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ILLINOIS COUNCIL FOR THE PREVENTION OF VIOLENCE

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Peacing it Together

**A Violence Prevention Resource
for Illinois Schools**

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A Violence Prevention Resource

for Illinois Schools



Illinois Council for the Prevention of Violence

October, 1994

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Acknowledgements:

Funding for the printing of this document was provided by the Chicago
White Sox Charities.

Mailing was provided as an in-kind service of the CNA Insurance
Companies.

Cover Illustration courtesy of Chicago Public Schools.

Special recognition goes to Cook County State's Attorney Jack O'Malley
for his initiation of Public Act 88-0248, the legislation that led to the
development of this initiative, and for his ongoing support of the Peacing
It Together Project.

Peacing It Together

A Violence Prevention Resource for Illinois Schools

Introduction

The Peacing It Together project is based on the assumption that schools can play a significant role in a comprehensive community approach to violence prevention.

In December, 1993, with a grant from the Illinois Department of Public Health, the Illinois Council for the Prevention of Violence convened a Task Force of more than 50 members to assist the Council in identifying and implementing school-based violence prevention and life skills development strategies. This resource guide represents the results of the first seven months of the Task Force's work. During this period, the Task Force developed a guiding framework for considering school-based efforts in violence prevention and life skills development, developed criteria for reviewing violence prevention curricula and other resources, reviewed more than 50 violence prevention resources for schools, and identified initial strategies for assisting schools in implementing violence prevention initiatives.

This document summarizes the results of that effort. It is a resource for schools to use in developing strategies for creating a school-community environment which promotes nonviolence. It includes:

- Illinois statistics on violence and youth
- An overview of the role of schools in addressing violence
- Questions for schools to use in assessing the school-community environment
- A guiding framework for developing a comprehensive approach to violence prevention in the schools
- A review of the work of the Peacing It Together Task Force
- An annotated bibliography of recommended violence prevention curricula and other resources for schools

The Peacing It Together Task Force encourages school personnel to use this resource guide to begin discussions about ways that the school can become a significant part of community-based violence prevention activities.

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Violence and Youth in Illinois

Violence is a serious public health and educational problem for youth in Illinois. According to Illinois Department of Public Health statistics, homicide was the leading cause of death in 1990 for those ages 15-24. Minority males, and in particular African American males, are at great risk of early death from homicide.

1990 Illinois Homicide Rates for 15-24 Year Olds

White females	3.4 per 100,000
White males	15.8 per 100,000
Non-white females	22.0 per 100,000
Non-white males	171.8 per 100,000

During 1992-1993, the Illinois Department of Children and Family Services received reports of alleged child abuse on 125,352 children; evidence was found that 42,039 of these children were indeed abused and/or neglected. Of this total, 5,277, or 12.55% of these children were found to have been sexually abused. Additionally, Illinois and national statistics indicate that hundreds of thousands of Illinois children witness domestic and community violence each year.

Violence is a serious educational and public health problem for youth in Illinois.

Not only are Illinois young people at great risk of being victimized by or witnessing violence, they are also at risk of perpetrating violence. The Federal Bureau of Investigation reports that people younger than 18 years of age accounted for 17.5% of arrests for violent crime and 14.5% of arrests for murder during 1992 and juvenile arrests for violent crime increased 41% from 1982-1991.

The 1993 Youth Risk Behavior Survey, administered to a random sample of 1,817 Chicago Public high school students and to 2,239 Illinois public high school students outside of Chicago, shows the violence-related behaviors that students report. Youth in Illinois outside of Chicago engage in violence-related behaviors at a rate that closely matches the rate of violence-related behaviors of youth in the city of Chicago.

1993 Youth Risk Behavior Survey

	Chicago	Illinois
Physical Fight (last 12 months)	44%	43%
Physical Fight at School (12 mos.)	18%	18%
Carried weapon (last month)	23%	22%
Carried weapon to school (mo.)	10%	10%

What Schools Can Do To Address Violence

In order to achieve effective results from any violence prevention undertaking, a joint effort is required by all the systems influencing children's lives -- home, school, peers, health care and social service agencies, religious institutions, law enforcement and judicial systems, civic organizations, business and industry, and the media.

In partnership with their communities, schools can reduce violence by creating an atmosphere that encourages students to focus their energies on learning by:

- Developing an ethic of caring for students and staff
- Creating a safe school environment
- Developing firm, fair, and consistently applied student behavior standards, including nonviolent conflict resolution
- Helping students to understand violence and its negative consequences
- Providing opportunities for students to develop their talents

This work is a crucial part of educational reform efforts. The sixth National Educational Goal states, "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Over the past twenty-five years, several school-based programs have been developed to teach students skills in social perspective-taking, alternative solution generation, self-esteem enhancement, peer negotiation skills, problem-solving skills, and anger management. Evaluations of some of these programs show they are effective in improving prosocial competence and in reducing behaviors that are associated with later interpersonal violence, particularly if these skills are taught before children are 9 years old.

Because of these promising findings, a national Healthy People 2000 objective is to increase to at least 50% the proportion of elementary and secondary schools that teach non-violent conflict resolution skills, preferably as part of quality school health education.

Illinois has moved toward reaching this goal by the passage in 1993 of Public Act 88-0248, an amendment to the Illinois School Code which requires that school districts provide instruction in violence prevention and conflict resolution for grades 4 through 12, if grants of funds are made available from private sources or from the federal government.

The first step in implementing violence prevention and conflict resolution instruction is to assemble a school-family-youth-community team to carefully examine the current school-community environment. This assessment can then be used to develop a set of strategies for violence prevention that will enhance the strengths of that environment.

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The School-Community Environment

Schools that wish to work to prevent violence are likely to have their greatest success if they plan for ways to incorporate a holistic school-family-community approach toward violence prevention and life-skills development over the schooling lifespan, pre-kindergarten through grade 12. This means that all school personnel must embrace the notion that not only do they play a critical role in the intellectual development of children, they also play a critical role in supporting the social and emotional development of children, in concert with family and community institutions.

A comprehensive approach to school-based violence prevention begins with an examination of the current school-community environment to determine where strengths and gaps exist in violence prevention programming and life skills development. A partial list of questions to ask includes:

Begin with an examination of the current school-community environment to determine where strengths and gaps exist in violence prevention programming and life skills development.

- **How safe is the school?** How many fights occur during a typical month? Are weapons brought into the building? Does drug dealing occur inside or near the building? Is property often deliberately damaged or stolen? Do students and faculty feel secure when they are inside the building?
- **How safe is the route to school?** How many fights occur before or after school during a typical month? Do gangs recruit children on their way to and from school? How much drug trade exists in the community? Are parents or other caring adults visible along the major routes between homes and school? Do students and faculty feel relaxed and secure when they are on their way to and from school?
- **How healthy are the children?** To what degree does the school play a role in helping students assess risk and health behaviors? Are all students current with their immunizations? Do most students have access to regular medical and dental care? When trauma occurs in families or the community, does the school have a protocol for dealing with these events, including insuring that the children get appropriate mental health interventions? Do the children know and practice good nutrition habits? Are the children aware of the hazards of early and unsafe sex? Are the children aware of the impact of psychoactive substances (including alcohol and nicotine) on their behavior and health? Are the children hopeful about having long and healthy lives?
- **What is the nature of the school environment?** Are children treated with respect and dignity? Is there a non-adversarial relationship between teachers and students? Is there respect and understanding for the multiple cultures represented in the school? Are children challenged and provided with opportunities to develop their skills and talents? Are children eager to learn, engaging with enthusiasm in independent learning activities? Are firm, fair, and consistently applied student standards enforced? When

school competitions occur, is the norm the promotion of a positive attitude and a sense of fair play? Are faculty, school staff, and parents treated with respect? Are school staff shown that they are valued for their particular contributions to the success of the students? Is the decision-making process in the school shared between administration, faculty, staff, parents, and students? Does the school model a non-violent community?

- **What resources does the school have to improve the school environment?** Which adults (faculty, parents, administrators, maintenance staff, food service, etc.) in the school do young people go to when they have a problem? Are student, parent, and community leaders sought out as resources in resolving problems at the school and promoting non-violent behaviors? What already exists in the instructional program that addresses violence prevention and life skills development? Are there opportunities for teacher training and staff development? How are Chapter 1 and Drug-Free and Safe Schools money being used for violence prevention and life skills development initiatives?
- **How can gaps be addressed?** Can violence prevention and life skills development resources be incorporated into the school curriculum? Could parent and community involvement be enhanced to address safety and other health needs? Could a peer mediation program enhance students' sense of respect and promote nonviolent conflict resolution in the school? Could resources be made available within the school and/or community to address the needs of children who have been victimized by violence or who are showing early signs of aggressive behavior?

In order for a school system to effectively address violence prevention and life schools development, it is crucial that their personnel have **training** which allows them to explore their own feelings about violence, to examine their own ways of handling conflicts with peers and with students, and to develop skills that are needed to teach violence-related topics.

Financial resources exist to support schools in this endeavor. Drug-Free and Safe Schools funding, Chapter 1 funds, and local foundation and corporate money can be used to assist schools in purchasing curricular materials and training. Some of the school-based programs that this Task Force reviewed have training resources available in Illinois; these resources are listed in the annotated bibliography that follows. There are also two statewide resources that provide training for school personnel in violence prevention skills:

Illinois Institute for Dispute Resolution	(217) 384-4118
Prevention First	(800) 252-8951

It is crucial that school personnel have training which allows them to explore their own feelings about violence, to examine their own ways of handling conflict with peers and with students, and to develop skills that are needed to teach violence-related topics.

Guiding Framework for Peacing It Together Task Force

Schools can be a significant part of a comprehensive community approach to violence prevention; after their families, educators are the second most important socializing agent in children's lives. Educators can teach health promoting and violence prevention strategies as a regular part of children's educational experience both through creating an equitable and peaceful school environment in which the educators model nonviolent conflict resolution strategies and through formal curricular instruction.

Definition of Violence

The Peacing It Together Task Force focuses on interpersonal violence as its first priority, while recognizing the existence of other forms of violence. Interpersonal violence is defined as behavior by persons against persons that threatens, attempts, or inflicts physical or emotional harm.

A comprehensive approach to violence prevention in the schools includes the following guiding elements:

Educators can teach health promoting and violence prevention strategies as a regular part of children's educational experience.

A Recognition of Developmental and Sociocultural Risk Factors Leading to Violent Behavior

- Recognizes that violence is entrenched in American culture, but that this culture can change
- Recognizes that violence in the home (corporal punishment, witnessing or experiencing physical or sexual assault, and neglect of children's basic needs) or in the immediate community (the neighborhood is a "war zone") are primary negative socializing experiences for children
- Recognizes that children who have been victims of violence or who are showing violent behavior have a particular need for support and intervention
- Recognizes the relationship between injustices (such as poverty, racism, sexism, etc.) and violence
- Recognizes that easy access to firearms heightens the probability for lethal violence and serious injury
- Recognizes that the use of alcohol and other drugs lowers inhibitions against violent behavior
- Recognizes sex role socialization as a factor in violent behavior
- Recognizes that gang involvement, while increasing the likelihood for a youth to engage in violent behaviors, provides an unmet developmental need -- a sense of connection, belonging, and self-definition
- Recognizes the role of violence depicted in media -- television, movies, music, video games, etc. -- as a sociocultural risk factor

Enhancement of Protective Factors that Lessen the Likelihood of Violence Behavior

- Capacity for empathy and respect for all people
- Ability to generate alternative solutions to problems
- Ability to predict consequences of various approaches to problems

- Ability to protect oneself from danger using nonviolent strategies
- Self-esteem
- Negotiation skills and skills in building and valuing relationships
- Anger management skills
- Skills for avoiding violent confrontations
- Resources to assist children who have been victims of violence or who are behaving violently
- Capacity to translate a sense of injustice into positive social change
- Firearm awareness and safety
- Skills for refusing the use of alcohol and other drugs
- Respect for values within one's own or others' ethnic, religious, and/or cultural heritage which discourage violence and promote interpersonal harmony
- Respect for one's body and oneself as a male or female
- Skills for how to avoid gang involvement
- Skills for critically evaluating violence depicted in the media
- Support and encouragement of the family as a resource for teaching nonviolence
- Development of adult mentors as role models for achieving goals without violence
- Development of strategies for how to work positively with law enforcement officials

Discussion of Particular Forms of Violence and How to Prevent and Deal with Them

- Violence in the family
- Community violence
- Confrontational violence (amongst friends or acquaintances)
- Gun violence
- Alcohol and other drugs-related violence
- Sexual violence
- Hate crimes against people who have a particular ethnicity, religion, sexual orientation, physical or mental ability, etc.

Support for School Personnel in Developing Violence Prevention Strategies Within the School and Community

- Provision of tools for school personnel and students to assess the school environment in the areas of: personal safety, a unifying ethos for the school community, adult resources for listening to children and promoting nonviolence, and student resources for peer support in promoting nonviolence.
- Recommendations for how to provide effective training and support to school personnel in implementing health promoting and violence prevention strategies
- Promotion of a positive attitude and a sense of fair play in all interscholastic or intramural athletic activities by coaches, players and fans
- Linking of schools with other health-promoting and anti-violence efforts within the community
- Encouragement of school personnel who are reluctant to implement anti-violence strategies to become involved
- Evaluation and updating of the effectiveness of the violence prevention effort over time

Guiding elements for violence prevention in the schools: risk factors, protective factors, forms of violence, support for school personnel.

Review of Violence Prevention Resources

Working in teams of 3-4 persons, Peacing it Together Task Force members reviewed more than 50 violence prevention resources for schools. Each review team included an educator currently working in a school setting. There were a total of 13 review teams, 6 in the Childhood Track (ages 4-11) and 7 in the Adolescent Track (ages 11-18). Each team reviewed 4-5 sets of materials, using the Task-Force developed review criteria. After each reviewer assessed all of the materials assigned to that team, the team had a meeting in which they came to a consensus decision about whether a particular resource was **Recommended, Recommended as a Supplement, or Not Recommended**. The **Recommended** resources are listed in the annotated bibliography which follows. Not all resources that may contribute to violence prevention and life skills development were included in this initial review process; additional materials will be reviewed by the Task Force in the future.

An additional aspect of the work of the Task Force was a review of scientifically conducted evaluations of the materials, if any had been done. Using reports provided by the publishers or curriculum authors, the evaluations were reviewed based on the type of assessment that was done (process, outcome, and impact) and the adequacy of the research design(s). The overall evaluation process of each curriculum was characterized in one of four ways:

Each review team included an educator currently working in a school setting.

- **Strong Evaluation Program** -- a series of studies over a period of years that shows a consistent impact on risk factors for violence
- **Positive Outcome Data from Well-Designed Studies** -- one or two studies that show a short-term impact on risk factors for violence
- **Beginning Stages of Evaluation** -- process evaluations only, with plans for conducting outcome evaluations
- **Suggestive Outcome Data from Studies with Weak Designs**

The Future of Peacing It Together

Over the next three years, the Peacing It Together project will work toward the achievement of four major goals:

1. Providing technical assistance and information to Illinois schools and school districts, including ongoing review of violence prevention resources for schools
2. Piloting implementation of violence prevention strategies in three to five Illinois school districts/communities
3. Promoting youth leadership and activism in violence prevention
4. Developing approaches for dealing with gaps in violence prevention strategies

Annotated Bibliography of Recommended Violence Prevention Resources

Recommended Childhood Resources

Aban Aya Youth Project. Prevention Research Center, University of Illinois at Chicago; Contact person: Brian Flay
850 West Jackson Boulevard, Suite 400
Chicago, Illinois 60607
(312) 996-2806

- **Suggested Audience:** 5th - 7th Grades; African-American students
- **Goal of Program:** Develop problem-solving and other pro-social communication skills (refusal, negotiation, conflict resolution)
- **Key Teaching Strategies:** Short lectures, role playing, group activities, group discussion
- **Type of Materials:** Student workbook, teacher manual
- **Length of Instruction:** 20 lessons over 10 weeks for each of grades 5 - 7
- **Cost:** Cost of materials and training; estimated cost: \$200 plus teacher release time for training
- **Teacher Training:** Required (provided by University)
- **Scientific Evaluation:** None; program currently being evaluated

Anti-bias Curriculum: Tools for empowering young children. Louise Derman-Sparks and the ABC Task Force. Washington: National Association for the Education of Young Children, 1989.
1509 16th Street Northwest
Washington, DC 20036-1426
(202) 232-8777
(818) 397-1306

- **Suggested Audience:** 2 - 5 year olds
- **Goal of Program:** Promote a healthy self-concept, comfortable interaction with diversity, critical thinking about bias, and the power to make change
- **Key Teaching Strategies:** Activities, discussions
- **Type of Materials:** Teacher's guide
- **Length of Instruction:** Integrated into existing curricula
- **Cost:** \$7.00
- **Teacher Training:** Speaker's bureau through Culturally Relevant Anti-Bias Leadership Project
- **Scientific Evaluation:** None

Choosing Non-Violence: The Rainbow House Handbook To a Violence-Free Future for Young Children. Anne Parry, Melissa Walker, and Chris Heim. Chicago: Rainbow House/Arco Iris, Inc., 1991.
PO Box 29019
Chicago, Illinois 60629-0019
(312) 521-5501

- **Suggested Audience:** Pre K - K Grades, concerned adults, teachers
- **Goal of Program:** To raise awareness, teach alternatives to violence and encourage children and adults to reflect on the choices they make.
- **Key Teaching Strategies:** Role play, small and large group discussion, various activities
- **Type of Materials:** Textbook, handouts
- **Length of Instruction:** 20+ lessons over a variable amount of time
- **Cost:** \$22.95
- **Teacher Training:** Available upon request
- **Scientific Evaluation:** None

Conflict Resolution: An Elementary School Curriculum. Gail Sadalla, Meg Holmberg, and Jim Halligan. San Francisco: The Community Board Program, Inc., 1990.
149 Ninth Street
San Francisco, California 94103
(415) 552-1250

- **Suggested Audience:** K - 6th Grades, Adults
- **Goal of Program:** To promote effective communication and peaceful problem-solving skills to youth
- **Key Teaching Strategies:** Classroom activities, small group work, teacher presentations
- **Type of Materials:** Lesson plans, handouts
- **Length of Instruction:** 70 classroom activities, various time limits
- **Cost:** \$44.00/ 338pp 3-ring binder format
- **Teacher Training:** Customized on-site training, 4-day Conflict Manager Institutes in San Francisco; Training also offered by the Center for Conflict Resolution in Chicago -- (312) 372-6420
- **Scientific Evaluation:** None

Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom.

William J. Kreidler. Glenview, Illinois: Good Year Books, Scott Foresman and Company, 1984.
1900 East Lake Avenue
Glenview, Illinois 60025
(800) 628-4480

- **Suggested Audience:** K - 6th Grades
- **Goal of Program:** Teach 20 effective conflict resolution techniques
- **Key Teaching Strategies:** Discussion, example, activity, worksheet
- **Type of Materials:** Resource and workbook
- **Length of Instruction:** 200 activities and cooperative games, scope and sequence not specified
- **Cost:** \$12.95
- **Teacher Training:** None required
- **Scientific Evaluation:** None

Fighting Fair: For Families. Fran Schmidt and Alice Friedman. Miami, Florida: Grace Contrino Abrams Peace Education Foundation, Inc., 1989.
PO Box 191153
Miami Beach, Florida 33119
(800) 749-8838

- **Suggested Audience:** Parents, Teachers, Counselors
- **Goal of Program:** To teach people (families) how to communicate, cope with problems, cool down, negotiate and mediate.
- **Key Teaching Strategies:** Easy to read text with a Rules for Fighting Fair mini-poster that fits on your refrigerator.
- **Type of Materials:** Textbook, poster (available in English, Spanish, Haitian Creole and French)
- **Length of Instruction:** 24 lessons over a variable amount of time
- **Cost:** \$12.95
- **Teacher Training:** Available, Training Institute workshops
- **Scientific Evaluation:** Suggestive outcome data from studies with weak designs

Fighting Fair: Dr. Martin Luther King, Jr. for Kids. Fran Schmidt and Alice Friedman. Miami, Florida: Grace Contrino Abrams Peace Education Foundation, Inc., 1990.
PO Box 191153
Miami Beach, Florida 33119
(800) 749-8838

- **Suggested Audience:** Teachers, Counselors, Youth Development Professionals: Grades 4 - 9
- **Goal of Program:** To teach Dr. Martin Luther King, Jr.'s philosophy combined with conflict resolution skills.
- **Key Teaching Strategies:** Discussion, role-play, reading and writing assignments
- **Type of Materials:** Lesson plans, worksheets, discussion
- **Length of Instruction:** 43 lessons over a variable amount of time
- **Cost:** \$22.95/Teacher's guide; \$76.95/Teacher's guide, video, poster; \$139.95 Teacher's guide, video, 30 student handbooks
- **Teacher Training:** Available, Training Institute - 3 day workshops
- **Scientific Evaluation:** Suggestive outcome data from studies with weak designs

The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children. Priscilla Prutzman, Lee Stern, M. Leonard Burger, and Gretchen Bodenhamer. Philadelphia: Children's Creative Response to Conflict.
PO Box 271
Nyack, New York 10960
(914) 353-1796

- **Suggested Audience:** Pre K - 6th Grades
- **Goal of Program:** To teach conflict resolution skills to those who work with young people
- **Key Teaching Strategies:** Experiential activities including role playing, small group work
- **Type of Materials:** Handbook
- **Length of Instruction:** Create your own lessons over a variable amount of time, several samples included
- **Cost:** \$14.95 plus postage and handling
- **Teacher Training:** Extensive training recommended
- **Scientific Evaluation:** None

I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program. Preschool Guide.

I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program. Kindergarten and Primary Guide.

I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program. Intermediate Guide. Champaign, Illinois: Research Press, 1992.

PO Box 9177, Department 170
Champaign, Illinois 61826
(217) 352-3273

- **Suggested Audience:** Pre-K - 6th Grades
- **Goal of Program:** Teaches thinking skills to help children resolve interpersonal problems and prevent antisocial behavior
- **Key Teaching Strategies:** Direct instruction via lesson plans, classroom interaction, integration into the curriculum
- **Type of Materials:** 3 Program Guides
- **Length of Instruction:** Varies by grade level
- **Cost:** \$39.95 each volume
- **Teacher Training:** Provided by Mental Health Association in Illinois -- (312) 368-9070
- **Scientific Evaluation:** Strong evaluation program

Let's Talk About Living in a World with Violence: An activity book for school-age children. James Garbarino. Chicago: Erikson Institute, 1993.
420 North Wabash Avenue
Chicago, Illinois 60611
(312) 755-2244

- **Suggested Audience:** Pre K - 6th Grades
- **Goal of Program:** To help children process their feelings and experiences with violence
- **Key Teaching Strategies:** Workbook
- **Type of Materials:** Workbook (available in Spanish & English)
- **Length of Instruction:** 13 lessons over variable amount of time, depending on students
- **Cost:** \$10.00/single copy, \$6.00 each/2-8, \$5.00 each/10-99, \$4.50 each/100+
- **Teacher Training:** Comes with guide for teachers and other professionals
- **Scientific Evaluation:** None, program currently being evaluated

Resolving Conflict: Activities for Grades K-3. Noreen Copeland and Faith Garfield.; *Lessons in Conflict Resolution: Activities for Grades 4-6.* Various authors.; *Training and Implementation Guide for Student Mediation in Elementary Schools.* Sara Keeney, Jean Sidwell, Noreen Copeland, Faith Garfield, and Melinda Smith. New Mexico Center for Dispute Resolution, 1990.
640 Roma Northwest, Suite B
Albuquerque, New Mexico 87102
(505) 247-0571

- **Suggested Audience:** K - 6th Grades
- **Goal of Program:** Intended as a curriculum to teach communication and conflict resolution skills to elementary students and also to organize a peer mediation program in the school
- **Key Teaching Strategies:** Class discussion, drawing, writing
- **Type of Materials:** Teacher guide and handouts
- **Length of Instruction:** 13 activities over 13 weeks/K - 3; 10 activities over 10 weeks/4 - 6
- **Cost:** \$15.00/K - 3, \$15.00/4 - 6, \$30.00/Training & Implementation guide
- **Teacher Training:** None for curricula; 3 - 12 hours suggested for peer mediation
- **Scientific Evaluation:** Positive outcome data from well-designed studies

Resolving Conflicts Creatively. Educators for Social Responsibility, Metropolitan Area, 1993.
163 Third Avenue, #103
New York, New York 10003
(212) 387-0225

- **Suggested Audience:** K - 12th Grades
- **Goal of Program:** To prepare educators to provide high quality instruction and effective school programs in conflict resolution and intergroup relations. To transform the culture of participating schools so that they model values and principles of creative non-violent conflict resolution
- **Key Teaching Strategies:** Role-play, interviews, group dialogue, brainstorming and other affective experiential learning strategies
- **Type of Materials:** Curricula K - 12, videos, resource materials
- **Length of Instruction:** 15-20 lessons, then infused into all curriculum areas
- **Cost:** \$33.00 per pupil
- **Teacher Training:** Required
- **Scientific Evaluation:** Positive outcome from well-designed studies

Second Step: A Violence Prevention Curriculum, Grades pre-K-K; Second Step: A Violence Prevention Curriculum, Grades 1-3; Second Step: A Violence Prevention Curriculum, Grades 4-5. Kathy Beland: Committee for Children, 1992.
172 20th Avenue
Seattle, Washington 98122
(800) 634-4449

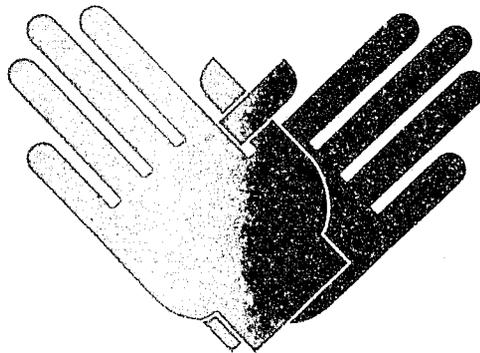
- **Suggested Audience:** Pre K - 5th Grades
- **Goal of Program:** Skill building curriculum designed to reduce impulsive and aggressive behavior by teaching students skills in empathy, impulse control, problem solving and anger management
- **Key Teaching Strategies:** story starter/discussions, teacher modeling behaviors and skills, activities/role playing
- **Type of Materials:** 11x17 photo lesson cards, teacher guide, posters, film strip, puppets, song tape
- **Length of Instruction:** Variable depending on grade and student needs
- **Cost:** \$245/PreK-K, \$255/1-3, \$235/4-5
- **Teacher Training:** Recommended; Provided by Committee for Children either 1 day staff training or 3 day training of trainers model; Available through Prevention First -- (800) 252-8951
- **Scientific Evaluation:** Positive outcome data from well-designed studies

Straight Talk About Risks. Washington: Center to Prevent Handgun Violence, 1992.
1225 Eye Street, Northwest, Room 1150
Washington, DC 20005
(202) 289-7319
Chicago -- (312) 920-0504

- **Suggested Audience:** Pre K - 5th Grades
- **Goal of Program:** Decrease gun violence among youth by teaching students the protective skills needed to avoid threatening situations with guns. STAR also seeks to help students develop positive non-violent attitudes towards themselves, their peers and communities
- **Key Teaching Strategies:** Games, role playing, discussion, debate
- **Type of Materials:** Teacher training manual, curriculum guide, awareness materials for parents and community involvement, age-appropriate bibliographies (Spanish & English)
- **Length of Instruction:** 8 - 12 lessons/grade level, average lesson 25 - 45 minutes, recommended implementation time is a minimum of 12 months
- **Cost:** Varied based on the training & technical assistance needs of school, \$13.90 to review
- **Teacher Training:** 3 - 5 hours based on needs of school, on-site technical assistance available.
- **Scientific Evaluation:** Beginning stages of evaluation

Towards Peace. Sambhava and Josette Luvmour. Berkeley, California: Celestial Arts, 1989.
Natural Learning Rhythms: How and When Children Learn. Josette and Sambhava Luvmour. Berkeley, California: Celestial Arts, 1993.
PO Box 7123
Berkeley, California 94707

- **Suggested Audience:** Teachers and parents of all age groups
- **Goal of Program:** Help build an understanding between adults and students, as well as teach conflict resolution skills
- **Key Teaching Strategies:** Teacher and parent workshops, small group discussions
- **Type of Materials:** 2 books
- **Length of Instruction:** Variable, depending on needs
- **Cost:** \$7.95 - *Towards Peace*, \$12.95 *Natural Learning Rhythms*
- **Teacher Training:**
- **Scientific Evaluation:** None



Recommended Adolescent Resources

Conflict Center's Conflict Management: Middle School Curriculum. Elizabeth Loescher. Denver, Colorado: The Conflict Center, 1990.
2626 Osceola Street
Denver, Colorado 80212
(303) 433-4983

- **Suggested Audience:** 6th, 7th, and 8th Grades
- **Goal of Program:** Reduce levels of physical, verbal, and emotional violence through skill building
- **Key Teaching Strategies:** Role play, interactive lessons, self-evaluations, small and large group discussions
- **Type of Materials:** Teacher's guide, handouts
- **Length of Instruction:** At least 18 lessons over 10 hours, teachers encouraged to expand at their discretion
- **Cost:** \$20.00 plus shipping (\$2.50)
- **Teacher Training:** Workshops offered by Conflict Center on-site
- **Scientific Evaluation:** None

Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents. Allan Creighton and Paul Kivel. Alameda, California: Battered Women's Alternatives, Oakland Men's Project, 1992.
PO Box 6406
Concord, California 94524
(510) 676-7748

- **Suggested Audience:** Middle School, High School, High-risk juvenile facilities and treatment programs, and Adults
- **Goal of Program:** Seek to prevent youth violence, create a safe environment, empower teens by training teen leaders
- **Key Teaching Strategies:** Role play, brain storming; a flexible interactive emotion based curricula that avoids strict lecture format
- **Type of Materials:** Teacher/Parent Guidebook
- **Length of Instruction:** 12 lessons over a variable amount of time depending on student needs
- **Cost:** \$11.95
- **Teacher Training:** Workshop consultation available
- **Scientific Evaluation:** None

Conflict Resolution: A Secondary School Curriculum. Gail Sadalla, Manti Henríquez, and Meg Holmberg. San Francisco: The Community Board Program, Inc., 1987.
1540 Market Street, Room 490
San Francisco, California 94102
(415) 552-1250

- **Suggested Audience:** 7th - 12th Grades, Adults
- **Goal of Program:** To promote effective communication and peaceful problem-solving skills to youth.
- **Key Teaching Strategies:** Classroom activities, small group work, teacher presentations
- **Type of Materials:** Lesson plans, handouts
- **Length of Instruction:** 70 classroom activities, various time limits
- **Cost:** \$44.00, 308pp 3-ring binder format
- **Teacher Training:** Customized on-site training, 4-day Conflict Manager Institutes in San Francisco; Training also offered by the Center for Conflict Resolution in Chicago -- (312) 372-6420
- **Scientific Evaluation:** None

Managing Conflict: A Curriculum for Adolescents. Noreen Duffy Copeland. Albuquerque, New Mexico: New Mexico Center for Dispute Resolution, 1989.
Training and Implementation Guide for Student Mediation in Secondary Schools. Melinda Smith and Jean Sidwell. Albuquerque, New Mexico: New Mexico Center for Dispute Resolution, 1990.
620 Roma Northwest, Suite B
Albuquerque, New Mexico 87102
(505) 247-0571

- **Suggested Audience:** 7th - 12th Grades
- **Goal of Program:** Intended as a curriculum to teach communication and conflict resolution skills to adolescents and to organize a peer mediation program in the school
- **Key Teaching Strategies:** Role play, small group discussion
- **Type of Materials:** Textbook and handouts
- **Length of Instruction:** 15 lessons over 6 - 8 weeks
- **Cost:** \$30.00/Managing conflict; \$30.00/Training & implementation guide
- **Teacher Training:** None for curriculum, 3 - 12 hours suggested for peer mediation program
- **Scientific Evaluation:** None

Mediation and Conflict Resolution for Gang-Involved Youth: A Training and Resource Manual. Melinda Smith. Albuquerque, New Mexico: New Mexico Center for Dispute Resolution, 1992. 620 Roma Northwest, Suite B Albuquerque, New Mexico 87102 (505) 247-0571

- **Suggested Audience:** All people working with gang-involved youth
- **Goal of Program:** To be used as a training resource for people working with gang-involved youth. Both individual conflict resolution activities and mediation training activities are included.
- **Key Teaching Strategies:** Role play, small group discussion
- **Type of Materials:** Textbook and handouts
- **Length of Instruction:** Variable, as needed
- **Cost:** \$30.00
- **Teacher Training:** 20 - 40 hours mediation training suggested
- **Scientific Evaluation:** None

Peer Mediation: Conflict Resolution in Schools. Fred Schrupf, Donna Crawford, and H. Chu Usadel. Champaign, Illinois: Research Press. Program Guide, Student Manual, and Video PO Box 9177, Department 170 Champaign, Illinois 61826 (217) 352-3273

- **Suggested Audience:** 6th - 12th Grades
- **Goal of Program:** Teaches a non-adversarial process in which student mediators help their peers resolve conflicts
- **Key Teaching Strategies:** Role playing, group discussions
- **Type of Materials:** Program guide, student manual, video
- **Length of Instruction:** 19 lessons over a variable amount of time
- **Cost:** \$23.95/Program Guide, \$9.95/Student Manual (10+ \$8.95/each), \$365.00 Video purchase or \$55.00/3-day rental
- **Teacher Training:** Includes suggestions for program implementation; video shows footage of trainers working with students; Training available through the Illinois Institute for Dispute Resolution -- (217) 384-4118
- **Scientific Evaluation:** None

Second Step: A Violence Prevention Curriculum, Grades 6-8. Kathy Beland. Seattle: Committee for Children, 1992. 172 20th Avenue Seattle, Washington 98122 (206) 322-5050

- **Suggested Audience:** 6th - 8th Grades
- **Goal of Program:** Skill building curriculum designed to reduce impulsive and aggressive behavior by teaching students skills in empathy, impulse control, problem solving, and anger management
- **Key Teaching Strategies:** Lessons, discussion, role playing and various activities
- **Type of Materials:** 3-ring binder containing Teacher's Guide, detailed lesson plans, overhead transparencies; live action video
- **Length of Instruction:** 15 lessons over a variable amount of time
- **Cost:** \$285.00/Binder and video
- **Teacher Training:** Recommended; Provided by Committee for Children either a 1-day staff training or 3-day training of trainers model; Training available through Prevention First -- (800) 252-8951
- **Scientific Evaluation:** Positive outcome data from well-designed studies

Social Competence Promotion Program for Young Adolescents (SCPP-YA). Roger P. Weissberg, Marlene Caplan, Loisa Bennetto, and Alice Stroup Jackson. New Haven, Connecticut: The New Haven Social Development Program, 1990. Department of Psychology (M/C 285) University of Illinois at Chicago 1007 West Harrison Street Chicago, Illinois 60607 (312) 413-1012

- **Suggested Audience:** 5th - 8th Grades
- **Goal of Program:** To train teachers to teach children self control, problem solving, and communication skills: to prevent high risk behaviors such as drug use and delinquency
- **Key Teaching Strategies:** Role playing, cooperative learning groups, group discussion
- **Type of Materials:** Teacher's Manual
- **Length of Instruction:** 27 lessons over 20 hours
- **Cost:** \$40.00
- **Teacher Training:** Ideally involves 2-day workshop prior to implementation and on-site coaching during implementation
- **Scientific Evaluation:** Strong evaluation program

Sticks, Stones and Stereotypes. Video and Curriculum. Santa Cruz, California: ETR Associates, 1988.
PO Box 1830
Santa Cruz, California 95061
(800) 321-4407

- **Suggested Audience:** 8th - 12th Grades
- **Goal of Program:** To educate young people about the harmful nature of homophobic, racial and ethnic name calling, and to empower them to embrace their own diversity
- **Key Teaching Strategies:** Theatrical skits, student profile interviews, classroom discussion, and appreciating diversity exercises
- **Type of Materials:** Textbook, video, handouts (bilingual Spanish & English)
- **Length of Instruction:** 8 appreciating diversity exercises, 5 videotape discussions, 7 name calling prevention units over 12 days
- **Cost:** \$129.00
- **Teacher Training:** Not necessary
- **Scientific Evaluation:** None

Straight Talk About Risks. Center to Prevent Handgun Violence. Washington: Center to Prevent Handgun Violence, 1992.
1225 Eye Street, Northwest, Room 1150
Washington, DC 20005
(202) 289-7319
29 S. LaSalle Street
Chicago, IL 60603
(312) 920-0504

- **Suggested Audience:** 6th- 12th Grades
- **Goal of Program:** Decrease gun violence among youth by teaching students the protective skills needed to avoid threatening situations with guns. STAR also seeks to help students develop positive non-violent attitudes towards themselves, their peers and communities
- **Key Teaching Strategies:** Games, role playing, discussion, debate, video
- **Type of Materials:** Teacher training manual, curriculum guide, Video tapes ("Guns and Teens" and "Justice is Done"), awareness materials for parents and community involvement, age-appropriate bibliographies
- **Length of Instruction:** 8 - 12 lessons/grade level, average lesson 25 - 45 minutes, recommended implementation time is a minimum of 12 months
- **Cost:** Varied based on the training & technical assistance needs of school, \$13.90 to review
- **Teacher Training:** 3 - 5 hours based on needs of school, on-site technical assistance available
- **Scientific Evaluation:** Beginning stages of evaluation

Teens, Crime, and the Community: Education and Action for Safer Schools and Neighborhoods (2nd edition). National Institute for Citizen Education in the Law and the National Crime Prevention Council. St. Paul, MN: West Publishing Company, 1992.
PO Box 64833
St. Paul, Minnesota 55164-1803
(800) 328-2209

- **Suggested Audience:** 6th - 8th Grades
- **Goal of Program:** Give the students an active role in making themselves and the community safer
- **Key Teaching Strategies:** Role playing and teacher structured lessons
- **Type of Materials:** Textbook
- **Length of Instruction:** 11 lessons over a variable amount of time
- **Cost:** \$14.96
- **Teacher Training:** Workshops available through the National Institute for Citizen Education and the Law -- (202) 546-6644
- **Scientific Evaluation:** None

Violence Prevention Curriculum for Adolescents. Deborah Prothrow-Stith. Newton, Massachusetts: Education Development Center, Inc., 1987.
55 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100, ext. 2215

- **Suggested Audience:** 9th - 12th Grades
- **Goal of Program:** Increase student's awareness of the causes and effects of violence; illustrate to students that violence is preventable; assist students in learning that anger is a normal part of life, and that anger can be expressed and channeled in healthy, constructive ways; encourage students to think about alternatives to violence in conflict situations
- **Key Teaching Strategies:** Mini lectures, facilitated class discussions, role playing, and observation and analysis
- **Type of Materials:** 110-page teacher's guide (w/student handouts), video
- **Length of Instruction:** 10 lessons over a variable amount of time
- **Cost:** \$30.00/Teacher's Guide (\$25.50 for orders of 10 or more), Video rental \$60.00, \$150/Teacher's Guide and Video, (\$3.00/shipping & handling)
- **Teacher Training:** One-hour teacher training video available, the Boston Violence Prevention Program (617-534-5196) conducts national trainings on the curriculum
- **Scientific Evaluation:** Suggestive outcome data from studies with weak designs

Recommended Videos and Other Supplements

Alternatives to Violence - Conflict Resolution and Mediation. Video and Manual. Niles, Illinois: United Learning, 1994.
6633 West Howard Street
Niles, Illinois 60714-3389
(800) 424-0362

- **Suggested Audience:** 6th - 10th Grades, Teachers, School Staff
- **Goal of Program:** Help educators teach students the concepts and skills they need to resolve conflicts productively
- **Key Teaching Strategies:** Video and group discussion
- **Type of Materials:** Video, Instructor's guide, 1 set of blackline masters
- **Length of Instruction:** Part 1 - 33 minutes, Part 2 - 31 minutes
- **Cost:** \$125.00
- **Teacher Training:** None
- **Scientific Evaluation:** None

Dealing With Anger: Givin' It, Takin' It, Workin' It Out. A Violence Prevention Program for African American Youth (Female or Male version). Champaign, Illinois: Research Press, 1991.
2612 North Mathis Avenue
Champaign, Illinois 61821
(217) 352-3273

- **Suggested Audience:** African American youths 6th - 12th Grades (each video set is specific for females or males)
- **Goal of Program:** Teaches ways to express angry feelings (Givin' It), accept criticism (Takin' It), and negotiate a solution (Workin' It Out)
- **Key Teaching Strategies:** Videos, discussion, role playing
- **Type of Materials:** Video and discussion guide
- **Length of Instruction:** 3 lessons per video set, a variable length of time
- **Cost:** \$495.00/each set of videos, or \$740.00 both sets
- **Teacher Training:** Includes footage of trainers working with adolescent groups
- **Scientific Evaluation:** Positive outcome data from well-designed studies

Choices. Video. Niles, Illinois: United Learning, 1993.
6633 West Howard Street
Niles, Illinois 60714-3389
(800) 424-0362

- **Suggested Audience:** 7th - 12th Grades, Adults
- **Goal of Program:** Encourage students to confront the reality of their decisions
- **Key Teaching Strategies:** Video and group discussion
- **Type of Materials:** Video, Teacher's guide, one set of blackline masters
- **Length of Instruction:** One lesson, 15 minutes plus discussion
- **Cost:** \$89.95
- **Teacher Training:** None
- **Scientific Evaluation:** None

Negotiation Skills. Video. Evanston, Illinois: Altschul Group Corporation, 1987.
1560 Sherman Avenue, Suite 100
Evanston, Illinois 60201
(800) 421-2363

- **Suggested Audience:** 8th - 12th Grades
- **Goal of Program:** To learn negotiation skills
- **Key Teaching Strategies:** Group discussions
- **Type of Materials:** Video and discussion guide
- **Length of Instruction:** 6 lessons taught over 2 weeks
- **Cost:** \$295.00
- **Teacher Training:** None
- **Scientific Evaluation:** None

Preventing Family Violence: A Curriculum for Adolescents. Susan Klaw, Freada Klein, Wendy Sanford, and Adria Steinberg. Boston: Family Violence Curriculum Project, 1984.
Massachusetts Department of Public Health
Office of Violence Prevention
150 Tremont Street
Boston, Massachusetts 02111
(617) 727-1246

- **Suggested Audience:** 7th - 12th Grades
- **Goal of Program:** To help teenagers cope with violence at home and avoid repeating violent patterns in their own lives.
- **Key Teaching Strategies:** Group discussion
- **Type of Materials:** Lesson plans, video, handouts
- **Length of Instruction:** 8 lessons taught over 15 hours
- **Cost:** None
- **Teacher Training:** None
- **Scientific Evaluation:** None

Racism: Cross Colors. Video. Niles, Illinois: United Learning, 1992.
6633 West Howard Street
Niles, Illinois 60713-3389
(800) 424-0362

- **Suggested Audience:** 9th - 12th Grades
- **Goal of Program:** Teens offer solutions as well as observations, feelings and fears about racism
- **Key Teaching Strategies:** Video and discussion
- **Type of Materials:** Discussion guide, video, handouts
- **Length of Instruction:** 14-minute video plus discussion
- **Cost:** \$89.95
- **Teacher Training:** None
- **Scientific Evaluation:** None

Violence Prevention: Inside Out. Video. Niles, Illinois: United Learning, 1993.
6633 West Howard Street
Niles, Illinois 60714-3389
(800) 424-0362

- **Suggested Audience:** 7th - 12th Grades
- **Goal of Program:** Presents an understanding of the causes of violence, discusses alternatives to violence, and addresses ways of effectively coping with experiences of violence
- **Key Teaching Strategies:** Video and discussion
- **Type of Materials:** Discussion guide, video, handouts
- **Length of Instruction:** 3 - 20 minute video segments plus discussion
- **Cost:** \$125.00
- **Teacher Training:** None
- **Scientific Evaluation:** None

Violence: Reversing the Trend (video series). Evanston, Illinois: Altschul Group Corporation, 1994.
1560 Sherman Avenue, Suite 100
Evanston, Illinois 60201
(800) 421-2363

- **Suggested Audience:** 7th - 12th Grades
- **Goal of Program:** Prevention of teen violence
- **Key Teaching Strategies:** Group discussions
- **Type of Materials:** 3 videos* (*Crossing the Line: The Truth about Gangs, Weapons and You, Getting Along*)
- **Length of Instruction:** Each video is 18 minutes plus necessary discussion time
- **Cost:** \$295.00/each
- **Teacher Training:** None
- **Scientific Evaluation:** None

* The series now contains 5 videos. ICPV will review the additional two.

Wasted Dreams: A Peer-to-Peer Video Dealing with Guns & Violence. Northbrook, Illinois: Film Ideas.
3710 Commercial Avenue, Suite 13
Northbrook, Illinois 60062
(800) 475-3456

- **Suggested Audience:** 7th - 12th Grades, Adults
- **Goal of Program:** To show effects of guns and violence on young people
- **Key Teaching Strategies:** Group discussion
- **Type of Materials:** Video
- **Length of Instruction:** 27 minutes plus discussion
- **Cost:** \$175.00
- **Teacher Training:** None
- **Scientific Evaluation:** None



Peacing It Together Task Force Members

Chair: Julie Hamos

Julie E. Hamos & Associates

Staff: Barbara Shaw
Eileen Altman
Jennifer Duck

Executive Director, Illinois Council for the Prevention of Violence
Youth Initiatives Coordinator, Illinois Council for the Prevention of Violence
Project Assistant, Illinois Council for the Prevention of Violence

Members:

Barbara Baldini	Facing History and Ourselves
Lynn Baumhardt	Institute for Human Relations, The National Conference
Bonnie Bishop	Teacher's Task Force
Virginia Bishop-Townsend	University of Illinois at Chicago Department of Pediatrics
Bernice Bloom	Executive Assistant to the Governor for Education
Sharon Bluemke	Banneker School, Chicago
David Boyd	Columbia College
Carol Brigman	Illinois Department of Public Aid
Cheryl Cesario	Cook County State's Attorney's Office
Kathy Cheney-Egan	Center for Conflict Resolution
Carolyn Chhutani	Nicole Tesla School, Chicago
Gail Christopher	Gail C. Christopher Enterprises
Barbara Cimaglio	Illinois Department of Alcoholism & Substance Abuse
Joe Collins	William G. Beale School, Chicago
Cheryl Conaway	Assistant to First Lady Brenda Edgar
Elaine Crook-Moore	Metcalfe Magnet School, Chicago
Lynda Dautenhahn	Illinois Department of Public Health
Lilia T. Delgado	Lilia T. Delgado & Associates
Michelle Dineen	Bowen School, Chicago
Mike Dobbins	Project Oz
Mara Dodge	Dett School, Chicago
Glenanne Farrington	Illinois Department of Children & Family Services
Cy Fields	Prevention Resource Center
Brian Flay	University of Illinois at Chicago Prevention Research Center
Pat Ford	University of Illinois at Chicago Small Schools Workshop
Carol Friedman	Ericson Academy, Chicago
John Greven	Spry School, Chicago
Helen Gualtieri	Saucedo Scholastic Academy, Chicago
Carolyn Hester	University of Illinois Cooperative Extension Service
Jan Hill	Consultant
Jennifer Jobrack	Illinois Attorney General's Office
Colleen Jones	United Charities
Kathleen Kostelny	Erikson Institute
Gail Lasin	Park Forest - Chicago Heights School District 163
Margaret Manheim	Evanston Council of PTAs
Shirley McDonald	University of Illinois at Chicago Jane Addams College of Social Work
Anthony Moriarty	Rich Central High School
Elizabeth Nickerson	Chicago Department of Health
Ted Oppenheimer	Oppenheimer Family Foundation
Carole Pardo	Erikson Institute
John Payton	Chicago Public Schools
Barbara Randolph	Abbott School, Chicago
Darryl Rader	University of Illinois at Chicago Prevention Research Center
Jamila Rashid	University of Illinois at Chicago Prevention Research Center
Marvin Richards	Senator Paul Simon's Office
Bill Snyder	Gower Middle School, Chicago
Christine Speiser	Center to Prevent Handgun Violence
Glenn Steinhausen	Illinois State Board of Education
Johnathan Steinhoff	Eli Whitney School, Chicago
Frank Tobin	Golden Apple Foundation
Sandy Tucker	Crown Academy, Chicago
Janet Walker	Eli Whitney School, Chicago
Barbara V. Williams	University of Chicago Center for School Improvement
Sharron Williams	Rainbow House, Institute for Choosing Non-Violence
Arlene Zielke	Illinois Parent Teacher Association