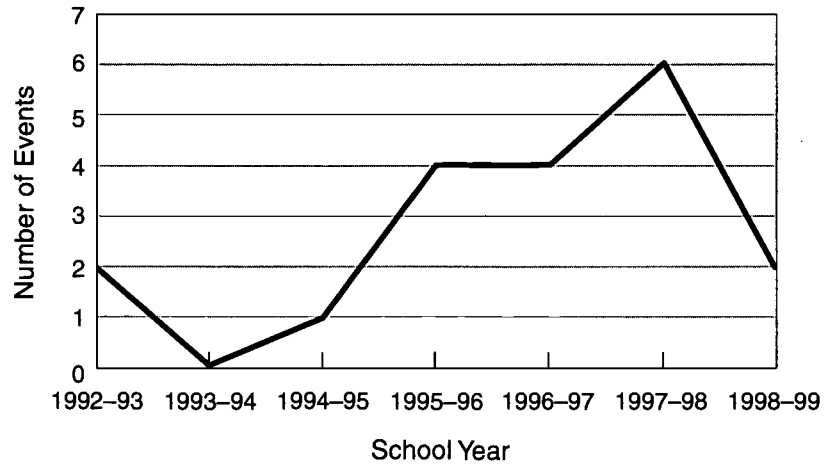
Source: Centers for Disease Control and Prevention, U.S. Department of Education, U.S. Department of Justice, and National School Safety Center, The School-Associated Violent Deaths Study, 1992–99.

Figure 4: Nonfatal Crimes Against Students Ages 12 Through 18 At and Away From School
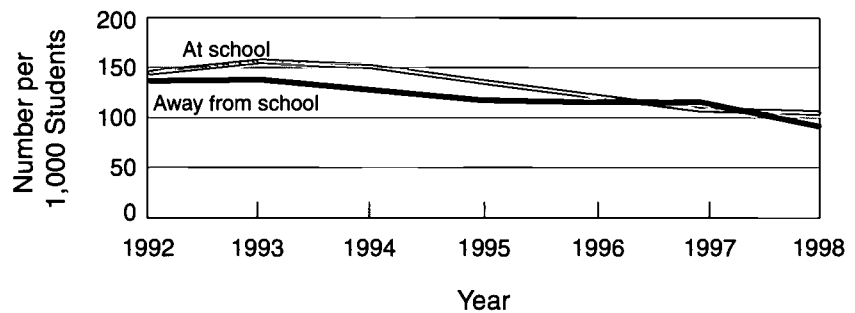
Note: Total crimes include theft and violent crimes. Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992–98.

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every 1,000 students were victims of serious violent crimes while away from school.

Although more students have been victims of theft at school than away from school, thefts committed at school against 12- to 18-year-old students have declined dramatically since 1992. In 1992, 95 thefts per 1,000 students occurred; in 1998, this number declined to 58 per 1,000 students (see figure 7, page 8). In 1998, 58 percent of all crime at school was theft.

Figure 5: Violent Crimes Against Students Ages 12 Through 18 At and Away From School
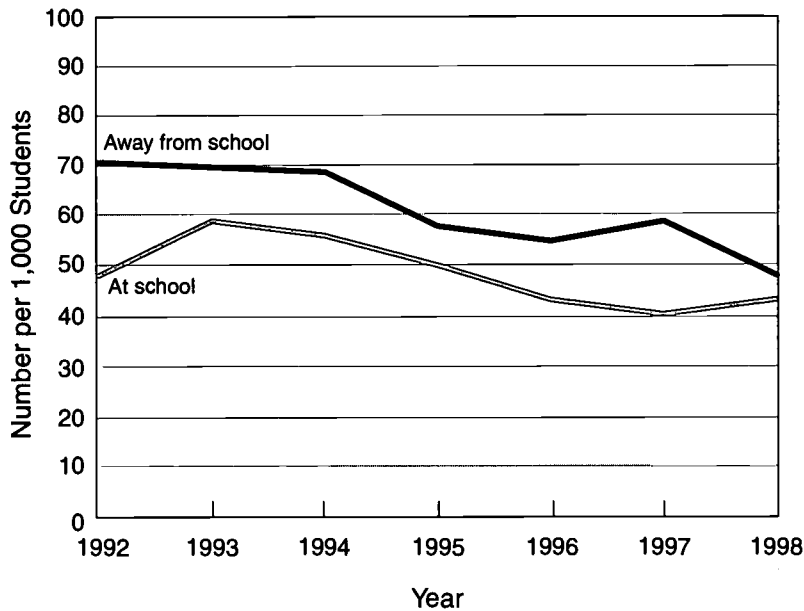
Note: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992–98.

Figure 6: Serious Violent Crimes Against Students Ages 12 Through 18 At and Away From School
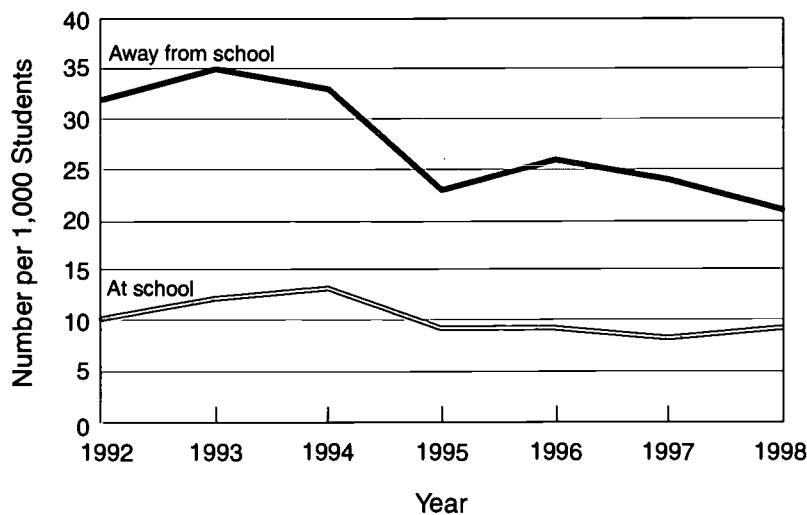
Note: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992–98.

Figure 7: Thefts Against Students Ages 12 Through 18 At and Away From School
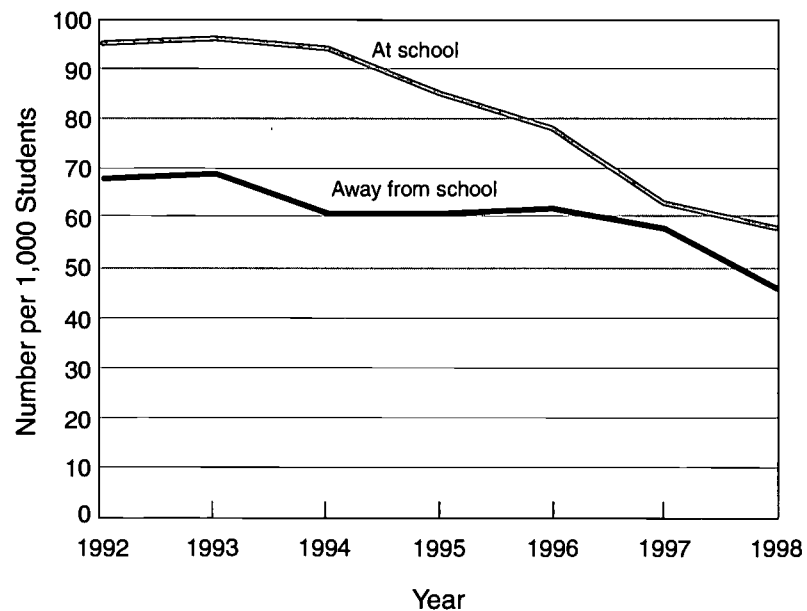
Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992–98.

Nonfatal Crimes Against Teachers

Teachers are also victims of crime at school. As with crimes against students, most crimes against teachers involve theft. Teachers in urban schools are more vulnerable to crime at school than are those in suburban schools.

Each year from 1994 through 1998, an average of 133,700 violent crimes and 217,400 thefts were committed against teachers at school, as reported by teach-ers from public and private schools. This translates into an annual rate of 31 vio-lent crimes and 51 thefts for every 1,000 teachers.

Teachers in urban schools were more likely to be the victims of violent crimes (40 out of every 1,000) than

were teachers in suburban or rural schools (24 out of every 1,000).

Carrying a Weapon and Fighting

Physical fighting and carrying weapons at school are dangerous and disruptive to the learning environment. Contrary to public perception, however, fighting and carrying weapons at school have declined steadily in recent years. Between 1993 and 1999, the percentage of students in grades 9 through 12 who reported carry-ing a weapon to school on one or more days during the previous month declined from 12 to 7 percent. During this same time period, the percentage of students who reported being involved in a fight on school property during the previous year also declined, from 16 to 14 percent (see figure 8, page 9).

Figure 8: Students in Grades 9 Through 12 Who Reported Carrying a Weapon or Fighting on School Property
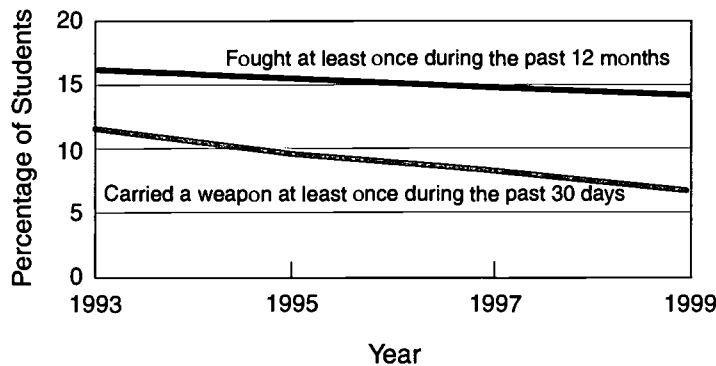
Note: Examples of weapons are knives, guns, and clubs. "On school property" was not defined for the questionnaire.

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999.

Students' Perception of School Safety

No matter how infrequently they occur, crimes involving students and teachers contribute to a climate of fear that undermines the learning environment. Since 1995, there has been a welcome decline in students' fears of attack and harm at school and in their reports of gang presence at school.

Students from all ethnic groups reported fearing attack or harm at school less often in 1999 than they did in 1995; however, racial and ethnic groups differ in their perceptions of how safe they are at school. In both 1995 and 1999, larger percentages of African American and Hispanic students feared attacks than did white students (see figure 9, page 10).

Similar trends can be seen in students' reports of avoiding certain areas in school—presumably for safety reasons. Between 1995 and 1999, the percentage of students who reported avoiding such places decreased. In 1995 and 1999, African American and Hispanic

students were more likely to avoid certain areas in schools than were white students (see figure 10, page 10).

Classroom Disruption

Schools continue to experience minor crimes and disorder. Student disruption that interferes with teaching remains a significant problem in many classrooms. As other situations improve (e.g., carrying weapons and physical fighting), student behavior that leads to classroom disruption remains at unacceptably high levels. Student misbehavior has, at one point or another, interrupted teaching in most 8th grade classrooms and in more than half of all 12th grade classrooms (see figure 11, page 11).

State and Local Data

Although national data contribute to an understanding of school safety, they may not be the most useful source of information for States, districts, or schools in assessing the frequency and scope of

Figure 9: Students Ages 12 Through 18 Who Said They Feared Being Attacked or Harmed at School
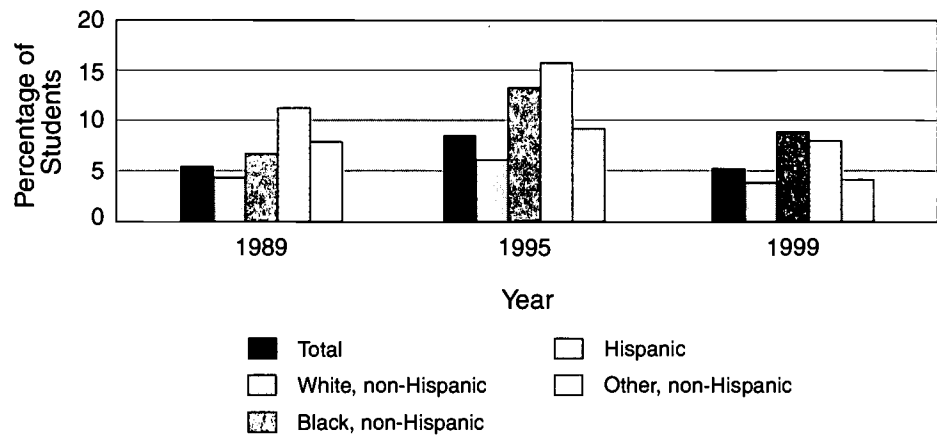
Note: Includes students who reported that they sometimes or most of the time feared being victimized in this way. "At school" means in the school building, on school grounds, or on a school bus.

Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989, 1995, and 1999.

Figure 10: Students Ages 12 Through 18 Who Reported Avoiding One or More Places in School
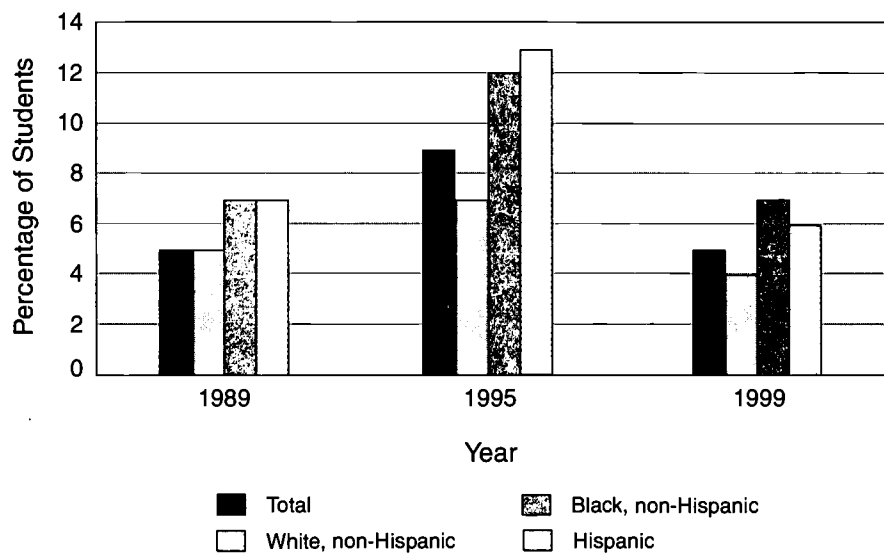
Note: "Places" refers to anywhere in the school building, including hallways, stairs, cafeterias, and restrooms.

Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989, 1995, and 1999.

Figure 11: Students Who Reported That Their Teachers Interrupted Class To Deal With Student Misbehavior at Least Once During an Average Week
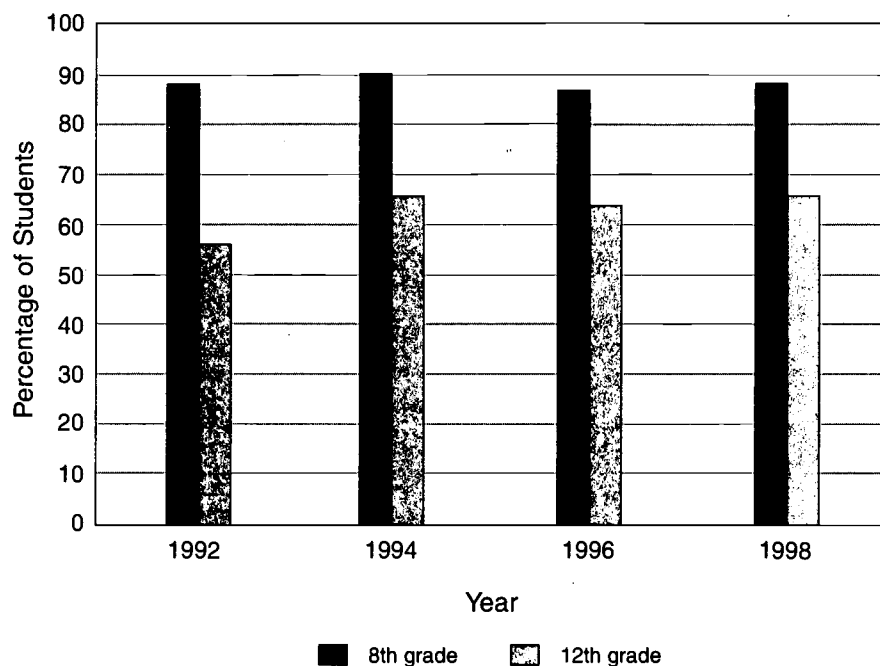
Note: Standard errors for these data were not available. Tests of statistical significance were not conducted.

Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1992–98.

school-related crime, identifying their school safety needs, and developing strategies that address those needs. Data collected at the State and local levels are more useful in identifying problems and monitoring the progress of interventions. Most State and local data related to school safety rely on student risk behavior data (such as self-reported weapons carrying).

Many children and adolescents behave in ways that put them at risk for injury. Reducing these risk behaviors is a critical step in preventing injury and promoting school safety. To monitor student risk behaviors, many States, territories, and

cities conduct the Youth Risk Behavior Survey (YRBS),[2] developed by CDC. YRBS, which includes questions about carrying weapons, physical fighting, and victimization on school property, is administered to students in grades 9–12. States that conduct YRBS benefit from having information about their students' health risk behaviors to use in planning and monitoring programs.

YRBS data are collected every 2 years. Ten States and six cities have data that can be used to compare 1993 and 1999 results to determine whether student behaviors have changed. Between 1993 and 1999, several States and cities

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experienced significant decreases in some student risk behaviors. For example, in 7 of the 10 States and 4 of the 6 cities, the percentage of students who carried a weapon on school property was significantly lower in 1999 than in 1993. These changes are similar to the national trends described above.[3] CDC provides technical assistance to States interested in conducting YRBS.[4]

Conclusion

This article has attempted to address those questions at the heart of the school safety issue: How much crime is occurring in the Nation's schools? Are schools more safe or less safe than in the past? Do all students feel safe at school? What kinds of crimes are occurring?

Most of the indicators (except for serious violent crimes and classroom disruption) suggest that progress is being made in reducing crime and violence in schools. However, these indicators represent a wide range of events and behaviors that are not always easily interpreted. For example, although school-associated violent deaths are extremely tragic, they are also rare. Classroom disruption on the other hand, although significantly less serious, is prevalent and erodes the educational opportunities of many students. As more is learned about the antecedents of violence and effective prevention strategies, additional indicators will play significant roles in enhancing our understanding of school violence.

Gaps exist in data about school violence, and schools and communities should address those gaps. Monitoring the full range of violent, criminal, and delinquent incidents can help schools and communities better understand their school safety needs. Uniform data collection is critical for monitoring problems across locations and determining where the greatest need for resources exists. In addition, monitoring incidents can help schools identify troubled youth and provide them with services before their problems overwhelm them and, perhaps, erupt in violence.

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U.S. Department of Education and U.S. Department of Justice. 2000. 2000 Annual Report on School Safety. Washington, DC: U.S. Department of Education and U.S. Department of Justice.

Notes

1. The data presented in this article are drawn from the 2000 Annual Report on School Safety, published by the U.S. Departments of Justice and Education. The 2000 Annual Report on School Safety relies on data from several different studies conducted by the Bureau of Justice Statistics, the Centers for Disease Control and Prevention, the National Center for Education Statistics, and the Survey Research Center of the University of Michigan.

2. In 1999, 42 States conducted the survey.

3. The national data are collected independently and are not a compilation of State and city data.

4. For more information about YRBS, contact CDC's Division of Adolescent and School Health at 770–488–3257 or visit the Division's Web site at www.cdc.gov/nccdphp/dash.

Creating Safe Schools: A Comprehensive Approach

by Ira Pollack and Carlos Sundermann

More than anything else, the school shootings of recent years have taught us that school safety is not about any one method of control: metal detectors, surveillance systems, or swift punishment. Nor is it about any single risk factor such as dysfunctional homes and inadequate schools. We have learned that we cannot identify with certainty those students who, for reasons clear only to themselves, will assault their teachers and peers. We now understand that safe schools require broad-based efforts on the part of the entire community, including educators, students, parents, law enforcement agencies, businesses, and faith-based organizations.

Efforts to enhance school safety must involve students at an early age and be reinforced throughout their education. Many communities have reduced school crime, violence, and substance abuse by developing comprehensive safe school plans that are integrated into the overall school improvement process.

As noted in *Safeguarding Our Children: An Action Guide* (Dwyer and Osher, 2000:2):

Schools that have comprehensive violence prevention and response plans in place, plus teams to design and implement those plans, report the following positive results:

◇ Improved academics.

◇ Reduced disciplinary referrals and suspensions.

◇ Improved school climate that is more conducive to learning.

◇ Better staff morale.

◇ More efficient use of human and financial resources.

◇ Enhanced safety.

Assumptions Underlying Safe School Planning

Numerous risk factors beyond the control of educators affect school safety. A child's home environment, for example, has a profound influence on the manner

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in which he or she interacts with the surrounding world.

Although certain risk factors for violence exist outside the purview of schools, schools can lessen their impact and avoid exacerbating them. When schools foster resilience, students are empowered to overcome risk factors that could lead them into making dangerous choices. And when schools enhance protective factors, they offer youth the ability and opportunity to redirect their energies toward achieving success.[1]

Essential Components of Safe School Planning

Although some may perceive schools as dangerous, schools remain the safest place for a child to be (U.S. Department of Education and U.S. Department of Justice, 2000). Schools must ensure the safety and security of students by adopting a comprehensive approach to addressing school safety that focuses on

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prevention, intervention, and response planning. Staff, students, and parents must be able to better identify the early warning signs of violence and respond in a timely manner to protect students and teachers from potential danger.

Isolating individual factors that contribute to school safety can be a difficult challenge for even the most skilled analyst. Safe schools are typically the result of numerous interrelated and collaborative efforts guided by a variety of stakeholders. The National Resource Center for Safe Schools has identified several components that are essential for creating safe schools.[2] When effectively implemented, these components provide a school with the foundation and building blocks needed to ensure a safe learning environment. The following are 10 essential components of safe school planning:

◆ Creating schoolwide prevention and intervention strategies.

◆ Developing emergency response planning.

◆ Developing school policies and understanding legal considerations.

◆ Creating a positive school climate and culture.

◆ Implementing ongoing staff development.

◆ Ensuring quality facilities and technology.

◆ Fostering school/law enforcement partnerships.

◆ Instituting links with mental health/social services.

◆ Fostering family and community involvement.

◆ Acquiring and utilizing resources.

While it is critical that these components be addressed, it is equally important that schools follow a strategic process in

Strategic Process in Designing a Safe School

1. Develop school/community partnerships.

2. Conduct comprehensive needs assessment.

3. Develop comprehensive school plan.

4. Identify strategies and implement programs.

5. Conduct evaluation.

6. Share outcomes and make adjustments.
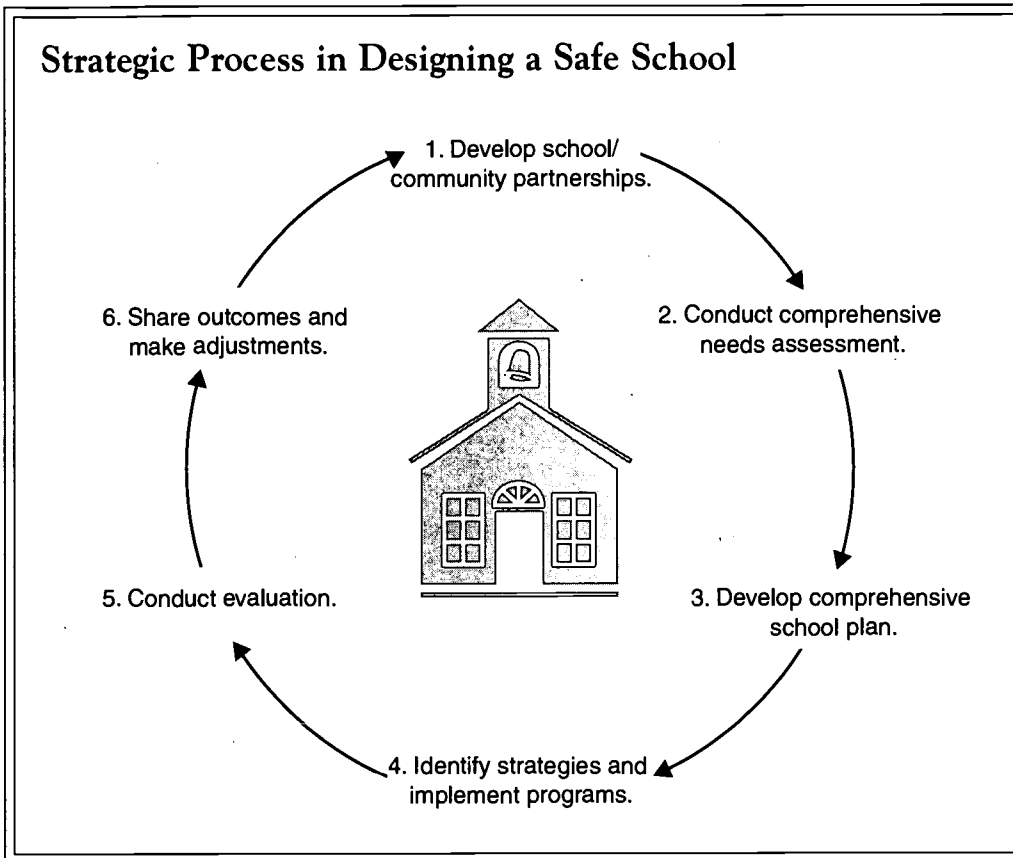
designing and implementing a comprehensive plan (see figure). The steps involved in this process are detailed below.

Developing School/Community Partnerships

School/community partnerships are the key to building safe schools and communities. Students, teachers, parents, law enforcement officials, and civic and business leaders have important roles to play in reducing school violence and improving the learning environment. The ways in which schools and communities can collaborate are limitless, and they should be tailored to respond to the needs of each partner.

The following examples are school/community partnerships that involve Safe Schools/Healthy Students grants:

◆ In Colorado, Denver public schools have hired school safety officers and promoted effective communication between the school district and the Denver Police Department. They have established community/school assistance teams and hired quadrant liaisons who provide training and technical assistance to schools, families, community members, and collaborating agency staff. The training and technical assistance address the mental health and social behavior needs of students and their families. In addition, a council—comprising representatives from Denver public schools, the Mental Health Corporation of

Denver, the Denver Police Department, two parent representatives, the Mayor's Office, the Denver Juvenile Probation Department, and other organizations—is responsible for coordinating the initiative.

A school/community profile will substitute facts for hypotheses.

◇ Polk County, Iowa, developed an action plan designed to enhance the quality of life of its youth. The plan was created by 100 individuals representing more than 50 organizations. Through this initiative, violence and the use of alcohol, tobacco, and other drugs will be targeted by developing a comprehensive drug and violence prevention curriculum and by increasing parental involvement. Comprehensive mental health and social services to parents and families are provided through school-based intensive case management services, mental health clinician services, drug and violence prevention programming, a school transitioning program, and Parents as Teachers programming.[3]

Conducting a Comprehensive Needs Assessment

Once effective community collaboration has been established, schools can begin a comprehensive needs assessment to gather the data necessary to make informed decisions and institute change. Because most schools have limited resources, prioritizing needs is essential. A needs assessment will point out the nature and extent of problems, identify existing efforts and activities, and help establish the school's priorities. Crucial steps in conducting a needs assessment include the following:

◇ **Creating a planning team.** The team should include all the stakeholders: administrators, teachers, staff, parents, students, and community members.

◇ **Collecting data.** Schools can collect data using a variety of means, including community forums, surveys, and question-naires. Social indicators are another important source of data and are typically drawn from descriptive statistics found in public records and reports. At the school level, this type of data usually includes incidence reports, suspensions or expulsions for violence, substance abuse statistics, and possession of weapons. At the community level, indicators are socio-demographic characteristics of a community's population and social behavior as related to crime, substance abuse, and other factors. Often, much of this data has already been collected.

◇ **Developing a school/community profile.** A school/community profile describes a school's community, facility, staff, students, programs, policies, culture, and milieu. A profile will also point out the strengths and challenges of a particular school and substitute facts for hypotheses. Profiles give educators a means to assess the value of their activities and to identify necessary changes. Through the profiling process, diverse viewpoints held by school and community members are shared, acknowledged, and understood. Finally, profiles establish a baseline for improvement efforts. Schools and communities that use data to inform decisions are more likely to use their resources effectively.

Developing a Comprehensive School Plan

After the school/community profile has been completed and the challenges facing a school have been identified through data analysis, the planning team

can begin to prioritize problems and designate goals and measurable objectives that address the school's needs. In prioritizing the problems the plan will address, the planning team should focus on schoolwide prevention and interventions, especially those for targeted students. This comprehensive safe school plan must become an integral part of the school improvement process. For example, after looking at the data and school profile, the team may determine that bullying and harassment are problems. In addition, data may show that discipline problems in the school are more prevalent among boys than among girls, and surveys could indicate that parents underestimate the degree of violence at school.

After the planning team has identified the problems, it should draft a general goal statement to serve as a focal point for prevention and intervention efforts: for example, "For the next 3 years, Golden Valley Elementary School will create a respectful, peaceful, and disciplined environment." Once the goal has been established, the team must determine measurable objectives. An objective could be measured by using data captured in the school profile as benchmarks. In the example above, a measurable objective could be to reduce the incidence of bullying and harassment over the next year by 25 percent as determined by school-administered student surveys. Goals and objectives should incorporate the 10 essential components of a comprehensive safe school plan previously noted.

Identifying Strategies and Implementing Programs

The next step in the process is to identify strategies and programs that effectively address the specific needs of students and their families. A program's popularity or the availability of funds to implement it is an inadequate criterion for selecting a program. Educators should take sufficient time to adequately research proposed initiatives, visiting schools implementing similar efforts and thoroughly familiarizing themselves with new strategies. Slow, steady progress is the recipe for sustained success. Staff buy-in is another essential ingredient, for if teachers are not in favor of proposed change, success will be unlikely. Buy-in can be advanced by involving staff in the planning and implementation of the comprehensive safe school plan. In addition, throughout the selection, training, and implementation process, schools must monitor and evaluate a program's effectiveness, modifying it as needed to better address their particular needs.

Comprehensive plans need to be developed at all levels of implementation. Schoolwide primary prevention strategies promote academic success and emotional/social skills development in a positive climate. Dispute resolution is an example of such a strategy. Training staff and students to identify and resolve disputes often results in a reduction in fighting.

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Targeted early interventions should create services that address risk factors and build protective factors for students at risk of developing academic and behavior difficulties. Such interventions can include tutoring, instruction in problem solving, and conflict resolution provided by counseling and mental health staff. Another potential intervention is mentoring, which has been identified as effective in preventing problem behaviors and has a positive effect on most youth (e.g., improving their academic performance and their sense of self-worth).

The goals of evaluation are to inform schools about what is and is not working so that they modify their plans accordingly.

Intensive interventions provide child- and family-focused services that are coordinated, comprehensive, sustained, and culturally appropriate. These services can include home visits, mental health services, and social services. The Multisystemic Therapy Program, for example, is an intensive family- and community-based treatment effort that addresses the multiple determinants of serious antisocial behavior in juvenile offenders (Henggeler, 1997). The multisystemic approach views individuals as being nested within a complex network of interconnected systems that encompass individual, family, and extrafamilial (peer, school, neighborhood) factors. Intervention may be required in any one or a combination of these systems.

Evaluating the Program and Sharing Outcomes

Once a program or strategy has been implemented, the process of comprehensive

safe school planning is still not complete. Evaluating program results should be a crucial component of every plan. Evaluation consists of five steps:

◇ Focusing the evaluation.

◇ Designing the evaluation.

◇ Collecting the information.

◇ Analyzing the information.

◇ Reporting the findings.

Evaluation begins with determining what is to be evaluated, how it is to be evaluated, and what is to be done with the information amassed through evaluation.

The goals of evaluation are to inform schools about what is and is not working so that they modify their plans accordingly. Once the goals of the evaluation have been established, the planning team must determine what questions should be addressed and which performance indicators should be used. The team must also decide who will manage the evaluation and how the data will be collected, analyzed, and interpreted. The data must then be collected and analyzed and the findings reported in a manner that will facilitate their use. Upon completion of the evaluation, the comprehensive safe school plan should be reviewed in light of its findings and modified accordingly.

Evaluation helps foster accountability, determine whether programs have made a difference, and provide personnel with the information necessary to improve service delivery. Most important, evaluation can identify whether the implemented program has had any impact on participants' knowledge, attitudes, and actions regarding violence, anger, and other targeted behavior. When integrated into the fabric of a program, evaluation can be an important tool in improving the program's quality.

Characteristics of a Safe School[1]

◇ Focuses on academic achievement.

◇ Involves families in meaningful ways.

◇ Develops links to the community.

◇ Emphasizes positive relationships among students and staff.

◇ Discusses safety issues openly.

◇ Treats students with respect.

◇ Creates ways for students to share their concerns.

◇ Helps children feel safe expressing their feelings.

◇ Has a system to refer children who have been abused or neglected.

◇ Offers extended day programs for children.

◇ Promotes good citizenship and character.

◇ Identifies problems and assesses progress toward resolving them.

◇ Supports students in making the transition to adult life and work.

[1] Adapted from Dwyer and Osher, 2000.

The two principal types of evaluation are process and outcome evaluations:

◇ **Process evaluation** analyzes program implementation, describing the interaction of components and their relationship to outcomes. For example, program staff might systemically review the curriculum to determine whether it adequately addresses the behaviors that the program seeks to influence. A program administrator might observe prevention specialists using the program, write a descriptive account of how the students respond, and provide feedback to instructors.

Evaluating the progress of a program's implementation assists the planning team in determining if program goals are being met. For example, after a new safe school policy has been adopted, how is it enforced? If the policy mandates parent conferences for all first infractions and suspensions for subsequent infractions, is the policy effective? If not, why? What would be one way to achieve better enforcement? Establishing the nature and extent of program implementation is an important first step in studying program outcomes.

◇ **Outcome evaluation** studies the direct effects of the program on its participants. For example, after attending a 10-session program aimed at teaching anger management, can the participants demonstrate the skills successfully? The scope of an outcome evaluation can extend beyond knowledge and attitudes. It also examines the impact of the program on reducing aggressive behavior.

Conclusion

Communities across the Nation are beginning to take proactive approaches to reducing youth violence in schools. While many school districts are mandating the formulation of safe school plans, schools must go beyond merely creating crisis response plans, which do little to prevent violence. Schools that understand the complexity of youth violence and the steps necessary to address it effectively are developing comprehensive safe school plans that require collaboration among community agencies.

They are gathering data and using that data to shape planning and implementation decisions to target specific needs. Recognizing the need to go beyond single-focus responses, they are developing primary prevention plans that begin in kindergarten and are reinforced across grade levels. Comprehensive safe school plans support the development of social skills (e.g., conflict resolution) and a school environment that helps students manage anger, solve problems, and treat others with respect. Such plans also provide the intensive interventions needed by youth at particular risk for violence.

Students learn to manage anger, solve problems, and treat others with respect.

Unfortunately, comprehensive safe school planning will not ensure the elimination of every act of violence on every school campus. Schools that engage in such planning and implement their plans effectively, however, are more likely to foster safe environments for their students and teachers.

Resources

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Notes

1. Protective factors include caring and support (especially the presence of a caring adult), positive expectations, opportunities for involvement and participation in school and community life, and respect for culture, language, and heritage.

2. Funded by OJJDP, the National Resource Center for Safe Schools at Northwest Regional Educational Laboratory in Portland, OR, assists schools and communities in creating and maintaining safe learning environments free of crime and violence. The Center supports the development of comprehensive safe school plans within the context of school improvement efforts. For further information, visit the Center's Web site at www.safetyzone.org or call 800-268-2275.

3. For additional examples of school/community partnerships, see U.S. Department of Education and U.S. Department of Justice, 2000.

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Conflict Resolution Education: Preparing Youth for the Future

by Donna K. Crawford and Richard J. Bodine

Adults are often out of touch with what is important to youth, who worry about things that would not even occur to adults as being problems, let alone problems to be addressed by violence. The teasing in the shower, the insults, the pressure to act a particular way—these are the problems students must live with every day and the situations that often set them off (Bodine and Crawford, 1999).

Physical aggression and intimidation are often the first responses to such situations. In his study of violence among middle and high school students, Lockwood (1997) reports three key findings, concluding that reducing the occurrence of the first move toward violence appears to be the most promising approach to preventing it:

◇ In the largest portion of violent incidents, the opening move (e.g., unprovoked contact, interference with another youth's possession) was a relatively minor affront, but the conflict escalated from there. Few initiating actions were predatory in nature.

◇ Most incidents began in the school or home with the largest number occurring between youth who knew one another.

◇ The most common goal of violent acts was retribution, and the justifications offered by the youth involved indicated

that their impulses stemmed not from an absence of values but from a value system in which violence is acceptable.

Other research reinforces the significance of Lockwood's findings. In a study conducted by the Search Institute, 41 percent of youth surveyed reported that when provoked, they could not control anger and would fight (Search Institute, 1997).

The excuses for violence offered by youth support the contention that youth who observe adults accepting violence as a solution to problems are apt to emulate that violence. If youth lack a supportive environment that is disdainful of violence, schools must develop effective ways to compensate.

Currently, schools rely almost exclusively on arbitration to resolve disputes between youth. In the arbitration process, an adult who is not directly

Donna K. Crawford, Executive Director of the National Center for Conflict Resolution Education (NCCRE), and Richard J. Bodine, NCCRE's Training Director, have coauthored several works on conflict resolution education, training, and implementation.

involved in the dispute determines a solution, and the disputing youth are expected to comply. Students often perceive this process as coercive—someone is telling them what to do—even if they recognize that the directive may be in their best interests. Conflict resolution offers an alternative approach that brings the parties of the dispute together, provides them with the skills to resolve the dispute, and expects them to do so. In the conflict resolution process, those with ownership of the problem participate directly in crafting a solution.

Conflict resolution education should be taught to all students, not just those with disruptive behaviors.

The report *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*, which was published by OJJDP and the U.S. Department of Education's Safe and Drug-Free Schools Program, identifies four basic approaches to conflict resolution education: process curriculum, mediation program, peaceable classroom, and peaceable school (Crawford and Bodine, 1996). Although the lines dividing these approaches can be difficult to draw in practice, the following descriptions outline their focus:

◇   The process curriculum approach is used to teach the components of conflict resolution education. Students receive instruction in a separate course, distinct curriculum, or daily/weekly lesson plan.

◇   The mediation program approach involves training selected individuals (adults and/or students) to act as neutral third parties who help disputing youth reach resolutions.

◈   The peaceable classroom approach is a whole-classroom methodology that incorporates conflict resolution education into the core subjects of the curriculum and into classroom management strategies. Peaceable classrooms are the building blocks of the peaceable school.

◈   The peaceable school approach is a comprehensive whole-school methodology that builds on the peaceable classroom approach by using conflict resolution as a system of operation for managing the entire school. In this approach, adults and youth involved with the school learn and use conflict resolution principles and processes (see page 26 for a case example).

The authors contend that only the peaceable school approach, which incorporates the other three approaches, has the potential to effect long-term change. Whichever approach is used, however, the authors believe that schools' ultimate mission is to prepare their students to participate fully and responsibly in society.

Components of a Conflict Resolution Education Program

An authentic conflict resolution education program—which should be taught to all students, not just those with disruptive behaviors—incorporates a set of problem-solving principles, a structured process of problem-solving strategies, and a set of foundational abilities that youth need to resolve conflicts effectively (Filner and Zimmer, 1996).

Problem-Solving Principles

The problem-solving principles—or "principled negotiation elements" described in *Getting To Yes* (Fisher, Ury, and Patton, 1991)—provide the foundation for teaching students and adults

conflict resolution strategies. These principles are requisite for any conflict resolution program.[1]

Separate the people from the problem.
Every conflict involves both a substantive problem and relationship issues. Unfortunately, the relationship between parties tends to become involved in the substance of the problem. Relationship issues fall into three categories:

◆ **Perceptions.** Every conflict involves differing points of view and, thus, differing notions of what is true, what is false, and to what degree facts are important.

◆ **Emotions.** Students may be more willing to fight than to work together cooperatively. In conflict resolution, sharing feelings and emotions is as important as sharing perceptions.

◆ **Communication.** Given the diversity of backgrounds and values among individuals, poor communication is not surprising. Individuals often fail to communicate what they intended, and what they communicate is frequently misunderstood or misinterpreted by others.

Focus on interests, not positions.
The focus of conflict resolution should be not on what people decide they want (their positions) but on what led to that decision (their interests). Interests, not positions, define the problem. In nearly every conflict, multiple interests must be taken into account. Only by talking about and acknowledging interests explicitly can people uncover mutual or compatible interests and resolve conflicting interests. Every interest usually has several possible satisfactory solutions, and opposing positions may actually reflect more shared and compatible interests than conflicts. Thus, focusing on interests instead of positions makes it possible to develop solutions.

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Invent options for mutual gain. Before attempting to reach agreement, disputants should brainstorm to consider a wide range of options that advance shared interests and reconcile differing interests. In this process, disputing youth should strive to avoid four major obstacles: "(1) premature judgment, (2) searching for the single answer, (3) the assumptions of a fixed pie, and (4) thinking that 'solving their problem is their problem'" (Fisher, Ury, and Patton, 1991:57).

Students may be more willing to fight than to work together cooperatively.

Use objective criteria. The agreement should reflect a fair standard instead of the arbitrary will of either side; that is, it should be based on objective criteria. Disputing youth should frame each issue as a mutual search for objective criteria. They should reason and be open to reason as to which criteria are most suitable and how they should be applied, recalling which criterion they have used in past disputes and determining which criterion is more widely applied. In their negotiations, they should yield only to principle, not pressure (e.g., bribes, threats, manipulative appeals to trust, or simple refusal to budge).

Behavior Management

Conflict resolution education is an integral component of an effective behavior management system for a school or classroom. Much of what is perceived in schools as misbehavior is actually unresolved conflict. Because the essence of conflict resolution is planning alternate future behaviors, a noncoercive behavior management plan would be incomplete without an educational component that enables youth to resolve conflicts constructively.

Teachers, administrators, and other staff charged with managing student behavior in schools are all too aware of interpersonal and intergroup conflict. Schools do manage behavior arising from conflict, but their methods often do not resolve the conflict that created the behavior in the first place. Focusing behavior management efforts on occurrences of physical violence is merely treating a symptom. Teaching students alternatives to violence offers hope that those alternatives will become the students' behaviors of choice. Such education demands more than telling youth to "just say no" to violence.

Many of the violence prevention efforts in schools, particularly measures enacted in response to the spate of tragic school shootings, are compliance driven, focusing on external rather than internal methods of behavior control. A compliant individual chooses to behave in a certain manner in response to external forces, conditions, or influences; a responsible individual chooses to behave according to reasonable and acceptable standards in response to internal needs and concern for self and others.

Responsible behavior—the hallmark of an emotionally intelligent individual—depends above all else on the absence of coercion. Coercive management deprives the individual of innate motivation, self-esteem, and dignity, while cultivating fear and defensiveness. Teachers need to abandon as counterproductive the inclination to exercise forceful authority over students, without abandoning the responsibility to maintain order. Because they remain ultimately responsible for promoting acceptable and successful behaviors in students, teachers need to transfer to students responsibility for choosing behaviors that fit within established acceptable standards.

Unfortunately, many youth have personal experiences and models that limit their repertoire for responding to conflict to the often dysfunctional approaches of "fight or flight." For these youth, meeting their own basic needs often involves choosing behaviors that victimize others. Conflict resolution education provides these youth with behavioral alternatives to "fight or flight," teaching them how to select from their past experiences those responses that are most appropriate in resolving new conflicts.

Conflict resolution education strategies provide students with the "life skills" they need to assimilate perceptions of an unknown circumstance into a framework of known responses and to generate socially acceptable behaviors.

Structured Process

Conflict resolution is based on a structured problem-solving process that uses the following steps: (1) set the stage, (2) gather perspectives, (3) identify interests, (4) create options, (5) evaluate options, and (6) generate agreement. Each of the following strategies is amenable to this process:

◇ **Negotiation** occurs when two disputing parties work together, unassisted, to resolve their dispute.

◇ **Mediation** occurs when two disputing parties work together, assisted by a neutral third party called the mediator, to resolve their dispute.

◇ **Consensus decisionmaking** is a group problem-solving strategy in which all parties affected by the conflict collaborate to

craft a plan of action, with or without the assistance of a neutral party.

Foundational Abilities

In conflict resolution, particular attitudes, understandings, and skills are important. For problem solving in conflict situations to be effective, these attitudes, understandings, and skills ultimately must be translated into behaviors, which together form foundational abilities. Although considerable overlap exists, foundational abilities involve the clusters of behavior described below. Because most of these foundational abilities are also central to learning in general, they can be developed in schools through various applications and need not be limited to the context of conflict.

Orientation. Abilities involving orientation encompass values, beliefs, attitudes, and propensities that can be developed through teaching activities that promote cooperation and reduce prejudicial behavior. They include the following:

◆ Nonviolence.

◆ Compassion and empathy.

◆ Fairness.

◆ Trust.

◆ Justice.

◆ Tolerance.

◆ Self-respect and respect for others.

◆ Celebration of diversity.

◆ Appreciation for controversy, which helps youth think, learn, and grow.

Perception. Abilities involving perception enable youth to develop self-awareness, assess the limitations of their own perceptions, and work to understand each other's points of view. They include the following:

◆ Empathizing to see the situation as the other person sees it.

◇ Self-evaluating to recognize personal fears and assumptions.

◇ Suspending judgment and blame to facilitate a free exchange of views.

◆ Reframing solutions to help the other person "save face," preserving self-respect and self-image.

Emotional responses by one party may trigger problematic responses from another.

Emotion. Abilities involving emotion help youth manage anger, frustration, fear, and other strong feelings. Youth learn to acknowledge that emotions are present in conflict, understand that emotions sometimes are not expressed, and understand that emotional responses by one party may trigger problematic responses from another. These abilities, which enable youth to gain self-confidence and self-control, include the following:

◆ Learning the words necessary to identify emotions verbally and developing the courage to make emotions explicit.

◇ Expressing emotions in nonaggressive, noninflammatory ways.

◇ Controlling reactions to the emotional outbursts of others.

Communication. Abilities involving communication allow youth to listen, speak, and exchange facts and feelings effectively:

◇ **Listening to understand.** Having active listening skills allows a youth to attend to another person and that person's message, summarize the message, and ask open-ended, nonleading questions to solicit additional information that might clarify the conflict.

Peaceable Schools Tennessee: A Case Example

by Katy Woodworth and Richard J. Bodine

The Peaceable Schools Tennessee (PST) initiative, which has been under way since 1996, is designed to put into practice conflict resolution skills in schools, grades K–12, throughout Tennessee.[1]

Project developers conducted a needs assessment among selected teachers, counselors, and administrators. Results indicated that Tennessee schools needed and wanted to address conflict in a positive way and wanted guidance in doing so. Based on assessment feedback, available research, and Tennessee Department of Education expectations, the following goals were set forth:

◇ Decrease the number of disciplinary office referrals.

◇ Enhance students' critical thinking skills.

◇ Provide a safe school environment that is not authoritarian.

◇ Build community/school partnerships.

The Training Institute

The PST initiative is offered through a 3-day institute; most of the institute's trainers are teachers and school administrators. Teams of school personnel, including teachers, counselors, administrators, and school resource officers, attend to learn how to teach group problem solving, mediation, and negotiation skills. Attendees practice conflict resolution skills through role-playing, learn effective classroom strategies, create action plans to implement in their schools,[2] and are provided with a forum for questions and answers. *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution* (Bodine, Crawford, and Schrumpf, 1994), which

provides a framework for noncoercive discipline and a cooperative school context, is the primary text for the institute.

After the teams attend the institute, participating schools receive onsite technical assistance and are able to attend advanced training institutes. The National Center for Conflict Resolution Education (NCCRE) provides the advanced training.

Implementation

PST developers began by constructing a basic framework for the initiative. They appointed an initiative director and identified the Tennessee Legal Community Foundation (TLCF) as the organization that was to provide the training and coordination services. TLCF conducted a pilot training institute in May 1997, in which 15 middle school teams of administrators, teachers, and counselors participated.

In the summer of 1997, PST conducted nine 3-day institutes. Teams from 92 schools participated and developed action plans for use in the fall (see table). PST staff provided followup technical assistance to all 92 teams. In addition, 45 school teams requested onsite technical assistance in conducting overview workshops for local staff, training for student peer mediators, and focus group sessions for students, staff, and parents to expand the implementation of the peaceable school concepts.

After training and technical assistance were provided to the first round of schools, the initiative was refined and PST's infrastructure was developed. TLCF evaluated data sent in by participating schools to determine whether program objectives, as outlined by the teams in their action plans, were being met.

The information provided also was used to modify the institute's training agenda. Overall, data showed that the initial training design was workable.

During the 1997–98 school year, PST trainers conducted two 3-day institutes for whole school districts. Further, because PST planned to expand the number of summer institutes it offered, NCCRE assisted in training additional trainers in June 1998. PST also sent three trainers to NCCRE headquarters to expand their knowledge of peer mediation programs, group problem solving, and behavior management principles and to help them use this knowledge to train other PST trainers.

Schools Participating in PST Institutes

Year of Training	Number of schools
July 1997 to June 1998	92
July 1998 to June 1999	125
July 1999 to June 2000	100
June 2000 to present	150
Total	467

Since the 1998–99 school year, PST has offered advanced peaceable school training to more than 70 school teams. This advanced training has been provided in partnership with NCCRE.

Initial Assessments

Since June 1997, nearly 2,000 classroom teachers, staff members, and administrators, representing 75 percent of the State's school districts, have attended PST's 3-day institutes. Almost all of the school teams from the 1999 summer institute conducted an inservice presentation to introduce their colleagues to the concepts they had learned. Nearly 60 percent of the schools have requested and received technical assistance.

From 1997 to 2000, Tennessee experienced a 14-percent decrease in suspension rates overall. School districts that sent representatives from 50 percent or more of their schools to a PST institute experienced on average a 39-percent decrease in suspension rates in that same time period. Of the school districts that received technical assistance and showed a decrease in suspension rates, more than half experienced at least a 20-percent decrease in their suspension rates (the highest drop was 83 percent). Information from principals indicates that disciplinary referrals are down in PST classrooms compared with other classrooms in the same school.

The PST initiative is beginning to show positive effects on students. Teachers and counselors who have responded to recent PST surveys have indicated that students who learn peaceable skills exhibit improved cooperation and communication. They also have exhibited improved problem-solving ability and better overall academic performance as a result of enhanced critical thinking skills. These gains in social competence and other resilience skills will serve these students for a lifetime.

For further information regarding the PST initiative, contact Suzanne Stampley, Director of Law-Related Education, TLCF, at 615-889-3381 or sdslre@nash.tds.net.

1. This initiative is supported through a collaborative arrangement among the Tennessee Department of Education's Safe and Drug-Free Schools Program, its School Safety Center, Tennessee Legal Community Foundation (TLCF), and Tennessee legal and mediation communities. The Safe and Drug-Free Schools Program provides funding support, while TLCF has been responsible for the design and implementation of this initiative. TLCF is the nonprofit arm of the Tennessee Bar Association.

2. Examples of action plans that teams have implemented include providing introductory PST workshops for the entire school staff and establishing peer mediation programs.

◆ **Speaking to be understood.** Rather than speaking to debate or impress, speaking to be understood involves describing the problem in terms of its personal impact, speaking with clarity and concision to convey purpose, and speaking in a style that makes it as easy as possible for the other party to understand what is being said.

◆ **Reframing emotionally charged statements in neutral, less emotional terms.** The skill of reframing, coupled with acknowledging strong emotions, is highly useful in conflict resolution.

Creative thinking. Abilities involving creative thinking enable youth to be innovative in defining problems and making decisions:

◆ **Contemplating the problem from various perspectives.** Disputing youth can reveal their differing interests by questioning each other to identify what they want and to understand why they want what they want.

◆ **Approaching the problem-solving task as a mutual pursuit of possibilities.** The skill of problem definition involves describing the problem, and thus the problem-solving task, as a pursuit of options to satisfy the interests of each party.

◆ **Brainstorming to create, elaborate on, and enhance a variety of options.** Flexibility in responding to situations and in accepting various choices and potential solutions is an essential skill in decisionmaking. Brainstorming separates the process of generating ideas from the act of judging them.

Critical thinking. Abilities involving critical thinking enable youth to analyze, hypothesize, predict, strategize, compare and contrast, and evaluate options. In the conflict resolution process, these abilities help youth to recognize and make explicit existing criteria, establish objective criteria, apply criteria as the basis for choosing options, and plan future behaviors.

The Peaceable School

Schools need to pay attention—not reactively, but proactively—to developing youth's social and emotional competencies, that is, their ability to understand, manage, and express the social and emotional aspects of their lives in ways that enable them to learn, form relationships, solve everyday problems, and adapt to the complex demands of growing up.

Creating a future generation of responsible and compassionate citizens requires a consistent, comprehensive, sustained effort. That goal will not be realized if students never or only occasionally participate in conflict resolution education during their school experience. Although the peaceable classroom is the vehicle for promoting social-emotional intelligence, all classrooms must be united in the

effort. The peaceable school is a collective of peaceable classrooms united by a management system that promotes cooperation and eliminates coercion.

In peaceable schools, students and teachers approach conflicts, including those conflicts labeled misbehavior, as an opportunity for growth. In the process of creating the peaceable school, both educators and students gain life skills that benefit them not just in the school, but also at home and in the community. Peaceable schools support and expect intellectual development—emotional and cognitive (Bodine and Crawford, 1999).

Conclusion

School-based violence prevention programs must begin in early education to allow young students to internalize a pattern of peacemaking behaviors prior to becoming adolescents. The best programs seek to do more than reach the individual child. They attempt to improve the entire school environment—to create a safe community whose members embrace nonviolence and multicultural appreciation (DeJong, 1994).

Peace is often regarded as a goal rather than a behavior. Thus peace becomes the end and not the means of preventing violence. Safe, peaceable schools cannot be created without improving what and how teachers teach, changing how school rules are administered, and working toward a shared vision. Making schools safe will not eliminate violence in society, but that should not deter communities from carrying out the effort (Haberman and Schreiber Dill, 1995).

Note

1. Techniques used to address these principles are the foundational abilities described on page 25.

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JUSTICE MATTERS

School Violence Resources

Safe and Drug-Free Schools Program

The U.S. Department of Education's Safe and Drug-Free Schools Program supports strategies to prevent violence and the illegal use of alcohol, tobacco, and drugs through the State Grants for Drug and Violence Prevention Programs and National Programs. State Grants is a formula grant program that provides funds to State and local education agencies and to Governors for school- and community-based education and prevention activities. National Programs carries out various discretionary initiatives such as direct grants to school districts and communities with severe drug and violence problems, program evaluation, and information development and dissemination.

U.S. Department of Education efforts are coordinated with other Federal agencies, including OJJDP, Center for Substance Abuse Prevention, Administration for Children and Families, National Highway Traffic Safety Administration, and Office of National Drug Control Policy. A searchable database of publications produced or funded by the U.S. Department of Education is available online at www.ed. gov/pubs/pubdb.html. For further information about Safe and Drug-Free Schools, visit www.ed.gov/ offices/OESE/SDFS or call 202–260–3954.

Office of Community Oriented Policing Services

The U.S. Department of Justice's Office of Community Oriented Policing Services (COPS) supports several initiatives related to school violence. In February 2001, COPS awarded $70 million in grants under the COPS in Schools program to hire 640 new school resource officers to work in the Nation's schools. The grants were awarded to 348 law enforcement agencies representing cities and towns in 47 States. School resource officers act as mentors and role models and perform various school functions, including teaching crime prevention and substance abuse classes, monitoring troubled students, and building respect between law enforcement and students. Since COPS in Schools began in 1998, COPS has awarded $420 million to fund and train more than 3,800 school resource officers.

COPS is conducting a national assessment of its School-Based Partnerships grant program. The grants provide law enforcement agencies with the opportunity to work with schools and community-based organizations to address persistent school-related crime problems. The assessment will show how problem analysis, a key emphasis of the program, is being implemented in grantee sites and will examine the program's effectiveness. Evaluators are currently

collecting data from the sites about the final aspects of program implementation and are conducting quasi-experiments at five of the sites to determine program effectiveness. For additional details, visit the COPS Web site, www.usdoj. gov/cops, or call 202–514–2058.

Hamilton Fish Institute on School and Community Violence

The Hamilton Fish Institute was founded in 1997 as a national resource for testing the effectiveness of school violence prevention methods and developing more effective strategies to reduce violence in the Nation's schools and communities. Funded by OJJDP, the Institute works with a consortium of seven universities with expertise in adolescent violence, criminology, law enforcement, substance abuse, juvenile justice, gangs, public health, education, behavior disorders, social skills development, and prevention programs.

Drawing on school violence research and on the expertise of leading violence prevention authorities, teachers, school administrators, and others, the Institute identifies promising prevention strategies and tests them in local schools. As those strategies are identified, tested, and refined, the Institute disseminates its findings to assist policymakers, States, schools,

JUSTICE MATTERS

Additional Resources

American Association of School Administrators
Arlington, VA
703–528–0700
www.aasa.org

National Alliance for Safe Schools
Slanesville, WV
888–510–6500
www.safeschools.org

National Association of Elementary School Principals
Alexandria, VA
800–386–2377
www.naesp.org

National Association of School Psychologists
Bethesda, MD
301–657–0270
www.naspweb.org

National Association of School Safety and Law Enforcement Officers
Richmond, VA
804–780–8550
www.nassleo.org

National Association of Secondary School Principals
Reston, VA
703–860–0200
www.nassp.org

National Association of State Boards of Education
Alexandria, VA
703–684–4000
www.nasbe.org

National Center for Schools and Communities
New York, NY
212–636–6558
www.ncscatFordham.org

National Community Education Association
Fairfax, VA
703–359–8973
www.ncea.com

National Education Association
Washington, DC
202–833–4000
www.nea.org

National PTA (Parent Teacher Association)
Chicago, IL
800–307–4782
www.pta.org

National School Boards Association
Alexandria, VA
703–838–6722
www.nsba.org

National School Safety Center
Westlake Village, CA
805–373–9977
www.nssc1.org

police departments, teachers, parents, and youth in adopting successful strategies. For further information, visit www.hamfish.org, call 202–496–2200, or e-mail hfi@hamfish.org.

National Resource Center for Safe Schools

Funded by the U.S. Departments of Justice and Education, the National Resource Center for Safe Schools works with schools, communities, State and local education agencies, and others to create safe learning environments and prevent school violence. The Center helps schools develop and implement comprehensive safe school plans, provides onsite training and consultation to schools and communities, creates and distributes resource materials and tools, provides Web-based information services, and partners with State-level agencies to increase State capacity to assist local education agencies. For further information about the Center, visit its Web site, www.safetyzone.org, call 800–268–2275, or e-mail safeschools@nwrel.org.

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The Appropriate and Effective Use of Security Technologies in U.S. Schools
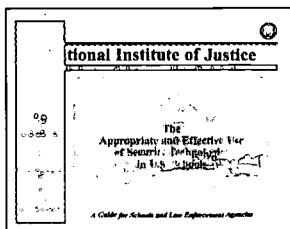
Published by the National Institute of Justice, *The Appropriate and Effective Use of Security Technologies in U.S. Schools* provides guidelines that will assist school administrators and law enforcement officials in analyzing a school's vulnerability to violence, theft, and vandalism and in considering security technologies to address these problems.

Based on a 7-year study of more than 100 schools, the report offers practical information on diverse aspects of security and describes commercially available technologies and the potential safety benefits that may accrue from their use.

The Appropriate and Effective Use of Security Technologies in U.S. Schools (NCJ 178265) is available at no charge online at www.ojp.usdoj.gov/nij/pubs-sum/178265.htm or for $3 by contacting the Juvenile Justice Clearinghouse at 800–638–8736 or visiting www.puborder.ncjrs.org.

Federal Activities Addressing Violence in Schools
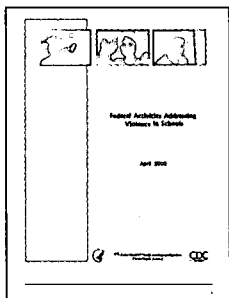
This online report, produced by the Division of Adolescent and School Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, is designed to facilitate the coordination of Federal activities focused on school violence prevention.

The inventory of Federal activities presented in *Federal Activities Addressing Violence in Schools* will be updated semiannually.

The inventory identifies all ongoing and recently completed projects that either directly address the problem of violence that occurs on school property, around school, or at school-associated events or indirectly address the problem of school violence by focusing on precursors of violence, factors associated with violence, or mechanisms for preventing violent behavior.

For each project, the inventory provides information on the lead or funding agency and collaborating Federal agencies and non-Federal partners and provides contact information for Federal agency staff.

Federal Activities Addressing Violence in Schools is available online at www.cdc.gov/nccdphp/dash/violence or by contacting the Division of Adolescent and School Health at 888–231–6405 or healthyyouth@cdc.gov.

Indicators of School Crime and Safety, 2000
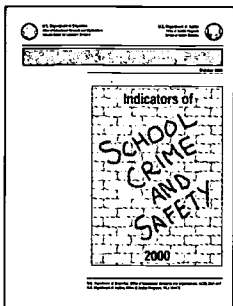
The third edition of *Indicators of School Crime and Safety*, a joint publication of the Bureau of Justice Statistics and the National Center for Education Statistics, is a companion document to the *2000 Annual Report on School Safety* (see below). The publications were developed in response to a 1998 Presidential request for an annual report card on school violence.

Indicators provides data on crime occurring in and around schools, presented from the perspectives of students, teachers, principals, and the general population. It also includes data on crime away from school to provide a context in which to assess school crime. The report is organized as a series of indicators that provide data on violent deaths at school, nonfatal student victimization, violence and crime at school, nonfatal teacher victimization, and school environment. Individual indicators are updated online as new data become available throughout the year.

Indicators of School Crime and Safety, 2000 (NCJ 184176) is available online at www.ojp.usdoj.gov/bjs/abstract/iscs00.htm or by contacting the Bureau of Justice Statistics Clearinghouse at 800–732–3277 or the Juvenile Justice Clearinghouse (see the order form).

2000 Annual Report on School Safety
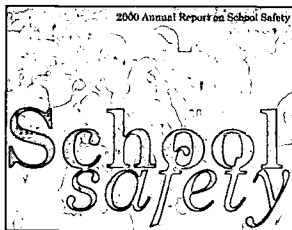
Published by the U.S. Departments of Justice and Education, the *2000 Annual Report on School Safety* highlights the nature and scope of school violence by examining data on issues such as homicides and suicides at school, crimes against students and teachers, student perceptions of school safety, and school discipline.

The report also details the work of grantees under the Safe Schools/Healthy Students Initiative, which is administered jointly by OJJDP, the Safe and Drug-Free Schools Program, and the Center for Mental Health Service, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. The Initiative promotes comprehensive strategies that provide students, schools, and communities with coordinated educational, mental health, social service, law enforcement, and juvenile justice system services under community partnerships.

The *2000 Annual Report on School Safety* is available online at www.ojjdp.ncjrs.org/pubs/violvict.html or at www.ed.gov/offices/OESE/SDFS/annrept00.pdf or by contacting the U.S. Department of Education at 877–433–7827.

Safeguarding Our Children: An Action Guide

Published by the U.S. Departments of Justice and Education, *Safeguarding Our Children: An Action Guide* provides a comprehensive model for making schools safer and offers practical steps that schools can take to design and implement comprehensive school safety plans, reduce violence, and help children gain access to needed services.

The model's three stages include prevention, early intervention, and intensive intervention. The services encompassed in these stages can reduce violence and other troubling behaviors in schools and help schools improve long-term academic, behavioral, social, and emotional outcomes for students and their families.

Safeguarding Our Children explains how to implement schoolwide teams and student support teams, describes how these teams can improve school safety, provides information about technical assistance centers and other resources that schools can use to build upon their strengths and the strengths of their community, and emphasizes the importance of strategic planning, capacity building, comprehensive approaches, teamwork, and community involvement in successful schools.

Safeguarding Our Children: An Action Guide (NCJ 182606) is available online at www.ed. gov/offices/OSERS/OSEP/ ActionGuide or by contacting the U.S. Department of Education at 877–433–7827 or visiting the Ed Pubs Web site, www.ed. gov/pubs/edpubs.html.

Alternatives in Education

Since 1992, OJJDP has funded the Juvenile Justice Telecommunications Assistance Project at Eastern Kentucky University to train and inform a geographically diverse juvenile justice constituency through satellite teleconferencing. This technology has become an integral part of OJJDP's continuing efforts to promptly disseminate new information to professionals across the Nation.

The most recent teleconference, *Alternatives in Education for Safety and Learning*, was held May 8, 2001. Presented by the Hamilton Fish Institute and its partners in the Hamilton Fish Consortium, the broadcast featured four ongoing demonstrations of alternative education programs in Eugene, OR; Fredricksburg, VA; Jacksonville, FL; and Syracuse, NY.

The teleconference sought to describe historical and modern practices in alternative education; illustrate the benefits of alternative education to students, teachers, and communities; and showcase the Institute's efforts through the demonstration programs to reduce violence in schools and communities.

Of interest to educators, law enforcement agencies, policymakers, youth services organizations, community agencies, and others concerned with effective implementation of alternative education programs, this broadcast is available on videotape from the Juvenile Justice Clearinghouse (see the order form). Visit the "Calendar of Events" section of the OJJDP Web site (www.ojjdp.ncjrs.org) for a list of past and upcoming teleconferences.

PUBLICATIONS AVAILABLE FREE.

Single copies are available free. There is a nominal fee for bulk orders to cover postage and handling. Contact the Clearinghouse for specific information.

❑ *Combating Fear and Restoring Safety in Schools* (Bulletin). NCJ 167888.

❑ *Crime in the Schools: Reducing Conflict With Student Problem Solving* (Research in Brief). NCJ 177618.

❑ *Families and Schools Together: Building Relationships* (Bulletin). NCJ 173423.

❑ *A Guide to the Family Educational Rights and Privacy Act* (Fact Sheet). FS 009878.

❑ **NEW** *Increasing School Safety Through Juvenile Accountability Programs* (Bulletin). NCJ 179283.

❑ *Indicators of School Crime and Safety, 2000* (Report). NCJ 184176.

❑ *Keeping Young People in School: Community Programs That Work* (Bulletin). NCJ 162783.

❑ *School and Community Interventions To Prevent Serious and Violent Offending* (Bulletin). NCJ 177624.

❑ *Special Education and the Juvenile Justice System* (Bulletin). NCJ 179359.

❑ *Stand Up and Start a School Crime Watch!* (Bulletin). NCJ 171123.

❑ *Truancy: First Step to a Lifetime of Problems* (Bulletin). NCJ 161958.

❑ *Violence After School* (Bulletin). NCJ 178992.

❑ *Want To Resolve a Dispute? Try Mediation* (Bulletin). NCJ 178999.

❑ *Youth Out of the Education Mainstream: A North Carolina Profile* (Bulletin). NCJ 176343.

PUBLICATIONS AVAILABLE FOR A FEE.

❑ *Alternatives in Education for Safety and Learning* (Teleconference Video, VHS format). NCJ 188013. $28 (U.S.), $30 (Canada and other countries).

❑ *Comprehensive Framework for School Violence Prevention* (Teleconference Video, VHS format). NCJ 184177. $28 (U.S.), $30 (Canada and other countries).

❑ *Employment and Training for Court-Involved Youth* (Teleconference Video, VHS format). NCJ 186403. $28 (U.S.), $30 (Canada and other countries).

❑ *Promising Practices for Safe and Effective Schools* (Teleconference Video, VHS format). NCJ 178908. $28 (U.S.), $30 (Canada and other countries).

To order other publications listed on the inside back cover, please complete the following:

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Publications From OJJDP

OJJDP produces a wide variety of materials, including Bulletins, Fact Sheets, Reports, Summaries, videotapes, CD–ROM's, and the *Juvenile Justice* journal. These materials and other resources are available through OJJDP's Juvenile Justice Clearinghouse (JJC), as described at the end of this list.

The following list of publications highlights the latest and most popular information published by OJJDP, grouped by topical areas:

Corrections and Detention

Construction, Operations, and Staff Training for Juvenile Confinement Facilities. 2000, NCJ 178928 (28 pp.).

Disproportionate Minority Confinement: 1997 Update. 1998, NCJ 170606 (12 pp.).

Implementation of the Intensive Community-Based Aftercare Program. 2000, NCJ 181464 (20 pp.).

Juvenile Arrests 1999. 2000, NCJ 185236 (12 pp.).

Reintegration, Supervised Release, and Intensive Aftercare. 1999, NCJ 175715 (24 pp.).

State Custody Rates, 1997. 2000, NCJ 183108 (4 pp.).

Courts

Employment and Training for Court-Involved Youth. 2000, NCJ 182787 (112 pp.).

Focus on Accountability: Best Practices for Juvenile Court and Probation. 1999, NCJ 177611 (12 pp.).

From the Courthouse to the Schoolhouse: Making Successful Transitions. 2000, NCJ 178900 (16 pp.).

Juvenile Court Statistics 1997. 2000, NCJ 180864 (120 pp.).

Juvenile Justice (Juvenile Court Issue), Volume VI, Number 2. 1999, NCJ 178255 (40 pp.).

Juveniles and the Death Penalty. 2000, NCJ 184748 (16 pp.).

Juvenile Transfers to Criminal Court in the 1990's: Lessons Learned From Four Studies. 2000, NCJ 181301 (68 pp.).

Juveniles Facing Criminal Sanctions: Three States That Changed the Rules. 2000, NCJ 181203 (66 pp.).

Offenders in Juvenile Court, 1997. 2000, NCJ 181204 (16 pp.).

Teen Courts: A Focus on Research. 2000, NCJ 183472 (16 pp.).

Delinquency Prevention

1999 Report to Congress: Title V Incentive Grants for Local Delinquency Prevention Programs. 2000, NCJ 182677 (60 pp.).

Competency Training—The Strengthening Families Program: For Parents and Youth 10–14. 2000, NCJ 182208 (12 pp.).

Comprehensive Responses to Youth at Risk: Interim Findings From the SafeFutures Initiative. 2000. NCJ 183841 (96 pp.).

Co-occurrence of Delinquency and Other Problem Behaviors. 2000, NCJ 182211 (8 pp.).

High/Scope Perry Preschool Project. 2000, NCJ 181725 (8 pp.).

The Incredible Years Training Series. 2000, NCJ 173422 (24 pp.).

Juvenile Mentoring Program: A Progress Review. 2000, NCJ 182209 (8 pp.).

Law Enforcement Referral of At-Risk Youth: The SHIELD Program. 2000, NCJ 184579 (8 pp.).

The Nurturing Parenting Programs. 2000, NCJ 172848 (12 pp.).

Prevention of Serious and Violent Juvenile Offending. 2000, NCJ 178898 (16 pp.).

Gangs

1998 National Youth Gang Survey. 2000, NCJ 183109 (92 pp.).

Preventing Adolescent Gang Involvement. 2000, NCJ 182210 (12 pp.).

Youth Gang Programs and Strategies. 2000, NCJ 171154 (96 pp.).

The Youth Gangs, Drugs, and Violence Connection. 1999, NCJ 171152 (12 pp.).

Youth Gangs in Schools. 2000, NCJ 183015 (8 pp.).

General Juvenile Justice

The Community Assessment Center Concept. 2000, NCJ 178942 (12 pp.).

Increasing School Safety Through Juvenile Accountability Programs. 2000, NCJ 179283 (16 pp.).

Juvenile Accountability Incentive Block Grants Strategic Planning Guide. 1999, NCJ 172846 (62 pp.).

Juvenile Justice (Mental Health Issue), Volume VII, Number 1. 2000, NCJ 178256 (40 pp.).

Juvenile Justice. (American Indian Issue). Volume VII, Number 2. 2000, NCJ 184747 (40 pp.).

Juvenile Offenders and Victims: 1999 National Report. 1999, NCJ 178257 (232 pp.). Also available on CD–ROM. 2000, NCJ 178991.

OJJDP Research: Making a Difference for Juveniles. 1999, NCJ 177602 (52 pp.).

Special Education and the Juvenile Justice System. 2000, NCJ 179359 (16 pp.).

Teenage Fatherhood and Delinquent Behavior. 2000, NCJ 178899 (8 pp.).

Missing and Exploited Children

Kidnaping of Juveniles: Patterns From NIBRS. 2000, NCJ 181161 (8 pp.).

Overview of the Portable Guides to Investigating Child Abuse: Update 2000. 2000, NCJ 178893 (12 pp.).

Parents Anonymous℠: Strengthening America's Families. 1999, NCJ 171120 (12 pp.).

When Your Child Is Missing: A Family Survival Guide. 1998, NCJ 170022 (96 pp.). Also available in Spanish. 2000, NCJ 178902.

Substance Abuse

The Coach's Playbook Against Drugs. 1998, NCJ 173393 (20 pp.).

Developing a Policy for Controlled Substance Testing of Juveniles. 2000, NCJ 178896 (12 pp.).

Family Skills Training for Parents and Children. 2000, NCJ 180140 (12 pp.).

Violence and Victimization

Characteristics of Crimes Against Juveniles. 2000, NCJ 179034 (12 pp.).

Children as Victims. 2000, NCJ 180753 (24 pp.).

The Comprehensive Strategy: Lessons Learned From the Pilot Sites. 2000, NCJ 178258 (12 pp.).

Fighting Juvenile Gun Violence. 2000, NCJ 182679 (12 pp.).

Kids and Guns. 2000, NCJ 178994 (12 pp.).

Predictors of Youth Violence. 2000, NCJ 179065 (12 pp.).

Promising Strategies To Reduce Gun Violence. 1999, NCJ 173950 (276 pp.).

Race, Ethnicity, and Serious and Violent Juvenile Offending. 2000, NCJ 181202 (8 pp.).

Safe From the Start: Taking Action on Children Exposed to Violence. 2000, NCJ 182789 (76 pp.).

The materials listed on this page and many other OJJDP publications and resources can be accessed through the following methods:

Online:
To view or download materials, visit OJJDP's home page: www.ojjdp.ncjrs.org.
To order materials online, visit JJC's 24-hour online store: www.puborder.ncjrs.org.
To ask questions about materials, e-mail JJC: askncjrs@ncjrs.org.
To subscribe to JUVJUST, OJJDP's electronic mailing list, e-mail to listproc@ncjrs.org, leave the subject line blank, and type *subscribe juvjust your name.*

Phone:
800–638–8736
(Monday–Friday, 8:30 a.m.–7 p.m. ET)

Fax:
410–792–4358 (to order publications)
301–519–5600 (to ask questions)
800–638–8736 (fax-on-demand, Fact Sheets and Bulletins only)

Mail:
Juvenile Justice Clearinghouse/NCJRS
P.O. Box 6000, Rockville, MD 20849–6000

JJC, through the National Criminal Justice Reference Service (NCJRS), is the repository for tens of thousands of criminal and juvenile justice publications and resources from around the world. An abstract for each publication or resource is placed in a database that you can search online: www.ncjrs.org/database.htm.

OJJDP Satellite Teleconference Series

The Satellite Teleconference Series is an innovative, convenient, and cost-effective way to provide information to diverse juvenile justice professionals throughout the Nation. OJJDP, through Eastern Kentucky University, hosts these live teleconferences on issues affecting youth such as mental health, school violence, and underage drinking.

To learn how to register or participate, e-mail your name, agency affiliation, and e-mail address to Jenny McWilliams at Eastern Kentucky University, ekujjtap@aol.com, or call 859–622–6671.

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