

The skillful classroom manager is well-versed in a variety of behavior management strategies, always looking for the best approach.

UPDATE

Discipline in the classroom: What's in your bag of tricks?

The most difficult problem confronting many educators is classroom misbehavior. Nearly all students misbehave at one time or another. When teachers successfully manage these inappropriate behaviors, the focus of student attention and effort is directed toward greater achievement, helping to make both teaching and learning enjoyable. However, when students behave in an uncivil manner, the opportunity for learning is wasted for both the unruly students and their classmates as well.

When misbehavior is not managed properly, the task of teaching becomes more difficult and often very stressful. Misbehavior-induced stress is a principal cause of teacher burnout and is the main reason why teachers leave the teaching profession. Furthermore, for a large number of teachers, the reduction of this stress is the main reason they employ punitive techniques (nagging, scolding, threatening, verbal abuse, physical harm). The overuse of punishment is counterproductive. It results in an increase in misbehavior, and it causes other negative side effects — including escape, low motivation and inadequate self-esteem — which interfere further with student learning.

Research has widely and consistently shown that effective behavior managers possess competence in four major skill categories:

- They preclude most misbehavior from occurring in the first place by using various **preventive planning techniques**;
- They nip problems “in the bud” by using **anticipatory response techniques** to redirect student behavior;

- They use **assertiveness** to clearly and firmly set the limits for student behavior;
- They follow up their “words with actions,” using **corrective consequences**.

The cornerstone of effective behavior management is prevention. Three levels of prevention are emphasized: primary, secondary and tertiary. The aim of primary prevention is to keep misbehavior from occurring. The adept teacher places more emphasis on the use of preventive planning techniques than on all other skill categories.

It is quite unlikely that all misbehavior can be prevented in any classroom. When misbehavior occurs, the effective classroom manager uses a variety of immediate secondary prevention techniques to keep it from worsening and to re-focus the miscreants toward more appropriate behavior. Positive reinforcement of these behaviors serves to increase the likelihood of recurrence.

Tertiary prevention occurs when misbehavior continues, requiring the teacher to impose various corrective consequences. The goal, as in most traditional approaches to behavior management, is for the students to benefit by refraining from engaging in subsequent misbehavior. The most effective behavior managers use corrective consequences as a backup to the more efficient and effective primary and secondary prevention strategies.

The skillful teacher emphasizes various preventive planning techniques. Highlighted here are a few that are relatively easy to use and have demonstrated effectiveness with widely varying types of students.

Teacher movement. One of the easiest yet most effective strategies to use in preventing misbehavior is teacher movement. Both discipline problems and on-task behaviors have been found to be directly proportional to the distance between the teacher and student: the closer the proximity, the higher the rate of on-task behavior and the lower the rate of misbehavior.

When it is difficult for the teacher to move around the classroom, it is important for the teacher to scan the classroom every few seconds, making eye contact with as many students as possible. This serves to decrease the psychologi-

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cal distance between the teacher and the students, thereby lowering the rate of misbehavior.

Modeling. Modeling is a natural process that occurs even when the teacher is unaware that it is happening. When a teacher acts in certain ways, students tend to behave in similar ways. For example, when a teacher is enthusiastic about a topic, the students tend to be enthusiastic as well. Likewise, the teacher who is friendly and polite tends to teach classes containing friendly and polite students. It is important to note, however, that many of these same students will be impolite and unfriendly in a classroom in which the opposite behaviors are modeled.

In using modeling, write down three to five important socially desirable behaviors for students. Then keep a diary for several days noting how well you exhibit these same behaviors in the classroom. It is of particular importance for teachers to analyze the congruence between desirable student behaviors and those exhibited by the teacher when dealing with misbehavior. A teacher who yells, threatens and/or verbally assaults misbehaving students is not likely to be an effective model for students for whom the goal is to work quietly or say kind things to other persons. A teacher using a calmer, more positive approach would be more likely to make effective use of modeling.

Active involvement. The effective behavior manager strives to engage students in productive activities at all times. Upon entering the classroom, students are provided with brief activities on which they immediately begin working. This gives the teacher time to complete various administrative duties while the students work productively. Students are rewarded for staying on-task, completing the assignment and for other behaviors specified by the teacher.

The use of high-interest activities, a variety of teaching methods and materials, and quick-paced lessons also serve to promote student involvement. A useful technique is to provide intrinsically interesting activities as rewards for the completion of those which are less intrinsically motivating. ("Complete this page of math problems and then you can use the computer.") When students complete planned tasks before the end of the class period, it is helpful to have various activities available, such as learning centers and educational games, to take up potentially wasted time and provide the students with meaningful experiences.

"A & A": attention and approval. Since many students misbehave to get attention, even negative attention, one of the most powerful techniques a teacher can employ is "A & A." The teacher provides students with frequent, nonconditional attention and approval. The skilled behavior manager uses a variety of verbal statements and is sure to spread task-oriented questions among the students. The effectiveness of these verbalizations is magnified greatly

when they are paired with appropriate nonverbal forms of approval, including facial expressions, eye contact, listening and gestures.

The attention and approval approach is one of the first steps teachers should use with their most difficult students. Even when A & A is seemingly ineffective, the relationship formed with students as a result of continual delivery is invaluable when more intrusive strategies must be used.

Rules. Effective teachers give students a few positively stated rules on the first day of school and immediately begin to teach the rules through class discussion, modeling, role-playing and other means. Rules are posted in a conspicuous place, serving both as a reminder for the teacher to look for and praise rule-abiding behavior and as an encouragement to students to engage in positive behaviors.

Once the rules have been clearly communicated to the students, frequently praise the students who abide by the rules. The positive effect of praise on student behavior is widespread and consistent across grade, age and socio-economic levels. To be effective, praise must be:

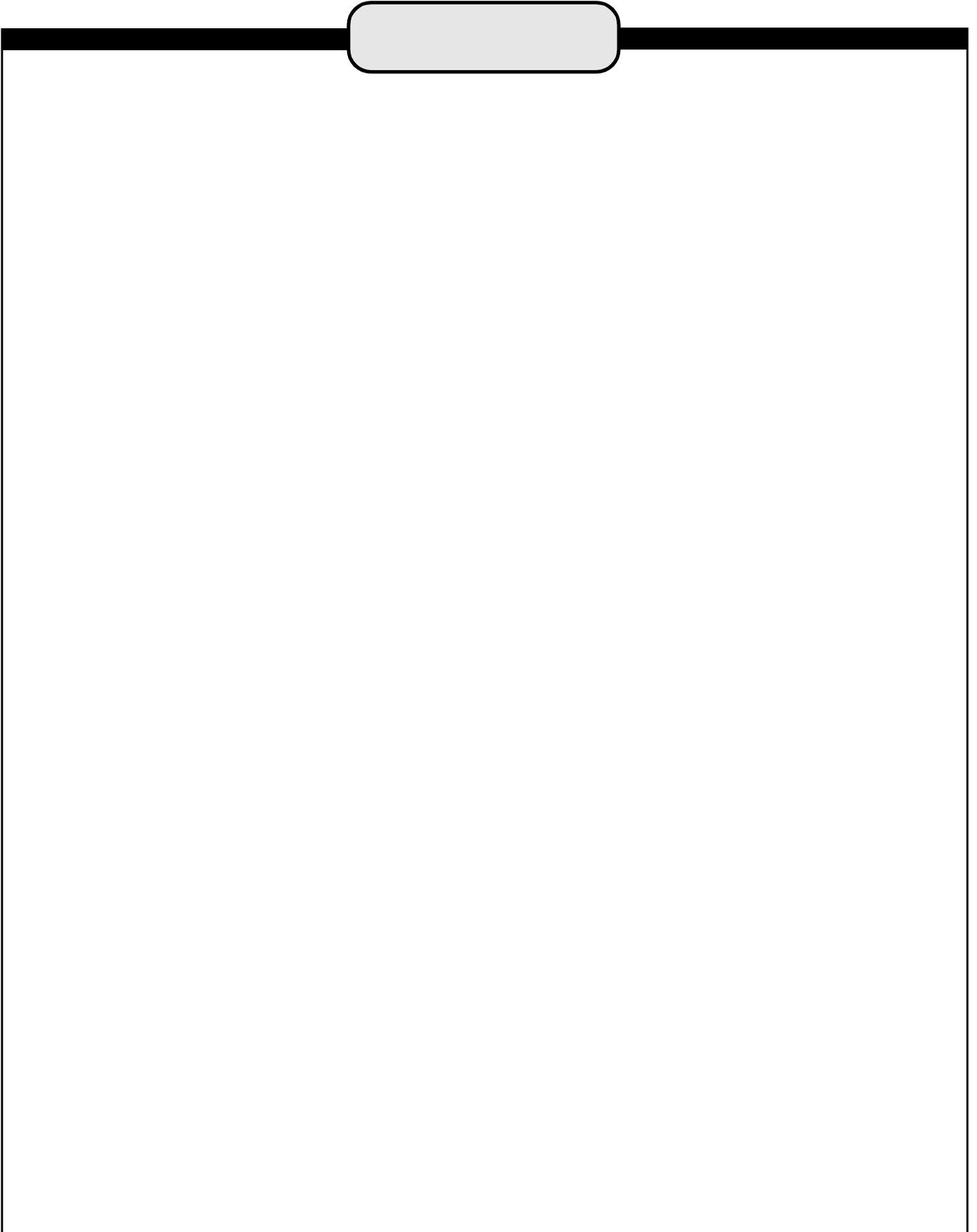
- contingent upon the desired behavior;
- specific, detailing what the child has done to earn praise;
- delivered at a ratio of 4:1 over reprimands;
- provided consistently, immediately and frequently;
- delivered at a higher rate when higher rates of misbehavior are occurring; and
- credible.

Effective teachers reward appropriate behavior in a variety of ways, including giving stars, stickers, brief written notes, special activities and award certificates. One extremely effective method is to send brief notes home each day to the parents of students who behaved in a particularly positive manner. This not only serves as added reinforcement to the student but also helps establish positive relationships with the parents.

When misbehavior does occur, effective classroom managers use anticipatory responses to keep the behavior from worsening. They look for various nonverbal behaviors of students which signal impending misbehavior. Various facial expressions, body movements, paralanguage and interpersonal interactions may serve as cues. Simultaneously, the effective behavior manager uses brief, subtle and positive techniques to divert the student to more appropriate behavior. These techniques are unobtrusive, allowing the teacher to manage the misbehavior without disrupting the lesson.

Included below are several anticipatory response techniques arranged in order from least to most intrusive:

- Move in close proximity in a nonthreatening, subtle manner to a student who is beginning to misbehave.
- Change pitch or volume, cadence or tempo, or the speed



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of your voice.

- Cease talking for several seconds during an oral presentation to elicit silence in the classroom.
- Use the first name of an off-task student in an example.
- Use one child's inappropriate behavior as a cue to praise other students who are engaged in desirable behavior.
- Pause for a second to achieve eye contact with the misbehaving student.
- When eye contact does not work, add a gesture, facial expression, body movement or sound.
- Focus the child's attention on a desired behavior without mentioning the undesirable behavior.
- Ask the child a question about the task on which he or she is to be focused. Use the child's name first and then ask a question which the child *can* answer.
- Make a distracting noise to avert the attention of children away from an encounter long enough to intervene.
- Move a child from one place in the classroom without "making a big deal out of it."
- Remove a child from a frustrating situation, either physically or psychologically, with the intent of helping him become more composed. ("Please take this paper to the office.")
- Provide an upset, angry or frustrated student with unexpected "tender loving care" in the form of a smile, a brief statement or a display of empathy.
- Remind the students of the rules which are about to be broken. ("Remember to raise your hands.")
- Redirect a child to appropriate behavior by simply asking, "What are you doing?"

When a student is successfully redirected, it is important to praise him or her. The desired behavior will be reinforced and is more likely to be repeated.

When preventive planning and anticipatory response techniques do not work, or when misbehavior has escalated to such a degree that it is too late to use these approaches, the effective behavior manager responds with assertiveness. The teacher clearly and firmly communicates to the student that the behavior is inappropriate and must stop. Clarity is obtained by stating specifically what is expected of the student. Firmness is perceived by the student when the teacher, along with the verbal statement, effectively uses nonverbal communication, including proxemics, kinesics and paralinguistics as described below.

- *Proxemics*. Stand near the misbehaving student, but not too close in order to avoid making him or her uncomfortable. Position yourself at the student's eye level, which may make it necessary to kneel next to the child. If the child is standing, it is important to look him in the eye while standing somewhat sideways, avoiding a confrontive

stance. A "chest-to-chest" stance may inadvertently serve to exacerbate the degree of anger, resentment and retaliatory feelings within the student.

- *Kinesics (body language)*. While maintaining eye contact with the student, facial expressions must be sincere. To avoid appearing intimidating, hands are held no higher than the waist and kept open, not clasped in a fist or with fingers pointing.
- *Paralinguistics*. Speak in a fluent manner with even cadence and rhythm. Use a slightly lower level than conversational voice level, communicating firmness, calm and confidence.

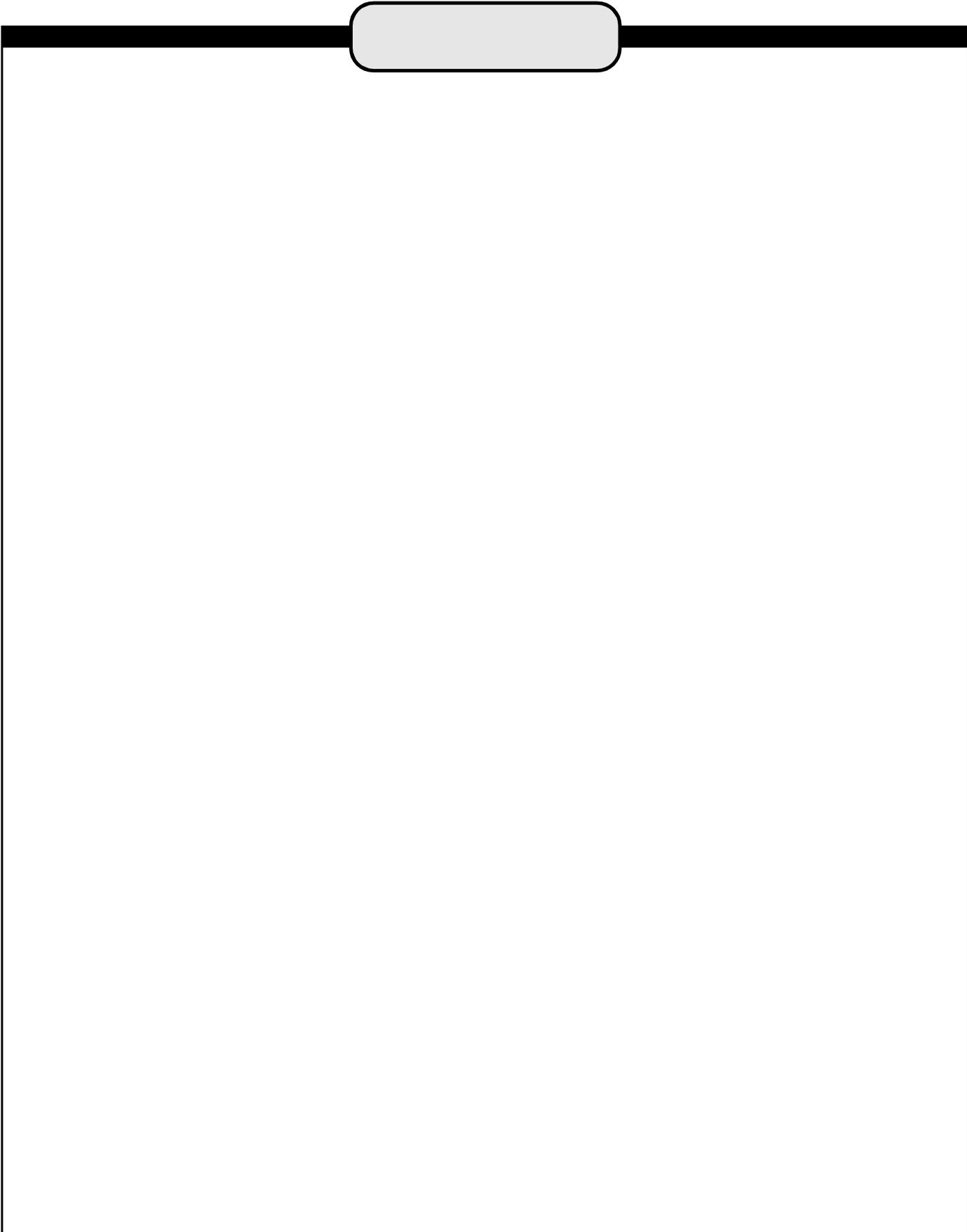
When teachers effectively use assertive communication, much misbehavior that is just beginning can be curtailed. When this happens, it is important for the teacher to praise the student for compliance. However, when the student does not comply, the teacher must let the student know about his or her choice: following the teacher's directions or accepting the consequence.

Effective behavior managers are prepared to back up their words with actions through the use of corrective consequences prescribed by a written discipline plan. A corrective consequence consists of both a negative consequence and a follow-up discussion or conference aimed at correcting the student's behavior. The negative consequences should be perceived by the student as unpleasant, yet must not be psychologically or physically harmful.

One of the most important attributes of the effective behavior manager is resilience: persistence and patience. The best classroom managers constantly seek new methods that are more effective. They are able to handle most problems themselves, but, without feeling guilty, they seem to sense when it is in the best interest of the student to make referrals to other professionals. These teachers provide the disruptive child with the least restrictive, most appropriate alternative for managing inappropriate behavior.

Behavior management is not an easy task that merely requires a teacher to follow a prescribed set of techniques. Rather, the skillful behavior manager is well-versed in a variety of behavior management strategies and expends considerable effort studying, analyzing, evaluating and selecting techniques for use with an individual student or group of students. When implemented, a strategy is continually evaluated and necessary revisions and adaptations are made. Thus, effective behavior management is a dynamic process.

Prepared by David E. Herr, Ed.D., professor of special education, James Madison University, Harrisonburg, Virginia.



RESOURCES

Evaluation needed for youth violence reduction programs

Although numerous programs are available to address the national problem of adolescent violence, few have been evaluated for efficacy. "What Works in Reducing Adolescent Violence: An Empirical Review of the Field" examines different types of programs, identifying the approaches that work as well as the ones that either do not work or lack evaluation.

Epidemiological data provide four attributes of adolescent violence. *Violence is prevalent throughout our society.* Analysis of cross-national and historical data shows the United States is a society that tolerates violence in certain forms or levels, such as violent movies, domestic violence and handgun access. Distinguishing acceptable societal norms may thus prove difficult for youth. Further, intervention programs within a culture that accepts violence may reflect that cultural taint.

Much violence occurs among acquaintances. A large proportion of the violence in this country occurs between those who are acquainted — family and friends. Violence reduction programs for adolescents must address both personal and familial relationships.

Adolescence is a time of heightened violence. Adolescent criminal behavior appears to stem from two risk patterns, each requiring varying methods of intervention. Further, adolescents as a group are at higher risk for victimization.

Violence risk differs among adolescents. Risk factors for violence are both individual and contextual. Current interventions usually focus on one individual risk factor, ignoring influences such as family, peers, community and society as a whole.

Adolescent violence follows four types: situational, involving a catalyst; relationship, arising from interpersonal disputes; predatory, perpetrated for gain or as a pattern of behavior; and psychopathological, related to neural system and psychological trauma. Dealing with each type requires differing responses and a variety of interventions.

Which anti-violence approaches show evidence of effectiveness? Which ones work best? The authors considered programs that targeted youth between the ages of 12 and 21.

At the individual level of intervention, comprehensive problem-solving programs demonstrate long-term effects of working, and the perspective-taking approach shows some effect. Behavior modification also demonstrates some effect when in the community setting and generalization is part of the training. Psychotherapy alone does not prevent or reduce violence, and intensive casework is not effective, "even when services are carefully delivered and comprehensive."

Two types of intervention within the family social system work, parent training techniques combined with family problem solving or relationship skills.

Regarding interpersonal peer relations, prevention of association with anti-social peers works, but programs that attempt to shift peer group norms show long-term evidence of being ineffective. The effects of peer mediation and conflict resolution programs, as popular as they are, have not yet been evaluated.

Other social settings also yield some positive results. Within the school, changing student motivation shows effects of working. Organizational changes also demonstrate some effect, especially at the middle school level, if parental involvement is increased. In the community, approaches that address youth roles and motivation work. Programs in residential institutions may change behavior during placement, but the changes disappear after release. The diversion approach demonstrates some lasting effects, but positive results are not consistent.

Within society in general, two approaches demonstrate effectiveness, the limitation of access to both guns and media violence.

Conclusions call for an empirical base to use in sorting out the helpful from the useless or harmful programs. Many approaches to violence prevention currently in use have never been evaluated. Other recommendations make youth violence a national priority and include the following:

- Require evaluation of outcome a fundamental requirement of funding.
- Promote yoked and step designs for violence research.
- Base funding and interventions on epidemiological information.
- Link community agencies/programs with university researchers for multiple perspectives.
- Fund violence research at levels that correspond to the threat.

A complete copy of "What Works in Reducing Adolescent Violence" by Patrick Tolan and Nancy Guerra is available for a cost recovery fee from The Center for the Study and Prevention of Violence, Institute for Behavioral Sciences, University of Colorado at Boulder, Campus Box 442, Boulder, Colorado 80309-0442, 303/492-1032.



NEWS BRIEFS

Promising strategies for juvenile crime prevention

Massachusetts monitoring truancy

During the 1993-94 school year, an average of 16 percent of Boston high school students were absent on any given day. This year, principals and headmasters in Boston will receive a 1 percent pay bonus if they lower the absentee rate in their school to 10 percent.

The city of Lawrence will try another approach. Children from families that receive public assistance will have their low attendance rates reported to the state department of welfare. Attendance that drops below 80 percent could lead to a reduction in family benefits. Further, school officials will also report the low attendance rate to the Lawrence Housing Authority. Families with children who are chronically truant could be candidates for eviction proceedings.

Hooky hot line

Oakland (California) schools held a news conference that encouraged the whole community to watch for children going to and from school. Also highlighted was a truancy hot line for members of the community to use. People spotting students wandering the streets during school hours may call and report the information, anonymously if they choose.

Baltimore police join anti-truancy efforts

Each of the nine police districts in Baltimore fields a regular police officer in a patrol car. The officer works from 9 a.m. to 1 p.m. each school day, searching for students "on the streets" and returning them to school. Authorities say that the efforts should have a twofold effect: reductions in both the daytime crime rate and large groups of kids congregating at local "hangouts."

Keeping TABS reduces crime rate

Milwaukee Public Schools reports good results from the Truancy Abatement and Burglary Suppression program. Data collected from November of 1993 to June of 1994 showed that police took more than 2,100 students to TABS centers, where counselors talked to students and contacted their parents. During the data collection period, violent

daytime crimes committed by school-age youths declined by the following: homicide involving youths, 43 percent; sexual assault, 24 percent; robbery, 16 percent; and aggravated assault, 24 percent.

Restating (what should be) the obvious

With the renewed attention on parental involvement in education, the Center for School Change surveyed about 1,800 teachers to get their opinions on several matters. Seventy-five percent of the teachers surveyed emphasized that attending parent/teacher conferences was the most important way for parents to get involved in their children's education. Almost two-thirds of the teachers mentioned parental involvement in homework. The full report is \$7 from the Center for School Change, Hubert H. Humphrey Institute, University of Minnesota, 301 19th Avenue South, Minneapolis, Minnesota 55455.

A student's worst nightmare

School officials will work hard to help students who are truant, or who smoke or fight at Aurora (Nebraska) Middle School. Behavior that cannot be corrected, however, rates a three-day suspension, unless parents do not want their child suspended. There's a catch. In the Parent Assisted Disciplinary Program, parents may opt to spend the entire school day with their student in lieu of the suspension. That means complete togetherness, including lunch and recess, surely every student's dream.

Partnership focuses on school violence

The Police Executive Research Forum and the Yale University Child Study Center have launched a program to address the physical and emotional damage caused to children by violence. The three-year grant from the Prudential Foundation will support the creation of a Problem Analysis and Coordinating Team (PACT), composed of teachers, administrators, students, police and mental health workers who will devise and implement anti-violence initiatives. Titled "Summoning the Village," the project is expected to identify the most effective ways to reduce the incidence of violence in and around schools and to increase anti-violence resources available to children.

New manual advises police

Missing and Abducted Children: A Law Enforcement Guide to Case Investigation and Program Management, a newly released Justice Department manual, provides law enforcers with a useful guide to investigating cases involving family abductions, abductions by nonfamily members and runaway children. For more information, contact the National Center for Missing and Exploited Children at 1-800-843-5678.



SCHOOL SAFETY LAW

How much authority does a teacher really have?

Many state statutes contain language designed to protect teachers from civil and criminal liability. However, these provisions are often ambiguous, leaving teachers confused about how much authority they really have to discipline disruptive students. For example, teachers in Alabama, Arizona, Arkansas and Colorado are permitted to use force “when reasonable and appropriate to maintain discipline.” Teachers in North Carolina “have a duty to maintain good order and discipline.”

Recognizing the problems created by this ambiguity, most notably lawsuits against teachers and school districts, state legislatures have recently taken steps to clarify these statutes.

Louisiana. In 1994, the Louisiana legislature developed a comprehensive statute which identified the types of behavior that subject a student to discipline, locations where such behavior is prohibited, and the methods of discipline which teachers are permitted to administer.

A student is subject to disciplinary measures when he or she disrupts the classroom, disobeys or disrespects the teacher, uses abusive or foul language directed at a teacher or pupil, violates school rules or engages in activities which interfere with the orderly education process. These activities can occur not only in the classroom but also on the playground, during recess or on the street while the student is proceeding to or returning from school.

The legislature provided a menu of actions a teacher may utilize when disciplining students. These include oral or written reprimands; referral of student to counseling session; written notification to parents; conference with student’s parents; removal of student from the classroom; and other measures that are approved by the principal, faculty and school board. A student who strikes a teacher will be permanently removed from the classroom. The legislature left decisions regarding corporal punishment to individual school boards.

When a student is removed from the classroom, he or she is placed in the custody of the principal. The student cannot be returned to the classroom until appropriate disciplinary

measures have been taken. These may include in-school suspension, detention, suspension, expulsion hearings or assignment to an alternative school.

Arkansas. Arkansas also adopted a comprehensive statute addressing school disciplinary procedures. Student behavior subject to discipline is now spelled out: assaulting or threatening to assault or abuse any teacher; possession of firearms or other weapons; using, offering for sale, or selling beer, alcoholic beverages or other illicit drugs; possession of any pager, beeper or similar electronic communication device; and willfully or intentionally damaging, destroying or stealing school property. The act also instructs school districts to provide training to teachers in classroom management and disciplinary skills.

Regarding corporal punishment

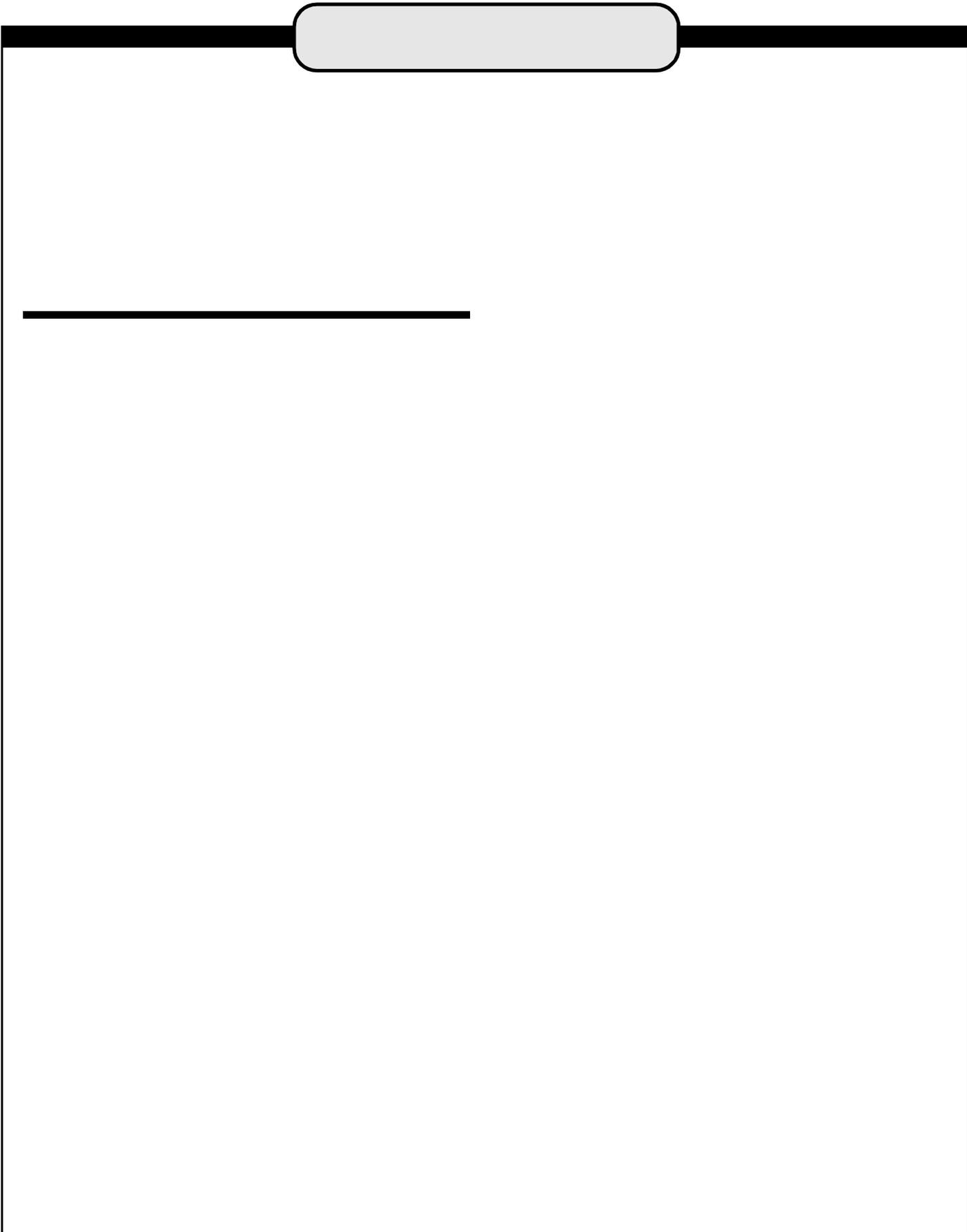
While 23 states continue to permit the controversial practice of corporal punishment in schools, several legislatures have developed guidelines for its administration. For instance, in Arkansas, teachers are immune from liability for corporal punishment, but only when it is used in compliance with district policies. New York, Tennessee and Washington teachers may use corporal punishment in a “reasonable manner” to maintain discipline.

The Georgia legislature has developed specific guidelines for teachers who employ corporal punishment. They are instructed that such methods should not be used as a first line of punishment. Exceptions include situations where the student had prior knowledge of such methods of discipline or the student’s actions were “so anti-social or disruptive in nature as to shock the conscience.”

Corporal punishment can only be administered in the presence of a principal or assistant principal. Written explanations for the use of this disciplinary measure must be provided to parents upon request. Further, a child may only be exempted from corporal punishment when a written statement by a doctor is provided, upon enrollment, that indicates such treatment is detrimental to the child’s mental and emotional stability.

In contrast, teachers in Hawaii are not permitted to inflict physical punishment of any kind upon any student. Teachers may, however, use “reasonable force” to restrain a pupil from hurting self, others or property. The level of force applied must be employed with due regard for the student’s age and size and the threat of harm created by the student.

These examples indicate that legislatures are recognizing both the impact of lawsuits on teachers and school districts and the need for specific guidelines as violence in our schools escalates. It will be noteworthy to assess the impact of these statutes, in the classrooms and courtrooms, in upcoming months.



STRATEGIES/PROGRAMS

Pupil services personnel address violence prevention

Policymakers, educators and other pupil services professionals learned to identify barriers to student learning and ways to create safe and healthy learning environments at a recent conference cosponsored by the National Education Goals Panel and the National Alliance of Pupil Services Organizations.

“Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning” was held in Washington, D.C., October 28-29, 1994, to help stress the importance of pupil services personnel in achieving National Education Goal 7. The conference showcased model programs from across the country in which pupil services personnel — school psychologists, social workers, school counselors and others — successfully address violence-related problems.

Among the presentations at the conference was the award-winning Families and Schools Together program, which has been implemented in more than 250 schools in 17 states. Grounded in research on violence, the FAST program targets elementary schoolchildren at risk for school failure, juvenile delinquency or substance abuse.

Students, ages 4 through 9, and their families are selected by teachers for the FAST program. They attend eight weeks of voluntary group meetings with as many as nine other families and the FAST team, which includes a social worker, supervisor, alcohol and drug counselor, a parent liaison and other school personnel.

At the meetings, families participate in activities such as dinner, drawing, play times and discussions. Each activity is geared toward building family pride and unity, improving communication, improving individual self-esteem, and establishing routines and structure. Two years of follow-up meetings reinforce lessons and strengthen the support network among the families.

Activities in the program address risk factors that psychological research has linked with adolescent substance abuse. The program’s structure is designed to provide the social support that reduces the demoralizing impact of poverty. The program uses child psychology techniques to enhance

the children’s resilience and family therapy techniques to strengthen a family’s functioning.

Another model program, Project Success, uses a comprehensive approach similar to the FAST program to involve parents, school officials, the community and students in the effort to create safer learning environments. The program is being conducted with 11 students at risk of expulsion from Barr Street Middle School in Lancaster, South Carolina.

The students are put in a special class where they learn the school’s standard curriculum and receive lessons on conflict resolution, life skills and self-esteem. At the same time, a community health liaison teaches the students’ parents ways to improve interactions with their children. The students are eased back into regular classroom after successful instruction.

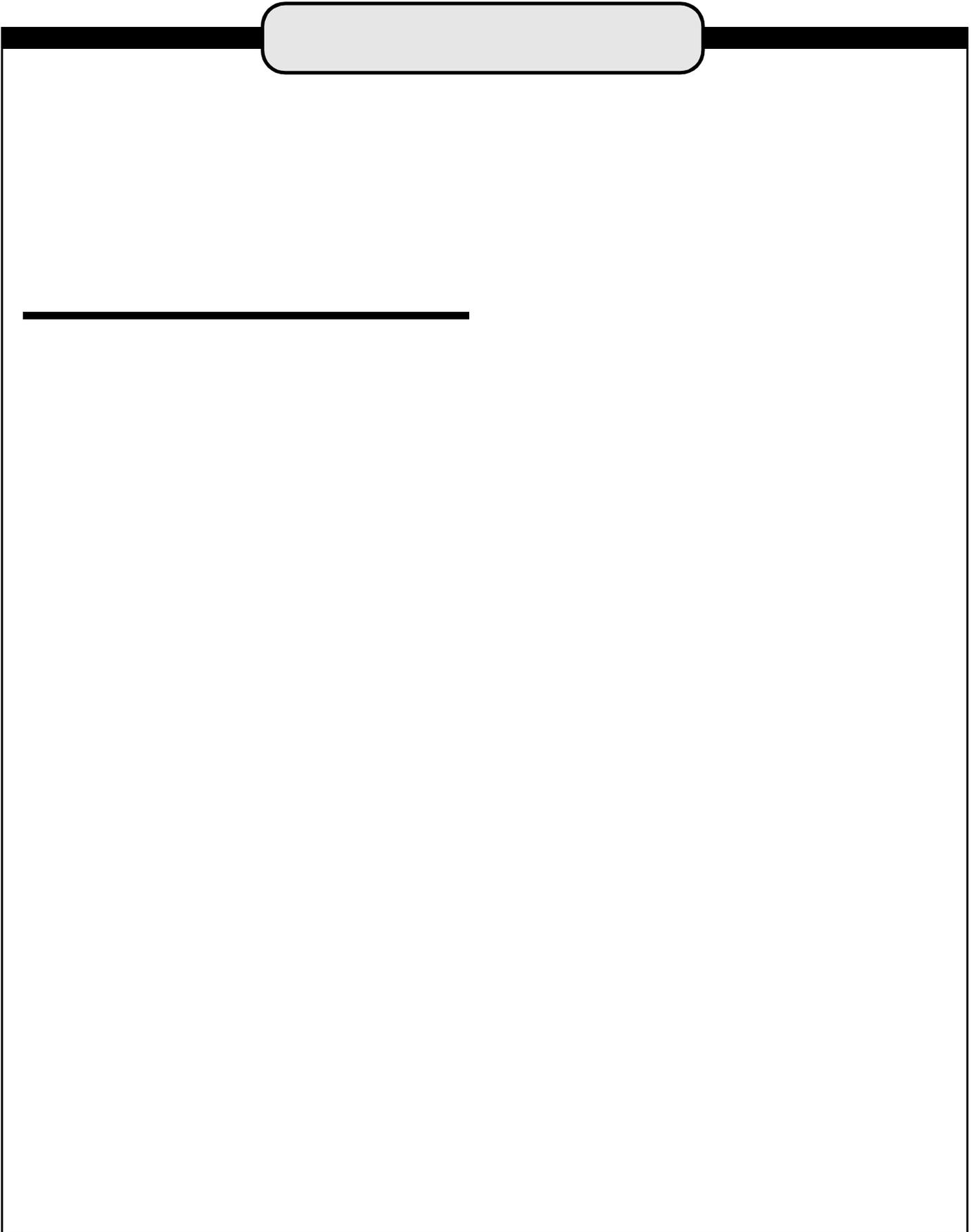
Comparing the program’s students to 10 students who were referred but not accepted to the program, those students who went through the program had fewer absences, higher grades and fewer days of in-school suspensions than those in the control group. (Since the program is fairly new, more data are needed.)

Also featured at the conference was a component of Milwaukee’s Violence Prevention Program that integrates psychologists’ expertise with the experience of other professionals who work with youth. Four levels of curricula — preschool/kindergarten, first through third grade, fourth and fifth grade, and sixth through eighth grade — teach students nonviolent options for handling their problems.

The program begins with a two-hour workshop that teaches school personnel how to manage both their own and the students’ feelings and behaviors in problem situations. Teachers then use the “Second Step” curriculum in the classroom. Second Step, developed by the Seattle-based Committee for Children, uses pictures, discussions and role playing to teach children empathy, impulse control and anger management. A peer mediation component supports lessons learned in the classroom and encourages children to turn to each other for help in resolving conflicts. Parent workshops teach parents effective, nonviolent, nonphysical discipline strategies and address other parenting issues.

More than 90 percent of Milwaukee’s 112 elementary schools provided the program during the past three years. The school district’s safety department credits the program for the dramatic drop in referrals for weapon carrying, suspensions and other violent indicators.

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NSSC REPORT

NSSC announces the 1995 School Safety

Leadership Training schedule

Since 1984, the National School Safety Center has been the recognized leader in school safety training throughout the United States. For the past several years, components of NSSC's School Safety Leadership Curriculum have been taught in various locations around the country.

The National School Safety Center is pleased to announce that the entire, comprehensive training program, focusing on safe and drug-free schools, has now been packaged for school administrators, counselors, school board members, security officers and youth-serving professionals.

The training program will offer practical instruction, training materials and camera-ready overheads on a variety of topics. Key curriculum components include:

- Safe School Planning
- Schoolyard Bullying, Intimidation and Harassment
- Multicultural Relations
- Gang Prevention, Intervention and Suppression
- School Crisis Management
- Interagency Partnerships & Community Collaboration

- School Safety and the Law
- Crime Prevention Through Environmental Design

Participants who successfully complete this three-day training program will receive NSSC's curriculum guide and a certificate of completion from the National School Safety Center. The fee for the program, including training materials and two meals, is \$495.00. Each class is limited to 30 participants.

Call or write NSSC for additional information or registration materials. A \$60 nonrefundable deposit, which will be applied to the program fee, will reserve space in the session that you wish to attend.

Program dates and locations include:

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|-------------------------|-----------------|
| • March 27-29, 1995 | Los Angeles, CA |
| • May 10-12, 1995 | Charlotte, NC |
| • July 12-14, 1995 | Portland, OR |
| • September 20-22, 1995 | Chicago, IL |
| • November 8-10, 1995 | Nashville, TN |

Information regarding accommodations, meals, program locations and times is available from NSSC. Registration deadlines are 30 days before each program.

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