

SAFE
Schools



Support



Resiliency



Learning

DODEA PREVENTION PROGRAMS GUIDE

JULY 2011

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

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Introduction

Purpose

The purpose of the Department of Defense Education Activity (DoDEA) Prevention Programs Guide is to familiarize school administrators, counselors, and school psychologists with the types of prevention programs available for use in K-12 schools. These programs enhance learning by giving educators tools that enable them to maintain orderly classrooms and support student needs.

Some programs cover a variety of behaviors that are potentially disruptive to the safety and security of students at school. These negative behaviors include bullying and aggression by students. Other programs address issues less obviously related to school security. These programs are important to administrators in maintaining a healthy and safe learning climate in their schools and address topics such as suicide prevention, substance abuse, anxiety, and sexual harassment.

The programs included in this guide reflect a shift toward programs which are government-funded and in the public domain. At one time, programs were developed by teams of academic researchers and then usually marketed by private entities. The programs often included supplemental implementation materials such as journals, coloring books, and calendars. In recent years there has been a shift away from the material accoutrements associated with these programs and greater interest in research-based programs that have demonstrated evidence of effectiveness through long-term studies.

The selected programs also focus on educational programs and behavioral changes that foster a positive school climate. The content consists of training modules, implementation guidelines, and background information for facilitators.

This guide presents 20 prevention programs. DoDEA administrators and counselors can obtain copies of previous guides which contain descriptions of other programs from the DoDEA Office of Safety and Security at www.dodea.edu/offices/safety (select Safe Schools Program from the menu on the left).

Selection Criteria

The programs included in this guide were chosen by a committee 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. This guide, therefore, presents a representative cross-section of programs available to allow educators to rapidly familiarize themselves with the types of resources available.

The committee limited their selections to those resources that met three criteria. First, programs that can 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 have a proven track record of success in schools.

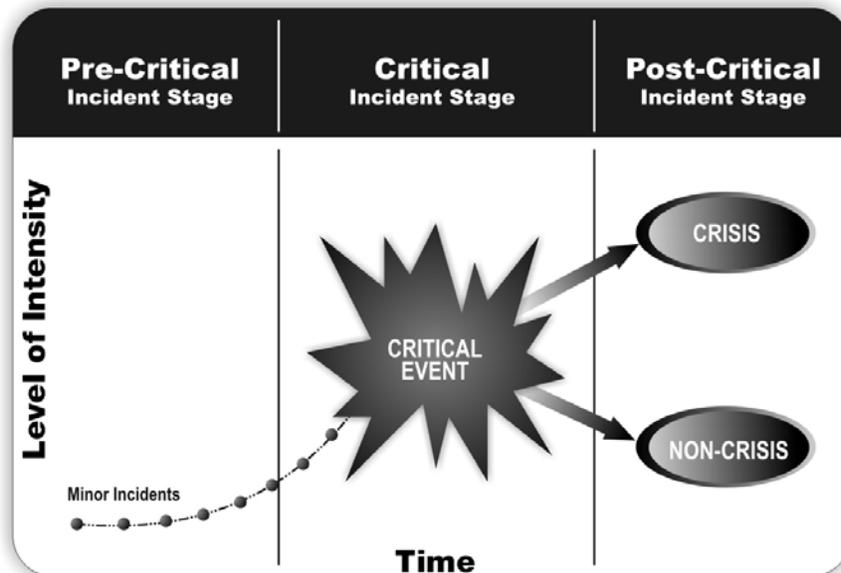
Benefit to School Security

Prevention programs teach life skills that 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 changing schools frequently, parental deployments, and global uncertainty. Yet, studies have also shown that these students are highly adaptable and resilient, in part because of the emotional, social, and cognitive support they receive at DoDEA 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.

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 can use this reference as a list of possible signs of problems, although the Department of Education cautions educators not to rely on the signs as a checklist. To avoid potential 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.

No Endorsements: The material herein is presented for information purposes only and does not constitute official policy of the Department of Defense, or the Department of Defense Education Activity (DoDEA), nor does it constitute an endorsement of any programs by DoD or DoDEA of any non-federal entity or its programs.

Table of Prevention Programs

The table below shows the grade level appropriate for the prevention programs referenced in this guide.

Type of Program	Elementary School	Middle School	High School	Page Number
Bullying Prevention				
The ABCs of Bullying	●	●		9
Bullies are a Pain in the Brain	●	●		9
Behavior Management				
Reducing Behavior Problems in the Elementary School Classroom	●			11
Habits of Mind	●	●	●	11
Conflict Resolution				
Guide to Getting Along	●			13
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Cyber Security				
Netsmartz		●	●	15
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Type of Program	Elementary School	Middle School	High School	Page Number
Military Youth Coping with Separation: When a Family Member Deploys		●	●	18
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Flirting; Not Hurting		●	●	23
Choose Respect			●	23
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SOS: Signs of Suicide			●	27
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Prevention Program Categories

Bullying Prevention

Overview

Bullying behavior affects not just the victims, but also the bullies and bystanders. According to a team of researchers from Clemson University, students who are bullied for prolonged periods of time can experience effects ranging from depression, low self esteem, and poor grades, to health problems and suicidal thoughts. If the bullying is not addressed, the perpetrators tend to continue to seek power dominance over others and are more likely to become involved in verbal and physical fights, vandalism, and substance abuse. Observers of bullying, or bystanders, sometimes feel fear, powerlessness, and guilt for not acting. Bullying can erode the positive school climate and negatively impact academic achievement if students are distracted by the behavior.



Effective bullying prevention programs tend to include the same components:

- A school wide approach – Effective bullying prevention programs start with coordination among a core group of implementers, provide training and background information for all school staff, and proceed to a whole-school education program for all parents and students.
- The program is accompanied by publication of a clear anti-bullying policy that defines bullying, explains that bullying will not be tolerated, and specifies consequences.
- Teachers receive guidance on recommended intervention techniques.
- All students participate in modules that explain how to report and respond to bullying.

Students who see a bullying incident unfolding when adults are not present can use several tactics to help students targeted by bullies. For example, defenders of bullied students can name the behavior and remind instigators that bullying is not tolerated in the school, or a group of students can “rescue” a target of bullying behavior by swooping in like cavalry and separating the victim from the bully. Such tactics are best taught as part of an overall, school-wide anti-bullying program. These tactics do not replace the need to tell an adult, but they can give students a practical way to take action so they do not feel helpless in the presence of bullies.

According to research on bullying behavior, when friends help, bullying ceases. In their study, “Naturalistic Observations of Peer Bullying” published in the November 2001 edition of *Social Development*, researchers Lynn Hawkins, Debra Pepler, and Wendy Craig found that two thirds of students wanted to help but did not know how to intervene. In 57 percent of the incidents where students intervened, however, bullying stopped within 10 seconds.

Offering students safe ways to intervene empowers them. If students stand by passively, the bystanders may feel angry, helpless, and guilty, while the bully feels encouraged by the presence of an audience. In addition, students might start to avoid areas where bullying occurs because they fear that they could become a future victim.

There are safe ways to intervene, but students need to practice using these techniques so they can choose the tactic appropriate for the situation:

- Name the behavior – If a bystander tells the bully, “that’s bullying, and that is not allowed in this school,” he or she can interrupt the situation long enough for the targeted student to leave. In schools with an established anti-bullying program, speaking up and “naming the behavior” will also attract more help.
- Ask for help – If a bystander asks students in the surrounding area to help, that will remind other students that it is okay to help. A group response shows bullies that their actions are not acceptable.
- Use humor – Bystanders can use humor to interrupt the situation. Asking, “Does your nose always look like that when you bully others?” while assisting the victim (i.e., picking up the victim’s books) can help the targeted student extract themselves from the situation.
- Tell an adult – Ultimately, educators want to remind students to report bullying behavior to an adult. Adults will want to talk to both the bully and the target of the bullying behavior.

Teaching Kindness and Inclusion to Young Children

While older students in grades 3 through 5 at Camp Lejeune use Trevor Romain’s “Bullies are a Pain in the Brain” program, Counselor Hesta Roach at Johnson Primary School developed “How to STOP a Bully,” an early intervention program to teach younger students how to recognize signs of bullying behaviors. She teaches four lessons about bullying and then holds a bookmark design contest.

Children share their understanding of kindness and inclusion and Ms. Roach displays their work on bulletin boards in the hallway. “Everyone comes out a winner,” says Ms. Roach as participants receive certificates and pencils for taking part in the program.

- **Swarming the bully** – If several students recognize that bullying is taking place, they can surround the victim and move him/her away from the bully. The students “rescuing the victim” do not talk to the bully; they should merely separate the bully and victim to end the incident. This action is considered safe, because bullies rarely confront large groups of students.

In addition to these techniques, two specific types of bullying: cyberbullying and ostracism, deserve responses tailored to those behaviors. For suggestions to address these types of bullying contact safeschools@csc.com.

Resources

The ABCs of Bullying

The Substance Abuse and Mental Health Services Administration (SAMHSA) in the Department of Health and Human Services Administration (HHS) has developed an anti-bullying curriculum for teachers, counselors and school administrators called The ABCs of Bullying. The online course consists of seven modules available on the SAMHSA Web site. The modules cover the causes of bullying, how bullies, victims, and witnesses are impacted by bullying, as well as intervention strategies. For example, the lesson on “Comprehensive Prevention Strategies” describes how to:

- Establish classroom rules that prohibit bullying.
- Use a buddy system to decrease opportunities for bullying.
- Involve parents to reinforce anti-bullying policies.
- Provide training for adult supervisors in cafeterias, playgrounds, and other “hot spots” where bullying occurs.

The course is available at no cost through SAMHSA at http://pathwayscourses.samhsa.gov/bully/bully_toc.htm.

Bullies Are a Pain in the Brain

Author and artist Trevor Romain, developed this illustrated children’s book and accompanying DVD to present descriptions of bullying scenarios in a fun format. This program makes it easy for children to understand how bullying harms others and what they can do about it. The book addresses myths about bullies, the role of parents and teachers, as well as how to recognize and respond to bullying. In addition, the classroom kit includes a facilitator’s guide, workbooks, and journals for students.

The Department of Defense, USO, and DoDEA have already provided these anti-bullying materials to several schools throughout DoDEA. For additional information on age appropriate curriculum and material for grades 1-2, 3-4, and 5-6 visit <http://trevorromain.com>.

Behavior Management/Classroom Management

Overview

An estimated one-third of students fail to learn because of psychosocial problems that interfere with their ability to fully attend to and engage in instructional activities. In most DoDEA schools, elementary classrooms are orderly, teacher-student and student-student relationships are positive, and teaching and learning go on without major disruption. Teachers in such classrooms recognize the importance of preventing significant behavior problems and are effectively using fundamental prevention tools – engaging instruction, well-managed classrooms, and positive relationships with students. Occasionally some teachers have a class in which one or a few students exhibit persistent or significant problem behaviors—those that are disruptive, oppositional, distracting, or defiant. Sometimes these issues stem from socialization problems,



issues at home, or the child may be less mature than his or her peers.

When a number of such students are in a classroom demonstrating these behaviors, it impedes learning for all students. Using a behavior management program can be an effective tool for proactively addressing classroom issues before they affect student performance.

Approaches aimed at improving school and classroom environments, including reducing the negative effects of disruptive or distracting behaviors, can enhance the chances that effective teaching and learning will occur, both for the students exhibiting problem behaviors and for their classmates. Other techniques focus on improving the ways individuals respond to uncertain situations. This includes amending student behavior and, in some cases, training teachers to more effectively manage potentially disruptive students in the classroom.

Resources

Reducing Behavior Problems in the Elementary School Classroom

This 2008 guide was prepared for the National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences (IES) by a committee of researchers and school administrators. The guide includes five recommendations, indicates the quality of the evidence that supports each recommendation, and provides documentation of the research used to assess the efficacy of various measures.

The five recommendations discussed in the text are:

- (1) Identify the specifics of the problem behavior and the conditions that prompt and reinforce it;
- (2) Modify the classroom learning environment to decrease problem behavior;
- (3) Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate;
- (4) Draw on relationships with professional colleagues and students' families for continued guidance and support; and
- (5) Assess whether school-wide behavior problems warrant adopting school wide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.

Reducing Behavior Problems in the Elementary School Classroom is in the public domain. It is available on online at <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Habits of Mind

The Habits of Mind program teaches a repertoire of skills and behaviors that help students and teachers successfully navigate the various challenges they may encounter in the classroom and throughout life. Among the 16 healthy mental habits that children learn, are some habits that will contribute to success throughout the students' lives, such as:

- Persisting
- Communicating with clarity and precision
- Managing impulsivity
- Listening with understanding and empathy
- Striving for accuracy
- Questioning and posing problems
- Finding humor

A four-part Habits of Mind curriculum can be incorporated into existing curriculum. The series includes appropriate models for evaluation and ongoing improvement. There are also two stand alone texts, *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*, and *Leading and Learning with Habits of Mind: Sixteen Essential Characteristics for Success*. Support materials include an extensive online network for teachers where they can share information, contribute ideas, and take online training modules to sharpen their own mental habits. To learn more about Habits of Mind, visit www.habitsofmind.org.

Conflict Resolution

Overview

Conflict resolution training benefits the academic achievement of all children. As students learn to settle minor disputes among themselves, adults gain more time to concentrate on teaching, rather than behavior management.

For many youth, conflict is a recurring feature of social experience that affects the quality of their education. According to the results of a study released by the CDC in 2004, 33 percent of high school students said they had been in a physical fight within the previous year. While conflicts and disagreements are a part of life, they do not have to end in violence and they should not be allowed to hinder academic success. Teaching students conflict resolution skills can reverberate positively through a school, improving both the social culture and the academic environment of that school.

Conflict resolution focuses on teaching people new ways to work through and resolve disputes that do not involve violence. Many schools and community groups offer conflict resolution programs for teens. Effective conflict resolution programs share certain characteristics. According to *Conflict Resolution: A Guide to Implementing Programs in Schools*, published by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), effective conflict resolution programs follow a series of steps that include:

- Set ground rules. Students agree to work together and set rules such as no name-calling, blaming, yelling, or interrupting.
- Listen. Students allow each person to describe their point of view without interruption. Participants concentrate on understanding what a person wants and why they want it.
- Find common interests. Participants establish facts and issues that everyone can agree on and determine what is important to each person.
- Brainstorm possible solutions to the problem. List all options without judging them or feeling that they must be carried out. Think of solutions where everyone gains something.
- Discuss each person's view of the proposed solutions. Negotiate and try to reach a compromise that is acceptable to everyone involved.
- Reach an agreement. Each person should state his or her interpretation of the agreement. Write the agreement down and establish a date to check to see how it is working.

Resources

Guide to Getting Along

BAM! Body and Mind is an online destination for kids created by the Centers for Disease Control and Prevention (CDC), an agency of the U.S. Department of Health and Human Services. Designed for kids 9-13 years old, *BAM! Body and Mind* gives them the information they need to make healthy lifestyle choices. The site focuses on topics that kids reported are important to them — such as stress and physical fitness — using games, quizzes, and other interactive features. To learn more about this program, visit www.bam.gov/sub_yourlife/yourlife_conflict.html.

Resolving Conflict Creatively Program

The Resolving Conflict Creatively Program (RCCP) is one of the oldest and most widely implemented programs available. It was developed, implemented and evaluated in New York City Schools. It is a research-based, K-12 program that teaches social and emotional skills such as communication, recognizing bias, appreciating diversity, and finding a solution together.

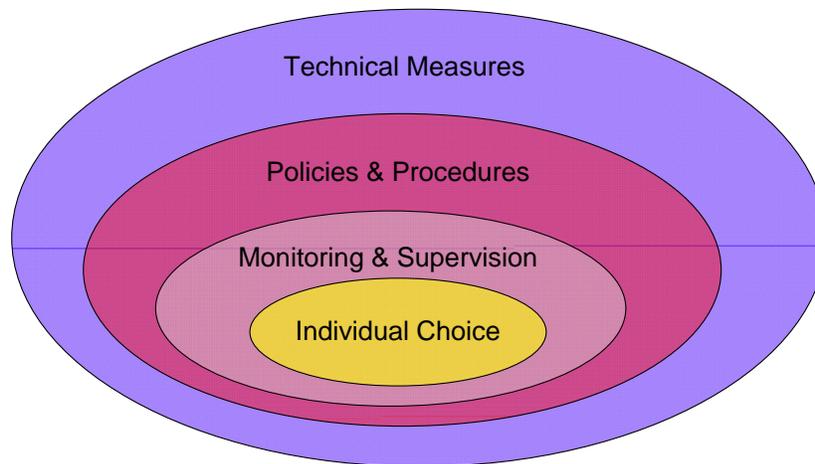
The U.S. Department of Health and Human Services sponsored a study of RCCP conducted by Columbia University that surveyed 9,000 New York City school children and found participation in RCCP led to significantly slower growth in teacher-reported aggressive behavior. A study in Atlanta found that 75% of teachers reported an increase in student cooperation. The Substance Abuse and Mental Health Services Administration (SAMHSA), within HHS, recognized RCCP as a model program.

Cyber Security

Overview

Instilling an understanding of privacy and consideration is fundamental to security. A new guide from the Department of Justice, titled *Net Cetera: Chatting with Kids about Being Online*, offers tips on teaching students to exercise proper judgment while exploring the Internet.

Currently, four layers of protection are available for students on the Internet. Of these, the most critical layer consists of the choices the individual student makes. As John McClure, a professor of Information Security at the University of Virginia, explained, “All the security measures do not matter if a student wants to get around the walls.”



The outermost layer of protection in a school consists of software and hardware measures designed to allow students to use the Internet for education while insulating them from obviously inappropriate sites or potentially harmful software. Firewalls are an example of technical measures available to protect users from malware and viruses that could infect a computer.

The second layer of protection consists of policies and procedures such as user agreements. Whether logging on to a private e-mail account at home, or signing the agreement for an online account at school, students acknowledge their rights and responsibilities as digital citizens.

Monitoring and supervision of students while online provides a third layer of defense. Positioning computers in an easily supervised arrangement in the classroom, or in a family room at home, allows adults to remain aware of the content students are viewing. As the *Net Cetera* guide states, “Many ’tweens are adept at finding information online . . . but they still need adult guidance to help them understand which sources are trustworthy.”

The innermost layer of protection, however, depends on cultivating ethical judgment. According to the *Net Cetera* guide, teaching students that “behind the screen names, profiles, and avatars

are real people with real feelings” can encourage students to approach their online communications the way they would if they were speaking with someone in person. Two guidelines students can always use to decide whether the content they are viewing is acceptable are:

- “Would I want Mom to see this?” and
- “How would I feel if everyone knew I was watching this?”

If it does not pass the “parent test” or would make them feel uncomfortable if it was widely known, then the Web site is probably unacceptable. Some Web sites lock users in a loop where they cannot leave using the reverse arrow key (back button), so remind students that they can always close the Internet browser or turn off the computer if they cannot find any other way to exit a site.

Most importantly, encourage students to talk to a trusted adult if they encounter content or messages that make them feel uncomfortable. To download a free copy of the Department of Justice guide, *Net Cetera*, visit www.onguardonline.gov/topics/net-cetera.aspx. Additional resources are described below.

Resources

Netsmartz is a not-for-profit organization that partnered with the National Center for Missing and Exploited Children to teach students how to recognize potential risks online, foster conversations between children and adults regarding risks, and provide students strategies for preventing exploitation.

NetSmartz also provides multimedia Internet safety presentations designed for specific audiences – parents and communities, tweens, teens, and younger children. The Web site includes information on social networking, predators, sexting, gaming, cell phones, chat rooms, web cams, and reporting predators. Learn more at www.netsmartz.org.

I-SAFE is a non-profit organization dedicated to teaching youth how to use the Internet, cell phones and other electronic media safely and responsibly. I-Safe, in conjunction with industry, government, and not-for-profit partners, provides classroom curriculum to teach K-12 students about appropriate behavior and security on the Internet.

I-SAFE has over 300 lesson plans for all age groups available for free via download from their Web site. School groups can participate in cybersecurity Web casts. Learn more at www.isafe.org.

Deployment Stress/Military Specific Programs

Overview

Military life, especially deployments or mobilizations, can present challenges to service members and their families. Many times families can successfully deal with these challenges on their own. At other times families greatly appreciate school counselors who can provide emotional and social support to children exhibiting signs of stress. Trained school counselors are often the first line of support and information. They have daily contact with children and can be the most responsive to changes in a child's behavior that may indicate the need for intervention.

Doctors and researchers from Madigan Army Medical Center (MAMC), in Tacoma, Washington, conducted a study to examine the effect of parents' deployments on children's mental health. Led by Dr. Eric Flake, a pediatrician at MAMC, the team published its findings in the August 2009 *Journal of Developmental and Behavioral Pediatrics*.

The article's authors, Dr. Beth Ellen Davis, Patti L. Johnson, Ph.D., and Laura S. Middleton, Ph.D., asked spouses of deployed service members with children aged 5-12 to complete screening questionnaires to determine the risk of psychosocial problems. The questionnaires included the Pediatric Symptom Checklist, the Parenting Stress Index-Short Form and the Perceived Stress Scale. Thirty-two percent of the children were considered to be at high risk for psychological problems. Forty-two percent of the parents were also considered to be high risk. Children of spouses with high stress were more likely to be at risk for problems. Parents utilizing military support reported fewer problems with their child.

While military rank, gender, age of the child, and ethnic background did not appear to be important, other factors were shown to help insulate students from the stressful effects of deployment. Researchers refer to these influences as "insulating factors." For example, researchers observed a correlation between higher levels of parental college education and decreased stress on the child. Community support was also found to help mitigate family stress during periods of deployment.

A number of prevention programs and interventions now exist to support the needs of children whose parents are, or have been, deployed. Many of these programs have been developed through Department of Defense initiatives and input from experts, including pediatricians and mental health professionals, who have worked extensively with military children. While each program differs in form and content, all of these programs help children express their concerns, articulate their experiences, and receive the help they need. That help can be practical, such as assistance writing a letter, or email, to the absent parent. In other situations, the program may

provide a framework within which counselors can identify families at risk for other deployment related issues.

Resources

Sesame Street Family Connections

Talk, Listen, Connect is a multiphase, bilingual, multimedia initiative that guides families through multiple challenges, such as deployments, homecomings, and changes that occur when a parent comes home.

Sesame Workshop offers two kits. Each includes a video for parents and their preschool children; a companion guide; resources for adults and children; and an extensive online component. The materials help children and families understand and cope with difficulties, and in doing so, give military children a voice to express their feelings and concerns. For adults, the kits provide real-life examples of military families experiencing typical challenges, and supply them with the tools to manage and overcome changes in their family dynamics. The website also provides a safe portal through which children can connect with parents downrange by exchanging emails and video clips.



Deputy Secretary of Defense William Lynn (left) and Chairman of the Joint Chiefs Michael McMullen (center) help the Muppets introduce *Time to Talk* at the Pentagon.

“It was a product that was desperately needed. We realized we had to put together some programs for the children because we understood that helping the war fighter meant taking care of the children as well,” said Navy Commander Russell Shilling, an advisor on psychological health at Defense Center of Excellence and a collaborator on *Talk, Listen, Connect*.

Military Pathways

To help those who may be struggling, the Department of Defense teamed up with the nonprofit organization, Screening for Mental Health, to launch Military Pathways (formerly the Mental Health Self-Assessment Program). The program is available online, over the phone, and at special events held at installations worldwide. It provides free, anonymous mental health and alcohol self-assessments for family members and service personnel in all branches including the National Guard and Reserve. The self-assessments include a series of questions that, when linked together, help create a picture of how an individual is feeling and whether they could benefit from talking to a health professional.

The program is designed to reduce stigma, raise awareness about mental health, and connect those in need to available resources. The self-assessments address depression, post-traumatic stress disorder (PTSD), generalized anxiety disorder, alcohol use, and bipolar disorder.

Individuals receive referral information including services provided through the Department of Defense and Veterans Affairs. Any military family members affected by deployment can use these programs, including teenagers and spouses.

Operation: Military Kids

This is a national initiative involving 49 states and the District of Columbia with high levels of National Guard and Reserve deployment. Programs are being designed for military youth to help them find positive ways to cope with the stress of their parents' deployment. While the program was initially designed to support the needs of active reserve troops and their families who live outside of the support systems available on a military installation, the basic components of this program can benefit any child dealing with the stresses associated with having a parent deployed to war. To learn more about this program contact safeschools@csc.com.

Military Youth Coping with Separation: When Family Members Deploy

This program was developed by military pediatricians and adolescent medicine specialists to help military youth understand that they are not alone as they experience family separation. It also provides tools for young people to use to begin to understand and cope in healthy ways with feelings and emotions related to a military deployment.

Psychologist Adapts *BattleMind* for Students

The Walter Reed Army Institute for Research developed the Battlemind curriculum to teach soldiers and spouses what to expect before soldiers deploy and what common problems to look for during homecomings. Researchers at Walter Reed say the program has raised awareness of the potential signals that a soldier may need help with reintegration.

Because children can also face transitional issues when a parent returns, Rebecca Bialopotocki, Ph.D., a DoDEA psychologist supporting schools in Mannheim and Heidelberg, adapted Battlemind to address the differing needs of students. Using small groups of students and/or teachers, Dr. Bialopotocki conducts Battlemind workshops that include a PowerPoint presentation, video clips, and group discussion. "My goal is to empower students by providing them some knowledge that may help explain to them why their parent may respond in certain ways when they return from being downrange."

The video program utilizes the cutting edge concepts of psycho education and youth centeredness in order to emphasize prevention and resilience whenever possible. The American Academy of Pediatrics and the United States Army Medical Command provided funding for this

program. Project director Maj. Keith Lemmon, U.S.A., M.D., presented at the DoDEA middle and high school principals conference in Leipzig, Germany and explained his personal dedication to developing the video – his own wife and children had experienced his deployments to Iraq.

The video is narrated by Cameron, a teenager who experienced family deployment and takes the audience through multiple interviews with older children and other teens who have also experienced separation during deployment. The interviews are candid and capture the true feelings and coping strategies of military youth. The video accentuates the inherent resiliency of military children and thanks them for their personal service and sacrifice to the nation. Also included on the DVD are a facilitator's guide and a military youth stress management plan. Special additional sections feature candid interviews with parents and youth-serving professionals as they discuss their challenges and successes parenting and caring for military children.

To learn more and to order a free copy of this program, visit:

www.aap.org/sections/unifserv/deployment/index.html

The Army Behavioral Health Website is available online at:

www.behavioralhealth.army.mil/families/index.html.

Parental Involvement

Overview

Parental Involvement improves academic performance for children. The importance of this topic is reflected in the National Education Goals developed by the Department of Education and DoDEA's Community Strategic Plan (CPB). Goal Four, Outcome A of the CPS states that by 2010 in DoDEA, "All levels will foster partnerships that engage parents, commands, and communities to support student development."

Parental involvement encompasses several issues. First, getting parents involved in their children's education has been shown in a number of studies to dramatically affect that child's academic success. Second, parental involvement can improve the climate of a school. By coming in to help with activities, volunteer their time to tutor other children, or support teachers in other ways, they set positive adult examples and save teachers time to devote to students in need. In this way, parents can improve academic outcomes for both their own children and for the children in their community. Many parents, however, resist coming to the school to get involved. Reasons stated for this distance include cultural expectations, educational barriers, lack of available time, and perceptions of an exclusive atmosphere among the more involved parents that leaves the newcomers feeling intimidated.

DoDEA enjoys built-in community support from the local command. In addition to the successful DoDEA Sure Start program which requires parent involvement, many installation commanders encourage parents to volunteer at the school, attend parent teacher conferences, and generally stay involved in their child's education. Many schools in DoDEA are also doing their part by harnessing available technology to keep deployed parents involved in homework, awards ceremonies, and graduation. Other schools in DoDEA are actively seeking ways to bring students into community events to build a sense of community between students and adults.

Many existing programs can contribute to parent involvement. These involve a spectrum of techniques ranging from parent newsletters, activities to foster interaction between parents and children at school, and initiatives designed to increase the amount of time parents spend going over homework.

Resources

Project Appleseed: Parental Involvement Toolbox

Project Appleseed offers a number of services designed to increase parental involvement in public schools. In addition to statistics and information included on the website, such as The Parental Involvement Checklist, a checklist for an Effective Parent-School Partnership, the project also offers a tool kit for enhancing parent-teacher partnerships.

The tool kit is designed to help schools boost parent involvement. The kits contain master copies of the Parental Involvement Pledge (customized for individual schools), a customized Web page for the Parental Involvement Pledge Online, the parental involvement Report Card; a parent organizing database compatible with Microsoft Windows; and Parental Involvement Certificates for Schools and Individual Volunteers. The program also offers a Family Wellness Compact; a Fitness and Nutrition Parental Involvement Pledge; a power point of best practices (these are also featured on the homepage); tips on how to run a successful pledge campaign; the Project Appleseed newsletter; and e-mail updates. To learn more, or to access Project Appleseed Resources, visit www.projectappleseed.org/chklst.html.

Three for Me

Three for Me is a National PTA program designed to effectively involve parents and families in support of children and their education. Three for Me helps PTAs and parents find different ways to volunteer in the home, in the school, and in the community. School administrators and their PTA leaders can register to access creative ways to connect all families to their child's school and education, ideas to strengthen home-school-community partnerships, resources to motivate parents to help at school, a forum for program and idea sharing, and tracking tools to measure progress toward parent involvement objectives. Three for Me also involves pledge cards. Anecdotal evidence suggests the program increases parent involvement among fathers, which is a key goal of the National PTA. To learn more, visit www.three4me.com.

Sexual Harassment Prevention

Overview

For students in grades K through 12, sexual harassment prevention covers a range of age-appropriate education. These programs include modules designed to teach young children the language to describe feelings and experiences that make them feel uncomfortable. Some sexual harassment programs familiarize middle school students with the proper ways to show respect in dating relationships and distinguish between flirting and hurting. Others help high school students recognize relationship abuse. At all levels students need to learn how to report situations that make them uncomfortable and ask for help with problems that cause them psychological angst.

Dating violence is more common than many adults realize. According to the Centers for Disease Control and Prevention (CDC), one in 11 teenagers reports having been hit, slapped, or otherwise harmed by a dating partner in the past year. Girls are particularly vulnerable to dating violence; one in five reports having been abused by a romantic partner. Teaching students how to recognize the signs of dating violence, and avoid abusive situations, can help keep teenagers safe. Enhanced awareness also gives students important life skills they can carry into their adult relationships.

Helping Students Distinguish Flirting from Hurting	
Flirting	Sexual Harassment
• Reciprocal	• One-sided
• Compliment	• Demeaning
• Feels Good	• Feels Bad
• Builds Self-Esteem	• Degrading
Source: Iowa Department of Education – Sexual Harassment Prevention Training Manual	

Resources

Talking About Touching

Talking About Touching is a research-based program that helps prevent child abuse by teaching children about the different types of touching. Students learn that they have the right to say “no” if a person attempts to touch them in a way that makes them feel uncomfortable. Children are introduced to the correct (anatomical) names for body parts, so that they have the words to describe actions. Children learn that exceptions to this rule include “clean touch” when someone is helping them take care of themselves and healthy touch when a doctor needs to examine their body. Finally, children learn to distinguish between safe touch, unsafe touch (hurts) and unwanted touch (makes one feel uncomfortable).

The nonprofit Committee for Children developed the curriculum for pre-school and elementary students. Several studies have been published detailing the effectiveness of the program. Additional information is available from the Committee for Children in Seattle, Washington and available online at www.cfchildren.org/programs/tat/research.

Flirting Not Hurting

This facilitator's guide helps teachers in grades 6 through 12 discuss sexual harassment with co-ed audiences. The six core lessons help students distinguish between flirting and sexual harassment. Students learn that harassment is "in the eye of the beholder." Groups also discuss the rights of individuals confronted with harassment. The course is based on 20 years of research and uses case studies to show students what they can do in a situation where one party feels harassed. Students also practice brainstorming action plans to discover how they can use communication to help all parties in a situation understand the others' perspective. *Flirting Not Hurting* was published by the National Education Association. For additional information contact safeschools@csc.com.

Choose Respect

The CDC offers a comprehensive Dating Violence Prevention Program for high school students. "Choose Respect" is available entirely online via PDF at no cost to educators. An online training module for educators and other adults who work with youth, "Dating Matters: Understanding Teen Dating Violence Prevention," is also available with the program. This 60-minute course prepares educators to effectively implement the "Choose Respect" program. During the online training, educators become familiar with the issues surrounding dating violence, its prevalence, and the typical behaviors and risk factors.

"Choose Respect" is designed to appeal to the tastes and interest level of teenagers. The program begins with a thought-provoking 13-minute educational film, "Causing Pain." This film presents a variety of dating situations, some of which turn violent. After students watch the film, the facilitator uses the accompanying guide, called the Play Book, to lead students through the program activities.

The scripted discussions encourage students to reevaluate the way dating is portrayed in the media and could be incorporated into a language arts curriculum. The Play Book also includes art projects and athletic games.

Each of the program activities focuses on awareness, identification, prevention, and appropriate response to dating violence. Because dating and teen romance can be challenging topics for adults to discuss, the Play Book comes with scripted answers so that those implementing the program can be sure they are relaying the correct messages, and that the discussion reinforces the main teaching points.

"Choose Respect" is available at www.cdc.gov/chooserespect. The program is organized into a number of electronic files and it is possible to download only the components a facilitator wishes to use. The online training is available at any time and the "Causing Pain" video can also be downloaded electronically.

Substance Abuse Prevention

Overview

Many studies have shown that parental involvement in school boosts academic achievement. New findings from the National Survey on Drug Use and Health (NSDUH), however, indicate that parental involvement is also an insulating factor in the prevention of underage drinking. There are several ways that parents can participate in their child's education so everyone can reap the benefits of better health and academic success.

Results culled from the 2006 NSDUH study found a marked correlation between how often parents checked homework and whether students had used alcohol. Nearly 70 percent of the students who said their parents always checked their homework reported that they had not used alcohol in their lifetimes. Half of those students (52 percent) who said that their parents sometimes checked their homework reported using alcohol. Perhaps not surprisingly, the group of students reporting the highest percentage of alcohol use during the past year (23 percent) said that their parents seldom checked their homework.

The researchers used student reports of how often parents checked homework as a measure of how involved students felt their parents were in their school work. There are several other ways parents can demonstrate the importance they place on seeing their children achieve academic success. These include:

- Attending school events.
- Participating in parent-teacher conferences.
- Asking children about what happened at school.
- Eating dinner with their children.

Involvement in learning does not necessarily mean that parents need to devote a lot of time to visiting their child's school. A December 2005 study by the Harvard Family Research Project, titled: *Parental Involvement and Student Achievement: A Meta Analysis*, found that some of the most effective approaches included reading and talking with children, establishing high expectations, and homework discipline.

Student Leadership Deepens Commitment to Avoiding Substance Abuse

Giving students a leadership role in substance abuse prevention activities strengthens their commitment to making smart life choices. During Red Ribbon Week (October 25-29, 2010), students at Vilseck Elementary School planned and led many of the activities. The students, some as young as six years old, researched and brainstormed ideas about how to bring the message of living drug-free to their peers.

Teachers nominated classroom representatives to the student planning team led by counselor Febbie Ramsey. The students learned about the history of Red Ribbon Week and developed a list of activities that would help convey its underlying importance.

In a series of public service announcements on drug prevention sponsored by the Office of National Drug Control Policy, actor Jamie Lee Curtis suggests that simply having dinner together as a family, and asking about school work, provides an insulating factor that makes it less likely students will experiment with alcohol or drugs. In short, parents are “the anti-drug.”

Resources

Parents and educators have two key clearinghouses for information on substance abuse available courtesy of the federal government.

Guiding Good Choices

This program, formerly titled “the Drug-Free Years,” shows parents of children in grades four through eight how to remove opportunities for their children to become involved with drugs. The program teaches parents how to reduce conflict within the family, express feelings, and establish expectations to help their children avoid substance abuse. The curriculum also includes lessons on how to resist peer pressure.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), in the U.S. Department of Justice, awarded Guiding Good Choices an “exemplary” rating. The Substance Abuse and Mental Health Services Agency within the U.S. Department of Health and Human Services recognized Guiding Good Choices as a Proven Program. For additional information contact safeschools@csc.com.

Project Northland and Class Action

Project Northland is a substance abuse program for middle school youth; Class Action is the accompanying curriculum for high school students. Researchers designed both programs to delay the age when students begin drinking and decrease lifetime use of tobacco and marijuana. The high school component uses social influence to affect behavior by guiding students through a discussion of the social and legal consequences of underage alcohol use. During eight to ten weekly sessions, teams of students prepare and present hypothetical legal cases involving someone who was hurt due to underage drinking.

Project Northland is a research-based program that has demonstrated a 30 percent decrease in weekly drinking and 20 percent decrease in monthly alcohol use. The program also demonstrated some effectiveness in decreasing marijuana and tobacco use among participants. Project Northland offers a separate curriculum for 6th grade, 7th grade, and 8th grade. For additional information contact safeschools@csc.com.

Suicide Prevention

Overview

Increasing awareness of suicide warning signs might help students or school staff members prevent a suicide by encouraging an individual to seek help. Although the suicide rate among 10 to 19 year olds has decreased by more than 30 percent since the peak in 1994, the Centers for Disease Control and Prevention (CDC) reports that suicide is still the third leading cause of death among high school students. Despite the grim statistics, there are three reasons for optimism: suicide is preventable, the risk factors and warning signs are known, and the appropriate response is straightforward.

Learning how to recognize suicidal ideation helps individuals consider intervention when they hear these risk factors mentioned. According to the National Association of School Psychologists (NASP), suicide risk factors include mental illness such as depression, family stress/dysfunction, environmental influences such as the presence of guns in the home, and situational crises such as the traumatic death of a loved one, sexual abuse, or family violence.



Suicidal youth might not ask for help, but they often display observable warning signs. Since youth are more likely to turn to their friends rather than adults, it is important for everyone to be aware of the following warning signs:

- Direct statements or threats.
- Suicide notes or plans.
- Prior suicidal behavior.
- Giving away prized possessions.
- Preoccupation with death.
- Sudden changes in behavior, appearance or thoughts.

The two most important things to remember if an individual confides suicidal thoughts are to refuse to keep the situation a secret, and tell a responsible adult. NASP recommends that individuals take the following actions when they learn that a student might be feeling suicidal:

- Remain Calm
- Ask the youth directly if he or she is thinking about suicide.
- Listen.
- Avoid sounding judgmental.
- Avoid leaving him or her alone.
- Remove means of self harm.
- Seek help.

Students should encourage the individual to talk with an adult such as a parent, teacher, or school psychologist. NASP notes that school psychologists are trained to intervene when a student is

identified as potentially suicidal: “They conduct a risk assessment, warn/inform parents, and provide recommendations and referrals.”

The Office of the Secretary of Defense has distributed a copy of the Signs of Suicide (SOS) prevention program to DoDEA middle and high schools. An independent evaluation found that this program resulted in measurable decreases in suicide attempts and increases in referrals.

Suicide awareness in the school community has additional benefits. NASP considers a closely knit community, and a feeling of connectedness among students and school staff, to be “resiliency factors” that decrease the chance of suicide. To learn more, visit NASP at www.nasponline.org or the CDC’s National Center for Increasing Injury Prevention and Control at www.cdc.gov/ncipc/pub-res/youthsui.htm.

Resources

Signs of Suicide (SOS)

The Office of the Secretary of Defense provides DoDEA administrators the Signs of Suicide program that research has shown decreases suicide attempts.

The SOS program presents information about depression and suicide to students, staff, and parents so they will know how to help a student seek help. The program is designed to accomplish three goals:

- Increase knowledge of suicide warning signs and appropriate responses.
- Increase awareness of the link between depression and suicide.
- Decrease the number of suicide attempts.

Students learn that suicide is not a normal response to stress, but rather a preventable tragedy. The suicide prevention mantra “Acknowledge, Care, Tell” reminds students to encourage a troubled friend to ask for help, reassure their friend that everyone cares about them, and tell a responsible adult if the friend refuses to seek help on their own.

The SOS program has three versions: middle school, high school, and a booster kit designed for 11th and 12th graders transitioning into college or work life. The facilitator guide increases each staff member’s confidence to help them feel more comfortable presenting the program. In the booster kit, the “T” stands for “Treat” and students learn that beyond high school they need to know how to ask for help and seek treatment. A DVD intersperses real-life stories with staged vignettes that depict a typical teenage reaction. The vignettes show the correct way to respond to a student who reveals that they are considering suicide.

An evaluation of SOS that surveyed more than 2,100 U.S. public school students concluded that the program resulted in a “reduction in self-reported suicide attempts.” Based on the results from the first year of the two-year study, SAMHSA added the SOS program to its national registry of evidence-based programs. For additional information about the SOS program, visit www.MentalHealthScreening.org

A Promise for Tomorrow

This program gives students the information necessary to recognize the signs of suicidal ideation in their friends or themselves. Students learn how to:

- Recognize signs that troubled friends might be suicidal.
- Encourage them to seek help from a responsible adult.

The program does not prepare students or staff to counsel suicidal students, instead it shows them how to encourage peers to seek help from a mental health professional.

The course includes statistics on the magnitude of the problem, warning signs that suicide might be imminent, and information on factors that increase a student's risk of committing suicide. Information on resources and a help line are provided. To learn more about the Jason Foundation Suicide Prevention Kit that raises awareness of the warning signs of suicide among high school youth, contact www.jasonfoundation.com.

Additional Resources

There are now numerous online governmental resources devoted to studying, describing, and publishing programs that reduce and/or prevent violence among youth. Following is a brief list of well-vetted starting points. Each of these sites is affiliated with and receives support and some funding from the U.S. Department of Education. Most programs listed within these sites are available to educators at no cost, which represents a marked change from the prevention programs industry only a decade ago.

References sponsored by the Federal government

- The U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration (SAMHSA) sponsors the Promising Practices Network (PPN): www.promisingpractices.net/research.asp.
- The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides a survey of available programs: www.dsgonline.com/mpg2.5/mpg/.
- The U.S. Department of Education, National Center for Education Statistics sponsors the What Works Clearinghouse (WWC): <http://ies.ed.gov/ncee/wwc/>.
- The White House Office of National Drug Control Policy sponsors a Web site called the antidrug: www.theantidrug.com.

References available from not-for-profit organizations

- Educators for Social Responsibility www.esrnational.org
- Collaborative for Academic, Social and Emotional Learning (CASEL) <http://casel.org/in-schools/selecting-programs/programs-in-action/>

Cybersecurity:

- The non-profit cybersecurity organizations “I-Safe” and “NetSMARTZ” provide extensive free resources for teachers, families and students to protect children from on-line crime.
 - www.isafe.org
 - www.netsmartz.org

Hate Prevention:

- “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 hate prevention programs visit www.partnersagainsthate.org.
- Facing History and Ourselves provides course modules on diversity at www.facinghistory.org

Gang Prevention:

- Information, warning signs, and prevention techniques are available 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, sponsored 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 is available at www.ed.gov/emergencyplan.