



DoDEA SPRING 2004

### Prevention Programs Guide



SAFE Schools

## Prevention Programs Guide Published

Summertime gives administrators an opportunity to re-examine their prevention programs and consider alternative programs for the upcoming school year. DoDEA's *Spring 2004 Prevention Programs Guide* supplements the programs described in the *Safe Schools Handbook*. Several criteria guided Jennifer Bloom, M.S.W. in carefully selecting the 22 programs for the Guide. Criteria included: research findings, praise among educators, ease of implementation for DoDEA schools, training requirements and cost. The American School Counselor Association (ASCA) reviewed some of the programs in the Guide. Many of the programs in the Guide are recognized by organizations ranging from the Department of Education's Safe & Drug-Free Schools Expert Panel to the American Psychological Association.

Inclusion in the Guide does not constitute an endorsement of the prevention programs described. This guide and previous copies of the prevention programs guides are located on the DoDEA Web Site at: [www.odedodea.edu/schools/ISGuides.htm](http://www.odedodea.edu/schools/ISGuides.htm). If you have questions about the prevention programs in the Handbook or Guide, contact Jennifer Bloom at: [jbloom4@csc.com](mailto:jbloom4@csc.com). ■

## NASSP Releases *Breaking Ranks II*

The National Association of Secondary School Principals (NASSP) just released *Breaking Ranks II* which recommends strategies for leading high school reform for secondary principals. NASSP maintains that infusing values and character education into the curriculum benefits students by teaching them how to behave responsibly and solve conflict creatively. *Breaking Ranks II* suggests schools use the following strategies to model core values in the school community:

- ◆ Promote ethical behavior through student activities (i.e., honor societies, student council, honor courts),
- ◆ Prod students to examine, weigh and practice the core values of a democratic society; and
- ◆ Ensure that specific lessons devoted to teaching values are embedded in the regular curriculum.

For further information on *Breaking Ranks II*, visit: [www.principals.org](http://www.principals.org). ■

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## Bee Aware: Student Security Awareness

Students can contribute to school security by learning how to protect themselves from abduction. Administrators can take steps to teach students to recognize, avoid, and report threatening strangers. Beware Enterprises publishes an in-class prevention program entitled “Bee Aware Everywhere, Don’t Be Tricked.” This program teaches elementary students strategies for personal security everywhere, including:

- ◆ Refusing gifts, rides (stranger danger),
- ◆ Differentiating between friends & foes,
- ◆ Telling adults where they are going,
- ◆ Knowing important contact information,
- ◆ Using 911 effectively,
- ◆ Knowing what to do if they are lost; and
- ◆ Telephone safety.



The program’s bumblebee theme and cartoons appeal to young children. The classroom kit includes: a DVD or VHS video tape, a CD-ROM with accompanying songs, a teacher’s guide, role playing cards, and student workbooks.



The National Center for Missing and Exploited Children assisted in designing the program.

For further information, see: [www.johnnybeware.com](http://www.johnnybeware.com). For additional ideas on personal security awareness for children, go to: [www.victimsofviolence.on.ca](http://www.victimsofviolence.on.ca). ■

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## Decreasing Bullying

Bullies prey upon students who they think are weak. Poorly supervised locations tend to be the site of many incidents of bullying. Intervention Central, Inc. shares two helpful ideas which can be used by an administrator to discover bullying locations:

- ❶ Walk through the school with three students selected from each grade level’s homeroom. Ask students to identify ‘safe’ and ‘unsafe’ areas of the school, the times of day these areas are least safe, and the reasons they are safe or unsafe.
- ❷ Give students street maps of the neighborhood surrounding your school. Ask students who walk to and from school to identify any locations in the neighborhood where bullying or other unsafe behaviors take place, and mark these locations on the map.

Share the street map information that you collect from students with your local police department, parents, and teachers. Enlist volunteers to coordinate morning and afternoon supervision of these areas. Additionally, ask a law enforcement officer to visit your school to give students tips on how to stay safe when travelling to and from school.

Staff or adult volunteers supervising vulnerable settings can intervene quickly when they witness bullying behavior. It is important that the intervening adult attempt to provide consequences to the bully for his or her misbehavior (perhaps through a call to a parent or principal). For more information on deterring bullies, go to: [www.interventioncentral.org/html/docs/interventions/bully/location.shtml](http://www.interventioncentral.org/html/docs/interventions/bully/location.shtml). ■



## How Does Your Safe School Plan Measure Up?

The end of the school year offers an opportunity to evaluate how well your Safe School Plan is working. To measure the success of your Safe School Plan (RRP+IRP), determine whether you are achieving the security objectives you originally established in Phase II (Tool 7). Perhaps elements in the school environment have changed that warrant some modifications to your plan. Suggestions on evaluating your Risk Reduction Plan (RRP) and Incident Response Plan (IRP) are presented below.

## Risk Reduction Planning

## Re-evaluate Incident Worksheets (Tool 1)

- ◆ Can you see any changes in the pattern of incidents that you originally identified? Do you need to modify your objectives?
- ◆ Since implementing your safe school plan, have the number and severity of incidents decreased or increased?

## TOOL 1: INCIDENT WORKSHEET

(For instructions, please see page 1-8.)

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## Conduct Surveys

- o Student (Tool 2)
  - o Staff (Tool 3)
  - o Parent (Tool 4)
  - o Law Enforcement Survey (Tool 5)
  - o Climate Survey (Tool 6)
- ◆ Sample a cross-section of the student body, staff, and parents. If you are under time constraints, consider limiting student surveys to 50 students from each grade level.
  - ◆ Complete the Climate Survey to determine how well you have been doing. Compare the results with your previous survey responses.
  - ◆ What new safety or security issues jump out at you? Are there any new issues that you need to address?

## Re-examine Measures Selected

## Re-evaluate your answers to the Policy & Program Review (Tool 8)

- ◆ Were you able to meet all of your “High Priority” measures?
- ◆ Are there any “Medium Priority” measures, selected previously, that warrant a shift up to “High Priority?”

## Re-assess your responses to the Physical Security Review (Tool 9)

- ◆ Are there physical security measures that previously seemed too expensive, that you feel you can now justify?
- ◆ Were there other measures not originally considered that, based upon new data from the above surveys, would be more useful to implement now?

Update your Safe School Plan to reflect the new policy, program and physical security measures you will be implementing. Use Tool 10, the Measures Worksheet, to check that each measure addresses one of your security objectives. Use Tool 11, the Planning Worksheet, to organize implementation – including action steps and costs. Lastly, Revise your Risk Reduction Plan – Tool 12, to reflect your changes.

## How Does Your Safe School Plan Measure Up? *(Continued from page 3)*

### Incident Response Planning

#### Re-evaluate Incident Command System Assignment Form (Tool 13)

- ◆ Do you need to re-assign responsibility for any of the Incident Response Planning duties?
- ◆ Have you planned with on- and off-base first responders in the event that the Incident Command System needs to be implemented?
- ◆ Do you have written procedures for all of your Protective Actions?
  - o Lockdown
  - o Shelter-in-Place
  - o Take Cover
  - o Evacuation

***What can you do over the summer to make some changes to your plan? Create a time line with actions to prepare for the coming year.***

Taking the time to work through this evaluation process will help you refine your measures, and if need be, reformulate your protective action procedures. Several DoDEA administrators refer to existing publications that help guide their annual IRP updates. The *DoDDS-Pacific Crisis Response Guide*, August 2003, includes a Pre-crisis Planning section complete with an administrative time line and actions required for establishing the Crisis Team and arranging for Community Resources. The *DoDDS-Europe Guide for Crisis Management in the Schools*, 2001, includes similar guidance regarding Crisis Team membership, responsibilities and checklists.

Finally, use this opportunity prior to the beginning of the school year to coordinate your emergency procedures with first responders. DoDEA administrators have repeatedly lauded the value of discussing protective actions with local police/security officials. Responders might request specific changes to the school's lockdown procedures depending how the security team plans to respond or suggest innovative communication procedures to coordinate with base officials during a crisis incident. Both the school and emergency responders benefit if they are not meeting each other for the first time during a crisis. Contact DoDEA's Safe Schools Technical Assistance Team if you would like support with any aspect of this evaluation process. E-mail us at: [safeschools@csc.com](mailto:safeschools@csc.com). ■



## One Principal Nips Bullying in the Bud

Holding children accountable for their actions and taking advantage of the “teachable moments” is the key to the success of Principal Nancy Phister’s bullying prevention campaign.

### Defining Bullying and Establishing Policy

First, Phister established a clear and enforceable bullying policy for her school; The Chamberlain Elementary School in Charleston, WV. In her policy, Phister divided bullying into three categories: Teasing, Hitting, and Severe Hitting; with penalties established for each infraction. At the beginning of the school year, Phister sent parents a letter publicizing the anti-bullying policy and penalties for students caught bullying. Parents were required to sign and acknowledge that they were aware of the policy.



### Enforcing Policy

Teachers discussed bullying prevention at faculty meetings and agreed not to let a bullying incident slide. Now teachers take immediate action every time a bullying incident occurs. Teachers ask the perpetrator to think through their actions and think about how they can behave in the future to avoid hurting anyone. When a teacher observes a student bullying, the student is asked to complete the questions below:

- ◆ What did you do? (Be specific)
- ◆ Why was this the wrong thing to do? Who did you hurt? How do you know you hurt them?



- ◆ What problem were you attempting to solve?
- ◆ How will you solve this problem in the future without hurting anyone?

Students in grades three and above can write their own answers. The teacher writes the responses for first and second graders.

### Holding Students Accountable

The third part of Phister’s bullying prevention campaign consists of having bullies phone home to tell their parent why they are in trouble. As students talk to their parents on the speakerphone, the staff members participating in the conversation sometimes find out about problems at home. These problems can indicate that the student may be struggling with poor living conditions or an abusive environment. School counselors have succeeded in intervening to provide additional support for students and their families.

Overall results from this bullying prevention program have been dramatic. Bullying incidents have plummeted to almost zero. Some parents respond with notes thanking the school for their intervention and assuring the principal that their child will not misbehave again. ■



## Student Anger Management

According to the National Association of School Psychologists (NASP) children have a hard time understanding and discussing their feelings. NASP states that signs of anger in children can include:

- ◆ Behavioral outbursts (many times without an obvious cause),
- ◆ Fights at school or home,
- ◆ Physical attacks on others,
- ◆ Disobedience from an otherwise well-behaved child; and
- ◆ Complaints of stomachaches and headaches; or vague aches and pains.

Children tend to imitate an adult's response and reactions. Adults should keep their emotions in check when listening to children describe the cause of their anger to avoid further exacerbating a student's agitation. When attempting to help children cope with their feelings, NASP advises the following:

- ◆ Explain that anger is a normal emotion, however, acting out in anger, hurting others, and having fits of uncontrolled anger is not okay.
- ◆ Answer students' questions honestly and openly; but in an age-appropriate manner.
- ◆ Teach students to stop, take a deep breath, and imagine a restful scene or enjoyable activity for a few minutes as a way to relax and de-escalate their anger.
- ◆ Ask students to imagine how they would feel if someone hurt, yelled at, or hit them.
- ◆ Suggest to students that sports or physical activity can help them burn-off their anger.



- ◆ Increase flexibility in your discipline and monitor your reactions to students' misbehaviors.
- ◆ For older students, encourage involvement in volunteer work or community service where a child can feel that he/she is making a difference (i.e., Big Brothers/Big Sisters, Red Cross or an animal shelter).

Contact the students' parents to be sure that they are aware of what is happening with their child. For the safety of the student and the school community, if a student seems overly irrational or angry, discuss the option of seeking mental health support with the school counselor and the students' parents.

For further information on helping students manage their anger, contact NASP at: (301) 657-0270 or visit NASP's web site at: [www.nasponline.org](http://www.nasponline.org). ■



## An Anger Worksheet for Students

High Point Adolescent School in Morganville, N.J. teaches students to manage their anger appropriately. One goal of the program is to "normalize anger." Students are taught that anger is a normal emotion and no one can take their angry feelings from them. An attempt is made to help students manage their angry feelings in such a way that it works in their favor.

One tool students can use is the Anger Log. The Anger Log helps students assess the outcome of their chosen behavior strategy, judge how they handled themselves, and reflect on how they would handle the same situation differently in the future. If you would like to review a copy of the Anger Log to see if it would be beneficial to your students, please go to: [www.ascd.org/aboutascd/cr/studentc/author/9710/kellner.html](http://www.ascd.org/aboutascd/cr/studentc/author/9710/kellner.html). ■