

SUBSTANCE ABUSE PREVENTION
CHARACTER DEVELOPMENT
VIOLENCE PREVENTION
LIFE SKILLS



SAFE
Schools

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The material herein is presented for informational purposes only and does not constitute official policy of the Department of Defense, nor does it constitute an endorsement of any programs by the Department of Defense Education Activity or the Department of Defense.

Introduction

Purpose

The purpose of the Department of Defense Education Activity (DoDEA) Prevention Programs Guide is to assist school administrators, counselors, and school psychologists as they select prevention programs for use in their schools. These programs cover a wide variety of behaviors that are potentially disruptive to the safety and security of students at school. Some of these negative behaviors include bullying and aggression by students. Other programs address issues less obviously related to school security, but are nonetheless equally important to administrators in maintaining a healthy and safe learning climate in their schools. These programs include suicide prevention, substance abuse programs, curricula to help students manage anxiety and depression, and sexual harassment prevention programs.

The 2008 DoDEA Prevention Programs Guide is the sixth in a series of guides that supplement the DoDEA Safe Schools Handbook. Previous editions have sought to provide schools with a new list each year of potentially useful prevention programs. Thus far, over 120 programs have been described. The programs included in this supplement reflect changes in the field of school violence prevention. These changes include a greater awareness of the adaptability of cognitive behavior techniques to the school setting. The programs described in this guide also include a growing pool of “universal” prevention programs which use a variety of tools to instill good character, ethics, and manners in children. Finally, the addition of a cyber-bullying program reflects the increasing prevalence of on-line bullying in schools across the world, the parallel need to educate administrators about how students bully on-line, and suggestions regarding how adults can prevent such bullying. This guide presents a representative cross-section of the types of prevention programs currently available to education professionals.

This Guide presents 25 programs. DoDEA administrators and counselors can obtain copies of previous guides by contacting the Safe Schools Team at safeschools@csc.com. Previous editions include:

- Spring 2007, Prevention Programs Guide
- Spring 2006, Prevention Programs Guide
- Spring 2004, Prevention Programs Guide
- July 2002, Intervention Strategies Supplementary Guide
- February 2002, Intervention Strategies Supplementary Guide

This Prevention Programs Guide also includes a list of Web sites to help administrators quickly gather information to make informed decisions about the types of intervention programs they may find useful.

Selection Criteria

The programs included in this guide were chosen by a team of teachers, counselors and school security experts. There are many resources available and researching them all could represent a prohibitive time commitment for individual educators. Therefore, this guide presents a representative cross-section of the types of programs available.

The committee limited their selections to those that met three criteria: First, programs that could be implemented without the assistance of outside consultants were given preference. Second, the

programs selected were within the typical discretionary spending power of individual schools. Finally, the programs selected had a proven track record of success in schools or had been independently evaluated and endorsed by one of the following organizations:

- **Promising Practices Network (PPN):** This project is operated by the RAND Corporation and includes partnerships with individuals and nonprofit organizations devoted to increasing the well being of children in communities. These organizations include The Colorado Foundation for Families and Children and the New York State Office of Children & Family Services (OCFS). PPN maintains a database of evaluated programs which are ranked according to numerous outcome measures. The programs are grouped into four ratings (from lowest to highest): Screened Programs; Proven/Promising; Promising Programs and Proven Programs. The program summaries can be viewed at www.promisingpractices.net/research.asp.
- **Office of Juvenile Justice and Delinquency Prevention (OJJDP):** A component of the Office of Justice Programs, U.S. Department of Justice, this program supports states, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. OJJDP evaluates programs and currently maintains a database of 175 evidence-based prevention and intervention programs that can make a difference in the lives of children and communities. OJJDP rates programs (from lowest to highest) as Promising, Effective and Exemplary. This database is available at www.dsgonline.com/mpg2.5/mpg_index.htm.
- **National Registry of Evidence-based Programs and Practices (NREPP):** A service of the Substance Abuse and Mental Health Services Administration (SAMHSA), NREPP is an on-line registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers. The purpose of the registry is to assist the public in identifying approaches to preventing and treating mental and/or substance use disorders that have been scientifically tested and can be readily disseminated to the field. The ratings are a product of a comprehensive, expansion and revision process. Since 2006, NREPP has offered numerical ratings of programs rather than descriptive awards-based ratings. For that reason, some of the SAMHSA rated programs in this guide have numerical ratings ranging from 1.0 (low) to 4.0 (high) while others use the older rating system: Promising Program (good) and Model Program (best). The NREPP ratings can be viewed at <http://nrepp.samhsa.gov/>.
- **What Works Clearinghouse (WWC):** Operated by the Institute of Education Sciences, the What Works Clearinghouse collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). The Education Sciences Reform Act of 2002 established the Institute of Education Sciences (IES) within the U.S. Department of Education. IES brings rigorous and relevant research, evaluation and statistics to our nation's education system. The What Works Database of programs can be viewed at <http://ies.ed.gov/ncee/wwc/>.

If educators wish to investigate a wider range of options, the resources listed above are a good starting point for further research.

About the Safe Schools Program

DoDEA is committed to the physical and mental well-being of all students and staff. Each school provides resources to support students' need for security and well-being. Prevention programs, psychologists and school counselors, crisis management teams and the Safe Schools Newsletter are all key components of DoDEA's commitment to school safety. Additionally, in order to graduate from a DoDEA high school, students must complete coursework in suicide prevention, emotional control, and stress management in the mental health curriculum.

DoDEA implemented the Safe Schools Program in School Year 99-00, after receiving an overwhelming approval from DoDDS and DDESS Superintendents. It was coordinated with the Dependents Education Council, European Schools Council Working Group, Deputy Directors, and Service Components.

The Safe Schools Program provides a systematic approach to counter school violence, crime, and the threat of terrorism. It also provides each school with the means to enhance the safety and security of its students, staff, facilities, and operations. The program guidance provides a means for the identification, intervention, and prevention of violence; the identification and application of crime prevention techniques, and the application of DoDI 2000.16, "DoD Combating Terrorism Standards" within the DoDEA school system. The program emphasizes risk reduction planning – what administrators can do before an incident, to prevent it from happening and/or reduce the effects of one, if one should occur; and incident response planning, how to respond to an incident – evacuate, lockdown, shelter-in-place, or take cover.

No Endorsements

The material herein is presented for informational purposes only and does not constitute official policy of the Department of Defense, nor does it constitute an endorsement of any programs by the Department of Defense Education Activity or the Department of Defense. Special thanks to Sarah Markel of the Safe Schools Program for her commitment to thoroughly researching programs and developing this guide.

How Prevention Programs are Beneficial to School Security

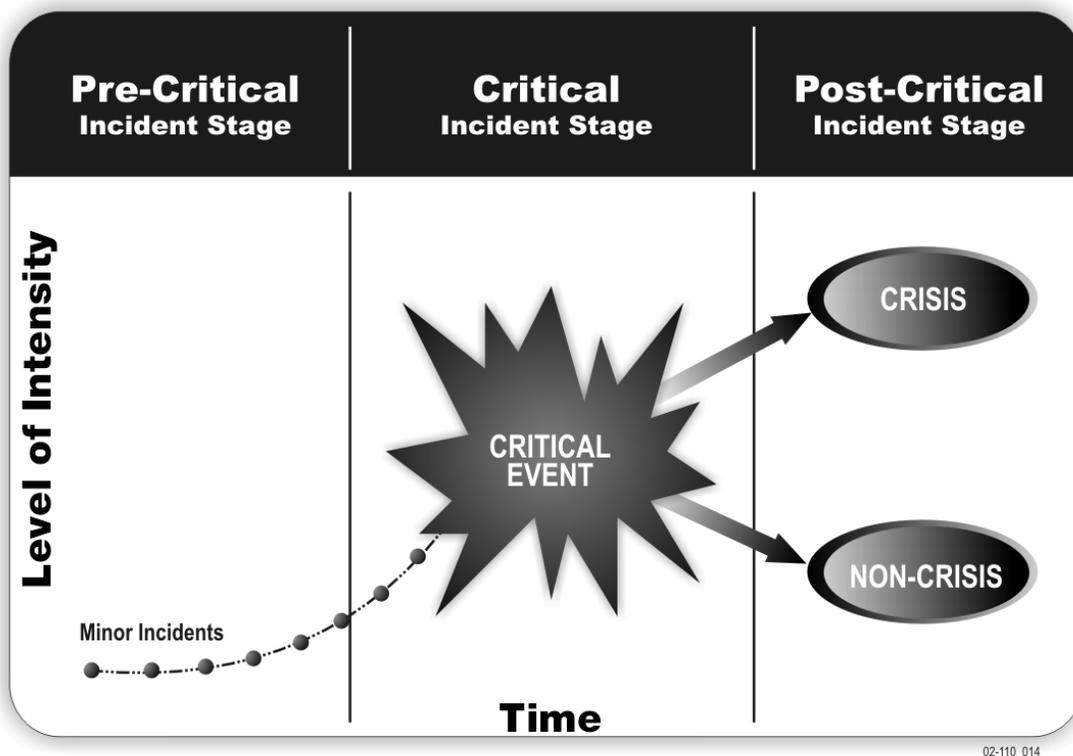
Prevention programs teach life skills to help students avoid risky behavior and navigate the difficult terrain of growing up in a constantly changing world. Children of military families face particular stresses from moving, changing schools frequently, parental deployments and global political uncertainty. Yet, they have also been shown in several studies to be highly adaptable and resilient, in part because of the emotional, social and cognitive support they receive at the Department of Defense schools.

Prevention programs capitalize on that adaptability by teaching students coping skills that reduce the overall threat of a critical incident in schools. Studies have shown that most school crises can be avoided through early intervention. These prevention programs seek to provide that early intervention and prevent what is known as “incident escalation.”

Incident Escalation

Each day in school, seemingly inconsequential incidents occur that nonetheless induce stress and anxiety in students. The cumulative effect of this stress and anxiety can push some students past their breaking point and cause them to act out in violent and self-destructive ways, leading to a critical event. The incident escalation model depicted below illustrates this phenomenon.

Early intervention can help students who fit this model. These students are the prime candidates for prevention programs. Alert and insightful administrators and counselors can benefit by using this guide as a tool to aid in program selection. See the Table of Programs on page 6.



Observables, or indicators of pending critical events, are often overlooked. But, when they are detected and acted upon, a pending critical event can be averted.

Early Warning Signs

The key to early intervention is to recognize the warning signs that a student or group of students may exhibit before a violent incident. The Department of Education's publication *Early Warning, Timely Response* (<http://cecp.air.org/guide/earlywarning.asp>), offers a list of early warning signs that a troubled student might display. Staff, parents, and students are cautioned to use this reference as a list of possible signs of problems, not as a checklist. To avoid misdiagnosis, a trained mental health practitioner such as the school psychologist, must conduct a professional assessment. Some of the listed warning signs are:

- Expressions of violence in writings and drawings;
- Patterns of impulsive and chronic hitting, intimidating and bullying;
- Serious threats of violence against oneself or others; and
- Social withdrawal.

DoDEA mental health professionals have a variety of resources available to help troubled students, including a psychological threat assessment. Parents will be notified anytime a threat assessment has been completed on their child.

Table of Programs

The Table of Programs presents the prevention programs by category and indicates whether the programs are designed for elementary, middle or high schools. Each program description includes information on the sponsor/developer, contact information, materials, approximate cost, implementing specifications, and a program summary. The bullets (●) indicate that the program is offered at these school levels.

Type of Program	Elementary School	Middle School	High School	Page Number
Anti-Bullying				
Cyberbully.org	●	●	●	8
Olweus	●	●	●	9
Success in Stages	●	●		10
Behavior Management				
Cognitive Relaxation Coping Skills		●		11
Coping With Stress		●	●	12
Character Education				
Character Counts	●	●	●	13
Love in a Big World	●	●	●	14
Positive Action	●	●	●	15
Voices LACE	●	●		16
Conflict Resolution				
Resolving Conflict Creatively Program (RCCP)	●	●	●	17
SMART Team		●		18
Hate Prevention				
Facing History and Ourselves	●	●	●	19
The Peacemakers Program	●	●		20

Type of Program	Elementary School	Middle School	High School	Page Number
Life Skills Development				
Coping Cat	●	●	●	21
Second Step	●	●		22
Teen Outreach Program (TOP)			●	23
Parental Involvement				
Guiding Good Choices		●		24
Linking the Interests of Families and Teachers			●	25
Sexual Harassment and Assault Prevention				
Project Trust	●		●	26
Sexual Harassment – Intermediate Curriculum		●	●	27
Teen Dating Violence Awareness and Prevention Toolkit			●	28
Substance Abuse Prevention				
ATHENA			●	29
Too Good for Drugs and Violence	●	●	●	30
Suicide Prevention				
A Promise for Tomorrow		●	●	31
SOS: Signs of Suicide		●	●	32

Bullying Prevention

Cyberbully.org

Program Description:

The Center for Safe and Responsible Internet Use operates Cyberbully.org, a series of web pages devoted to articles and discussions about the prevalence and practice of on-line bullying. Unlike many other programs, much of Cyberbully.org seeks to educate teachers about the complex on-line behavior of teens, the legal limits and obligations of schools, and how technological change will continue to shape on-line social relations. (There is a children's version of the site at www.cyber-safe-kids.com.)

The content of cyberbully.org is educational and academic in nature as opposed to entertaining. The program developer, Nancy Willard, MSW, is an attorney and the author of two books on cyber-bullying. She is currently developing a series of PowerPoint presentations which educators can download to lead in-service staff presentations on how to address on-line bullying as it affects schools. Custom programs, and workshops for educators, both real and virtual if necessary, are also available.

Testing and Evaluation:

- The Center for Safe and Responsible Internet Use has not been independently evaluated at this time.

Program Format:

- Staff and faculty training.
- Power point presentations on cyberbullying.
- On-line seminars.
- Support materials include:
 - *Cyberbullying and Cyberthreats.*
 - *Cyber-Safe Kids, Cyber-Savvy Teens.*
 - Booklets, posters and student guides to on-line safety.
 - Handouts, booklets and articles for parents.

Contact Information:

Center for Safe and Responsible Internet Use
Nancy Willard, Executive Director
474 W 29th Avenue,
Eugene, OR 97405
Phone: 541.344.9125
Fax: 541.344.1481
E-mail: info@csriu.org
Web Site: www.cyberbully.org

Cost: Free

Bullying Prevention

Olweus

Program Description:

The Olweus (pronounced ole-vay-us) bullying prevention program is the most widely tested and used program of its kind. It has been found to reduce bullying among children, improve the social climate in classrooms, and reduce other antisocial behaviors. The program usually involves a train-the-trainer seminar, which makes it somewhat unwieldy and expensive for individual schools. Its wide recognition, however, makes it worth considering for schools developing their bullying prevention program.

When implemented faithfully, the Olweus program has been found to reduce bullying by approximately 80 percent. Most bullying prevention programs rely on Dan Olweus' bystander awareness theories to one degree or another.

Testing and Evaluation:

- Large scale implementation in Norway.
- Successfully implemented in the United States, United Kingdom, and Germany.

Awards and Ratings:

- Model Program – Substance Abuse and Mental Health Services Administration.
- Model Program – Office of Juvenile Justice and Delinquency Prevention.

Program Format:

- Staff and faculty training.
- Weekly classroom meetings for students.
- Support materials include:
 - *Teacher Handbook: Olweus' Core Program Against Bullying and Antisocial Behavior.*
 - *Bullying at School: What We Know and What We Can Do.*
 - Olweus Bully/Victim Questionnaire with accompanying processing software.

Contact Information:

Susan Limber, Ph.D.
Institute on Family & Neighborhood Life
Clemson University
158 Poole Agricultural Center
Clemson, SC 29634
Phone: 864.656.6320
Fax: 864.656.6281
E-mail: slimber@clemson.edu
Web site: www.clemson.edu/olweus

Cost: \$2,000

Bullying Prevention

Success in Stages

Program Description:

The *Success in Stages* program is an interactive on-line program that seeks to reduce bullying in schools by teaching all students – bullies, victims, and bystanders – how to create a positive school climate. The program uses the Trans-Theoretical Model (TTM) of behavior change and incorporates other learning theories to help students build upon the positive behaviors they already exhibit. The model consists of a series of five stages, each building upon the skills learned in the previous stage.

During extensive testing, bullying behaviors were reduced by 30 percent among students using the middle school version of this anti-bullying program. Children using the elementary version of the program were three times less likely to be bullies, victims, or bystanders.

Testing and Evaluation:

- Tested in 25 schools across the United States.
- Currently in use in U.S. schools.

Awards and Ratings:

- Effective Program – Office of Juvenile Justice and Delinquency Prevention.

Program Format:

- Internet-based interactive program.
- Students build upon positive behaviors in a series of half-hour computer sessions.
- The program offers individualized feedback to each student.
- Support materials include:
 - *Success in Stages* Software.
 - Systems guide for Administrators.
 - Teacher’s guides.
 - Informational folder for participants’ families.

Contact Information:

Channing Bete Company
One Community Place
South Deerfield, MA 01373
Phone: 877.896.8629
Fax: 800.499.6464
E-mail: custsvcs@channing-bete.com
Web site: www.successinstages.com

Behavior Management

Cognitive Relaxation Coping Skills

Program Description:

The Cognitive Relaxation Coping Skills (CRCS) Program helps children control heightened emotions. Students learn methods of relaxation and rational thinking and how to apply those skills to manage their responses to emotionally charged situations. One of the goals of the program is that students will learn to self-monitor their responses to difficult situations and not fall back upon put-downs, name-calling, emotional outbursts, or violence.

This program has been proven to help students control anger in a variety of frustrating situations. There were also significant decreases in anxiety, depression, and delinquency among children taking part in the program. However, CRCS was most effective for students with a high degree of anger at the outset of the program.

Testing and Evaluation:

- Tested over three years in middle schools in Oregon and Colorado.
- Study participants reported significantly less anxiety, depression and deviant behavior eight weeks after completing the program.

Awards and Ratings:

- Promising Program – Promising Practices Network.

Program Format:

- Nine 45 minute sessions for students.
- Support materials include:
 - Implementation Handbook for counselors using the program.

Contact Information:

Jeffrey Deffenbacher, Ph.D.

Department of Psychology

Colorado State University

Fort Collins, CO 80523

Phone: 970.491.6871

E-mail:

Jerry.Deffenbacher@ColoState.edu

Cost: Free

Behavior Management

Coping With Stress

Program Description:

The Coping with Stress (CWS) program is a depression prevention program for adolescents (ages 12-18) who are at-risk for depression. The program involves cognitive restructuring techniques in which participants learn to challenge distorted or negative thinking that can contribute to depression. The program also seeks to provide students with coping skills with which they can manage stress and prevent more serious depression developing later in life.

CWS, which involves a series of 15 counseling sessions, was developed by the Kaiser Permanente Center for Health Research. Gregory Clarke, Ph.D., the lead developer for the program, noted that CWS is designed to be delivered by trained counselors, psychologists, or social workers and is not practical for classroom use or as a self-help tool. The Web site containing the program materials also includes useful resources for parents of children taking part in the CWS program.

Testing and Evaluation:

- In 2001, a second independent evaluation found that CWS produced significant reductions in self-reported depression symptoms among children studied.
- CWS was not found to be effective in reducing behavior problems among participating children.

Awards and Ratings:

- Proven Program – Promising Practices Network.

Program Format:

- Fifteen 45-60 minute meetings for groups of six to ten adolescents.
- Support materials include:
 - Curriculum guide for counselors.
 - Student workbook.

Contact Information:

Gregory Clarke, Ph.D.
Kaiser Permanente Center for Health Research
3800 N. Kaiser Center Drive
Portland, OR 97227
Phone: 503.335.6673
E-mail: greg.clarke@kpchr.org
Web site: www.kpchr.org/public/acwd/acwd.html

Cost: Free

Character Education

Character Counts

Program Description:

Character Counts is a nonprofit, nonpartisan, nonsectarian character education framework that teaches the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. The K-12 component includes an array of seminars, curricula materials, on-line discussion forums, blogs, Web support and promotional clothing to assist educators in using ethics education as a vehicle for reducing anti-social behavior. Many of the *Character Counts* resources are now available for free via download from the Web site, including several newsletters which address ethics issues related to education, professional life, and sportsmanship.

Character Counts is widely used in schools around the world. Numerous schools within DoDEA currently use some aspect of the program in their character education programs. The program has been endorsed by President Bush, the U.S. Senate, and governors of 19 states.

Note: *Character Counts* was described in the 2002 and 2007 Preventions Programs Guides.

Testing and Evaluation:

- A South Dakota study funded by 4-H found that children exposed to Character Counts had significantly reduced rates of cheating, stealing, and alcohol use. The program was most effective for elementary-aged students. Teasing was reduced by 46 percent for that group after participating in the program.

Awards and Ratings:

- No official ratings have been awarded at this time. SAMHSA has awarded grants to many school districts for the implementation of this program.

Program Format:

- Seminars, on-line discussion forums, and blogs.
- Materials include curriculum guides, bundled kits of books, posters, handouts, stickers, and awards.
- Clothing, posters, and brochures are available individually or in bulk.

Contact Information:

The Josephson Foundation
9841 Airport Blvd., #300,
Los Angeles, CA 90045
Phone: 310.846.4800 or
800.711.2670

Fax: 310.846.4858

E-mail: cc@jethics.org

Web site:

www.charactercounts.org

Cost: Pricing varies based on size of school, up to \$899.95. Many materials are free.

Character Education

Love in a Big World

Program Description:

Love in a Big World is a comprehensive multi-year character education program. Where possible, the program is inaugurated with an inter-active musical assembly that introduces the 24 good character traits the program teaches. This energetic program is used to focus the attention of students on the core message of the program, which is good behavior. Then schools continue the program using morning announcements, 15 minute daily in-class exercises, and service learning projects. Using stories and non-fiction, the program offers a multidisciplinary approach to teaching character education in a contemporary fashion. The program content is constantly updated so that it appeals to the musical tastes of young people. For schools that are unable to take part in the assembly, the program offers unbundled services and curriculum guides.

The non-profit program was founded by singer/songwriter Tamara Batarseh who noticed, while working as a teacher in Nashville, that her students responded positively when she sang to them. The program is already in use in some DoDEA schools.

Testing and Evaluation:

- Love in a Big World is currently being evaluated by Vanderbilt University as part of the first Federal Social and Character Development (SACD) Research Project with the Institute for Education Sciences and the U.S. Department of Education. For more information on the study go to www.sacdprojects.net.

Program Format:

- Teacher training.
- School Assemblies.
- Curriculum implementation assistance.
- Support materials include:
 - Library books, CDs, and newsletters, t-shirts, etc.
 - 25 Pre-recorded morning announcements.
 - Daily exercises.

Contact Information:

Tamara Batarseh
Love In A Big World
P.O. Box 331024
Nashville, TN 37203
Phone: 615.242.8242
E-mail: tamara@loveinabigworld.org
Web site: www.loveinabigworld.org

Cost: Curriculum guides: \$30.
Comprehensive program: \$5,000 for the first year.

Character Education

Positive Action

Program Description:

Positive Action is a widely tested and implemented program which promotes character development to reduce problem behaviors. The program is based upon a philosophy that positive feelings precipitate positive behavior. The program has multiple components available separately and is flexible and has been found to be adaptable to a variety of settings.

Each component teaches specific positive actions in the physical, intellectual, social, and emotional areas through six focus units. The six focus units are:

- Unit 1: Philosophy and Thoughts-Actions-Feelings Circle
- Unit 2: Skills for a Healthy Body and Mind
- Unit 3: Skills for Self-Management
- Unit 4: Skills for Getting Along with Others
- Unit 5: Skills for Being Honest with Yourself and Others
- Unit 6: Skills for Improving Yourself Continually

Testing and Evaluation:

- Reviewed by four independent evaluators over five years.
- Positive outcomes have been replicated in numerous settings across all demographics.
- Met What Works Clearinghouse evidence standards.

Awards and Ratings:

- SAMHSA Rating: 4.0 on a scale of 1.0 (low) to 4.0 (high).
- Exemplary Program – Office of Juvenile Justice and Delinquency Prevention.

Program Format:

- Individual kits for Grades K-12.
- Thoughts-Actions-Feelings Circle illustrates how positive thoughts lead to positive actions.
- Workshops available.
- Support materials include:
 - Elementary and secondary climate development kits.
 - Family kit.
 - Parenting Classes Instructor's kit.
 - Grade 5 Drug Education Supplement and teacher's guide.
 - Conflict resolution kit.

Contact Information:

Positive Action, Inc.
264 Fourth Avenue South
Twin Falls, ID 83301
Phone: 800.345.2974
Fax: 208.733.1590
E-mail: info@positiveaction.net
Web site:
www.positiveaction.net

Cost: \$360-\$460 per kit.
Workshops: \$250-\$900.

Character Education

Voices Literature and Character Education

Program Description:

The Voices Literature and Character Education (LACE) Program is a character education program that uses literature to teach students empathy and pro-social behavior. The program places emphasis on building caring relationships between students and teachers.

For each grade level, the curriculum involves multicultural stories and written teacher materials which can be incorporated into existing classroom activities as a means to teach core values in the classroom setting. Voices LACE is merely one component of a larger Voices program which is currently in use in over 750 schools in the United States and involves community support, joint campaigns and an after-school reading program.

The program is available through Zaner-Bloser and includes teacher resources such as daily lesson plans. These can be accessed at www.zaner-bloser-voices.com/correlations/.

Testing and Evaluation:

- Voices LACE has been evaluated in 11 studies and extensively tested in middle schools in Cambridge, Massachusetts.
- The program has been adopted by more than 750 U.S. schools.
- A 2005 study by Marzano and Associates found statistically significant improvement in reading and social skills among students in grades 1-2.

Awards and Ratings:

- What Works Clearinghouse recognized the program as an effective character education program.

Program Format:

- Teacher training.
- Students learn character education through literature and class discussion.
- Support materials include:
 - Teacher resource guides.
 - Children's story books and other grade appropriate literature. Paperback and hardback available.

Contact Information:

Zaner-Bloser
1201 Dublin Road
Columbus, OH 43215-1026
Phone: 800.421.3018
Web site: www.zaner-bloser.com

Cost: \$19 for teacher's guide. Accompanying children's books range from \$4-\$8. Teacher training costs \$1,400 per day.

Conflict Resolution

Resolving Conflict Creatively Program (RCCP)

Program Description:

The Resolving Conflict Creatively Program (RCCP) is one of the oldest and most widely implemented programs available. Most notably, it was developed, implemented and evaluated in New York City Schools. It is a research-based, K-12 program in social and emotional learning. Since 1985, RCCP has been helping young people develop the social and emotional skills needed to deter and reduce violence. Peer mediation is just the most visible part of a program that encompasses problem solving, life skills, and the development of age-appropriate conflict resolution skills.

Testing and Evaluation:

- The U.S. Department of Health and Human Services sponsored a Columbia University study of 9,000 New York City school children which found that participation in RCCP led to significantly slower growth in teacher-reported aggressive behavior.
- A study in Atlanta found that 75% of teachers reported an increase in student cooperation.

Awards and Ratings:

- Model Program – Substance Abuse and Mental Health Services Administration.

Program Format:

- Professional development for teachers and support staff.
- Classroom instruction.
- Student leadership opportunities.
- Workshops for parents and caregivers.
- Support materials include:
 - Curriculum manuals.
 - Lesson plans.

Contact Information:

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
Phone: 800.370.2515
E-mail: educators@esrnational.org
Web site: www.esrnational.org

Conflict Resolution

SMART Team: Students Managing Anger and Resolution Together

Program Description:

The SMART Team program is a computer-based system designed for all students in grades 5-9. Students work alone, in groups, or in pairs. They work in a school setting on software designed to increase their repertoire of nonviolent conflict resolution strategies, their understanding of what triggers their anger, and decrease the use of violent behavior as a means of conflict resolution.

The program design is based on the Skill Acquisition Model which posits that there are five stages to learning a new skill ranging from novice to expert. SMART Team seeks to build upon each stage to promote pro-social and nonviolent behavior in schools.

The program material, consisting of two CDs, uses eight modules with names such as “What’s Anger,” “Channel Surfin’” and “What’s on their Minds?” The software was developed in consultation with a teen focus group. The program is designed for ease of use and requires no teacher training. Print-based teacher materials are used to support program components.

Testing and Evaluation:

- An independent evaluation found increases in pro-social behavior and knowledge of how personal behavior might escalate a conflict.
- A full-scale investigation found increases in self-knowledge and a corresponding decrease in the use of violent acts.

Awards and Ratings:

- Model Program – Substance Abuse and Mental Health Services Administration.
- Endorsed by Helping America’s Youth.
- Promising Program – U.S. Department of Education: Safe, Disciplined, and Drug-Free Schools Expert Panel.

Program Format:

- Software-based interactive program.
- Students play a variety of games which build upon newly acquired skills for conflict resolution and anger management.
- The program offers individualized feedback to each student.
- Support materials include:
 - Instructional manual.
 - Six volumes of lessons.
 - Research manual.

Contact Information:

Brad Oltrogge
Learning Multi-Systems, Inc.
1402 Greenway Cross
Madison, WI 53713
Phone: 800.362.7323
Fax: 608.273.8065
E-mail: info@lmssite.com
Web site: www.lmssite.com

Cost: \$190

Hate Prevention

Facing History and Ourselves

Program Description:

Facing History and Ourselves (FHAO) is designed to reduce racism and hatred in schools. The program is founded upon the notion that middle school children can and should be exposed to historical events involving human rights violations as a basis for understanding how hatred persists. While there are on-line components designed specifically for students, FHAO is primarily a professional development program for middle and senior high school teachers.

The program provides a framework for teachers to integrate hate-prevention into existing curricula and to facilitate class discussions on topics such as the Holocaust, eugenics, and genocide. The program developers have found the curriculum to be most effective when several teachers team up to implement the program in an inter-disciplinary fashion.

Testing and Evaluation:

- A study involving 409 students taught by four FHAO teachers and five non-FHAO teachers found that the students taught by those teachers who had been exposed to the program had fewer fights, greater interest in other ethnic groups, and increased relationship maturity.

Awards and Ratings:

- Promising Program – Office of Juvenile Justice and Delinquency Prevention.

Program Format:

- Classroom intervention led by trained teachers.
- Teacher workshops and on-line training available.
- Lending Library.
- Support materials include:
 - Books, films, literature.
 - Student study Guides and lesson plans.
 - On-line campus.

Contact Information:

Facing History and Ourselves
16 Hurd Road
Brookline, MA 02445
Phone: 617.232.1595
Fax: 617.232.0281
Web site:
www.facinghistory.org

Cost:

Many FHAO programs are free.
On-line seminars for teachers:
\$325.

Hate Prevention

The Peacemakers Program

Program Description:

The Peacemakers Program is a universal curriculum-based aggression and hate prevention program. The Peacemakers Program is designed specifically for older elementary and middle school children.

The program emphasizes conflict-related psychosocial skills such as anger management, problem solving, assertiveness, communication, and conflict resolution. Further, the curriculum guide offers ways of integrating the concepts taught in the program into other school activities. While the program is designed to be delivered by teachers to the general student population, the counselor's manual contains information for psychologists and counselors working with students with entrenched aggression problems.

Testing and Evaluation:

- The Peacemakers Program was evaluated in six schools in Ohio in 2002, with two additional schools serving as control groups.
- The study found positive improvement in each of the following aggression related variables: psychosocial skills; self-reported aggressive behavior; teacher-reported aggressive behavior; number of aggression-related disciplinary incidents; times conflict mediation services were used; and suspensions for violent behavior.

Awards and Ratings:

- Promising Program – Department of Education: Safe, Disciplined, and Drug-Free Schools.

Program Format:

- 18 lesson, teacher-delivered curriculum.
- Support materials include:
 - Teacher's manual.
 - Student workbook.
 - Counselor's manual.

Contact Information:

Jeremy Shapiro, Ph.D.
2669 Belvoir Blvd.
Shaker Heights, OH 44122
Phone: 216.292.2710
E-mail: jeremyshapiro@yahoo.com
Web site: www.solution-tree.com

Cost: \$300

Life Skills

Coping Cat

Program Description:

The program was developed by Philip C. Kendall, Ph.D., Director of the Child and Adolescent Anxiety Disorders Clinic at Temple University. Coping Cat applies cognitive therapy techniques for children and adolescents with anxiety problems. The Coping Cat Program is an individual intervention. Trained therapists learn how to teach children appropriate cognitive-behavioral techniques, including:

- Recognizing anxiety and physical reactions to anxiety.
- Clarifying feelings in anxiety provoking situations.
- Developing individual coping plans.
- Allowing individuals to evaluate their performance and administer self-reinforcement.

Dr. Kendall provides additional information on child and adolescent anxiety disorders at www.childanxiety.org.

Testing and Evaluation:

- Coping Cat has been studied in sixteen outcome studies. These studies have correlated participation in the program with improvements ranging from marginal to significant.
- Coping Cat has been implemented in Canada, the Netherlands, Australia and the United States.

Awards and Ratings:

- Promising Program – The Promising Practices Network.
- SAMHSA Rating: 3.7 on a scale of 1.0 (low) to 4.0 (high).

Program Format:

- 16 individual counseling sessions.
- Support materials include:
 - Therapist Manual.
 - Child Workbook.
 - Coping Cat videos.
 - Coping Cat computer program.

Contact Information:

Workbook Publishing, Inc.

P.O. Box 67

Ardmore, PA 19003

Phone: 610.896.9797

FAX: 610.896.1955

E-mail:

info@workbookpublishing.com

Web site:

www.workbookpublishing.com/anxiety

Cost: \$49.95 per participant.

Life Skills

Second Step

Program Description:

The Second Step Program teaches emotional literacy for classroom success in a K-8 setting. It was developed by the Committee for Children and has won numerous national and local awards.

The program teaches essential competencies which include empathy, impulse control, problem solving, and anger management. It can easily be integrated into academic learning requirements in a variety of subjects, allowing teachers to “build upon what they are already doing in the classroom.”

The program builds upon the interests and knowledge of elementary-aged students using role playing, scripted dialogues, and puppet shows. Second Step includes resources for school assemblies and community-wide character education events.

Testing and Implementation:

- A 2003 study of 156 students in grades 5-8 found improved empathy skills in students exposed to Second Step.
- A 2005 study found that students using the program showed reduced rates of anxiety and depression.

Awards and Ratings:

- Exemplary Program – The U.S. Department of Education.
- SAMHSA Rating: 3.8 on a scale of 1.0 (low) to 4.0 (high).
- Model Program – Office of Juvenile Justice and Delinquency Prevention.

Program Format:

- Scripted activities such as role playing, theatre, and puppet shows.
- Kits differ by grade, but include cards, videos, activity sheets and CDs. Grade 1-5 kits include puppets and songs. Grade 7-9 kits include scripted lessons. Staff training videos available.

Contact Information:

Committee for Children
568 First Avenue South
Suite 600
Seattle, WA 98104
Phone: 800.634.4449 ext. 6223
E-mail: clientsupport@cfchildren.org
Web site: www.cfchildren.org

Cost:

\$289 per kit for grades 1-5.
\$159 for grades 6-8. Multi-grade kits are available starting at \$535. Spanish versions start at \$60. Rental program available for 1st year/level.

Life Skills

Teen Outreach Program (TOP)

Program Description:

The Teen Outreach Program (TOP) is a prevention program designed to help teens better evaluate their life options so that they, in turn, can make better life choices. The program, which has been in operation since 1974, includes three components: classroom exercise, community service, and service learning. The classroom component involves small group exercises, including discussion of topics of interest to teenagers. The community service component challenges the students to learn new skills and to connect with others in the community.

The service learning component provides a framework for applying community service experiences to one's life choices. While the program was initially developed for school use, it is highly adaptable and many communities have adopted it as a drop-out prevention program.

Testing and Evaluation:

- Two independent evaluations, including a 2001 study by Allen and Philliber, involved 695 students at twenty-five sites. Program success was based upon reduced academic failure rates, and decreases in suspensions and teen-pregnancy rates.
- TOP is currently being administered at approximately 400 program locations across the United States and the United Kingdom.

Awards and Ratings:

- Promising Program – The Promising Practices Network.

Program Format:

- Weekly, group-based classroom discussions.
- Community service activities.
- Support materials include:
 - “Changing Scenes Curriculum.”
 - Community Service Learning Guide.

Contact Information:

Wyman Teen Outreach Program

600 Kiwanis Drive

Eureka, MO 63025

Phone: 636.938.5245 ext. 226

FAX: 636.938.5289

E-mail:

teenoutreachprogram@wymancer.org

Web site: www.wymanteens.org

Cost: Approximately \$395 to \$595 per adult participant in train-the-trainers workshop.

Parental Involvement

Guiding Good Choices

Program Description:

The benefits of the Guiding Good Choices Program are two-fold. The primary goal of the program is to increase parental involvement and enhance parent-child bonding. The secondary goal is to use that increased communication to steer students away from drug and alcohol abuse.

The program targets students ages 9 to 14, and uses cartoons, role-play exercises, and group discussions during the adolescent sessions. Parents take part in five sessions during which they learn about the techniques being taught in the student sessions and how they can apply those techniques to their own parenting.

Researchers have found that parent attendance is crucial to the success of the program. They provide numerous strategies for getting parents invested in the success of the program.

Testing and Evaluation:

- Field-tested for two years in ten Seattle public schools.
- Since its introduction, Guiding Good Choices has been implemented in more than thirty states and Canada.

Awards and Ratings:

- Proven Program – Promising Practices Network.
- SAMHSA Rating: 3.5 on a scale of 1.0 (low) to 4.0 (high).
- Exemplary – Office of Juvenile Justice and Delinquency Prevention.

Program Format:

- Five two-hour themed sessions.
- Parent-led home activities.
- Train-the-trainer workshops available.
- Support materials include:
 - Workshop Leaders Guide and video.
 - Family Guide.
 - Visual aids and handouts.

Contact Information:

Channing Bete Company
One Community Place
South Deerfield, MA 01372
Phone: 877.896.8532
Fax: 800.499.6464
E-mail: prevSCI@channing-bete.com
Web site: www.preventionscience.com

Cost: \$998 (25 participants)

Parental Involvement

Linking the Interests of Families and Teachers (LIFT)

Program Description:

Linking the Interests of Families and Teachers is a school-based prevention and intervention program designed to help students avoid and overcome anti-social behavior, association with delinquent peers, and drug/alcohol abuse. LIFT was originally designed for communities with high rates of juvenile delinquency. Much of the program can be adapted for groups with other demographics, however.

The program is unique in that it offers behavior management techniques for children, and also parenting lessons so that the home environment can better reinforce and support the good behavior that students learn at school. To this end, the program contains numerous resource materials that schools can send home to parents to keep them involved with the program.

Testing and Evaluation:

- LIFT was evaluated in a randomized trial at 12 Oregon schools.
- LIFT participants exhibited decreases in child physical aggression on the playground and decreases in parents' aversive behavior.
- Teacher ratings indicated significant increases in social skills and classroom behavior among study participants.

Awards and Ratings:

- Promising Program – SAMHSA.
- Promising Program – Blueprints for Violence Prevention.

Program Format:

- Parent management training.
- Twenty 1-hour student sessions.
- Support Materials Include:
 - Weekly parent newsletter.
 - The Good Behavior Game.

Contact Information:

John B. Reid, Ph.D.
Oregon Social Learning Center
10 Shelton McMurphy Blvd.
Eugene, OR 97401
Phone: 541.485.2711
FAX: 541.485.7087
E-mail: kathyj@oslc.org
Web site: www.oslc.org

Cost: Free

Sexual Harassment and Abuse Prevention

Project Trust

Program Description:

Project Trust is an innovative program in which trained high school students present a play about inappropriate touching at elementary schools. The curriculum involves the actual script of the play and a handbook for teaching the high school students how to present the material appropriately. There are also resources for teachers interested in holding a question and answer session before or after the play. The play itself, which lasts about 30 minutes, focuses on the three different kinds of touching: nurturing, confusing, exploitive.

At this time there are 40 licensed Project Trust sites in the United States. Those organizations will perform the play and lead the discussions in place of local high school students. Similarly, high schools can become certified and present the play on a routine basis. Additionally, several other educational programs using a similar format are available from the Illusion Theatre.

Testing and Evaluation:

- The program was studied in four elementary schools in Minnesota.
- Study participants showed small but significant increases in knowledge of abuse, no increases in anxiety and high retention of knowledge after three months.

Awards and Ratings:

- Promising Program – Promising Practices Network.

Program Format:

- High school students present the play *Touch* to elementary school students.
- Support materials include:
 - Script of the play *Touch*.
 - Discussion guide.

Contact Information:

Karen Gundlach
Education Program Director
Illusion Theater
528 Hennepin Avenue
Minneapolis, MN 55403
Phone: 612.339.4944 ext. 229
E-mail:
kgundlach@illusiontheater.org
Web site:
[www.illusiontheater.org/
education/](http://www.illusiontheater.org/education/)

Cost: Free

Sexual Harassment and Abuse Prevention

Sexual Harassment – Intermediate Curriculum

Program Description:

This program was created for students in grades 7-8. It was adapted from “The Joke’s Over,” a sexual harassment prevention program used in secondary schools in Ontario, Canada. This program was created by RESOLVE (Research and Education for Solutions to Violence and Abuse) and is a modification of the original program. Intermediate Curriculum has three objectives:

- To educate students about sexual harassment and its effect on individuals and the larger school community.
- To enable schools to develop a plan to create a harassment-free school environment.
- To inform participants about appropriate responses to sexual harassment.

Testing and Evaluation:

- Pilot study – teacher responses were all “Good” or “Excellent;” final report pending (currently unrated).
- Program builds upon “The Joke’s Over,” a sexual harassment prevention program used in Ontario secondary schools.

Program Format:

- Four 1-hour modules.
- Support materials include:
 - Manual for teachers.
 - Resource materials for teachers.
 - Assessment component.
 - Video.
 - Parent letter.

Contact Information:

Patrick McLaughlin
Program Coordinator
Curriculum Accountability
Department
Toronto Catholic District School
Board
80 Sheppard Avenue East
Toronto, Ontario M2N6E8
Phone: 416.222.8282 ext. 2501
E-mail:
Patrick.mclaughlin@tcdsb.org

Sexual Harassment and Abuse Prevention

Teen Dating Violence Awareness and Prevention Toolkit

Program Description:

This program addresses dating violence -- a pattern of over-controlling behavior used against a girlfriend or boyfriend. The program defines sexual and verbal abuse and offers teens strategies for dealing with this type of aggression.

The Office of the Secretary of Defense distributed the Teen Dating Violence Awareness and Prevention Toolkit to high schools to use as part of their existing sexual violence prevention program. The Toolkit was sent to all DoDEA high schools in May 2006 and included in the administrator's weekly packet.

High schools can use the Toolkit to hold discussions and develop activities that educate the community and school population, involve them in prevention, and coincide with the classroom curriculum while also addressing components of teen dating violence. By using the toolkit, counselors and staff become active participants in the prevention of teen dating violence. For training on the use of this toolkit, school personnel may contact their local Family Advocacy Program representative.

Awards and Ratings:

The program was developed by the American Bar Association in conjunction with the U.S. Department of Health and Human Services and the U.S. Department of Justice Office of Juvenile Justice & Delinquency Prevention. The Teen Dating Violence Prevention Initiative was co-sponsored by 29 other educational and law enforcement organizations including the American Psychological Association, the Girl Scouts, and the National Center for Missing and Exploited Children.

Program Format:

- Materials include DVDs, books, and teacher's guides.

Contact Information:

Moreen Murphy, Director
National Teen Dating Violence
Awareness and Prevention Week
321 North Clark, 20.2
Chicago, IL 60610
Phone: 800-285-2221;
312.988.5494

E-mail: [murphym@staff.](mailto:murphym@staff.abanet.org)

abanet.org

Web site: [www.abanet.org/
publiced/teendating.shtml](http://www.abanet.org/publiced/teendating.shtml)

Cost

The Toolkit was distributed by the Department of Defense for use in DoDEA high schools.

Substance Abuse Prevention

ATHENA (Athletes Targeting Healthy Exercise and Nutrition Alternatives)

Program Description:

The ATHENA program is a school-based initiative to deter the use of body-shaping substances, including steroids and diet pills, among female athletes. The program also aims to deter drug and alcohol abuse and addresses nutrition and healthy body image as a protective factor. To this end, ATHENA uses cognitive behavioral techniques, including restructuring, appropriate to a team sports setting.

This program is unique because it is the only one of its kind to target girls involved in sports, and to track protein intake as a measure of well-being. The ATHENA program's developers offer extensive support for schools via telephone and e-mail. Past participants have rated ATHENA a high quality program.

Testing and Evaluation:

- A 2004 controlled trial involved eighteen high schools.
- Study participants reported substantially less use of diet pills, body shaping drug use, tobacco use and laxatives.
- The study also found that study participants reported significant reductions in marijuana and alcohol use.
- This program has been implemented in approximately 60 schools.

Awards and Ratings:

- Model Program – U.S. Department of Health and Human Services.
- SAMHSA Rating: 3.4 on a scale of 1.0 (low) to 4.0 (high).

Program Format:

- Coach-designated athlete squad leaders deliver scripted lessons in small groups.
- Eight 45-minute sessions integrated into team practice activities.
- Optional coach training.
- Support materials include:
 - Workbook.
 - Sport nutrition and training guide.
 - Teen t-shirts available.

Contact Information:

Michelle Otis
Oregon Health & Science
University
3181 SW Sam Jackson Park Rd.
Portland, OR 97239
Phone: 503.418.4166
FAX: 503.494.1310
E-mail: stinerm@ohsu.edu
Web site:
www.ohsu.edu/hpsm/athena.cfm

Cost: \$280 per program kit.
Coach workshop: \$505.

Substance Abuse Prevention

Too Good for Drugs and Violence

Program Description:

Too Good for Drugs and Violence is designed for high school students, and amalgamates two programs for grades K-8: “Too Good for Drugs” and “Too Good for Violence.” Each curriculum builds on earlier grade levels and an instructional design that allows students to learn skills in sequence and retain them over time. Teachers can integrate lessons into the course of the normal school academic curriculum.

The programs are school-based prevention programs designed to increase students’ pro-social behaviors and respect for others. The Too Good for Drugs and Violence program increases students’ sense of responsibility for themselves and others. It also reduces students’ use of alcohol, tobacco and drugs.

Testing and Evaluation:

- Two studies of this program conducted in 2001 met the What Works Clearing House standard, and found the program to have positive effects on student knowledge, attitudes and values.
- Too Good for Drugs and Violence has been implemented in 2,500 districts and more than 48 states.

Awards and Ratings:

- SAMHSA Rating: 4.0 on a scale of 1.0 (low) to 4.0 (high).

Program Format:

- Fourteen 1-hour lessons.
- Twelve additional infusion lessons.
- Teacher training.
- Support materials include:
 - Staff development curriculum.
 - Scripted lessons.
 - Student and educator workbooks.
 - Parent newsletters.

Contact Information:

Mendez Foundation
601 South Magnolia Avenue
Tampa, FL 33606

Phone: 800.750.0986

Web site:

www.mendezfoundation.org

Cost: \$750 for the program.
Training Workshop: \$300.

Suicide Prevention

A Promise for Tomorrow

Program Description:

The Tennessee-based suicide prevention group, the Jason Foundation, developed the program named, A Promise for Tomorrow, to help students, teachers, and parents identify individuals who might be considering suicide. The program requires no prior training and can be implemented “right out of the box.”

The program does not prepare students or staff to counsel suicidal students. Instead, students learn how to recognize signs that troubled friends might be suicidal and encourage them to seek help from a responsible adult.

A Promise for Tomorrow is one of five core programs offered by the Jason Foundation, established by Clark Flatt after the suicide of his 16 year-old son. The other programs include staff development training seminars, parent seminars, a community assistance resource line (CARL) and virtual school programs. The Jason Foundation provides A Promise for Tomorrow kits for free to prevent youth suicide.

Program Format:

- Support materials include:
 - Lesson plan for teachers.
 - Video.
 - CD-ROM.
 - Wallet Cards.

Contact Information:

The Jason Foundation, Inc.
181 East Main Street
Jefferson Bldg., Suite 5
Hendersonville, TN 37075

E-mail:

info@jasonfoundation.com

Web site:

www.jasonfoundation.net/

Cost: Free

Suicide Prevention

SOS: Signs of Suicide

Program Description:

The SOS: Signs of Suicide Program was provided to DoDEA by the Office of the Secretary of Defense in 2006. Signs of Suicide received the Substance Abuse and Mental Health Services Administration's highest possible rating using their new numerical system (a score of 4.0 out of a possible 4.0). The program is a two-day school-based intervention that includes screening for suicidal behavior and education about suicide prevention.

The program has different components for middle and high school students, and is presented in a manner that is appealing to teenagers. The program's centerpiece is a video entitled *Friends for Life: Preventing Teen Suicide*. The video is twenty-two minutes long, and conveys the message that students should ACT (Acknowledge, Care, Tell).

Testing and Evaluation:

- In a 2002 study, SOS students were 40 percent less likely to report attempting suicide than those in a control group.
- A 2007 replication study found that schools participating for the first time experienced a 150 percent increase in students seeking help.
- SOS has been implemented in over 3,500 schools in the United States and Canada.

Awards and Ratings:

- SAMHSA Rating: 4.0 on a scale of 1.0 (low) to 4.0 (high).

Program Format:

- Assembly based screening and education.
- Support materials include:
 - Procedure manual.
 - Staff training video.
 - *Friends for Life* preventing teen suicide DVD.
 - Extensive Web-based resources.
 - PowerPoint Presentation.

Contact Information:

Sharon Pigeon, MSW
Program Manager
Screening for Mental Health,
Inc.
1 Washington Street, Suite 304
Wellesley Hills, MA 02481
Phone: 781.239.0071
FAX: 781.431.7447
E-mail:
highschool@mentalhealthscreening.org
Web site:
www.mentalhealthscreening.org/highschool

Additional Resources

Risk Reduction Planning

- The DoDEA Education Office provides the *DoDEA Crisis Management Guide* at www.dodea.edu/instruction/crisis/resources/docs/DoDEA_Crisis_Manag_Guide_07.pdf.
- DoDEA Office of Safety & Security provides the *DoDEA Prevention Programs Guide* available by request to DoDEA administrators and counselors at www.dodea.edu/offices/safety/safeSchools.cfm.

Incident Response Planning

- Bomb Threat Assessment CD, Bomb Threat Response Planning Tool available for free from the Bureau of Alcohol, Tobacco and Firearms at www.threatplan.org.
- Federal Emergency Management (FEMA) On-line Training
 - IS-100 Introduction to Incident Command System: www.training.fema.gov/EMIWeb/IS/is100.asp.
 - IS-362 Multi-Hazard Emergency Planning for Schools: www.training.fema.gov/EMIWEB/IS/is362.asp.

Internet Safety:

- “I-Safe” and “netsmartz” both provide extensive free resources for teachers, families and students about protecting children from on-line crime. Both programs were described in the 2007 Prevention Programs Guide.
 - www.isafe.org
 - www.netsmartz.org

Hate prevention websites:

- “Preventing Youth Hate Crime” provides a manual for schools and communities at <http://149.101.1.32/crs/pubs/prevyouthatecrim.pdf>.
- Partners Against Hate provides a database for schools, based on area of the country, to access best hate prevention programs visit www.partnersagainsthate.org.

Gang Prevention:

- Information, warning signs, and prevention techniques from the San Antonio Police Department at www.sanantonio.gov/saPD/YouthGangs.htm.

Parental Involvement:

- The National Education Association Web site for parental involvement includes tips and strategies for parents at www.nea.org/parents.
- Project Appleseed by The National Campaign for Public School Improvement provides a checklist for parental involvement at www.projectappleseed.org/chklst.html.
- Safe Schools reference material provided by the U.S. Department of Education’s office of Safe and Drug-Free schools at www.ed.gov/emergencyplan.

CSC’s Safe Schools Program:

For questions about prevention programs, contact safeschools@csc.com.