MODULE 7:
VIOLENCE
CASE STUDY #2

INSTRUCTOR'S GUIDE

School Violence Prevention

PLANNING NOTES:
1) **Teams**: 4-6 students
2) **Length**: Approx. 6 classes
3) **Resources Needed:** Computers (Days 3-6), copies of student workbook

OVERVIEW:

From school bullying to fights in the hallways and from electronic aggression to school shootings, violence in our schools has never before received so much attention and been surrounded by so much concern. As students and advocates for yourself and your peers, how can you shape your school's environment, policies, and other factors to promote safety and non-violence in your school.

GOAL:

Identify risk factors, assets, and protective factors in the school environment and propose one intervention to improve school climate, safety, and prevent violence.

ROLE:

You are yourselves, working as a team of high school students inspired to work toward violence prevention in your school community.

OBJECTIVE:

7.12: Identify and develop assets in a community to prevent violence.

DELIVERABLES:

1) Asset Map
2) Intervention Proposal
3) Presentation

Consider assigning groups (or offering choice) to various specific types of violence (i.e., bullying, electronic aggression, school shooting/crisis planning, etc.) This may help narrow the focus & ensure variety and engagement in final presentations.

ASSESSMENT:

Your asset map, intervention proposal, and presentation will be graded on a rubric.

Image: Doktory, Wikimedia Commons

STANDARD:
NGSS (WHST.9-12.7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation. (HSLS13)

Case Introduction:

A guest will be visiting the class today to introduce the case study. Listen to your instructor's overview of the guest's profile, then list your questions for the guest in the box below.

Topic/Focus	Question

Arrange to have a guest come in to introduce the case. Some ideas to facilitate this include:

1) Invite a variety of guests to each visit for one class period (if multiple classes are completing case study)
2) **Guest ideas:** Social worker, school administration, teacher, local law enforcement, rep from health department, researcher, health professional, parent, etc. (Keep in mind that Skypping in a guest is also an option!)
3) In a bind finding a guest? Have students compose and email and find a researcher (check out CDC or Universities) to email questions to.
4) Encourage guests to put together a few slides or handouts with basic data or anything they want to share (have them run this by you!) or provide them with ideas/websites to choose from. But be sure they know that they will be fielding a lot of questions too and that if they don't know the answer, they can spin the question back on students OR they can get back to them later with information (through you via email if easiest)
5) Ensure students know what the background of the guest is to prepare questions appropriately. For example, students might ask a parent VERY different questions than they would ask a researcher or law enforcement agent.

Identify Knowledge:

This is a simplified variant of the classic KWL chart. The "Know" column becomes a hybrid of what students already knew (or think they knew) and what they have learned from prior lessons. The "Learned" column is eliminated because students will complete the next step (background research and asset mapping) later in the case study.

KNOW-NEED TO KNOW CHART:

Complete the Know-Need to Know chart below based on the following directions:

- **Know:** In this column, write any facts or information you already knew about violence or violence prevention in schools (or your school specifically).
- **Need to Know:** In this column, write a list of QUESTIONS you have or things you need to research.

Know	Need to Know
If some students seem stuck on what they already Know, remind them to consult their prior lessons in the module	

Background Information:

This article and the following CDC resources (fact sheet and social-ecological model) can be assigned for homework to free up class time, if needed.

Violence Prevention in Schools

Centers for Disease Control and Prevention

In the United States, an estimated 50 million students are enrolled in pre-kindergarten through 12th grade. Another 15 million students attend colleges and universities across the country. While U.S. schools remain relatively safe, any amount of violence is unacceptable. Parents, teachers, and administrators expect schools to be safe havens of learning. Acts of violence can disrupt the learning process and have a negative effect on students, the school itself, and the broader community.

What is School Violence?

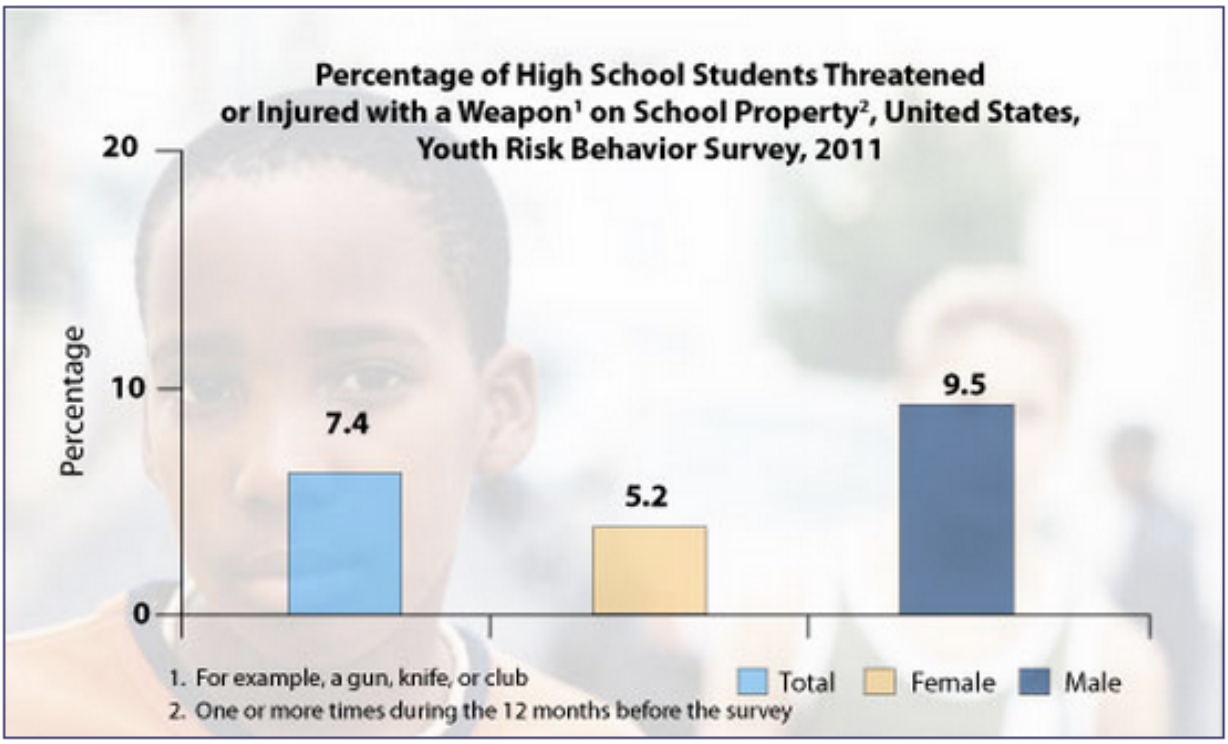
School violence is a subset of youth violence, a broader public health problem. Violence is the intentional use of physical force or power, against another person, group, or community, with the behavior likely to cause physical or psychological harm. **Youth Violence** typically includes persons between the ages of 10 and 24, although pathways to youth violence can begin in early childhood.

Examples of violent behavior include:

- Bullying
- Fighting (e.g., punching, slapping, kicking)
- Weapon use
- Electronic aggression
- Gang violence

School violence occurs:

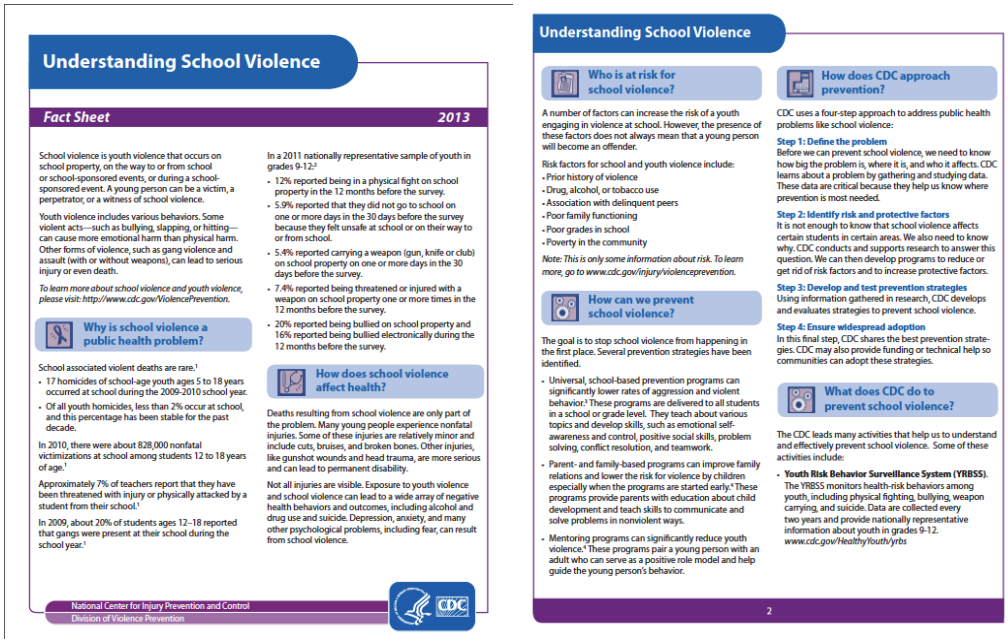
- On school property
- On the way to or from school
- During a school-sponsored event
- On the way to or from a school-sponsored event



Data Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System (YRBSS) 2009 National Youth Risk Behavior Survey Overview. Available from URL: http://www.cdc.gov/healthyyouth/yrbs/pdf/us_overview_yrbs.pdf.

Understanding School Violence:

Read the CDC "Understanding School Violence Fact Sheet" handout.



Understanding School Violence

Fact Sheet 2013

School violence is youth violence that occurs on school property, on the way to or from school or school-sponsored events, or during a school-sponsored event. A young person can be a victim, a perpetrator, or a witness of school violence.

Youth violence includes various behaviors. Some violent acts—such as bullying, slapping, or hitting—can cause more emotional harm than physical harm. Other forms of violence, such as gang violence and assault (with or without weapons), can lead to serious injury or even death.

To learn more about school violence and youth violence, please visit: http://www.cdc.gov/ViolencePrevention.

Why is school violence a public health problem?

School associated violent deaths are rare.[1]

- 17 homicides of school-age youth ages 5 to 18 years occurred at school during the 2009-2010 school year.
- Of all youth homicides, less than 2% occur at school, and this percentage has been stable for the past decade.

In 2010, there were about 828,000 nonfatal victimizations at school among students 12 to 18 years of age.[1]

Approximately 7% of teachers report that they have been threatened with injury or physically attacked by a student from their school.[1]

In 2009, about 20% of students ages 12–18 reported that gangs were present at their school during the school year.[1]

In a 2011 nationally representative sample of youth in grades 9-12:[2]

- 12% reported being in a physical fight on school property in the 12 months before the survey.
- 5.9% reported that they did not go to school on one or more days in the 30 days before the survey because they felt unsafe at school or on their way to or from school.
- 5.4% reported carrying a weapon (gun, knife or club) on school property on one or more days in the 30 days before the survey.
- 7.4% reported being threatened or injured with a weapon on school property one or more times in the 12 months before the survey.
- 20% reported being bullied on school property and 16% reported being bullied electronically during the 12 months before the survey.

How does school violence affect health?

Deaths resulting from school violence are only part of the problem. Many young people experience nonfatal injuries. Some of these injuries are relatively minor and include cuts, bruises, and broken bones. Other injuries, like gunshot wounds and head trauma, are more serious and can lead to permanent disability.

Not all injuries are visible. Exposure to youth violence and school violence can lead to a wide array of negative health behaviors and outcomes, including alcohol and drug use and suicide. Depression, anxiety, and many other psychological problems, including fear, can result from school violence.

National Center for Injury Prevention and Control
Division of Violence Prevention

Understanding School Violence

Who is at risk for school violence?

A number of factors can increase the risk of a youth engaging in violence at school. However, the presence of these factors does not always mean that a young person will become an offender.

Risk factors for school and youth violence include:

- Prior history of violence
- Drug, alcohol, or tobacco use
- Association with delinquent peers
- Poor family functioning
- Poor grades in school
- Poverty in the community

Note: This is only some information about risk. To learn more, go to www.cdc.gov/injury/violenceprevention.

How can we prevent school violence?

The goal is to stop school violence from happening in the first place. Several prevention strategies have been identified.

- Universal, school-based prevention programs can significantly lower rates of aggression and violent behavior.[3] These programs are delivered to all students in a school or grade level. They teach about various topics and develop skills, such as emotional self-awareness and control, positive social skills, problem solving, conflict resolution, and teamwork.
- Parent- and family-based programs can improve family relations and lower the risk for violence by children especially when the programs are started early.[4] These programs provide parents with education about child development and teach skills to communicate and solve problems in nonviolent ways.
- Mentoring programs can significantly reduce youth violence.[5] These programs pair a young person with an adult who can serve as a positive role model and help guide the young person's behavior.

How does CDC approach prevention?

CDC uses a four-step approach to address public health problems like school violence:

Step 1: Define the problem
Before we can prevent school violence, we need to know how big the problem is, where it is, and who it affects. CDC learns about a problem by gathering and studying data. These data are critical because they help us know where prevention is most needed.

Step 2: Identify risk and protective factors
It is not enough to know that school violence affects certain students in certain areas. We also need to know why. CDC conducts and supports research to answer this question. We can then develop programs to reduce or get rid of risk factors and to increase protective factors.

Step 3: Develop and test prevention strategies
Using information gathered in research, CDC develops and evaluates strategies to prevent school violence.

Step 4: Ensure widespread adoption
In this final step, CDC shares the best prevention strategies. CDC may also provide funding or technical help so communities can adopt these strategies.

What does CDC do to prevent school violence?

The CDC leads many activities that help us to understand and effectively prevent school violence. Some of these activities include:

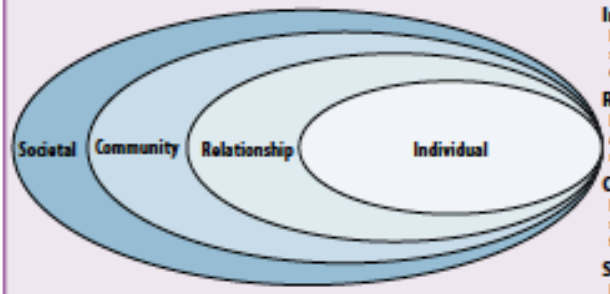
- **Youth Risk Behavior Surveillance System (YRBSS).** The YRBSS monitors health-risk behaviors among youth, including physical fighting, bullying, weapon carrying, and suicide. Data are collected every two years and provide nationally representative information about youth in grades 9-12. *www.cdc.gov/HealthyYouth/yrbs*

2

The Social-Ecological Model: Use the CDC guide]to brainstorm factors on each level of the social-ecological model that relate to violence in the school.

The Social-Ecological Model: A Framework for Violence Prevention

The ultimate goal of the work of violence prevention is to stop violence before it begins. CDC uses a four-level social-ecological model (SEM) to better understand and prevent violence.[1] Violence is complicated and results from a combination of multiple influences on behavior. It is about how individuals relate to those around them and to their broader environment. The SEM allows us to address the factors that put people at risk for or protect them from experiencing or perpetrating violence (risk and protective factors) and the prevention strategies that can be used at each level to address these factors.



A CLOSER LOOK AT EACH LEVEL OF THE SEM

Individual
Identifies biological and personal history factors, such as age, education, income, substance use, or history of abuse, that increase the likelihood of becoming a victim or perpetrator of violence.

Relationship
Examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person's closest social circle–peers, partners and family members–influences their behavior and contributes to their range of experience.

Community
Explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence.

Societal
Looks at the broad societal factors, such as health, economic, educational and social policies, that help create a climate in which violence is encouraged or inhibited and help to maintain economic or social inequalities between groups in society.

How does the SEM Inform prevention practice?

Each level in the social ecological model can be thought of as a level of influence and also as a key point for prevention. It offers a framework for program planners to determine how to focus prevention activities. In order to prevent violence, it is important to implement programs and policies that can reduce risk factors and increase protective factors at each of the different levels in the model.

Are your prevention activities addressing multiple levels of the SEM?

Using the matrix on the back as a guide, map your prevention program activities onto the SEM. Use this framework to answer the following questions: Where do you want to make the most impact? Where are the gaps? What activities can fill those gaps?

SEM Map of Program Activities			
What is the issue you are working to prevent?			
Level of SEM	**Activity or strategy currently being implemented?**	**What risk factors does this strategy reduce?**	**What protective factors does this strategy increase?**
Example Issue: Youth Violence Example SEM Level: Community	A series of after-school youth programs are established in local middle schools through collaborations with local youth serving organizations.	Limited or no monitoring and supervision, as well as a lack of social connectedness are risk factors for youth violence.	The availability of after school programs in the community offer a layer of supervision and monitoring, increase recreational opportunities for youth and increase their level of social connectedness.
Individual			
Relationship			
Community			
Societal			

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Level of SEM	Examples of Factors that Potentially Increase Risk (Risk Factors)	Examples of Strategies By Level of Influence[2]
Individual • Personal characteristics • Biological factors • Behavior • Personal experience	• Age / gender • Lower levels of education Belief supporting use of violence • Anger or hostility toward others • Having few friends or being isolated from others • Being unemployed • Substance use • History of engaging in violence	• School-based programs that help students develop social, emotional and behavioral skills to build positive relationships • In-home programs that teach parents skills for age-appropriate infant and toddler care • An after-school program that provides tutoring to increase academic performance • Group sessions that increase knowledge and understanding of healthy dating relationships • Classroom based health curriculums that teach ways to cope with loss and disappointment, and learn warning signs for depression
Relationship • Interaction between two or more people	• Fights, tension, or struggles among family members • Marital instability, divorces or separations • Poor communication between parents • Poor supervision or monitoring of children • Association with aggressive or delinquent peers • Emotionally unsupportive family	• Education and family support to promote positive child development offered within child-parent centers • A mentoring program that pairs youth with caring adults • A peer program that teaches youth how they can promote positive norms for dating in their circle of friends • Relationship workshops where couples work with other couples on respectful communication strategies • An art program that increases emotional support to children by pairing elders from a senior center with children from a preschool program
Community • Settings or institutions in which social relationships take place	• Level of residents' social connectedness • Income level of neighborhood • Rate of residents moving in and out of a neighborhood • Lack of neighborhood organization • Limited economic opportunities • Lack of recreational opportunities • Poor physical layout of a neighborhood	• Residents organize and make physical improvements to their neighborhoods • A city develops safe recreational areas for residents • Community associations work with the mayor's office to develop a series of after-school programs for youth • A school district creates, implements, monitors, and evaluates a policy to prevent bullying behavior • A city establishes a business improvement district to increase community employment opportunities and make other improvements in the community • A citywide policy that changes the planning procedures for the layout of new communities
Societal • Societal factors that either create a level of acceptance or intolerance for violence. Also included are factors that can create and sustain gaps between different segments of society.	• Social norm that it is acceptable to use violence to resolve conflict and that consequences are minimal • Cultural norms • Health policies • Economic policies • Educational policies	• Legislation to encourage employers to offer family-leave options and flexible schedules to both men and women • A national media campaign including TV, radio, newspaper, and Internet methods of communication to create awareness and change the way people think about violence • A state sponsors a media campaign designed to reduce the stigma associated with self-directed violence being considered only a mental health problem • Statewide legislation that provides tax incentives to businesses that partner with school districts to provide learning-based technology and other academic resources in disadvantaged communities

1. Dahlberg LL, Krug EG. Violence-a global public health problem. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, eds. World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002:1-56.
2. The examples given for each level of the social-ecological model are meant to illustrate the concept of an individual-level strategy, relationship-level strategy, etc. and are not necessarily evidence-based. Information about evidence-based strategies at each level can be found at registries for evidence-based practice such as *The Community Guide to Prevention Services* - http://www.thecommunityguide.org/about/methods.html or *Blueprints for Violence Prevention* - http://www.colorado.edu/cspv/blueprints/.

Asset Mapping:

1) Identify the Purpose:

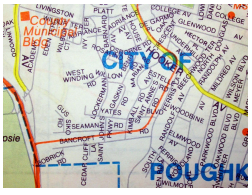
2) Prepare the Strategy:

If possible, provide protected class time to "tour" the school to engage in asset mapping, as long as this is approved by administration and other staff members and will not cause a distraction. If this method is chosen, be sure student groups are very clear and prepared with what they want to and can accomplish, so that they are efficient and not disruptive to the learning activities in the rest of the school. Keep in mind that a visual observation asset mapping exercise may only make sense for a small subset of teams.

3) Gather the Assets:

4) Map the Assets:

Provide poster paper or butcher paper for student to create large visuals of their asset maps. Remind students that they DO NOT HAVE TO BE spatial/ geographical maps, but rather they can use their creativity to demonstrate relationships between the assets and factors they choose to include.



BACKGROUND RESEARCH:

Find a credible source online to gather more information about school violence.

Info Type:	Information:
Source *(title, author, name of site, date, and URL below)*	
Important Evidence #1 *(statistic, results of research, etc.)*	
Based on the evidence above, what solutions for this risk/protective factor might work?	
Important Evidence #2 *(statistic, results of research, etc.)*	
Based on the evidence above, what solutions for this risk/protective factor might work?	
Summary of Article	

All sources should be credible, but instructor should specific what type is required. If student have experience accessing and reading peer-reviewed scholarly journal articles, that type of source can be required. Google Scholar can be used and some articles can be found full-text for free, while others will just allow students to see the Abstract, which on it's own can provide some baseline information. Alternatively, students can be required to find any credible sources (news, govt/policy reports, information pages/ documents from CDC, NIH, etc.)

Identify Solutions:

Review your asset map and research findings. Discuss the information you gathered and select a risk factor or protective factor to focus on in order to prevent or reduce school violence.

Write your factor-outcome focus area below:

Risk or Protective Factor:

Outcome:

Now you will propose a SMART intervention, aimed at improving the school climate and reducing & preventing violence. Ensure your intervention is aligned to your risk/protective factor.

Use the space below to brainstorm your intervention, then fill out the Intervention Proposal on the next page.

BRAINSTORM SPACE:

Intervention Proposal:

Risk/Protective Factor:

Name of Intervention:

Description:

How is this intervention SMART?

Specific:

Measurable:

Achievable (yet Ambitious!):

Relevant:

Time-bound:

How would your intervention be evaluated in order to determine how it worked and whether it was successful or not?

Final Presentation:

Prepare a 3-5 minute team oral presentation that includes the following:

- **Introduction to Problem**
- **Presentation of Asset Map**
- **Summary of research findings**
- **Intervention Description**

Each team member should contribute to the presentation equally. Practice as a team to ensure you are professional, clear, concise, and engaging. Be sure to plan your opening and closing as well as transitions between team members.

PRESENTATION PLANNING:

To make presentations more authentic, community partners could be brought in to view and/or evaluate them, as well as ask questions of each group. These community partners could be drawn from the folks who came in as guests in the beginning of the case study.

Alternatively, presentations could be recorded and uploaded to youtube (keep privacy settings as "unlisted" in order to protect student privacy). These videos could be shared with school administration and local health professionals for feedback. If students know this in advance, they may be more invested (and nervous, in a good way!) to do their best and feel that their research and contributions will actually be received from those who may be able to take action!

Rubric:

Your survey, final report, and final presentation will be evaluated using the criteria below.

Obj. 7.12: Identify and develop assets in a community to prevent violence.

	Needs Improvement	Emerging Mastery	Partial Mastery	Mastery
ASSET MAP	Achieved 1 or less of 5 factors: 1) Clear purpose; 2) Aligned assets; 3) Neat and easy to understand; 4) Professional; 5) Thorough inventory of assets	Achieved 2 of 5 factors: 1) Clear purpose; 2) Aligned assets; 3) Neat and easy to understand; 4) Professional; 5) Thorough inventory of assets	Achieved 3 of 5 factors: 1) Clear purpose; 2) Aligned assets; 3) Neat and easy to understand; 4) Professional; 5) Thorough inventory of assets	Achieved at least 4 of 5 factors: 1) Clear purpose; 2) Aligned assets; 3) Neat and easy to understand; 4) Professional; 5) Thorough inventory of assets
INTERVENTION	**Effort:** Idea is incomplete **Quality:** Description incomplete or confusing. **Effectiveness:** Missing or incomplete SMART criteria and evaluation plan	**Effort:** Idea lacks originality **Quality:** Description somewhat unclear **Effectiveness:** Clear but is not convincing or does not meet SMART criteria or have a logical evaluation plan	**Effort:** Somewhat Creative but may lack originality **Quality:** Description provides fairly clear explanation **Effectiveness:** Clear but is only somewhat convincing or does not meet SMART criteria or have a logical evaluation plan	**Effort:** Creative and original intervention **Quality:** Description provides clear explanation **Effectiveness:** Clear and convincing; meets SMART criteria, has appropriate evaluation plan
PRESENTATION	Missing presentation or underprepared; Not concise, clear, & aligned; unprofessional.	Not concise, clear, & aligned; unprofessional opening, closing, & transitions; one or more team members did not contribute	Concise, clear, & aligned; professional at most points; fairly smooth opening, closing, & transitions; all team members contributed, but some more than others.	Concise, clear, & aligned; professional; smooth opening, closing, & transitions; all team members contributed.