

“Violence-Related Stress: A Guide for School Staff”

NEA Safe Schools Now Network Broadcast #6

Suggested Resources

Safe and Orderly Schools

2000 Annual Report on School Safety, a report from US Departments of Education and Justice (2000). "This year's Annual Report reminds all of us to take certain key principles to heart - listening to those who work and learn in schools every day; collaborating in new and creative ways; and implementing tailored strategies, focused on prevention, intervention and accountability. In so doing, we will be in a position to help those children who show a propensity for crime and violence, before they damage themselves (and others) forever. And, we will be in a position to protect innocent school children and teachers before they become victims of senseless violence." - Attorney General Janet Reno and Secretary of Education Richard W. Riley. To obtain a copy of this publication, contact the US Department of Education, Education Publications Center (ED Pubs), PO Box 1398, Jessup, MD 20794-1398; Phone toll-free: 877-433-7827. Or, download a copy from: www.ed.gov/pubs/edpubs.html

Indicators of School Crime and School Safety 2000, a report by US Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics and US Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, October 2000. This report contains a variety of salient and useful facts about school crime and school safety, such as more victimizations happen away from school than at school; in 1998, students were about two times as likely to be victims of serious violent crime away from school as at school; while overall school crime rates have declined, violence, gangs, and drugs are still evident in some schools; over the 5-year period from 1994 through 1998, teachers were victims of 1,755,000 nonfatal crimes at school, including 1,087,000 thefts and 668,000 violent crimes (rape or sexual assault, robbery, and aggravated and simple assault) which translates into 83 crimes per 1,000 teachers per year; in the 1993-94 school year, 12 percent of all elementary and secondary school teachers were threatened with injury by a student, and 4 percent were physically attacked by a student. Single copies of this publication may be obtained from the BJS fax-on-demand system by dialing 301/519-5550, listening to the menu, and selecting document number 220 for the executive summary and 221 for the press release, by calling the BJS Clearinghouse at 1-800/732-3277, or by calling ED Pubs at 1-877/4ED-PUBS. Or, download a copy from: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001017>

The Safe Schools/Healthy Students Action Center. The Safe Schools/Healthy Students (SS/HS) Action Center seeks to help grantees fully attain their goals of interagency collaboration and adoption of evidence-based practices so as to reduce school violence and substance abuse, in addition to the promotion of healthy development and resiliency. The SS/HS Action Center provides technical assistance to the 77 Safe Schools/Healthy

Students grantees and assistance to the School Action Grantees in conjunction with the Government Project Officers. This national technical assistance center is the product of a cooperative agreement between the US Departments of Health and Human Services, Education and Justice, along with the National Mental Health Association and the National Association of School Psychologists. Contact information: Safe Schools/Healthy Students Action Center, 1021 Prince Street, Alexandria, VA 22314; Phone: 877-339-SSHS; Website: www.sshsac.org

The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools - Five Years Later. A Survey of Students, Teachers and Law Enforcement Officers.

Conducted for The Metropolitan Life Insurance Company by Louis Harris & Associates, Inc., New York, NY, May, 1999. This 1999 survey follows up on Metropolitan Life's 1993 report on the concerns of teachers, students and law enforcement officials regarding violence in public schools. Louis Harris conducted this survey five months before the school shootings occurred in April 1999 at Columbine High School in Littleton, Colorado. Download survey at:

<http://www.metlife.com/Companyinfo/Community/Found/Docs/99pdf.html>

Safe Schools, Safe Communities, Naomi E. Gittins, editor. Published by the NSBA Council of School Attorneys, National School Boards Association, Alexandria, VA, Copyright © 2000. ISBN 0-88364-238-7. "Meant as a practical resource, *Safe Schools, Safe Communities* opens with a chapter stressing the importance of collaboration with others in the community to prevent rather than react to violence by students. The discussion focuses on sharing of information, identification of at-risk children, and early interventions. Of necessity, this book also includes an article on exploring the legal principles that must be followed in balancing school safety with individual student rights. Information on the school attorney's role in assisting schools in preventing and responding to school violence is included in another chapter." - Martin Semple, Chairman, NSBA Council of School Attorneys. Order this publication from NSBA at 800-706-6722. Visit the NSBA Council of School Attorneys Web site at <http://www.nsba.org/cosa/>.

Crisis Response

Multi-Hazard Safety Program for Schools, Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI). A manual and 4-1/2 day course by FEMA is especially for school district administrators, principals, school board members, school district facility and risk managers and others concerned with the physical plant and operations of a school system, teachers, PTA members, local and state emergency managers, as well as other members of emergency services. Designed to help the school community plan for all types of disasters, the course covers topics such as risk reduction techniques, drills, immediate response exercises, post-disaster recovery, mitigation opportunities, crisis counseling and school violence, including addressing the benefits of involving people and organizations outside the school system in the planning process. Enrollment for this course is conducted through the state emergency management office.

Preference is given to states interested in building instructor cadres. Continuing education units are available. For information about enrollment, contact the NETC Admissions Office at (301) 447-1035. For more information about the course, contact course manager Dawn Warehime at (301) 447-1309 or via email at dwarehim@fema.gov. Website address: <http://www.fema.gov>.

The NEA Crisis Communications Guide & Toolkit has been developed and produced in honor of the victims and survivors of school tragedies. Each tip, resource, idea, and example emanate from those who have "been there" and want others to benefit from their experience. This resource contains the following four volumes: *Vol. 1 - Being Prepared: Before a Crisis*; *Vol. 2 - Being Responsive: During a Crisis*; *Vol. 3 - Being Diligent: Moving Beyond Crisis*; *Vol. 4 - Hands-On Assistance: Tools for Educators*. NEA encourages the reproduction and distribution of this copyrighted guide and toolkit. As copies are made, please include a credit line noting the National Education Association as the principal source of these materials. Questions about reproduction can be addressed to NEA Communications, 1201 16th Street, NW, Washington, DC 20036. To access the guide and toolkit visit <http://www.nea.org/crisis>.

Stress

Coping with Teacher Stress: A Research Synthesis for Pacific Educators, Zoe Ann Brown and Denise L. Uehara, Pacific Resources for Education and Learning, November 1999. Part of the Pacific Resources for Education and Learning (PREL)'s Research Series, this 22-page publication provides an overview on stress and stress management. To download, visit <http://www.prel.org>.

Stress...At Work is a booklet published by the US Department of Health and Human Services Public Health Service, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health. The booklet highlights knowledge about the causes of stress at work and outlines steps that can be taken to prevent job stress. DHHS (NIOSH) Publication No. 99-101. Copies can be obtained from Publications Dissemination, EID, National Institute for Occupational Safety and Health, 4676 Columbia Parkway, Cincinnati, OH 45226-1998; Phone: 1-800-356-4674; Fax: (513) 533-8573; E-mail: pubstaff@cdc.gov

Violence in Communities and Schools: A Stress Reduction Guide for Teachers and Other School Staff was funded by the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services at the US Department of Health and Human Services and produced by the NEA Health Information Network. This guide (available in HTML and Adobe formats) gives a summary overview of school violence and presents helpful information about work-related stress for teachers and other school personnel, including but not limited to violence-related stress, as well as tips for prevention and stress management. Recommended resources for schools, many of which are evidence-based, are also listed in the guide. To download copy visit, <http://www.neahin.org/mentalhealth/stressguide.htm>

Language Register

“Developing Academic English and Academic Competence Across the Curriculum,” by M.R. Montano-Harmon, PhD., Department of Secondary Education, California State University, 1997. The *Language Register*, one component of the resiliency initiative at La Cima Middle School in Tucson, Arizona, teaches students to use language that is nourishing, edifying, and strengthening. Replacing negative language with positive language reduces the potential for violence and lowers the overall level of stress within the school community. For more information contact California State University, Fullerton, P.O. Box 34080, Fullerton, CA 92834; Phone: 714-278-2011. Recommended by La Cima Middle School (Tucson, AZ) principal Phil Woodall.

Resiliency

A Fragile Foundation: The State of Developmental Assets Among American Youth by Peter L. Benson, Peter C. Scales, Nancy Leffert, and Eugene C. Roehlkepartain, Search Institute, 1999. ISBN 1-57482-352-3. This book describes approximately 44 developmental protective factors that have been researched with over 300,000 students. Recommended by La Cima Middle School (Tucson, AZ) principal Phil Woodall.

RESILIENCE: Status of the Research and Research-Based Programs, a working paper by Nancy J. Davis, EdD, US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, Division of Program Development, Special Populations & Projects, Special Programs Development Branch, (301) 442-2844. To download a copy visit: <http://www.mentalhealth.org/schoolviolence/5-28resilience.htm>

Examples of Exemplary/Promising Programs, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, US Department of Health and Human Services. A list of programs provided as examples of those that meet some criteria for a designation of "evidence-based" by the organizations listed. The criteria by which the various organizations deemed them to be evidence-based, exemplary, model or promising are listed under the name of the organization. Note: The appearance of a program in this list does not imply endorsement by the Federal government. To view, visit SAMHSA's website at: <http://www.mentalhealth.org/schoolviolence/Irenelis.htm>

Resiliency In Action, Inc. is an organization dedicated to the concept of resiliency. Its mission is to foster resiliency by disseminating resiliency-related information; facilitating the practical application and evaluation of the resiliency paradigm; and, sustaining a national and international grass roots resiliency network. This organization's website presents information about training opportunities, publications, and a journal, called *Resiliency in Action*. Books include (1) *Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, & Communities*; (2)

Mentoring for Resiliency: Setting Up Programs for Moving Youth from "Stressed to Success"; and, (3) *Schoolwide Approaches for Fostering Resiliency*, by editors Nan Henderson, Bonnie Bernard, and Nancy Sharp-Light. To order, contact: Resiliency In Action , PO Box 90319, San Diego, CA 92169-2319; (800) 440-5171; Fax: (858) 488-5034; E-mail: materials@resiliency.com ; Website at <http://www.resiliency.com>

Resiliency in Schools: Making It Happen for Students and Educators a book by Nan Henderson and Mike Milstein, Thousand Oaks, CA: Corwin Press (April 1996). This book presents personal resiliency builders - individual factors that facilitate resiliency - such as: relationships, service, life skills, humor, inner direction, perceptiveness, independence, positive view of personal future, flexibility, love of learning, self-motivation, competence, self-worth, spirituality, perseverance, creativity. Order from: Resiliency In Action - see contact information above.

The Search Institute provides an abundance of useful information and helpful resources for implementing the resiliency paradigm in schools and communities, including an overview of external developmental assets (support, empowerment, boundaries and expectations, constructive use of time) and internal developmental assets (commitment to learning, positive values, social competencies, positive identity). They can also provide a list of practical, concrete steps that schools can take to build assets in youth, as excerpted from *240 Ideas for Building Assets in Youth* by Eugene C. Roehlkepartain. Copyright © 1995 by Search Institute (see their website - address is below). Contact: Search Institute, 700 South Third Street, Suite 210, Minneapolis, MN 55415; 1-800-888-7828; <http://www.search-institute.org>

The resiliency initiative at La Cima Middle School is part of the **Tucson Resiliency Initiative (TRI)**. TRI is committed to nurturing the resiliency in every Tucson youth for the betterment of the entire community. For more information, contact: Tucson Resiliency Initiative, c/o Information and Referral Services, 3130 N. Dodge Blvd., Tucson, AZ 85716, (520) 323-1303, <http://www.tucsonresiliency.org/>.

"Violence-Related Stress: A Guide for School Staff" was produced in collaboration with the Substance Abuse and Mental Health Services Administration (SAMHSA)'s Center for Mental Health Services (CMHS) at the US Department of Health and Human Services. Visit their website at <http://www.mentalhealth.org>.