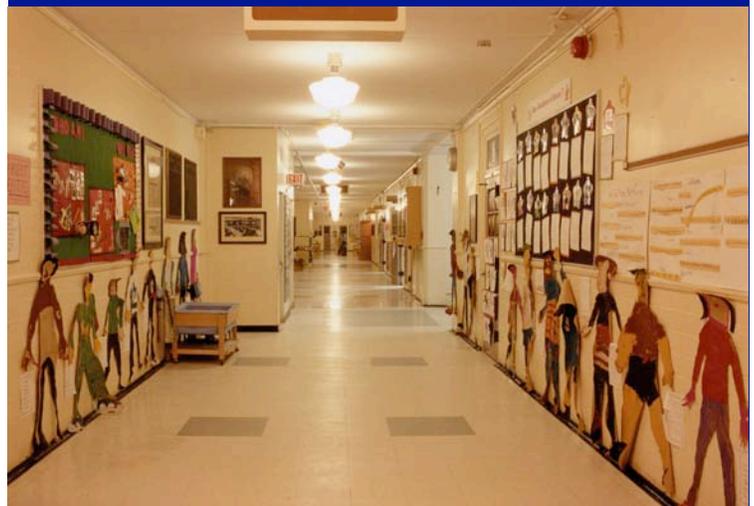# Stark Education Partnership inc.

220 Market Avenue S., Suite 350
Canton, Ohio 44702

330.452.0829
330.452.2009 fax
www.edpartner.org

*A Qualitative
Meta Analysis of
Literature on the
Six Elements in the
Safe Schools/Healthy
Students Grant of the
Canton City Schools*

Joseph A. Rochford, Ph.D.
Vice-President

Introduction

The U.S. Departments of Education, Health and Human Services, and Justice collaborated in 1999 to enable Federal grant funding to be channeled to schools and communities showing evidence of being able to work together to provide comprehensive educational, mental health, social, law enforcement, and juvenile justice system services for youth - services which could be targeted promote healthy child development and school environments that are safe, disciplined, and drug-free.

In the fall of 1999, 54 community partnerships from across the Nation were awarded the first grants under what became called the Safe Schools/Healthy Students (SS/HS) Initiative. In April 2000 another 23 partnerships received grants, and in April 2001 a third cohort of 20 partnerships became Safe Schools/Healthy Students sites. The Canton City Schools responded to yet another call for proposals in June 2002 and was subsequently awarded a grant.

That grant competition focused on projects designed to meet several priorities: implementing and enhancing comprehensive community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development. Applicants were asked to propose a project which would demonstrate how the funds would support or enhance a comprehensive, integrated strategy for an entire school district designed to create a safe and drug-free school environment and promote healthy childhood development. Applicant had to propose evidence-based approaches which included, at a minimum, the following six elements:

1. Safe school environment
2. Alcohol and other drugs and violence prevention and early intervention
3. School and community mental health preventive and treatment intervention programs
4. Early childhood psychosocial and emotional development services
5. Educational reform
6. Safe school policies.

The Canton City Schools proposed the following goals in conjunction with this grant:

Meta-Goal – The Canton City school district will create safer schools and develop healthier students during the three-year grant cycle. Improvement will be supported by the development of a coordinated, comprehensive strategy, with accompanying intensive staff development for four of the six elements, managed by the Stark County SS/SH Initiative Steering Committee in partnership with project staff.

Goal/Element 1
School safety will be enhanced in all 25 schools in the district, with particular focus on the six target schools.

Goal/Element 2
The incidence of alcohol and substance abuse and violence will decline while asset/protective factors will increase.

Goal/Element 3
Students will have better mental health due to enhanced prevention and treatment interventions.

Goal 4/ Element 5
The number and quality of reform efforts, alternative schools, after school and summer programs, and other academic help programs for at risk students will be increased.

Goal 5/Element 6
Students will benefit from enhanced school-wide policies and practices and coordination of the comprehensive strategy.

The SS/HS Initiative is then, one of comprehensive reforms and approaches. All culminating in an impact on student academic achievement.
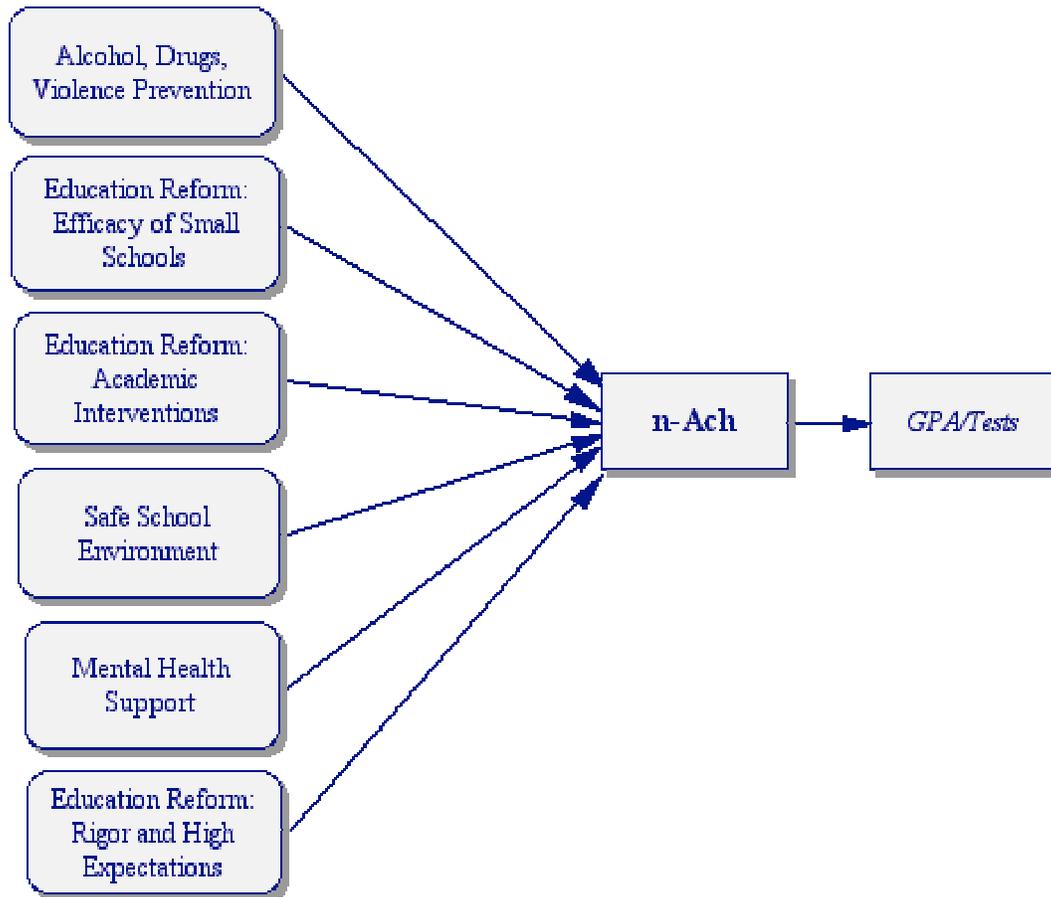
As can be seen above, multiple interventions originating from within the school environment are targeted to positively impact n-Ach, the student's need for achievement. It must be cautioned that these are merely elements within the school environment. Numerous other elements impact n-Ach external to the school. It should be noted, however, that most of these interventions are targeted to remove **negative** factors from the student's school or personal environment. Further, there are many sub-sets to these interventions. An example of this is the "Algebra for All" subset of Rigor and High Expectations.

Several specific questions are posed:

1. What is the specific strength or effectiveness of each intervention?
2. Which are the most effective?
3. Are there any that are ineffective or not needed?
4. What is the cumulative effect of all interventions?
5. Can we, within these multiple contexts, derive a complex hypothesis that explains the relationships between these interventions and student achievement?

The Canton City Schools proposed the following as concrete measurements of the effectiveness of individual strategies. The evaluation plan focuses on the six domains indicated in the SS/HS grant with commensurate indicators.

Safe School Environment	Alcohol, Drugs, Violence Prevention/ Intervention	School/Community Mental Health Prevention, Treatment, Intervention	Early Childhood Psychosocial, Emotional Developmental	Education Reform	Safe Schools Policies
Rates of school crime	Use of alcohol, other drugs by students	Reported incidents of mental disorders	Growth in real services via community collaborations	Efficacy of SLC's	Awareness of policies, discipline codes
Student perceptions of safety	Rates of fighting	Treatment rates for reported disorders	Incidents of adverse mental health outcomes	Interaction between academic and support services	Employment of consistent and equitable discipline
Parent perceptions of safety	Weapons	Efficacy of treatment		Effective employment of academic interventions	Effective enforcement of discipline
	Gang or gang-related incidents	Efficacy of on-site screening and assessment		Achievement gains	Consistent use of behavior interventions
		Efficacy of referrals		Class retention rates	

The Nature of the Literature

Given the broad nature of the six domains, a substantial question exists as to what literature to include. Studies in all six domains fall into generalized categories with a great deal of variance within the categories. These are:

1. Descriptive studies and surveys
   These studies report aggregated and disaggregated numbers and statistics in an effort to describe current states, or changes, on specific circumstances or conditions. A good example is the *Indicators of School Crime and Safety* series.(2002)

2. Program studies
   These studies look at the strategies employed by and often the results of specific program interventions. An example here is: *Toward the 21st Century: A Primer on Effective Programs Substance Abuse Prevention Understanding*(Brounstein 1999)

3. Clinical Studies

   While this type of study might have the most utility in a classic meta analysis, such studies are often specific with few companion studies which might meet a test of homogeneity. An example is one such study on the use of steroids by high school athletes.(Bents R 1989)

4. White Papers, Reports, Reviews of Existing Research

   The criticism labeled against education for lack of a scientific research base can well apply to much of the research and literature on treatment, prevention, and school reform programs or interventions. This is not to detract from the utility of several major documents. One example is the "white paper": *Substance Abuse and Learning Disabilities: Peas in a Pod or Apples and Oranges?*(2000) by the National Center on Addiction and Substance Abuse at Columbia University.

The Nature of this Study

This study, however, is of a different variety. What basic insights does the literature provide on the prevention, or intervention in such domains? What are the recurring themes? What meta conjectures can we form from the huge quantity of often disassociated literature and studies which will aid the Canton City Schools, in the field, create safe schools which house healthy students?

The methodology chosen is a modified form qualitative meta analysis. As Reis and others (2003) have noted, "Although meta-analysis of quantitative research is a well-established technique, the synthesis or aggregation of qualitative studies remains rare and controversial. Questions of feasibility, validity, study selection, mechanism, and interpretation – *and even ethics* - are prevalent."(Reis)

This study utilizes this specific variant, not because numbers are non-existent. This variant is used specifically because it is an approach towards formulating useful information and because the bane of classic "Meta analysis," the clinical study is virtually non-existent and useless in the environment in which we need to proceed.

As Moore, Zaff, and Hair (2002) have stated, "…not every intervention strategy lends itself to an experimental evaluation. For example, in the case of a city-wide intervention strategy, it is hard to randomly assign a sufficient number of cities to meet the requirements of an experimental methodology. This poses one of the central quandaries of evaluation. Only a true experimental design can assess causality. However, quasi-experimental designs are the only feasible approach for evaluating some types of interventions." (Moore 2002)

Further, as the National Center for Substance Abuse at Columbia University (2001) has found, "programs abound but few are based on sound evidence of effectiveness and work in concert with others to reinforce their positive effects." (p.2) (2001)

This design will be quasi-experimental. The SS/HS intervention is indeed a whole city intervention for Canton which will effect all schools and command community level resources. The issue then becomes one of what type of study will have the most efficacy. Gene V. Glass, the originator of meta analysis puts it another way.

Meta-analysis needs to be replaced by archives of raw data that permit the construction of complex data landscapes that depict the relationships among independent, dependent and mediating variables.

…We can move toward this vision of useful synthesized archives of research now if we simply re-orient our ideas about what we are doing when we do research. We are not testing grand theories, rather we are charting dosage-response curves for technological interventions under a variety of circumstances. We are not informing colleagues that our straw-person null hypothesis has been rejected at the .01 level, rather we are sharing data collected and reported according to some commonly accepted protocols. We aren't publishing "studies," rather we are contributing to data archives. (Glass 2000)

This study will be an effort to begin that process of synthesizing and sharing data and information. There are specific limitations in this regard. Few of these studies fall into the category of what we would term primary research reports. As a whole, the literature is inconsistent in this regard, yet representative of that information which is readily available to practicing educators.

This analysis seeks, by virtue of that availability, to identify factors, if any, which seem to have significant weight within the context of the literature in general.

Yet, there is another concern. Practicing educators dealing with whole school interventions need practical, not clinical, considerations. One limitation of this analysis is that domains are treated as discreet entities. In reality, they are intertwined. For instance, in the area of crime and violence prevention, Gottfredson (1997) notes the efficacy of school improvement. Following this line of reasoning, the small school movement in the Canton City Schools at both Timken and McKinley High Schools should be a contributive factor in the reduction of violence.

Method

The researcher conducted a literature search for studies that established components to be used in creating frameworks for analysis in each domain. The sources contributing to those frameworks are described in each section.

Studies were selected using sources indicated on the former Safe Schools web site, Center for Disease Control, and other linked sources. Studies were reviewed for those that could inform the policies and practice of the Canton City Schools program. Studies are charted against the frameworks and give an approximate idea of the strength, or lack thereof, of each framework category. Through this method, an idea of the recurrence of specific components can be obtained. Excerpts from the literature and a brief discussion follow each section.

Limitations

A total of 56 studies across the six domains were reviewed in the course of this analysis. The purpose of the analysis was to look for recurring themes in the literature. Studies were selected from a variety of sources. This selection was not criteria-based and agrees in part with those researchers who feel that any study,

regardless of merit, ought to be included in a meta-analysis. In this regard, no claim is made that those studies selected are representative of the sum of the literature in any specific domain. Many do, however, represent major works in their specific areas.

Safe Schools Environment

The demographic framework for the analysis of the literature on school safety was drawn from the 1999 School Crimes Supplement (Allington 1999) published by the National Center for Education Statistics and deals with data on school crime and related topics of concern to 12 through 18 year old students. School environment and behavior parameters were drawn from the U.S. Department of Education publication Early Warning, Timely Response (Dwyer 1998).

Reviewed Studies (Safe Schools)

- Study One (1996)   Conflict Resolution Education A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings.
- Study Two (1998)   Early warning, timely response: A guide to safe schools.
- Study Three (2000)   Running Head: Antisocial Predictors of Violence.
- Study Four (1999)   Weapon Carrying, Gun Carrying, and Fighting among U.S. High School Students.
- Study Five (1997)   School Based Crime Prevention.
- Study Six (1994)   Rebuilding Schools as Safe Havens: A Typology for Selecting and Integrating Violence Prevention Strategies.
- Study Seven (2001)   School Associated Violent Deaths in the United States, 1994-1999.
- Study Eight (1999)   Crime in the Schools: Reducing Conflict With Student Problem Solving
- Study Nine (1998)   Early Warning, Timely Response: A Guide to Safe Schools

	Study	1	2	3	4	5	6	7	8	9
Demographics	**Student Victimization**									
	• Property Victim				X	X			X	
	• Violence Victim								X	
	• Seeing or knowing of student who brought a gun to school									
	Student Behavior									
	• Access to Weapons		X		X				X	
	• Fighting			X	X					
	• Being Bullied							X		X
	• Fear of Being Attacked				X					
	• Avoidance Behavior				X					
	• Social Withdrawal		X	X		X		X		X
	• Anger or Other Expressions of Violence		X	X		X				
	• Criminal Behavior			X				X		
	• Gang Membership		X					X	X	X

Study	1	2	3	4	5	6	7	8	9
Related Substance Availability or Use at School									
• Drugs				X			X	X	X
• Alcohol				X			X	X	X
• Age or Income Linked Substance Abuse				X					
• Security Measures						X			
• Social/Lifestyle/Racial Conflict	X				X	X			X
Response									
• Conflict Resolution Education	X					X		X	
• Mediation									
• Parent Involvement		X				X			X
• Community Support/Partnerships	X					X		X	X
• Interventions		X	X		X		X	X	X
• Early Warning		X				X		X	X
• Response Plan		X					X	X	

(Row label at left, rotated: **School Environment**)

Illustrative Factors from the Research (Safe Schools)

A growing body of evidence suggests that we are not powerless to prevent these destructive behaviors. We can intervene successfully to prevent conflicts from escalating into violent acts by providing young people with the knowledge and skills needed to settle disputes peacefully. Conflict resolution education can help bring about significant reductions in suspensions, disciplinary referrals, academic disruptions, playground fights, and family and sibling disputes. It is important to understand that conflict resolution education is a critical component of comprehensive, community-based efforts to prevent violence and reduce crime. (Crawford 1996)

Schools have great potential as a locus for crime prevention. They provide regular access to students throughout the developmental years, and perhaps the only consistent access to large numbers of the most crime-prone young children in the early school years; they are staffed with individuals paid to help youth develop as healthy, happy, productive citizens; and the community usually supports schools' efforts to socialize youth. Many of the precursors of delinquent behavior are school-related and therefore likely to be amenable to change through school-based intervention. (Gottfredson 1997)

If school-site personnel and district policy makers engage the energy and commitment of students, teachers, families, and community members, together they can assemble comprehensive plans which better safeguard our schools and prevent school children from perpetrating or being victimized by violence. This is an enormous task, and to do it well and in a way that endures requires purposeful planning, coordinated effort, and regular revision and renewal. (Linquanti 1994)

Our findings also support recent work demonstrating a link between bullying victimization and aggressive behavior. (Anderson 2001)

Project data revealed that the most significant school problems may not be what we often imagine. Although gangs, drugs, and armed agitators may receive the most attention, most of the conflicts uncovered during this project concerned everyday school interactions (e.g., an insufficient supply of pizza). (Kenney 1999)

Crises involving sudden violence in schools are traumatic in large measure because they are rare and unexpected. Everyone is touched in some way. In the wake of such a crisis, members of the school community are asked and ask themselves what could have been done to prevent it. We know from the research that schools can meet the challenge of reducing violence. The school community can be supported through:

- School board policies that address both prevention and intervention for troubled children and youth.
- Schoolwide violence prevention and response plans that include the entire school community in their development and implementation.
- Training in recognizing the early warning signs of potential violent behavior. Procedures that encourage staff, parents, and students to share their concerns about children who exhibit early warning signs.
- Procedures for responding quickly to concerns about troubled children.
- Adequate support in getting help for troubled children. (Dwyer 1998)

Discussion

Creating a safe school environment requires many factors, not the least of which is the identification of those students who may perpetrate destructive and sometimes catastrophic behavior.

The review in this section suggests several constructs. Drug and alcohol abuse, for instance, emerge as a strong indicator in nearly half of the reviewed materials, as does gang membership. Equally, attitudes or reactions based on social, lifestyle, or racial causes is a warning sign. An even stronger signal is social withdrawal.

For schools, the necessity of having an "early warning" system involving students, staff, and parents is strongly indicated. Having an adequate series of interventions ready to employ is indicated in two-thirds of the reviewed materials, which in turn often mandates community partnerships with police and agencies.

Alcohol, Drugs, Violence Prevention/Intervention

The framework for the analysis of the literature on alcohol and drugs prevention and intervention was developed from two primary sources. The Center for Substance Abuse Prevention has identified six prevention strategies.

- Information Dissemination
- Prevention Education
- Alternatives
- Problem Identification and Referral
- Community-Based Process
- Environmental Approach

These strategies, the center feels, can be used "in combination to develop programs focusing on risk and protective factors for substance use and addiction and the psychological and social effects of substance abuse." (Brounstein 1999)

Likewise, Merikangas, Dierker, and Fenton have identified specific and non-specific factors which they feel leads to at-risk behavior. As they have noted, "The results of this review suggest that a family history of substance abuse is one of the most potent risk factors for the development of substance abuse among exposed offspring. Both specific and nonspecific factors in the family contribute to the increased risk of drug abuse." (p.31)

Specific Factors
- Exposure to drugs
- Modeling of drug use
- Parental concordance for drug abuse

Nonspecific factors
- Disrupted family structure
- Marital discord
- Impaired parenting
- Exposure to stress
- Family psychopathology
- Neglect
- Abuse(Kathleen R. Merikangas)

In addition a US Department of Education Expert Panel in 1999 identified both risk and protective factors for violence and drug abuse. These factors according to the panel were all contained in at least one research-based study.

Risk and Protective Factors

COMMUNITY
- Norms regarding drugs
- Norms regarding violence
- Availability of drugs
- Availability of firearms

- Social organization (linkages among community members/capacity to solve community problems/ attachment to community)
- Laws and consistency of enforcement of laws limiting ATOD

- Laws and consistency of enforcement of laws regarding violent behavior
- Residential mobility
- Exposure to violence in media
- (Extreme) poverty

SCHOOLS
- Availability of drugs
- Availability of firearms

- Clarity of norms/rules about behavior

- Consistent enforcement of rules regarding behavior

FAMILY
- Parental and/or sibling attitudes toward drug use
- Family history of criminality/ alcoholism/drug use

- Family management practices (Infrequent monitoring & supervision/ inconsistent discipline practices)

- Attachment/bonding to family
- Family conflict

PEER
- Peer rejection in elementary grades
- Attachment to prosocial others

- Exposure to/association with:
  - delinquent peers
  - drug-using peers

INDIVIDUAL
- Social & emotional competency
- Resilient temperament
- Rebelliousness
- Early and persistent antisocial or aggressive behavior
- Early initiation of delinquency
- Early initiation of drug use

- Impulsiveness/low self-control/sensation-seeking
- Belief in societal rules
- Religiosity
- Attitudes toward delinquency
- Attitudes toward drug use
- Academic performance
- Attachment & commitment to school

- Expectations of drug effects
- Intentions regarding drug use
- Perceived norms regarding drug use and violence
- Affective disorders (for example, depression and anxiety)
- Physical/sexual abuse

(Expert Panel on Safe 1999)

Reviewed Studies (Alcohol and Drugs/Substance Abuse)

Study One: (2001)   Malignant Neglect: Substance Abuse and America's Schools
Study Two: (1987)   Familial Factors and Substance Abuse: Implications for Prevention
Study Three: (2002)   Wide Scope, Questionable Quality: Drug and Violence Prevention Efforts in
                       American Schools
Study Four: (1997)   School-Based Drug Prevention Programs: A Longitudinal Study in Selected
                       School Districts
Study Five: (2000)   Substance Abuse and Learning Disabilities: Peas in a Pod or Apples and Oranges?
Study Six: (2003)   Monitoring the Future national survey results on drug use, 1975-2002. Volume I:
                       Secondary school students
Study Seven: (1998)   Alcohol Use Among Adolescents
Study Eight: (2002)   Science-Based Prevention Programs and Principles, 2002
Study Nine: The Formative Years: Pathways to Substance Abuse Among Girls And Young
                       Women Ages 8-22
Study Ten (2002)   Substance Abuse and Mental Health Services Administration. The National Cross-
                       Site Evaluation of High-Risk Youth Programs

Study	1	2	3	4	5	6	7	8	9	10
Prevention Factors										
• Information Dissemination	X		X	X	X			X		
• Prevention Education	X		X	X	X			X		
• Alternatives				X				X		
• Problem Identification and Referral	X		X		X					
School Factors										
• Availability of Drugs	X					X				
• Availability of Firearms										
• Clarity of norms/rules for behaviors			X							
• Consistency of enforcement of rules			X							
• Administrator and/or teacher attitudes	X									
Community-Based Process										
• Community involvement	X		X					X		X
• Norms on drugs								X		
• Norms on Violence								X		
• Community social capacity				X						
• Consistency of enforcement of laws										
• Environmental Approach			X					X		X
• Level of poverty	X									
• Exposure to violence in the media								X	X	
• Exposure to violence in neighborhood/ community										
Specific Factors										
• Exposure to drugs	X	X		X		X	X			
• Modeling of drug use	X	X		X		X	X		X	
• Parental concordance for drug abuse	X	X		X		X				
• Exposure to/assoc with delinquent peers										
• Exposure to/assoc with drug-using peers	X							X	X	

Study	1	2	3	4	5	6	7	8	9	10
Non-Specific Factors										
• Family history of violence, substance abuse	X	X							X	
• Family management practices								X		
• Disrupted family structure	X	X								
• Marital discord		X								
• Impaired parenting		X								
• Exposure to stress		X							X	
• Family psychopathology	X	X								
• Neglect		X								
• Abuse	X	X							X	
• Poverty	X	X								
• Mobility	X								X	
Individual Factors										
• Social and emotional competency					X			X		
• Resiliency								X		
• Antisocial/aggressive behavior										
• Early initiation of delinquency										
• Early initiation of drug use										
• Attitudes towards drug use				X						
• Attitudes towards violence										
• Attitudes towards delinquency										
• Gang membership										
• Perceived norms										
• Low self-esteem/control								X		X
• Attachment and commitment to school	X							X		X
• Affective disorders	X	X							X	X
• Religiosity							X			
• Belief in societal rules										
• Academic achievement	X			X	X	X	X	X		

Illustrative Factors from the Research (Alcohol and Drugs/Substance Abuse)

While research has not determined a causal link between learning disabilities and substance abuse, there is a good deal of evidence that a correlation exists between the two. This link may work in one of three ways: learning disabilities and/or behavioral disorders may cause or contribute to substance abuse by either a child or a parent, substance abuse may cause or contribute to learning disabilities and/or behavioral disorders among children, or both may share a common cause or set of contributing factors. (p.7) (2000)

It is generally acknowledged that much youthful drug use is initiated through a peer social learning process, and research has shown a high correlation between an individual's illicit drug use and that of his or her friends. Such a correlation can, and probably does, reflect several causal patterns: (a) a person with friends who use a drug will be more likely to try the drug; (b) conversely, the individual who is already using a

drug will be more likely to introduce friends to the experience; and (c) users are more likely to establish friendships with other people who use. (p.337)(Johnston 2003)

In contrast…the students' religious commitment (as determined by how important religion is to the student and how often he or she attends religious services) and GPA were negatively associated with the prevalence of drinking and being drunk. For example, only 40 percent of 12th graders with a high degree of religious commitment reported having drunk any alcohol in the past 30 days, compared with 60 percent of students with a low religious commitment. A similar relationship existed with respect to GPA…(p.3)(O'Malley 1998)

Zero-tolerance policies mandate suspension or expulsion of any student caught smoking, drinking or using illegal drugs. Administrators who fear the consequences of admitting that they have drug problems in their school support zero tolerance policies that promptly remove students caught using substances. Such policies are a double-edged sword. They send a loud and clear no-use message. But they can encourage parents who know of drug use by a child and students who know of such use by a classmate to remain silent because of fear of expulsion from school…(p. iii)(2001)

Prevention activities designed to change the school or classroom environment were generally of higher quality than programs aimed at changing individual student behaviors or attitudes. On one summary measure of quality (average percentage of quality measures judged adequate), scores for different types of activities designed to change the school or classroom environment ranged from 73 percent adequate (for security and surveillance) to 51 percent adequate, while scores for programs aimed at changing individual student behaviors or attitudes ranged from 51 percent adequate to 42 percent adequate (for services and programs for family members). (p.9)(Crosse 2002)

…Adapting prevention programs is acceptable up to a "zone of drastic mutation," after which further modification will detract from the program's integrity and effectiveness… we need to find the limits of this zone and share that knowledge with the field. In so doing, we can find and disseminate substance abuse prevention programs that are flexible and effective. (p.22)(Schinke 2002)

This CASA report demonstrates that certain key risk factors for substance abuse are unique to girls and young women and pose a greater threat to them than to boys and young men. For example, girls are likelier than boys to experience eating disorders, depression and sexual abuse, each of which propels a girl farther down the pathway to substance abuse. (p.1)(2003)

- Prevention is most effective when it focuses on reducing risk and/or strengthening protection in young lives.
- Programs that focus on developing life skills are more effective in reducing substance use than programs that emphasize other program content.
- Programs that involve participants interactively are more effective in reducing substance abuse than programs that rely on passive classroom-style teaching.
- Programs that are designed and implemented with a clear and coherent prevention approach are more likely to have positive impacts on participating youth.
- Young men's and young women's risk and protection influences differ, pointing to the need for differing gender-based strategies.

- Programs that combine life skills, interactive delivery, intensive participation, and strong implementation consistently produce stronger and longer lasting positive effects on substance use. (p.23)(2002)

Discussion

The studies reviewed indicate that peer influences and the modeling of alcohol and substance abuse by others are large determinants in abuse by children. Also critical is whether or not parents condone such use. Inversely, information dissemination and prevention education appear to be effective elements in reducing such abuse. Not surprisingly, there appears to be a definite link between such abuse and low academic achievement.

Violence

The framework for the analysis of violence prevention and intervention was created primarily from the findings of Vossekuil and others (2002) on implications for the prevention of school attacks in the final report of the Safe Schools Initiative. As the authors describe, the focus of that study "…was on examining the thinking, planning, and other behaviors engaged in by students who carried out school attacks. Particular attention was given to identifying pre-attack behaviors and communications that might be detectable--or "knowable"--and could help in preventing some future attacks."(Vossekuil 2002) The researcher added additional categories to reflect specific prevention strategies, such as conflict resolution.

Reviewed Studies

Study One: (2001)   Principles and practice of child and adolescent forensic psychiatry, Ch. 24. Prevention of Youth Violence
Study Two: (1998)   Common errors in school crisis response: learning from our mistakes
Study three (1997)   Healing the hate: a national hate crime prevention program for middle schools
Study Four (2000)   Safety in numbers: Collecting and utilizing incident data to Make a difference in schools
Study Five (1998)   Safe, drug-free, and effective schools for ALL students:What works!
Study Six: (2000)   Running Head: Antisocial Predictors of Violence
Study Seven (1999)   Weapon Carrying, Gun Carrying, and Fighting among U.S. High School Students

Study	1	2	3	4	5	6	7
Prevention Factors							
• Educators or Adults learn to pick up on the "signals"	X	X					
• Awareness of friends, peer networks							
• Educators collect information from many sources				X			
• A fair, thoughtful system exists to process information					X		
• Educators respond to all students who make threats					X		
• Focus is on student's behavior and communications, not demographics							
• Appropriate referrals are made					X		

Study	1	2	3	4	5	6	7
School Environment							
• Bullying not tolerated	X						
• Students empowered to report bullying	X						
• Protocols or procedures for responding to threats		X					
• School, community, police collaboration		X	X	X	X		
• Parent collaboration		X			X		
• Protocols or procedures for responding to violence		X					
• Capability to move rapidly if threat is apparent		X					
• Culture encourages students to report threats							
• An appropriate referral mechanism is in place	X				X		
• Conflict Resolution Programs in Place					X		
• Education Programs			X	X			
• Problem Solving Programs	X				X		
Student Personal							
• Recent Significant Loss or Personal Failure		X					
• Desperation or Hopelessness							
• Feeling Bullied or Attacked by Others							X
• Access to, or prior use of weapons		X					X
• Involves friends, peers	X	X					
• Drug, alcohol abuse present						X	X
• Prejudice		X					

Illustrative Factors from the Research (Violence)

Because these data suggest that most individuals who engage in antisocial or substance using behaviors are unlikely to engage in later violence, interventions directed at these individuals should be tempered. While severe or punishing interventions may be desired for extracting retribution, the findings summarized here suggest that many of those who would be recipients of these interventions are not likely to commit later violent offenses, regardless of their exposure to intervention. With few exceptions, notably severity of crime, recidivism, and criminal activity, most of those who engage in the activities summarized here do not display later violence. These findings should give pause as schools contemplate zero tolerance interventions that are highly stigmatizing, limit students' current or future opportunity, or are otherwise harmful to recipients. (Derzon 2000)

Our analyses build a strong case for arguing that using alcohol or marijuana at school and being the threatened or injured with a weapon at school are discerning predictors of all of the problem behaviors we examined ... These two variables seem to be especially strong risk factors regardless of whether they are used to predict the problem behaviors alone or in combination with other risk factors or basic demographic characteristics (e.g., gender, grade). (Coggeshall 1999)

Discussion

While it appears that many factors are casually linked to violence among students and in schools, the one factor that emerges almost consistently is the need for school, community, and police collaboration in the reduction of incidents of violence.

School/Community Mental Health Prevention, Treatment, Intervention

The framework for analysis in the School/Community Mental Health Prevention, Treatment, and Intervention domain was drawn in part from the *Annual Report to Congress on the Evaluation of the Comprehensive Community Mental Health Services Program for Children and Their Families*(1998) Child outcomes for treatment in services of up to one year were listed as follows:

- **Behavioral and Emotional Problems Were Reduced:** The number of children with severe behavioral and emotional symptoms as indicated by a Total Problem Score on the Child Behavior Checklist (CBCL) above the 90th percentile decreased by 17 percent after 1 year in services.

- **Clinical Functioning Improved:** After 1 year in services, more than twice as many children had scores below 40 on the Child, Adolescent, and Functional Assessment Scale (CAFAS) than at intake. Scores below 40 indicate that children are no longer considered to be clinically impaired.

- **School Attendance Improved:** The number of children with regular school attendance increased by 10 percent over the level reported at intake (i.e., entry into services).

- **School Performance Improved**: The number of children with Average or Above Average grades increased by 11 percent over the levels observed at intake.

- **Law Enforcement Contacts Were Reduced:** No law enforcement contacts were reported after 1 year in services among 55 percent of the children with one or more contacts at the time of entry into services.

- **Residential Stability Improved:** A single residential living arrangement was reported after 1 year in services for 59 percent of the children for whom two or more living arrangements had been reported at the time of entry into services.

In addition, the factors listed in that report pertaining to *Hallmarks of System Care Approach* were also integrated into the framework.

There is also an additional listing pertaining to external and internal asset building. This specifically refers to programs or approaches which engage the developmental assets listed by the Search Institute.(2003) These categories are included due to the past interest and use on the part of the Canton City Schools in asset building and also due to the growing body of research attesting to linkages between developmental assets and positive mental and physical behaviors.

Study One: (2000)   Blamed and Ashamed: The Treatment Experiences of Youth With Co-occurring Substance Abuse and Mental Health Disorders and Their Families.
Study Two: (1999)   Mental Health; A Report of the Surgeon General- Executive Summary
Study Three: (2000)   For the long haul: Maintaining systems of care beyond the federal investment. Systems of Care: Promising Practices in Children's Mental Health, 2000 Series, Volume III
Study Four: (2001)   Blueprint for Change: Research on Child and Adolescent Mental Health
Study Five: (2001)   Taking Stock of Risk Factors for Child/Youth Externalizing Behavior Problems
Study Six: (2001)   Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations
Study Seven (2000)   2000 Annual Summary of Prevention Principles and Programs

Study	1	2	3	4	5	6	7
Child Outcomes							
• Behavioral Skills				X	X		X
• Emotional Skills				X	X		X
• Improved Clinical Functioning							
• Improved School Performance						X	X
• Reduced Law Enforcement Contacts							
• Residential Stability Improved							
• Builds External, Internal Assets						X	X
System Perspective							
• Child, Family Driven	X		X			X	X
• Family Involvement all aspects	X		X	X			
• Multi-Agency Collaboration	X	X	X	X	X	X	
• Community-Based			X			X	X
• Broad Array of Services		X				X	
• Individualized	X				X	X	
• Culturally Sensitive	X	X		X	X	X	X
• School-based identification		X		X	X		X
• School/Community Collaboration						X	X

Illustrative Factors from the Research School/Community Mental Health Prevention, Treatment, Intervention

There are thousands of adolescents and young adults across the United States who, by their behavior, have earned tickets of admission to hospital emergency rooms, homeless shelters, substance abuse treatment programs, psychiatric hospitals, and jails. Many go back and forth in a confusing zigzag, never staying very long in any one place. Despite the best efforts of each agency, not one of them, working alone, can meet the complex needs of these young people. They live with a mixture of mental health problems, alcohol

and other drug abuse problems, health problems, immaturities, broken relationships with families, disrupted schooling, and behavior that disturbs the community and is often technically criminal. (2000)

Even more than is true for adults, children must be seen in the context of their social environments—that is, family and peer group, as well as that of their larger physical and cultural surroundings. Childhood mental health is expressed in this context, as children proceed along the arc of development. A great deal of contemporary research focuses on developmental processes, with the aim of understanding and predicting the forces that will keep children and adolescents mentally healthy and maintain them on course to become mentally healthy adults. Research also focuses on identifying what factors place some at risk for mental illness and, yet again, what protects some children but not others despite exposure to the *same* risk factors. (1999)

The involvement of individual families in their child's care and the provision of support (in the form of specific services for families) is an essential principle of the program. However, beyond the obvious programmatic advantages of a philosophy of respect for families, most sites also have reached out to family organizations, or in some cases have created them. This is an important step for a variety of reasons. It ensures that the system is responsive to those it is to serve. It also provides a vehicle through which families can express their support for the system. Family groups should be seen a full partners, working alongside other partners in the system of care. Representation by families should ensure reflection of the population being served in terms of its ethnic, religious, geographic and cultural diversity. (Koyanagi and Center for Effective Collaboration and Practice 2000)

Further, the impact of childhood-onset mental disorders has significant social implications for family members, as well as for school adjustment. The symptoms of mental disorders interfere with the development of social skills, and the social ostracization that is so often associated with mental illness further deprives children of precious opportunities to practice and develop needed skills to interact and cope with their social environment. Behavioral methods are needed that examine school-based interventions to help such children develop the requisite social skills for successful, if not non-traumatizing, peer relationships. (2001)

Given what is known about the developmental course of externalizing behavior problems, it is clear that behaviors targeted for intervention, as well as the immediate expected outcomes from such interventions, will differ depending on the age of the children involved. Also, because externalizing behavior problems have not been found to be attributable to a single source or situation, interventions for changing these behaviors need to focus on multiple risk factors across multiple settings. (Hann 2001)

The push for collaboration has stimulated discussions about potentially valuable system changes. Such discussions generally recognize the difficulty of establishing collaborations that attempt to span organizations and stakeholder groups that represent diverse cultures, agendas, and capabilities. However, there often is a disconnect between analyses of the difficulties and practices that are pursued. One unfortunate side effect is that many groups are brought together to "collaborate" without taking time to build a cohesive sense of vision, commitment, and readiness for change. Thus, it is not surprising that the "not another meeting" phenomenon has surfaced. (2001)

Discussion

The analysis of the literature in this domain seems to suggest that several factors are of importance. The first is that multi-agency collaboration is mandated. Literally, working relationships between the various agencies which offer services to clients is indicated so that such services become client-based, offering a battery of available interventions. The second factor is that school-based identification is a critical component of any effective program. That such programs need to be culturally sensitive is also critical. Indeed, the need for such sensitivity emerges as the strongest component in the studies considered.

Early Childhood Psychosocial, Emotional Developmental

The framework for this analysis is based on a recent National Academy of Sciences report, *From Neurons to Neighborhoods: The Science of Early Childhood Development* that seeks to integrate the most recent findings from science and policy. These indicators are described as follows:

1. Human development is shaped by a dynamic and continuous interaction between biology and experience.
2. Culture influences every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation.
3. The growth of self-regulation is a cornerstone of early childhood development that cuts across all domains of behavior.
4. Children are active participants in their own development, reflecting the intrinsic human drive to explore and master one's environment.
5. Human relationships, and the effects of relationships on relationships, are the building blocks of healthy development.
6. The broad range of individual differences among young children often makes it difficult to distinguish normal variations and maturational delays from transient disorders and persistent impairments.
7. The development of children unfolds along individual pathways whose trajectories are characterized by continuities and discontinuities, as well as by a series of significant transitions.
8. Human development is shaped by the ongoing interplay among sources of vulnerability and sources of resilience.
9. The timing of early experiences can matter, but, more often than not, the developing child remains vulnerable to risks and open to protective influences throughout the early years of life and into adulthood.
10. The course of development can be altered in early childhood by effective interventions that change the balance between risk and protection, thereby shifting the odds in favor of more adaptive outcomes. (Shonkoff 2003)

This analysis maintains that effective programs and policies from the literature should reflect many of these indicators.

Reviewed Studies

Study One: (2001).   Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B
Study Two: (1999).   Attachment Theory and Research

Study Three: (2002)   BRIDGES TO LITERACY: Early Routines That Promote Later School Success
Study Four: (2003)   Benefits, Costs, and Explanation of the High/Scope Perry Preschool Program
Study Five: (2003)   TODDLERS FROM FAMILIES WITH LOW INCOMES: Lessons Learned from
                      Three Communities
Study Six: (1995)   Long-Term Outcomes of Early Childhood Programs: Analysis and Recommendations
Study Seven: (2003)   Cultural Models for Early Caregiving

Study	1	2	3	4	5	6	7
Indicators							
• Biology/Experience	X	X	X				X
• Cultural Influences				X			X
• Growth of Self-Regulation			X				
• Children Active Participants			X			X	
• Human Relationships	X	X	X		X		
• Developmental		X	X	X		X	
• Transition Focused	X	X	X				X
• Vulnerability and Resilience							
• Risk Awareness	X			X			X
• Protections	X	X					
• Effective Interventions				X	X	X	X

Illustrative Factors from the Research Early Childhood Psychosocial, Emotional Developmental

Children's early development depends on the health and well-being of their parents. Yet the daily experiences of a significant number of young children are burdened by untreated mental health problems in their families, recurrent exposure to family violence, and the psychological fallout from living in a demoralized and violent neighborhood. Circumstances characterized by multiple, interrelated, and cumulative risk factors impose particularly heavy developmental burdens during early childhood and are the most likely to incur substantial costs to both the individual and society in the future. (Shonkoff 2003)

A harmonious father-mother relationship enhances the likelihood of frequent and positive father child interactions within two-parent families. Conversely, marital conflict serves both as a barrier to father involvement and as a predictor of poor child outcomes. In situations where the father does not reside with the child, father involvement is more likely if the mother perceives the father to be capable of successfully fulfilling the provider role. (Green 2001)

A major tenet of attachment theory is that from this early relationship the infant develops a representational model of self --and of self in relationship with a significant other. At an early age, the child constructs a cognitive model that best fits the reality experienced. As the child grows older, new relationships are assimilated into existing models as long as the new experiences do not deviate greatly from the existing models. These models are maintained largely outside of awareness, and they provide the child with a set of

expectations about self and relationships that in turn influence the child's behavior in relationships. (Egeland 1999)

Literacy problems in the primary grades and beyond cross racial, linguistic, and socioeconomic groups, but the children at greatest risk for reading problems in elementary school are those who start kindergarten with weak language skills, poor abilities to attend to the sounds of language as opposed to its specific meanings, deficient letter recognition, and unfamiliarity with the basic purposes and strategies of reading. (Rosenkotter 2002)

To address the problems of poverty, welfare dependence, crime, drug abuse, and unemployment, governments must also employ a range of other social policy strategies. Affordable housing, ready access to health care, effective job-training programs, reduced institutional racism, and improved educational opportunities at all levels are essential. High-quality preschool education should be part of a multifaceted effort to solve our social problems; it is far from the only solution. Its role should be neither overrated nor underrated. (Schweinhart 2003)

Many other infants and toddlers are cared for in settings that their parents consider simply "all right" and that child care experts would rate as mediocre. Still other families feel lukewarm, at best, about their child care arrangements but have no other choices available and little flexibility about the timing of their return to work or their work schedules. (Paulsel 2003)

More children attend early childhood programs today than at any time in our history, in large part because their mothers are now working outside the home. Although one third of mothers who are homemakers send their three- to four-year-old children to part day preschool and nursery school programs, 56 families with employed mothers are likely to need full-day child care. hours when they are at work must be provided. But, as mentioned earlier, it is unrealistic to expect that just any early childhood program will generate the positive developmental outcomes for children produced by the high-quality model programs reviewed in this journal issue. (1995)

Parents draw upon received cultural models to guide their parenting but can revise them according to the demands of the environment. In the same way, practitioners in the infant–family field use cultural models to guide our work— reflecting and revising as we grow and learn. The knowledge and understandings of families that we bring to our work draws primarily upon two sources: our personal experience and our professional training. These sources of knowledge converge to create new cultural models that reflect the code of conduct of our profession. The beliefs and values specific to our profession are embedded in our training. We learn to demonstrate our competence by providing evidence of these beliefs and values in our written and clinical work. (Finn 2003)

Discussion

Studies are increasingly becoming mindful of the dual roles of biology and experience. Likely, these debates will continue to intensify but the clear factor which emerges is that schooling can only deal with experience. Programs in this analysis stress that human relationships are important components, particularly between parent and child. Programs need to be developmental in orientation and center on effective interventions.

Education Reform

Education reform is an amply broad category. For the purposes of this study, education reform shall center on elements of small learning communities. Advances in the Canton City Schools through the Freshman Academy, Timken Campus, and at McKinley High School with the award of the Ohio High School Transformation Initiative (Gates, Ford, and KnowledgeWorks Foundations) mandate that this specific view of reform be favored.

The framework for analysis of studies centered on small learning communities, i.e. also small schools, or small high schools is based on findings in the Bank Street College of Education's report, *Small Schools: Great Strides*. As that report noted in its findings: All schools need what small schools need. What we discovered is that some of these needs may be easier to identify and meet in small schools. The impact of the interventions to improve achievement may be easier to discern and measure in small schools. Small schools provide the labs or the microcosms to take a closer and clearer look at urban schools in general. The needs of small schools are not outrageous or luxurious, just clearer. Teachers frequently claim that if they had fewer students and more professional development, student achievement would improve. Small schools have the potential to provide all teachers with just those conditions. ability to analyze student skill development and design instructional programs that target the interests and the needs of their particular students. Parents and other partners do that as they develop a growing respect for and a broader sense of the ways in which they can contribute to the school. Students do that when they begin to see themselves as deserving of and capable of a decent, rigorous education. Together, small schools create a site where ability, skill, and passion are nurtured to lead and foster individual and organizational change. (Wasley 2000)

Reviewed Studies

Study One: (2003)   An Early Report on Comprehensive High School Conversions
Study Two: (1997)   Urban Dreamcatchers: Launching and Leading New Small Schools
Study Three: (2000)   Big Lessons on a Small Scale
Study Four: (1996)   School Size, School Climate, and Student Performance
Study Five: (2002)   Redesigning schools: What matters and what works - 10 features of good small schools
Study Six: (1992)   Small is Too Big: Achieving a Critical Anti-Mass in the High School
Study Seven (2000)   Ohio's Smaller Schools Counter Effects of Poverty on Student Achievement
Study Eight: (1997)   Synthesis of Research / Small Schools: A Reform That Works

Study	1	2	3	4	5	6	7	8	9
SLC Start Up									
• Advanced Planning Time									X
• Stability									
• Community Building	X	X			X	X		X	X
• Student Centered Curriculum			X	X	X	X		X	
• Student Centered Pedagogy			X	X	X	X	X	X	
• Student Centered Assessment	X				X				
SLC Ongoing									
• Shared Vision		X			X				X
• Renegotiated Rules, Responsibilities	X				X	X			
• Data-Driven Decisions	X				X				X

Study	1	2	3	4	5	6	7	8	9
• Caring Relationships			X	X	X	X		X	
• Rigor		X			X		X	X	X
• Sufficient Autonomy		X		X	X	X			
• Student and School Relevant Professional Development		X			X				

Illustrative Factors from the Research School Reform

In each of these more or-less average schools, it has been difficult to acknowledge the unforgiving nature of the data regarding student achievement. Across the three schools, data analysis revealed discouraging information. The particular pieces of data vary, but the message does not: six out of ten9th graders graduate in four years. Many who do graduate have few marketable skills, or any sense of what to do after high school. Many who go on to higher education must take remedial courses. Current students and recent graduates alike report a lack of challenge or engagement in their high school courses. Forty percent or more of 9th graders fail one or more courses. The first-year GPA of college-going students declines more than that of most other high school graduates who go to college from other Washington high schools. (Wallach 2003)

As new schools assess themselves in these areas it is realistic to expect their achievement to be uneven. They will have work to do because starting a school is a daunting, formidable, and very difficult endeavor. And, starting a good school -- one with the capacity to provide excellence and equity, one in which the educational and social experiences that enable students to re-imaging themselves and their possibilities -- is even more difficult and rare. The creation of schools as educational communities that consciously intend to provide all students with the kind of rigorous, intellectually challenging education that used to be restricted to an elite is no mere downsizing of big bad institutions. It is a radical notion and an even more radical endeavor. No blueprints for it exist--they are being created and recreated by the current crop of new school starters whose work across the country is attempting to chart a new course despite the myriad of obstacles. But what other alternatives are there for public education? And what other dreamcatchers? And what other dreams? (Ancess 1997)

Intimacy is a big part of the appeal of smaller schools. It's easier for kids to connect and harder for them to feel anonymous or alienated in a smaller community of learners. But that's not the whole story. The very rhythms and routines of the school day are affected by school size. (Boss 2000)

The greater and more varied participation in extracurricular activities by students in small schools is the single best-supported finding in the school size research. Like the findings in other areas, findings about participation hold true regardless of setting and are most applicable to minority and low-SES students. Because research has identified important relationships between extracurricular participation and other desirable outcomes, such as positive attitudes and social behavior, this finding is especially significant. (Cotton 1996)

We dare many of our children to learn in schools that were designed at the turn of the last century explicitly on the factory model—schools in which we put children on a conveyor belt and move them from one overloaded teacher to the next, from 45 minute class period

to 45 minute class period, to be stamped with separate, disconnected lessons six or seven or eight times a day. We dare them to learn in schools where they have little opportunity to become well known over a sustained period of time by any adults who consider them as whole people or as developing intellects. We dare young people to learn when they are supposed to get "personal" advice and support from a counselor with a caseload of 500. We dare our students to learn to think when they work alone and passively, listening to lectures and memorizing facts and algorithms at separate desks in independent seatwork. We dare too many of our children to make it through huge warehouse institutions housing thousands of students and focused substantially on the control of behavior rather than the development of community, with a locker as students' only stable point of contact. While these factory-model schools may have worked for the purposes they were asked to serve 50 years ago – when fewer than 50 percent of students were expected to graduate and only a handful were expected to learn to think – they do not meet most of our children's needs today. (Darling-Hammond 2002)

The problem with high schools of 500 students is that they still function as big schools. It is in this sense that small is too big. High schools of 500 students still tend to be governed, though to a diminished degree, by the control issues that dominates big high schools. Many students are still anonymous enough to evade personal responsibility for their actions and therefore still cannot be trusted, a fundamental prerequisite of any school that strives to give students more control over their education, to treat them more as adults. Moreover, high schools of even this size still have too many teachers. Giving control of schools back to teachers is central to the gradual improvement of the conditions of teaching, conditions that the Carnegie Task Force on Teaching (1986) termed abysmal. A school that does not work for teachers has little chance of working for students. (Gregory 1992)

Many Ohio schools serving moderate- to low-income communities would likely produce higher student achievement scores if they were smaller. In urban areas of Ohio, larger schools adversely affect student achievement in communities at all income levels. In rural areas, larger schools adversely affect student achievement in low- and moderate-income communities, but not in wealthier communities. Many of these relationships appear to be particularly powerful at the grade levels where children are at or approaching an age when they are most at-risk of dropping out of school. (2000)

The longer and harder we work at school reform, the clearer two lessons become. First, there is no magic bullet—no single practice that by itself has the power to transform a failing student or school into a successful one. Be suspicious of those who tell you otherwise, irrespective of what they are proposing—be it smaller schools, school choice, direct instruction, or a demanding curriculum. Single-factor solutions aren't solutions. The second lesson is that there is no fail-safe solution—no sequences or strategies that are guaranteed to work. The problem isn't limitations in our knowledge. It's in the nature of the case that there is nothing—no single thing, practice, or arrangement—that works under any and all circumstances. (Raywid 1997)

It is likely that no two schools or districts will have the same answers to the questions … and, of course, many new questions will emerge. In the absence of clear-cut answers and few guideposts along the way, the success of each school's plan depends in large degree on how, and by whom, this potentially overwhelming process is conducted. (Steinberg 2002)

Discussion

As indicated, the focus of education reform in this section centers on small learning communities, or small schools. The literature recognizes that size, in and of itself, is not the most critical factor in the success of small learning environments. Such environments must take care to build a sense of community. They need to incorporate student centered curriculum and pedagogy. The establishment of "caring" relationships is critical. There is also evidence that roles and responsibilities in such schools must be renegotiated and that the new small entities need to have sufficient autonomy to achieve their goals.

Safe Schools Policies

Safe Schools policies in general refer to two factors. The first is the presence of effective and workable discipline policies; the second is an array of discipline or behavioral interventions that allow for not only a safe, but disciplined learning environment. For the purposes of this study, the focus will be on these aspects of school policy.

The framework for this analysis comes from a 2000 publication of the American Federation of Teachers that looked at the results of five promising discipline and violence prevention programs. It was found that the following conditions were necessary for successful policy implementation:

- Ensure that all members of the school staff—including teachers, administrators, paraprofessionals, bus drivers, nurses, cafeteria workers, and other school-related personnel—have access to professional development in effective classroom and behavior management.
- Enact a strong, fair discipline code in which the rules of student behavior—as well as the consequences for particular violations—are clearly stated. To be most effective, the code should be developed with parent and community input, and must be widely disseminated among all school staff, students, parents, and the public.
- Take steps to ensure that the code is fairly and consistently enforced. These include authorizing all school staff—not just administrators—to enforce discipline; issuing regular, honest public reports on implementation of the code; and creating a discipline oversight committee, composed of parents, teachers, citizens, and (in the case of secondary schools) students, to help monitor and guide enforcement.
- Implement policies and programs to help improve student behavior. These can take many forms, depending on the needs and circumstances of individual students and schools—including adopting the kinds of externally developed programs described in this publication; providing access to behavior specialists who can work directly with students and teachers to develop early, individualized intervention plans; and organizing schools into personal communities (through concerted parental and community outreach, smaller classes, smaller schools, "looping" classes so that students retain the same teachers for more than one year, etc.).
- Establish a continuum of quality short-, medium-, and long-term alternative settings in which chronically disruptive or violent students can be placed. Because persistent misbehavior is often a sign of academic distress, it is imperative that students assigned to these facilities be provided with adequate academic, as well as social and emotional, intervention services.(2000)

Reviewed Studies

Study One: (2002)   Getting Effective School Discipline Practices to Scale: B.E.S.T. Practices
                             Staff Development
Study Two: (1990)   Schoolwide and Classroom Discipline
Study Three: (1997)   Constructive Discipline For School Personnel
Study Four: (1998)   Clear, Consistent Discipline: Centennial High School
Study Five: (2000)   Responsible Classroom Management
Study Six: (1989)   Improving Student Attitude and Behavior Loma Linda Elementary School
                             Northeast Junior High School
Study Seven: (2001)   School Climate and Discipline: Going to Scale

Study	1	2	3	4	5	6	7
• Related Professional Development	X						
• Strong, Fair Code			X	X	X	X	X
• Clearly Stated Inclusive Code		X	X	X	X	X	
• Community Participation		X	X	X		X	
• Consistent Whole Staff Enforcement		X	X	X			X
• Adequate Reporting				X			
• Programs to Improve Student Behavior		X	X		X	X	X
• Individualized Plans	X		X				X
• Alternative Settings				X			

Illustrative Factors in Safe School Policies

Many school practices contribute to the development of antisocial behavior and the potential for violence. Because of the overemphasis on individual child characteristics, these important variables are often overlooked. These include, among others:

1. Ineffective instruction that results in academic failure;
2. Inconsistent and punitive school-wide, classroom and individual behavior management practices;
3. Lack of opportunity to learn and practice prosocial interpersonal and self-management skills;
4. Unclear rules and expectations regarding appropriate behavior;
5. Failure to correct rule violations and reward adherence to them;
6. Failure to individualize instruction to adapt to individual differences; and
7. Failure to assist students from at-risk backgrounds to bond with the schooling process (Sprague 2002)

Researchers have also found that, whereas the developmental level of small children is such that they tend to regard all punishment as unfair and undeserved, older students generally do regard punishment for misbehavior as fair and acceptable, provided that the punishment "fits the crime." Finally, some researchers have observed that students from lower socioeconomic backgrounds sometimes need more detailed instruction regarding classroom rules and procedures than other students, in order to insure understanding and compliance. (Cotton 1990)

As with the schoolwide rules, students should be involved in the development of classroom rules. Initially, a number of rules will be suggested, but the resulting behavior code in each classroom should include no more than five to seven rules for ease of recall and should be coordinated with schoolwide policies. The list should be kept simple and to the point, and *each rule should be stated positively*, rather than negatively. For example, rather than stating, "Don't be late to class," or "Don't talk without raising your hand," you could say, "Be in your seat before the tardy bell rings," and "Raise your hand before asking questions." A positive list will guide students in how to behave in preference to how not to behave--a more instructive and less suppressive approach. For example, "Don't be late to class" does not communicate to the students that they should be in their seats before the tardy bell rings. (Mayer 1997)

Major expectations of students are that they understand and follow school rules, attend school regularly and on time and respect the rights, property and safety of others. Students who become involved in areas of problem behavior are subjected to specified disciplinary actions based on the seriousness of the behavior problem. All students are subject to the same disciplinary actions according to descriptions included in the booklet. (Butler 1998)

Building a democratic learning society is an awesome task in schools where students have very little in common with each other, may even dislike one another, or fear one another. Because we live in a very complex society, but one in which the goal is to develop students who will be contributing members to our American democratic society, the challenge to educators is not to control students through external rewards, punishment or intimidations, but to create that democratic society in which individuals make choices which are good for the whole group. (Colville-Hall 2000)

Parents support the program in various ways, including giving their input about the program at school gatherings and reviewing the goal of the month with their children at home. The parent involvement component of the program is currently expanding, with parents taking on task assignments based on their skills and preferences as determined by a school-administered survey. For example, parents are involved in such activities as computer data analysis, putting on a lecture series, and planning for a parent sponsored barbecue. (Cotton 1989)

The issue isn't that schools don't care or that they don't have access to viable solutions, the real issue is that schools lack the capacity to adopt and sustain their use of effective solutions. If we are to make our investment in children meaningful and worthwhile, we must build cultures of social competence that support prosocial behavior and that maximize academic achievement for all students. (Sugai 2001)

Discussion

While it might be argued that numerous policies contribute to a safe school environment, the critical policy set appears to be that which centers around discipline. Codes that are strong, fair, and clearly stated are mandated by the studies reviewed. Such codes need to be inclusive and enforced by entire staffs; yet the codes need to be reinforced with programs designed to improve student behavior. In other words, sufficient interventions must exist to target the root causes of disciplinary infractions.

Conclusions and Ramifications for the Canton City Schools Safe Schools/Health Students Grant

The first and primary conclusion to be reached from this overall meta analysis is one which is not immediately apparent due to the investigation of each domain separately. The lesson is that the domains are linked and results or learnings in one category can often inform others. For instance, substance abuse can often be linked to violence, has ramifications for mental health, and a safe environment within schools. Given this, there are certain specific themes which emerge across all domains. These themes can provide policy guidance.

Community Support and Involvement

Community support and involvement is indicated as being necessary for a safe schools/healthy students environment. The category emerges in the domains of *safe schools environment, alcohol, drugs, violence prevention/intervention, violence, and safe schools policies*. Many of the issues surrounding the domains represented in this study are complex and intertwined with larger community issues. In all of this is the realization that schools should not "have to go it alone." Associated with this finding is the cooperation of recognized community organizations such as police and social service agencies.

Early Warnings and Effective Interventions

Children and students are often at risk due to a variety of factors ranging from dysfunctional family environments, lack of a caring environment, exposure to drugs and violence, the practice of unsafe or unwise habits. As Coggeshall notes: "Our analyses build a strong case for arguing that using alcohol or marijuana at school and being the threatened or injured with a weapon at school are discerning predictors of all of the problem behaviors we examined ... These two variables seem to be especially strong risk factors regardless of whether they are used to predict the problem behaviors alone or in combination with other risk factors or basic demographic characteristics (e.g., gender, grade)."(Coggeshall 1999). Given the wide variety of challenges faced by students, early identification of problems, coupled with an effective intervention strategy is warranted.

Child-Centered or Student-Centered Approaches

Whether it is creating a student-centered curriculum and pedagogy in a small school environment, targeting mental health interventions, or working on behavior modification within the context of safe schools policies, students remain at the core of the educational process. The environments surrounding them both within schools and the broader community need to be mindful that students remain the focus and that "one size doesn't fit all."

Parent and Family Involvement

"Children's early development depends on the health and well-being of their parents. Yet the daily experiences of a significant number of young children are burdened by untreated mental health problems in their families, recurrent exposure to family violence, and the psychological fallout from living in a demoralized and violent neighborhood."(Shonkoff 2003). Often it would seem that one of the most potent

ways of insuring student health in school is to work to insure the health of whole families. This mandates multi-agency collaboration and broad sensitivity on the part of educators and schools.

Cultural Awareness and Sensitivity to Different Cultures and Lifestyles

Along with balancing a safe and risk-free environment for children is a corresponding need to understand the myriad of different cultures and lifestyles found in urban schools. Cultural difference also exist between adolescents and adults in the same family. The greater the sensitivity of the schools and community agencies to these differences, the greater the prospect of success. Nowhere should cultural sensitivity be associated with dysfunction, a mistake often made by those who would prefer one unitary approach. The recognition of different cultures and lifestyles means an honest recognition of differences within the context of creating risk-free and healthy environments for children.

School Reform and the Establishment of New Roles and Responsibilities Among All Players is Critica

As has been noted, safe schools and healthy students require a whole community approach. Schools, agencies, law enforcement, and parents must collaborate in new ways which will often test system and individual capacities. The creation of student-centered environments in both the school and community is critical. Here the small schools movement is of value. However, it is the elements that are active within the small schools movement which are the operational factors. Rigor, student centered curriculum and pedagogy, meaningful interventions for both behavior and academics are elements which the Canton City Schools have worked to perfect and implement over the last several years.

Earlier in this report, the following question was proposed. "Can we, within these multiple contexts, derive a complex hypothesis which explains the relationships between these interventions and student achievement?" While the analysis of the literature indicates that relationships are complex and span families, schools, and communities, the answer to this question remains simple at its crux.

Perhaps the single most important component in creating safe schools and healthy environments is allied with this. If there is a keystone to the whole process which has extended across six domains, it is that *no student remains anonymous*.

Footnotes

1. *Indicators of School Crime and Safety: 2001*. 2002, US Department of Education and US Department of Justice: Washington.
2. Brounstein, P.J.a.Z., J., *Toward the 21st Century: A Primer on Effective Programs Substance Abuse Prevention Understanding*. 1999, Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention: Washington, D.C.
3. Bents R, T.L., Bosworth E, Boyea S, Elliot DL, Goldberg L., *The effect of teaching interventions on knowledge and attitudes of anabolic steroids among high school athletes*. Med Sci Sports Exercise, 1989. 21:S26.
4. *Substance Abuse and Learning Disabilities: Peas in a Pod or Apples and Oranges?* 2000, The National Center on Addiction and Substance Abuse at Columbia University: New York.
5. Reis, S., Hermoni, D, Van-Raalte, R, Dahan, R and Borkan, J., *Meta-Synthesis of Qualitative Studies: From Theory to Practice: In the Domain of Patient Priorities and Evaluations of General Practice/Family Medicine*, Tehnion Israel Institute of Technology and Brown University.
6. Moore, K., Zaff, J. and Hair, E., *Research and Evaluation to Serve the Public: A Commentary on Catalano, Berglund, Ryan, Lonczak, and Hawkins*. 2002, American Psychological Association.
7. *Malignant Neglect: Substance Abuse and America's Schools*. 2001, The National Center on Addiction and Substance Abuse at Columbia University: New York.
8. Glass, G.V., *Meta Analysis at 25*. 2000, Gene V. Glass Papers.
9. Allington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F., *Are America's Schools Safe, Students Speak Out: 1999 School Crime Suppliment*. 1999, U.S. Department of Education, National Center for Education Statistics: Washington, D.C.
10. Dwyer, K., Osher, D., & Warger, C., *Early warning, timely response: A guide to safe schools*. 1998, U.S. Department of Education: Washington, DC:.
11. Crawford, D.B., R., *Conflict Resolution Education A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*. 1996, U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention: Washington, D.C.
12. Gottfredson, D.C., *School Based Crime Prevention*, in *Preventing Crime: What Works, What Doesn't, What's Promising: A Report to the United States Congress.*, L.W. Sherman, Gottfredson, D. C., MacKenzie, D., Eck, J., Reuter, P., and Bushway, S., Editor. 1997, National Institute of Justice: Washington, D.C.
13. Linquanti, R.B., B.A., *REBUILDING SCHOOLS AS SAFE HAVENS: A Typology for Selecting and Integrating Violence Prevention Strategies*. 1994, Northwest Regional Education Laboratory: Portland, Oregon.
14. Anderson, M.e.a., *School-Associated Violent Deaths in the United States*. JAMA, 2001. 286(21).
15. Kenney, D.J.W., S., *Crime in the Schools: Reducing Conflict With Student Problem Solving*. 1999, U.S. Department of Justice Office of Justice Programs National Institute of Justice: Washington, D.C.
16. Kathleen R. Merikangas, L.D., and Brenda Fenton, *Familial Factors and Substance Abuse: Implications for Prevention*. Drug Abuse Prevention Through Family Intervention NIDA Research Monograph, 1987. 177.
17. Expert Panel on Safe, D., and Drug Free Schools, *Guidelines for Submitting Safe, Disciplined, and Drug Free Schools Programs for Designation as Promising or Exemplary*. 1999, US Department of Education.

18.   Johnston, L.D., O'Malley, P. M., & Bachman, J. G., *Monitoring the Future national survey results on drug use, 1975-2002. Volume I: Secondary school students*. 2003, National Institute on Drug Abuse: Bethesda, Maryland. p. 520.

19.   O'Malley, P.M., Johnston, L. D., & Bachman, J. G., *Alcohol use among adolescents*. Alcohol Health and Research World, 1998. 22: p. 85-93.

20.   Crosse, S., et al, *Wide Scope, Questionable Quality: Drug and Violence Prevention Efforts in American Schools*. 2002, US Department of Education: Washington.

21.   Schinke, S., Brounstein, P and Gardner, S., *Science-Based Prevention Programs and Principles, 2002*. 2002, Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration: Rockville, MD.

22.   *The Formative Years: Pathways to Substance Abuse Among Girls And Young Women Ages 8-22*. 2003, The National Center on Addiction and Substance Abuse at Columbia University: New York.

23.   *Substance Abuse and Mental Health Services Administration. The National Cross-Site Evaluation of High-Risk Youth Programs*. 2002, Center for Substance Abuse Prevention: Rockville, MD.

24.   Vossekuil, B., et. al., *The final report and findings of the Safe Schools Initiative: implications for the prevention of school attacks in the United States*. 2002, United States Secret Service and United States Department of Education: Washington, D.C.

25.   Derzon, J.H., *Running Head: Antisocial Predictors of Violence*. 2000, George Washington University, Hamilton Fish Institute: Washington, D.C.

26.   Coggeshall, M.B.K., P.M., *Weapon Carrying, Gun Carrying, and Fighting among U.S. High School Students*. 1999, Hamilton Fish Institute: Rosslyn, Virginia.

27.   *Annual Report to Congress on the Evaluation of the Comprehensive Community Mental Health Services Program for Children and Their Families*. 1998, Center for Mental Health Services Substance Abuse and Mental Health Services Administration U.S. Department of Health and Human Services: Washington, D.C.

28.   *40 Developmental Assets*. 2003, The Search Institute.

29.   *Blamed and Ashamed: The Treatment Experiences of Youth With Co-occurring Substance Abuse and Mental Health Disorders and Their Families*. 2000, Federation of Families for Children's Mental Health and Keys for Networking, Inc.: Alexandria, Virginia.

30.   *Mental Health; A Report of the Surgeon General- Executive Summary*. 1999, U.S. Department of Health and Human Services: Washington, D.C.

31.   Koyanagi, C., & Feres-Merchant, D. (2000). . : and A.I.f.R. Center for Effective Collaboration and Practice, *For the long haul: Maintaining systems of care beyond the federal investment. Systems of Care: Promising Practices in Children's Mental Health, 2000 Series, Volume III*. 2000, Center for Effective Collaboration and Practice, American Institutes for Research.: Washington, D.C.

32.   *Blueprint for Change: Research on Child and Adolescent Mental Health*. 2001, The National Advisory Mental Health Council Workgroup on Child and Adolescent Mental Health Intervention Development and Deployment: Washington, D.C.

33.   Hann, D.M., ed., *Taking Stock of Risk Factors for Child/Youth Externalizing Behavior Problems*. 2001, U.S. Department of Health and Human Services: Washington, D.C.

34.   *Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations*. 2001, School Mental Health Project, Dept. of Psychology, UCLA: Los Angeles, California.

35.   Shonkoff, J.P.P., D.A., Editors, *From Neurons to Neighborhoods: The Science of Early Childhood Development*. 2003, Committee on Integrating the Science of Early Childhood Development, Board on Children, Youth, and Families, National Academy of Sciences: Washington, D.C.

36.   Green, A.D., et al, *Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B*. 2001, National Center for Education Statistics, U.S. Department of Education: Washington, D.C.

37. Egeland, B.E., M.F., *Attachment Theory and Research*. 1999, Zero to Three.

38. Rosenkotter, S.B., L.R., *BRIDGES TO LITERACY: Early Routines That Promote Later School Success*. Zero to Three, 2002. February/March 2002.

39. Schweinhart, L.J. *Benefits, Costs, and Explanation of the High/Scope Perry Preschool Program*. in *Meeting of the Society for Research in Child Development*. 2003. Tampa, Florida.

40. Paulsel, D., Nogales, R., Cohen, J., *TODDLERS FROM FAMILIES WITH LOW INCOMES:Lessons Learned from Three Communities*. Zero to Three, 2003. 23, 4(March, 2003).

41. *Long-Term Outcomes of Early Childhood Programs: Analysis and Recommendations*. Future of Children, 1995. Winter, 1995.

42. Finn, C.D., *Cultural Models for Early Caregiving*. Zero to Three, 2003.

43. Wasley, P.A., et al, *Small Schools: Great Strides*. 2000, New York, New York: Bank Street College of Education.

44. Wallach, C.A.L., R., *An Early Report on Comprehensive High School Conversions*. 2003, Small Schools Project: Seattle, Washington.

45. Ancess, J., *Urban Dreamcatchers: Launching and Leading New Small Schools*. 1997, The National Center for Restructuring Education, Schools, and Teaching (NCREST). Teachers College, Columbia University.: New York, New York.

46. Boss, S., *Big Lessons on a Small Scale*. Northwest Education Magazine, 2000. 6(Winter, 2000).

47. Cotton, K., *School Size, School Climate, and Student Performance*, in *School Improvement Research Series*. 1996, Northwest Regional Education Laboratory: Portland, Oregon.

48. Darling-Hammond, L.w.A., M., & Prince, D., *Redesigning schools: What matters and what works - 10 features of good small schools*, ed. S.R.N.a.S. University. 2002.

49. Gregory, T., *Small is too big: Achieving a critical anti-mass in the high school.*, in *Source book on school and district size, cost, and quality*. 1992, Minnesota University, Hubert H. Humphrey Institute of Public Affairs: Oak Book, IL: North Central Regional Laboratory.: Minneapolis, MNN.

50. *OHIO'S SMALLER SCHOOLS COUNTER EFFECTS OF POVERTY ON STUDENT ACHIEVEMENT*. 2000, The Rural School and Community Trust: Washington, D.C.

51. Raywid, M.A., *Synthesis of Research / Small Schools: A Reform That Works*. Educational Leadership, 1997. 55,4(Winter).

52. Steinberg, A.A., L., *From large to small: Strategies for personalizing the high school*. 2002, A joint publication of Jobs for the Future, Carnegie Corporation of New York, and the Northeast and Islands Regional Educational Laboratory at Brown University: New York, New York.

53. *Building on the best: Learning from what works, five promising discipline and violence prevention programs*. 2000, American Federation of Teachers: Washington, D.C.

54. Sprague, J., *Getting Effective School Discipline Practices to Scale: B.E.S.T. Practices Staff Development*. NASP Communiqué, 2002. 30,6.

55. Cotton, K., *Schoolwide and Classroom Discipline*. 1990, Office of Educational Research and Improvement (OERI), U.S. Department of Education: Washington, D.C.

56. Mayer, G.R., *Constructive Discipline For School Personnel*. 1997: California State University, Los Angeles.

57. Butler, J.A., *Clear, Consistent Discipline: Centennial High School*, in *School Improvement Research Series*. 1998, Northwest Regional Education Laboratory.

58. Colville-Hall, S., *Responsible Classroom Management*. 2000, University of Akron.

59. Cotton, K., *Improving Student Attitude and Behavior Loma Linda Elementary School Northeast Junior High School*. 1989, Northwest Regional Education Laboratory.

60. Sugai, G.H., R., *School Climate and Discipline: Going to Scale*. 2001, National Summit on the Shared Implementation of IDEA, U.S. Department of Education: Washington, D.C.

Bibliography

(1995). "Long-Term Outcomes of Early Childhood Programs: Analysis and Recommendations." Future of Children Winter, 1995.

(1998). Annual Report to Congress on the Evaluation of the Comprehensive Community Mental Health Services Program for Children and Their Families. Washington, D.C., Center for Mental Health Services Substance Abuse and Mental Health Services Administration U.S. Department of Health and Human Services.

(1999). Mental Health; A Report of the Surgeon General- Executive Summary. Washington, D.C., U.S. Department of Health and Human Services.

(2000). Blamed and Ashamed: The Treatment Experiences of Youth With Co-occurring Substance Abuse and Mental Health Disorders and Their Families. Alexandria, Virginia, Federation of Families for Children's Mental Health and Keys for Networking, Inc.

(2000). Building on the best: Learning from what works, five promising discipline and violence prevention programs. Washington, D.C., American Federation of Teachers.

(2000). OHIO'S SMALLER SCHOOLS COUNTER EFFECTS OF POVERTY ON STUDENT ACHIEVEMENT. Washington, D.C., The Rural School and Community Trust.

(2000). Substance Abuse and Learning Disabilities: Peas in a Pod or Apples and Oranges? New York, The National Center on Addiction and Substance Abuse at Columbia University.

(2001). Blueprint for Change: Research on Child and Adolescent Mental Health. Washington, D.C., The National Advisory Mental Health Council Workgroup on Child and Adolescent Mental Health Intervention Development and Deployment.

(2001). Malignant Neglect: Substance Abuse and America's Schools. New York, The National Center on Addiction and Substance Abuse at Columbia University.

(2001). Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations. Los Angeles, California, School Mental Health Project, Dept. of Psychology, UCLA.

(2002). Indicators of School Crime and Safety: 2001. Washington, US Department of Education and US Department of Justice.

(2002). Substance Abuse and Mental Health Services Administration. The National Cross-Site Evaluation of High-Risk Youth Programs. Rockville, MD, Center for Substance Abuse Prevention.

(2003). 40 Developmental Assets, The Search Institute. 2003.

(2003). The Formative Years: Pathways to Substance Abuse Among Girls And Young Women Ages 8-22. New York, The National Center on Addiction and Substance Abuse at Columbia University.

Allington, L. A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (1999). Are America's Schools Safe, Students Speak Out: 1999 School Crime Supplement. Washington, D.C., U.S. Department of Education, National Center for Education Statistics.

Ancess, J. (1997). Urban Dreamcatchers: Launching and Leading New Small Schools. New York, New York, The National Center for Restructuring Education, Schools, and Teaching (NCREST). Teachers College, Columbia University.

Anderson, M. e. a. (2001). "School-Associated Violent Deaths in the United States." JAMA 286(21).

Bents R, T. L., Bosworth E, Boyea S, Elliot DL, Goldberg L. (1989). "The effect of teaching interventions on knowledge and attitudes of anabolic steroids among high school athletes." Med Sci Sports Exercise 21:S26.

Boss, S. (2000). "Big Lessons on a Small Scale." Northwest Education Magazine 6(Winter, 2000).

Brounstein, P. J. a. Z., J. (1999). Toward the 21st Century: A Primer on Effective Programs Substance Abuse Prevention Understanding. Washington, D.C., Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention.

Butler, J. A. (1998). Clear, Consistent Discipline: Centennial High School. <u>School Improvement Research Series</u>, Northwest Regional Education Laborartory.

Coggeshall, M. B. K., P.M. (1999). Weapon Carrying, Gun Carrying, and Fighting among U.S. High School Students. Rosslyn, Virginia, Hamilton Fish Institute.

Colville-Hall, S. (2000). Responsible Classroom Management, University of Akron. 2004.

Cotton, K. (1989). Improving Student Attitude and Behavior Loma Linda Elementary School Northeast Junior High School, Northwest Regional Education Laboratory. 2004.

Cotton, K. (1990). Schoolwide and Classroom Discipline. Washington, D.C., Office of Educational Research and Improvement (OERI), U.S. Department of Education.

Cotton, K. (1996). School Size, School Climate, and Student Performance. <u>School Improvement Research Series</u>. Portland, Oregon, Northwest Regional Education Laboratory. 20.

Crawford, D. B., R. (1996). Conflict Resolution Education A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Washington, D.C., U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention.

Crosse, S., et al (2002). Wide Scope, Questionable Quality: Drug and Violence Prevention Efforts in American Schools. Washington, US Department of Education.

Darling-Hammond, L. w. A., M., & Prince, D. (2002). <u>Redesigning schools: What matters and what works - 10 features of good small schools</u>.

Derzon, J. H. (2000). Running Head: Antisocial Predictors of Violence. Washington, D.C., George Washington University, Hamilton Fish Institute.

Dwyer, K., Osher, D., & Warger, C. (1998). Early warning, timely response: A guide to safe schools. Washington, DC:, U.S. Department of Education.

Egeland, B. E., M.F. (1999). Attachment Theory and Research, Zero to Three. 2004.

Expert Panel on Safe, D., and Drug Free Schools (1999). Guidelines for Submitting Safe, Disciplined, and Drug Free Schools Programs for Designation as Promising or Exemplary, US Department of Education. 2003.

Finn, C. D. (2003). "Cultural Models for Early Caregiving." <u>Zero to Three</u>.

Glass, G. V. (2000). Meta Analysis at 25, Gene V. Glass Papers. 2003.

Gottfredson, D. C. (1997). School Based Crime Prevention. <u>Preventing Crime: What Works, What Doesn't, What's Promising: A Report to the United States Congress.</u> L. W. Sherman, Gottfredson, D. C., MacKenzie, D., Eck, J., Reuter, P., and Bushway, S. Washington, D.C., National Institute of Justice.

Green, A. D., et al (2001). Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B. Washington, D.C., National Center for Education Statistics, U.S. Department of Education.

Gregory, T. (1992). Small is too big: Achieving a critical anti-mass in the high school. <u>Source book on school and district size, cost, and quality</u>. Minneapolis, MNN, Minnesota University, Hubert H. Humphrey Institute of Public Affairs: Oak Book, IL: North Central Regional Laboratory.

Hann, D. M., ed. (2001). Taking Stock of Risk Factors for Child/Youth Externalizing Behavior Problems. Washington, D.C., U.S. Department of Health and Human Services.

Johnston, L. D., O'Malley, P. M., & Bachman, J. G. (2003). Monitoring the Future national survey results on drug use, 1975-2002. Volume I: Secondary school students. Bethesda, Maryland, National Institute on Drug Abuse: 520.

Kathleen R. Merikangas, L. D., and Brenda Fenton (1987). "Familial Factors and Substance Abuse: Implications for Prevention." <u>Drug Abuse Prevention Through Family Intervention NIDA Research Monograph</u> 177.

Kenney, D. J. W., S. (1999). Crime in the Schools: Reducing Conflict With Student Problem Solving. Washington, D.C., U.S. Department of Justice Office of Justice Programs National Institute of Justice.

Koyanagi, C., & Feres-Merchant, D. (2000). . : and A. I. f. R. Center for Effective Collaboration and Practice (2000). For the long haul: Maintaining systems of care beyond the federal investment. Systems of Care: Promising Practices in Children's Mental Health, 2000 Series, Volume III. Washington, D.C., Center for Effective Collaboration and Practice, American Institutes for Research.

Linquanti, R. B., B.A. (1994). REBUILDING SCHOOLS AS SAFE HAVENS: A Typology for Selecting and Integrating Violence Prevention Strategies. Portland, Oregon, Northwest Regional Education Laboratory.

Mayer, G. R. (1997). Constructive Discipline For School Personnel. California State University, Los Angeles. 2004.

Moore, K., Zaff, J. and Hair, E. (2002). Research and Evaluation to Serve the Public: A Commentary on Catalano, Berglund, Ryan, Lonczak, and Hawkins, American Psychological Association. 2003.

O'Malley, P. M., Johnston, L. D., & Bachman, J. G. (1998). "Alcohol use among adolescents." Alcohol Health and Research World 22: 85-93.

Paulsel, D., Nogales, R., Cohen, J. (2003). "TODDLERS FROM FAMILIES WITH LOW INCOMES: Lessons Learned from Three Communities." Zero to Three 23, 4(March, 2003).

Raywid, M. A. (1997). "Synthesis of Research / Small Schools: A Reform That Works." Educational Leadership 55, 4(Winter).

Reis, S., Hermoni, D, Van-Raalte, R, Dahan, R and Borkan, J. Meta-Synthesis of Qualitative Studies: From Theory to Practice: In the Domain of Patient Priorities and Evaluations of General Practice/Family Medicine, Tehnion Israel Institute of Technology and Brown University. 2003.

Rosenkotter, S. B., L.R. (2002). "BRIDGES TO LITERACY: Early Routines That Promote Later School Success." Zero to Three February/March 2002.

Schinke, S., Brounstein, P and Gardner, S. (2002). Science-Based Prevention Programs and Principles, 2002. Rockville, MD, Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration.

Schweinhart, L. J. (2003). Benefits, Costs, and Explanation of the High/Scope Perry Preschool Program. Meeting of the Society for Research in Child Development, Tampa, Florida.

Shonkoff, J. P. P., D.A., Editors (2003). From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, D.C., Committee on Integrating the Science of Early Childhood Development, Board on Children, Youth, and Families, National Academy of Sciences.

Sprague, J. (2002). "Getting Effective School Discipline Practices to Scale: B.E.S.T. Practices Staff Development." NASP Communiqué 30, 6.

Steinberg, A. A., L. (2002). From large to small: Strategies for personalizing the high school. New York, New York, A joint publication of Jobs for the Future, Carnegie Corporation of New York, and the Northeast and Islands Regional Educational Laboratory at Brown University.

Sugai, G. H., R. (2001). School Climate and Discipline: Going to Scale. Washington, D.C., National Summit on the Shared Implementation of IDEA, U.S. Department of Education.

Vossekuil, B., et. al. (2002). The final report and findings of the Safe Schools Initiative: implications for the prevention of school attacks in the United States. Washington, D.C., United States Secret Service and United States Department of Education.

Wallach, C. A. L., R. (2003). An Early Report on Comprehensive High School Conversions. Seattle, Washington, Small Schools Project.

Wasley, P. A., et al (2000). Small Schools: Great Strides. New York, New York, Bank Street College of Education.