



A

E

D

O

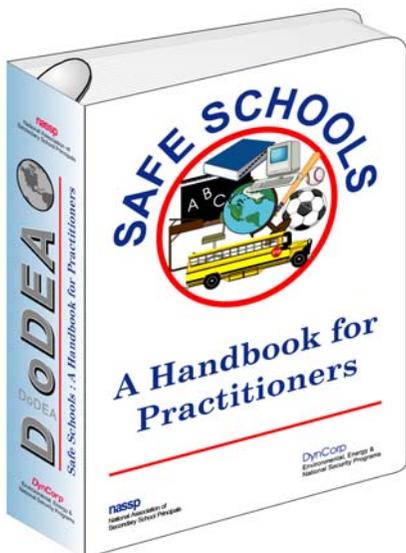
DoDEA

D

DoDEA SAFE SCHOOLS

INTERVENTION STRATEGIES

Supplementary Guide



This document provides information about intervention strategies to update the Intervention Strategies section of the DoDEA Safe Schools Handbook. Principals and DoDEA school administrators who have copies of the Handbook can insert this guide behind the Intervention Strategies section of their handbook. The Supplementary Guide is also designed to serve as an independent source of information for school administrators who do not have a Safe Schools Handbook.

TABLE OF CONTENTS

OVERVIEW	1-1
USER'S MATRIX OF PROGRAMS	1-2
EXPLANATION OF PROGRAM DESCRIPTIONS	1-3
CATEGORIES/INTERVENTION PROGRAMS	
ANTI-BULLYING	
BULLYPROOFING YOUR SCHOOL	1-7
BULLY BUSTERS	1-9
DON'T LAUGH AT ME	1-10
BEHAVIOR MANAGEMENT	
AGGRESSION REPLACEMENT TRAINING	1-13
PREPARING FOR SCHOOL SUCCESS	1-15
SAY IT STRAIGHT	1-17
CONFLICT RESOLUTION	
COOLIEN CHALLENGE	1-20
PEACEMAKERS	1-22
POSITIVE ACTION PROGRAM.....	1-24
LIFE SKILLS DEVELOPMENT	
AL'S PALS	1-27
LIONS-QUEST	1-29
SEATTLE SOCIAL DEVELOPMENT PROJECT	1-31
PARENTAL INVOLVEMENT	
CASASTART.....	1-34
INCREDIBLE YEARS TRAINING FOR PARENTS	1-36
PARENTS WHO CARE	1-38
SUBSTANCE ABUSE PREVENTION	
ATHLETES TRAINING & LEARNING TO AVOID STEROIDS (ATLAS)	1-41
PREPARING FOR THE DRUG-FREE YEARS.....	1-43
PROJECT T.N.T.	1-45
SUICIDE PREVENTION	
PREVENTING ADOLESCENT SUICIDE	1-48
RESPONDING TO LOSS	1-49
TEAM UP TO SAVE LIVES.....	1-50
REFERENCE INFORMATION	
INTERVENTION PROGRAMS DESCRIBED IN THE DoDEA SAFE SCHOOLS HANDBOOK	1-54
SELECTED INTERNET SITES	1-58



OVERVIEW

INSTRUCTIONS

If you have the DoDEA Safe Schools Handbook, please print this Supplementary Guide on three-hole paper and insert it behind the end of the Intervention Strategies section of the Handbook (p. 300). If you do not have the Handbook, please use this Guide as an independent reference for Intervention Programs.

INTRODUCTION

The *Intervention Strategies Supplementary Guide* updates the Intervention Strategies section of the DoDEA Safe Schools Handbook. The Guide uses a presentation of specific programs similar to the Handbook and presents strategies publicized since the Handbook was published in November 1999.

Some of the intervention programs described in the guide have been mentioned in DoDEA Safe Schools newsletters; however, the Guide offers more contact information, a better description of the programs, and information about the results experienced and observed at schools implementing the programs.

Use the Guide as both an electronic document and a paper document. Printed, it can be inserted behind the Intervention Strategies section of the DoDEA Safe Schools Handbook to update the information contained in the Handbook. It is designed to be an independent source of information for readers who do not have the Handbook.

As an electronic document, the Guide provides Internet links that enable readers to access referenced organizations or documents by clicking on the Internet addresses. School administrators can learn more about specific intervention programs by visiting the Internet sites included in the program descriptions.

No ENDORSEMENTS

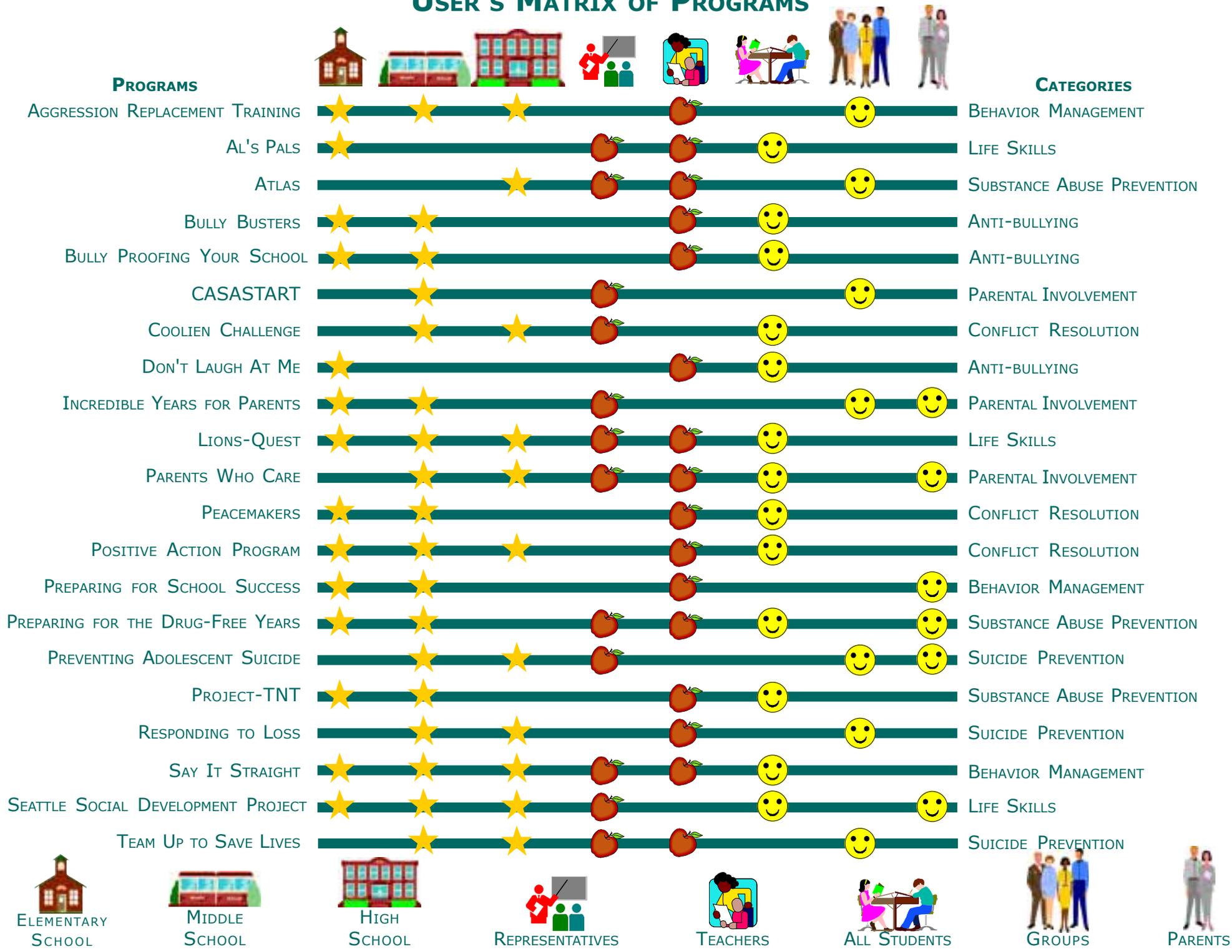
DoDEA does not endorse the Intervention Programs described in this Intervention Strategies Guide. Programs included in the guide are illustrative of the types of prevention programs available.

USER'S MATRIX OF PROGRAMS

The User's Matrix of Programs presents the programs described in this update alphabetically and indicates whether the programs are designed for elementary, middle or high schools. The matrix also indicates whether teachers or representatives from the organization providing the intervention program implement the intervention strategy. Several organizations offer workshop training for teachers in how to use the program material to teach decision making, refusal, or communication skills to their students. Other programs simply provide a handbook, videotapes or materials that educators use to teach social and emotional learning skills to students. The distinction made in the matrix is whether the program *requires* organizational representatives to visit the school to assist in implementing the intervention strategy.



USER'S MATRIX OF PROGRAMS



EXPLANATION OF PROGRAM DESCRIPTIONS

Descriptions of the intervention programs include information similar to that presented in the DoDEA Safe Schools Handbook: name of program; sponsor/developer; contact information; materials; cost; implementing specifications; and program summary.

NAME OF PROGRAM

Internet addresses are included with the name of the program to let school administrators quickly access the program providers' Internet site.

SPONSOR/DEVELOPER

Provides the name of the researchers who wrote the intervention program.

CONTACT INFORMATION

Active Internet links enable principals to quickly evaluate whether Intervention programs seem appropriate for their school; click on Internet addresses to visit the site. Contact information includes the name of the program developer and e-mail address. Principals viewing the electronic document on their computer can avoid the cost of phoning by clicking on the e-mail address to contact program providers.

MATERIALS

The materials description helps school administrators learn what to expect from program providers and assists principals in determining the comparative value of the intervention program. Program materials usually include a teacher's guide, lesson plans, and student workbooks, however, some programs offer videotapes, audiotapes or computer software. Sometimes program materials as simple as a book (*Bully Busters*) or a CD-ROM (*Team Up to Save Lives*) explain how to implement an intervention strategy.

COST

Specific dollar amounts are provided where the information is available. Although costs change frequently, "illustrative costs" are offered to help principals compare different programs. Readers should contact the providing organization to obtain updated cost information.

IMPLEMENTING SPECIFICATIONS

Implementing specifications describe the presenter, the audience and the venue.

Presenters

"Presenters" identifies the individuals implementing the intervention program. Some programs are implemented by representatives from the organization providing the intervention strategy: "organizational representatives".

Program providers usually offer workshops that teach educators how to implement the program. For these programs the "presenter" is usually the teacher using the intervention strategy daily in the classroom to improve student behavior, educate students about the health risks of substance abuse or improve students' social and emotional learning skills. School



administrators, school counselors, athletic coaches or parents also participate as presenters, particularly in programs for selected groups of students such as *ATLAS*.

Audience

- ◆ All students
- ◆ Groups of students
- ◆ Individuals
- ◆ Parents

“Audience” indicates whether programs are designed for all students, groups of students, individuals or parents. The intended audience for intervention programs varies. In an effort to present information useful to DoDEA school principals, the Guide concentrates on programs that principals can implement at their school with DoDEA students and their parents. Therefore, most of the programs described in the Guide are intended for use with *all of the students* in a school or classroom. However, some intervention strategies are intended for use with selected *groups* of students who already have been referred for discipline because of substance abuse or aggressive behavior such as fighting.

Teachers or concerned adults sometimes recognize students at risk of involvement with violent behavior and refer *individual students* for counseling. *Youth Violence: A Report of the Surgeon General* and the U.S. Department of Education reports *Early Warning, Timely Response, and Safeguarding Our Children* refer to programs for individual students at serious risk of violence who require intensive counseling or intervention. This guide does not include those types of individual-oriented programs because they usually require support from community mental health or social services. The Guide concentrates on programs DoDEA principals can select and implement as part of their Safe Schools Plan to prevent incidents of violence.

Increasingly, intervention programs are being designed for parents. In *Parents Who Care*, parents use the handbook and videotapes provided to teach other parents how to improve student behavior and prevent their child from becoming involved with violence or substance abuse.

Venue

“Venue” refers to the educational setting where the intervention strategy is implemented, i.e. at workshops or in the classroom. Teachers usually attend workshops to learn intervention strategies, then implement the programs daily in their classrooms. Organizational Representatives implement other programs by working directly with teachers and students.

PROGRAM SUMMARIES

Program summaries include information about program effectiveness and independent evaluations. Summaries describe how the programs work, if that information is available, and provide some details about program contents.

Indicators of effectiveness include results of studies evaluating the programs or recognition from government agencies. Government agencies do not usually *endorse* specific programs, however, particularly effective programs have been *recognized* by:



- ◆ The Centers for Disease Control and Prevention (CDC)
- ◆ U.S. Health and Human Services Center for Substance Abuse Prevention (CSAP)
- ◆ The U.S. Surgeon General in the report *Youth Violence: A Report of the Surgeon General*
- ◆ U.S. Department of Education Safe, Disciplined and Drug-Free Schools Expert Panel (Expert Panel)
- ◆ U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP)

In September 2001, the U.S. Department of Education Safe, Disciplined, and Drug-Free Schools Expert Panel used the Department of Education's Principles of Effectiveness (POE) to identify "exemplary" and "promising" programs. The two critical POE criteria are: 1) programs are research-based—in other words, they are written to respond to some aspect of social or educational theory; and 2) programs have demonstrated measurable results in the behavior of students who received the intervention compared to a control group.

As mentioned in the Overview to this Guide, DoDEA does not endorse specific prevention programs. Program descriptions refer to recognition received from other government agencies to help principals evaluate the effectiveness of intervention strategies.

Where the information is available, program summaries identify specific skills or lessons to help principals decide what is appropriate for students at their school.



ANTI-BULLYING



Bully Proofing Your School

www.sopriswest.com/swstore/product.asp?sku=731

SPONSOR/DEVELOPER

Carla Garrity, Ph.D., Neuro-Developmental Research Center
Kathryn Jens, Ph.D., and other officials from the Cherry Creek, Colorado School District

CONTACT INFORMATION

Sopris West
4093 Specialty Place
Longmont, Colorado 80504
Phone: (303) 651-2829
Fax: (888) 819-7767
E-mail: customerservice@sopriswest.com

For workshops contact Sally Stoker, Cherry Creek, Colorado School District: (303) 743-3670 ext. 8317, sjstoker@aol.com

MATERIALS

Workshops, teacher's guide, student educational materials

COST

\$2000.00 plus expenses for on-site workshops or \$130.00 per person to attend workshops in Colorado
\$290.00 elementary school handbook and materials
\$50.00 middle school handbook and materials

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers

Audience: Elementary and middle school students (grades K-8)

Venue: Classroom

SUMMARY

Bully Proofing Your Elementary School and *Bully Proofing Your Middle School* describe how to implement and maintain an anti-bullying program. The *Bully Proofing* program prevents bullying by changing the school climate so students do not tolerate bullying behavior. *Bully Proofing* motivates the 85% of students who are neither victims nor bullies but who are aware of bullying behavior. Student bystanders learn to report bullying incidents, intervene appropriately and safely in bullying incidents, and assist victims.



The Handbook includes lesson plans and visual aides for use in the school and classroom. Carla Garrity, Ph.D., formerly with the University of Denver, Colorado, developed the anti-bullying strategy with officials from the Cherry Creek, Colorado school district.

During annual evaluations of *Bully Proofing* students reported a 14% decrease in physical bullying, and a 19% decrease in verbal bullying. Students reporting that they felt safe on the playground increased 15% and students who felt safe going to and from school increased 14%.



Bully Busters

Visit www.researchpress.com, search by program title.

SPONSOR/DEVELOPER

Dawn A. Newman Ph.D.
Arthur M. (Andy) Horne, Ph.D.
Christi L. Bartolomucci

CONTACT INFORMATION

Materials available from:
Research Press
Department 21W
P.O. Box 9177
Champaign, Illinois 61826
Phone: (800) 519-2707 or (217) 352-3273
Fax: (217) 352-1221
E-mail: rp@researchpress.com

MATERIALS

Teacher's guide

COST

\$29.95

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers

Audience: Upper elementary and middle school students

Venue: Classroom

SUMMARY

Bully Busters enables students to prevent bullying behavior by increasing awareness of bullying, teaching students to recognize bullies and victims, and providing specific guidance on how students should intervene in bullying incidents. Lesson Four provides classroom activities that give students an opportunity to simulate intervening in a bullying incident. Students learn how to assist victims and participate in school violence prevention efforts. *Bully Busters* also teaches students relaxation and coping skills.

Bully Busters is organized into seven lessons. Each lesson plan includes information for the teacher's use in preparation for the lesson. Classroom activities are designed to increase student participation in bullying prevention and strengthen teacher-student connections.



Don't Laugh At Me (DLAM)

www.dontlaugh.org

SPONSOR/DEVELOPER

Linda Lantieri, Educators for Social Responsibility (ESR)
Peter Yarrow (formerly with Peter, Paul & Mary)

CONTACT INFORMATION

Operation Respect
2 Penn Plaza, 23rd Floor
New York, N.Y. 10121
Phone: (800) 247-8606 Kathy Jones, United A.V.G. to request large numbers of CD-ROMs.
Fax: (818) 508-8273
E-mail: info@dontlaugh.org (Organization prefers e-mail communication.)

MATERIALS

Workshops, Teacher's guide, CDs with music integral to DLAM program implementation, videotape.

All materials are available on the Internet site to schools with the technology to access the information.

COST

Operation Respect provides programs at no cost. Materials are obtained by registering at the Internet site and agreeing to 1) commit to implementing the DLAM program, 2) provide the appropriate contact information for Operation Respect's files, and 3) complete the DLAM teacher and student surveys.

Workshops cost approximately \$1500.00 to \$6000.00 plus workshop presenters' expenses. Workshop cost depends on the number of participants expected and therefore the number of workshop presenters (\$1500.00 daily), and workshop presenters' assistants (\$500.00 daily). Both one-day and two-day workshops are offered, although two-day workshops are recommended.

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers, school counselors, and principals

Audience: Elementary and middle school students

Elementary curriculum (grades 2-5)

Middle school curriculum (grades 6-8)

Venue: Classroom



SUMMARY

Ten national education organizations including the National Association of Secondary School Principals (NASSP), National Association of Elementary School Principals (NAESP), National School Boards Association (NSBA), the National Education Association (NEA), and the American Federation of Teachers (AFT) endorsed *Operation Respect: Don't Laugh At Me*. (DLAM).

DLAM is designed to enhance students' self-esteem and help them feel less afraid of expressing themselves or feeling different. Students learn to prevent bullying behavior and school violence by respecting each other and making their classroom and school a "ridicule free zone". DLAM uses music written and donated to the DLAM program by Peter Yarrow of the singing group *Peter, Paul and Mary* to introduce students to the social emotional learning curriculum. Participatory exercises teach students how to use DLAM lessons about empathy outside of the classroom, in the school cafeteria, on the playground and in the community. As Peter Yarrow explains on the videotape introducing the program, DLAM sensitizes children to the idea that other children, even gifted students or talented athletes, feel vulnerable.

The DLAM project is a cooperative effort by Educators for Social Responsibility (ESR); Southern Poverty Law Center (SPLC); McGraw-Hill Companies; Character Education Partnership; CharacterPlus, and the Center for Advancement of Ethics and Character at Boston University. Materials include conflict resolution lessons from ESR's Resolving Conflicts Creatively Program (RCCP). SPLC's Teaching Tolerance provides hate prevention lessons designed to teach students to celebrate their diversity.

According to the DLAM internet site, introductory workshops offer educators "tools and inspiration" to teach the DLAM anti-bullying lessons to their students.

Workshops include:

- ◆ Introduction to the DLAM Project
- ◆ Discussion of the impact of bullying behavior in school
- ◆ Explanation of the parts of the DLAM program
- ◆ Personal experience with DLAM teaching strategies
- ◆ Group exercises to plan school action plans

Teacher guides are organized into four thematic units:

- ◆ Being You, Being Me, Us (Expressing Feelings)
- ◆ I Care, You Care, We Care (Caring, Compassion and Cooperation)
- ◆ Words That Hurt, Words That Heal (Resolving Conflict Creatively)
- ◆ Together We Can (Celebrating Diversity)

Lesson plans describe the lesson, student physical activity required, student concentration required, preparation time estimate, participatory exercises, and suggestions regarding connections between the DLAM lessons and regular school work.



BEHAVIOR MANAGEMENT



Aggression Replacement Training (ART)

www.uscart.org/new.htm

SPONSOR/DEVELOPER

Arnold P. Goldstein, Ph.D.
Ellen McGinnis, Ph.D.
Center for Research on Aggression
Syracuse University

CONTACT INFORMATION

Program Materials
Mark Amendola
Center for Research on Aggression
Syracuse University
805 South Crouse Ave.
Syracuse, New York 13244
Phone: (315) 443-9641
Fax: (315) 443-5732
E-mail: mamendola@uscart.org, or roliver@uscart.org

Workshops
Barry Glick, Ph.D.
106 Acorn Drive
Scotia, New York 12302-4702
Phone: (518) 399-7933
Fax: (518) 384-2070
E-mail: artgang@onebox.com

MATERIALS

Workshops, instructional guides for workshop trainers and teachers, technical assistance and a videotape are available.

Guide books include *Skillstreaming the Elementary School Child* and *Skillstreaming the Adolescent*.

"Trainer training" workshops are available to teach workshop instructors how to present *Aggression Replacement Training*.

COST

\$1,000.00 per person for five-day workshop.

\$365.00 videotape: *The Skillstreaming Video: How to Teach Students Prosocial Skills* presents an overview of the concepts and training procedures contained in the books *Skillstreaming the Elementary School Child* and *Skillstreaming the Adolescent*. The videotape shows program developers Dr. Arnold P. Goldstein and Dr. Ellen McGinnis working with groups of adolescents.



IMPLEMENTING SPECIFICATIONS

Presenters: Teachers, youth leaders, juvenile justice officials

Audience: Elementary, middle and high school students

Venue: Classroom

SUMMARY

Aggression Replacement Training (ART) is an intensive intervention strategy for aggressive adolescents and children. Recognized as a promising program by the Department of Education Expert Panel on Safe, Disciplined and Drug-Free Schools, ART teaches students three skills to help them manage their emotions:

- ◆ Skillstreaming: teaches pro-social interpersonal skills (i.e. what to do instead of fighting)
- ◆ Anger Control Training: teaches youth what to avoid if provoked
- ◆ Moral Reasoning Training: instills values such as respect for others to help students choose to use the anger management and interpersonal skills learned in ART.

ART has been used and evaluated in schools and juvenile delinquency centers since 1978. Studies have demonstrated that the program teaches students skills to manage their anger and communicate better with other youth. It has decreased the number of students that become involved with the juvenile justice system.

The communication techniques and decision making skills enable students to think about their options before responding to provocations. Students learn how miscommunication results in fighting and use the skills taught in ART to manage their anger and aggressive behavior. Examples of skills learned in ART include: "Helping Others", "Keeping Out of Fights", "Negotiating", "Responding to Teasing", and "Using Self Control".



Preparing for School Success

www.channing-bete.com

SPONSOR/DEVELOPER

Social Development Research Group
J. David Hawkins, Ph.D., Director
Richard F. Catalano, Associate Director

CONTACT INFORMATION

Materials can be requested online from
Channing Bete Co., Inc.
One Community Place
South Deerfield, Massachusetts 01373-0200
Phone: toll free (877) 896-8532 or (413) 665-7611
Fax: (800) 499-6464
E-mail: Saralyn Wasserman swasserman@channing-bete.com

MATERIALS

Two workshop leader's guides that include implementation strategies, detailed lesson plans, and parent-recruitment materials.

Participant handbooks with family activities, skill building exercises and parent guides for parental use at home.

Child Care guide with lesson plans, age-appropriate activities, and references for other materials.

Workshop viewgraphs

CD-ROM with PowerPoint presentation

COST

\$495.00 Complete Program
\$24.95 Additional participant handbooks
\$895.00 Preparing for School Success program plus twenty-five participant handbooks

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers, parents

Audience: Parents of elementary and middle school students

Venue: Workshops

SUMMARY

Preparing for School Success (PFSS) commercializes the techniques that researchers Hawkins & Catalano demonstrated would improve classroom behavior and academic performance in the Seattle Social Development Project (SSDP). Children who participated in SSDP achieved better achievement-test scores, higher academic grades, more



commitment and attachment to school, and less misbehavior in school than control group students did.

PFSS workshops consist of five separate lessons. Two early lessons teach parents skills needed to be active partners in their child's schoolwork. Three later lessons concentrate on reading, mathematics, problem-solving, homework and teaching skills. Child care is provided during the workshops and children participate in exercises that support the lessons parents are learning. At the end of the workshop, parents and children come together for participatory exercises designed to help them use the skills they have learned.



Say It Straight www.sayitstraight.org

SPONSOR/DEVELOPER

Paula Englander-Golden, Ph.D.
David E. Golden, Ph.D.

CONTACT INFORMATION

Say It Straight Foundation
P.O. Box 50752
Denton, Texas 76206
Phone: (214) 488-7560
Fax: (760) 431-1147
E-mail: sisfound@juno.com

MATERIALS

Teacher's guide, student workbooks, videotapes, workshops, and "Say It Straight Challenge" game for students.

COST

Workshops:

\$550.00 per person for intensive four-day workshop with 12 to 25 participants

\$750.00 per person for intensive five-day "Training of Trainers" workshop with 6 to 12 participants

Workbooks:

Elementary school \$4.00 each

Middle school \$4.25 each

High school \$6.50 each

Workbooks for parents and community \$6.50 each

Videotapes:

\$75.00 each, \$50.00 if purchased with workshops

Other Materials:

\$15.95 "Say It Straight Challenge" game for students

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers, workshop presenters

Audience: Elementary, middle and high school students (grades 3-12)

Venue: Classroom

SUMMARY

In 2001, the U.S. Department of Education Safe, Disciplined and Drug Free Schools Expert Panel recognized *Say It Straight* as a promising program for preventing violence and substance abuse.



The program uses participatory exercises to teach students how to control their behavior. Students learn how to recognize the beginning of risky behaviors and become skilled at choosing healthier options. *Say It Straight* improves students' self-esteem by helping them move from feelings of guilt, shame and anger to feelings of hopefulness, empathy and peacefulness.

Disciplinary suspensions decreased more than three times among middle school students that participated in the program. Criminal offenses decreased more than four times among high school students.

The number and length of classroom sessions depends on group sizes and setting, however schools usually complete the *Say It Straight* training with five to ten classroom sessions.



CONFLICT RESOLUTION



Coolien Challenge

www.applewoodcenters.org/coolien.htm

SPONSOR/DEVELOPER

Jeremy P. Shapiro, Ph.D.
Applewood Centers

CONTACT INFORMATION

Jeremy P. Shapiro, Ph.D.
Center for Research, Quality Improvement & Training
Applewood Centers, Inc.
2525 East 22nd St.
Cleveland, Ohio 44115-3266
Phone: (216) 696-5800
Fax: (216) 696-6592
E-mail: Joella Burgoon, jburgoon@applewoodcenters.org or jeremyshapiro@yahoo.com

MATERIALS

CD-ROM violence prevention video game

COST

\$89.00 *Coolien Challenge* video game on CD-ROM
\$260.00 for a package with five CD-ROMs
\$440.00 site license for up to fifteen computers

IMPLEMENTING SPECIFICATIONS

Presenters: Computers

Audience: Middle and high school students (ages 12-18)

Venue: Interactive CD-ROM on computers

SUMMARY

The March 2000 edition of *Electronic School* described *Coolien Challenge* as "a well-done conflict-reduction program that should be part of the software repertoire of every secondary school counselor and health teacher." Preliminary evaluations with five hundred sixth-graders indicated that students learned more from the video game than from printed violence prevention material with the same lessons.

Coolien Challenge consists of eleven lessons in violence prevention attitudes or skills, including: "Empathy", "Steering Clear", "Problem-solving", "Communication", "Working It Out", and "Peer Pressure". Each lesson teaches a social skill and provides students an opportunity to use the skill to avoid conflict in ordinary situations that students experience daily: teasing, bullying, misunderstandings, two girls liking the same boy, someone not being invited to a party and peer pressure to "be tough." Presenting different responses to situations in a video game lets students examine the consequences and think about the results of different choices.



The software requires an alien (Coolien) to work with an Earthling (the student) to help prevent violence in an earth school. The Coolien can advise the student and remind them of the social skills learned in that lesson, but the student makes the choices regarding behavior in the simulated conflict situation.

Educators benefit from the flexibility of a computer game. If students use the same computer, their progress is bookmarked. Students resume playing where they were during a previous class and use the software for the time allotted by the teacher. Teachers working with discussion groups can use *Coolien Challenge* to help students begin thinking about violence prevention. The video game can also be used outside of the classroom in after-school centers or wherever students have access to a computer.



**Peacemakers Program
Violence Prevention for Students
in Grades Four through Eight**
www.applewoodcenters.org/peacemakers.htm

SPONSOR/DEVELOPER

Jeremy P. Shapiro, Ph.D.
Applewood Centers

CONTACT INFORMATION

Jeremy P. Shapiro, Ph.D.
Center for Research, Quality Improvement & Training
Applewood Centers, Inc.
2525 East 22nd St.
Cleveland, Ohio 44115-3266
Phone: (216) 696-5800 or Joella Burgoon at (216) 696-6823 ext. 1152
Fax: (216) 696-6592
E-mail: Peacemakers@applewoodcenters.org

MATERIALS

Teacher's manual, counselor's manual and student workbooks

Workshops, workshop notebook, videotape

The six-hour workshop training teaches educators how to implement *Peacemakers*

COST

\$125.00 for Workshop notebook and videotape provided at workshops

\$65.00 Teacher's guide

\$50.00 Counselor's guide

\$8.00 Student workbook

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers

Audience: Elementary and middle school students (grades 4-8)

Venue: Classroom

SUMMARY

The Centers for Disease Control and Prevention (CDC) and the Department of Education Safe, Disciplined and Drug-Free Schools Expert Panel recognized *Peacemakers* as a promising program. Schools implementing the *Peacemakers* program reported 60-80% decreases in discipline referrals, and increased student attendance.

A study of *Peacemakers* implementation with fourteen hundred students in the Cleveland, Ohio Municipal School District resulted in a 67% decrease in student



disciplinary suspensions for violent behavior. Serious violent incidents decreased and the study documented a 41% decrease in aggression related disciplinary incidents.

Peacemakers teaches the *value* of peaceful behavior to motivate students to study the social skills needed to avoid conflict. Youth learn that non-violent responses are “honorable” and “admirable” because other people have feelings and deserve respect and consideration. Discussions in the early *Peacemakers* lessons regarding the benefits of peaceful behavior motivate students to learn the social skills taught in the later lessons.

Social skills taught in *Peacemakers* include: anger management, problem-solving, empathy, assertiveness, conflict resolution and peer pressure resistance. Students also recognize how their own behavior might provoke other children.

A key ingredient in *Peacemakers* is the teacher’s ability to intervene in real-life student conflicts and remind youth to use the conflict resolution skills they are studying to resolve disputes. The teacher’s guide includes lesson plans for the seventeen forty-five minute lessons, words teachers can use to explain conflict resolution to children, and answers to questions frequently asked by students.

Peacemakers helps students understand that leaving an area of conflict instead of fighting preserves the student’s ability to control their own actions, while fighting in response to a provocation surrenders control of the student’s behavior to the aggressive student. Students report on their attitudes toward conflict before participating in *Peacemakers*, and again at program completion.



Positive Action Program

www.positiveaction.net

SPONSOR/DEVELOPER

Carol Gerber Allred, Ph.D.

CONTACT INFORMATION

Positive Action Company
264 Fourth Avenue, South
Twin Falls, Idaho 83301
Phone: (800) 345-2974 or (208) 733-1328
Fax: (208) 733-1590
E-mail: info@positiveaction.net

MATERIALS

Workshop, teacher's guide and classroom activity materials; separate teacher guides for elementary, middle and high schools; family exercises; CD-ROM and audio tapes.

COST

\$360.00 Kindergarten Teacher's Kit
\$260.00 First Grade through Eighth Grade Teachers Kits
\$44.95 High School Teacher's Guide with CD-ROM
\$34.95 High School Teacher's Guide
\$4.00 High School Activity Booklet
\$54.95 Family & Community Kits with audio tape

Workshops

\$600.00 daily, plus workshop presenter's expenses; plus \$300.00 daily while traveling to or from workshop location.

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers

Audience: Elementary, middle and high school students

Venue: Classroom

SUMMARY

Recognized as an exemplary program by the Department of Education Safe, Disciplined and Drug-Free Schools Expert Panel, the *Positive Action Program* (PAP) teaches conflict resolution as part of a holistic effort to enhance student academic performance and social awareness. Health and Human Services' Center for Substance Abuse Prevention (CSAP) also recognized the effectiveness of PAP.

PAP teaches that actions influence feelings which influence thoughts. Students who demonstrate respect for each other (actions) feel better about themselves and classmates (feelings) and achieve better academically. Parents and community members work with teachers to enhance students' self-concept so that students behave more responsibly and perform better academically.



PAP includes training in:

- ◆ conflict resolution
- ◆ diversity education
- ◆ ethics
- ◆ values
- ◆ responsibility
- ◆ life skills
- ◆ leadership

Specific lessons include “Managing Yourself Responsibly” and “Treating Others the Way You Like to Be Treated.”

Carol Allred wrote the elementary school version of PAP in 1977 and later included materials for middle and high schools, parents, and members of community organizations.



LIFE SKILLS DEVELOPMENT



AI's Pals: Kids Making Healthy Choices

www.wingspanworks.com/alspals.htm

SPONSOR/DEVELOPER

Susan R. Geller

CONTACT INFORMATION

Susan R. Geller

President

Wingspan, LLC.

P.O. Box 29070

Richmond, Virginia 23242

Phone: (804) 754-0100

Fax: (804) 754-0200

Email: sgeller@wingspanworks.com

MATERIALS

"Teacher's Kit" provided at the end of workshops includes three original puppets, scenery, parent letters, original songs on audiotapes or CDs, song books, and selected children's books

Teacher's guide includes forty-two lesson plans

Audio tapes or CDs with songs and music used in the AI's Pals program

Video tapes

COST

\$1095.00 two-day workshop for teacher and assistant, receive a teacher's kit

\$250.00 per person for two-day workshop for school administrators and support staff

\$400.00 per person for parent workshop

\$15.00 Videotapes

\$10.00 Audiotapes

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers/workshop presenters

Audience: Young elementary school students (grades K-3)

Venue: Classroom

SUMMARY

AI's Pals uses puppets and music to teach students life skills. Students learn how to express feelings, make friends with other children, celebrate diversity, accept differences, solve problems peacefully, think about the consequences of their actions and use kind words. Two-day workshops provide teachers training in how to use the puppets and songs included with the program to involve children in the life skills training.



A parent's guide and workshop teaches parents how to provide similar lessons at home. "Al-a-gram" letters sent to parents during the student training keep parents informed about the life skills children are learning and suggest activities parents can lead at home.

Five separate Virginia Commonwealth University studies involving more than thirteen hundred children in Michigan and Virginia indicated that *AI's Pals* participants were more likely to think before taking action, use words to solve conflicts, share toys and books with other children, and empathize with others. The Department of Education Safe, Disciplined and Drug-Free Schools Expert Panel considered *AI's Pals* a promising program.



Lions-Quest

www.quest.edu

See also, www.lionsclubs.org/English/YQuest.html

Fact sheet: www.lionsclubs.org/LCIPubLib/EN/IAD178.pdf

SPONSOR/DEVELOPER

Lions Clubs International

CONTACT INFORMATION

Dotty Beach

Quest International

International Operations

32 South St., Suite 500

Baltimore, Maryland 21202

Phone: (800) 446-2700 or (410) 347-1500

Fax: (410) 347-1188

E-mail: alan@iyfnet.org or info@quest.edu

Internet site: www.quest.edu

or

Lions Clubs International

Youth Programs Department

300 22nd St.

Oak Brook, Illinois 60523-8842

Phone: (630) 571-5466

Fax: (630) 571-8890

E-mail: executiveservices@lionsclubs.org

Internet site: www.lionsclubs.org

MATERIALS

Workshop, participant's handbook, and implementation materials including separate guides for :

Elementary school: *Skills for Growing* (grades K-5)

Middle school: *Skills for Adolescence* (grades 6-8)

High school: *Skills for Action* (grades 9-12)

COST

\$2995.00 for one-day workshop with up to fifty participants

Local Lions Clubs usually assist schools, school districts and school police departments in paying for *Lions-Quest* materials

\$89.95 *Lions-Quest: Working It Out* (grades K-6)

\$89.95 *Lions-Quest: Working Toward Peace* (grades 6-8)



IMPLEMENTING SPECIFICATIONS

Presenters: Teachers, guest speakers including law enforcement officers

Elementary School *Working It Out* (grades K-5)

Middle School *Working Toward Peace* (grades 6-8)

High School *Exploring the Issues: Promoting Peace and Preventing Violence* (grades 9-12)

Venue: Classroom

SUMMARY

Lions-Quest teaches life-skills to students to decrease youth substance abuse, adolescent pregnancy and peer conflicts. Lions Club community service organizations worked with Quest-International to design several violence prevention programs that give students the life skills needed to avoid potentially violent situations. Older students participate with Lions Club members in community service projects. Specific skills taught by *Lions-Quest* include:

- ◆ Decision making
- ◆ Creative thinking
- ◆ Communications
- ◆ Self-awareness
- ◆ Coping with emotions
- ◆ Problem solving
- ◆ Critical thinking
- ◆ Relationship skills
- ◆ Empathy
- ◆ Coping with stress

The Department of Education Safe, Disciplined and Drug-Free Schools Expert Panel recognized both of the *Lions-Quest* programs *Skills for Adolescence* and *Working Toward Peace* as promising programs.



Seattle Social Development Project

www.depts.washington.edu/ssdp/index.html

Program Overview: www.depts.washington.edu/ssdp/ssdpoverview.html

SPONSOR/DEVELOPER

J. David Hawkins, Ph.D., Director, Social Development Research Group
Richard F. Catalano, Associate Director, Social Development Research Group
Sharrie Wylie Shade, Administrator, Social Development Research Group

CONTACT INFORMATION

J. David Hawkins, Ph.D., Director
Social Development Research Group
University of Washington
School of Social Work
9725 3rd Avenue NE., Suite 401
Seattle, Washington 98115-2024
Phone: (206) 685-1997
Fax: (206) 543-4507
E-mail: sdrg@u.washington.edu (Social Development Research Group)
David Hawkins: jdh@u.washington.edu
Richard Catalano: catalano@u.washington.edu

MATERIALS

Workshop, teacher's guide, parent's guide, student's workbook, relaxation audio tape with middle school program. Materials available include "Present & Prevent Kits" that contain a CD-ROM with a PowerPoint version of a drug prevention/parenting skills presentation and a three ring notebook with guidelines for presenters and paper copies of the presentation.

COST

\$4000.00-\$4500.00 for workshops

\$299.00 for presenter kits, \$199.00 per copy for ten or more presenter kits.

\$1.68 to \$2.87 per copy for student's workbook, price decreases for large quantities.

Program materials distributed by Channing Bete Company, Inc. of S. Deerfield, Illinois (www.channing-bete.com).

Related programs available include: *LifeSkills Training* described in the DoDEA Safe Schools Handbook; *Preparing for School Success*, and *Preparing for the Drug Free Years* described separately in this guide.

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers

Audience: Elementary, middle, high school students, parents and teachers

Venue: Classroom



SUMMARY

Researchers David Hawkins and Richard Catalano discovered that increasing students' sense of attachment to their schools and communities protects them from risky behaviors such as drug use, and involvement with violence. The *Seattle Social Development Project* (SSDP) enhances students' school and family bonding and uses classroom behavior management techniques to improve students' academic success. SSDP teaches interpersonal problem solving and drug refusal skills to parents and children.

Parents and teachers receive instruction in how to actively involve students in learning, and strengthen family and school connections.

SSDP parent workshops include:

- ◆ "Raising Healthy Children"
- ◆ "How to Help Your Child Succeed in School"
- ◆ "Preparing for the Drug Free Years"
- ◆ "Moving Into Middle School"

Teachers in elementary and middle school learn how to keep students interested in classwork. SSDP teacher training includes:

- ◆ "Interactive teaching" to provide students with opportunities for involvement.
- ◆ "Proactive classroom management" enables teachers to create an atmosphere of learning that avoids notice of problem behaviors and praises students who attempt to comply while minimizing the effect of minor disturbances.

Active involvement in learning enhances student academic achievement, concern for classmates, and commitment to school.

Results

SSDP students who participated in the program as second-graders reported less experimentation with alcohol, marijuana and tobacco as sixth-graders. Eighteen-year-olds who participated in the full five-year version of the program reported better academic success and less involvement in violence, alcohol abuse and sexual activity than members of a control group.

Method

In 1981, first-graders in five Seattle, Washington schools were assigned to intervention or control classrooms. For this longitudinal study, researchers interviewed the same youths annually from 1981 to present. Students who participated in the original intervention are now twenty-four-year-olds and are still interviewed annually by University of Washington researchers.

Recognition

The September 2001 report of the U.S. Department of Education Safe, Disciplined and Drug-Free Schools Expert Panel recognized SSDP as an Exemplary Program. The National Institute on Drug Abuse (NIDA), the Colorado University Center for the Study and Prevention of Violence (CSPV), and the Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) also recognized the effectiveness of SSDP.



PARENTAL INVOLVEMENT



CASASTART
(Striving Together to Achieve Rewarding Tomorrows)
www.casacolumbia.org

SPONSOR/DEVELOPER

Lawrence F. Murray C.S.W.
National Center on Addiction and Substance Abuse at Columbia University (CASA)

CONTACT INFORMATION

Lawrence F. Murray, C.S.W.
Senior Program Associate
The Center on National Addiction & Substance Abuse at Columbia University (CASA)
633 Third Avenue
19th Floor
New York, N.Y. 10017
Phone: (212) 841-5208
Fax: (212) 956-8020
E-mail: lmurray@casacolumbia.org

MATERIALS

Workshops, technical assistance, and handbook that guides readers from intervention program development to sustainable program implementation.

COST

\$1,000.00 daily plus presenter's expenses for workshop training that includes technical assistance

\$50.00 handbook

IMPLEMENTING SPECIFICATIONS

Presenters: CASASTART case managers work with school, law enforcement, community service providers and families.

Audience: Selected elementary and middle school youth (grades 3-8)

Venue: Classroom

SUMMARY

CASASTART helps the school and community work together to prevent youth violence by providing training for law enforcement, social services, schools, and families. CASASTART personnel coordinate the efforts of schools, law enforcement, criminal justice agencies and community service providers to assist groups of students identified as "at-risk" of involvement with violence.

Described as a "neighborhood-based school centered program aimed at preventing substance abuse and delinquency among high-risk adolescents ages eight to thirteen," CASASTART provides several services to youths selected for participation:



- ◆ Tutoring
- ◆ After-school activities
- ◆ Mentoring
- ◆ Counseling
- ◆ Family services
- ◆ Community policing
- ◆ Juvenile justice intervention and incentives

Students receive personal attention because each CASASTART case manager works closely with fifteen families. CASASTART personnel identify eligible participants, work with the service providers and families to write individual plans for the students' progress, provide counseling, and coordinate community services.

CASASTART is in use in Los Angeles, California; Commerce City and Denver, Colorado; Bridgeport, Connecticut; Austin, Texas; Philadelphia, Pennsylvania and New York, New York.

School officials, police officers or juvenile justice personnel refer students to CASASTART. CASASTART workers then decide whether the students are eligible to participate. CASASTART national staff assist workers in the school district by providing training, technical assistance, site visits, and assistance securing funding. CASASTART was selected as an exemplary program by the Department of Education's Safe, Disciplined and Drug Free Schools Expert Panel. The U.S. Surgeon General also recognized CASASTART as a promising violence prevention program.



Incredible Years
Parents, Teachers and Children's Training Series
www.incredibleyears.com

SPONSOR/DEVELOPER

Carolyn Webster-Stratton, Ph.D.,
Professor and Director of the Parenting Clinic,
University of Washington

CONTACT INFORMATION

Incredible Years
1411 8th Ave., W.
Seattle, Washington 98119
Phone: (888) 506-3562, or (206) 285-7565
Fax: (888) 506-3562
E-mail: incredibleyears@seanet.com

MATERIALS

Workshop Leader's Guide
Participant workbooks
Ten videotapes

COST

\$1300.00 Basic Parent Training Program
\$775.00 Advanced Parent Training Program

Training and technical assistance costs are charged according to daily rates.

IMPLEMENTING SPECIFICATIONS

Presenters: Trained workshop facilitators

Audience: Parents of students with behavior problems (grades 2-8)

Venue: Classroom, parent workshops

SUMMARY

Nurse, clinical psychologist and college professor, Carolyn Webster-Stratton designed the Incredible Years (IY) program to teach parents and teachers how to control students' aggressive behavior and increase children's obedience. IY includes separate intervention curriculums for parents and teachers. Parents learn how to improve their child's behavior through group discussions, viewing videotaped examples of effective discipline, participating in role plays. Parents also receive homework reading assignments and participate in organized telephone conferences with other parents outside of classes. The Basic IY program consists of fourteen two-hour classroom sessions.



Trained workshop facilitators present videotaped vignettes of discipline situations to groups of twelve to fourteen parents to encourage group discussion and problem-solving. The Basic IY program teaches parents skills that research has shown improve student social competence and decrease discipline problems:

- ◆ Limit-setting and strategies to respond to misbehavior
- ◆ How to play with other children
- ◆ Helping children learn
- ◆ Effective praise and use of incentives

The advanced IY program emphasizes parent interpersonal skills such as:

- ◆ Communication skills
- ◆ Anger management
- ◆ Problem solving between adults
- ◆ How to give and obtain support

Results

Six studies of IY with control groups documented:

- ◆ Increases in parents' use of praise
- ◆ Increases in effective limit-setting by replacing corporal punishment with non-violent discipline techniques
- ◆ Decreased discipline problems with children and better parent-child communication
- ◆ Improved family problem-solving
- ◆ Increased parental self-confidence

Recognition

The U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) recognized IY as an exemplary program. The U.S. Surgeon General recognized IY as a promising risk reduction program, and the Department of Health and Human Services Center for Substance Abuse Prevention (CSAP) recognized the effectiveness of IY.



Parents Who Care

www.channing-bete.com

SPONSOR/DEVELOPER

Social Development Research Group
J. David Hawkins, Ph.D., Director
Richard F. Catalano, Associate Director

CONTACT INFORMATION

Materials can be requested online from:
Channing Bete Co., Inc.,
One Community Place
South Deerfield, Massachusetts 01373-0200
Phone: toll free (877) 896-8532 or (413) 665-7611
Fax: (800) 499-6464
E-mail: Saralyn Wasserman swasserman@channing-bete.com

MATERIALS

Facilitator's handbook, workshop notebook, videotape, student workbook, activity sheets, reference material and discussion guides, ten parent packages complete with videotapes and workbooks. Materials are available in English or Spanish.

COST

\$1200.00 complete program materials
\$299.00 for additional facilitators' handbooks
\$99.00 each for additional parent packages

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers, workshop presenters

Audience: Parents of middle and high school youth (grades 6-12)

Venue: Classroom, community centers, workshops, home study

SUMMARY

Researchers Hawkins & Catalano learned that the more involved parents were in their child's education the better students were protected from involvement with violence and substance abuse. The researchers designed *Parents Who Care* (PWC) to teach parents how to strengthen family bonds, establish healthy family management and discipline policies and protect their children from risky behaviors. Families participating in PWC showed progress significantly better than a control group in:

- ◆ Family discipline practices
- ◆ Family supervision skills
- ◆ Improved family bonding
- ◆ Decreased family attitudes favorable to antisocial behavior



PWC workshops are presented at school or parents study the materials at home. Workbooks and videotapes involve parents and teens in seven lessons designed to enhance communication and family management, including:

1. "Roles: Relating to teens"
2. "Risks: Identifying and decreasing risks"
3. "Protection: Bonding with teens to strengthen resiliency"
4. "Tools: Families working together to solve problems"
5. "Involvement: All family members contribute to the discussion"
6. "Policies: Establishing family policies on health and safety topics"
7. "Supervision: Supervising without invading"



SUBSTANCE ABUSE PREVENTION



Athletes Training & Learning to Avoid Steroids (ATLAS)

www.ohsu.edu/som-hpsm/atlas.html

SPONSOR/DEVELOPER

Dr. Linn Goldberg, Oregon Health & Science University

CONTACT INFORMATION

Dr. Linn Goldberg, Oregon Health & Science University

Division of Health Promotion and Sports Medicine

Oregon Health & Science University

3181 S. W. Sam Jackson Park Rd., CR110

Portland, Oregon 97201-3098

Phone: (503) 494-8051 or (503) 494-6559

Fax: (503) 494-1310

E-mail: hpsm@ohsu.edu or goldberl@ohsu.edu

MATERIALS

Workbooks

Instructor training guides for ten 45-minute classroom sessions

Pocket-sized food and exercise guides

COST

\$149.95 includes ten athlete packages including workbooks, diet guides, and exercise training guides

\$3.95 for additional packages

ATLAS gives permission to photocopy program materials

Request program materials from:

Sunburst Communications, Inc.

1900 South Batavia Avenue

Geneva, Illinois 60134

Phone: (800) 321-7511

Fax: (888) 872-8380

E-mail: Service@nysunburst.com

Internet site: www.sunburst.com

IMPLEMENTING SPECIFICATIONS

Presenters: Student leaders, athletic coaches

Audience: Male high school athletes

Venue: Classroom

SUMMARY

Purpose

High school male athletes learn not to use alcohol, illegal drugs, or anabolic steroids such as dehydroepian-drosterone (DHEA), androstenedione (Andros), and other sport supplements.



Student leaders and athletic coaches lead cooperative learning groups (squads) of six to eight students each. Athletic coaches introduce each activity, assist peer leaders, and conclude each classroom session. Ten 45-minute sessions involve students in planning how to prevent anabolic steroid abuse using educational games and creative participatory exercises such as writing “rap” songs. Students learn drug refusal skills through role-playing.

Results

ATLAS was evaluated in thirty-one schools in twelve cities and two states (Oregon and Washington) with more than 3,200 participants from 1994 to 1997.

ATLAS student effects compared to control group:

- ◆ 50% decrease in new use of anabolic steroids
- ◆ Decreased use of alcohol or other illicit drugs (marijuana, amphetamines, and narcotics)
- ◆ Decreased use of dietary supplements
- ◆ Increased perceived danger and personal vulnerability to harm of steroids
- ◆ Heightened perception of athletic coach’s intolerance of steroid use
- ◆ Less belief in advertisements
- ◆ Enhanced resistance skills

“No one is lecturing them on the long-term ills of drug abuse such as liver disease . . . Instead we focus on here and now. We say, look, if you train well, you’ll see the results in your performance.” Linn Goldberg, Oregon Health & Science University.

ATLAS is designed for male high school athletes. A similar strategy for high school females, Athletes Targeting Healthy Exercise and Nutrition (ATHENA) has been developed and evaluated. ATHENA instructor training guides are being prepared.

Recognition/Testimonials

The Department of Education Safe, Disciplined and Drug-Free Schools Expert Panel considered ATLAS an Exemplary Program. The Department of Health and Human Services Center for Substance Abuse & Prevention (CSAP) also recognized the effectiveness of ATLAS.

“ATLAS empowers kids to take care of themselves. It should be adopted in every school.” Kate Malliarakis, White House Office of National Drug Control Policy.

ATLAS . . . *“developed with our support and funding, has shown significant effects in preventing drug use and other risky behaviors by high-school athletes.”* Dr. Alan Leshner, Director of the National Institute on Drug Abuse, January 2001.



Preparing for the Drug-Free Years

www.channing-bete.com

SPONSOR/DEVELOPER

Social Development Research Group
J. David Hawkins, Ph.D., Director
Richard F. Catalano, Associate Director

CONTACT INFORMATION

Materials can be requested online from:
Channing Bete Co., Inc.
One Community Place
South Deerfield, Massachusetts 01373-0200
Phone: toll free (877) 896-8532 or (413) 665-7611
Fax: (800) 499-6464
E-mail: Saralyn Wasserman swasserman@channing-bete.com

MATERIALS

Two workshop leader guides that include implementation strategies, detailed lesson plans, and parent-recruitment materials.

Two workshop videotapes

Family guide

COST

\$4,000.00 to \$4,500.00 workshops

\$695.00 Complete program materials

\$24.95 each for additional family guides

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers, parents, workshop leaders

Audience: Parents of elementary and middle school students (grades 4-8)

Venue: Workshops

SUMMARY

Preparing for the Drug-Free Years (PDFY) decreased participants' use of marijuana (35%), alcohol (20%) and tobacco (12%) compared to a control group. PDFY received recognition as an effective, research-based program from several sources:

- ◆ Department of Education's Expert Panel on Safe, Disciplined and Drug-Free Schools considered PDFY a promising program.
- ◆ Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) considered PDFY an exemplary program.



- ◆ University of Colorado's Center for the Study and Prevention of Violence (CSPV) and the National Institute on Drug Abuse (NIDA) also recognized PDFY's effectiveness.

PDFY consists of a series of workshops that teach parents of students in grades four through eight how to decrease the likelihood that their children will abuse drugs or become involved in violence as adolescents. School administrators or teachers present the workshops using the program materials, or Channing-Bete workshop presenters visit the school to present workshops. Organizational representatives provide workshops for groups of up to twenty participants for \$4,000.00 to \$4,500.00 plus expenses.



Project T.N.T. (Towards No Tobacco Use)

www.etr.org

SPONSOR/DEVELOPER

Sande Craig, University of Southern California
ETR Associates

CONTACT INFORMATION

Program Materials
Jill Van Alstine
Education, Training, & Research Associates (ETR)
4 Carbonero Way
Scotts Valley, California 95066
Phone: (800) 325-3048, ext. #240
Fax: (831) 438-4284
Email: jvanalyst@etr.org

Workshops
Frances Deas
Institute for Prevention Research
University of Southern California
1000 S. Fremont Avenue, Unit 8
Alhambra, California 92803
Phone: (626) 457-6634
Fax: (626) 457-5856
E-mail: deas@hsc.usc.edu

MATERIALS

Workshops, teacher guides, student workbooks

COST

\$1,000.00 workshops

\$45.00 teacher guides

\$18.95 student workbooks (package of five workbooks)

IMPLEMENTING SPECIFICATIONS

Presenters: Teachers

Audience: Elementary and middle school students (grades 5-9)

Venue: Classroom



SUMMARY

The U.S. Department of Education Safe, Disciplined and Drug-Free Schools Expert Panel described *Project T.N.T.* as an exemplary program. The Centers for Disease Control and Prevention (CDC) recognized *Project T.N.T.* as a "Program That Works". A two-year study involving 6,000 middle school students from 48 junior high schools, reported that *Project T.N.T.* resulted in decreases in:

- ◆ 26%, cigarette use
- ◆ 30% students starting smokeless tobacco use
- ◆ 60%, regular use of cigarettes
- ◆ 100% regular use of smokeless tobacco

Project T.N.T. changes student perceptions of tobacco use and teaches decision-making, refusal, and communication skills. Students actively participate in *Project T.N.T.* through educational games, video tapes, role playing, group discussions, letter writing exercises and a videotaping project. Classes include lessons on:

- ◆ Assertiveness, refusal skills, effective listening, coping and communication skills
- ◆ Effects of tobacco-related addiction and disease
- ◆ Statistics on prevalence of tobacco use, so students realize that not all youth use cigarettes
- ◆ Self-esteem building techniques
- ◆ Realistic understanding of television and entertainment media portrayals of cigarette use.



SUICIDE PREVENTION



Preventing Adolescent Suicide

www.ace-network.com/whatsnew.htm

SPONSOR/DEVELOPER

Robert Leighton, ACE Network

CONTACT INFORMATION

Robert Leighton
ACE Network
2809 W. 15th St., Suite 202
Panama City, Florida 32401
Phone: (850) 784-9942
Fax: (850) 784-3081
E-mail: ace@ace-network.com

MATERIALS

One-hour videotape, brochure and teacher's guide

Workshops to help schools prepare Incident Response Plans to respond to student suicides.

COST

\$29.95 *Preventing Adolescent Suicide* videotape

\$5.95 Reference guide

IMPLEMENTING SPECIFICATIONS

Presenters: Principals, teachers, athletic coaches, school counselors

Audience: Principals, teachers, athletic coaches, school counselors

Venue: Classroom

SUMMARY

Expert panelists describe how to identify students at risk of suicide, prevent incidents, and assist the school in recuperating from a student suicide. *Preventing Adolescent Suicide* is intended for school administrators, guidance counselors, teachers, nurses, school psychologists, social workers, family service agency workers, community health and mental health professionals, police officers, and parents.



Responding to Loss

www.ace-network.com/whatsnew.htm

SPONSOR/DEVELOPER

Peggy Whiting, Ph.D., Winthrop University
Susan Collier, WNSC-Television, Rock Hill, South Carolina
Jennie Mathews, Counselor, Rock Hill High School

CONTACT INFORMATION

S. Carolina Educational Television
Attention: Marketing
P.O. Box 11000
Columbia, South Carolina 29211
Phone: (800) 553-7752 or (803) 737-3436
Fax: (803) 737-3343
E-mail: chingle@scetv.org

MATERIALS

Videotape, brochure and teacher guide

COST

\$69.95 videotape

IMPLEMENTING SPECIFICATIONS

Presenters: Principals, teachers, athletic coaches, school counselors

Audience: Principals, teachers, athletic coaches, school counselors

Venue: Classroom

SUMMARY

Responding to Loss (RTL) helps schools plan and prepare the school's response to student suicides. The two-hour videotape explains why schools need suicide prevention, how to plan and implement suicide prevention programs, and how to respond to incidents.

RTL is the result of a cooperative effort by Jennie Mathews, Rock Hill High School counselor; Susan Collier, WNSC-Television producer, and Dr. Peggy Whiting, professor of counselor education, Winthrop University. The videotape and teacher's guide describe how to prepare a compassionate, caring response while continuing to let students learn in a high-quality educational environment.

Between 1995 and 1997 three teachers and sixteen students in one South Carolina school district were killed by either accidents or suicides. RTL was an effort by the cooperating organizations to help other schools prepare for similar incidents. The South Carolina Department of Education provided program materials and teacher training workshops at no cost to South Carolina schools.



Team Up to Save Lives

www.kidsource.com/kidsource/content2/news2/suicide.html

SPONSOR/DEVELOPER

Markus Kruesi, M.D., Executive Director
Jay Hirsch, M.D., Chief Child Psychologist
Janet Grossman, Clinical Director

CONTACT INFORMATION

Research
University of Illinois
Institute for Juvenile Research, Community Action for Youth Survival
Department of Psychology
1007 W. Harrison St., M.C. 285
Chicago, Illinois, 60607-7137
Phone: (312) 996-2434
E-mail: psychinfo@uic.edu

CD-ROM
Amber Crook
McDonald's Educational Resource Center
310 Tech Park Drive
Laverne, Tennessee 37086
Phone: (800) 472-2954, ext. 8052
Fax: (615) 287-8152
E-mail: amber.crook@franke.com

MATERIALS

CD-ROM with an interactive suicide prevention guide for educators

COST

\$1.10 per CD-ROM, \$3.95 S&H, product #MCD-63-25-5E

IMPLEMENTING SPECIFICATIONS

Presenters: School counselors, school nurses, medical professionals

Audience: Middle and high school students and their families (grades 6-12)

Venue: School, community assistance center, medical office

SUMMARY

Team Up to Save Lives (TUSL) is a suicide prevention strategy for schools on a CD-ROM. According to Dr. Markus Kruesi, director of University of Illinois' Institute for Juvenile Research, TUSL includes guidance for school counselors, teachers and administrators on "how to identify and counsel young people in danger of killing themselves, or how to respond to a suicide at school."



Specifically, the CD-ROM includes guidance for school administrators regarding:

- ◆ Preparing for a Crisis
- ◆ Identifying and intervening with students at risk to prevent a crisis
- ◆ Intervening with students during a suicidal crisis
- ◆ Guidance for families on how to limit at-risk students' access to guns and medicine
- ◆ Supportive actions schools can take to respond to a student suicide
- ◆ Practical exercises for use with a crisis response team
- ◆ An example of a suicide-crisis response plan

Three actions recommended for counselors while a family is visiting the office are:

1. Inform parents that their adolescent is at risk for suicide and explain why the counselor is concerned.
2. Tell parents they can decrease the risk of suicide by getting guns out of the house.
3. Educate parents about the different ways to dispose of guns or limit access to guns at home.

Topics addressed on the interactive CD-ROM include:

- ◆ Responses of other students at school to a student suicide
- ◆ How school administrators and educators can prepare for a crisis
- ◆ An educator's responsibilities
- ◆ Actions for the school and community
- ◆ How to discuss suicides with parents

The CD-ROM includes examples of a notification letter to parents, public address announcements to students, and news releases suitable for use in the event of a student suicide.



REFERENCE INFORMATION



**INTERVENTION PROGRAMS DESCRIBED IN THE DoDEA
SAFE SCHOOLS HANDBOOK**



Intervention Programs

Listed below are the names of Intervention Strategies described in the original DoDEA Safe Schools Handbook.

1. ANTI-BULLYING

Anti-Bullying: A Whole School Approach
The Anti-Bullying Game
Bullying Prevention Handbook: A Guide for Teachers, Principals, and Counselors
Bullying Prevention Program
Daniel the Dinosaur
No Bullying (The Johnson Institute)
No Bullying (Teaching Peace)
The Safe Child Program
Set Straight on Bullies

2. BEHAVIOR MANAGEMENT

Anger Coping Program
Behavior Prevention Program
Building Personal Power: Skills for Managing Anger
Creating a Pro-Active School Safety Plan
Exploring the Issues: Promoting Peace and Preventing Violence
Improving the Lives of Children
Project Success
Respect and Protect: Violence Intervention and Prevention Program
School Safety Program
Strengthening K-12 School Counseling Programs: A Support System Approach

3. CONFLICT RESOLUTION PROGRAMS

Aggressors, Victims & Bystanders: Thinking and Acting to Prevent Violence
Alternatives to Violence
Alternatives to Violence Project
Creative Conflict Resolution Program
Conflict Resolution: A Curriculum for Youth Providers
Conflict Resolution: A Secondary Curriculum
Conflict Resolution/Peer Mediation Project
Conflict Resolution in the Middle School: A Curriculum and Teaching Guide
Conflict Resolution Skills for Teens
Helping Kids Handle Conflict: A Guide for Those Teaching Children
Resolving Conflict Creatively Program (RCCP)
Richmond Youth Violence Prevention Program
Second Step



4. GANG PREVENTION AND RESISTANCE PROGRAMS

Gang Awareness Training Education (GATE)
Gang Prevention and Intervention Program
Gang Resistance and Education Training (G.R.E.A.T.)
Gang Risk Intervention Program (GRIP)
Gang Violence Bridging Project (GVBP)
GRASP (Gang prevention and intervention)
United Neighborhoods (Barrios Unidos)

5. HATE PREVENTION PROGRAMS

Facing History and Ourselves
Functional Family Therapy (FFT)
Multicultural Awareness Program
Multidimensional Treatment Foster Care (MFTC)
Multisystemic Therapy (MST)
PeaceBuilders
PATHS (Promoting Alternative Thinking Strategies)
Responding to Hate at School
Right Choices for Adolescents Program
Tools for Teachers

6. LIFE SKILLS DEVELOPMENT PROGRAMS

Constructive Discipline Model
Get Real About Violence
Project ACHIEVE
Quantum Opportunities Program
Responding in Peaceful and Positive Ways (RIPP)
Skills for Action
Violence in Schools: Developing Prevention Plans
WiseSkills Program

7. MILITARY PROGRAMS

Campaign Drug Free
Community Anti-Drug Coalition Support Program
Consolidated Substance Abuse Counseling Center
DoDEA School Home Partnerships
Drug Demand Reduction Program
Drug Education For Youth
Drug Education Programs
The Methamphetamines Awareness Program
National Guard Youth Challenge Program
Protect Our Children Project
Puppets for Prevention
Team Charleston



8. PARENTAL INVOLVEMENT

Achieving Behavior Caring Project
Families and Schools Together (FAST)
The Parent Academy
Parenting and Discipline
Partners in School Innovation
Responsive Schools Project
Strengthening Families Program
Violence in the Schools: Developing Prevention Plans

9. SEXUAL HARASSMENT AND ASSAULT PREVENTION PROGRAMS

Dating Violence Prevention Program
Don't Do It, Don't Allow It
Flirting or Hurting
Preventing Sexual Harassment
Safe Dates
Sexual Harassment and Teens: A Program for Positive Change
Sexual Harassment Intervention Workshops & Videotapes
Sexual Harassment Prevention for Education

10. SUBSTANCE ABUSE PREVENTION

Across Ages
Anger Power Program
Dare To Be You
Child Development Project (CDP)
Gang Resistance and Education Training (G.R.E.A.T.)
Life Skills Training (LST)
Midwestern Prevention Project (MPP) aka Project Star, Project Smart
Project ALERT
Project Northland

11. SUICIDE PREVENTION

Adolescent Suicide Prevention Programs
BRIDGES: Building Skills to Reach Suicidal Youth
Crisis Intervention Dade County Public Schools
Link-Up
Project SOAR (Suicide: Options, Awareness, Relief)
Services for Teens At Risk (STAR)
Student Assistance Program (SAP)
Suicide Prevention Center Programs
Suicide Prevention Training Programs
Weld County Suicide Prevention Program



SELECTED INTERNET SITES



U.S. GOVERNMENT INTERNET SITES

WHITE HOUSE DRUG PREVENTION (www.theantidrug.org)

OFFICE OF NATIONAL DRUG CONTROL POLICY (www.whitehousedrugpolicy.gov)

DEPARTMENT OF DEFENSE (www.defenselink.mil)

DoDEA SAFETY & SECURITY OFFICE

(www.odedodea.edu/log/safety_security/index1.htm#top)

DoD OFFICE OF YOUTH & FAMILIES

(<http://military-childrenandyouth.calib.com>)

DEPARTMENT OF EDUCATION (www.ed.gov)

SAFE SCHOOLS/HEALTHY STUDENTS (www.ed.gov/offices/OESE/SDFS)

DEPARTMENT OF JUSTICE, OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
(OJJDP, www.ojjdp.ncjrs.org)

HEALTH AND HUMAN SERVICES

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION

(SAMHSA, www.health.org)

KNOWLEDGE EXCHANGE NETWORK (KEN, <http://mentalhealth.org/safeschools>)

REFERENCE DOCUMENTS

Early Warning, Timely Response

(www.ed.gov/offices/OSERS/OSEP/Products/earlywrn.html)

Safeguarding Our Children

(http://www.safetyzone.org/pdf/action_guide2000.pdf)

Safe, Disciplined and Drug-Free Schools Expert Panel

(http://www.ed.gov/offices/OERI/ORAD/KAD/expert_panel/)

Indicators of School Crime and Safety 2001

(<http://nces.ed.gov/pubs2002/crime2001>)

Youth Violence: A Report of the Surgeon General

(www.surgeongeneral.gov/library/youthviolence/sgsummary/summary.htm)

Preventing and Responding to School Violence,

International Association of Chiefs of Police

(<http://theiacp.org/pubinfo/Pubs/PSLC/svindex.htm>)

SAFE SCHOOLS ORGANIZATIONS

National Resource Center for Safe Schools (www.safetyzone.org)

National School Safety Center (www.nssc1.org)

Colorado Center for Study and Prevention of Violence (www.colorado.edu/cspv/)

National Association of School Psychologists (www.nasponline.org)

Hamilton Fish Institute (www.hamfish.org)



