

## **“Building Skills to Manage Student Anger”**

### **NEA Safe Schools Now Network Broadcast #8 Broadcast Segment**

#### **Resource Guide**

### **Resources for *I Can Problem-Solve (ICPS)* at Dorothy Bullock Elementary School in Glassboro, New Jersey**

*I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program (ICPS)*. Myrna B. Shure (Champaign, IL: Research Press, 1992). Published in 3 manuals for preschool, kindergarten/primary, and intermediate elementary grades, ICPS is a culture-free, school-based prevention program that teaches children ages 4 to 12 *how* to think, rather than what to think. Through age-appropriate games, dialogues, and role-plays, children develop empathy, increased awareness of the consequences of their actions, and a greater capacity to think of alternative solutions to problems in light of people’s feelings and other potential consequences. Beginning at age 8, children also learn how to plan sequenced steps toward a stated goal, anticipate potential obstacles that could interfere with that goal, and recognize that problem solving can take time. In addition to formal, didactic lesson-games, teachers learn how to use a problem solving style of communication called “ICPS dialoguing” when real problems arise to help children to control their anger and to associate how they think with what they do. The program includes ways to integrate the interpersonal concepts into the academic curriculum. More than 20 years of research shows that gains in ICPS skills decrease poor peer relations, aggression, the inability to wait and cope with frustration, and social withdrawal - behaviors that predict later, more serious problems, such as violence, drug-abuse, teen-pregnancy, and forms of psychopathology. Research also shows that children who learn to think the problem-solving way also perform better in school, possibly because they are less distracted by stress. For more information, contact: Myrna B. Shure, Ph.D., MCP Hahnemann University, Department of Clinical and Health Psychology, 245 N. 15th St. MS 626, Philadelphia PA 19102-1192; Phone: (215) 762-7205; Fax: (215) 762-8625; E-mail: [mshure@drexel.edu](mailto:mshure@drexel.edu). Website: [www.thinkingchild.com](http://www.thinkingchild.com) ICPS manuals are available through [Research Press](http://Research Press), 2612 North Mattis Avenue, Champaign, IL 61821. Web site: [www.researchpress.com](http://www.researchpress.com).

### **Resources for Peer Mediation/Peace Centers at Otto Middle School and Eastern High School in Lansing, Michigan**

*All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents* by Peter Benson (Jossey-Bass: 1997). In his book, Search Institute’s president presents a comprehensive vision of what children and adolescents need to grow up healthy and what everyone in a community must do to rebuild this foundation for healthy development. The book offers an in-depth exploration of the developmental assets that all kids need and outlines a vision for creating healthy communities. Search Institute, 700 South Third Street, Minneapolis, MN 55415; Phone: (800) 888-7828; Website: [www.search-institute.org/catalog/CommunityMobilization/AllkidsOurkids.html](http://www.search-institute.org/catalog/CommunityMobilization/AllkidsOurkids.html)

*Building Assets for Children*. Search Institute, 700 South Third Street, Minneapolis, MN 55415; Phone: (800) 888-7828; Website: HYPERLINK “<http://www.search-institute.org>” [www.search-institute.org](http://www.search-institute.org).

*It’s In Every One of Us*, a video by Werner Krutein and David Pomeranz, New Era Media, 425 Alabama S., P.O. Box 410685-W, San Francisco, CA 94141-0685.

***The Peer Mediation Handbook for Middle School Students.*** (1993). Citizen Law Related Education Programs for the Schools of Maryland. 520 West Fayette Street, Baltimore, Maryland 21201; Phone: (410) 706-5360; Fax: (410) 706-5576; Email: [info@clrep.org](mailto:info@clrep.org); Website: [www.clrep.org](http://www.clrep.org).

**The Community Board Program, Inc.**, 1540 Market Street, Room 490, San Francisco, CA 94102; Phone: (415) 552-1250, E-mail: [cmbbrds@conflict.net](mailto:cmbbrds@conflict.net); Website: [www.communityboards.org](http://www.communityboards.org); offers the following titles:

- *Conflict Managers Training Manual for Grades 3-6.* (1992)
- *Starting a Conflict Managers Program* revised edition (1992).
- *Conflict Resolution: A Middle and High School Curriculum*

**The Peace Education Foundation, Inc.**, 2627 Biscayne Blvd., Miami, FL 33137-3854; Phone: (800) 749-8838; Fax: (305) 576 – 3106; Website: [www.peace-ed.org/](http://www.peace-ed.org/) offers the following titles:

- *Creative Conflict Solving for Kids* (1985) by Fran Schmidt and Alice Friedman
- *Mediation for Kids in Dispute Settlement* (1992) by Fran Schmidt and Alice Friedman
- *Mediation: Getting to WinWin! Student Handbook* (1994) by Fran Schmidt.

**Sunburst Communications**, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-991; Phone: (914) 769-5030 offers the following titles:

- *We Can Work It Out - Conflict Resolution* (1994).
- *Working It Out Together: A Peer Mediation and Conflict Resolution Program* (1994).

## BOOKS

***Promoting Social and Emotional Learning: Guidelines for Educators*** by M.J. Elias, J.E Zins, R.P. Weissberg, K.S. Frey, M.T. Greenberg, N.M. Haynes, R. Kessler, M.E. Schwab-Stone, and T.P. Shriver. (Alexandria, VA: ASCD, 1997). The authors draw upon the most recent scientific studies, the best theories, site visits carried out around the country, and their own extensive experiences to describe approaches to social and emotional learning for young people. Framing the discussion are 39 concise guidelines, as well as many field-inspired examples for classrooms, schools, and districts. Chapters address how to develop, implement, and evaluate effective strategies. Educators who have programs in place will find ways to strengthen them. Those seeking greater direction will find an abundance of approaches and ideas. Appendices include a curriculum scope for preschool through grade 12 and an extensive list of contacts offering firsthand knowledge about effective social and emotional learning programs. Order from 1) the Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1453; (800) 933-2723; 2) the Collaborative to Advance Social and Emotional Learning - website: [www.CASEL.org](http://www.CASEL.org); or, 3) from your favorite bookseller.

***Social Problem Solving: Interventions in the Schools*** by Maurice J. Elias and Steven E. Tobias (New York: Guilford Press, 1996). This volume describes proven, practical techniques for promoting key skills in students for everyday social, academic, familial and vocational success. Based on the work of a highly acclaimed, 15-year, ongoing multisite project, the approach is designed to help professionals encourage the development of enduring life tools to prevent violence, substance abuse and other behavior-related problems. The program is directed toward children in primarily K-8 populations at high, moderate and low levels of risk, in both regular and special education contexts. Order from National Professional Resources, (800) 453-7461, website: [www.NPRinc.com](http://www.NPRinc.com).

***Social Decision Making and Life Skills Development: Guidelines for Middle School Educators*** by Maurice J. Elias. This award-winning program for teaching self-control, group participation, and social awareness skills, and critical thinking, problem solving and social decision making skills is one of the foundations of Emotional

Intelligence and is cited as a model program in Daniel Goleman's book. It focuses on prevention programs, prepares students for transition to middle school, and includes assessment tools for tracking progress. The activities also have been used effectively with high school students. 348 pages/looseleaf bound. Order from the Center for Applied Psychology, Rutgers University, (732) 445-7795, Email: [crino@rci.rutgers.edu](mailto:crino@rci.rutgers.edu).

***Raising Emotionally Intelligent Teenagers: Parenting With Love, Laughter, and Limits*** by Maurice J. Elias, Steven E. Tobias, and Brian S. Friedlander (New York: Harmony Books, 2000). Major hormonal changes, wavering self-confidence, assuming greater responsibility, managing peer pressure, and experiencing new levels of independence can make raising teenagers a challenging task. Using principles presented in Daniel Goleman's best-selling book, *Emotional Intelligence*, the authors of this book offer guidance for raising emotionally intelligent, responsible, and caring teenagers. They argue for addressing common, but often difficult, issues, such as schoolwork, unkempt rooms, car usage, mall malaise, the character of friends, sex, and drugs with a "Four L" plan - love, laughter, limits, and linkages. The book contains numerous illustrative stories, questionnaires, intelligent strategies, and answers to frequently asked questions for parents and teens. A favorite chapter, written for parents and teens to enjoy together, pokes fun at typical parental behavior. Another focuses on raising a particularly challenging teenager. The authors promote a "24 Karat Golden Rule" that says, "Do unto your children as you would have other people do unto your children," as the foundation for successful parenting during the teenage years. Order from the Collaborative to Advance Social and Emotional Learning - website: [www.CASEL.org](http://www.CASEL.org) or from your favorite bookseller.

***Emotional Intelligence*** by Daniel P. Goleman. (New York: Bantam Books, 1997). In this best-selling book, Daniel Goleman uses brain and behavioral research to make the case that emotional intelligence is the strongest indicator of personal success. Goleman explains that emotional intelligence consists of self-awareness, altruism, personal motivation, empathy, and the ability to love and be loved. Through engaging examples, Goleman describes how these five crucial components determine success in relationships, work, and physical health. Unlike some characteristics or traits, emotional intelligence isn't a given. Goleman describes how parents, teachers, and others can lay a foundation for sound emotional development in children. Order from [www.NPRinc.com](http://www.NPRinc.com) or from your favorite bookseller.

***Raising A Thinking Child: Help Your Young Child to Resolve Everyday Conflicts and Get Along With Others*** by Myrna B. Shure, Ph.D., (New York: Pocket Books, 1996). *Raising A Thinking Child* is a family version of *I Can Problem Solve* (ICPS), a school-based curriculum for preschool through the primary years that helps reduce and prevent early high-risk behaviors such as aggression, impatience, poor peer relations, and social withdrawal. Through games and dialogues, children learn how to think through and solve typical everyday problems they encounter with peers, parents and other adults. Parents learn a new way of talking with their children, called "ICPS Dialoguing." They learn to distinguish between familiar forms of problem resolution - - demanding, commanding, punishment, suggesting (e.g., "Share your toys"), and explaining (e.g., "You'll hurt your brother if you hit him") -- from the problem-solving approach advocated by the author. That approach -- teaching kids how to think rather than what to think -- involves the child in thinking about what to do, what not to do, and why. Order from [www.thinkingchild.com](http://www.thinkingchild.com) or from your favorite bookseller.

***Raising A Thinking Preteen: The "I Can Problem Solve" Program for Eight-to-Twelve-Year-Olds*** by Myrna B. Shure, Ph.D., (Paperback - Owl/Holt, April, 2001). *Raising A Thinking Preteen* contains games and exercises to teach 8- to 12-year-olds how to successfully solve interpersonal problems. Preteens learn to combine skills for younger children that are described in *Raising A Thinking Child* (understanding feelings, and alternative solution and consequential thinking) with more complex skills (understanding mixed emotions, gaining insight into others' motives for behavior, and gaining the ability to plan sequenced steps toward a goal). While younger children may encounter the problem of coveting another child's toy, preteens encounter problems of lost trust, exclusion from peer groups, peer pressures, abuse by bullies, and developing independent coping skills such as planning ahead to complete short- and long-range homework assignments on time. This book also addresses how the problem-solving approach can help preteens reach thoughtful decisions about violence,

substance abuse, and sexual activity that they will encounter with greater frequency in later years. Order from [www.thinkingchild.com](http://www.thinkingchild.com) or from your favorite bookseller.

***Raising A Thinking Child Workbook: Teaching Young Children How to Resolve Everyday Conflicts and Get Along With Others*** by Myrna B. Shure, Ph.D., (Champaign, IL: Research Press, 2000). This workbook provides parents of 4- to 7-year-olds with concrete, interactive exercises for resolving everyday conflicts and getting along with others. It can be used as a training manual for weekly parenting workshops and can be included in parent involvement initiatives implemented in schools. The workbook is divided into two parts: parent-child problems and child-child problems. The parent-child problems are categorized according to rooms of the house - kitchen, bedroom, bathroom, living room - where problems typically occur. For example, climbing for cookies is addressed in the kitchen; not cleaning up is addressed in the bedroom. The first room covers *I Can Problem Solve* (ICPS) vocabulary words (e.g., same/different). The parent asks the child a question using the vocabulary words and the child selects a picture to color that answers the question. The second room covers the vocabulary words plus feeling concepts. The third room adds solutions to problems. The fourth adds consequential thinking skills. To help parents learn how to use the problem-solving approach to discipline in real life situations, *Parent Pages* are provided with a problem-solving ladder. The rungs of the ladder correspond to examples of four different parenting styles: Power, Suggesting, Explaining and Problem Solving. The second half of the workbook illustrates child-child problems (e.g., a child refuses to play with another child). In this section, parents may ask questions that provide an opportunities for children to relate to pictures or parents may engage children in other activities, such as creating their own drawings or stories, to help children travel along the problem solving road toward achieving social and emotional competence. Order from Research Press, 2612 North Mattis Avenue, Champaign, IL 61821, Website: [www.researchpress.com](http://www.researchpress.com) or from [www.thinkingchild.com](http://www.thinkingchild.com).

***Children's Social Development: Information for Teachers and Parents*** by Steven R. Asher, Gladys A. Williams, Christine B. Burton, and She Oden. (Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1989). This compilation of papers offers suggestions for parents and teachers to use with children experiencing peer difficulties. It contains basic information about peer relationships, discusses the development of social competence, offers reasons why some children have difficulty relating to peers, and suggests interventions to help children with poor peer relationships. The book also includes an annotated bibliography and the results of a computer search on social skills and peer relationships from the ERIC database. Order from ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; Phone: (800) 443-ERIC. ED Number 283625 or order from your favorite bookseller.

***Parents and Adolescents Living Together: The Basics*** by Gerald R. Patterson, and Marion S. Forgatch (Eugene, OR: Castalia Publishing Company, 1987). Written for parents of adolescents, this book is based on extensive research on antisocial and aggressive behavior conducted by one of the authors, Gerald R. Patterson, at the Oregon Social Learning Center. An appendix lists references to Patterson's other works dealing with families. Order from Castalia Publishing Company, P.O. Box 1587, Eugene, OR 97440. ISBN 0-916154-16-5.

***Development and Treatment of Childhood Aggression*** by Deborah J. Pepler and Kenneth H. Rubin (Eds.) (Hillsdale, NJ: Lawrence Erlbaum, 1991). This two-part, edited volume is a collection of papers from the Earls court Symposium on Childhood Aggression, which links clinical practice to research-based interventions. The book's first section focuses on the development of childhood aggression, explores current and later-life outcomes for aggressive children, and discusses the dispositional, familial, and social-cognitive factors associated with aggression. The second section focuses on the treatment of childhood aggression, including familial interventions, social cognitive interventions, peer interventions, and school-based interventions. Order from Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642. ISBN 0-8058-0370-X.

***Waging Peace in Our Schools*** by Linda Lantieri and Janet Patti. (Boston: Beacon Press, 1996). Written by leading authorities in conflict resolution and emotional competence, this book serves as a practical guide for parents, teachers, students and school administrators for developing the emotional and intellectual competencies of young people. The authors use anecdotes, real-life examples, theory, and practical suggestions to demonstrate

to promote development of these competencies. They highlight innovative techniques used by teachers to create “peaceable classrooms,” demonstrate how student mediators can improve the climates of their schools, and describe a core curriculum for conflict resolution and diversity education that can have a significant impact on the emotional health of young people. Order from the Collaborative to Advance Social and Emotional Learning - website: [www.CASEL.org](http://www.CASEL.org) or from your favorite bookseller.

***Emotional Development and Emotional Intelligence: Educational Implications*** by Peter Salovey and David J. Sluyter (Editors). (New York: BasicBooks, 1997). This publication describes developments in the study of emotional intelligence and emotional literacy and compares views of psychologists with those of educators. Key topics include: historical perspectives on emotional intelligence, neurological bases for emotional development, the development of social skills, and childhood socialization of emotion. This book is a valuable resource for professionals in child psychology and education. Order from the Collaborative to Advance Social and Emotional Learning - website: [www.CASEL.org](http://www.CASEL.org) or from your favorite bookseller.

***Communities That Care® Prevention Strategies: A Research Guide to What Works***. This guide evaluates prevention strategies that have been tested in controlled studies and shown to be effective in reducing risk factors and enhancing protective factors against substance abuse, violence, school dropout, and other detrimental behaviors. This 171-page resource can be used by non-researchers and includes full citations to original research. It provides information on strategies found to be effective in four focus areas -family, school, community-based youth programs, and the community. Each focus area is divided into broad strategies, with effective programs for each strategy. Each strategy is summarized and lists the risk and protective factors it addresses. Selected research-based, tested programs are named and described, detailing the programs’ effects and age appropriateness. The guide also summarizes information in a risk and protective factor cross-reference chart and cites references. The guide can be used to identify ways to modify or adapt existing programs and as a source of programs to effectively fill identified gaps. Order by phone, fax, mail, or email using the [PDF order form](#) available at [www.dpr.org](http://www.dpr.org). Channing L. Bete Co., Inc, 200 State Road South Deerfield, MA 01373-0200; Phone: (877) 896-8532; Fax: (800) 499-6464; E-mail: [custsvcs@channing-bete.com](mailto:custsvcs@channing-bete.com).

## VIDEOS

***How to Raise and Teach a Thinking Child: Helping Young Children Think About What They Do and Why***. With *I Can Problem Solve* (ICPS) trainers Dawn Oparah and Bonnie Aberson, Dr. Myrna B. Shure shows in this video how her problem-solving approach can be used at home and at school. A father demonstrates the “ICPS Dialoguing” approach when his preschool child interrupts him on the phone and when his child and a playmate fight over a toy. With the four approaches to discipline - Power, Suggesting, Explaining, and Problem Solving - illustrated on four rungs of a ladder, viewers learn how to involve children in thinking about what they are doing in light of their own and others’ feelings, solutions to problems, and consequences to acts. Bonnie Aberson talks with parents she has trained in the ICPS approach about how they and their children have benefited from the program. Order from A.D.D. WareHouse, 300 Northwest 70th Avenue, Suite 102, Plantation, FL 33317. Phone: (800) 233-9273 or (954) 792-8100; FAX: (954) 792-8545; E-mail: [sales@addwarehouse.com](mailto:sales@addwarehouse.com); Web site: [http://addwarehouse.com/shopsite\\_sc/store/html/videos.html](http://addwarehouse.com/shopsite_sc/store/html/videos.html)

***Emotional Intelligence*** with Daniel Goleman. In this 73-minute program, acclaimed clinical psychologist and author Dr. Daniel Goleman introduces his groundbreaking discoveries about the emotional mind. Based on his best-selling book, *Emotional Intelligence*, this program focuses on emotion as another measure of intelligence, redefining what it means to be “smart.” Goleman refutes the belief that IQ (intelligence quotient) alone determines destiny, demonstrating the vital role that strong interpersonal skills can play in improving one’s life. ITEM CODE: EIDG901-WEBHV Closed Captioned. To order, go to [www.pbs.org](http://www.pbs.org) click on shop PBS, “search” under Daniel Goleman.

***Lessons for Life: How Smart Schools Boost Academic, Social, and Emotional Intelligence.*** Create learning environments where students feel safe and connected. Reduce disruptive behavior by teaching children how to regulate their own emotions. Engage students in setting and achieving positive goals for themselves. Educators can accomplish these goals to help their students to achieve at high levels by using the approaches presented in this award-winning three-video series featuring Maurice Elias and Jonathan Cohen. Research has shown that attention to social and emotional learning increases the likelihood of success for students. By reducing risk behaviors and increasing social competence, students demonstrate increased ability to focus on academic achievement. Order by phone (800) 627-0232 or on-line at [www.communitiesofhope.org/order\\_form.html](http://www.communitiesofhope.org/order_form.html).

***Optimizing Intelligences.*** Video and CD ROM hosted by Peter Salovey, featuring the integration of multiple intelligences, emotional intelligence, creativity, and academics as essential to well being and the education of all children. Includes Dan Goleman, Howard Gardner. Order from National Professional Resources, (800) 453-7461, website: [www.NPRinc.com](http://www.NPRinc.com).

## ARTICLES

***The Missing Piece*** by Maurice J. Elias (1997). In this commentary, Dr. Maurice J. Elias advocates for attention to social and emotional learning in K-12 education. Find the article at [www.edweek.com/ew/1997/15elias.h17](http://www.edweek.com/ew/1997/15elias.h17).

***Violence Is Preventable*** by Maurice J. Elias, Linda Lantieri, Janet Patti, Herbert J. Walberg, and Joseph E. Zins (1999). In this commentary article, the authors advocate for schools to take a proactive, sustained, long-term approach to violence prevention. According to research, actively demonstrating an ongoing commitment to developing social and emotional competence can prevent most forms of violence. The authors argue that building such a preventative safety net over time renders better results than engaging in reactive, more narrowly focused, short-term approaches. Find the article at [www.edweek.com/ew/1999/36patti.h18](http://www.edweek.com/ew/1999/36patti.h18)

***No New Wars Needed!*** by Maurice J. Elias, Linda Lantieri, Janet Patti, Timothy P. Shriver, Herbert J. Walberg, Roger P. Weissberg, and Joseph E. Zins. The authors of this article call for an end to a “prevention war” mentality that breeds programs for youth that are high profile, short-term, and in competition with programs already in place. Instead, authors advocate for comprehensive, sustained efforts to promote the personal and social development of young people, addressing problems at their psychosocial roots. Download a PDF version at [www.casel.org](http://www.casel.org)

***The Other Side of the Report Card*** (2000). This article summarizes the National Invitational Meeting on Social and Emotional Learning, co-sponsored by the Mid-Atlantic Regional Educational Laboratory for Student Success and the Collaborative to Advance Social and Emotional Learning, Philadelphia, PA, October 26-27, 2000. Download a PDF version at [www.casel.org](http://www.casel.org)

***School Violence: Prevalence, Policies, and Prevention.*** Book chapter: Hunter, L., & Elias, M. J. (1998). In A. Roberts (Ed.), *Juvenile justice: Policies, programs, and services* (2nd ed.)(pp. 71-94). Chicago: Nelson-Hall.

***Let's Prevent Drop-Out--and Other Problem Behaviors--by Fostering Engagement in School.*** Elias, M. J., & Srebnik, D. (1993). *People and Education*, 1, 184-195.

***Social Decision-Making and Life Skills Development in the Middle School: A Critical Thinking Approach to Health Promotion and Problem Prevention.*** Elias, M. J., & Kress, J. S. (1994). *Journal of School Health*, 64 (2), 62-66.

***Implementing Prevention Programs in High-Risk Environments: Application of the Resiliency Paradigm.*** Gager,

P. J., & Elias, M. J. (1997). *American Journal of Orthopsychiatry*, 67(3), 363-373.

*Reinterpreting Dissemination of Prevention Programs as Widespread Implementation with Effectiveness and Fidelity*. Elias, M. J. (1997). In R. P. Weissberg (Ed.), *Healthy Children 2010: Strategies to Enhance Social, Emotional, and Physical Wellness* (pp. 253-289). Newbury Park, CA: Sage.

*Reframing The Standards vs. Social and Emotional Learning Debate: A Case Study*. Norris, Jacqueline A., & Kress, Jeffrey S. *The Fourth R*, Volume 91, May, June, July 2000.

## ORGANIZATIONS

**The Collaborative to Advance Social and Emotional Learning (CASEL)** is an organization dedicated to establishing social and emotional learning (SEL) as an integral part of education from preschool through high school. The organization's specific goals are to advance the science of social and emotional learning; translate scientific knowledge into effective school practices; disseminate information about scientifically sound educational strategies and practice; enhance training so that educators effectively implement high-quality SEL programs; and, network and collaborate with scientists, educators, advocates, policy-makers, and interested citizens to increase coordination of SEL efforts. CASEL is conducting a comprehensive review of more than 80 SEL programs that meet the following three criteria: be intended for use in regular education classrooms, be nationally available, and have two or more years of sequenced instruction such that the lessons of each year build upon those of the previous year and prepare for those in the subsequent year. Visit CASEL's website for excellent research-based resources as well as information on their initiatives in such areas as school outcomes, teacher training, and more. Contact: The Collaborative to Advance Social and Emotional Learning (CASEL), Department of Psychology (MC 285), University of Illinois at Chicago, 1007 West Harrison Street, Chicago, IL 60607-7137; Phone: (312) 413-1008; Fax: (312) 355-4480; Website: [www.casel.org/index.htm](http://www.casel.org/index.htm)

**Harnessing Optimism and Potential through Education (HOPE)** is a non-profit organization dedicated to enhancing the social, emotional, and academic success of young people. The HOPE Foundation's mission is to encourage, network, support, and develop leaders who apply the results of research on optimism, resilience, and learning communities toward helping all children and youth succeed. In collaboration with like-minded organizations and corporations, the Hope Foundation makes available practical, long-term, ongoing staff and community development, and uses media and national forums to provide visions of hope. The organization supports school, community, youth, and policy leaders worldwide by identifying and sharing successes and best practices through national and international conferences, media, forums, networks, courses, and in-depth leadership development. Contact: The HOPE Foundation, 3925 Hagan Street, Suite 105, PO Box 906, Bloomington, IN 47402-0906; Phone: (812) 355-6000; Fax: (812) 323-8140; E-mail: [hope@communitiesofhope.org](mailto:hope@communitiesofhope.org); Website: [www.communitiesofhope.org](http://www.communitiesofhope.org).

**UCLA Center for Mental Health in Schools**, operating under the auspices of the School Mental Health Project, is one of two national training and technical assistance centers funded by the Health Resources Services Administration (HRSA)'s Maternal and Child Health Bureau of the US Department of Health and Human Services. The other center, the Center for School Mental Health Assistance, is located at the University of Maryland at Baltimore. The UCLA Center for Mental Health in Schools approaches school mental health and psychosocial concerns from the perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies to counter fragmentation and enhance collaboration between school and community programs. The Center provides ongoing needs assessments (for individuals and systems), translates needs into a content focus, gathers and develops materials (e.g., resource aids, guidebooks and continuing education curricula) which are maintained in their clearinghouse, designs and helps initiate effective systems to deliver training and support (e.g., a printed newsletter, monthly electronic news updates, a comprehensive web site, a consultation cadre), provides strategies to support those currently providing training, and provides strategies for stimulating policy for local training and technical assistance.

Find them at UCLA / School Mental Health Project, Center for Mental Health in Schools, Department of Psychology, P.O. Box 951563, Los Angeles, CA 90095-1563; Phone: (310) 825-3634; FAX: (310) 206-8716; E-mail: ([smhp@ucla.edu](mailto:smhp@ucla.edu)); Website: <http://smhp.psych.ucla.edu>.

## RESEARCH-BASED PROGRAMS

Recently, an expert panel established by the US Department of Education's [Safe and Drug-Free Schools Program](#) (SDFS), in cooperation with the Office of Educational Research and Improvement, identified the following promising and exemplary school-based programs for promoting safe, disciplined, and drug-free schools. (Visit the website at <http://www.ed.gov/offices/OESE/SDFS/> for the full list of SDFS/OERI promising and exemplary programs.

**I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program (ICPS).** Myrna B. Shure (Champaign, IL: Research Press, 1992). [See beginning of Resources section of this guide for description and contact information.]

**Aggression Replacement Training (ART)** is designed for use with aggressive adolescents and young children in schools or mental health and delinquency settings. This multimodal, psychoeducational intervention can be delivered in a ten-week sequence of three one-hour sessions per week. ART's three-part core curriculum consists of Skillstreaming, the modeling, role-playing, performance feedback, and generalization training to teach pro-social skills; Anger-Control Training, youth working on how to respond to their own, current anger-arousing life experiences; and Moral Reasoning Training, a set of procedures designed to enhance participants' sense of fairness, justice, and concern with the needs and rights of others. The ART training manual is available in both English and Spanish. For more information, contact: Arnold Goldstein, Center for Research on Aggression, Syracuse University, 805 South Crouse Avenue, Syracuse, NY 13244, Phone: (315) 443-9641; Fax (315) 443-5732.

**PATHS Curriculum (Promoting Alternative Thinking Strategies)** is a comprehensive program for elementary school-age children designed to enhance the classroom atmosphere and facilitate learning by promoting pro-social values and the social and emotional competencies of self-control, emotional awareness, and interpersonal problem solving. PATHS is divided into three major units: Readiness and Self-Control (12 lessons), Feelings and Relationships (56 lessons), and Interpersonal Cognitive Problem-Solving (33 lessons). Lessons include instruction in identifying and labeling feelings, expressing and managing feelings, controlling impulses, reducing stress, interpreting social cues, understanding the perspectives of others, problem-solving and decision-making, and nonverbal and verbal communication skills. The curriculum consists of an instructional manual, six volumes of lessons, pictures and photographs, and additional materials. A research book is also available. Contact: Carol A. Kusché Ph.D., PATHS Training, LLC, 927 10th Avenue East, Seattle WA 98102; Phone: (206) 323-6688; Fax: (206) 323-6688; E-mail: [ckusche@attglobal.net](mailto:ckusche@attglobal.net); Websites: [www.prevention.psu.edu/PATHS](http://www.prevention.psu.edu/PATHS) or [www.drp.org](http://www.drp.org)

**SMART Team (Students Managing Anger & Resolution Together)** is a multimedia program for students in grades 5-9. The SMART Team's computer-based instruction uses four teenage characters to give students advice and feedback as they interact with interviews, cartoons, game shows, and animation to learn anger management and conflict resolution skills. SMART is a universal prevention program that students can do independently, alone or in pairs. Based on the skill acquisition model of Dreyfus and Dreyfus, the skills that are taught increase in difficulty from novice to expert levels with Bandura's Social Learning Theory underpinning the program. Contact: SMART Team (Students Managing Anger & Resolution Together), Kris Bosworth, Ph.D., Smith Endowed Chair in Substance Abuse Education, The University of Arizona, Department of Educational Leadership, Smith Prevention Initiatives, College of Education, P.O. Box 210069, Tucson AZ 85721-0069; Phone: (520) 626-4964; Fax: (520) 626-6005; E-mail: [bosworth@u.arizona.edu](mailto:bosworth@u.arizona.edu); Website: [www.drugstats.org](http://www.drugstats.org).

**Second Step: A Violence Prevention Curriculum** teaches preschool through junior high children the social skills needed to reduce their impulsive and aggressive behavior and increase their level of social competence. *Second Step* teaches the same three skill units at each grade level: Empathy, Impulse Control, and Anger Management. Lesson content varies according to the grade level and skills targeted for practice are designed to be developmentally appropriate. At all grade levels, *Second Step* provides opportunities for modeling, practice, and reinforcement of the new skills. *Second Step* curricula for preschool and elementary students consist of three kits: Preschool/Kindergarten, Grades 1-3, and Grades 4-5. In these kits, the main lesson format is the use of an 11” by 17” photo lesson card. The teacher shows the photograph to the class and follows the lesson outline on the reverse of the card. Lesson techniques include discussion, teacher modeling of the skills, and role-plays. The middle school/junior high curriculum is divided into three levels. Each level includes discussion lessons, overhead transparencies, reproducible homework sheets, and a video. The three levels of lessons allow students to receive comprehensive, multi-year training in positive social skills. [\*A Family Guide to Second Step: Parenting Strategies for a Safer Tomorrow\*](#), is a video-based program designed to help parents and caregivers of *Second Step* students in preschool to grade 5 apply social skills to parenting situations. The family component familiarizes parents with the *Second Step* curriculum, assists them with reinforcing the skills at home, and gives families the skills to communicate feelings, solve problems, control anger, and deal with conflict. The *Family Guide* contains everything that a group facilitator needs to conduct six group meetings, including a 30-minute overview tape, three skill-training videos, a scripted facilitator’s guide, masters of family handouts, and refrigerator magnets depicting the problem-solving and anger management steps. Contact: Committee for Children, Client Support Services Department, 2203 Airport Way South, Suite 500, Seattle WA 98134; Phone: (206) 343-1223 or (800) 634-4449; Fax: (206) 343-1445; E-mail: [info@cfchildren.org](mailto:info@cfchildren.org); Website: [www.cfchildren.org](http://www.cfchildren.org)

**Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence**, featured in the NEA Safe Schools Now Network Broadcast, “Can’t We All Just Get Along? Dealing with Hate & Bias in School,” is a demonstrated curriculum for middle schools in high-risk communities. The curriculum consists of 12 classroom sessions that deal with violence among peers and the interrelated roles of aggressors, victims, and bystanders that youth play in potentially violent situations. The foundation of the curriculum is the four-step “Think-First” Model of Conflict Resolution. The model helps students to pause and keep cool, understand what is going on before jumping to conclusions, define their problems and goals in ways that will not lead to fights, and generate positive solutions. The curriculum has been tested in urban, suburban, and small-city school districts and has made students more supportive of resolving conflicts without aggression. Contact Christine Blaber, Education Development Center, Inc., 55 Chapel St., Suite 25, Newton, MA 02458; Phone: (800) 225-4276, ext. 2364; E-mail: [Cblaber@edc.org](mailto:Cblaber@edc.org); Website: [www.edc.org/thtm](http://www.edc.org/thtm).

**Responding in Peaceful and Positive Ways (RIPP)**, featured in the NEA Safe Schools Now Network broadcast, “Building a Safe and Responsive School Climate,” provides young people with new ways to respond to conflict. Using the acronym RAID, the students are taught four types of non-violent options: Resolve, Avoid, Ignore, and Diffuse. By learning about choices, the idea that ‘fighting’ is a necessary response to an insult or conflict is dispelled. RIPP also teaches the need for everyone to accept differences, to affirm those with whom they come in contact, and not to engage in ‘put downs’ of others. This empirically validated program has been proven to work in a variety of settings and was designed with real-life experiences in mind. It was originally developed and implemented in collaboration with school administrators in both urban and rural settings. Contact: Melanie McCarthy, Youth Violence Prevention Project, Virginia Commonwealth University, 808 W. Franklin Street, Box 2018, Richmond VA 23284-2018; Phone: (804) 828-8793; Fax: (804) 827-1511; E-mail: [mkmccart@saturn.vcu.edu](mailto:mkmccart@saturn.vcu.edu); Website: [www.wkap.nl/book.htm/0-306-46386-5](http://www.wkap.nl/book.htm/0-306-46386-5)

**The Peacemakers Program: Violence Prevention for Students in Grades 4-8** is a school-based intervention delivered by teachers in a weekly series of 17 lessons (45 minutes per lesson) over one semester. To reduce a broad spectrum of aggressive behavior -- from hurtful speech to physical fighting to use of weapons -- the

program addresses two basic dimensions: (1) changing violence-related attitudes and (2) building psychosocial skills, such as anger management, unbiased social perception, conflict avoidance, problem-solving, and assertiveness. Materials include a teacher's manual, student workbooks, stories, and parent materials plus an optional bibliography and optional appendix of classroom management strategies. Contact: Jeremy Shapiro, Applewood Centers, Inc., 2525 East 22<sup>nd</sup> Street, Cleveland, OH 44115; Phone: (216) 696-5800, ext. 1144; Fax: (216) 696-6592; E-mail: [Jeremy.shapiro@yahoo.com](mailto:Jeremy.shapiro@yahoo.com); Website: [www.applewoodcenters.org/peacemakers.htm](http://www.applewoodcenters.org/peacemakers.htm).

**Peers Making Peace (PMP)** seeks to improve school environments by reducing violence and discipline referrals and increasing academic performance through training teams of students to act as peer mediators. A participating school selects 15-24 students representative of the school's cultural diversity and demographics to learn skills in conflict resolution, non-verbal communication, questioning, and maintaining neutrality. Includes a pre-training needs assessment with materials to assist schools in preparing for program implementation. While keeping the program peer-led, community participation helps to achieve the program's desired goals. Contact: Susan Armoni, Peacemakers Unlimited, Inc., 2095 N. Collins Blvd., Suite 101, Richardson, TX 75080; Phone: (972) 671-9550; Fax: (972) 671-9549; Email: [susan.armoni@pmuinc.com](mailto:susan.armoni@pmuinc.com); Website: [www.pmuinc.com](http://www.pmuinc.com).