Nurturing Social Responsibility

Missouri Violence Prevention

Curriculum Framework

Prepared by the Missouri Center for Safe Schools

For

The Missouri Department of Elementary and Secondary Education

Approved by the State Board of Education, September 2008

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NURTURING SOCIAL RESPONSIBILITY:

MISSOURI VIOLENCE PREVENTION CURRICULUM FRAMEWORK

I. EXECUTIVE SUMMARY

Missouri schools are required to have a violence prevention program. Missouri statutes require that Missouri School Improvement Program accreditation reviews confirm that the school district is doing violence prevention staff development consistent with federal and state guidelines (160.660 RSMo). The Missouri Department of Elementary and Secondary Education directed the development of this framework as the state guideline for school violence prevention programming in compliance with RSMo 161.650.3.

You can quickly determine if you are compliant with the guidelines contained in this framework by answering the following questions:

A. Do students feel safe, welcome and supported at school?

B. Has the school community assessed the effectiveness of the primary violence prevention program being implemented by the school district, utilizing the five components of the *Missouri Violence Prevention Curriculum Framework*?

1. Character education, is based on locally identified traits
2. A system for developing self-discipline, as a component of the character education program, includes consistent implementation of a student code of conduct with clear expectations and boundaries
3. Instruction of strategies for managing anger, including recognition of the stages of anger, techniques for de-escalating angry situations, and crisis planning for dealing with individuals who cannot control their angry behavior
4. Conflict resolution, including peer mediation
5. Problem solving instruction as the integrating piece between character education, discipline education, anger management, and conflict resolution

C. Do the teachers at every grade level know what is expected of them with regard to implementing the primary violence prevention program? Do they know what outcomes should be reinforced from earlier instruction? Do they intentionally model the character traits (including self-discipline) and social skills (anger management, conflict resolution, and problem solving) that are being instructed?

D. Is staff development accomplished to support all components of the framework being implemented by the school district?

E. Are there any holes or disconnects evident when you chart the violence prevention programming and staff development for MSIP standard 8.11 (was 8.10 through MSIP Third Cycle)? (See the example MSIP 8.11 report in Appendix 1 to the Framework, page 23.)

F. Do student peer helping programs empower students and take advantage of positive peer influence in all components of the violence prevention program?

G. Is there a secondary prevention effort for those most at risk (i.e. anger support groups, mentoring, etc.)?

H. Is there a tertiary intervention/prevention effort for those who have become violent (i.e. recovery room, management school, etc.)?

If your answer to any of these questions is "no" or you are uncertain of the response, it is recommended that you read through the following pages then work with a representative committee from your school community to adapt the concepts of this framework and develop a violence prevention program that meets the needs of your youth. If you have difficulty finding resources for any component of the framework, contact the Missouri Center for Safe Schools at (816) 235-5656, thompsonrs@umkc.edu, or http://education.umkc.edu/safe-school for help.

II. INTRODUCTION

Much has been written and discussed in recent years about the growing trend toward violence and anti-social behavior among youngsters. Increased media attention and the changing nature of youth violence have impacted community perception of child behavior. Many communities are addressing the issue.

Although youth still account for only a small proportion of violent behavior in our society, increases in seriously violent behavior by youth have caught the attention of our communities. More alarming than the trend of youth violence has been the increase in youth victimization. Children, by far, are the most likely group in our communities to be the victims of violent acts. It is not surprising, therefore, that schools, where youth spend much of their time, are working to address the issues of student safety and behavior.

The majority of youth in our communities are on a path to a safe and productive role in the community. Many, however, are at significant risk of not being successful because of negative influences and behaviors that permeate their daily lives. For these youth, communities are challenged through their prevention efforts to address issues that are reducing their chances for success.

Successful violence prevention strategies are ones that address the issue of violence as a community wide issue. Not any one entity within the community has the tools or the ability to successfully address all the issues associated with violence prevention on their own. The most effective prevention strategies are comprehensive in nature and engage families, schools, communities, and peers in a collective effort to address factors affecting issues of violence in the community. From a public health perspective, effective prevention programming will be at three levels: primary, secondary, and tertiary:

- ✓ Primary prevention—Primary prevention programming is designed for the general population to reduce or minimize the risk of exposure to violence. <u>This framework is a guide for primary prevention program development.</u> All students will participate in the primary prevention effort. (DHHS, *Youth Violence: A Report of the Surgeon General*, pages 105-111)
- ✓ Secondary prevention—Those students most at risk of violent behavior should be identified and receive additional support (DHHS, pages 67-71 and 111-114). An example of a secondary prevention program would be support groups that address the needs of students who bully, who are bullied, and who are bystanders (CDC, *Best Practices of Youth Violence* Prevention, p. 129).
- ✓ Tertiary intervention—Students who are already violent will benefit from a range of interventions including alternative education and other programming designed to help them gain control of their aggressive behavior and find alternatives to violence for dealing with the issues in their lives. (DHHS, 114-119) Early intervention facilitates achieving the behavioral changes needed to help everyone be safe and nonviolent. It is important that all students and staff report perceived

threats of violence to those adults who are needed to effectively address the situation. A school multi-disciplinary threat assessment team should be in place to decide on appropriate action resulting from the reports.

Schools play a fundamental role in the community's youth violence prevention initiatives. Children who succeed at school are less likely to be either perpetrators or victims of violence. We know that children at risk of future violent behavior are also at risk of school failure. Many of these youth are characterized by a lack of commitment to school, have friends who engage in problem behaviors, are academically behind, and have low neighborhood attachment. In order to address these issues, schools need to think in broader terms about their role in the community and about how they address the individual needs of children in the school environment.

Many schools are examining their organizational approach to providing services in an attempt to change school ecology, increase parental and community involvement, promote the development and communication of positive school policies, and enhance the overall school philosophy around combating youth violence and school failure. In addition to organizational change within schools, increased emphasis is being placed on curriculum design which includes such aspects as social skills development and peer leadership dynamics. Successful schools are also improving classroom management and instructional techniques and are providing teachers with the tools and information necessary to implement effective teaching approaches for children. Techniques such as proactive classroom management and cooperative learning help to support teachers and students.

Class meetings are key to building a sense of community and belonging. It also provides a forum for identifying and dealing with bullying problems and other emerging violence problems.

As schools begin to integrate violence prevention strategies into teaching techniques and curriculum development at all levels of the educational continuum, schools and communities can expect safer, healthier, and more successful schools.

III. STUDENT SUPPORT

Violence prevention fits within the context of the student support component of a school reform model. *Student Support*, sometimes called *Learning Support*, refers to those steps taken by communities to enable students to learn and schools to teach. Search Institute's (www.search-institute.org/) developmental assets model clarifies the concept of student support. Four categories of external assets and four categories of internal assets are included in the developmental assets model:
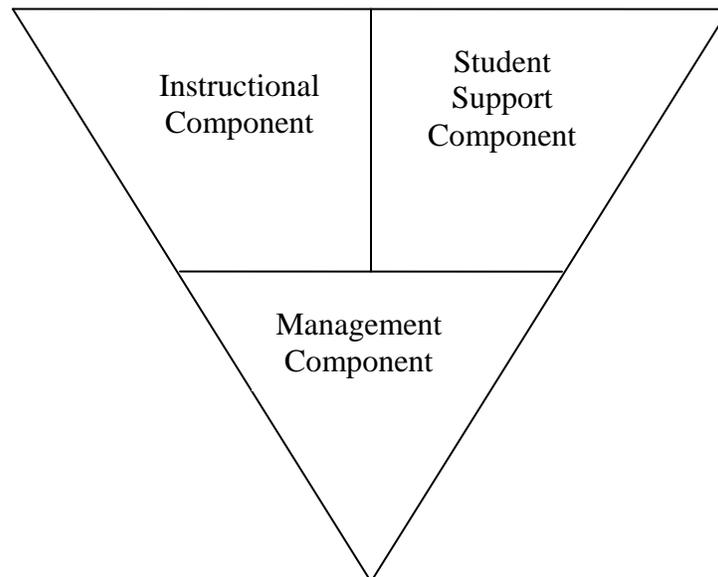
Developmental Assets Model

- External assets:
    - **Support** (parent involvement, positive adult relationships and communication)
    - Empowerment (children given useful roles in service to others)
    - Boundaries and expectations (clearly defined and communicated by adults; adult role models)
    - Constructive use of time (creative, positive, supervised)

- Internal assets:
    - Commitment to learning (stimulating activity, enjoyment of learning)
    - Positive values (character and self-discipline)
    - Social competencies (anger management, conflict resolution, and problem solving)
    - Positive identity (sense of purpose, self-esteem, positive view of the future)

Student support is the most neglected part of a 3-part model for comprehensive and integrated schools reform that follows:

School Reform Model

The Developmental Assets Model presents the External Asset considerations, including student support, that must be considered along side the Internal Asset orientation of this framework. The School Reform Model guides us to think about how management,

instruction, and the support of students contribute to violence prevention. For more information about the School Reform Model and student supports go to Center for Mental Health in Schools, UCLA, http://smhp.psych.ucla.edu.

IV. PRINCIPLES

There are many science-based violence prevention programs in existence. Research has substantiated some of these programs can be adapted effectively by a community, with fidelity to original program design (DHSS, *Youth Violence: A Report of the Surgeon General*, page 11). This curriculum framework was not designed to *reinvent the wheel,* nor was it designed to promote *plug-in* programs, but rather to encourage a comprehensive and integrated approach to violence prevention that addresses all the components of the framework in a way that meets the needs within individual communities.

This curriculum framework was developed utilizing the following principles:

1. The violence problem is a community problem. In order to be effective, violence prevention programming must be community-wide. Schools have an important role to play in facilitating the community effort. It is expected that educators will utilize community resources in designing the detailed curriculum plan and implementing it within the schools.
2. It is expected that school communities will use this curriculum framework to evaluate their existing program. While the evaluation may result in the determination that all elements of the framework are comprehensively addressed by the existing program, and that instruction provides the consistency in approach classroom-to-classroom and year-to-year necessary to change behavior, but it may be determined that there are holes and/or disconnects in the program.
3. Whether your community decides to build a violence prevention program from scratch, or to just fill in some holes in the existing program, do not *reinvent the wheel*. Adapt science-based approaches with proven track records. There are many resources for use in developing violence prevention plans, but the real keys to successful programs are consistency, continual reinforcement, community support/involvement, early identification of and intervention with at-risk youth, and evaluation.
4. All curricula should be aligned with the "Show Me Standards" wherever possible. SuccessLink, Missouri's resource for lesson planning support, has a website (www.successlink.org) that provides an ever-growing library of exemplary lesson plans which demonstrate the alignment of instruction with the Show Me Standards. It is also expected that teachers will integrate violence prevention skill development into the already existing curriculum. SuccessLink has indexed exemplary lesson plans that demonstrate the concept of integrating violence prevention into the instruction of the core curriculum.
    a. Examples of Show Me Standards related to Character Education:
        i. 4.2—Understand and apply the rights and responsibilities of citizenship in Missouri and the U.S.
        ii. 4.3—Analyze the duties and responsibilities of individuals in societies.
        iii. 4.4—Recognize and practice honesty and integrity in academic work and in the workplace.

       iv. SC8—Impact of science, technology, and human activity on resources and the environment.
       v. SS1—Principles expressed in the documents shaping constitutional democracy in the U.S.
       vi. CA7—Identify and evaluate the relationships between language and culture.
       vii. HP6—Consumer health issues (such as the effects of mass media on safety and health).

    b. Examples of Show Me Standards related to Conflict Resolution and Problem Solving:
       i. 1.7—Evaluate the accuracy of information and the relationship of its sources.
       ii. 2.3—Exchange information, questions and ideas while recognizing the perspectives of others.
       iii. 3.1—Identify problems and define their scope and elements.
       iv. 3.3—Develop and apply strategies based on one's own experience in preventing and solving problems.
       v. 3.6—Examine problems and propose solutions from multiple perspectives.
       vi. 3.8—Assess costs, benefits and other consequences of proposed solutions.
       vii. 4.6—Identify tasks that require a coordinated effort and work with others to complete those tasks.

    c. Examples of additional Show Me Standards related to Anger Management:
       i. 4.7—Identify and apply practices that preserve and enhance the safety and health of self and others.
       ii. HP2—Principles and practices of physical and mental health (such as stress management).

5. Prevention programming must be integrated into professional development and teaching objectives. Teachers need to be given the skills to integrate violence prevention activities into the learning environment. The integration of the components of this framework into all segments of the curriculum will contribute to the personal relevance of the instruction and enhance the depth of knowledge achieved:

    a. Level 1—Recall   Recall of a fact, information, or procedure
    b. Level 2—Skill/Concept   Use conceptual knowledge to do something
    c. Level 3—Strategic   Reason to develop a plan with steps
    d. Level 4—Extended thinking Investigate and process multiple conditions

6. Students learn from observing the behavior of others. It is essential that teachers and other key personnel know the skills they expect students to master and model them appropriately. The involvement of parents and community members as supporters and role models is stressed throughout the framework
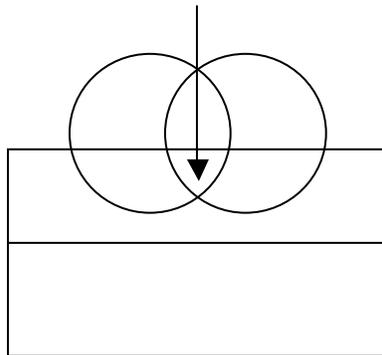
V. VIOLENCE PREVENTION CURRICULUM FRAMEWORK

The following curriculum components should be addressed when planning and implementing a school district-wide violence prevention curriculum. These components are all important; however, they are not meant to be a checklist, but rather a menu to address the particular needs within each school community.

The framework is designed to prevent all forms of violence, including physical, emotional, and substance abuse. School personnel should be aware of the symptoms of abuse and its educational implications. All school personnel must carry out their duties with knowledge of the legal implications for handling abuse.
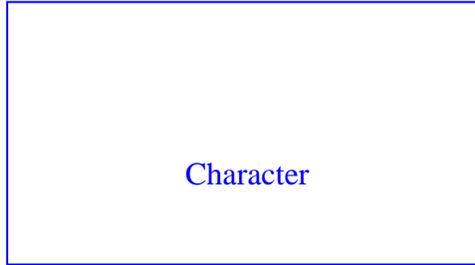
The framework will guide the development of strategies to prevent students from becoming abusers of self (suicide, drug abuse, etc.) and others (bullying, harassment, assault, etc.). The abuse prevented includes physical, verbal, emotional, or social. The framework will also help adults and students acquire knowledge of parenting practices that are compatible with preventing abuse.

Teachers will know the impact of media on student growth and development as it relates to violence and each of the components of this framework. The violence prevention programming decided on should include strategies to develop media literacy.

The diagram below is utilized on the following pages to present the framework. Each figure in the diagram represents a component of the framework. The diagram will help to explain the relationship between the components. We will start with character education, which serves as the foundation of the framework.

Character Education

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The foundation of a comprehensive violence prevention program is character education.

Character education is not an add-on to the curriculum, but a intentional, and proactive approach to character development built on these principles:

➢ Define character comprehensively to include thinking, feeling and behavior
➢ Promote core ethical values in all phases of school life and permeates the entire school culture
➢ Provide meaningful and challenging academic curriculum that respects all learners, develops their character and helps them succeed
➢ Provide students with opportunities for moral action which fosters self-motivation

Strategies for teaching positive character traits include:

➢ The school district will utilize a community wide process to decide on the objectives of character education.
➢ The school district will establish a process to ensure that the development within students of locally determined character traits is integrated throughout the existing curricular offerings. Two traits that should be included are responsibility and respect.

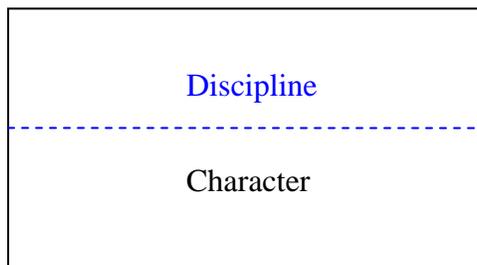| **RESPONSIBILITY**	**RESPECT**
A willingness to be accountable for your own actions without blaming others. CHARACTER*plus*	Showing regard for self, others, property and those in authority. CHARACTER*plus*

NOTES: 1. The standards for character education were taken from the Character Education Partnership's Eleven Principles.
2. The trait definitions are from materials developed by CHARACTER*plus*, 8225 Florissant Road, St. Louis, MO 63121, 800-835-8282, www.csd.org

Discipline

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Discipline (self-discipline) is an important character trait.

When students are not self-disciplined, they may misbehave by acting out. Students act out for a variety of reasons: they do not know how to behave correctly, they want to test the limits, they cannot manage their feelings, etc.

Strategies for district-wide discipline development include:

➢ Each district's staff develops and implements a district-wide discipline policy that states clearly what the expectations are. Harassment and intimidation are not allowed and result in immediate intervention. The policy includes supports for positive behavior. The policy is disseminated to community stake-holders.

➢ Adults model the behavioral expectations as set forth in the discipline policy. Adults model respect for the youth, even in the face of misbehavior. The behavior of the adult sends the message that the youth will be neither rejected nor abandoned. The adult considers each youth to be important and will, therefore, hold the youth accountable for his/her behavior, reinforcing the good and expecting the youth to provide restitution as appropriate for the bad.

➢ Adults monitor student behavior. High-risk locations for bullying and other behavior problems are identified and monitored closely.

➢ Consequences for disciplinary infractions which emphasize learning are developed and implemented consistently within buildings and across the district. Although these consequences will be consistent for each developmental level, they may vary across levels. There is an acknowledgement that punishment does not work for repeat offenders and that functional behavior assessment must be performed to identify the needs that are not being met.

➢ School communities implement restorative discipline strategies leading to acceptance of responsibility, restitution and healing damaged relationships.

➢ Students are instructed in the responsible reporting of situations which jeopardize the safety of self or others. Reports are acted on expeditiously.

Anger Management
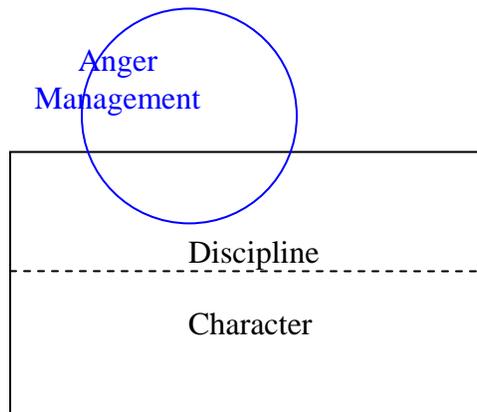
On the foundation of character, including self-discipline, we add the social skill of anger management. Actually, anger is a secondary emotion. Underlying the anger is a variety of other emotions: anxiety, frustration, hurt, loneliness, shame, etc.

Strategies for managing anger include:

> ➢ Staff development will be presented in recognizing the characteristics of anger stages.
> ➢ Administrators and teachers will be taught strategies to contain and de-escalate inappropriate social behaviors within the learning environment.
> ➢ Teachers will be trained to utilize behavioral support plans to address the student's feelings and diminish the reoccurrence of inappropriate behavior.
> ➢ Administrators and staff at each school building will establish a crisis management plan that will be implemented in the event of an actual emergency including violent incidents.

Conflict Resolution
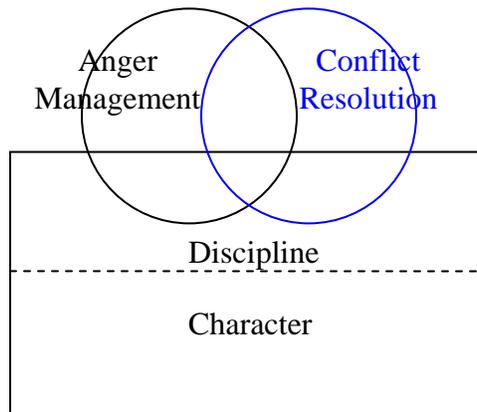
Adding the conflict resolution social skill, we complete a comprehensive model for violence prevention.

Strategies for conflict resolution include:

- ➢ Conflict resolution programs will be developed and implemented.
- ➢ All students and staff will be taught to use conflict resolution to both prevent and settle conflict.
- ➢ All classrooms will utilize peer mediation procedures as a part of their conflict resolution program. Peer mediation is not appropriate in situations involving peer abuse (bullying).
- ➢ The use of restorative discipline concepts to decide on appropriate restitution.
- ➢ Through collaboration with community stakeholders, use of conflict resolution procedures will be inculcated in agencies which interface with the schools.

The comprehensive instruction of conflict resolution will address all the concepts presents on the following page.

Conflict Resolution Education

Basic Terms of Conflict Resolution

accommodate	body language
collaborate	compromise
conflict	disputant
emotions	empathy
I-message	mediate
negotiate	perception
resolution	win/win

Basic Concepts of Conflict Resolution

Conflict is natural
Criteria for constructive resolution:
1. improves relationships
2. win/win
3. improves skill

Base rules for negotiation/mediation:
1. I will do my part to solve the problem
2. I will treat others with respect; no fouls (blaming, name-calling, threatening, put-downs, bossing, etc.)
3. I will listen when others speak
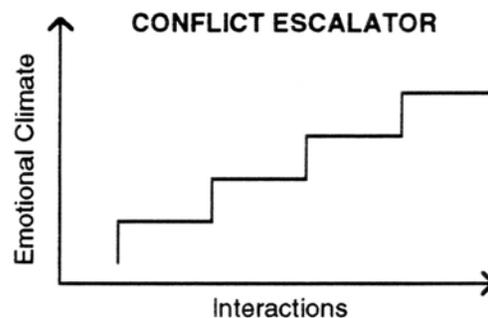
Basic Processes of Conflict Resolution

Problem Solving Process (as discussed on the following page)

HEARS empathy process
    Hold correct posture
    Eye contact
    Assess the feeling
    Reflect the feeling
    Say the feeling

Three Models of Conflict Resolution

FOUR OUTCOMES OF CONFLICT

I win	You lose	I win	You win
I lose	You lose	I lose	You win

CONFLICT ESCALATOR

Emotional Climate (vertical axis) — Interactions (horizontal axis)

CONFLICT RESOLUTION STYLES

High / Low relationship goals, Personal Goals axis

CONTROL — COLLABORATE
COMPROMISE
AVOID — ACCOMMODATE

Personal Goals (vertical axis): High
Relationship Goals (horizontal axis): Low — High

Problem Solving

Problem
Solving
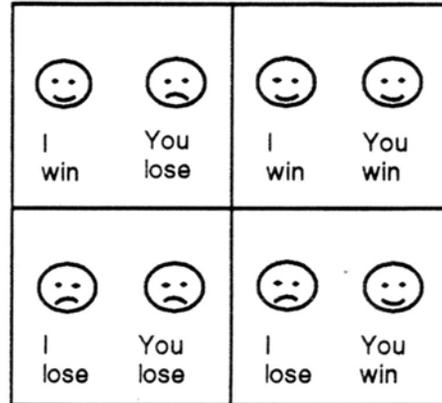
Anger
Management

Conflict
Resolution
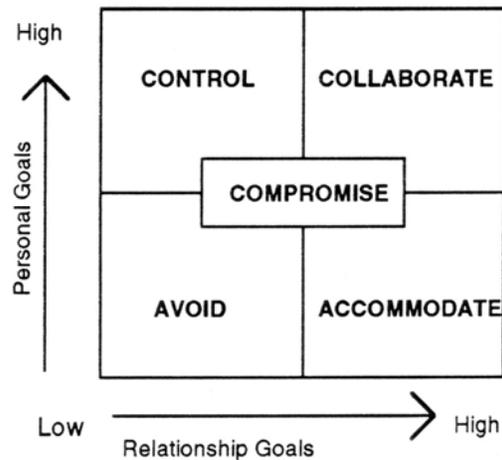
Discipline
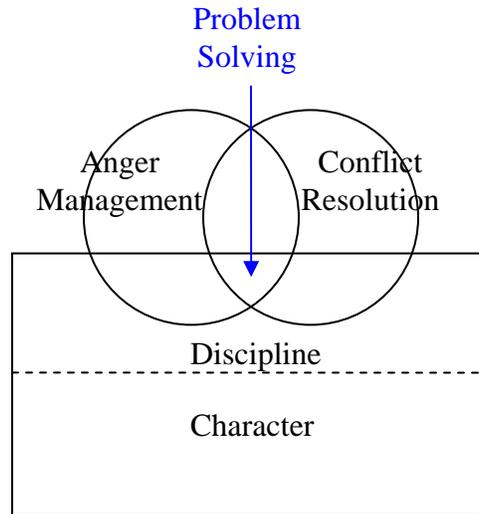
Character

The one common element to discipline/character, anger management, and conflict resolution is problem solving and moral reasoning. (Surgeon General, page 114)

Strategies for developing within students the habit of responding to challenging situations with problem-solving approaches rather than aggression are key to violence prevention.

There is a universal process for problem solving. Using the same mnemonic throughout the school to remember the steps of problem solving can help students recall the steps of the process. Four mnemonics to choose from are:

SOCS	SODAS	IDEAL	FACT
Situation	Situation	Identify problem	Facts first
Options	Options	Develop options	Anger management
Consequences	Disadvantages	Evaluate options	Caring communication
Solution	Advantages	Act on best option	Timely Tools
	Solution	Learn	

Positive/Negative Peer Relationships

The goal of the framework is positive peer relationships. At the same time, positive peer involvement in the program of instruction is essential to program effectiveness. For violence prevention programming to be effective, it must involve and empower students. Peers have a great deal of influence on adolescent behavior. While there are well-publicized occasions on which peer relationships negatively influence youth, the power of peer helping to influence positive behavior changes in young people has been underutilized.

Strategies for helping students develop positive peer relationships include:

- Administrators, staff, and students will be instructed with team building activities and cooperative learning that will enhance peer relationships.
- Administrators, staff, and students will generate ideas and an action plan to provide community service.
- Administrators, staff, and students, with community involvement, will generate ideas and an action plan to provide peer helping, including student peer mentoring, peer tutoring, peer mediation, and student ambassador programs.
- Teachers will utilize mentoring techniques for peers and community members which model positive peer relationships.
- Administrators, teachers, and students will use peer relationships to develop cultural competence and explore the value of cultural/gender/ethnic diversity.
- Administrators, teachers, and students will work together to develop an action plan to increase positive self-esteem.
- Students will be taught strategies for expressing disapproval of bullying behavior by peers and as a group resolving problem situations.
- Teachers will facilitate student learning about the harmful consequences of the use of illegal drugs and other harmful substances and teaching them strategies to combat negative peer pressure.
- Administrators and teachers will be instructed as to the legal implications of gang membership and the negative behaviors that result.

VI. SUGGESTED STEPS

The following steps in developing community-based violence prevention programs may prove helpful:

- Review existing policies and procedures that address safe schools and learning climates.
- Call upon a representative advisory council (classroom teacher, counselor, administrator, student, parent, government official, civic leader, clergy, etc.) to review and assess existing violence prevention curriculum, utilizing this framework, for comprehensiveness (addresses all elements of the framework) and continuity (instruction reinforces and builds on prior learning). One outcome of the review could be identification of some curriculum/programs for deletion or revision to eliminate redundancy or instruction that is off target. The other outcome is the identification of gaps in the existing program; aspects of this framework that are not being adequately addressed.
- When the committee determines that aspects of the violence prevention program must be augmented, utilize the committee to share information and elicit resources and expertise both in the planning and implementation phases.
- Each community agency should define its role in the community effort and identify parts of the comprehensive curriculum it can implement and reinforce.
- Teachers and other school staff members who will be expected to implement all or part of the detailed curriculum should be involved throughout the planning phase, where appropriate.

VII. COMMUNITY RELATIONSHIPS

Curriculum is the backbone of the community-wide violence prevention program. School districts should involve existing collaborative groups (such as Safe and Drug Free Schools Advisory Councils) when working to develop the community approach to youth violence prevention. By utilizing established groups they can avoid fragmentation of community-based efforts. Existing groups may have funding available, as well as relationship and support systems that will aid the violence prevention effort.

The curriculum should be shared and utilized by groups within the community. By collaborating with community members, schools can help ensure a uniform, comprehensive approach to violence prevention. This will also create common language which will enhance children's understanding and mastery of the skills and knowledge taught through the curriculum.

The most accessible and effective resources are those available within the local community. School districts should give a high priority to investigating and developing local resources early in their detailed curriculum planning process. Some of the resources found in many communities are:

- police and law enforcement agencies which can utilize their expertise with drug and gang awareness information, physical security, crisis response programming, school resource officers, and identification of at-risk youth
- DARE officers who have a curriculum to address drug awareness, gang awareness, self-esteem, problem-solving, and anger control
- medical professionals can help with information about the medical implications of drug usage and first aid procedures in the event of a violent incident
- mental health professionals and clergy can provide crisis intervention, communicate the psychological impact of drug usage and interpersonal abuse, and make appropriate referrals
- government officials, civic leaders, and many professionals in the business and not-for-profit community agencies have expertise with conflict resolution and problem-solving techniques
- parents and other community members can serve as mentors
- students, parents, and community members who are trained as mediators can serve an important role in resolving conflict

It is important that schools not succumb to the temptation to utilize community services without an overall curricular plan. To do so would most likely result in a fragmented array of services without the consistent teaching and reinforcement which are necessary to make students successful. However, by utilizing community resources schools benefit in several ways:

1. They get the help of talented community members who are familiar with local issues and invested in the outcome.
2. They help in the development of the community resources.
3. They facilitate improved rapport between youth and adults within the community.

VIII. RESOURCES

The school districts have available to them a wide range of resources for use when planning and implementing their violence prevention curriculum. The most accessible and effective resources are those available within the local community, as stated elsewhere in this curriculum framework. School districts should give a high priority to investigating and developing local resources early in their curriculum planning process. Furthermore, the academic curriculum each district has developed in response to the Show-Me Standards should already provide much of the factual knowledge and many of the performance skills needed in the violence prevention curriculum.

There are many excellent violence prevention resources available through government agencies, nonprofit organizations, and commercial enterprises. Any list of resources provided will soon become obsolete as new resources are produced and old resources are displaced. The Blueprints initiative of the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice (www.ojp.usdoj.gov/ojjdp) identifies "model"

and "promising" violence prevention programs that have proven to be effective when replicated. One of the functions of the Missouri Center for Safe Schools is to make available to school districts the latest information on materials and references. For a current list of resources, go to the Missouri Center for Safe Schools website, http://education.umkc.edu/safe-school. Other primary resources are:

- The website for the Missouri Department of Elementary and Secondary Education (http://services.dese.state.mo.us)
- SuccessLink has indexed exemplary lesson plans that demonstrate the integrated instruction of violence prevention (http://www.successlink.org)

IX. STAFF DEVELOPMENT

Staff development is important to the effectiveness of the violence prevention program. There has been a definite (or perceived) lack of formal training in the area of teaching violence prevention strategies. The Missouri Center for Safe Schools is prepared to support school districts, through the Regional Professional Development Centers, as they train their respective staffs on each component of the framework.

Regional Safe Schools Showcases, aligned with each Regional Professional Development Center, are works-in-progress exemplifying community-appropriate approaches to comprehensive violence prevention programming. Missouri Safe Schools Showcases will:

- ✓ Demonstrate a community-wide approach to integrating violence prevention efforts throughout the curriculum.
- ✓ Address all elements of the Framework, including emergency management planning.
- ✓ Describe the processes and programs which comprise their implementation of the Framework in a written document.
- ✓ Be consistent with the principles of the Framework.

Showcase School Districts have been given special support by the Missouri Center for Safe Schools in violence prevention program development. They are located throughout the state. They range from small, one-building districts in rural settings to large suburban and inner-city districts. Each Showcase district has prepared a brochure describing their unique violence prevention program in terms of the Framework. The Showcase brochures are all available for review on the website of the Missouri Center for Safe Schools (at the "Downloads" sub-page, http://education.umkc.edu/safe-school).

X. EVALUATION

The evaluation process should be developed with the end in mind. Begin by writing a broad statement of what the community wants to achieve. That is your program goal. Then determine the specific things you will need to do to achieve your goal. These are your objectives. Objectives should be measurable (i.e., reduce expulsions resulting from fighting) and attainable given the resources you have. Data collection and program evaluation will be driven by your objectives. (CDC, *Best Practices of Youth Violence Prevention*, pages 12-14)

The key components of a comprehensive evaluation process are (CDC, *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youth*, 2nd Edition, 2005, p. 5):
- **Formative Evaluation** undertaken during the design and pretesting of programs for the purpose of refining the program prior to routine implementation or tailoring the intervention to a particular population.
- **Process Evaluation** undertaken to assess whether the program is being delivered in a manner consistent with program objectives and the extent to which the target population is participating.
- **Outcome Evaluation** undertaken to assess the impact of the program on participants, in deciding whether a program should be continued, expanded, or replicated.

Research questions are useful in guiding the evaluation (ibid. p. 6):
- Has the program reduced aggressive or violent behavior among participants?
- Has the program reduced some of the intermediate outcomes or mediating factors associated with violence?
- Has the program been equally effective for all participants or has it worked better for some participants than for others?
- Have all components of the program been equally effective in achieving desired outcomes or has one component been more effective than another?

Some of the considerations in conducting effective evaluation are (ibid. p. 7):
- Is there a comparison group of equivalent persons who have experienced no program or an alternative program?
- What is the reliability of the measures (consistency, stability)?
- Are the instruments used valid? Do they measure what they are intended to measure?
- Are the instruments culturally appropriate for the target group?

XI. CRISIS PREPARATION, RESPONSE, AND RECOVERY

It is widely recognized that a sound prevention program makes it more unlikely that a crisis situation will arise. However, there is no prevention effort that eliminates the possibility of a crisis. Furthermore, crises are not necessarily the result of school failures. The violence prevention curriculum does not replace the need to provide for physical security, including control of access to the school building. The curriculum does not replace the need to screen adults who are being considered for employment on the school staff. The curriculum does not eliminate the need for a crisis intervention team with a good plan covering a range of contingencies. Careful planning before a crisis occurs can help protect students and staff. Emergency management planning should include:

1. A comprehensive safety inventory of all school buildings. The Missouri Center for Safe Schools has developed an inventory in the form of a safety review checklist. This inventory includes checks for compliance with all relevant laws, codes, Missouri School Improvement Plan standards, and board policies. It covers such areas as building security, physical safety, staff screening, emergency planning, emergency preparedness, violence prevention, Safe Schools Act compliance, and associated staff development.

2. Procedures to protect students and staff when emergencies occur. These include evacuation drills in case of fire, take cover drills in case of severe weather, and protection measures against violent physical threat. Involve community members with expertise in emergencies, such as law enforcement, fire fighting, medical, and media personnel, in both planning and practicing these procedures. Ensure all emergency operations plans include provisions for the safety of physically handicapped students.

3. The appointment of crisis intervention team members in each school. This team will need additional training in order to handle emergencies.

4. The involvement of parents and other community members in the planning process. The emergency operations plan should be shared with all students and parents each year. It is especially important that parents understand the process to be followed in the aftermath of a crisis so as not to add to the confusion.

5. Periodic exercise and update of the plan. When a plan is not exercised, people tend to become complacent.

6. Annual staff training on the plan.

 Schools should have multi-hazard emergency operations plan that align with the city/county plan. Suggested components of school emergency operations plans include:

- Primary and Support Responsibilities Chart
- Hazards Analysis
- Threat Assessment Procedures
- Map of School Campus

- Floor Plans (indicating exit routes, sheltering locations, utility shut-offs, etc.)
- Communications and Warning Plan
- Public Information Plan
- Search and Rescue Plan
- Security Plan
- First Aid Plan
- Mental Health Plan
- Hazardous Materials Plan
- Maintenance and Supplies Plan
- Transportation Plan
- Family Reunification Plan

Example district-level and building-level emergency operations plans are available on the website of the Missouri Center for Safe Schools (http://education.umkc.edu/safe-school).

APPENDIX 1—MSIP 8.11 EXAMPLE REPORT

Missouri School Improvement Program (MSIP) *Integrated Standards and Indicators Manual* (Fourth Cycle) includes the following standard:

Standard 6.6: The schools are orderly; students and staff indicate they feel safe at school.

1. *A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of student to and from school, during school, and during school-sponsored activities is distributed to teachers, parents, and students.*
2. *Students and staff indicate they feel safe at school.*
3. *Standards of conduct are enforced consistently, and **violence prevention training has been implemented**.*
4. *Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools.*

Standard 8.11: The district's facilities are safe.

3. *The district has developed, implemented, and documented safety procedures, which include:*

   - *safety inspections for buildings and grounds*

   - *appropriate safety/emergency drills*

   - *a reporting system for accidents*

   - *security and crisis management plans for each building*

   - ***violence prevention training for the staff***

With regard to the violence prevention training for the staff called for in both standards, the school district is asked to produce a report like the example that appears on the next page. In completing the report, make sure that the components of the *Missouri Violence Prevention Curriculum Framework* are addressed in a way that shows continuity from building to building, grade level to grade level. The training should emphasize the empowerment of students through cooperative learning, peer helping, and other strategies as appropriate. Sign-in sheets, agenda, and participant evaluations should be available for review on each workshop listed in the report.

NOTE: This is the same report required under Standard 8.10 for MSIP Third Cycle.

List the federal, state, and local school violence-prevention programs for which the district's safety coordinator [position or name:_____] has thorough knowledge. Asterisk these programs that have been implemented in the district, and describe the staff training and resources which have been provided for these implemented (asterisked) violence-prevention programs:

MSIP 8.11 for ShowMe School District

Violence Prevention Program (* indicates a program that has been implemented)	Staff Training	Resources
Integrating Character Education*	K-12 4 hour district workshop Aug 18. 2 hour community meeting regarding traits on September 5. Incorporated in lesson planning, class observations, student activities, discipline, etc.	*CHARACTERplus*
IDEAL Problem Solving*	K-12 90 minute workshop Aug 17. Incorporated in lesson planning and class observations. Incorporated in the discipline system.	Missouri Center for Safe Schools
Positive Behavior Support*	K-12 2 hour district workshop Aug 18. Incorporated in the discipline code and acted on building-level committees.	Regional Professional Development Center
Peer Mediation*	3-12 90 minute workshop Aug 17. 4 hour refresher training for experienced secondary mediators, Sep 11. 8 hour training for elementary school student team and sponsors, Sep 12-13.	Missouri Center for Safe Schools and experienced peer mediators
Anger Management*	K-8 3 hours, Nov 5	*Behavior Intervention Support Team* (BIST), Comprehensive Guidance Model, Counselor
Bullying Prevention*	Bullying Prevention Committee training (2 days) Staff training (1 day)	*Olweus Program* *Stop Bullying Now (HRSA.org)*
Safe Schools Act	K-12 1 hour workshop Aug 17	Missouri Center for Safe Schools
Fight Free School*	Intermediate 1 hour refresher, Feb 4	Counselor
Fight Intervention	MS-HS 2 hours, Nov 5	Missouri Center for Safe Schools
Intruder Procedures*	K-12 1 hour workshop Aug 17	Local Law Enforcement
Sexual Harassment Prevention	K-12 30 minute workshop Aug 17	District Legal Counsel
Date Rape	HS, 1 hour, Nov 5	University Outreach
Suicide Prevention*	HS, 1 hour, Nov 5	QPR
Substance Abuse Prevention*	Intermediate School (4-5), 2 hours, Feb 4 Middle School , 3 hours, Feb 4	DARE Officer Project Alert & DARE follow-up

APPENDIX 2—BACKGROUND

As part of the *Missouri Safe Schools Act* of 1996, RSMo 161.650, Section 3 directed that:

1. The department of elementary and secondary education shall identify and, if necessary, adopt an existing program or programs of educational instruction regarding violence prevention to be administered by public school districts pursuant to subsection 2 of this section, and which shall include instructing students of the negative consequences, both to the individual and to society at large, of membership in or association with criminal street gangs or participation in criminal street gang activity, as those phrases are defined in section 578.421 RSMo, and shall include related training for school district employees directly responsible for the education of students concerning violence prevention and early identification of and intervention in violent behavior. The state board of education shall adopt such program or programs by rule as approved for use in Missouri public schools. The program or programs of instruction shall encourage nonviolent conflict resolution of problems facing youth; present alternative constructive activities for the students; encourage community participation in program instruction, including but not limited to parents and law enforcement officials; and shall be administered as appropriate for different grade levels and shall not be offered for academic credit.

2. Beginning no later than the 1998-99 school year and each school year thereafter, all public school districts within this state with the approval of the district's board of education may administer the program or programs of student instruction adopted pursuant to subsection 1 of this section to students within the district starting at the kindergarten level and every year thereafter through the twelfth grade level. (RSMo 161.650, Section 3)

During School Year 1997-98, the Missouri Center for Safe Schools, at the direction of the Missouri Department of Elementary and Secondary Education, organized a representative committee to draft "program or programs of instruction" called for by the legislation. The committee reviewed the research on violence prevention and considered existing federal and state guidelines regarding related topics. The committee decided on a curriculum framework and developed a draft. The draft framework was reviewed for input with over 200 citizens at four locations throughout Missouri during a teleconference in March 1998. The committee then finalized the framework in June 1998 and submitted it to the Department of Elementary and Secondary Education. The framework was approved by the State Board of Education in August 1998.

A change to the Missouri Safe Schools Act in 2000 added to 160.660 RSMo the following requirements:

- District safety coordinators must have a thorough knowledge of all federal, state, and local school violence prevention programs and available resources. The

school district must fully use those programs and resources the board determines are necessary and cost-effective.

- Compliance will be checked every five years as part of each Missouri School Improvement Program accreditation review.

APPENDIX 3—BULLYING PREVENTION

RSMo 160.775 directs that:

School districts must adopt an anti-bullying policy no later than September 1, 2007. "Bullying" is defined as intimidation or harassment that causes a reasonable student to fear for his or her physical safety or property. Bullying can consist of a physical act, oral or written communication, and can include threats of retaliation to students for reporting such acts. The policy shall not contain specific lists of protected classes of students. The policy shall required district employees to report any bullying instance of which the employee has firsthand knowledge and shall address <u>*employee training*</u> *in it's requirements.*

The Missouri Violence Prevention Curriculum Framework (MVPCF) guides primary prevention for bullying along with all other forms of violence. When a child begins to demonstrate bullying behavior, they may be just imitating someone they have seen and they might not be aware of the impact of their behavior on others. The only intervention necessary may be to explain to them what bullying is and why it is hurtful. The longer this behavior goes uncorrected, the more integrated the bullying behavior becomes in the character of the child.

When a student displays bullying characteristics, primary prevention is no longer adequate and tertiary intervention is required. Therefore, employee training to satisfy RSMo 160.775 should include both the primary prevention of the MVPCF and tertiary intervention that would include:
- Identification and monitoring of high-risk locations for bullying
- Procedures for submitting student and staff reports of bullying
- Appropriate response to reports of bullying
- Consistent intervention in bullying situations and enforcement of rules against bullying
- Strategies for teaching skills to students who are targets of bullying (defusing, reporting, safety planning, etc.)
- Strategies for teaching skills to bystanders (defusing, reporting, supporting the target, intervening, etc.)
- Strategies for teaching skills to students who use bullying behavior (empathy, problem solving, etc.)

CYBER BULLYING PREVENTION

What makes cyber bullying so dangerous……is that anyone can practice it without having to confront the victim. You don't have to be strong or fast, simply equipped with a cell phone or computer and a willingness to terrorize. (King, L., "No hiding from online bullies," http://www.news-leader.com/, August 15, 2006)

Cyber bullying, electronic bullying, is defined as bullying through email, instant messaging, on a website, in a chat room, and using a cell phone. One-third of all teenagers who use the Internet have been cyberbullied.

A child experiencing cyber bullying may have feelings of depression, low self-esteem, helplessness, social anxiety, reduced concentration and suicidal ideation. Teachers and school administrators need the knowledge to understand the technology and the potential for misbehavior and injury. When cyber bullying becomes a problem the school staff needs to know what they can do to prevent cyber bullying.

- Assess/survey students about cyber bullying
- Train staff on cyber bullying
- Define cyber bullying
- Establish rules and policies about cyber bullying
- Encourage reporting of cyber bullying
- Share information and resources with parents
- Facilitate class meeting on the topic of cyber bullying
- A child who is experiencing

APPENDIX 4—LIST OF CONTRIBUTIONS

MISSOURI VIOLENCE PREVENTION CURRICULUM FRAMEWORK

Many people reviewed the draft of this revision at various stages in the process. Several deserve special recognition for their contributions to the information presented or the format of the information:

- Anderson, Diedre: Safe and Drug Free Schools Coordinator, Hickman Mills
- Baclesse, Marsha: Great Teaching Ideas Coordinator, SuccessLink
- Berry, Glenn: Director, Missouri Center for Safe Schools
- Bihr, Mari Ann: Educational Consultant for Health and PE, DESE
- Cole, Susan: Coordinator for State Programs, DESE
- Colgan, Dan: Superintendent, St. Joseph
- Fuston, Judy: Director of Counseling, St. Joseph
- Gibson, Marge: Superintendent, Northeast Randolph County R-IV
- Gipson, Melva: Elementary Principal, Northeast Randolph County R-IV
- Henley, Patricia: Director, University Academy Charter School
- Lang, Lynne: BJC HealthCare School Outreach & Youth Development
- Lewis, Dennis: Safety Coordinator, Springfield
- McEntee, John: Safety Coordinator, Hickman Mills
- Memarian, Nasser: Safety Coordinator, St. Joseph
- Michael, Dick: Superintendent, Clinton
- Murphy, Vivian: Office of State Courts
- Neale, Chris: Assistant Superintendent, Lebanon
- Robbins, John: Supervisor for Guidance and Placement Services, DESE
- Thompson, Russell: Associate Director, Missouri Center for Safe Schools
- Van Tuinen, Patti: Adolescent Health Coordinator, DHSS
- Wood, Gary: Secondary Principal, Northeast Randolph County R-IV

The following persons served as members of the committee who developed the original 1998 version of the Missouri Violence Prevention Curriculum Framework:

- Aulbur, Millie: The Missouri Bar
- Beetem, Nela: Missouri Department of Health
- Caccamo, James: Partnership for Children
- Clark, Howard: Kansas City, Missouri School District
- Cline, Audie Missouri State Teachers Association
- Cochran, Peggy: Missouri NEA
- Cooper, Jerry: Hickman Mills School District

- Dill, Gene: Independence School District
- Dittmeier, Bill: Jackson County Family Court
- Dorrell, Larry: Missouri Association for Alternative Education
- Fuston, Judy: St. Joseph School District
- Greim, Kelley: Fort Osage School District
- Hart, Patty: Kansas City Regional Professional Development Center
- Henley, Patricia: Missouri Center for Safe Schools
- Johnson, Cynthia: Sedalia School District
- Jordan, Leslie: Missouri Coalition of CMH Centers
- Karns, Rodney Platte Valley Education Cooperative
- King, Kent: Missouri State Teachers Association
- Kramer, Peggy: Harrisonville School District
- May, Maureen: Riverview Gardens School District
- Mazzocco, Sandy: Missouri Department of Elementary and Secondary Education
- McCrary, Charles: St. Louis City Public Schools
- Morrow, Lonny: Truman State University
- Murphy, David: Missouri Division of Family Services
- O'Brien, Charlotte: Missouri Department of Elementary and Secondary Education
- Osterhaus, Nancy: Raytown School District
- Patterson, Deborah: Pemiscot County Special School District
- Patterson, Larry: Dunklin County Division of Social Services
- Randol, Melissa: Missouri School Boards Association
- Rosenkoetter, Rusty: Missouri Department of Elementary and Secondary Education
- Thompson, Russell: Missouri Center for Safe Schools
- Treadwell, Cheryl: Missouri Division of Family Services
- Weiker, Mary: Missouri Department of Elementary and Secondary Education
- Wheaton, Sheri: Independence School District
- Wood, Jay: Missouri Juvenile Justice Association
- Wright-Johnson, Emilie: St. Louis County Cooperating School Districts

APPENDIX 5—QUESTIONS AND ANSWERS

In addition to the work of the committee (listed in Appendix 2), comments were solicited from a broader audience throughout the state through a teleconference held on March 17, 1998. Questions and responses included:

Who determines the character [citizenship] traits addressed in character [citizenship] education?

Each community will be encouraged to determine the traits for their character [citizenship] education program through a consensus process with a full-inclusive group of parents (from every socio-economic level), students, teachers, administrators, business leaders, law enforcement representatives, clergy, business leaders, media, etc. Traits are excluded if there is not consensus.

How can we instruct violence prevention with corporal punishment in place as a contradictory model?

This is a question that must be addressed in each community. Missouri law allows corporal punishment in schools with district policies prescribing its use.

Wouldn't a more structured (directed) curriculum be better for conflict management and anger control, such as the DARE curriculum? (Two related comments were received: "Manuals and resources available to the teacher does not make for an effective program." "Without specific interventions and applications being identified, this curriculum will flop.")

As written, this curriculum framework will allow communities to decide how they want to address character education, discipline, anger management, conflict resolution, and problem solving. It is clear in the listing of "violence prevention resources" for each component of the framework (the "downloads" sub-page of the website at http://education.umkc.edu/safe-school) that communities have many acceptable options to choose from. We believe that this degree of latitude is appropriate and will result in more community ownership, which is key to the effective implementation of the curriculum.

How are any schools and classrooms who are already doing an excellent job of addressing conflict resolution and other related components of their curriculum being impacted by this curriculum framework?

They will be able to continue their existing curriculum. It is expected that they will review their existing curriculum using the standards of the Missouri Violence Prevention Curriculum Framework and determine areas that must be added or strengthened.

Are we getting input from children regarding their concerns about violence and the content of this curriculum framework?

Good idea! Many communities may want to include students in their planning process.

Will day care, Wingspan, and other program staff be included in the training opportunities? How in depth would the program be for pre-schoolers?

Each community will decide who to include in their training and the specifics of program implementation. It is strongly suggested that programs be implemented in grades preK-12. Each component of the curriculum will be addressed at a developmentally appropriate level with pre-schoolers: character education, discipline, anger management, conflict resolution, and problem solving. The younger the student, the greater impact it will undoubtedly have as a violence preventative.

Can this work without parental input?

It makes a great difference if students get the same kind of reinforcement at home and in the community as they get in school; consequently, it is important that parents understand and support the process that is used in school.

What level of funding will be given to districts to implement their individual plans?

The legislation requires the State Board of Education to develop the curriculum but the language for school districts to implement is permissive rather than required. Schools that apply for a grant through the safe schools program will be allowed to include curriculum development as a part of their grant funding.

Can you provide me with three existing programs of educational instruction regarding violence prevention?

The Missouri Center for Safe Schools has written in their newsletter (available on the Internet at http://education.umkc.edu/safe-school) about many Missouri programs that are helping students who are already violent or disruptive to become self-disciplined (the Re-Entry Center in St. Louis, the elementary management school in St. Joseph, are among the ones cited). The Raytown Behavior Intervention Support Team (BIST) is a good example of a district-wide endeavor. If the question is about commercially available curriculum materials and programs for directly instructing violence prevention, there are many on the market (see the listing of "violence prevention resources" for each component of the framework in the "downloads" sub-page of the website at http://education.umkc.edu/safe-school). We believe that a locally developed program (perhaps with commercially available resource materials) meets the specific needs of the community and has greater affect.

How do we reach those low socio-economic families whose values are so different from the values at the school? How does the student resolve these differences?

Our experience working with communities on developing consensus around the character traits to be addressed by the schools convinces us that the differences are not as great as you may imagine. Parents from every socio-economic level seem to agree on the importance of safe schools that model and teach traits such as respect, responsibility, and honesty.

What is meant by "educational consequences" in the discipline program? Give examples.

It is not uncommon to find discipline plans which list a range of punishments for misbehavior. Punishment uses fear of retribution as the prime motivator for suppressing or concealing misbehavior. The violence prevention curriculum framework calls for natural consequences which are instructive of proper behavior, having consequences which naturally address the infraction of rules. Conversely, behavior that is positive should have consequences which reward that kind of behavior naturally. If the behavior is negative, the consequence should generally be designed around these four generic steps:

1. Reminder of the rule that was broken.

2. Warning about the consequence of continued rule infraction.

3. Requirement that the student develop an action plan for improving behavior and present it to the teacher and/or parent for approval.

4. Practice proper behavior (demonstrate, role play, try it).

(Curwin and Mendler, Discipline with Dignity, 1988, p.72)

Here are a few examples of consequences more oriented toward improving future behavior than retribution for past behavior:

Problem: Throwing trash on the floor.

Consequence: Pick up the trash in this area for a scheduled period of time.

Problem: Incomplete or late work.

Consequence: Schedule a time to complete it. If this is a repeated problem, prepare an action plan for improving this behavior and present it at a meeting with the teachers and parents for their approval.

Problem: Making a negative comment about someone's mother.

Consequence: Make a formal apology.

Problem: Use of foul language.

Consequence: Have the student write a report on what occurred and what was said and what could have been said instead. Have the student write his parents' address on an envelope, so that his paper can be shared with and reinforced by his parents. Role play the correct way to handle the situation with the student.

MISSOURI VIOLENCE PREVENTION CURRICULUM FRAMEWORK

Revised April 2008

REVIEW COMMENTS & RECOMMENDATIONS FORM

FAX To: (816) 283-8523

Or Mail To: The Missouri Center for Safe Schools
                   Attention: Russell Thompson, Ph.D.
                   Union Station, Suite 401
                   30 West Pershing Road
                   Kansas City, MO 64108

Name of person submitting the form: _____

Organization: _____

Date: _____   Telephone: _____

Please check the appropriate box below:

- ❑   I reviewed the Framework and support the publication as it is.
- ❑   I recommend change(s) in the Framework as noted in the comments below.
- ❑   Other (specify) _____

Comments:

_____

_____

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_____