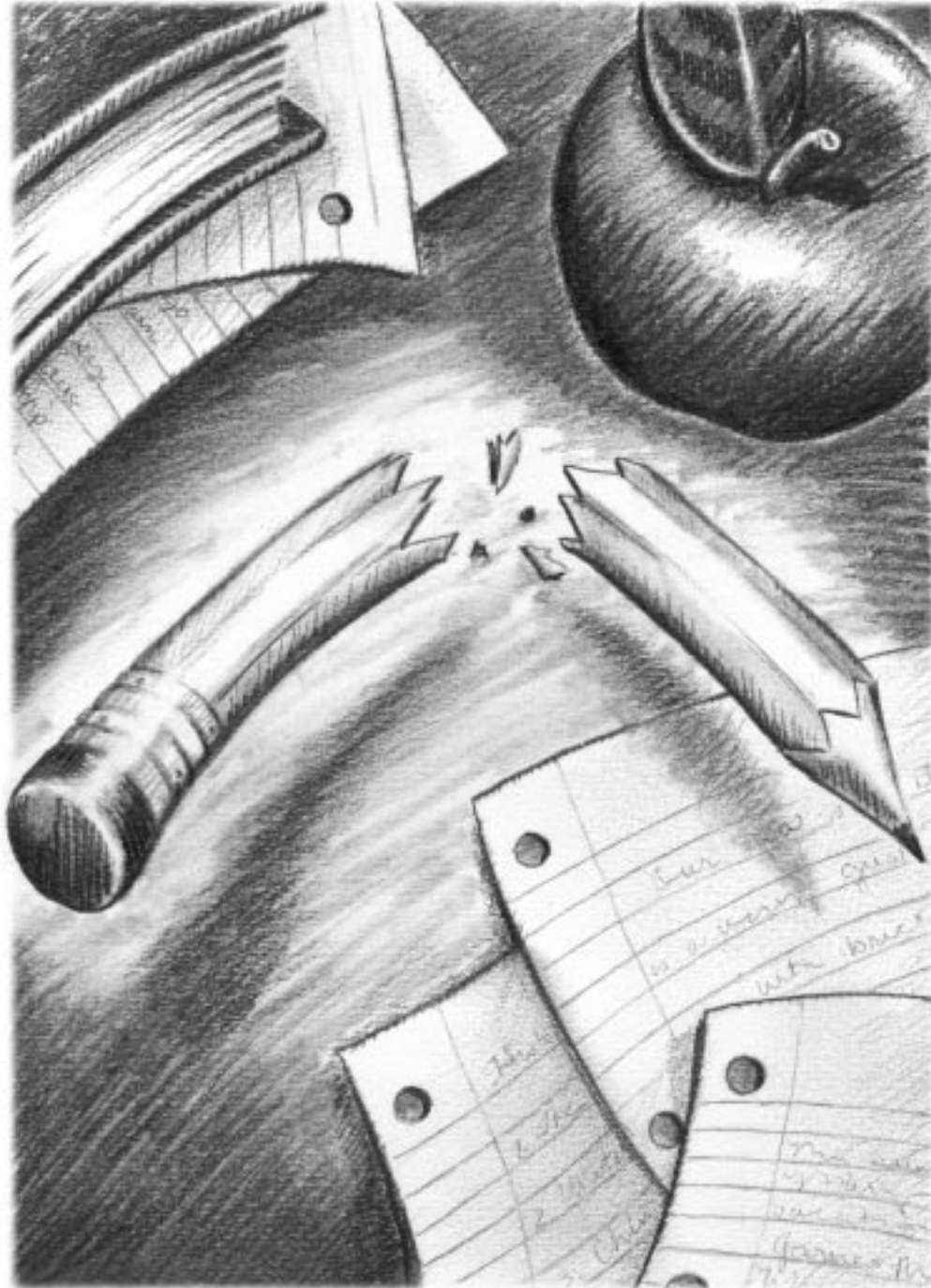


VIOLENCE

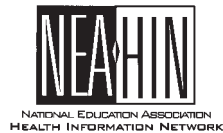
IN COMMUNITIES AND SCHOOLS:

*A Stress Reduction Guide
For Teachers And Other School Staff*





This guide was produced by the
National Education Association
Health Information Network
with support from, and in
collaboration with,
the Center for Mental Health Services
of the Substance Abuse and
Mental Health Services Administration
at the US Department of
Health and Human Services.





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Dear Friend,

Over the years, I have witnessed some extraordinary events that have brought severe trauma to many of our members, the students they teach, and the communities they serve. It was on board Air Force II that I met Rear Admiral Brian Flynn, when we accompanied Vice President Al Gore and his wife Tipper to a memorial service for the students and teacher whose lives were lost in the tragedy at Columbine High School in April, 1999.

Admiral Flynn is an Assistant Surgeon General and psychologist at the Substance Abuse and Mental Health Services Administration (SAMHSA)'s Center for Mental Health Services, part of the US Department of Health and Human Services. Through our meeting on Air Force II, the collaboration between SAMHSA and NEA began for an initiative to address the mental health needs of school personnel in relation to violence in our nation's schools and communities.

When Brian and I met, I already was sadly familiar with the trauma that students and school personnel had experienced as a result of violence. In our introductions to each other, Brian explained to me that his office at SAMHSA had begun collaborating with the US Departments of Education and Justice to help schools and communities to work together to prevent violence. Following direction from the White House Conference on School Safety and the US Congress, his office would be assisting local schools and communities in the application of research-based practices and programs to prevent violence.

Brian also told me that his wife is a school counselor in a Washington, DC, suburban school district. Immediately following the tragedy at Columbine, her experience and those of her colleagues, in part, informed him of the importance of addressing the violence-related stress of school personnel.

This guide – *Violence in Communities and Schools: A Stress Reduction Guide for Teachers and Other School Staff* – is a product of the resulting collaboration between NEA and SAMHSA.

The National Education Association is enormously grateful for SAMHSA's support and for the generosity of so many who have shared their knowledge and experience-based wisdom on how we can work together to prevent violence, including how we can address the violence-related stress that affects those who educate our nation's children.

With deep gratitude,

A handwritten signature in black ink that reads "Bob Chase". The signature is written in a cursive, flowing style.

Bob Chase
President

VIOLENCE IN COMMUNITIES AND SCHOOLS:
A STRESS REDUCTION GUIDE FOR TEACHERS AND OTHER SCHOOL STAFF

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Violence In Communities And Schools:

A Stress Reduction Guide For Teachers And Other School Staff

GIVEN THE PREVALENCE OF VIOLENCE in our society today, it should come as no surprise that educators, parents, and children can sometimes worry and feel stressed about the threat of violence – even in settings where they should feel safe – their schools.

- ◆ Are concerns about violence in schools realistic?
- ◆ Are schools safe places for our children, teachers, and other school personnel?
- ◆ What can we do to identify and reduce the stress associated violence?

Questions like these led the National Education Association Health Information Network (NEA HIN) and the Center for Mental Health Services (CMHS) to develop this guide.

OBJECTIVES OF THE RESOURCE GUIDE

This guide is intended to provide an overview of the impact of violence on schools and to present information, recommendations, and resources to help teachers and other school personnel reduce and manage violence-related stress. Specifically, the guide is intended to:

- ◆ Help school personnel identify sources of stress in the workplace, especially violence-related stress;
- ◆ Provide information on the prevalence of violence in our schools, both violence directed at students and violence directed at teachers and other school personnel;
- ◆ Highlight evidence-based practices and programs currently being used to prevent violence, which can help to reduce violence-related stress in schools and communities across the nation; and
- ◆ Enhance the capacity of schools, communities, and their leaders to identify and respond to the needs of school personnel who experience violence-related stress.

“

A school is really a mirror image of society.

EVERY FACTOR

that's prevalent in the community, in your environment that's outside of the school, is just as prevalent inside the school.

”

- Pamela Busch, teacher,
La Cima Middle School, Tucson, AZ -
"Violence-Related Stress:
A Guide for School Staff,"
NEA Safe Schools Now Network

While the focus of this guide is primarily on the mental health and well being of school staff, it also reflects some of the best thinking on what students need in order to learn, achieve, and stay healthy.

BACKGROUND

In January, 2000, the NEA Health Information Network convened an advisory group of 15 representatives from 12 national mental health and education organizations who met in Washington, D.C. This group was asked to identify what they saw as the 4 most critical stressors for school personnel in relation to violence, and to make recommendations for prevention and intervention to address those stressors.

Complementing this effort, staff of the NEA HIN (with assistance from school personnel and other professionals) reviewed the empirical research pertaining to school violence and stress to identify other relevant information and resources. The content of this guide is based on both the deliberations of the advisory group as well as the findings of the literature review. Although many of the resources presented in Section IV of this guide are evidence-based, some resources and recommendations presented in this guide are not. Additional research is still needed to evaluate promising programs and practices and to develop new ones in order to broaden our evidence-based knowledge of how we can best address the varied needs of our schools and communities.

ORGANIZATION OF THIS RESOURCE GUIDE

The remainder of this guide is organized into four sections:

SECTION I Stress 101: A Primer on Stress for School Employees provides an overview of stress, focusing especially on work-related stress in schools.

SECTION II Violence and Schools: Separating Myth from Fact highlights current information on school safety for students and school personnel.

SECTION III Reducing Violence-Related Stress in Schools summarizes our advisory group's recommendations for reducing violence-related stress.

SECTION IV Recommended Resources presents programs and practices, many of which are evidence-based, which can help reduce violence-related stress in schools and communities.



SECTION I

STRESS 101: A PRIMER ON STRESS FOR SCHOOL EMPLOYEES

STRESS IS A NORMAL PART OF LIFE at home or on the job. And workplace stress occurs across all types and levels of employment. In fact, many people believe that workplace stress in our society is increasing as workers are being asked to do more and more with less and less.

Those working in schools, however, experience some unique types of stress. In addition to the impact of widespread economic and social problems that impinge on today's families, specific factors contribute to the work-related stress experienced by teachers and other school personnel. These factors include:

- ◆ The introduction of mandatory high-stakes testing associated with educational reform movements, particularly where tests are not aligned with mandated curriculum;
- ◆ Challenges posed by the demographics of increasing student enrollments and larger class sizes;
- ◆ A nationwide shortage of qualified teachers;
- ◆ Budgets that fail to meet existing needs, such as the need to restore or replace deteriorating school buildings and facilities;
- ◆ Multiple, and sometimes conflicting, demands posed by the mix of federal and state requirements, local school boards, school administration, and concerned parents;
- ◆ Rapid advances in technology with insufficient resources for training or implementation;
- ◆ Growing diversity in our schools with the concomitant need to function as culturally competent educators.

“

As school employees, we have the task of trying to

JUGGLE
educational demands with the social and emotional needs of 30 or more individuals. Caring for ourselves is often the
LAST THING
on our minds.

”

- Jerald Newberry, Executive Director, NEA Health Information Network, former Fairfax County (VA) teacher, school administrator and mental health professional

The challenges that many students face at home and in the community have a significant impact on their lives and well being. These challenges contribute to the stress felt not only by students and their families, but by school staff as well. Consider the following statistics on America's children, from the Children's Defense Fund's State of America's Children: Yearbook 2000:

“

It's been said that 'It takes a village to raise a child.' In my classroom, however, there are days when I feel overwhelmed, like I'm the ONLY adult in the village.

”

- observation shared by a pre-kindergarten teacher

- ◆ ONE IN FOUR lives with only one parent.
- ◆ ONE IN 24 lives with neither parent.
- ◆ ONE IN 60 will see their parents divorce in any year.
- ◆ ONE IN FIVE lives in poverty.
- ◆ ONE IN SIX has no health insurance.
- ◆ ONE IN TWELVE has a disability.
- ◆ ONE IN 910 will be killed by guns before age 20.

Working with children on a daily basis, school staff may, at some level, already be aware of the prevalence of mental and addictive disorders among children. According to the U.S. Surgeon General's Report on

Mental Health,¹ an estimated one in five children, between the ages 9 to 17, has a diagnosable mental or addictive disorder associated with at least minimum impairment in their functioning at school, home or with peers. This suggests that among the students in any classroom, there are likely to be several who have serious emotional or behavioral problems. When mental health problems interfere with a child's ability to learn and succeed in school, school staff can face challenges that go beyond the scope of their education and training.

WHY SHOULD WE CONCERN OURSELVES ABOUT EMPLOYEE STRESS IN SCHOOLS?

.....

Making any job more satisfying and less stressful should always be a goal of management. Not only is it the humane thing to do, but it also makes sound business sense. Just like other employers, school systems need to pay attention to staff stress because to not do so can be costly. High levels of stress con-

“

WHATEVER
impacts our society – positively or negatively – will be evident in our schools. We need to better prepare teachers for the challenges and harsh realities that they will encounter in their work. At the very heart of teaching are the unique and powerful relationships that can develop between teachers and students. Teachers must be experts in pedagogy and in the subjects that they teach. School personnel also must become experts in human relationships, because education, at its core, is a human activity that is grounded in relationships.

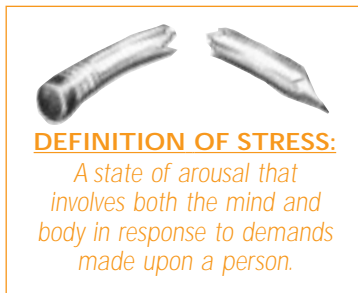
”

- Robert Burke, PhD, Associate Professor, Teachers College, Ball State University

tribute to absenteeism, higher health care costs, lost productivity, burnout, and attrition. For example, it has been reported that health care expenditures are nearly 50% greater for workers who report high levels of stress.²

WHAT IS STRESS?

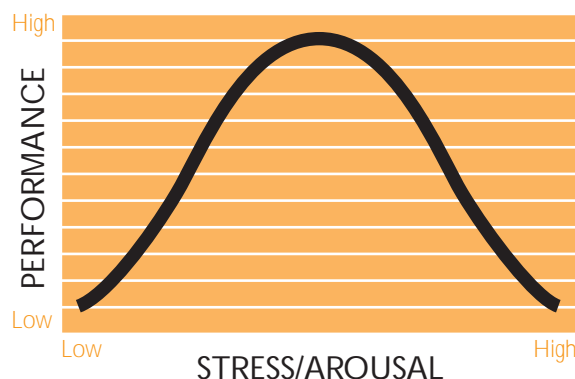
When most people talk about stress at home or stress on the job, they are talking about mental and/or physical strain and tension. A more accurate definition of the term incorporates the concept that stress has a profound physiological affect on the body.



Stress is not always negative. As illustrated in the following chart, at an optimum level, stress actually can make a positive contribution to performance. However, too much or too little stress can negatively impact performance:

“
As school personnel who work on the frontlines, you have a strategic yet challenging role to play. Your work is a significant and important responsibility. To enjoy what you do and do it well, your own health and **WELL-BEING** must be made a priority.
”
- Robert Burke, PhD, Associate Professor, Teachers College, Ball State University

RELATIONSHIP BETWEEN STRESS AND PERFORMANCE



In addition to its negative affect on performance, high levels of stress, particularly when experienced over a prolonged period of time, can lead to burnout and can contribute to a variety of physical health problems.

WHAT ARE THE SYMPTOMS OF STRESS?

Because prolonged periods of intense stress can pose serious threats to physical health, it is important to be able to self-identify symptoms of stress. School personnel need to be alert to signs that can warn that stress is affecting their well-being.³ Over time, stress can precipitate more serious and chronic health problems.

² The Journal of Occupational and Environmental Medicine, NIOSH, 1999.

³ U.S. Department of Health and Human Services, NIOSH. Stress at Work, 1999.

“

Short-lived or infrequent episodes of stress pose little risk. But when stressful situations go unresolved, the body is kept in a constant state of activation, which increases the rate of WEAR AND TEAR to biological systems. Ultimately, fatigue or damage results, and the ability of the body to repair and defend itself can become seriously compromised. As a result, the risk of injury or disease escalates.

”

- Stress...At Work, NIOSH (1999)

depression can progress and go undetected because its symptoms can look like those of stress-related anxiety. Depression inhibits an individual's capacity to cope with stress, so depression and stress can become a vicious cycle, each reinforcing the other.⁷

The National Institute for Occupational Safety and Health (NIOSH) has identified a number of job conditions that commonly lead to stress,⁸ as shown in the chart to the right:

When under stress, the cardiovascular and neuroendocrine responses of the body can make it more difficult to unwind, even after the source of stress has disappeared. Some people show an absent or inadequate relaxation response, a phenomenon that can significantly contribute to heart disease and high blood pressure.⁴ Stress can increase a person's risk for developing ulcers and muscular/skeletal disorders, such as back problems. Some studies suggest that stress may be related to an increased risk of cancer and impaired immunological functioning.⁵

Reducing stress not only contributes to good physical health, it also contributes to clearer thinking, greater creativity and improved mental health. Stress has been found to be a significant predictor of depression.⁶ When stress is chronic,

**SYMPTOMS OF STRESS-
WHAT TO LOOK OUT FOR:**

- Back and muscle aches*
- Headaches*
- Upset stomach*
- Dreading going to work*
- Anxiety*
- Inability to concentrate*
- Change in eating habits*
- Sleep problems*
- Recurrent colds*
- Constant fatigue*

**5-MINUTE
STRESS BUSTERS:**

- Meditate*
- Hum*
- Stretch*
- Breathe deeply*
- Laugh*
- Listen to music*

JOB CONDITIONS THAT MAY LEAD TO STRESS:

- 1. Task design**
 - ◆ heavy workloads
 - ◆ infrequent rest breaks
 - ◆ long work hours
 - ◆ hectic and routine tasks that have little inherent meaning, do not utilize workers' skills and provide little sense of control
- 2. Management style**
 - ◆ lack of worker participation in decision-making
 - ◆ poor organizational communication
 - ◆ lack of family-friendly policies
- 3. Interpersonal relationships**
 - ◆ poor social environment
 - ◆ lack of support or help from co-workers and supervisors
- 4. Work roles**
 - ◆ conflicting or uncertain job expectations
 - ◆ too much responsibility
 - ◆ too many "hats to wear"
- 5. Career concerns**
 - ◆ job insecurity
 - ◆ lack of opportunity for growth, advancement, or promotion
 - ◆ rapid changes for which workers are unprepared
- 6. Unpleasant or dangerous environmental conditions**
 - ◆ crowding
 - ◆ noise
 - ◆ air pollution
 - ◆ ergonomic problems

- Stress...At Work, NIOSH (1999)

⁴ Cropley, M. and Steptoe, A, 1999

⁵ Sauter, Hurrell, Murphy and Levi, 1997

⁶ Pengilly and Dowd, 2000

⁷ Wheatley, 1998

⁸ NIOSH, 1999

POST-TRAUMATIC STRESS DISORDER (PTSD) AND ACUTE STRESS DISORDER

Although uncommon, one of the most profound types of stress that can be experienced is to be exposed to violence. Post-traumatic stress disorder, or PTSD, and acute stress disorder are two types of anxiety disorders that potentially can develop in individuals who have been exposed to trauma such as violence. Exposure to trauma does not necessarily mean being directly involved or injured physically. People who are witnesses to violence, or who later learn that violence has affected someone close to them, can also be affected when their response to that trauma involves feelings of intense fear, helplessness or horror. The risk and potential severity of acute stress disorder and/or PTSD increase with the intensity of the trauma and its proximity in relation to individuals experiencing it.

The duration of symptoms is what differentiates PTSD from acute stress disorder. A diagnosis of acute stress disorder indicates that symptoms have been present for four weeks or less; a PTSD diagnosis indicates that symptoms have continued to be present for more than four weeks after the trauma occurred.⁹ The presence of acute stress disorder within the first four weeks after exposure to trauma has been shown to be a strong predictor of PTSD later on;¹⁰ however, PTSD can also have a delayed onset by as much as six months following a traumatic event.¹¹

According to the American Psychiatric Association, ten percent (10%) of the general population has, at some point, been affected by clinically diagnosable PTSD; and even more have experienced at least some symptoms associated with PTSD.¹²

SYMPTOMS OF PTSD:

Intrusive Symptoms

- ◆ Flashbacks – sudden onset of vivid memories accompanied by strong emotions

Avoidance Symptoms

- ◆ Withdrawal from family, friends, and co-workers
- ◆ Intense anxiety or fear of social situations
- ◆ Irrational fear of places and unfamiliar settings

Hyperarousal symptoms

- ◆ Startle reactions
- ◆ Sudden irritability
- ◆ Explosive anger
- ◆ Disturbances in concentration
- ◆ Inability to remember things that are usually easy to recall
- ◆ Insomnia



SECTION II

VIOLENCE AND SCHOOLS: SEPARATING MYTH FROM FACT

FOR SCHOOL PERSONNEL, ordinary, day-to-day stresses can be compounded by exaggerated fears of violence in schools, fueled by misperceptions of schools as dangerous places for children.

Compared to violence in other settings, school violence is actually relatively rare. In

⁹ APA, 1994

¹⁰ Brewin, Andrews, Rose, and Kirk, 1999

¹¹ APA, 1994

¹² APA, 1999

the combined 1992 and 1993 calendar years, 7,357 young people ages five through nineteen were murdered in communities across our nation. Of those, 63 – or less than one percent (1%) – were murdered at school.¹³

STATISTICS ON SCHOOL VIOLENCE

Two recent governmental reports indicate that schools are, in fact, among the safest places for our nation's children and youth. The third Annual Report on School Safety (2000)¹⁴ and the Indicators of School Crime and Safety 2000 report¹⁵ show that overall, violence and crime in our nation's schools have declined in recent years. Highlights from the Annual Report on School Safety provide data on the safety of students in our schools:

- ◆ For students 12-18 years old, overall school crime (including theft, rape, sexual assault, robbery, aggravated assault and simple assault) decreased by nearly one-third (1/3), from 144 crimes per 1,000 students in 1992 to 101 crimes per 1,000 students in 1998.
- ◆ Compared to a high of 49 deaths reported in 1995-96, 34 violent deaths were reported in 1998-99.
- ◆ Fewer students are carrying weapons or engaging in physical fights. In 1998-99, 3,523 students were expelled for bringing a firearm to school, down from 5,724 students expelled in 1996-97.
- ◆ The percentage of students reporting the presence of gangs at school dropped from 29 percent in 1995 to 17 percent in 1999.
- ◆ Students are less likely to be victims of violent crimes while at school than when they are away from school. However, many students still feel unsafe at school – especially students belonging to racial and ethnic minority groups. A larger percentage of black and Hispanic students than whites fear attacks.
- ◆ For some types of violence, however, rates have neither decreased nor increased. The percentage of 9-12th grade students threatened or injured with a weapon on school property remained constant – at about 7-8% – for each year between 1993 and 1997. Rates for 9-12th graders who reported involvement in physical fights during that same period also remained unchanged at about 15% each year.

While the school rampages that occurred in communities such as Littleton, Colorado, Springfield, Oregon, and Paducah, Kentucky were truly horrific, such high-profile school killings are extremely uncommon.

Many suggest that news coverage by the media creates the impression that school violence is pervasive and that this creates unnecessary fear and stress among school personnel. In the days, weeks, and even months that followed the tragedy at Columbine High School in Littleton, Colorado in April 1999, national news coverage of the tragedy stim-

¹³ *Indicators of School Crime & Safety, 1998*

¹⁴ produced jointly by the U.S. Department of Education and U.S. Department of Justice

¹⁵ issued by the Bureau of Justice Statistics, U.S. Department of Justice (October, 2000) and the National Center for Education Statistics, U.S. Department of Education (October, 2000)

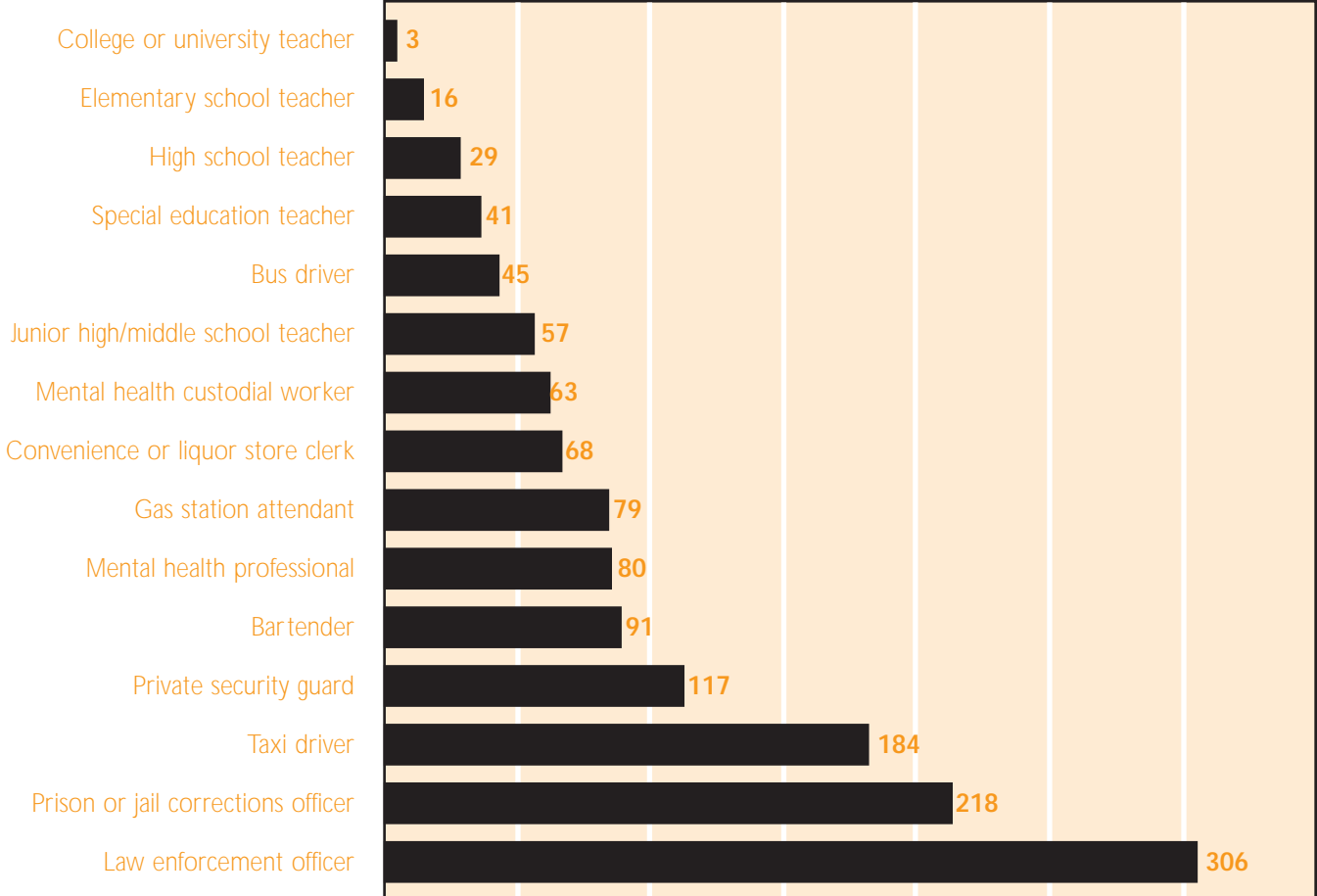
ulated a concern about copycat activities. Local reporters interviewed school officials in their area concerning possible copycat attacks. As such, news coverage itself generated an additional source of stress for school personnel across the nation. [See NEA Crisis Communications Guide and Toolkit, Vol. IV – Hands-On Assistance –Tools for Educators – Tool 23: For the Media: Avoiding Copycat Threats]

**VIOLENCE AGAINST TEACHERS:
ARE SCHOOLS SAFE PLACES TO WORK?**

Although the statistics show that schools are safe, teachers and other school personnel do have genuine reason for some degree of concern. According to the U.S. Department of Justice, while student-on-student violence has decreased in recent years, threats of violence directed at teachers have increased. To put the incidence of violence against teachers into context, the following chart illustrates the relative risks faced by teachers compared to other categories of workers:

**RATES OF VIOLENCE IN FIVE (5) YEARS PER 1,000 WORKERS
(1992-1996)**

Source: Bureau of Justice Statistics National Crime Victimization Survey and Bureau of Labor Statistics: <http://www.ojp.usdoj.gov>



Note: The occupations examined included those that prior studies deemed to be more vulnerable to criminal victimization.

“

Students are not the only ones who are victims of crime at school. Teachers in school can also be the targets of violence and theft. In addition to the

PERSONAL TOLL

such violence takes on teachers, those who worry about their safety may have

DIFFICULTY

teaching and may leave the profession altogether. Information on the number of crimes against teachers at school can help show how severe and widespread the problem is.

”

- Indicators of School Crime and Safety, 2000

NIOSH has identified factors associated with an increased risk of workplace assault. Of those that pertain to working in schools, risk factors for assault include:

- ◆ working in community-based settings;
- ◆ having contact with the public;
- ◆ working alone or in small numbers – i.e., in a classroom, a teacher may be the only adult present throughout most of the day; and,
- ◆ working in high-crime areas (depending on where a school is located).

Over a five-year period, between 1994 and 1998, violent crimes (i.e., rape or sexual assault, robbery, aggravated and simple assault) against teachers occurred at a rate of 83 per 1,000 teachers per year. The highest rate occurred among middle/junior high school teachers, followed by senior high and elementary school teachers, respectively. The actual crime rates reported were:

- ◆ 60 violent crimes per 1,000 middle/junior high school teachers
- ◆ 38 violent crimes per 1,000 senior high school teachers
- ◆ 18 violent crimes per 1,000 elementary school teachers.

STATISTICS ON VIOLENCE DIRECTED AT TEACHERS

- ◆ During the 1993-94 school year, 12% of all elementary and secondary school teachers were threatened with injury by a student and 4% were physically attacked.
- ◆ More than twice as often, male teachers were victims of violent crime as were female teachers, with 53 violent crimes per 1,000 for male teachers and 25 violent crimes per 1,000 for female teachers.
- ◆ The prevalence of teacher victimization by students did not vary according to teachers' racial or ethnic backgrounds.
- ◆ Teachers in urban schools were more likely to be victims of violent crimes than were teachers in rural and suburban schools, with 40 violent crimes per 1,000 for teachers in urban schools and 24 violent crimes per 1,000 for teachers in either rural or suburban schools.
- ◆ Secondary school teachers were more likely to have been threatened by a student from their school, whereas elementary school teachers were more likely to have been attacked by a student.

Developmental differences (i.e., physical, mental, emotional and social developmental differences) between elementary and secondary school-age children and youth probably account for differences in reports between elementary and secondary school teachers.

SCHOOL PRACTICES/POLICIES RELATED TO SAFETY

Given the statistics and our concerns of about school safety, what is being done to make schools safe for students and staff? Across the country, schools report taking the following measures:

- ◆ 94% had zero tolerance policies for firearms and 91% had zero tolerance policies for weapons other than firearms
- ◆ 96% required visitors to sign in before entering the building
- ◆ 80% prohibited students from leaving the campus (e.g., for lunch)
- ◆ 53% controlled access to the school building and 24% controlled access to school grounds
- ◆ 4% performed random metal detector checks and 1% performed daily metal detector checks
- ◆ 78% had no police or law enforcement representatives assigned to their school; 12% had police or other law enforcement at school on an as needed basis; 6% had police or other law enforcement assigned for 30 hours or more per week; 3% had police or other law enforcement at school 1 to 9 hours per week; and, 1% had police or other law enforcement at school 10 to 29 hours per week.



SECTION III REDUCING VIOLENCE-RELATED STRESS IN SCHOOLS

OUR ADVISORY GROUP IDENTIFIED what they saw as being the four most critical stressors for school personnel in relation to violence, as shown in the box below:

VIOLENCE-RELATED STRESS FOR SCHOOL STAFF: 4 MOST CRITICAL STRESSORS

1. Feeling isolated and/or powerless
2. Lack of training and/or skills needed to identify and address students' behavior that is potentially problematic
3. Lack of clear expectations and classroom and school-wide management to meet those expectations
4. Fear of verbal, emotional or physical intimidation

WHAT CAN SCHOOL EMPLOYEES DO AS INDIVIDUALS TO REDUCE STRESS?

Personal changes, even positive ones like reducing workplace stress, usually do not come about easily. This may be particularly true for people with high-strung Type A personalities who tend to be more susceptible to stress. Yet, examining one's own perspectives and habits can be a good way to begin to identify how to prevent, manage, and reduce stress.

Through increased self-awareness and stress awareness, we can make a difference. Taking a cognitive approach, we can replace self-defeating thoughts with more positive ones. We can also consciously change our physical responses to stress through a number of techniques such as:

- ◆ Biofeedback
- ◆ Muscle relaxation
- ◆ Breathing techniques (to counter shallow breathing)
- ◆ Aerobic activity
- ◆ Focused meditation.

In addition, assertiveness training and enhanced skills for enlisting the cooperation of others can be helpful in developing more effective coping strategies to reduce the stress that we live with day to day.

TIPS FOR COPING WITH CLASSROOM STRESS

Recognize that you can't do it all.

Set realistic goals and expectations for what you can accomplish each day.

Establish priorities and pace yourself.

With small steps, tackle one problem at a time, one day at a time.

Focus on what you can control, rather than what you can't.

Evaluate your job demands and focus your energy on what is most achievable.

Take time to pat yourself on the back.

Celebrate your small successes, those of your colleagues, and those of your students.

Try to stretch your mind each day.

Be flexible: learn something new, try something different, seize a new opportunity.

Reach out and touch someone.

Ask for help when you need it--from a trusted colleague or a supervisor.

Stay motivated.

Share your expertise, implement a new program, try a new technique.

Stay healthy.

Exercise; eat properly; get enough rest; limit the use of alcohol and caffeine.

Leave your worries behind when you leave the classroom.

Use your time at home to relax, nurture yourself, and enjoy your family and friends.

WHAT CAN SCHOOL SYSTEMS DO TO REDUCE STRESS?

What can school staff, administrators, and communities do to address the multiple stressors that affect school employees? Because every school and community is unique, there are, perhaps, as many solutions and approaches as there are schools.

Our advisory group provided the following recommendations for what schools and communities can do in relation to each of the 4 identified critical stressors facing teachers and other school staff.

STRESSOR 1: FEELING ISOLATED AND/OR POWERLESS. Working in a classroom can be an isolating experience. Spending most hours of each workday in a classroom with students leaves little time or opportunity for significant contact and connection with colleagues and other adults. In addition, staff in many schools lack access to telephones, voicemail, and email – communication options that are typically available to workers in many other settings.

“

MEDITATION
*can be an effective
and low-cost
stress management
technique for teachers.*

”

- Winzelberg and Luskin.

STRESSOR 1:
FEELING ISOLATED AND/OR POWERLESS.

- ◆ Reach out to an intern, a mentor, or a peer.
- ◆ Get involved in managing, planning, or policy-making.
- ◆ Recognize and reward excellence.
- ◆ Build incentives for cooperation and collaboration.
- ◆ Involve and work with the community.

The following interventions are recommended for reducing the isolation that school staff can experience and for empowering staff as contributing members of the school and community:

Recommended interventions:

- ◆ Build/sustain peer connections by providing intern programs; providing mentoring programs; designating teacher

leaders; and organizing teaching teams. These interventions are designed to reduce isolation by creating connections and enhancing relationships among school staff. Allocating time and otherwise providing administrative support for school staff to connect with one another is deemed to be key for the success of these interventions. National Board Certification for master teachers can serve as a vehicle for supporting mentoring relationships; some states even provide financial incentives by covering the cost of certification. Models for mentoring programs are abundant. The provision of adequate time, space and other resources for teaching teams to work together and to support each other is essential for teams to thrive.

- ◆ Involve teachers in decision-making. Site-based management and local restructuring can provide teachers and other school staff with opportunities to participate in important decision-making. For example, administrators can involve teachers in efforts to recruit and interview candidates for staff positions, allowing them to directly contribute and share in the responsibility for hiring decisions. Involving staff in decisions that relate to student behavior is an important dimension of empowering school staff, particularly in relation to violence-related stress. Staff participation in the development and implementation of discipline policies and outcomes directly addresses both the isolation and powerlessness aspects of violence-related stress.

- ◆ Provide recognition. As rewards, in and of themselves, recognition and acknowledgment for good performance can increase motivation and reduce stress.

- ◆ Provide performance incentives that increase cooperation rather than foster competition. Promoting cooperation – rather than competition – directly addresses isolation. Concrete incentives that reward group performance introduce a shared goal towards which staff can work together.

- ◆ Build/support effective community involvement in schools. Community involvement in schools can reduce staff isolation. By reinforcing the notion that schools are vital and essential contributors to the community, this type of involvement can help to reduce the

“

Grant me the
COURAGE
to change the things
I can change, the
SERENITY
to accept the things
I can't change, and the
WISDOM
to know the difference.

”

- Reinhold Niebuhr

risk of burnout among staff. Increasing the presence of community members in the schools can enhance community understanding of the environment in which teachers and other school staff work. It can reinforce community recognition of the important contributions made by schools and increase the prestige of school staff within the community. Community involvement can also yield greater opportunities for schools and communities to identify common goals and priorities.

Providing access to community resources for professional development for school staff addresses both powerlessness and isolation. When linked and responsive to identified needs for curriculum assessment and classroom management, community resource banks can make schools more responsive to the communities they serve and enable communities to be more responsive and supportive of schools.

The Federal government’s Safe Schools/Healthy Students Initiative [visit:www.sshsac.org] highlights the importance of effective community involvement in schools. Drawing from best practices in mental health, social service, education and justice, this initiative seeks to promote a comprehensive, integrated framework that communities can use to address school violence.

School-community partnerships are also highlighted as an essential ingredient in SAMHSA’s School and Community Action Grants. Step one for each of the 40 grantees awarded in 1999-2000 was to build consensus among school-community stakeholders. Once consensus has been established as a foundation, grantees pilot evidence-based programs and practices to promote healthy development and prevent youth violence.

S T R E S S O R 2 :

LACK OF TRAINING AND/OR SKILLS NEEDED TO IDENTIFY AND ADDRESS STUDENTS’ BEHAVIOR THAT IS POTENTIALLY PROBLEMATIC.

- ◆ **Build partnerships with schools of higher education.**
- ◆ **Use simulations to practice skills and gain experience.**
- ◆ **Take advantage of all the talent in your school system.**
- ◆ **Develop partnerships with community-based agencies.**
- ◆ **Involve and work with the community.**
- ◆ **Strengthen parent involvement.**

STRESSOR 2: LACK OF TRAINING AND/OR SKILLS NEEDED TO IDENTIFY AND ADDRESS STUDENTS’ BEHAVIOR THAT IS POTENTIALLY PROBLEMATIC. The advisory group identified a need among school personnel for training to help staff identify and respond to student behavior that may indicate a potential for violence. Their recommendations urged each school to identify classroom management resources that teachers can turn to both inside the school and in the community. Specifically, the group recom-

mended the following interventions to assist teachers and other school staff to recognize when students need help and to allow staff to feel better equipped and more able to help with addressing student mental health needs.

Recommended interventions:

◆ *Build and maintain partnerships between schools and post-secondary schools of education and other post-secondary education institutions for pre-service and in-service training.* The accumulated expertise of experienced educators offers a valuable resource for pre-service training. Partnerships between K-12 schools and post-secondary schools of education would provide a mechanism for integrating experienced classroom teachers, administrators and other experienced professional school staff into standard pre-service post-secondary training curricula. Bringing seasoned teachers and administrators into post-secondary classrooms would greatly enrich the reality base for pre-service instruction.

◆ *Provide experiential learning and classroom simulation in pre-service and in-service training.* Developing skills and generating confidence in the use of newly acquired skills requires practice. Particularly in relation to identifying, understanding, and addressing student behavior, experiential learning and classroom simulation would provide opportunities for staff to practice the skills they will need to rely on when they face actual situations with students.

◆ *Recognize and utilize existing expertise among school staff for in-service training and workshops.* Designate mentor teachers to train faculty members. Invite pupil services personnel (e.g., school nurses, school psychologists, school counselors, school social workers, occupational therapists, and others) for in-service training across professional disciplines represented among school staff.

◆ *Develop and maintain school/community partnerships for access to community-based training and consultation resources.* By building formal relationships with community-based professionals and organizations, school staff can gain access to valuable expertise for staff development and ongoing consultation. Potential community-based resources include health centers, mental health centers, social service agencies, private social service organizations, youth advocacy organizations, hospital-sponsored programs, recreation centers, and faith/religious-sponsored programs.

Providing adequate opportunities for staff development, including sufficient time for school staff to participate in training and consultation activities, is key for making the best use of community- and school-based resources. Time set aside for these activities should take into account the schedules and workloads of teachers and other school staff so as not to create more stress.

Meaningful parental involvement can make a pragmatically important contribution to school staff professional development. The advisory group recommended that schools invest in strengthening parental involvement by creating and maintaining formal mecha-

nisms and programs for parents to volunteer their time in schools. One aspect of this would be for schools to provide training for parents to serve as volunteer classroom monitors. With some training, parents could feel better prepared and more competent to take on the roles assigned to them at school, thereby enhancing their ability to contribute in a meaningful way. Trained parent volunteers could make an essential contribution to staff professional development by helping to make more staff time available for training, consultation and other professional development activities.

S T R E S S O R 3 :

LACK OF CLEAR EXPECTATIONS AND CLASSROOM AND SCHOOL-WIDE MANAGEMENT TO MEET THOSE EXPECTATIONS.

- ◆ Establish clear expectations and concrete norms for acceptable student behavior.
- ◆ Communicate those expectations and norms to the entire school community.
- ◆ Know you can count on back-up from supervisors when implementing established policy.
- ◆ Identify and use evidence-based best practices to address particular needs in your classroom or school.
- ◆ Involve and work with the community.
- ◆ Strengthen parent involvement.

STRESSOR 3: LACK OF CLEAR EXPECTATIONS AND LACK OF CLASSROOM AND SCHOOL-WIDE MANAGEMENT TO MEET THOSE EXPECTATIONS. Everyone needs to have a clear understanding of what is expected of them before they can know how to succeed in meeting those expectations. Working without a clear and concrete understanding of a school's expectations, particularly in relation to student behavior and discipline issues, can contribute significantly to violence-related stress for school staff. A lack of clear, concrete expectations for student behavior also works against violence prevention in schools.

Recommended interventions:

◆ Develop clear, concrete, school-wide (i.e., for all classrooms and for all non-classroom school settings) expectations for student behavior. Expectations for student behavior best serve the school when the process for developing them involves school-wide and community-wide input. Such input and consensus building allow for greater feelings of ownership and support. Community involvement in this process also addresses the isolation aspect of stress.

These expectations might include explicit guidelines to promote certain positive behaviors (e.g., service to others, good citizenship) and prohibit others that often precede actual violence (e.g., name-calling, bullying). Establishing school norms for behavior can be an effective form of violence prevention.

“

Discipline problems in a school may contribute to an overall

CLIMATE

in which violence may occur.

”

- Indicators of School Crime and Safety (2000)

◆ Effectively communicate expectations regarding discipline and student behavior to everyone in the school community. In order for them to be meaningful, expectations for student behavior in the school need to be translated into concrete, real-life terms. This should include clear, concrete definitions of the roles and responsibilities of school staff and every other member of the school community.

◆ School leaders and administration must support school staff whenever they take action that is within school guidelines and/or policy to respond to student behavior or discipline problems. Feeling ineffective is bound to cause stress. Conflicts over discipline among staff, administration, and others in the school can generate significant stress for everyone involved. In order to enhance effectiveness in upholding school expectations for student behavior, staff need know that they have the support of their colleagues and school leaders. If school expectations have been developed with community-input, the potential for parents to undermine the authority of a teacher or other school staff can be minimized. Stress can be reduced and confidence can be increased when staff know that, when they act in a way that is expected of them, they can count on being backed up and supported. The goal of this recommendation is to assure that every member of the school community can say, “I am clear about what is expected of me. I am confident that when I take an action that is consistent with these expectations, my school community will back me up.”

◆ Identify/research best practices for your (i.e., the teacher’s or the school’s) particular needs. Best practices could include making use of school management techniques, such as the use of block scheduling. Block scheduling reduces the amount of student traffic in the hallways. Reducing crowding contributes to violence prevention in schools which, therefore, contributes to preventing violence-related stress for staff who may be required to monitor hallways. Once in place, the overall management strategy chosen by the school must be sustained. A continuous improvement model (e.g., assess, design, implement, assess, re-design, etc.) should be applied to allow for adjustments as needed. A mechanism for evaluation, particularly for gathering and incorporating feedback, would be important to include.

STRESSOR 4: FEAR OF VERBAL, EMOTIONAL OR PHYSICAL INTIMIDATION. A significant amount of research has been done with children, war veterans, and police/emergency personnel to examine how exposure to violence affects their health and mental health. Relatively little research, however, has been conducted with teachers and other school staff. More than 20 years ago, 4,934 elementary and secondary school teachers employed by the Chicago Board of Education were asked to respond to a “Teaching Events Stress Inventory” ranking the stress level of teaching events that they actually experienced. Among the top ranked concerns were violence, student discipline, management of disruptive children, threats of personal injury, and verbal abuse by students.¹⁶

Today, teachers and other school staff face stressors that did not exist or that were not

as prevalent 20 years ago as they are now, such as pressures to boost student achievement on standardized test scores, an increasing amount of diversity among student populations, and having to accommodate larger class sizes. These current stressors add to, and potentially exacerbate, school staff fears of verbal, emotional or physical intimidation.

S T R E S S O R 4 :

FEAR OF VERBAL, EMOTIONAL OR PHYSICAL INTIMIDATION.

- ◆ **Take advantage of opportunities for training in violence prevention.**
- ◆ **During a crisis, communicate risks openly.**
- ◆ **Plan ahead for how staff will respond if a crisis occurs at your school.**
- ◆ **Collaborate with community-based mental health and law enforcement agencies on violence prevention and planning for crisis response in schools.**

Recommended interventions:

◆ *Training/participation in violence prevention programs.* Drawing from prevention research, some schools are focusing their interventions on behaviors and situations that often are pre-cursors to violent behavior. Evidence-based violence prevention programs and practices include:

- conflict resolution
- anger management
- peer mediation
- bullying prevention
- prevention of sexual harassment.

Some research suggests that school staff should focus on relationship building, with an overall goal of developing positive connections with students, rather than focusing on rules, discipline, and consequences. Training to help staff become more effective listeners, such as using reflective listening skills, could support and enhance teacher-student relationships. In addition, cultural competency programs that foster respect, understanding and acceptance of others make an important contribution.

◆ *Provide a realistic assessment of risk and facilitate adequate, accurate communication among school personnel, parents and others.* Planning, preparation and adherence to a procedure for ensuring that regular, accurate communication will be maintained whenever a crisis does occur reduces speculation and fear among staff, students and parents. It is important for school officials to inform staff of events when they occur and to inform them about outcomes, including how incidents get resolved.

This recommendation also addresses the first critical stressor that can contribute to violence-related stress, feeling isolated and/or powerless. Communication of accurate information decreases the influence of rumors that often develop after an incident. Open lines

¹⁶ Cichon and Koff, 1978

of communication with parents and other community members can set the stage for collaboration and avoid a tense, and possibly even litigious, climate. So, it is especially important for administrators to ensure that regular communication occurs with the community, including open communication about how incidents have been or will be resolved.

◆ *Maintain school safety and crisis response plans and procedures.* It reassures school personnel to know ahead of time what to do in the event that a crisis does occur. Having school safety and crisis response plans and procedures in place for every level – classroom, building, district and community – makes a significant contribution to reducing violence-related stress. [See NEA Crisis Communications Guide and Toolkit, Vol. 1, Being Prepared - Before a Crisis, page 1.6 - “Checklist – How Does Your School or District Crisis Response Plan Measure Up?”]

◆ *Create/maintain partnerships with law enforcement, mental health and other community-based agencies and personnel.* Particularly for violence prevention and crisis response work, schools should not function in isolation from the community. School partnerships with community-based agencies are essential for planning and implementing effective crisis response. These partnerships provide access to expertise and resources that schools generally do not have (e.g., emergency fire and rescue) or may have (e.g., mental health services), but not in sufficient quantities. High caseloads for pupil services personnel may not allow for them to take on an active, primary role in school safety and crisis response.

Violence that occurs outside of school can also have an impact inside the school. Communication and collaboration with mental health, social service, and law enforcement agencies can assist schools in violence prevention efforts and can help school officials and school staff to be better prepared for dealing with violence when it does occur at school.

Because schools are unique environments in which to work, community-based professionals may need time and guidance to get oriented to school culture. Community-based professionals may not be familiar with procedures, protocols, and various laws and regulations that influence the way schools operate and function. Although community-based professionals may have much to offer in terms of expertise or experience, a lack of familiarity with or understanding of the school setting can undermine even the most well-intentioned efforts. Community-based personnel need orientation, training, and informal mentoring and support for their work in schools.



SECTION IV RECOMMENDED RESOURCES

ACCORDING TO THE U.S. SURGEON GENERAL'S REPORT on Mental Health, the degree of resilience that a person brings to their experience of stress relates to:

- ◆ The intensity and duration of the stressful experience(s);
- ◆ The individual's own personal qualities, including the coping skills he or she uses;
- ◆ The individual's personal reaction to the particular source(s) of stress involved, including how he or she perceives the cause of stress(es); and,
- ◆ The availability of social supports.

Educators and mental health professionals have identified a number of promising programs, practices and policies, some of which are evidence-based, for violence prevention in schools and communities. The following resources, used by schools and communities across the nation, can also enhance school and community members' resilience to violence-related stress.

SCHOOL VIOLENCE PREVENTION RESOURCES

- ⇒ *Early Warning, Timely Response: A Guide to Safe Schools* by Kevin Dwyer, David Osher, and Cynthia Warger (1998). Washington, DC: U.S. Departments of Education and Justice, American Institutes for Research. Phone: 1-877-4ED-PUBS or 1-800-USA-LEARN, Web site: <<http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>>
- ⇒ *Safeguarding Our Children: An Action Guide* by Kevin Dwyer and David Osher (2000). Washington, DC: U.S. Departments of Education and Justice, American Institutes for Research. Phone: 1-877-4ED-PUBS or 1-800-USA-LEARN, Website address: <<http://www.ed.gov/offices/OSERS/OSEP/ActionGuide.>>

“

Applying what research tells us works – EVIDENCE-BASED PRACTICES – for violence prevention in our nation's schools and communities is a top priority in our work.

At the same time, we need to pay attention to taking care of the people who educate our children.

”

*- Assistant Surgeon General
Brian Flynn, SAMHSA*

- ⇨ **APA/MTV “Warning Signs” Guide.** To order copies of the “Warning Signs” guide, produced by the American Psychological Association (APA) in collaboration with MTV/Music Television, call 1-800-268-0078 or visit APA’s webpage at <http://helping.apa.org/warningsigns>.
- ⇨ **MTV’s Fight for Your Rights: Take a Stand Against Violence CD/Action Guide.** This interactive CD-Rom teaches conflict resolution through role-plays on computers and features music by top artists for CD-players to provide information on how youth can take a stand against violence in their communities. To order a free copy, visit the Office of Juvenile Justice and Delinquency Prevention’s website at http://www.ojjdp.ncjrs.org/testmtv/mtv_new.html.
- ⇨ **Bullying Prevention Program** – This is a model program for elementary, middle, and junior high school students for the reduction and prevention of bully/victim problems with school-wide, classroom and individual components. Contact: Sue Limber, Ph.D., Institute for Families in Society, University of South Carolina, Carolina Plaza, Columbia, SC 29208, (803) 777-9124.
- ⇨ **PATHS (Promoting Alternative THinking Strategies)** – PATHS is a model program for elementary school students to promote emotional and social competencies and reduce aggression and behavior problems while simultaneously enhancing the educational process in the classroom. Contact: Mark T. Greenberg, Ph.D., Prevention Research Center, Pennsylvania State University, 110 Henderson Building South, University Park, PA 16802-6504, (814) 863-0112. E-mail: mxg47@psu.edu.
- ⇨ **Blueprints for Violence Prevention and Safe Schools-Safe Communities** – Contact the Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, 900 28th Street, Suite 107, Campus Box 442, Boulder, CO 80309, (303) 492-1032. Blueprints For Violence Prevention is on the Web at <http://www.colorado.edu/cspv/blueprints>. E-mail: blueprints@colorado.edu. Visit Safe Schools-Safe Communities at <http://www.colorado.edu/cspv/safeschools/mainpage.htm>.
- ⇨ **I Can Problem Solve (ICPS): An Interpersonal Cognitive Problem Solving Program (1992)** – Training manuals for teachers and other school personnel for curriculum designed for preschool, kindergarten/primary or intermediate/elementary grades. Research Press, Champaign, IL, (800) 519-2707. Contact: Myrna Shure, PhD, MCP Hahnemann University, Broad and Vine, MS 626, Philadelphia, PA 19102, Phone: (215) 762-7205, Fax: (215) 762-8625, Email: mshure@drexel.edu.

- ⇨ **Second Step Program.** Second Step builds on a foundation of teaching empathy, followed by teaching problem-solving skills, impulse control, and anger management. Benefiting not only children who need improvement in these skills, this program also benefits students who are victims of antisocial behavior. Reinforcement of prosocial skills helps students create a more peaceful environment where learning can take place. Contact: Committee for Children, 2203 Airport Way South, Suite 500, Seattle, WA 98134, Phone: (800) 634-4449 or (206) 343-1223, Fax (206) 343-1445, Email: info@cfchildren.org, Website: <http://www.cfchildren.org/violence.htm>.
- ⇨ **Virginia Youth Violence Project.** Located at the University of Virginia's Curry School of Education, the Virginia Youth Violence Project identifies effective methods and policies for youth violence prevention, especially in school settings. This project conducts and disseminates research on the understanding and reduction of violent behavior and provides education, consultation, and training for educators, psychologists, and others in the social, legal, and human services professions. Contact: Virginia Youth Violence Project, 405 Emmet Street, Charlottesville, VA 22903-2495, Phone: (804) 924-8929, Fax: (804) 924-1433, Email: youthvio@virginia.edu, Website: <http://curry.edschool.virginia.edu/curry/centers/youthvio/>.

RESOURCES FOR DEVELOPING SCHOOL POLICIES

- ⇨ **NEA Crisis Communications Guide & Toolkit** – See Book 1 for “Checklist – How Does Your School or District Crisis Plan Measure Up?” on pages 1.6-1.8, also available at <http://www.nea.org/crisis>.
- ⇨ **The National Education Policy Network** - Contact: National School Boards Association (NSBA), 1680 Duke Street, Alexandria, VA 22314, Michael E. Wessely, Manager. Phone: (703) 838-6700, E-mail: wessely@nsba.org; or see the NSBA on the Web at <http://www.nsba.org/>

RESOURCES FOR BUILDING PARENTAL INVOLVEMENT AND COMMUNITY PARTNERSHIPS

- ⇨ **Families and Schools Together (FAST)** – The Families and Schools Together (FAST) program promotes multiple levels of social bonding for youth and addresses violence prevention by building and enhancing students' relationships with their families, peers, school personnel, and other members of the community. The program emphasizes parental involvement in

schools. Contact: Lynn McDonald, PhD, ACSW, FAST Program Founder, Wisconsin Center for Education Research, University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53706, Phone: (608) 263-9476, Fax: (608) 263-6448, E-mail: mrmcdona@facstaff.wisc.edu, Web site: <http://www.wcer.wisc.edu/fast/>

- ⇨ **Communities That Care (CTC)** – CTC, a community operating system, provides training, technical assistance, and research-based tools for measuring youth problems and risk and protective factors, helping communities to promote the positive development of children and youth, and preventing adolescent substance abuse, delinquency, teen pregnancy, school dropout and violence. Contact: Drs. David Hawkins and Richard Catalano, Professors of Social Work, University of Washington, Co-Directors of Developmental Research and Programs, 130 Nickerson Street, Suite 107, Seattle, WA 98109, Phone: (800) 736-2630, Fax: (206) 286-1462, E-mail: info@drp.org, Web site: <http://www.drp.org/CTC.html>
- ⇨ **Protective Schools: Linking Drug Abuse Prevention with Student Success** - Kris Bosworth, Ph.D. (2000), Smith Initiatives for Prevention and Education, College of Education, The University of Arizona, P.O. Box 210069, Tucson, AZ 85721-0069, Phone: (520) 626-4964, E-mail: boswortk@u.arizona.edu, Web site: <http://www.drugstats.org>
- ⇨ **How to Help Your Child Succeed in School** – For students in early elementary grades, this program provides parent education on how to support children's schoolwork at home. Reference: Hawkins, J.D., R.F. Catalano, G.J. Jones, and D. Fine, (1987). Delinquency prevention through parent training: Results and issues from work in progress. In J.Q. Wilson & G.C. Lounsbury (Eds.), *Children to Citizens: Families, Schools and Delinquency Prevention*. New York, NY: Springer-Verlag.

CLASSROOM MANAGEMENT / STUDENT DISCIPLINE RESOURCES

- ⇨ **Positive Behavioral Interventions and Support Technical Assistance Center**, Behavioral Research and Training, 5262 University of Oregon, Eugene, OR 97403-5262, Phone: 541-346-2505, Fax: 541-346-5689, E-mail: pbis@oregon.uoregon.edu, Web site: <http://www.pbis.org>
- ⇨ **The Responsive Classroom**, Northeast Foundation for Children, 71 Montague City Road, Greenfield, MA 01301, 1-800-360-6332, Email: info@responsiveclassroom.org, Web site: www.responsiveclassroom.org

- ⇨ **“Rules and Rituals: Tools for Creating a Respectful, Caring Learning Community”** (November 1999) by Horsch, Patricia, Chen, Jie-Qi, and Nelson, Donna Kappan, Phi Delta Kappa International, Vol. 81, No. 3, 223-227, online article at <http://www.pdkintl.org/kappan/khor9911.htm>.
- ⇨ ***Towards Effective Instructional and Behavioral Systems of Support: A School-Wide Approach to Discipline and Early Literacy*** by George M. Sugai, Edward J. Kame’enui, Robert H. Horner, and Deborah C. Simmons. University of Oregon. Visit: <http://www.ericec.org/osep/eff-syst.htm>
- ⇨ **Project ACHIEVE: A Collaborative, School-Based School Reform Process Improving the Academic and Social Progress of At-Risk and Underachieving Students.** Howard Knoff, Ph.D. and George Batsche, Ph.D., Co-Directors, Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy, School Psychology Program, FAO 100U, Room 270, University of South Florida, Tampa, FL 33620-7750, Phone: (813) 974-9498, Fax: (813) 974-5814, E-mail: knoff@tempest.coedu.usf.edu or batsche@tempest.coedu.usf.edu, Web site: <http://www.coedu.usf.edu/deptpsysoc/psych/>
- ⇨ **Resolving Conflict Creatively Program (RCCP)** – A school-based, primary prevention program for grades K-12 involving a conflict resolution skill-building curriculum for social-emotional learning and student peer mediation. RCCP National Center, 40 Exchange Place, Suite 1111, New York, NY 10005, Phone: (212) 509-0022, Fax: (212) 509-1095, E-mail: rccp@rccp.org, Web site: <http://esrnational.org>
- ⇨ **Proactive Classroom Management - Seattle Social Development Project** – A promising program for grades 1-4 that trains teachers in proactive class management and involves interactive teaching and cooperative learning. Children in grade 1 receive cognitive-based, social competence training. The project includes parent training with “Catch ‘em Being Good,” “How to Help Your Child Succeed in School,” and “Preparing for the Drug Free Years.” Reference: Center for the Study and Prevention of Violence, on the Web at <http://www.colorado.edu/cspv/blueprints/promise>
- ⇨ **Project PATHE** – This promising program for students in middle school and high school promotes effective social competence, reduces school disorder, and improves school environments. The program includes treatment for low-achieving and disruptive students. Center for the Study and Prevention of Violence, on the Web at <http://www.colorado.edu/cspv/blueprints/promise>

RESOURCES FOR MENTAL HEALTH FOLLOWING A CRISIS

- ⇨ **NEA Crisis Communications Guide & Toolkit** – See Book 4, Tool 7 – “For Parents, Staff and Media: About Post-Traumatic Stress Disorder.”
Web site: <<http://www.nea.org/crisis>>
- ⇨ **National Organization for Victims’ Assistance (NOVA)**, 1-800-TRY-NOVA.
- ⇨ **National Emergency Assistance Team (NEAT)** of the National Association of School Psychologists (NASP). NEAT is comprised of seven nationally certified school psychologists who have had formal training and direct experience in crisis response. Team members provide services ranging from advice over the phone to joining a crisis management team on the ground when invited. Contact: National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, (301) 657-0270, <http://www.naspweb.org>.
- ⇨ **Substance Abuse and Mental Health Services Administration (SAMHSA)** – SAMHSA is the Federal agency charged with improving the quality and availability of prevention, treatment and rehabilitation services in order to reduce illness, death, disability and cost to society resulting from substance abuse and mental illness. Contact: SAMHSA, Room 12-105, Parklawn Building, 5600 Fishers Lane, Rockville, MD 20857, Email: info@samhsa.gov, Web site: <<http://www.samhsa.gov>>.
- ⇨ **Knowledge Exchange Network (KEN)** – KEN, at the Center for Mental Health Services (CMHS) in the Substance Abuse and Mental Health Services Administration (SAMHSA), offers trained staff who can respond to questions and provide resources from more than 200 publications about mental health, including resources specifically relating to mental health following crises situations. Contact: KEN, P.O. Box 42490, Washington, DC 20015, Phone: 1-800-789-2647, Fax: (301) 984-8796, E-mail: ken@mentalhealth.org, Web site: <<http://www.mentalhealth.org>>.

SCHOOL VIOLENCE AND SCHOOL MENTAL HEALTH INFORMATION/ TECHNICAL ASSISTANCE CENTERS

- ⇨ **Safe Schools/Healthy Students Action Center**. The Safe Schools/Healthy Students Action Center can provide local education agencies, communities, and families with access to resources and materials to enhance their ability to undertake collaborative efforts to prevent school violence and enhance resilience. The Action Center is funded through a cooperative agreement from

the U.S. Departments of Health and Human Services, Education and Justice and is operated by the National Mental Health Association in partnership with the National Association of School Psychologists. In addition to assisting local education agencies, communities and families, The Action Center was founded to assist federal Safe Schools/Healthy Students Initiatives and School Action Grantees to fully attain their goals of interagency collaboration and adoption of evidence-based practices to reduce school violence and substance abuse and promote healthy (including mentally healthy) development and resiliency. Contact: Safe Schools/Healthy Students Action Center, 1021 Prince Street, Alexandria, VA 22314, Phone: (703) 837-3370 or toll free 1 (877) 339-7747, Fax (703) 549-4265, Web site: <<http://www.sshsac.org>>.

⇒ **Center for School Mental Health Assistance (CSMHA).** Located at the University of Maryland-Baltimore, the Center for School Mental Health Assistance (CSMHA) provides technical assistance to schools and communities and conducts a number of local, state and national training events. It is one of two school mental health training and technical assistance centers funded by the Human Resources and Services Administration (HRSA)'s Maternal and Child Health Bureau at the U.S. Department of Health and Human Services (see also, below, the Center for Mental Health in Schools at UCLA). CSMHA staff can be contacted toll free at 1-888-706-0980, or by email at csmha@umpsy.umaryland.edu. CSMHA's website address is <http://csmha.umaryland.edu/>).

⇒ **Center for Mental Health in Schools: Training and Technical Assistance.** Located at UCLA's Department of Psychology, the Center for Mental Health in Schools, funded by the Human Resources and Services Administration (HRSA)'s Maternal and Child Health Bureau at the U.S. Department of Health and Human Services, provides many resources for educators, clinicians, policy-makers and others interested in school mental health, including:

- Hard copy and online resources. Guidebooks, introductions to specific practices, resource aids, samplers, and more cover a broad variety of school mental health topics. See list of materials online at <http://smhp.psych.ucla.edu> (most materials can be downloaded in a PDF format) or contact the Center for a print version of the Center's resource list and/or printed materials from the resource list.
- Quick find searches online provide Web users with access to the Center's responses to specific technical assistance requests received in the past.

- *Addressing Barriers to Learning* the Center's quarterly newsletter, includes feature articles related to the title as well as sections on specific practices for daily use in working with behavior, emotional, and learning problems in school settings. Past issues are on the Center's website. Contact the Center to get on the mailing list to receive the quarterly newsletter and other materials.
- *E-News*, the Center's electronic monthly news update, is an informative, monthly newsletter via email that focuses on emerging issues, up-to-date news, information about recent reports, publications, resources, funding opportunities, conferences and more. To subscribe, send an email request to listserv@listserv.ucla.edu, leave the subject line blank, and in the body of the message type: subscribe mentalhealth-L.

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- ⇒ **NEA Safe Schools Now Network Video Series** - VHS copies of individual shows, each accompanied by a discussion and resource guide, can be purchased from the NEA Professional Library. Visit <http://www.safeschoolsnow.org> for more information or to view/download discussion/resource guides.
 - *Reasons for Hope* (2000). In this 43-minute video, community members from Littleton, Colorado discuss their healing processes and their hopes for the future and school personnel from Columbia, South Carolina examine a school-community program called "Early Alliance" which supports young children, families, and teachers. Highlights how home, school and community partnerships can teach children to act in pro-social ways. Presents information on national trends in youth violence, separating myths from reality.
 - *Building a Safe and Responsive School Climate* (2000). Based on the belief that creating safe, responsible, and respectful environments for young people requires

the will and commitment of the whole community, this 43-minute video looks at establishing nurturing and predictable school climates. Profiles activities in Richmond, Virginia and Eugene, Oregon involving the school, home and community working together to help young students succeed in school.

- *Early Signals of Distress* (2000). How does a system identify and respond to warning signs of distress in children? What are some effective and comprehensive responses? What is an appropriate role for the school and its employees? How do we avoid stigmatizing children who may be in trouble? This program looks at two school communities – one in Los Angeles, California and one in Westerly, Rhode Island – and their efforts to understand and heed the messages that young people send.
- *Forging Community Alliances* (2000). Each community has a distinct set of characteristics. Creating effective collaborations to address school and community safety requires a thorough knowledge of the local scene so that program outcomes match community needs. This episode examines strong collaborations forged in two communities – Mesa, Arizona and Buncombe County, North Carolina.
- *Safer Schools: Helping Students Resist Drugs* (2000). Produced in collaboration with the White House Office of National Drug Control Policy, this video focuses on after-school programs that help students resist peer pressure to engage in drug use. By channeling students' energies during critical after-school hours, these schools help students practice positive behaviors that augment safety in classrooms, schools, and communities. Specialists will discuss the link between substance abuse and violence and offer warning signs to help identify at-risk students. Young people share their views and experiences about this pervasive societal problem. This show premiered the NEA Safe School Now Network's first live, half-hour call-in segment that allowed viewers to ask questions of in-studio experts.
- *Violence-Related Stress: A Guide for School Staff* (2000). Produced in collaboration with SAMHSA's Center for Mental Health Services, this 45-minute video highlights the Tucson Resiliency Initiative at La Cima Middle School in Tucson, Arizona and a school-community collaboration in Maryland enabling Montgomery County Schools to achieve district-wide preparedness for a comprehensive approach to crisis response. In a thought-provoking and emotionally moving segment, six school staff share their wisdom based on their own personal experiences of dealing with violence-related stress.

⇒ Call, Judi, et al (2000). *Innovative Discipline (Revised Edition)*. NEA, Washington, DC. This book, updated to include a section on school safety, presents discipline strategies that can improve the culture of a school and covers peer mediation, self-help sessions, and TQM as a discipline strategy.

- ⇨ ***Building Safe and Orderly Schools: Tools and Skills to Make It Happen (1999).***
 This kit, which includes two videos and a 60-page resource guide, comes from a joint project of the National Education Association and the American Federation of Teachers. A resource designed for union and association trainers to use in their work with educators who want to sharpen their skills in classroom management and managing student behavior outside the classroom, this kit presents best ways to create a classroom floor plan, establish and teach students the rules, communicate with parents, intervene to handle behavior problems, write behavior contracts, and create effective time-out strategies.
- ⇨ ***Peer Support: Teachers Mentoring Teachers (1998).*** NEA, Washington, DC.
 Peer mentoring groups are blooming across the country as teachers reach out to their colleagues for advice and support. Highlights in this book include how to set up a mentoring program and how to create effective collegial partnerships.
- ⇨ Froschi, Merle, Sprung, Barbara, and Mullin-Rindler, Nancy (1998). ***Quit It! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3.*** Educational Equity Concepts, Inc. and Wellesley (MA) College Center for Research. Classroom bullying is more prevalent than many educators realize. This book contains nine classroom lessons to help teachers and students explore the topic of bullying and teasing, including problem-solving assignments, literature connections, physical games and exercises, reproducible worksheets, and family activity letters.
- ⇨ **The Multicultural Resource Series**
- ***Professional Development Guide for Educators (1999).*** Gene-Tey Shin, Paul Gorski, and Martha Green, Editors. NEA Human and Civil Rights, Washington, DC. Real multicultural education goes far beyond focusing on a particular group for a month. Ongoing, inclusive teaching can validate the lives and experiences of all children. This book includes personal essays written by educators who describe how multicultural education has transformed their teaching and serves as a comprehensive source for multicultural organizations, publications, videos and Web sites.
 - ***Resources for a Multicultural Classroom (2000).*** Martha Green, Joyce Blakley, Sybille Scott, Deborah Stuart, Gene-Tey Shin, and Paul Gorski, Editors. NEA Human and Civil Rights and NEA Professional Library, Washington, DC. This book contains annotated print, film, video, and electronic resource lists to help educators plan K-12 programs that tie the strengths of diversity and inclusion with prescribed curriculum. Resources are divided into eight categories: American Indian and Alaska Native, Asian and Pacific Islander, Black, Hispanic, Multiracial/Interracial, Gender, Disability, and Sexual Orientation.

- ⇨ Sullo, Robert A. (1999). *The Inspiring Teacher: New Beginnings for the 21st Century*, NEA, Washington, DC. Inspiring teachers teach more than facts and subject matter. They teach a way of being in the world. This book presents the latest research on brain-based learning – about how we learn most easily and effectively – and information on how to form positive alliances with colleagues and parents, skills to help people resolve conflicts effectively, and how to inspire students by drawing forth their potential.
- ⇨ Zocchetti, Miche and Zocchetti, Nicole (1998). *The School Change Checklist: A Basic Guide*, NEA, Washington, DC. This book presents seven critical guidelines for writing a mission statement, guidance on how to fashion a new curriculum, and provides practical information on getting the financial support needed to make change happen and sustain it.
- ⇨ Kosier, Ken (1998). *The Discipline Checklist: Advice from 60 Successful Elementary Teachers*. NEA, Washington, DC. Sixty elementary teachers, recognized for highly successful efforts at maintaining discipline, share their insights and suggestions on classroom management and how to motivate today's students, including how to model positive interactions and the importance of flexibility in discipline strategies.
- ⇨ Murray, Barbara A. and Murray, Kenneth, T. (1997). *Pitfalls and Potholes: A Checklist for Avoiding Common Mistakes of Beginning Teachers*. NEA, Washington, DC. This book includes user-friendly checklists on a variety of topics including how to get a job, manage student conduct, get along with administrators, maintain personal priorities, and avoid lawsuits.
- ⇨ Stein, Nan and Sjostrom, Lisa (1996). *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*. NEA and the Wellesley College Center for Research, Washington, DC and Wellesley, MA. This book presents concrete answers to dilemmas faced by targets, perpetrators, and so-called bystanders, including eleven engaging lessons to get students to think about the distinctions between playful and harmful behavior. Writing activities, reading assignments, class discussion questions, suggested role plays, case studies, and homework assignments for use in the classroom are included.
- ⇨ Christensen, Beth, et. al. (1996). *Building Parent Partnerships*. Highlights in this book include ways to accommodate parents' busy schedules, addressing the changes in the nature of today's families, how to plan effective parent conferences, and how to use newsletters to build partnerships with parents.

- ⇨ Harmin, Merrill (1995). *Inspiring Discipline: A Practical Guide for Today's Classroom*. NEA, Washington, DC. A broad base of behavior management strategies are presented in this book, including how to do building community in the classroom, dissolve antagonism and resentment, recognize and respect people's limits, and use positive interventions.
- ⇨ Stein, Nan and Sjostrom, Lisa (1994). *Flirting or Hurting? A Teacher's Guide to Student-to-Student Sexual Harassment in Schools (Grades 6 through 12)*. NEA and the Wellesley College Center for Research, Washington, DC and Wellesley, MA. This guide presents a multi-dimensional approach to preventing and eliminating sexual harassment in schools, including core lessons, student handout reproducibles, supplemental activities, writing assignments, homework ideas, and background teaching notes.

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**Also produced by NEA in collaboration with the
Substance Abuse and Mental Health Services Administration
(SAMHSA)'s Center for Mental Health Services (CMHS):**

“Violence-Related Stress: A Guide for School Staff” (video - November 2000)

Part of the NEA Safe Schools Now Network video series, a 45-minute video
featuring: (1) the Tucson Resiliency Initiative at La Cima Middle School in Tucson,
Arizona; (2) a school-community collaboration in Maryland to enable Montgomery
County Schools to achieve district-wide preparedness for a comprehensive
approach to crisis response; and (3) thought-provoking, emotionally moving
discussion among six school staff who share their wisdom based on their
own personal experiences of dealing with violence-related stress.

Originally broadcast in November 2000 via EchoStar satellite to schools
and community-based sites, VHS copies of this program are available from the
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