School Violence and Primary Prevention
Thomas W. Miller
Editor

School Violence and Primary Prevention
It is to the victims and families of victims and perpetrators of school related violence, that this volume is dedicated. May we provide herein, important steps toward the prevention and elimination of school violence and violence at all levels.
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Contributors

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Bobbie Burcham, Ph.D., is currently employed as a school psychologist for the Fayette County Public Schools in Lexington, Kentucky, and is an Adjunct Professor at Georgetown College in Georgetown, Kentucky. She earned a master’s degree at Ohio University and the doctoral degree at the University of Kentucky. In addition to serving in the public schools since 1979, she was employed for 4 years at the University of Kentucky Medical Center, Department of Outpatient Psychiatry, where, in addition to clinical work, she developed and directed a summer program for children with disruptive behavior disorders. Dr. Burcham has seven publications and has directed two grants from the Office of Special Education Programs, US Department of Education, focused on interventions for children and youth with disruptive behavior.

Connie Callahan, Ph.D., holds a doctorate in Counseling from the University of New Mexico and a master’s degree in Psychology from Pittsburg State University. From 1987 through the present, she has practiced as a Licensed Professional Clinical Counselor and as a university professor. She is currently a full professor and the Chair of the Counseling and Educational Psychology at Eastern Kentucky University. Dr. Callahan has taught 57 different university and college courses and publishes and presents nationally on a variety of topics.

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**Dorothy L. Espelage, Ph.D.,** is a Professor of Educational Psychology at the University of Illinois, Urbana-Champaign. She was named University Scholar and has fellow status in Counseling Psychology of the American Psychological Association. A Ph.D. in Counseling Psychology from Indiana University in 1997, she has conducted bullying research for the last 14 years. She is coeditor of a 2004 published book entitled “Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention.” She has served on editorial boards for the *Journal of Counseling Psychology, Journal of Educational Psychology,* and *Journal of Youth and Adolescence.*

**William P. French, M.D.,** is completing his 5th year residency in the Department of Psychiatry, College of Medicine, University of Kentucky, and the Chandler Medical Center, University of Kentucky. He received his M.D. from University of Kentucky College of Medicine in 2003 graduating with high distinction. He completed his fellowship in child and adolescent psychiatry in 2004–2006 at the UK Medical Center, Lexington, Kentucky. His professional interests include developing integrative medical models (e.g., biopsychosocial), investigating neurobiological substrates of psychiatric disorders, developing digital animations for teaching purposes, and researching the role of mindfulness-based meditation practices in promoting health and healing.

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**Ernest V. E. Hodges, Ph.D.,** is an Associate Professor in the Department of Psychology at St. John’s University in New York City, New York. He received his Ph.D. in Psychology from Florida Atlantic University and completed postdoctoral training at the Research Unit on Children’s Psychosocial Maladjustment in Quebec, Canada. His research interests broadly include social and personality development during middle childhood and adolescence, and he has published on a variety of topics (e.g., parenting dimensions, parent–child attachment, social cognitive evaluations, emotion dysregulation, and gender identity) in relation to behavioral (e.g., internalizing and externalizing) and social (e.g., peer rejection, victimization, and enemies) maladjustment.

**Thomas F. Holcomb, Ed.D.,** is a Professor of Counseling and Chair of the Department of Educational Studies, Leadership and Counseling at Murray State University. He has been highly involved with the Kentucky Counseling Association
and has held numerous leadership positions in the organization. He also served several terms on the Kentucky Board of Licensed Professional Counselors. His major interest lies primarily in the area of School Counseling and he has published numerous articles on the subject. He has been a former elementary school teacher and elementary school counselor. He has been a Counselor Educator at Murray State University since 1971.

**Jenny Isaacs, Ph.D.** Dr. Isaac’s research examined why middle-school students might carry weapons to school. Subjects were 414 children—primarily Latino, sixth- to eighth-grade boys and girls in some of New Jersey’s inner cities who completed two self-report measures, one assessing weapon carrying and a peer-nomination inventory assessing the connection between aggressive behavior and weapon carrying. The study covered a 4-year period, enabling the students to be queried when in middle school and high school. The results of her research indicated that students’ aggression levels and whether they had been threatened with a weapon both independently predicted their thoughts about weapons and weapon-carrying behavior. Dr. Isaacs is an Assistant Professor of Psychology at Yeshiva College of Yeshiva University, New York.

**Dana L. Johnson, M.A.,** is the Interim Title III Director at Central State University in Wilberforce, Ohio (2007–present) after serving as Interim Principal Investigator (2005–2007), the national prevention specialist, and Deputy Director of the FCVP Program between 2000 and 2005. Her professional and personal focus has been on supporting youth and community programs through mentorship as well as serving as a court-appointed special advocate/guardian ad litem (CASA/GAL). She is also a certified True Colors Facilitator who conducts workshops to increase communication and team-building relationships among community-based organizations.

**Praveen Kambam, M.D.,** is a child and adolescent psychiatry fellow at the UCLA Semel Institute for Neuroscience and Human Behavior. At the time of writing, Praveen was a general psychiatry resident at the University of Michigan. He has longstanding interests in forensic psychiatry as well as medical education. Other academic interests include media impacts on children and adolescents and physician wellness. His immediate career plans include completing a fellowship in forensic psychiatry. Along with his supervisor, Dr. Elissa P. Benedek, Professor of Psychiatry at the University of Michigan School of Medicine, he shares an interest in acute cases of psychiatric trauma related to school violence.

**Ramin Karimpour** is a doctoral student in educational psychology at the University of Illinois at Urbana-Champaign. Mr. Karimpour specializes in social–ecological bullying prevention programs, with a particular interest in field implementation opportunities and challenges. A former primary school teacher and secondary school principal, he served 7 years as an educator for the Tohono O’odham Nation of southwest Arizona.

**Robert F. Kraus, M.D.,** is Professor of Psychiatry and Anthropology, Associate Residency Director of Training and former Chair of the Department of Psychiatry
at the University of Kentucky. His career has involved clinical and academic administration, teaching, clinical practice, and research. Recently he was the recipient of the Lifetime Achievement Award of the Society for the Study of Psychiatry and Culture of which he is a charter member. The award was given for outstanding and enduring research contributions to the field of Cultural Psychiatry. It is the highest honor bestowed by the Society

Ken Kyle, Ph.D., is an Assistant Professor of Public Affairs and Administration at California State University, East Bay, and currently serves as editor of Social Problems Forum: The SSSP Newsletter. He holds an M.A. in Political Science and a Ph.D. in Justice Studies from Arizona State University. His scholarly interests revolve around the application of critical social theories to concrete public policies in the pursuit of social justice. He has published in a variety of academic journals including Administrative Theory & Praxis, Educational Studies, Humanity & Society, Social Justice and Sociological Practice.

Janet Lane, M.S., graduated from the University of Kentucky in 1987 and 1988 with a B.A. in Psychology and a B.A. in Elementary Education, respectively. Before pursuing a master’s degree, she taught sixth and fifth grade in Houston, Texas. In 1997, she graduated from Murray State University with an M.S. in Clinical Psychology. Clinical practice included working with adolescents who were referred to a day treatment program for behavioral problems. Janet has provided neuropsychological and psychological assessments within a forensic setting and currently provides crisis intervention and therapy to children aged 5–12 within an elementary school setting. Targeted are children referred through the school due to truancy issues and/or behavioral problems as these children often have witnessed domestic violence in the home. Wraparound services are offered to the families of these children.

Amy Lawson, M.S.W. Candidate, is a graduate student in social work at the University of Kentucky and will graduate in December 2007. She has worked in the family resource centers at two local elementary schools and with the therapists at the University of Kentucky, Department of Psychiatry Outpatient Clinic. Following graduation, she plans to obtain her LCSW through continued education and supervision so that she can continue to treat children and families. She received a bachelor of arts in psychology from Asbury College in 2002. During her undergraduate studies, she presented research findings at the Kentucky Psychological Association Conference and worked at Boys and Girls Country, a residential facility for at-risk youth in Texas. She also led and mentored youth in two church groups throughout her 4 years in college.

Kathy McLaughlin, M.A., has been in education for over 30 years with the Fayette County Public Schools, University of Kentucky, and the Bluegrass Boys’ Ranch. She has been a special education teacher, a diagnostician/school-based consultant, and currently teaches math to seventh and eighth graders. Kathy has been recognized as a most effective teacher based on her passionate love for teaching kids, knowledge of math, and achievement results. In her classroom, learning is mandatory.
She specializes in classroom management and motivation, problem solving teaching, and relationship building. She lives in Lexington, Kentucky, with her husband and has three grown children.

J. Robert McLaughlin, Ed.S., has recently retired from the Fayette County Public Schools after 31 years of service. He taught special education, was a principal, a district special education coordinator and director, and spent the last 12 years supervising principals as an Elementary School Director. He taught 2 years in Galveston, Texas, in an alternative middle school. He currently works as an independent consultant and trainer for Safe and Civil Schools (Eugene, Oregon) specializing in Classroom Management, School wide Discipline, and Leadership development for principals and district staff. He is married, has three grown children, and continues to live in Lexington, Kentucky.

Thomas W. Miller, Ph.D., has been Professor, Senior Research Scientist, Master Teacher, and University Teaching Fellow during his 36-year tenure at the University of Kentucky, University of Connecticut, and Murray State University. He received his Ph.D. from the State University of New York at Buffalo, is a Diplomate of the American Board of Professional Psychology in Clinical Psychology, and Fellow of the American Psychological Association, the American Psychology Society, and the Royal Society of Medicine. The American Psychological Association recognized him with a Special Achievement Award for his contributions to education, prevention, and clinical services for victims of abuse. He is a Distinguished Alumnus from the State University of New York and the recipient of the 2007 APA Distinguished Professional Contributions to Practice Award.

Amy Nigoff, M.S., earned her Master’s in Clinical Psychology from Ohio University. She currently works with youth in a state-funded wraparound services program. Ms. Nigoff is interested in studying the long-term effects of bullying on kids and how these aggressive styles continue into adulthood. A new area of interest for her is in identifying effective interventions for children who grow up in a subculture that is accepting of violence.

Philip C. Rodkin, Ph.D., is Associate Professor of child development in the Departments of Educational Psychology and Psychology at the University of Illinois at Urbana-Champaign. Rodkin investigates children’s social status (popularity) and social networks (peer groups and friendships). Of particular interest is the social placement and influence of aggressive children and the positive and negative sentiments that flow between children of different genders and ethnicities. Overcoming methodological and analytic procedures in the measurement of social relations is a central challenge of this work, as is applying knowledge of childhood social dynamics in the service of creating healthy classroom climates.

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Matt Thompson, M.S., is in his 4th year as the principal at Deep Springs Elementary School in Lexington, Kentucky. Currently in his 9th year in education, he previously taught third and fourth grades for 5 years in Frankfort, Kentucky. Matt has a master’s degree from the University of Kentucky and is beginning to take courses to gain his superintendent’s certificate. He is most proud of the gains Deep Springs has made in student achievement and narrowing the achievement gaps for minority and low-income students. He is married to his wonderful wife, Stephanie, and is the father of one son, Andrew (with one more on the way).

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Jina S. Yoon, Ph.D., is an Associate Professor in Educational Psychology at Wayne State University. She has a doctoral degree in School Psychology and completed a postdoctoral fellowship in Child Clinical Psychology. Her research has focused on emotional and social development of behaviorally challenging children and adolescents and on school environment as an important developmental context, including victimization in school, peer relationships, and teacher–student relationships. She has published numerous publications and presented at conferences in these areas. Dr. Yoon also teaches developmental psychopathology and psychotherapy in graduate training. She also works with children and adolescents in individual and group therapy at a private practice.
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Chapter 1
School-Related Violence and Prevention:
Editorial Introduction

Thomas W. Miller

In 2004, I was invited to serve as guest editor for a special edition of the *Journal of Primary Prevention* (Miller, 2005). This edition would focus on the prevention of school violence. In September 2005, a special edition of this journal produced a well-received series of articles from a national group of prevention researchers, scholars, and clinicians (Edwards et al., 2005; Thompson & Kyle, 2005). An invitation to broaden the scope and direction of this journal publication has led to this volume. It follows an excellent publication in this series dealing with cross-national and cross-cultural perspectives (Denmark et al., 2006). Our purpose in this volume is to provide to you, the reader, a compendium of papers addressing school violence and the critical ingredients in prevention interventions that contribute to reducing and/or eliminating various forms of violence in the school setting.

There are two major sections to the volume. Initially, we examine the theory, assessment, and an overview of the definition and boundary issues involved in the term “school violence” as used in research and applied prevention programs. The second section presents strategies and interventions for the prevention of school violence. As editor, the first chapter deals with the definition, scope of the problem, and the goals for prevention we have come to know. My esteemed colleague and friend Robert F. Kraus, M.D., joins me in addressing this chapter and the pathway to better understanding the definition, scope, and goals in the prevention of school violence. Robert F. Kraus is Professor of Psychiatry and Anthropology, Associate Residency Director of Training, and former Chair of the Department of Psychiatry at the University of Kentucky. His career has involved clinical and academic administration, teaching, clinical practice, and research. Recently, he was the recipient of the Lifetime Achievement Award from the Society for the Study of Psychiatry and Culture. He has served as a mentor and brings a rich understanding of the cultural issues to this definition and scope of the problem for violence in the schools.

In today’s world, it is necessary to have a good understanding of human behavior. For this I turned to a colleague and friend, William P. French, M.D., to address in the next chapter the theoretical issues we need to understand through the neurobiology of violence and victimization. Will is completing his fifth-year residency in the Department of Psychiatry, College of Medicine, University of Kentucky and the Chandler Medical Center, University of Kentucky. Will has brought science and practice together and has focused his professional life on
developing integrative medical models investigating neurobiological substrates of psychiatric disorders and researching the role of mindfulness-based meditation practices in promoting health and healing in psychiatric practice.

Assessing risk factors is critical to targeting prevention efforts in the schools. **Connie Callahan, Ph.D.**, focuses on the essentials of “threat assessment” in the schools. She holds a doctorate specializing in counseling with a focus on the prevention of school-related violence. She has practiced as a Licensed Professional Clinical Counselor and as a university professor with special emphasis on the developing of models of threat assessment in the schools. Dr. Callahan has been instrumental in developing threat assessment modules and presented nationally on the subject.

Communication and information processing is key to prevention efforts. A clinician, colleague, and researcher, **Amy Nigoff, M.S.**, examines communication and information processing as a critical factor in addressing the interrelationships of students, teachers, and school personnel. In her clinical practice, Amy currently works with youth in a state-funded wraparound services program. Her research and clinical interests have focused on the long-term effects of bullying on children and adolescents and how these aggressive styles continue into adulthood. A special focus of interest for her is in identifying effective prevention interventions for children who grow up in a subculture that is accepting of violence.

Understanding moral development is critical. Ken Kyle and Steve Thompson, who have published together previously on this topic, provide an examination of the roles of morality development and personal power within the context of school shootings. **Ken Kyle, Ph.D.**, is an Assistant Professor of Public Affairs and Administration at California State University, East Bay, and currently serves as editor of *Social Problems Forum: The SSSP Newsletter*. He holds an M.A. in Political Science and a Ph.D. in Justice Studies from Arizona State University. His scholarly interests revolve around the application of critical social theories to concrete public policies in the pursuit of social justice. He has published in a variety of academic journals including *Administrative Theory & Praxis, Educational Studies, Humanity & Society, Social Justice, and Sociological Practice*. **Stephen Thompson, Ph.D.**, is an applied sociology practitioner at Pennoni Associates, Inc., assisting with technology transfer and policy issues, as well as an Adjunct Instructor in the Department of Sociology, Social Work, and Criminal Justice at Messiah College in Grantham, Pennsylvania. He holds an M.A. in Community Psychology and Social Change from the Pennsylvania State University. A former missionary to the Republic of Haiti, his research interests revolve around the impacts of moral development processes on human behavior. Stephen has published in the *Journal of Primary Prevention* (Thompson & Kyle, 2005), as well as numerous research documents for governmental and private agencies.

Our next chapter addresses a review of the implications for prevention and intervention efforts. To address this area, three colleagues provide a team effort in examining this focus of study. **Noel A. Card, Ph.D.**, is an Assistant Professor in the Division of Family Studies and Human Development at the University of Arizona. He received his Ph.D. in clinical psychology from St. John’s University,
and completed a postdoctoral fellowship in quantitative and developmental psychology at the University of Kansas. His research focuses on social development during childhood and adolescence, especially on peer relations and aggressive behavior, and has been published in Developmental Psychology, International Journal of Behavioral Development, and Social Development. His quantitative interests are in structural equation modeling, longitudinal analysis, and interdependent data analysis; he recently coedited the book Modeling Ecological and Contextual Effects in Longitudinal Studies. Colleague Ernest V.E. Hodges, Ph.D., is an associate professor in the Department of Psychology at St. John’s University in New York City, New York. He received his Ph.D. in psychology from Florida Atlantic University and completed postdoctoral training at the Research Unit on Children’s Psychosocial Maladjustment in Quebec, Canada. His research interests broadly include social and personality development during middle childhood and adolescence, and he has published on a variety of topics including parenting dimensions, parent–child attachment, social cognitive evaluations, emotion dysregulation, and gender identity in relation to behavioral maladjustment in school-aged children and adolescents.

The role of the pediatrician is critical in addressing school-related violence. Mark V. Sapp, M.D., is a board-certified pediatrician who specializes in the field of child abuse and neglect and is a member of the Child Protection Team at Children’s Hospital Boston/Harvard Medical School. He is a medical consultant for the Teen Prostitution Prevention Program for the Child Advocacy Center, Boston, Massachusetts. He also has a chair on the Boston/Suffolk County Child Fatality Review Board and supervises nurse practitioners in the Pediatric Sexual Assault Nurse Examiner Program. He has recently begun work evaluating the medical needs of youth exploited through the sex trade industry and plans to expand this work into a comprehensive clinical program targeting teenage prostitution.

The impact of trauma in school violence on the victim and the perpetrator becomes the focus of the next chapter. To address this area, we turn to our distinguished colleague Lane J. Veltkamp, M.S.W., A.C.S.W., B.C.D., who is a tenured full Professor in the Child Psychiatry Division, Department of Psychiatry, College of Medicine, University of Kentucky Medical Center. His interests over the last 35 years have focused on family violence, child abuse, and forensic issues. He has published over 60 papers, 6 chapters, and 2 books. He has given hundreds of workshops and testified in court in six states over 300 times. He developed and directed the Child and Adolescent Forensic Clinic in the Department of Psychiatry for 30 years. A graduate student, Amy Lawson, M.S.W. Candidate, is completing her studies in social work at the University of Kentucky and will graduate in December 2007. She has worked in the family resource centers at two local elementary schools and with the therapists at the University of Kentucky, Department of Psychiatry Outpatient Clinic. She received a bachelor of arts in psychology from Asbury College in 2002. During her undergraduate studies, she presented research findings at the Kentucky Psychological Association Conference and worked at Boys and Girls Country, a residential facility for at-risk youth in Texas. Amy has worked closely with youth groups on moral, ethical, and bonding issues.
The next two chapters examine two critical areas in understanding and preventing school-related violence. Violent behavior is often influenced by others beyond the peer group, including cliques, cults, and, in some cases, school personnel. The role of cliques and cults is examined as is boundary violations in the schools. Sexual boundary violations have become another element of the school-related violence spectrum. This editor and his colleague Tom Holcomb, Ed.D., provide an examination of this topic. Thomas Miller, Ph.D., has published in the area of cult behavior having studied a nonschool–based cult that infiltrated a high school and college in rural America. He has also published on ethical issues including sexual boundary violations in the school setting. The American Psychological Association recognized him with a Special Achievement Award for his contributions to education, prevention, and clinical services for victims of abuse. He is a Distinguished Alumnus from the State University of New York, and the recipient of the 2007 APA Distinguished Professional Contributions to Practice Award. Cliques and cults have been a known entirety in the school setting and the editor joins colleagues Robert F. Kraus, M.D., a psychiatrist and anthropologist and Thom Holcomb, Ed.D., a school and mental health counselor in rural Kentucky to address cult-related victims and perpetrators in the school environment. Thomas F. Holcomb, Ed.D., is a Professor of Counseling and Chair of the Department of Educational Studies, Leadership and Counseling at Murray State University. He has been highly involved with the Kentucky Counseling Association and has held numerous leadership positions in the organization. He also served several terms on the Kentucky Board of Licensed Professional Counselors. His major interest lies primarily in the area of School Counseling and he has published numerous articles on the subject. He has been a former elementary school teacher and elementary school counselor. He has been a Counselor Educator at Murray State University since 1971. Tom Miller has published, taught, and conducted research with his colleague Tom Holcomb while serving as a tenured professor in the College of Education at Murray State University and worked closely with Professor Tom Holcomb on several areas including school violence. While at Murray State University, Miller won the Deans Award for Research focusing on the benefits of character education as a buffer against school-related violence.

In examining threat and prevention of violence in the schools, we turn to three critical professionals in the school setting for this chapter. Seeking the collaborative skills of administrators, teachers, and school psychologists, we sought the expertise of Matt Thompson, Kathy McLaughlin, and Bobbie Burchum. Matthew Thompson, Ed.D. (Candidate), is the principal at Deep Springs Elementary School in Lexington, Kentucky. Currently in his ninth year in education, he previously taught third and fourth grades for 5 years in Frankfort, Kentucky. Matthew has a master’s degree from the University of Kentucky and is beginning to take courses to gain his superintendant’s certificate. He is most proud of the gains Deep Springs has made in student achievement and narrowing the achievement gaps for minority and low-income students. He is married to his wonderful wife, Stephanie, and is the father of one son, Andrew (with one more on the way). Kathy McLaughlin, M.Ed., has been in education for over 30 years with the Fayette County Public Schools,
University of Kentucky, and the Bluegrass Boys’ Ranch. She has been a special education teacher, a diagnostician/school-based consultant, and currently teaches math to seventh and eighth graders. She has developed a specialized curricular approach to enhancing school and peer bonding in the classroom. Her efforts have focused on prevention interventions in the classroom that promote character development and effective communication and peer relationship for an effective learning environment. Kathy has been recognized as a most effective teacher based on her passionate love for teaching kids, knowledge of math, and achievement results. In her classroom, learning is mandatory. She specializes in classroom management and motivation, problem solving teaching, and relationship building. **Bobbie Burcham, Ph.D.**, is currently employed as a school psychologist for the Fayette County Public Schools in Lexington, Kentucky, and is an adjunct professor at Georgetown College in Georgetown, Kentucky. She earned a master’s degree at Ohio University and the doctoral degree at the University of Kentucky. In addition to serving in the public schools since 1979, she was employed for 4 years at the University of Kentucky Medical Center, Department of Outpatient Psychiatry, where, in addition to clinical work, she developed and directed a summer program for children with disruptive behavior disorders. Dr. Burcham has seven publications and has directed two grants from the Office of Special Education Programs, United States Department of Education, focused on interventions for children and youth with disruptive behavior.

Bullying has become the most focused area of school-related violence. As we will see, it takes on many forms. In the school setting, the teacher is the frontline monitor and for this chapter we invited two scholars at Wayne State University to address this important area of study. **Jina S. Yoon, Ph.D.**, is an Associate Professor in Educational Psychology at Wayne State University. She has a doctoral degree in School Psychology and completed a postdoctoral fellowship in Child Clinical Psychology. Her research has focused on emotional and social development of behaviorally challenging children and adolescents and on school environment as an important developmental context, including victimization in school, peer relationships, and teacher–student relationships. She has published numerous publications and presented at conferences in these areas. Dr. Yoon also teaches developmental psychopathology and psychotherapy in graduate training. She also works with children and adolescents in individual and group therapy at a private practice. **Elizabeth A. Barton, Ph.D.**, is an Assistant Professor (Research) and Associate Director of the Center for Peace and Conflict Studies at Wayne State University. Barton is an internationally and nationally recognized trainer on violence by, toward, and against youth and on cross-cultural conflict. She is the author of numerous publications, including *Leadership Strategies for Safe Schools* and *Bully Prevention: Tips and Strategies for School Leaders and Classroom Teachers*. She currently implements comprehensive violence prevention program in 17 Detroit Public Schools and directs a statewide assessment of youth violence prevention programs in Michigan.

Developmental issues in addressing the prevention of aggressiveness and violence in the school setting is the focus of the collaborative efforts of our colleagues
from Rutgers and Montclair State University. Paul Boxer serves as the leader of this effort in better understanding the critical issues in prevention of school violence. 

**Paul Boxer, Ph.D.**, is an Assistant Professor of Psychology at Rutgers University in Newark, New Jersey. He received his Ph.D. in Clinical Psychology from Bowling Green State University after completing internship training at Wayne State University. Boxer directs the Social Development Research Program at Rutgers. Research in this program focuses on the development and prevention of antisocial behavior under high-risk environmental conditions and in atypical populations. Boxer’s current projects examine relations between aggressive behavior and social-contextual risk, with an emphasis on the effects of exposure to violence in the community and in the media and the experience of maltreatment (Boxer et al., 2005).

**Andrew Terranova, Ph.D.**, is a Post-Doctoral Associate in the Social Development Research Program of the Department of Psychology at Rutgers University in Newark, New Jersey. He received his Ph.D. in Applied Developmental Psychology from the University of New Orleans. Terranova’s interests include psychosocial risk factors for the development of aggression, particularly “bullying” behavior. He also is interested in factors that exacerbate or protect children from the negative effects of peer victimization, especially the role of different coping styles and strategies in determining adjustment outcomes of victimization as well as psychosocial functioning more generally. 

**Sara E. Goldstein, Ph.D.**, is Assistant Professor of Family and Child Studies at Montclair State University in Montclair, New Jersey. She received her Ph.D. in Developmental Psychology from Bowling Green State University. Goldstein’s research centers on developmental and social-cognitive factors underpinning the expression and maintenance of relationally aggressive forms of behavior, particularly during adolescence. Her current work examines the prevalence and effects of relational aggression in different interpersonal relationships, as well as intergenerational continuities and discontinuities in this type of aggressive responding. 

**Sarah Savoy, M.A.**, is a doctoral student in the Department of Psychology at Rutgers University in Newark, New Jersey. She received her M.A. in Psychology from Southeastern Louisiana State University. Savoy is interested in how social and developmental factors influence weight, body image, and problem behaviors in adolescents. Her current research focuses on how victimization experiences affect self-image and adjustment problems among overweight and normal weight youth.

Boxer and colleagues note that contemporary research on the development and prevention of aggressive behavior in childhood and adolescence emphasizes the importance of social-cognitive factors such as perceptual biases, problem-solving skills, and social-moral beliefs in the maintenance of aggression.

The prevention of bullying in the school setting is an essential goal of the national agenda noted in Healthy People 2010. To address these important elements in reducing school violence, two colleagues were invited to provide a pathway to change. **Philip C. Rodkin, Ph.D.**, is Associate Professor of Educational Psychology and Psychology at the University of Illinois at Urbana-Champaign. Rodkin investigates children’s social status (popularity) and social networks (peer groups, friendships). Of particular interest is the social placement and influence of aggressive children and the positive and negative sentiments that flow between
children of different genders and ethnicities. Overcoming methodological and analytic procedures in the measurement of social relations is a central challenge of this work, as is applying knowledge of childhood social dynamics in the service of creating healthy classroom climates. Christian Berger, M.S., is Assistant Professor in the School of Psychology at Universidad Alberto Hurtado, Chile. He is currently a doctoral candidate in educational psychology at the University of Illinois at Urbana-Champaign. His research focuses on the role that aggression plays within peer ecologies in adolescent populations, and particularly its associations with the social standing of the individual within his or her social context. He has served as consultant for several Chilean educational institutions regarding school climate improvement and staff training on well-being promotion.

Paramount in addressing the most serious cases of school violence, those that involve both physical and psychological injury and pain, we looked to a well-qualified and internationally recognized expert in this area of school-related violence. Elissa P. Benedek, M.D., joins a resident in psychiatry Praveen Kambam, M.D., in addressing this area. Elissa Benedek is a distinguished expert in child and adolescent forensic psychiatry. She served as a past president of the American Psychiatric Association and as training director for the Center for Forensic Psychiatry in Michigan for over 20 years. At the time of publication, Dr. Kambam is a child and adolescent psychiatry fellow at the University of California, Los Angeles (UCLA) Semel Institute for Neuroscience and Human Behavior. He has longstanding interests in forensic psychiatry as well as medical education. Other academic interests include media impacts on children and adolescents and physician wellness. His interest in school violence extends to forensic psychiatry as it related to children and adolescents.

Linking school bullying research to evidence-based decision in preventing school violence became the challenge for two well-established colleagues with expertise in this area. Dorothy L. Espelage, Ph.D., is an Associate Professor of Counseling Psychology in the Department of Educational Psychology at the University of Illinois, Urbana-Champaign. She was named University Scholar and has fellow status in Counseling Psychology of the American Psychological Association. She holds a Ph.D. in Counseling Psychology from Indiana University. She has conducted bullying research for more than a decade. She is coeditor of a 2004 published book entitled Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention. She has served on editorial boards for the Journal of Counseling Psychology, Journal of Educational Psychology, and the Journal of Youth and Adolescence. Susan M. Swearer, Ph.D., is an Associate Professor of School Psychology in the Department of Educational Psychology at the University of Nebraska-Lincoln. She received her Ph.D. in School Psychology from the University of Texas at Austin in 1997 and has conducted research on psychosocial factors and bullying among school-aged youth for over a decade. She is the coeditor (with Dr. Espelage) of the book Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention. She is an Associate Editor for the journal School Psychology Review and is on the editorial review boards for School Psychology Quarterly and Journal of Anxiety Disorders.
In examining “risk factors” and issues in mental health assessment, I am joined by colleagues, Bill Weitzel, M.D., and Janet Lane, M.S., who have had considerable experience in the mental health arena in addressing the spectrum of school-related violence. Dr. Weitzel is a psychiatrist who has been involved in examining perpetrators of school shootings, as has Miller. Both have been involved in clinical evaluation of perpetrators of school shootings. Janet Lane has taught at the elementary level in Houston, Texas. In 1997, she graduated from Murray State University with an M.S. in Clinical Psychology where she worked with this editor on violence-related issues in the schools. Clinical practice has included working with adolescents who were referred to a day treatment program for behavioral problems. Janet has provided neuropsychological and psychological assessments within a forensic setting and currently provides crisis intervention and therapy to children aged 5–12 within an elementary school setting. Targeted are children referred through the school due to truancy issues and/or behavioral problems. These children often have witnessed domestic violence in the home. In her current position, she provides wraparound services for the families of these children who have witnessed and/or experienced violence in their lives.

In the next chapter, this editor and colleagues address the effectiveness of character education as a prevention strategy targeted at high-risk children (Miller et al., 2005). This chapter examines fourth-grade students in 9 of the 11 schools in a rural community. The results confirmed that the summer program participants had significant gains in school achievement, greater social competency as reported by self and teachers, greater increases in reading achievement, and a positive effect on parental–child interaction. The specialized curriculum, family program, and the experiential summer camp component contributed to the school bonding experience. Several important and substantive issues and research questions are raised by these findings. Recommendations are made for future research addressing the effects of character education programs on the predictor variables from the fourth- and fifth-grade interventions evident as youth make the transition to their next grade level in the middle school culture.

Idealistically, the goal of any school system is to have a **Bully Free** environment. Toward that end, we turned to experts who have been applying the evidence-based models to preventing school violence and creating a bully free environment. Allan L. Beane, Ph.D., is an internationally recognized expert, speaker, and author on bullying. His first book, *The Bully Free Classroom*, has been published in eight languages. He has over three decades of experience in education, which includes teaching special education, teaching regular education, serving as vice president of a university, and serving as Director of a School Safety Center. He has served as an expert witness in criminal cases involving bullying and has served as a consultant in law suites involving bullying. His *The Bully Free Program* (www.bullyfree.com) has been adopted around the United States. Rick Spurling, Ed.D., is in his 24th year with the Mitchell County Schools. Dr. Spurling has served as a teacher, coach, assistant principal, and principal and now currently is the Assistant Superintendent and Career Technical Education Director. He also teaches night classes at East Tennessee State University as an adjunct professor in the Educational
Leadership Department and Principal Preparation Program. Dr. Spurling is author of *It Is Time...To Be Bully Free! An Anti-Bullying Guidebook for School Leaders* (December 2006) and has been inspirational in providing schools direction in developing, establishing, and implementing antibullying programs. His studies have allowed him the opportunity to present his findings to over 20,000 educators detailing his program to concerned educators and school leaders in Virginia, Tennessee, and North Carolina. Dr. Spurling has keynoted at several state conferences and continues to share his findings and motivational sessions through in-service training. Drs. Miller and Beane have worked and published together while at Murray State University.

Cultural and individual differences play an important role in understanding school-related violence. Laxley Rodney and his colleagues consider an essential issues in their chapter that addresses a series of culturally relevant models aimed at the prevention of school violence. **Laxley W. Rodney, Ph.D.**, is currently serving as visiting professor in the Department of Educational Leadership and Counseling at Prairie View University in Prairie View, Texas, where he teaches graduate courses in research and statistics. He previously served at Central State University in Wilberforce, Ohio, as the principal investigator of the Family and Community Violence Prevention (FCVP) Program, 1994–2005; Assistant Vice President for Academic Affairs, 1999–2004; Interim Dean, College of Education, June 2002–September 2002; and Chair of Graduate Education, 2004–2005. He has authored and coauthored several articles on youth violence which have been published in refereed journals (Rodney et al., 2005). This team of researchers also includes **Rameshwar P. Srivastava, M.S., F.S.S., C.Stat**, who is an Assistant Professor in the Department of Mathematics and Computer Science at Central State University, Ohio, and was the national Evaluation Coordinator of the FCVP Program (2002–2006). He previously served as Research Assistant Professor of Social Science/Statistics at the University of Virgin Islands (2000–2002), Commonwealth Expert in the Eastern Caribbean (1997–2000), and United Nations Advisor in Africa (1985–1990). He was elected a Fellow of the Royal Statistical Society in 1978 and a Chartered Statistician, UK, in 1994 and has authored and coauthored several articles in the field of statistics and evaluation. Working with this team is a doctoral student, **Ramin Karimpour, Ph.D.**, Candidate in educational psychology at the University of Illinois at Urbana-Champaign. Mr. Karimpour specializes in social-ecological bullying prevention programs, with a particular interest in field implementation opportunities and challenges. A former primary school teacher and secondary school principal, he served 7 years as an educator for the Tohono O’odham Nation of southwest Arizona. Finally, **Dana L. Johnson** is the Interim Title III Director at Central State University in Wilberforce, Ohio (2007–present) after serving as Interim Principal Investigator (2005–2007), the national prevention specialist, and Deputy Director of the FCVP Program between 2000 and 2005. Her professional and personal focus has been on supporting youth and community programs through mentorship as well as serving as a court appointed special advocate/guardian ad litem (CASA/GAL). She is also a certified True Colors Facilitator who conducts workshops to increase communication and team-building relationships among community-based organizations.
In the final chapter, a longtime colleague and friend joins this editor in addressing a summary and series of take-home messages and lessons learned from this endeavor. Robert McLaughlin, M.A., Ed.S., has recently retired from the Fayette County Public Schools after 31 years of service. He taught special education, was a principal, a district special education coordinator, and director, and spent the last 12 years supervising principals as an Elementary School Director. He taught 2 years in Galveston, Texas, in an alternative middle school. He currently works as an independent consultant and trainer for Safe and Civil Schools (Eugene, Oregon) specializing in Classroom Management, School wide Discipline, and Leadership development for principals and district staff. He is married, has three grown-up children, and continues to live in Lexington, Kentucky.

Prevention researchers, scientists, and educators hold a very special and unique position of responsibility in the realm of school-related violence. Contained in the book are a series of articles that address a spectrum of topics related to preventing school-related violence. As editor, I have searched nationally for educators’, behavioral scientists, physicians, pediatricians, psychiatrists, child specialists, school principals, teachers, counselors, psychologists, most of whom are also parents with children and some with grandchildren. I challenged them to contribute to this volume. I am indeed honored by the response and the commitment and dedication of my colleagues in several disciplines, toward the contributions to the body of knowledge and to the completion of this volume. It is my sincere hope that you will find in this volume a better understanding of the issues, problems, and prevention strategies for the twenty-first century. I trust you will find, as I have, that no one person can address a topic such as this. We must recognize that this volume, along with the volumes that have preceded it, including the excellent contributions of Florence Denmark, Ph.D., and her colleagues in their Violence in the Schools: Cross-national and Cross-cultural Perspectives (2006) and those volumes which follow us, will reflect our growth in understanding and commitment to make this a more peaceful world. The lesson clearly is that no one of us can achieve what all of us provide in our commitment to safeguarding our children and our schools in worldwide!

References


Part I

Theory, Assessment, and Forms of School Violence