Communities In Schools of North Carolina is leading the national network in providing the most effective student supports and wraparound interventions and supports directly in schools to support students and teachers. Working collaboratively with 400 schools across North Carolina, Communities In Schools impacts the lives of more than 230,000 youth each year. Driven by research-based practices surrounding the best predictors of student success – attendance, behavior, coursework and parent and family engagement – Communities In Schools is changing the picture of education for students across North Carolina. Learn more about Communities In Schools of North Carolina at www.cisnc.org.

The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina at Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP's mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.

The SERVE Center at The University of North Carolina at Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.

The University of North Carolina at Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a "research university with high research activity" and for "community engagement" in curriculum, outreach, and partnerships.

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Overview

CISNC Introduction

In the 2014-2015 school year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high-impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address violence prevention, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

The ABC +P framework is inextricably bound; challenges in one area can lead to challenges in another and often exacerbate a student's issues. This document focuses on student behavior, in particular, a problem behavior. Wang and Fredricks (2014) state, "…problem behaviors often elicit negative interpersonal interactions with teachers and parents, in turn leading to aggravated disengagement from school" (Bachman et al., 2008). Association with deviant peers also provides incentives for truancy and a devaluing of academic achievement (Wang & Dishion, 2012). When students are not engaged, the risk of them becoming involved in disruptive behaviors like truancy, substance abuse, gangs, delinquent behavior and others are higher; and participation in those activities weakens the bonds to

their school environment and families (Steward, Steward, Blar, Jo & Hill, 2008; Wang & Fredricks, 2014). While the terminology may differ across fields, the challenge boils down to a disconnect between students and their schools; this module provides an example of a strategy that will reconnect students to their schools, address students challenging behaviors, and hopefully make schools safer, supportive, and engaging.

Problem/Rationale

School violence is any act of bullying, fighting, use of weapons, electronic aggression (e.g., via email, chat rooms, social media, etc.), or gang violence that transpires on school property, on the way to or from school, at a school sponsored event, or on the way to or from a school sponsored event (National Center for Injury Prevention and Control, 2015). By the time students reach high school, many have experienced some form of school violence. A recent national survey of high school students conducted by the Centers for Disease Control and Prevention (CDC) indicated that nearly 25% of respondents had been in a physical fight in the past year, and roughly 8% of respondents had been in a physical fight on school grounds. Just over 7% of respondents reported that they had not gone to school at least one day in the month prior to the survey because they felt unsafe at school, or on the way to or from school (Kahn et al., 2014).

Exposure to violence itself increases the risk that a child will engage in aggressive behavior (Farrell & Flannery, 2006), so intervening as early as elementary school may effectively inoculate against such behavior. In addition, because there is a strong relationship between aggressive behavior in childhood and later delinquency, depression, dependence on drugs, dropout likelihood, and early parenthood (Frey, Hirschstein, & Guzzo, 2000), it seems especially important to begin teaching positive behaviors at a relatively early age.

Meta-analyses of universal, school-based violence prevention programs indicate that approaches that teach all students in a given school or grade level about violence prevention are effective (Hahn et al., 2007; Wilson & Lipsey, 2007). In elementary school, these programs typically strive to reduce disruptive and antisocial behavior using an approach that focuses on modifying behavior by changing the associated cognitive and affective mechanisms (Schmidt & Goekler, 2012). That is, children are encouraged to learn pro-social ways of processing and responding to situations that might lead to aggressive or violent reactions.

The current literature identifies five essential elements or research-based approaches of effective youth interventions/prevention programs:
- A structured curriculum.
- A program or strategy that teaches new skills.
- Activities that allow youth to practice new skills in active ways (i.e., discussions, role-playings, etc.).
- Involve a school-wide or community approach.

- Incorporate high level of adult participation and support (Jones, Doces, Swearer & Collier, 2013).

Purpose

The purpose of this document is to focus on one easy to implement school violence prevention strategy that can be used in elementary schools.

Teachers and school staff can promote a safe, positive school climate and encourage positive student behavior with:
- Easy to implement violence prevention activities.
- Additional strategies to promote a safe, positive, school-wide climate.
- Tools and resources to share with parents.

Implementation Plan

Uses

Teachers can use the information provided in this guide to help students understand the importance of a safe, positive school environment, the importance of respecting others, and how to prevent and respond to violence and aggression in school.

Audiences

The primary audience for the lesson is elementary school students.

Activities

Listed below are several activities that schools can implement to reduce violent behavior in elementary schools. The activity highlighted is designed to decrease aggressive behavior and to improve pro-social behavior.
- **Role-playing and discussion: Provide students a prompt, a photograph, or script, and allow them to play out conflicts with their peers. Reflect as a group through group discussion.**
- Modeling (when authorities such as teachers model the behaviors they're trying to convey to their students, there's a better chance those students will adopt those behaviors. For instance, if a teacher has asked a student several times to stop talking, he might say, "I'm going to take three deep breaths to calm down."
- Coaching (when conflicts arise, such as when two students want the same book), the teacher might use recently earned negotiation skills ("Remember those steps we put up on the board?").
- Decision-making (students tend to understand and commit to rules and codes of behavior when they have been a part of creating and discussing those rules—set aside class time at the beginning of school year to engage students in a discussion about appropriate behavior—through the school year continue to engage students

in discussion about rules. (e.g., "Some people are being left out. How can we solve this problem?").

Materials/Equipment/Space

- Picture of conflict (hard copy or projector)

- Some object such as a teddy bear, ball, or book to be used as a conflict prop
- Timer

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

- Student activity: 10 minutes

Lesson Plan of Activity

This sample activity will allow students to imagine a conflict and to discuss appropriate ways to resolve it through pro-social behaviors and choices. This activity is appropriate for kindergarten through 5th grade students.

Teachers should:
- Be prepared to offer poor solutions to give students the opportunity to identify bad choices and to talk through why those are bad choices.
- Modify or replace image to represent other age-appropriate conflicts and other types of conflicts.

Sample Lesson – *Role Playing for Understanding Conflict Resolution*

Activity	Process Notes
Introduce the lesson.	*Let students know that for the next several minutes the class will be discussing common arguments and solutions among friends.* *Ask students to raise their hands if they have ever been in an argument with a friend. Ask them to keep their hands up if they have been in an argument with a friend recently.* *Ask students to provide their own examples of conflicts.* ***Examples*** - *Arguing over who gets to sit where* - *Copying/repeating what others say* - *Cutting in line* - *Sharing toys/books*
Show students the picture (hard copy or overhead) and ask them what they think might be happening.	*Encourage students to think quietly first about what might be happening. Perhaps use a timer and time keeper.* *Ask those students who think they know what is happening to raise their hands. Go around and ask for explanations.*
Ask students to describe how they would resolve the conflict.	*Again, a timer may be a useful tool for getting students to consider their approaches.* ***Examples*** - *Talk to a teacher* - *Agree to take turns* - *Find another toy* *If students are only proposing appropriate solutions, suggest a solution or two that are inappropriate to give them an opportunity to discuss why they're inappropriate.* ***Examples*** - *Pull harder* - *Scream*
In pairs, have students use the prop and act out appropriate conflict resolution.	*If there was more than one appropriate resolution, have multiple pairs act out or practice those solutions.*

Tier 2 Intervention and Support Examples

Example #1: Aggression Replacement Training (ART)
ART is a 30-hour cognitive behavioral program for 8-12 at-risk students. The program is broken down into 1-hour sessions that focus on Skillstreaming (modeling, role playing, performance feedback, and transfer training), anger control training, and moral reasoning training.

Goldstein, A., & Glick, B. (1994). Aggression replacement training: Curriculum and evaluation. *Simulation & Gaming*, 25(1).

Example #2: The Family and Community Violence Prevention Program
The Family and Community Violence Prevention Program was adapted from a public health model to serve youth who were considered to be at risk for violence and other abusive behaviors.

Rodney, L. W., Johnson, D. L., & Srivastava, R. P. (2005). The impact of culturally relevant violence prevention models on school-age youth. *The Journal of Primary Prevention,* 26(5), 439–54. doi:10.1007/s10935-005-0003-y

Resources

The following resources will provide additional information and suggestions for enhancing activities related to school violence prevention. Read through the resources carefully to become familiar with any concepts and instructions as they may pertain to the content and the extension of activities.

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings

> https://www.ncjrs.gov/pdffiles/conflic.pdf
> From the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, in partnership with Safe and Drug-Free Schools Program, U.S. Department of Education, this guide offers an overview of K-12 approached to conflict resolution.

KidsHealth in the Classroom: Conflict Resolution

> http://kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf
> Offers several lesson plans that help elementary school students to identify combative scenarios and how to handle them.

The National Resource Center for Mental Health Promotion and Youth Violence Prevention (National Resource Center)

> http://www.healthysafechildren.org/
> Offers resources and technical assistance to states, tribes, territories, and local communities to prevent youth violence and promote the overall well-being of children, youth, and their families.

National Center on Safe Supportive Learning Environments

> http://safesupportivelearning.ed.gov/
> This website provides information about the Center's training and technical assistance, products and tools, and latest research findings about drug and violence prevention activities; activities that promote the health and well-being of students in elementary and secondary schools and institutions of higher education; and school preparedness activities that contribute to improved conditions for learning.

Safe Schools/Healthy Students Initiative

> http://www.samhsa.gov/
> SS/HS is a collaborative effort and comprehensive model to promote mental health among students and create safe and secure schools. The website has resources around bullying, school climate, dating violence, and substance abuse.

The following optional resources provide additional information and concepts, or may be used in sharing with others or to expand the activity. Read through these resources to become familiar with the information and to determine their level of usefulness within the school setting.

Understanding School Violence
http://www.cdc.gov/violenceprevention/pdf/school_violence_fact_sheet-a.pdf
This fact sheet, produced by the National Center for Injury Prevention and Control, Division of Violence Prevention, provides an overview of school violence.

Youth Violence
http://www.cdc.gov/violenceprevention/pdf/yv-datasheet-a.pdf
This fact sheet, produced by the National Center for Injury Prevention and Control, Division of Violence Prevention, provides a snapshot of data relating to youth violence and aggressive behavior.

Note: All posters, images, and activity guides identified are copyright cleared for non-commercial use.

Measuring Success

Identifying outcomes and collecting data to measure the success of school violence prevention strategies can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools (Dahlberg, 2005) offers a robust array of tools for measuring attitudes, behaviors, and environments related to school violence. Typical items are as follows:

Suppose a boy says something bad to another boy, John.

1. **Do you think it's OK for John to scream at him?**
☐ It's really wrong ☐ It's sort of wrong ☐ It's sort of OK ☐ It's perfectly OK

2. **Do you think it's OK for John to hit him?**
☐ It's really wrong ☐ It's sort of wrong ☐ It's sort of OK ☐ It's perfectly OK

3. **If you're angry, it is OK to say mean things to other people.**
☐ It's really wrong ☐ It's sort of wrong ☐ It's sort of OK ☐ It's perfectly OK

http://www.cdc.gov/violenceprevention/pdf/yv_compendium.pdf

Appendices

Appendix A: Glossary

Following are some key terms used in School Violence literature.

Bullying: unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time (ASPA, 2012).

Cyberbullying: see electronic aggression.

Electronic aggression: any kind of aggression perpetrated through technology — harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs), or text messaging (Hertz & David-Ferdon, 2008).

Fighting: an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual (Neiman, 2011).

Internet bullying: see electronic aggression.

Intimidation: to frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment.

Primary prevention: prevention efforts that (1) are intentionally designed to reduce dysfunction or promote health before the onset of disorder and (2) are population-focused, targeted either to the whole population or to subgroups with known vulnerabilities (National Research Council (US) and Institute of Medicine (US) Committee on the Prevention of Mental Disorders and Substance Abuse Among Children, O'Connell, Boat, & Warner, 2009).

Risk factor: a factor that can increase the risk of a youth engaging in violence. (The presence of a risk factor does not always mean that a young person will become an offender). Risk factors include: prior history of violence, drug/alcohol/tobacco use, association with delinquent peers, poor family functioning, poor grades in school, and poverty in the community.

School violence: any act of bullying, fighting, use of weapons, electronic aggression (e.g., via email, chat rooms, social media, etc.), or gang violence that transpires on school property, on the way to or from school, at a school-sponsored event, or on the way to or from a school-sponsored event (National Center for Injury Prevention and Control, 2015).

Selective prevention: refers to strategies that target subpopulations identified as being at elevated risk for a disorder (National Research Council (US) and Institute of Medicine (US) Committee on the Prevention of Mental Disorders and Substance Abuse Among Children et al., 2009).

Universal prevention: strategies that can be offered to the full population, based on the evidence that it is likely to provide some benefit to all (reduce the probability of disorder), which clearly outweighs the costs and risks of negative consequences (National Research Council (US) and Institute of Medicine (US) Committee on the Prevention of Mental Disorders and Substance Abuse Among Children et al., 2009).

Violent incidents: include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

Youth violence: includes violent acts—such as bullying, slapping, or hitting—and other forms that can cause more emotional harm than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injury or even death ("Understanding Youth Violence," 2015).

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Duarte, D., & Hatch, T. (2015). Successful implementation of a federally funded violence prevention elementary school counseling program: Results bring sustainability. *Professional School Counseling*, *18*(1), 71–82.	[D]elivery of Second Step curriculum, a research-based violence prevention program that includes a series of classroom lessons and school-wide prevention activities like Stand Up to Bullying Month, Red Ribbon Week, and College and Career Day. Also group counseling interventions. (K-8)	>2,000 across three elementary schools (grades vary)	-10 percent increase in Satisfactory (S) and Excellent (E) marks on teacher-reported Life Skills and Work Habits section on student report cards; -10 percent increase in students reporting high levels of empathy/problem solving skills, as reported on the California Healthy Kids Survey (CHKS); -9 percent increase in students scoring proficient and above on California Standards Test (CSTs)	Lessons lasting 25–40 minutes (depending on grade level) are presented by classroom teachers. Using suggested lesson scripts, teachers introduce key concepts through questions stimulated by photo cards or videotaped stories. Performance-based instruction and cognitive interventions are used to foster development in thoughts, feelings, and behavior. Questions are designed to promote perspective taking and, as the lesson progresses, elicit specific strategies for dealing with the illustrated situations. Teachers provide models of the key skills.

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Frey, K. S., Hirschstein, M. K., & Guzzo, B. A. (2000). Second Step: Preventing agression by promoting social competence. *Journal of Emotional and Behavioral Disorders*, *8*, 102–112. doi:10.1177/106342660 000800206	Full description of the Second Step curriculum referenced above in Duarte & Hatch (2015). Promotes socio-emotional skills through lessons twice a week. At K-5 level, puppets and picture cards are used. At the 6-12 grade level, reliance on video and classroom activities.	3rd grade 790 total 588 observed by researchers	Increase in "verbal perspective taking," social problem-solving abilities, and decrease in physical aggression, particularly in less-structures settings, such as the lunchroom and playground.	See previous entry. This article may provide enough detail that schools may be able to develop their own programs.
Frey, K. S., Nolen, S. B., Van Schoiack Edstrom, L., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. *Journal of Applied Developmental Psychology*, *26*, 171–200.	The Second Step program is designed to both decrease aggressive behavior and increase empathic, socially responsible behavior by (a) fostering children's cognitive, emotional, and behavioral skills; (b) reducing maladaptive beliefs	K-6, 15 schools. N=1,253	Participation in the Second Step program was associated with significant benefits in student behavior, goals, and social reasoning for the sample as whole, and for the smaller, randomly-assigned sub-sample. The specific effects of the	See previous entries.

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
doi:10.1016/j.appdev.2004.12.002	about aggression (Slaby & Guerra, 1988); and (c) promoting positive social goals and values. The basic methodology has been translated into a developmentally sequenced set of activities for preschool through middle school.		intervention varied according to the type of measurement and analysis.	