Focus on Injuries at School: Resource Guide 2012

With back-to-school around the corner, CSN is providing this special issue of our newsletter on preventing injuries at school. This newsletter issue contains information on organizations working to create safe environments in schools, data and research on youth risk behavior, school crime data, and aggression reduction in the classroom; policies and prevention strategies used across the country; and school programs that teach conflict resolution and violence prevention.

Organizations

1. Safe and Supportive Schools Technical Assistance Center (SSS-TA)

The Safe and Supportive Schools Technical Assistance Center (SSSTA) is funded by the U.S. Department of Education's Office of Safe and Healthy Students to help address such as bullying, harassment, violence, and substance abuse. Specifically, the Center provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students. The Center also seeks to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

This website serves as a central location for the Center. In particular, it includes information about the Center's training and technical assistance, products and tools, and latest research findings.

http://safesupportiveschools.ed.gov

Data and Research

2. Youth Risk Behavior Surveillance - United States, 2011 (2012)

Sponsored by the CDC and state and local education and health agencies, the Youth Risk Behavior Survey (YRBS) measures the preva-

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lence of behaviors that contribute to the leading causes of death, disease, and injury among youth. This report summarizes the results of the 2011 national survey.

During the 12 months before the survey:

- 7.4% of students nationwide had been threatened or injured with a weapon (e.g., a gun, knife, or club) on school property one or more times

- 12.0% of students had been in a physical fight on school property one or more times

- 20.1% of students had been bullied on school property

- 5.9% of students had not gone to school on at least 1 day during the 30 days before the survey be cause they felt they would be unsafe at school or on their way to or from school

http://www.cdc.gov/HealthyYouth/yrbs/index.htm

3. Indicators of School Crime and Safety: 2011 (2012)

This annual report, produced by the Bureau of Justice Statistics in partnership with other Federal agencies, examines the prevalence of crime and violence in U.S. schools using indicators based on information drawn from a variety of data sources, including national surveys of students, teachers, and principals.

This report covers topics such as victimization, teacher injury, bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, and student perceptions of personal safety at school. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur away from school are offered as a point of comparison where available.

In 2010, students ages 12-18 were victims of about 828,000 nonfatal crimes (theft plus violent crime) while they were at school. Students were more likely to be victimized at school than away from school; 32 victimizations per 1,000 students occurred at school, while 26 victimizations per 1,000 students occurred away from school.

http://nces.ed.gov/pubs2012/2012002.pdf

4. The Effectiveness of Universal School-Based Programs for the Prevention of Violent and Aggressive Behavior: A Report on Recommendations of the Task Force on Community Preventive Services (2007)

Universal school-based programs to reduce or prevent violent behavior are delivered to all children in classrooms in a grade or in a school. During 2004-2006, the Task Force on Community Preventive Services (Task Force) conducted a systematic review of the effectiveness of these programs. The results of this review (MMWR Recommendations and Reports. 2007 Aug 10; 56(RR-7):1-12) provide strong evidence that universal school-based programs decrease rates of violence and aggressive behavior among school-aged children. On the basis of strong evidence of effectiveness, the Task Force recommends the use of universal school-based violence prevention programs.

http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5607a1.htm?s_cid=rr5607a1_e

5. A Profile of Criminal Incidents at School: Results from the 2003-2005 National Crime Victimization Survey Crime Incident Report (2012)

This report provides estimates of criminal incidents that occur at school based on incident-level data obtained from the National Crime Victimization Survey (NCVS), the nation's primary source of information on criminal victimization and criminal incidents in the United States. It found that the 54% of violent incidents occurred inside the school building; of the violent incidents that took place inside the school building, 41% occurred in hallways or stairwells. 82% of any incidents at school were not reported to police, whereas 16% were reported.

http://nces.ed.gov/pubs2010/2010318rev.pdf

6. Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings from the School Survey on Crime and Safety: 2009-2010 (2011)

This report from the Institute of Education Sciences resents findings on crime and violence in U.S. public schools, using data from the 2009-2010 School Survey on Crime and Safety. The survey asks public school principals about the frequency of incidents, such as physical attacks, robberies, and thefts, in their schools; and asks about school programs, disciplinary actions, and the policies implemented to prevent and reduce crime in schools.

http://nces.ed.gov/pubs2011/2011320.pdf

Policies and Prevention Strategies

7. Injury Prevention for Children and Adolescents: Research, Practice, and Advocacy (2012)

Ellen Schmidt, Assistant Director of CSN, contributed the chapter "Partnering with Schools to Prevent Injuries and Violence" to Injury Prevention for Children and Adolescents: Research, Practice, and Advocacy, which emphasizes the need for researchers and practitioners to work together to make schools safe.

http://www.amazon.com/Injury-Prevention-Children-Adolescents-Research/dp/0875530052

8. Prevention is Primary: Strategies for Community Wellbeing: A Prevention Institute monograph (2007)

Since this book was first published three years ago, violence prevention has come a long way. From its inclusion in the economic stimulus to its role in the Affordable Care Act, prevention has received unprecedented national recognition. This edition arrives on bookshelves in time to prepare public health advocates, the primary care workforce, and community-based organizations to fully participate in this new national conversation, equipped with best-practices, concrete prevention tools, and strategies to strengthen community efforts.

9. Health, Mental Health and Safety Guidelines for Schools (2010)

The purpose of these guidelines is to help school health program directors and other professionals who influence the health and safety of students while they are in school, on school grounds, on their way to or from school, and involved in school-sponsored activities. The guidelines cover 14 broad health, mental health, and safety areas, including injury, violence, and suicide prevention.

"Violence prevention strategies: Provide the following violence prevention and management services: (a) rules prohibiting violent and disrespectful behaviors; (b) protocols to deal with violent events; (c) links to mediation, mentoring, and therapeutic services; (d) strategies to identify students at high risk for engaging in violence; (e) staff education; and (f) evaluation of violence policies and programs.

Suicide prevention strategies: Actively prevent suicidal behavior by training staff and having programs that identify high-risk students and then link them to therapeutic and preventive community services."

http://www.nationalguidelines.org/introFull.cfm

10. School Health Guidelines to Prevent Unintentional Injury and Violence: A CDC resource (2001)

These guidelines were designed to help state and local education agencies and schools promote safety and help schools be safe places for students to learn. The guidelines were developed in collaboration with experts from universities and national organizations and with federal, state, local, and voluntary agencies. They are based on an extensive review of research, theory, and current practice in unintentional injury, violence, and suicide prevention; health education; and public health.

http://www.cdc.gov/HealthyYouth/injury/guidelines/index.htm

11. Preventing School Violence: The Role of the Public Health Professional: A CSN publication (2004)

Maternal and Child Health (MCH) and other public health professionals can help prevent violence in schools by engaging in a number of activities: designate a staff person as lead for school violence prevention; support efforts to increase school incident data collection; incorporate violence prevention activities into health curricula; provide technical support and training; and promote policy changes.

http://www.childrenssafetynetwork.org/sites/childrenssafetynetwork.org/files/Preventingschoolviolence.pdf

12. School Health Index (SHI): A Self-assessment and Planning Guide from CDC

Using this self-assessment and planning guide, a school health team completes eight self-assessment modules to identify the strengths and weaknesses of school health policies and programs. A step-by-step action plan to improve prioritized areas is developed. The SHI currently addresses: violence

prevention; unintentional injury prevention; physical activity; healthy eating; tobacco use prevention; and asthma.

http://apps.nccd.cdc.gov/DASH_SHI/default/Login.aspx

13. Prevalence and Implementation Fidelity of Research-Based Prevention Programs in Public Schools (2011)

This report examines the prevalence of research-based drug and violence prevention programs in schools and the programs' implementation fidelity.

http://www2.ed.gov/rschstat/eval/other/research-based-prevention.pdf

14. 2011 School Climate Technical Assistance Symposium: A Compilation of Resources from the Office of Safe and Healthy Students:

i. Monitoring and Mapping Student Victimization in Schools (2004)

This article argues that successful school violence prevention programs should involve a strategy of understanding where and when violence takes place in a particular school and then developing and implementing safety programs adapted to what is found in that school. It provides instruction on how to collect information on when and where violence occurs and how to use information collected to create a strategic violence prevention plan.

http://safesupportiveschools.ed.gov/reader.php?upload=/20110322_mappingandmonitoring.pdf

ii. Monitoring Indicators of Children's Victimization in School: Linking National-, Regional-, and Site-Level Indicators (2007)

This article suggests monitoring school violence from multiple perspectives, using multiple indicators, and comparing the results of national, regional, and state level studies in order to empower decision makers at each of these levels to provide the best solutions to school violence based on a picture showing, in full perspective, what the biggest problem areas are.

http://safesupportiveschools.ed.gov/reader.php?upload=/20110322_indicatorsLocalnational.pdf

iii. Monitoring School Violence: Linking National-, District-, and School-Level Data over Time (2003)

This article identifies the need for monitoring systems of school violence at the national, district, and school level who's data can be gathered together and compared in order to make decisions on dealing with school violence that are based on both a global perspective and on the needs of independent cases.

http://safesupportiveschools.ed.gov/reader.php?upload=/20110322_monitoringcorrectJSV2003.pdf

iv. School Violence and Theoretically Atypical Schools: The Principal's Centrality in Orchestrating Safe Schools (2009)

This article examines variables that explain how, while typically the level of safety within a school is a reflection of the level of safety in that school's surrounding community, there are some outlier schools with levels of safety that do not correlate with that of the community.

http://safesupportiveschools.ed.gov/reader.php?upload=/20110322_TheoreticallyAtypicalSchools2009.pdf

v. Unowned Places and Times: Maps and Interviews about Violence in High Schools (1999)

This article determines that school violence often occurs when there is a lack of adult supervision and explores what feasible adaptations could be made to lower school violence rates in light of these findings.

http://safesupportiveschools.ed.gov/reader.php?upload=/20110322_AERJmappingarticle1999.pdf

School Programs

15. The Incredible Years Series: A Violence Prevention Curriculum for Grades Pre-3

This program is a set of three comprehensive, multi-faceted, and developmentally-based curricula for parents, teachers, and children designed to prevent, reduce, and treat behavior and emotional problems in young children. The program targets children at risk for and/or presenting high rates of aggression, defiance, oppositional, and impulsive behaviors. The curriculum is recommended by the Blueprints Program.

http://www.promisingpractices.net/program.asp?programid=134

16. Second Step: A Violence Prevention Curriculum for Grades Pre-8

This curriculum is designed to reduce impulsive and aggressive behavior in children by increasing their social competency skills. The program is composed of three grade-specific curricula: preschool/kindergarten (Pre/K), elementary school (grades 1-5), and middle school (grades 6-8). The curricula are designed for teachers and other youth service providers to present in a classroom or other group setting. The curriculum is recommended by the Department of Education, Blueprints Program, and SAMHSA.

http://www.promisingpractices.net/program.asp?programid=111

17. Teaching Students to be Peacemakers (TSP): A Conflict Resolution Curriculum for Grades Pre-12

TSP is a school-based program that teaches conflict resolution procedures and peer mediation skills. The program, based on conflict resolution theory and research, aims to reduce violence in schools, enhance academic achievement and learning, motivate pro-health decisions among students, and create supportive school communities.

The curriculum is recommended by SAMHSA.

http://nrepp.samhsa.gov/ViewIntervention.aspx?id=64