

A Review of Violence Prevention Websites:  
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## Introduction

The Melissa Institute for Violence Prevention and Treatment commissioned this annotated report to critically review websites on violence prevention to learn what other organizations are doing about violence and what school principals and parents need to know to help prevent school-based violence. To prepare this Report, 463 violence prevention websites were reviewed. The websites are categorized into five sections: School-Based Violence Prevention, Community-Based Violence Prevention, Gun Violence Prevention, General Violence Prevention Information, and Government Violence Intervention Agencies.

Of the numerous school-based websites reviewed, 35 provided useful information about school-based violence prevention, including 11 programs with some evaluation data. These 11 are the focus of this Report and the 35 websites are listed in the School Based Violence Prevention Section. Although this report focuses on School Based Violence Prevention, the best websites from the other sections can serve as valuable resources and are listed in the other sections.

School violence is one of the greatest concerns for students, parents and teachers. The high profile school shootings in recent years has increased public awareness and concern about school safety. Although there has been a decrease in violent incidents at schools since the early 1990's (O'Donnell, 2001), most of the decrease occurred at the seventh through ninth grades with little change at other grade levels (Bureau of Justice Statistics, 2001).

Paradoxically, reports of students carrying weapons decreased, while students threatened or injured with a weapon on school property remained relatively constant (Bureau of Justice Statistics, 2001).

Interestingly, the rates of serious violent crime at urban and suburban schools is similar, while rates away from school are higher for urban students. For middle and high school teachers, violent victimization rates are higher at urban schools (Bureau of Justice Statistics, 2001).

One of the first responses to the high profile school shootings was *Early Warning, Timely Response-A Guide to Safe Schools* (Dwyer, Osher, & Warger, 1998). The warning signs included not doing well in school, disrupting classroom activities, fighting, not listening to adults, watching violent shows, playing violent video games, peer rejection, delinquent behavior, etc. The difficulty, however, is that these signs have high false positive rates, that is, most students exhibiting these signs do not engage in violence. Therefore, it was suggested that the signs be used to identify students needing assistance for a variety of problems and not be used to predict violence (O'Donnell, 2001).

More recently, *Safe Schools: A Planning Guide for Action* was developed (California Department of Education, 2002). The Guide recommends that school safety plans include a partnership with community members, families, and law enforcement personnel, and identifies the important components of a safety plan as (a) the assessment of school crime, (b) possible programs and strategies to provide school safety, and (c) school procedures for complying with existing school safety policies. The Guide recognizes the importance of the community because most violence occurs off school grounds and school metal detectors, surveillance cameras, and other school measures alone cannot address this violence.

The Guide suggests that schools develop their own violence prevention

strategies, identify effective violence prevention programs, and include both school and community programs for referring students and families. The school can establish a system for parents to discuss the concerns and issues of their children, enhance parent involvement, create opportunities for parents to learn about the school, and make services available for parents when they need support for their children.

It is also important for schools to create ways for students and staff, including custodians, bus drivers, and cafeteria personnel, to safely report troubling behaviors. Police officers can assess the safety of buildings and make recommendations for improvement in places that may foster violence, such as parking lots, bathrooms, and places where students tend to engage in illicit activities such as bullying, drug use, harassment, etc. Law enforcement officers also can refer students to agencies and professionals.

In addition to prevention, schools need clear policies and action plans that are written and communicated to students, teachers, parents, and staff alike. Finally, all plans and policies should be subject to evaluation and review to assess their effectiveness and make changes as needed.

As school personnel develop their school safety plans, there are many violence prevention programs to consider. Some have been recently reviewed (Fetsch & Silliman, 2002; Peterson, Larson, & Skiba, 2001; School Violence Resource Center, 2003). Others are among the websites on school-based violence prevention that is the focus of this Report. These programs have been divided into the categories of conflict resolution/mediation, school climate/bullying prevention, social/emotional learning, youth leadership, and victim support.

## Conflict Resolution/Mediation

Among the common types of youth conflicts are verbal harassment (name calling and insults), rumors and gossip, physical force, relationships and dating, and theft. Although children experience as much stress as adults, they may not be sufficiently experienced or skilled to resolve these conflicts peacefully. The assumption of conflict resolution and mediation programs is that teaching children the alternatives and skills to resolve conflict will prevent violence.

Two types of programs are those in which the participants work among themselves to settle their differences and those in which a mediator helps them reach agreement. In peer mediation, the mediator is a trained student. Conflict resolution programs typically include active listening, cooperation, acceptance of each other's differences, and creative problem solving. Common conflicts such as name-calling, rumors, bumping into students in the hallways, and bullying are often the subject of these programs. More serious problems such as sexual abuse, assault, suicide, drug use, and weapon possession typically are referred to professionals.

Most conflict resolution programs have not been evaluated. Two with some positive results are Resolving Conflict Creatively (RCCP) and Responding In Peaceful and Positive Ways (RIPP).

### *1. Resolving Conflict Creatively Program (RCCP)*

<http://www.esrnational.org/about-rccp.html>

The RCCP is reported to be the nation's largest and longest-running school program focusing on conflict resolution and inter-group relations. The program includes school staff, parents, families, and the community. In addition to conflict resolution skills, the promotion of intercultural understanding is

taught. RCCP serves 6,000 teachers and 175,000 youths in 375 elementary, middle, and high schools nationwide.

Reported results include two studies showing less physical violence in the classroom, increased student cooperation, improved self-esteem, increase in communication and problem solving skills, and a decrease in suspension and drop-out rates. The more program lessons teachers offer, the better the results for both boys and girls from different economic and racial/ethnic backgrounds.

### *2. Responding In Peaceful and Positive Ways (RIPP)*

<http://www.has.vcu.edu/RIPP/>

The RIPP program, based on social cognitive learning theory, combines classroom instruction with opportunities to use conflict resolution through peer mediation. Reported study results of sixth-grade students in Richmond, Virginia are mixed. Some positive post-test results were not maintained at a one-year follow-up. Most measures showed no differences with a control group, but there were positive differences in in-school suspensions, use of the peer mediation program, threatening teachers and, for boys, truancy because of personal safety concerns. The study is being replicated in five rural Florida school districts.

## **School Climate/Bullying Prevention**

There are two promising school climate/bullying prevention programs listed below in addition to Dr. Debra Pepler's program which are referenced elsewhere on this website.

### *1. PeaceBuilders*

<http://www.peacebuilders.com/>

PeaceBuilders is a program for elementary students that attempts to reduce violence by changing the social climate. The program teaches students to praise people, avoid put-downs, seek wise people as advisers and friends, notice and correct hurts inflicted, and right wrongs. Teacher ratings and student self-reports indicated positive changes in student attitudes and social competence between 6 and 12 months into the program. However, the program had little effect on reducing aggressive behaviors.

PeaceBuilders has an interesting approach to bullying. Instead of targeting bullies, the program targets the students who witness the bullying. The idea is that bullying will decrease with witness attitudes (social climate). Indeed, the program reports decreases in the percentages of students participating in bullying, students bullied, and incidents of bullying witnessed. An exception was an increase of non-verbal bullying among girls.

Although the program expectation is that these gains will be maintained in middle school, this result seems unlikely. If social climate becomes less positive in middle school, then these gains are likely to be lost.

## *2. Bullying Prevention Program (BPP)*

<http://www.clemson.edu/scg/youth/IFNLbully.htm>

The Bullying Prevention Program, developed by Dan Olweus, attempts to prevent bullying among students by developing clear rules, improving peer relations, and supporting and protecting victims of bullying. The program recognizes that bullying is not a matter of individual conflict between bullies and victims. All students are affected by the bullying behavior. The idea is that students and teachers who do not participate in bullying allow it to occur and, therefore, the culture of the school must change. For example, teachers can

monitor the behavior of students outside of the classroom, where bullying is most likely to occur.

The Program has reported a reduction in boys' and girls' reports of bullying and victimization (although less consistently for girls), and in student reports of general antisocial behavior such as vandalism, fighting, theft and truancy. Bullying has reduced by 50% or more according to student reports.

## **Social/Emotional Learning**

Social and emotional learning includes instruction in empathy, anger management, impulse control, and problem solving, and is used to create a safe classroom environment. Students develop social and emotional skills, knowledge and values, become more aware of themselves and others, bond to family and school, and adhere to pro-social norms. The assumption is that students who can regulate their emotional reactions will be less likely to resort to violence. Three promising social/emotional programs with some positive data were found.

### *1. Second Step*

<http://www.cfchildren.org/>

Second step is a social-emotional curriculum that uses role-playing, problem-solving activities, and group discussions to teach K-8 students to identify others' feelings, control impulsive behaviors, and manage anger. The program seeks to reduce aggressive behavior by promoting pro-social peer behavior using cognitive processing skills. The 22-lesson program is integrated with the courses that are already being taught, making it easier for teachers to use the program. Training programs are offered nationally for \$169-\$499.

Evaluation studies show mixed results. One found reductions in physical aggression in the classroom that was maintained at a six-month follow-up. Other observed differences were not maintained and there were no differences in parent or teacher ratings (Grossman, et al., 1997). Another study in middle schools found no significant improvement (Orpinas, Parcel, McAlister, & Frankowski, 1995).

### *2. Anger Coping Program*

<http://www.prevention.psu.edu/ACP.htm>

The Anger Coping Program teaches students conflict management, anger management, and social competence skills. Follow-up “booster shots” are offered in later grades. Program differences in aggression were not maintained at follow-up and there were no effects on delinquency. Surprisingly, although substance abuse was not targeted in the program, self-reported use was lower than the comparison group at follow-up. It was concluded that “The findings of this follow-up study suggest that in general, improving the cognitive-behavioral skills of at-risk youth have limited long-term effects when they are conducted in isolation” (Lochman, 1992).

### *3. Seattle Social Development Project*

<http://depts.washington.edu/sdrg/>

The Seattle Social Development Project began in 1981 and has been extensively researched with over 300 publications and several awards to date. The Project seeks to prevent adolescent health-risk behaviors, such as school failure, drug abuse, risky sexual behavior, delinquency, and violence by addressing risk and protective behaviors. The strategy is to establish pro-social norms for behavior and promote bonding to family, school, and pro-social peers

by providing opportunities for involvement in productive roles, skills to be successful in these roles, and recognition and reinforcement for pro-social involvement.

In general the results are mixed, with more positive short-term effects, especially on ratings and self-reports, and fewer positive behavioral and long-term effects. Many measures show no change. For example, by age 18, Project youth showed significant differences on only 5 of 19 independent outcome measures and these were only for youth who had participated in the Project from the first grade through sixth grades. There was only 1 difference on the 19 measures for youth who participated in the fifth and sixth grades (Hawkins, et al., 1999, Tables 4 and 5).

## Youth Leadership

Youth leadership programs seek to develop youth leaders who can teach other youth about violence prevention, resolving conflicts, and promoting pro-social activities, while developing the skills to become community leaders. Two regional programs have shown some positive effects.

### *1. BASIS*

<http://www.emsc.nysed.gov/nyc/VPTAC/schools/basis.htm>

BASIS targets 22 schools in Brooklyn and Staten Island, New York with low academic achievement, graduation, and attendance rates, and high behavior problem rates. The project provides a 16-component violence prevention program called the LEADERSIP PROGRAM. Instruction in conflict resolution and leadership skills (e.g. goal orientation, personal and social responsibility, and confidence) is provided to 120 students at each school. A reduction in violence and precursors to violence was reported for participants in the leadership

classes, when compared to those in non-leadership classes.

## *2. Youth Alive*

<http://www.youthalive.org/>

Youth Alive is a violence prevention organization in Oakland and Los Angeles, California that offers a violence prevention program called Teens on Target (TNT). TNT trains youth from violent neighborhoods to present interactive violence prevention workshops to middle and high school students, and to make presentations on violence prevention strategies to policy-makers and the media. Examples of their advocacy include testimony for gun control and youth services.

An interesting, and perhaps unique, program developed by TNT is a visitation program, Caught in the Crossfire, where youth visit adolescents recovering from violent injuries in a county hospital trauma center to persuade them and their friends not to engage in retaliation. A buddy system follows up after the adolescents are discharged to help them develop alternatives to violence. They report that participants are 70% less likely to be arrested and that 98% avoided additional violent injuries.

## **Victim Support**

Of all of the violence prevention programs, two have a major focus on support for victims others who have been effected by violence.

### *1. Safe Harbor*

[http://www.ojp.usdoj.gov/ovc/publications/bulletins/safeharbor\\_2003/welcome.html](http://www.ojp.usdoj.gov/ovc/publications/bulletins/safeharbor_2003/welcome.html)

Safe Harbor is a school-based (K-12), victim assistance and violence prevention program for victims of crime and abuse and their families. The program is designed to provide support, prevent violence, and promote justice. Ten core interactive lessons on topics include the impact of violence and victimization, peer, family, and culture influence on attitudes about violence, and the development of safety strategies, communication, and support skills. The program focuses on individual attitude change, interpersonal relationships, and the social settings that can contribute to violence.

Of particular importance is a “safe room” in the school where students receive support and protection. A code of conduct is created for the room by the students, who are also responsible for taking care of the room. Any member of the school is welcome, especially witnesses to violence, students who have been fighting, and victims of bullying.

The results of several studies show positive effects on attitudes and beliefs about violence and related conflict resolution strategies. In addition, a reduction in fighting, anger, and bullying was reported.

## *2. Aggressors, Victims and Bystanders (AVB)*

<http://main.edc.org/mosaic/index.asp>

AVB is a 12-session curriculum for middle school students, used in 44 states, designed to prevent violence by encouraging students to examine their roles as aggressors, victims, or bystanders. The curriculum focuses on problem solving skills and conflict resolution. In Palm Beach, Florida police officers have been trained to teach the curriculum to six-grade students.

The four-step Think First model of conflict resolution is the heart of the program: keep cool, size up the situation, think it through, and do the right thing. The developers report changes in student beliefs about violence,

intentions to avoid conflict, and self-ratings of bystander non-acceptance and non-encouragement of aggression.

These are some of the best school-based violence prevention programs. All have at least some positive results reported. The two conflict/mediation programs (RCCP and RIPP) both reported positive behavior changes. RCCP also is one of the few programs that specifically focuses on intercultural relations. The two social climate/bullying prevention programs (PeaceBuilders and BPP) both report reductions in bullying, although the positive changes in attitudes and competence reported in the PeaceBuilders program did not translate to reductions in aggressive behavior.

Of the social/emotional learning programs, the one most widely used, Second Step, had outcome results that were mixed at best. In two studies, only one measure, a reduction in physical aggression, was maintained at a six-month follow-up. A similar lack of positive outcome results also was reported for the Anger Coping Program with only a non-targeted behavior, substance abuse, maintained at follow-up. By age 18, the Seattle Development Project reported some positive results for students who were in the program for 6 years, but most measures (14 of 19) showed no significant differences with a control group. Nevertheless, the Project researchers are commended for their many studies and careful research that few, if any, programs can match.

By teaching leadership skills to youth, the two youth leadership programs are offering an important community service regardless of their effect on violence. Of these programs the most promising is the sub-program offered by Youth Alive, called Caught in the Crossfire. The positive results reported for their hospital visitation program deserves to be replicated and evaluated in other cities.

The programs that have a major emphasis on victim support, Safe Harbor and AVB, also deserve recognition for their concern for victims. This focus could easily be incorporated into other programs. For example, the concept of a “safe room” in a school, as developed by Safe Harbor, could be an important part of any school-based program. The positive results reported for the use of this room is a worthwhile outcome in itself.

Overall the obvious conclusion is that there are some promising programs, but none provide a solution to violence. This conclusion is consistent with that reached by Fetsch and Silliman (2002): “Of 380 youth violence prevention programs reviewed, only 23 (6 percent) were found showing evidence of program effectiveness” (p. 3). The school-based programs reviewed in this Report are among the best available, but also need additional evaluation and improvements. One of the most promising possibilities for improved effectiveness is to include a focus on peer networks in these programs. Their lack of attention to peer networks is striking. Arguably, peers have the most important influence on high-risk adolescents. Programs that can affect deviant networks (delinquent, substance abuse, etc.) through transformation, disruption, or the creation of pro-social alternatives are likely to show improved effectiveness (Dishion, McCord, & Poulin, 1999; O’Donnell, 1998; 2000; O’Donnell, Manos, & Chesney-Lind, 1987).

## **Tips for Principals to Help Prevent School Violence**

### **1. Start with a School Mission Statement**

The mission statement should be brief, positive, and include a reference to school safety and the community. An example is: The mission of (insert name) school is to provide excellent education in a supportive environment that is safe

for students, teachers, administrators, and support staff. To accomplish our goal, we welcome and seek to work cooperatively with all members of our community, especially parents and community agencies.

## 2. Develop a Code of Conduct for Students and School Personnel

Refer to your mission statement to provide a rationale for your code. Your code will help to establish a norm for expected behavior and serve to justify actions needed to address problem behavior. Express the principles of conduct as a set of positive values that apply to both students and school personnel.

## 3. Develop a School Violence Prevention Plan

Refer to your mission statement and code of conduct to provide the rationale for your violence prevention plan. Involve students, parents, teachers, support staff, and community members in the creation of your plan. Include your assumptions about the sources of school violence, your program to address the sources, and your methods to evaluate the effectiveness of your plan. Consider the type of reporting system your school needs for school personnel, students, parents, and community members to be aware of potential violence before it occurs.

## 4. Begin by Examining Your Assumptions About Violence Explicitly

There are numerous possible sources of violence, including a lack of values, deficits in problem-solving, psychological problems, easy access to firearms, and excessive media violence. Each source can lead to dramatically different types of prevention programs. Therefore, it is essential to examine your assumptions about the sources explicitly and develop your program based on your assumptions. Assumptions can also be wrong and thereby reduce the

effectiveness of your program. To check this possibility, it is also essential to systematically evaluate your program and modify it or your assumptions accordingly.

#### 5. Use the Early Warning Signs as a Means to Identify Students with a Variety of Possible Problems

The Early Warning Signs have high false positive rates, i.e., most students with these signs do not engage in violence. They are useful, however, in identifying students with a variety of possible problems that may require attention and, in some cases, referral.

#### 6. Develop a Training, Referral, and Support System

Train all employees, including support staff, on the mission statement, code of conduct, and violence prevention plan. Be sure that all employees know their role in the plan, when and how to refer a student, and the possible resources for referral. Make in-service training an annual event. Develop a support system with parents and community agencies to help implement the plan and serve as resources for referral. Work with community agencies and leaders to offer after-school programs and supervised community activities for students.

#### 7. Know Your Students and Their Peer Networks

The most important thing you can do is to learn about your students and their activities in and out of school, including their abilities, concerns, aspirations, difficulties, etc. Depending on the size of your school, it may be necessary to organize a cadre of employees with each responsible for personally knowing specific students. Have the cadre meet regularly and share information

about students.

While it is important to know students as individuals, it is equally important to know their peer networks. Networks often form around similar interests, such as type of music, hobbies, social activities, academics, and problems, including drug use, delinquency, academic difficulty, and family maltreatment. Once you know your students' peer networks, check to be sure your violence prevention plan can address potential problem networks (e.g., a peer network of drug users) and any isolates that may not have a peer network. Student activities and peer networks are closely related; knowledge of one can easily be used to assess the other. Consider whether your school facilitates potentially harmful peer networks by bringing together students with similar problems through tracking, detention, suspension, expulsion, and other school policies.

#### 8. Consider School Prevention Programs Carefully

There are numerous programs available that attempt to prevent violence. Most have not been evaluated and most others have little data showing that they actually prevent violence. Those with some data typically show mixed results, especially long-term results on violent behavior. Changes in attitudes on self-report measures do not necessarily translate to behavior changes, and especially not to behavior years later. Some programs appear to be popular because of their promotion and ease of use, rather than documented effectiveness.

Therefore, it is necessary to select any violence prevention program carefully. This is best accomplished by someone with the research skills and experience to detect reported results that might not be as good as they sound. That said, a carefully selected program could be a useful part of your violence prevention plan.

## 9. Be Prepared for a Crisis

It's not a question of if, but when. Sooner or later, events related to school violence will become a crisis. Every prevention plan should include a section that anticipates the types of crises that might occur, how to address each, and the specific roles that students, employees, and community agencies are expected to fulfill.

## 10. Assess School Safety Annually

Change is constant. What is sufficient one year may not be the next. Therefore, form an advisory committee composed of representatives of students, teachers, administrators, support staff, parents, and community members to review your prevention plan annually. Include an assessment of incidents in the previous year and use this information to improve your plan. Use this opportunity to assess physical safety in your school as well.

## **Tips for Parents to Help Prevent School Violence**

### 1. Love Your Children

Express your love verbally and non-verbally, through example, respect, affection, and positive attention. Spend time and enjoy activities with them. Listen, talk with them and become aware of their concerns. See that their activities are properly supervised. Assess their opportunities for access to alcohol, drugs, and firearms, and take appropriate action to reduce their access as necessary. Involve them in constructing expectations for their behavior and yours.

### 2. Know Your Children's Activities and Peers

Find out what your children are doing and with who they are in contact. Peers are an especially important source of influence from pre-adolescence to early adulthood. Know who is influencing your children. Meet your children's friends and their parents. Monitor computer chat-room contacts. Activities and peer networks are closely related. Knowing about one can help to inform you about the other. Take action as needed to increase the positive influences on your children through their activities and peers.

### 3. Visit Your Children's School

Meet with your children's teachers, principal, and school counselor. Discuss your children's school activities and be sure they know they are welcome to contact you about any concerns they may have about your children and your children's friends. Ask about the school code of conduct, violence prevention plan, and how you can be helpful. Inspect the school and school grounds for potential safety problems and report any to school officials.

### 4. Seek Guidance and Professional Assistance, If Needed

If you notice behavior in your children, such as depression, social isolation, drug use, illegal activities, etc. that you may not be able to successfully address yourself, seek guidance and professional assistance. Also, seek assistance for yourself with parenting problems, especially those involving abuse or neglect.

## **School-Based Violence Prevention Websites**

### **1. Adults & Children Together Against Violence (ACT)**

<http://www.actagainstviolence.org/>

“ACT—Adults and Children Together—Against Violence is a violence prevention project that focuses on adults who raise, care for, and teach young children ages 0 to 8 years. It is designed to prevent violence by helping these adults to be positive role models and learn the skills to teach young children nonviolent ways to resolve conflicts, deal with frustration, and handle anger.”

#### ACT Against Violence Prevention Campaign

“The goal of the ACT violence prevention campaign is to raise awareness about how the behavior of parents and other adults can influence young children.”

#### ACT Against Violence Training Program

“The goal of the ACT Against Violence Training Program is to make early violence prevention a central and ongoing part of a community's efforts to prevent violence. The ACT Training Program was developed by APA and NAEYC with assistance from child development and violence prevention experts. Its purpose is to train professionals to create initiatives in their communities to disseminate the ACT program message and materials to parents, caregivers, teachers, and other adults who spend the most time with young children.”

“Evaluation plays an important role in assisting APA and NAEYC to improve the usability and impact of the ACT Project. Tracking study data and formative research provided important information for developing strategies and messages in the mass media campaign. A major evaluation of the ACT Training Program is also under way with funding provided by the National Center for

Injury Prevention and Control of the U.S. Centers for Disease Control and Prevention.”

<http://www.apa.org/pi/pii/act.html>

Program Overview

<http://www.naeyc.org/resources/eyly/2001/04.asp>

Early years are learning years

Stopping violence before it starts

## **2. Aggressors, Victims, and Bystanders (AVB): Thinking and Acting to Prevent Violence**

[http://www.hhd.org/centersprojects/centers\\_cvip.asp](http://www.hhd.org/centersprojects/centers_cvip.asp)

Health & Human Development Program Division of the Education Development Center (EDC)

<http://main.edc.org/mosaic/index.asp>

EDC (Education Development Center)'s MOSAIC

“AVB, which grows out of multidisciplinary research into violent behavior, is geared toward middle school students. The curriculum has been designated as a "promising program" by the U.S. Department of Education and was selected by the Illinois Commission for the Prevention of Violence as one of a handful of recommended curricula. It also received an A rating from Drug Strategies, a nonprofit research institute that promotes effective approaches. It is used in 44

states and has been formally adopted by many county and state groups and agencies.”

### 3. Anger Coping Programs

<http://www.uab.edu/youthhealth/cpowerapp.html>

University of Alabama program website

<http://www.prevention.psu.edu/ACP.htm>

Report, Coping Power: Application and Extension in Tuscaloosa, AL

<http://www.hamfish.org/programs/id/169/>

Hamilton fish Program overview

[http://www.childtrends.org/what\\_works/youth\\_development/social\\_comp/t7whatworks3.asp](http://www.childtrends.org/what_works/youth_development/social_comp/t7whatworks3.asp)

Child Trends Report

### 4. BASIS

<http://www.emsc.nysed.gov/nyc/VPTAC/schools/basis.htm>

Brooklyn & Staten Island Schools (BASIS)

“The BASIS ESD/SVP effort has been carefully planned (by a team representing all educational stakeholders) to address the following critical needs: Direct pupil

services in the area of violence prevention; non-violent conflict resolution; and leadership skills development.”

## 5. California Association of Peer Programs

<http://www.cappeer.org/index.htm>

“Peer programs embrace a youth development concept that provides young people with the knowledge, skills, and experiences necessary to become responsible, caring, contributing citizens. Peer programs prepare youth with ongoing and formal training and supervision to provide a variety of school and community-based support services. These services can include peer/cross-age academic tutoring, peer/cross-age prevention education, one-on-one personal support, peer/cross-age conflict resolution, peer/cross-age mentoring, and peer academic coaching teams.”

## 6. California Healthy Kids – Violence Prevention

<http://www.californiahealthykids.org>

Information from the California Department of Education on violence prevention

<http://www.tf.org/tf/featured/3-28-03vpi-last.html>

Annotated Bibliography of Safe Schools Research

A link to the complete articles available for free loan is

[Safe Schools Research Binder \(#6919\)](#) or [Read Annotated Bibliography](#)

Eight articles (1995 to 2002) are listed.

A list of “research-validated” programs is available at the following link:

[Research-Validated Programs-At-A-Glance](#)

A link to program information for Safe Schools is:

<http://www.californiahealthykids.org/c/@te1VD6iC7R2zE/Pages/rvsafe.html>

Most of these programs do not target violent behaviors. Clicking on the program title provides a description, research summary, publisher information, and information to order the program for a four-week loan (with free delivery). “Programs are added to this list as new research is published and materials are acquired by the Resource Center. “

Program Name

Target Population

Grade Level

Program Goal

Program Strategy

[All Stars Curriculum](#)

All students

6-7

Prevention

Classroom instruction

[Caring School Community Program](#)

All students

K-6

Prevention

Classroom instruction, peer-mentoring, community-building

[I Can Problem Solve](#)

All students and at-risk students

PreK-K

Prevention

Classroom instruction

[Project Toward No Drug Abuse \(TND\)](#)

All students and at-risk students

9-12

Prevention

Classroom instruction

[Promoting Alternative Thinking Strategies \(PATHS\)](#)

All students

K-6

Prevention

Classroom instruction

[Second Step: A Violence Prevention Curriculum](#)

All students

PreK-8

Prevention

Classroom instruction

[Strengthening Families Program](#)

At-risk students, parents

4-6

Prevention

Classroom instruction and parent education workshops

[Think First for Kids](#)

All students

1-3

Prevention

Classroom instruction

## 7. Center for Social and Emotional Education

<http://www.csee.net/>

“The Center for Social and Emotional Education (CSEE) is an international nonprofit organization founded in 1996 by leading educators, parents and health care professionals.”

Link to Research Database:

<http://www.csee.net/pageview.aspx?id=35>

Link to useful program summaries & reviews:

<http://www.csee.net/pageview.aspx?id=38>

## 8. Center for the Prevention of School Violence (CPSV)

<http://www.juvjus.state.nc.us/cpsv/>

Clever website with ideas for contributions to prevent violence from school personnel

## **9. Center for the Study and Prevention of Violence (CSPV)**

<http://www.colorado.edu/cspv/index.html>

“The Center for the Study and Prevention of Violence (CSPV) was founded in 1992 with a grant from the Carnegie Corporation of New York to provide informed assistance to groups committed to understanding and preventing violence, particularly adolescent violence.”

“In an effort to establish more complete and valuable information to impact violence-related policies, programs, and practices, CSPV works from a multi-disciplinary platform on the subject of violence and facilitates the building of bridges between the research community and the practitioners and policy makers. CSPV has a threefold mission. First, the Information House serves to collect research literature and resources on the causes and prevention of violence and provides direct information services to the public by offering topical searches on customized databases. Second, CSPV offers technical assistance for the evaluation and development of violence prevention programs. Third, CSPV maintains a basic research component through data analysis and other projects on the causes of violence and the effectiveness of prevention and intervention programs.”

## **10. Circles of Peace --The California Violence Prevention Initiative**

<http://www.tf.org/tf/featured/3-28-03vpi-last.html>

Useful as a resource for prevention programs, fact sheets, and firearms control

<http://www.tf.org/tf/violence/vp/factsh3.shtml>

Violence Prevention Fact sheets

## 11. Committee for Children

<http://www.cfchildren.org/>

Training programs offered nationally for \$169-\$499.

### Second Step

“Based on more than 15 years of classroom application and the most current academic, social, and emotional research, the *Second Step* curriculum focuses on the three essential competencies—empathy, impulse control and problem solving, and anger management.”

[http://www.cfchildren.org/research\\_programs.shtml](http://www.cfchildren.org/research_programs.shtml)

Research Results

<http://www.prevention.psu.edu/SS.htm>

Evaluation

<http://www.cde.ca.gov/character/second.html>

Curriculum Review

CA Dept of Education

[http://cecp.air.org/resources/success/second\\_step.htm](http://cecp.air.org/resources/success/second_step.htm)

Center for Effective Collaboration and Practice (CECP) Report

<http://www.hamfish.org/programs/id/155/>

Hamilton Fish report

## **12. Department of Pupil Personnel Services: Bridging the Gap between School and Community**

<http://www.pgcps.pg.k12.md.us/~services/prevention.htm>

Based in Maryland.

“The Pupil Personnel Workers (PPW) facilitate the development and implementation of the Coordinated Pupil Services model. They provide case management for students referred for chronic attendance problems, behavior, and learning difficulties as well as for special education cases from referral through nonpublic placement. The Pupil Personnel Workers investigate requested expulsions and short-term suspension reviews. These professionals serve on school-based teams (Supplemental Services Team/SST and Student, Staff Support Team/SSST) and act as resources for all student-related laws, regulations, and procedures. The Pupil Personnel Workers serve as the Chief Executive Officer's designee in investigating and resolving long-term suspensions, ensuring the implementation of the Code of Student Conduct, and monitoring the due process rights of students as needed.”

“A Continuum: Prevention & Intervention

- Second Step©

(over 88 schools)

This is a violence prevention curriculum that teaches children to change the attitudes and behaviors that contribute to class disruption and interrupts instruction.

- Cooperative Discipline©

(over 55 schools )

Teacher training program for positive classroom management.

- Peer Mediation

(all secondary schools have program)

Trained student mediators for conflict resolution in schools.

- Department of Juvenile Justice Interagency Partnership

(Spotlight on Schools - a Probation Specialist in every HS)

Probation Officers assist with repeated negative behaviors, a high rate of absenteeism, a high rate of suspensions/expulsions, poor academic performance, and high drop-out rates.

- Health Department Interagency Partnership

(5 Substance Abuse counselors in HS)

- Department of Social Services Interagency Partnership

(Understanding Child Abuse & neglect (UCAN) workers in targeted HS)

- Character Education: A Community of Caring©

(over 50 schools)

Trains students to be caring, respectful and responsible.

- Crisis Training & Nonviolent Physical Crisis Intervention

Teacher training in how to de-escalate potential crisis situations.

- Walk-in Counseling & Family Support Centers

(7 Evening & Saturday Counseling Centers)

Services include counseling, health screenings/referrals, drug counseling/referrals”

### 13. Hamilton Fish Institute

<http://www.hamfish.org/>

Excellent website

The Hamilton Fish Institute provides information, research, and support to make schools safer and is “a national resource for the research and development of school violence prevention strategies.”

“The Institute identifies promising school violence interventions and tests them in urban, rural and suburban schools across the country. As effective strategies are identified, the Institute then synthesizes its research into practical recommendations for schools.”

## 14. Florida Department of Juvenile Justice

<http://www.djj.state.fl.us/jjdp/jjdp.html>

Juvenile Justice Delinquency Prevention

“More than 200 delinquency prevention programs exist in Florida. Some are funded through contracts; others through competitive grants. In June 2000, the Department released its Delinquency Prevention Plan that established a framework for delinquency efforts.”

This website provides a list of programs, but little information about each.

## 15. Harvard Education Letter (HEL)

Violence Prevention & Conflict Resolution

<http://www.gse.harvard.edu/~hepg/vp/>

“As school violence continues to capture headlines, educators are looking for effective strategies for violence prevention and conflict resolution. How should schools respond to bullying, sexual harassment, and cliques? How can schools support novice teachers in classroom management? How can they ensure that efforts to create orderly, safe schools do not unfairly pigeonhole as "troubled" or "violent" students who are merely rambunctious or different?

This new collection of the best of recent HEL articles gives insight into these complex issues and offers effective strategies for violence prevention and conflict resolution.”

## 16. Keep School Safe

<http://www.keepschoolssafe.org/>

Useful links to information for parents, schools, and students

## 17. Louis D. Brown Peace Institute

<http://www.institute4peace.org/index.html>

“The Louis D. Brown Peace Institute is named after 15-year old peacemaker Louis D. Brown who worried about the effect of violence on his community and dreamed of becoming the first Black President of the United States. Louis was the innocent victim of a gang shooting in 1993. Joseph and Clementina Chery, the parents of Louis D. Brown founded the Institute in 1994 to continue the peacemaking legacy of their son.”

Link to Survivors Outreach Services program:

<http://www.institute4peace.org/sos.html>

“The Survivors Outreach Services program connects survivors of violence to social services, trains survivors to advocate on behalf of survivor/victim issues, and works with legislators on these issues. The program also assists survivors in their dealing with the law enforcement and justice systems, and provides support services during trials.”

## 18. National School Safety and Security Service

<http://www.schoolsecurity.org/>

National School Safety and Security Services is a Cleveland (Ohio)-based, leading national consulting firm specializing in school security and crisis preparedness training, security assessments, and related safety consulting for K-12 schools, law enforcement, public safety and other youth safety providers.

Useful as a possible resource for school safety and security.

## **19. Olweus Bullying Prevention Program**

<http://www.clemson.edu/scg/youth/IFNLbully.htm>

Clemson University

“The Olweus Bullying Prevention Program is a comprehensive, school-based program designed to reduce and prevent bully/victim problems among students in elementary and middle schools. Core components of the program are implemented at the school-wide level, classroom level, and individual level.”

Age Group of program participants: K – 8th grade

“ACCOMPLISHMENTS: The program has been implemented in several hundred schools in the U.S. and around the world. It has been identified as one of 11 national Blueprint Programs for Violence Prevention and as an Exemplary Program by the Center for Substance Abuse Prevention.”

## **20. PeaceBuilders**

<http://www.peacebuilders.com/>

## K-12 Programs

See [http://www.apa.org/releases/violence\\_prevent.html](http://www.apa.org/releases/violence_prevent.html) for APA evaluation.

“PeaceBuilders is an inclusive school climate shift program, which creates a peaceful learning environment, decreasing violence and disruptive behavior while increasing positive respectful, thoughtful behavior. A common language and high expectations become school norms.”

<http://www.cdc.gov/ncipc/res-opps/ythviolc.htm>

Longitudinal Evaluations of Youth Violence Intervention Projects

<http://www.antibullying.net/peacebuilders.htm>

Anti-Bullying Network

## 21. Peer Leadership Prevention Education and Parent Involvement Program

<http://www.preventionpartnership.org/Peer%20Education%20&%20Parent%20Involve.htm>

Funded by the Illinois Department of Human Services  
Division of Community Health and Prevention.

“The Prevention Partnership, Inc. is a Chicago based non-profit agency which delivers comprehensive prevention and health promotion services, with a special focus on alcohol and other drug use, violence, gangs, AIDS and dropouts.”

## **22. Reconnecting Youth**

<http://www.eccpasa.info/reconnectingyouth.htm>

The Erie County Council for the Prevention of Alcohol and Substance Abuse, Inc.

“Reconnecting Youth was piloted for five years with over 600 public high school students in Seattle, WA. This award-winning curriculum has since been successful in over 4,100 schools, health clinics, mental health centers, juvenile justice detention centers and private practices.”

“The program explores, in a timely way, the decisions high-risk youth face and the consequences of actions taken based on their decisions. The students in RY are encouraged and stimulated to benefit from the program in specific ways—at school, at work, with friends, and at home—by developing a greater sense of personal control, adaptive coping behaviors, supportive communications skills, and improved interpersonal relationship skills.”

## **23. Resolving Conflict Creatively Program (RCCP)**

<http://www.esrnational.org/about-rccp.html>

“The Resolving Conflict Creatively Program (RCCP), a program of Educators for Social Responsibility (ESR), is a research-based K-12 school program in social and emotional learning. It is the nation's largest and longest-running school

program focusing on conflict resolution and inter-group relations. RCCP is characterized by a comprehensive strategy for preventing violence and creating caring and peaceable communities of learning, which is implemented over several years.”

See [http://www.apa.org/releases/violence\\_prevent.html](http://www.apa.org/releases/violence_prevent.html) for APA evaluation.

## **24. Responding in Peaceful and Positive Ways (RIPP)**

<http://www.has.vcu.edu/RIPP/>

Virginia Commonwealth University

“Responding In Peaceful and Positive Ways (RIPP) is a primary prevention program designed for students in middle and junior high schools. . . . The purpose of RIPP is thus to reduce the incidence of youth violence by working with the entire student population at a middle or junior high school, not just students perceived to be at highest risk.”

## **25. SAFE & RESPONSIVE SCHOOLS (SRS)**

<http://www.indiana.edu/~safeschl/cmodel.html>

Indiana University

A comprehensive Model of School Violence Prevention

“The Safe and Responsive Schools Project at the [Indiana Education Policy Center](#) is a model demonstration and technical assistance project dedicated to enabling

schools and school districts to develop a broader perspective on school safety, stressing comprehensive planning, prevention, and parent/community involvement. The SRS Project, funded by a U.S. Department of Education Office of Special Education Programs grant, seeks to implement our best knowledge of school-wide behavior planning to develop and test a comprehensive model of systems change in school discipline.”

## **26. Safe Harbor: A School-Based Victim Assistance/Violence Prevention Program**

[http://www.ojp.usdoj.gov/ovc/publications/bulletins/safeharbor\\_2003/welcome.html](http://www.ojp.usdoj.gov/ovc/publications/bulletins/safeharbor_2003/welcome.html)

OVC Office for Victims of Crime (OVC) website.

[http://www.ojp.usdoj.gov/ovc/publications/bulletins/safeharbor\\_2003/pg7.html](http://www.ojp.usdoj.gov/ovc/publications/bulletins/safeharbor_2003/pg7.html)

Safe Harbor program evaluation.

<http://www.securitymanagement.com/library/000090.html>

National Institute of Justice (US Dept of Justice) Evaluation:  
Evaluation of Violence Prevention Programs in Middle Schools (1995)

[http://www.mhss.org/hsef/safe\\_harbor.htm](http://www.mhss.org/hsef/safe_harbor.htm)

Safe Harbor website

## 27. Safe Schools and Violence Prevention

<http://www.cde.ca.gov/spbranch/safety/>

California Department of Education

This is an excellent website with a link to the Safe Schools Guide and school-crime report data for California.

## 28. School Violence Prevention

<http://www.mentalhealth.org/schoolviolence/exhibit1.asp>

“In FY 1999, the U.S. Congress appropriated \$40 million to fund a program for the prevention of violence in schools. CMHS was one of three Federal agencies authorized to design and implement the program, known as the Safe Schools/Healthy Students Initiative.”

“The **Safe Schools/Healthy Students Initiative** is a grant program designed to develop real-world knowledge about what works best to reduce school violence. development, foster resilience, and prevent youth violence.”

Model programs with short descriptions are listed.

## 29. School Violence Prevention Strategies to Keep Schools Safe

<http://www.rppi.org/ps234.html>

Presents a report by Alexander Volokh with Lisa Snell with a Wealth of information on school safety and the strategies to improve safety

Concludes “A preferred public policy solution to school violence, therefore, lies not in changing the individual acts of individual schools, but rather in creating an educational environment relying less on centralized, government-run, compulsory approaches, and more on localized, voluntary ones, including private-school options.”

### **30. Seattle Social Development Project (SSDP)**

<http://depts.washington.edu/sdrg/>

University of Washington

<http://www.advocatesforyouth.org/programsthatwork/17seattle.htm>

Report

“SSDP began in 1981 to test strategies for reducing childhood risk factors for school failure, drug abuse, and delinquency.”

### **31. Violence Prevention Technical Service Center**

<http://www.emsc.nysed.gov/nyc/VPTAC/home.html>

<http://www.emsc.nysed.gov/nyc/VPTAC/cbos/cbo.htm>

The New York State Education Department links to “Extended Day Violence Prevention” Programs consists of various programs individually designed for specific communities.

For example:

“Program activities include refining and implementing a safe school plan in each building, and continuation of an inter-school steering committee and community workshops. An extended day program (three days per week) will offer both academic support and talent development for teachers will be an ongoing part of the project. Teachers will develop interdisciplinary curriculum incorporating the Violence Prevention strategies. Expert consultants from Bank Street College of Education and Center of Talent Development (College of Computer/Literacy Center (funded by Consortium for Worker Education) will continue to serve as centers for parent workshops and activities. Loisaida Family Services, a neighborhood organization, will provide support for workshops and parenting skills. Partnership with Children will provide training in "Creating Peaceful Communities" for parents and "Resolving Conflicts Creatively" for teachers. A cohort of Peer Mediators (General and Special Education students). Additionally, workshops for parents and computer literacy classes for staff and families.”

## **32. Virginia Best Practices in School-Based Violence Prevention**

<http://www.pubinfo.vcu.edu/vabp/>

“The Virginia Best Practices in School-Based Youth Violence Prevention Project is funded by the Center for Injury and Violence Prevention of the Virginia Department of Health (VDH) and conducted by the VCU Center for the Study and Prevention of Youth Violence (CSPYV) in collaboration with the Virginia

Department of Education. The project is designed to foster the use of best practices in youth violence prevention in Virginia schools.”

“The funding that the Center receives from the Centers for Disease Control and Prevention as one of ten National Academic Centers of Excellence on Youth Violence Prevention is directed solely toward projects that serve the Richmond area.”

### **33. Virginia Youth Violence Project**

<http://youthviolence.edschool.virginia.edu/>

Curry School of Education, University of Virginia

“Our mission is to identify effective methods and policies for youth violence prevention, especially in school settings. We conduct and disseminate research on the understanding and reduction of violent behavior, and we provide education, consultation, and training for educators, psychologists, and other colleagues in the social, legal, and human services professions.”

This website has many reports and much information about prevention, violence in schools, youth gangs and youth violence.

<http://youthviolence.edschool.virginia.edu/subpages/current/special/truewhatworks.html>

A report on “What Works in Youth Violence Prevention” by Dewey G. Cornell

## 34. Visionary

### Violence Prevention in Schools

[http://www.vordingbsem.dk/vision/visionary.nsf/NA\\_fs\\_main\\_1024\\_768?OpenFrameSet](http://www.vordingbsem.dk/vision/visionary.nsf/NA_fs_main_1024_768?OpenFrameSet)

Provides an international perspective on school violence with school violence information from [Denmark](#), [Finland](#), [Germany](#), [Portugal](#) and the [United Kingdom](#).

“VISIONARY is an International collaborative project on violence prevention in schools, addressing teachers, pupils, parents and experts. Our web sites present and structure information and facilitate discussions and networking at a national and international level.”.

## 35. Youth Alive

<http://www.youthalive.org/>

“The mission is to prevent youth violence and generate youth leadership in California communities”.

“Teens on Target (TNT) trains young people from violent neighborhoods in Oakland and Los Angeles to present a series of interactive violence prevention workshops to middle and high school students, and to educate policy makers, community members and the media on violence prevention strategies.”

“Caught in the Crossfire is a youth violence prevention and intervention program that works to close the revolving door of violence. The program provides case management and peer mentoring to young people living in

Oakland who are involved in (or at high risk for involvement in) violence either as victims or perpetrators.”

Good program descriptions with some data, but programs are only for California (Oakland & LA).

[www.tcwf.org/portfolio/2000/fall/pages/violence\\_prevention.htm](http://www.tcwf.org/portfolio/2000/fall/pages/violence_prevention.htm)

Report

<http://www.youthalive.org/TNTOakland/oaktnt.htm>

TNT in Oakland, CA

[http://ojjdp.ncjrs.org/pubs/gun\\_violence/profile55.html](http://ojjdp.ncjrs.org/pubs/gun_violence/profile55.html)

Promising Program (OJJDP Report)

<http://www.youthalive.org/caught.html>

Caught in the Crossfire program description and evaluation

### **Community-Based Violence Prevention Programs**

#### **1. The Asian/Pacific Islander Youth Violence Prevention Center**

<http://www.api-center.org/>

This is one of the very few websites on violence prevention that considers ethnic/cultural variables.

“The Asian/Pacific Islander Youth Violence Prevention Center (API Center) is a collaboration between the University of Hawaii (UH) and the National Council on Crime and Delinquency (NCCD). The ultimate goal of the API Center is to prevent and reduce youth violence among the API population”.

<http://www.hawaiiresidency.org/NHMHRDP/apiyvpc.html>

Provides information on the Center’s projects and programs

## **2. Center for the Study and Prevention of Violence (CSPV)**

<http://www.colorado.edu/cspv/blueprints/index.html>

This is an exemplary website that provides information on violence prevention programs that meet strict criteria of effectiveness.

The Center has “a national violence prevention initiative to identify violence prevention programs that are effective. The project, called Blueprints for Violence Prevention, has identified 11 prevention and intervention programs that meet a strict scientific standard of program effectiveness. Program effectiveness is based upon an initial review by CSPV and a final review and recommendation from a distinguished Advisory Board, comprised of seven experts in the field of violence prevention. The 11 model programs, called Blueprints, have been effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse. Another 21 programs have been identified as promising programs. To date, more than 600 programs have been reviewed,

and the Center continues to look for programs which meet the selection criteria.”

[http://www.ncjrs.org/html/ojjdp/jjbul2001\\_7\\_3/contents.html](http://www.ncjrs.org/html/ojjdp/jjbul2001_7_3/contents.html)

Juvenile Justice Bulletin from July, 2001 that summarizes the Blueprints for Violence Prevention.

### **3. Chicago Department Of Health**

#### **Office of Violence Prevention**

<http://www.ci.chi.il.us/Health/Publications/ViolencePrevention/ViolencePrevention.html>

Provides information on Chicago’s strategy to reduce violence, including links to their projects and goals

### **4. Cities, Counties, and Schools (CCS) Partnership (CA)**

<http://www.ccspartnership.org/what/youth.html>

Youth/Violence Prevention

“Cities, counties and schools play active roles in safeguarding children and youth from crime and violence, and promoting positive activities for youth. Policymakers throughout California are implementing collaborative initiatives ranging from after school, sports, employment and leadership programs to efforts addressing youth facing special challenges. Included in this section are examples of communities throughout California who have found new and effective ways to better serve the needs of today's youth; tomorrow's leaders.”

## 5. Columbia Center for Youth Violence Prevention (CCYVP)

<http://cpmcnet.columbia.edu/dept/sph/ccyvp/>

New York City Metropolitan Area

The goals of CCYVP are to:

“\*Bring together researchers, practitioners, community representatives and policy makers to foster an integrated approach to youth violence in the New York City metropolitan area

\*Monitor changes in youth violence in New York City

\*Investigate causes and consequences of this violence

\*Identify, support and evaluate promising interventions

\*Develop an integrated, multilevel, public health intervention plan to reduce youth violence in the New York City metropolitan area

\*Train a new generation of violence researchers and practitioners

\*Disseminate findings regionally, nationally and internationally”.

## 6. Connecticut Children’s Medical Center

Violence Prevention Program

<http://www.ccmckids.org/vpp/>

“Preventing Violence by Promoting Strengths:  
Involving Youth in their Communities”

Provides four links that offer “examples of the types of assistance available to help start a community-youth partnership”.

#### **7. Family and community violence prevention program (FCVP)**

[http://www.omhrc.gov/OMH/Programs/2pgprograms/cooperative\\_fcvp\\_intro.htm](http://www.omhrc.gov/OMH/Programs/2pgprograms/cooperative_fcvp_intro.htm)

“The purpose of the FCVP Program is to impact the increasing incidence of violence and abusive behavior in low income, at-risk communities through the mobilization of community partners to address these issues. The FCVP coordinates and directs the activities of Family Life Centers (FLCs) at 21 Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, and other Minority Institutions in 15 states, the District of Columbia, and the U.S. Virgin Islands. The FLCs are engaged in in-school and after-school violence prevention activities which address the academic, personal, cultural, and career development of youth who are at risk for involvement in violent and other abusive behavior.”

#### **8. Friends Committee on Legislation of California - Education Fund**

<http://www.webcom.com/peace/PEACTREE/fcl/edufund/violprog.html#types>

Violence Prevention Program Inventory

“This preliminary inventory describes over 40 violence-prevention programs that were established in California. It is the initial product of a project of the Friends

Committee on Legislation Education Fund, which seeks to highlight exemplary violence prevention [programs](#) in the State.”

## 9. The Governor’s Prevention Partnership (Connecticut)

[http://www.drugsdontwork.org/gpp\\_infostats.html#Anchor-Violenc-49273](http://www.drugsdontwork.org/gpp_infostats.html#Anchor-Violenc-49273)

Limited information is provided on alcohol and drugs, and risk and protective factors, with brief descriptions of a few studies and violence prevention programs.

## 10. Inland Agency Community Peace Program

[http://www.inlandagency.org/html/cpp\\_home.htm](http://www.inlandagency.org/html/cpp_home.htm)

“With a focus on elementary age children, our vision is to partner with schools and communities to build a dynamic culture of peace”

“With the expanded K-8 in-depth school-based program Peace Partners, we take a holistic approach to the development of healthy children and build a dynamic culture of peace . . . to build skills in self-awareness, self-control, self-governance, communication, cooperation, mediation, negotiation, empathizing and encouraging, appreciating, analyzing, problem-solving and conflict management.”

## 11. Non-Violence project USA

<http://www.nvp-miami.org/>

“The Non-Violence Project exists to significantly change attitudes toward violence among youth. We strive to teach alternatives to violent behavior, and to motivate and engage young people in positive action to make our communities safer and healthier.”

Information is provided on a variety of their programs to educate youth about violence, resolve conflicts, teach leadership skills, engage in community assistance, and develop mentoring relationships.

## **12. Violence Prevention Program (VPP)**

Harvard School of Public Health

<http://www.hsph.harvard.edu/php/VPP/vpp.html>

“Violence Prevention Programs (VPP) is an umbrella for many different initiatives . . . to disseminate helpful information, provide technical support, and implement violence prevention trainings for youth and adults.”

VPP offers Peace by Piece: A Violence Prevention Guide for Communities

“based on the experiences of a myriad of exemplary programs from across the country. These programs have all demonstrated effectiveness in reaching out to those most likely to become involved in violent behavior.

Program descriptions, combined with the insights of those involved in violence prevention, research into their theoretical basis, and evaluation options for each activity have been collected and categorized into several key components.”

## **13. Youth Crime Watch of Florida**

<http://www.ycwf.org/>

“With hundreds of programs throughout Florida, Youth Crime Watch has helped the state significantly reduce crime and drug use since the early 1980s! Youth Crime Watch of Florida (YCWF), provides sites with complete services for implementation, maintenance and growth.”

<http://www.ycwa.org/theorg/index.html>

National Youth Crime Watch website

“Youth Crime Watch brings youth of all backgrounds together to identify and correct problems unique to their schools and communities. The YCW program empowers youth to take an active role in addressing the problems around them. Youth take ownership of their own YCW program for their school, neighborhood, public housing site, recreational center or park.

Youth Crime Watch of America (YCWA) assists students in developing youth-led programs which can encompass up to nine key components that encourage “watch out” activities such as crime reporting and “help out” activities such as mentoring or mediation.”

## **Gun Violence Prevention Websites**

### **1. Brady Center to Prevent Gun Violence**

<http://www.bradycenter.org/>

“As the largest national, non-partisan, grassroots organization leading the fight to prevent gun violence, the Brady Center is dedicated to creating an America

free from gun violence, where all Americans are safe at home, at school, at work, and in their communities.”

## **2. Citizens of Arizona to prevent Gun Violence**

<http://www.AZGS.org>

Provides information about gun violence, organization’s activities, and a school violence hotline

“Mission: To engage individuals, organizations and public officials from diverse communities in a statewide campaign to prevent gun violence.”

## **3. Firearm Injury Center**

University of Pennsylvania

<http://www.uphs.upenn.edu/ficap/>

“The mission of FICAP is to create safer communities through the systematic reduction of firearm injury and its repercussions to the individual, family, and society. FICAP seeks to achieve its mission by stimulating firearm injury research, supporting efforts to translate research findings into practice, and broadly disseminating information to policymakers.”

## **4. Firearm Law Center**

<http://www.firearmslawcenter.org/content/home.asp>

Excellent resource for federal, state, and local firearm regulations and key policies

## **5. Florida Coalition to Stop Gun Violence, Inc.**

<http://www.floridaguncontrol.org/>

Mission is to “lobby for sensible restrictions on firearms with the goal of preventing firearms from falling into the wrong hands and to provide our schools and communities with gun violence prevention programs.”

## **6. HELP network**

<http://www.helpnetwork.org/>

“The HELP Network is an international network of medical and allied organizations dedicated to reducing firearm injuries and deaths. To achieve this goal, HELP promotes strategies that are based on public health research.”

“HELP has served as a clearinghouse for information on the modern epidemic caused by firearms — especially handguns — emphasizing prevention and policy solutions based on epidemiologic research. HELP provides information to its more than 100 organizational members”.

## **7. Illinois Council Against Handgun Violence**

<http://www.ichv.org/>

Provides publications and serves as an information source

## 8. The Johns Hopkins Center for Gun Policy and Research

<http://www.jhsph.edu/gunpolicy>

“The Johns Hopkins Center for Gun Policy and Research is dedicated to reducing gun-related injuries and deaths through the application of a public health perspective and sound research to the issue of gun violence prevention. Its faculty and affiliated experts have pioneered innovative strategies for reducing gun violence, and achieved a national reputation for high-quality, policy-relevant research.”

“The Center examines the public health effects of guns in society and serves as an objective resource for the media, policy makers, advocacy groups, and the general public. For the past two decades its faculty has helped shape the public agenda in the search for solutions to gun violence. Graduates of the School’s academic programs hold leadership positions in the field of gun violence prevention worldwide.”

## 9. Mothers Against Guns (MAG)

<http://www.mothersagainstguns.org/>

“Mothers Against Guns, Inc. (MAG) is a nonprofit and nonpartisan (501c3) organization committed to ending the epidemic of gun violence in our society. Our mission is not to ban guns, but to do all we can to keep them out of the hands of our youth and criminals.”

## 10. Project Safe Neighborhood

<http://www.psn.gov/Involve.asp>

“Project Safe Neighborhoods is a nationwide commitment to reduce gun crime in America by networking existing local programs that target gun crime and providing those programs with additional tools necessary to be successful.”

## 11. The Violence Policy Center (VPC)

<http://www.vpc.org/>

“The Violence Policy Center is a national non-profit organization working to fight firearms violence through research, education, and advocacy. As a gun control think tank, the VPC analyzes a wide range of current firearm issues and provides information to policymakers, journalists, public health professionals, grassroots activists, and members of the general public.”

## 12. Washington Ceasefire

<http://www.washingtonceasefire.org>

“Washington CeaseFire is a nonprofit advocacy organization dedicated to reducing gun violence in Washington State through education and legislative action.”

“Through public education, public policy research, grass roots organizing and lobbying, CeaseFire works toward stronger gun safety laws with the goal of

keeping firearms out of criminals' hands and preventing the dozens of accidental gun-related injuries and deaths that occur each year in this state.”

## Violence Prevention Information Websites

### 1. Adolescent Violence Prevention

<http://members.aol.com/stringhamp/>

### 2. Association for Supervision and Curriculum Development (ASCD) Health in Education Initiative

[http://www.ascd.org/health\\_in\\_education/062001/feature.html](http://www.ascd.org/health_in_education/062001/feature.html)

Provides a link to a list of excellent resources (includes Surgeon General's 2001 report) and information on effective and ineffective programs

Provides a variety of topics on adolescent violence prevention, including a page for parents and professionals who work with adolescents

### **3. Centers for Adolescent and Family Studies (CAFS) Indiana University of Bloomington**

<http://education.indiana.edu/cas/adol/conflict.html>

Provides an adolescent directory with resources “for parents, educators, researchers, health practitioners, and teens”

### **4. Choice for Youth**

<http://www.preventviolence.org/main.html>

A website about youth violence in CA with a link to CA programs

Offers public education campaigns for investing in youth violence prevention programs to fight school shootings and juvenile crimes

### **5. Illinois Violence Prevention Authority**

<http://www.ivpa.org/>

Lists programs funded by Illinois including an evaluation unit

### **6. National Consortium on Violence Research**

[http://www.ncovr.heinz.cmu.edu/pls/public/navigation\\_pkg.index\\_page?wh=down&pg=/docs/home.htm](http://www.ncovr.heinz.cmu.edu/pls/public/navigation_pkg.index_page?wh=down&pg=/docs/home.htm)

Terrific research resource with list of publications and data center:

“The Consortium’s mission is to advance basic scientific knowledge about the causes or factors contributing to inter-personal violence, to train the next generation of violence researchers, and to disseminate its research findings to participants, policy-makers, and practitioners.”

“NCOVR is structured as a multi-disciplinary and multi-institutional Consortium. Its members come from different disciplinary backgrounds including the social, biological, medical, legal and political sciences. The Consortium is comprised of 66 active members who are eminent scholars in the field of violence research and who are affiliated with 40 institutions, across 23 states and in 4 countries. NCOVR’s research participants are linked through a Data Center sharing common resources, a telecommunications network, a newsletter and periodic workshops and conferences. An external advisory board oversees the Consortium’s strategic and operational activities.”

## **7. National Criminal Justice Reference Service**

<http://www.ncjrs.org/>

“NCJRS is a federally funded resource offering justice and substance abuse information to support research, policy, and program development worldwide”.

[http://www.ncjrs.org/school\\_safety/summary.html](http://www.ncjrs.org/school_safety/summary.html)

School safety summary

## **8. National School Safety Center**

<http://www.nssc1.org/>

Nonprofit organization providing resources for school safety information, training and violence prevention.

## **9. National Youth Violence Prevention Resource Center**

<http://www.safeyouth.org/scripts/index.asp>

This Center is an Incredible resource with web links to a long list of topics (see the Directory of Topics link).

## **10. Partnership Against Violence Network (PAVNET)**

<http://www.pavnet.org/>

Excellent resource, with database and links:

“Partnerships Against Violence Network is a "virtual library" of information about violence and youth-at-risk, representing data from seven different Federal agencies.”

Violence prevention professionals can communicate and share resources through the Pavnet mailgroup.

## **11. Safe USA**

### **Preventing Youth Violence**

<http://safeusa.org/youthviolence.htm>

Provides links to useful publications and organizations with advice for parents, school officials, and students about violence prevention

## **12. The Stop Violence Coalition of Kansas City**

<http://www.stop-violence.org>

The STOP Violence Coalition “focuses on preventing interpersonal and school violence through Kindness Education, Bullying Prevention and Anger Management programs for students, parents, educators and inmates. Education K-12 Organizations.”

## **13. Teachers Workshop**

<http://www.teachersworkshop.com/twshop/vioprev.html>

Provides information on multiple topics related to gangs and violence in general

## **14. UCLA School Mental Health Project:**

### **Center for Mental Health in Schools**

[http://smhp.psych.ucla.edu/qf/p2107\\_01.htm](http://smhp.psych.ucla.edu/qf/p2107_01.htm)

Offers materials on variety of topics, including violence prevention programs, for a small fee

## 15. University of California, San Diego

Academic Center of Excellence on Youth Violence Prevention

<http://www.sdhealth.org/youth/EngageComm.html>

“The UCSD Academic Center of Excellence on Youth Violence Prevention targets the City Heights community of San Diego. The Center is designed to meet expressed local needs to reduce violence in City Heights and capitalizes on the strengths of this culturally diverse community that is engaged in neighborhood revitalization.”

“The Academic Center of Excellence on Youth Violence Prevention will:

- \* Foster collaboration between academic researchers and communities.
- \* Empower communities to address the problem of youth violence.
- \* Build the scientific infrastructure necessary to support the development and widespread application of effective youth violence interventions.
- \* Promote interdisciplinary research strategies to address the problem of youth violence.”

## 16. University of California/ Violence Prevention Research Program

<http://www.ucdmc.ucdavis.edu/vprp/>

“The Violence Prevention Research Program is an organized research program of the University of California, Davis. Our work addresses the causes, nature, and prevention of violence. Our current major areas of emphasis are the prediction of criminal behavior, the effectiveness of waiting period/background check programs for prospective purchasers of firearms, and the determinants of firearm violence. Our mission is to conduct research that will further America's efforts to understand and prevent violence.

As a research-only organization, we do not serve as a resource for persons seeking general information on these topics. Excellent information, from several points of view, is available from the organizations listed on our "[Other Web Sites](#)" page.”

## 17. Violence Prevention Coalition of Greater Los Angeles

<http://www.vpcla.org/>

Provides fact sheets, web links, current events, and resources on many types of violence in LA

## 18. Violence Prevention (Santa Rosa County)

[http://www.santarosa.k12.fl.us/stuserv/Integrated\\_Services/Violence\\_Prevention/Violence\\_Prevention.htm](http://www.santarosa.k12.fl.us/stuserv/Integrated_Services/Violence_Prevention/Violence_Prevention.htm)

Florida website with information on projects and resources in Florida

## 19. Youth Violence Prevention

University of California, Riverside

<http://www.stopyouthviolence.ucr.edu/>

One of ten Academic Centers of Excellence on Youth Violence Prevention funded by the Centers for Disease Control and Prevention.

Seeks:

- “\* Improvement of youth violence prevention interventions by building a theoretical framework that links risk prevention and health development
- \* Development of enhanced prevention programs that incorporate themes from this theoretical framework, as well as sensitivity to cultural issues
- \* Development of a research agenda that incorporates both efficacy trials of innovative strategies and effectiveness studies in real-world settings
- \* Engagement of health care providers in violence assessment referral
- \* Dissemination of knowledge about youth violence prevention to researchers, service providers, and policy makers
- \* Engagement of the local community in development of a strategic response plan”

## 20. Youth Violence Prevention and the Role of the Physician

University of Southern California, Dept. of Family medicine

<http://abbc3.hsc.usc.edu/familymed/research/yvp/index.html>

Useful link for professionals and one for children and families

## Governmental Agencies for Violence Prevention Websites

### 1. Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF)

<http://www.atf.treas.gov/>

### 2. Centers for Disease Control and Prevention (CDC)

<http://www.cdc.gov/>

### 3. Community Outreach Program (COP)

<http://www.fbi.gov/hq/ood/opca/outreach/copintro.htm>

### 4. Federal Bureau of Investigation (FBI)

<http://www.fbi.gov/ucr/ucr.htm>

Uniform Crime Reports

### 5. National Conference of State Legislatures (NCSL)

School Violence Resources

<http://www.ncsl.org/programs/cyf/svresources.htm>

### 6. National Criminal Justice Reference Service (NCJRS)

<http://www.ncjrs.org/>

### 7. National Institute of Justice (NIJ)

<http://www.ojp.usdoj.gov/nij/welcome.html>

**8. National institute of mental Health (NIMH)**

<http://www.nimh.nih.gov/publicat/violencemenu.cfm>

**9. Office of Juvenile Justice and Delinquency Prevention (OJJDP)**

<http://www.ojjdp.ncjrs.org/>

**10. The Substance Abuse and Mental Health Service Administration (SAMHSA)**

<http://www.samhsa.gov/>

<http://www.mentalhealth.samhsa.gov/schoolviolence/default.asp>

School Violence Prevention US Dept. of Health and Human services

**11. U.S. Department of Education (DOE)**

<http://www.ed.gov/about/offices/list/osdfs/programs.html>

OSDSF Office of Safe and Drug-Free Schools

Description: The federal program website offers links to publications, model programs, research, and Internet resource...

**12. U.S. Department of Justice (DOJ)-- Youth Violence**

<http://www.usdoj.gov/youthviolence.htm>

Gang Violence Prevention. Information about preventing gang violence is located on the Office of Juvenile Justice and Delinquency Prevention site: ...

### 13. World Health Organization (WHO)

[http://www.who.int/violence\\_injury\\_prevention/en/](http://www.who.int/violence_injury_prevention/en/)

WHO: Department of Injuries and Violence Prevention

Injuries and violence prevention, ... Department of Injuries and Violence Prevention.

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