



A Tale of Two Boys

Applying Risk and Resiliency Concepts to Create Safe and Responsive Schools



Council for
 Children with
 Behavioral
 Disorders

Reece L. Peterson, University of Nebraska-Lincoln



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Numerous Benefits!

- Chance to be a part of a larger advocacy effort;
- Great publications & information;
- Great state and local connections!

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Predictors of ...

- Many predictors of violent behavior are predictors of other problems such as-
 - emotional disturbance,
 - school behavior problems,
 - substance abuse,
 - delinquency,
 - school dropout, and
 - teen pregnancy.

Individual Predictors of Violence

- Gender
- Cultural/racial differences
- Pregnancy & delivery complications
- Low resting heart rate.
- Internalizing disorders
- Hyperactivity, concentration problems, restlessness, and risk taking.
- Aggressiveness.
- Early initiation of violent behavior.
- Involvement in other forms of anti-social behavior.
- Beliefs and attitudes favorable to deviant or antisocial behavior.

Hawkins, et al., 2000

Family Predictors of Violence

- Parental criminality
- Child maltreatment
- Poor family management practices
- Low levels of parental involvement
- Poor family bonding and family conflict
- Parental attitudes favorable to substance use and violence
- Parent-child separation.

School Predictors of Violence

- Academic failure
- Low bonding to school
- Truancy and dropping out of school
- Frequent school transitions

Hawkins, et al., 2000


Peer-related Predictors of Violence

- Delinquent siblings
- Delinquent peers
- Gang membership

Community & Neighborhood Predictors of Violence

- Poverty
- Community disorganization
- Availability of drugs and firearms
- Neighborhood adults involved in crime
- Exposure to violence and racial prejudice

Hawkins, et al. Risk Factors –Score card



Risk Factors/Predictors:	Amon	Leif
1. Individual predictors	3 - Yes 4 - No 3 -Unknown	1 - Yes 8 - No
2. Family predictors	7 - Yes	7 - No
3. School predictors	4 - No	4 - No
4. Peer predictors	2 - Yes 1 - No	3 - No
5. Community and neighborhood predictors	4 - Yes 1 - No	4 - No
TOTALS:	15 - Yes 10 - No 3 - Unknown	1 - Yes 26 - No

Compounding of Risk

- A recent study of risk factors in secondary students being served by a day treatment facility found:
 - A mean of 5.64 of 16 possible individual risks
 - A mean of 5.23 of 14 family risks
- Amon had 15 of 28 risks identified by Hawkins, et al.
- Leif had one.
- In spite of the number of risk factors, there was no evidence that Amon was emotionally disturbed or mentally ill.

(Oestman, 2000)

Resiliency Factors

**Anchors in a Stormy Sea:
 The Power of Spiritual,
 Psychological, and Social
 Anchors**

Garbarino, 1999

■ “A major objective of our follow-up into adulthood was to document how a chain of protective factors, linked across time, afforded vulnerable children and teenagers an escape from adversity and contributed to positive outcomes in their adult lives.”

Werner, and Smith, p.128

- High Risk Male Protective Factors** -Werner & Smith, 1992
- Source of support-parents
 - Overall attitude toward school
 - IQ
 - Achievement motivation
 - Realism of educational plans
 - Quality of social life
 - # of sources of emotional support
 - Self esteem rating
 - Sources of help-teachers
 - Structures and rules in household
 - # of stressful life events
 - # of adults outside home he likes to be with
 - Emotionality
 - Activity level
 - Temperament
 - Reading score

- Psychological anchors, which underlie resilience in children and youth, include:**
- Strong attachment
 - The capacity to actively respond to events rather than passively react to them,
 - Intellectual ability
 - Authentic self-esteem
 - Constructive coping strategies
 - An ability to seek out social support from outside the family
- Garbarino, p150

Garbarino Resiliency Factors

Resiliency Factors:	Amon	Leif
1. Stable Positive Emotional Relationships: Someone Who Loves Me	Unknown	Yes
2. The Ability to Actively Cope with Stress	Unknown	Yes?
3. Intelligence	Yes	Yes
4. Authentic Self-esteem	Unknown	Yes?
5. Positive Social Support from Persons Outside the Family	Yes	Yes
TOTALS:	2 - Yes 3-Unknown	5 - Yes

- ### Questions?
- Why is this story so closely tied to athletics?
 - What would have been different if Amon was not a highly gifted athlete?
 - When the risk factors were so obvious to all, why did this happen in spite of the best efforts of coaches, school personnel and the community?
 - What else could have or should have been done?

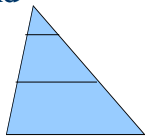
- ### What Can Educators Do?
- Given both the risk and resiliency factors, what should we expect?
 - What can we affect positively?
 - What could you hope for?

Educators' Score Card – Risk Factors

Risk Factors/Predictors:	Educators can Influence
1. Individual predictors	9 No
2. Family predictors	7 No
3. School predictors	3 Yes 1 No
<ul style="list-style-type: none"> ■ Academic failure YES ■ Low bonding to school YES ■ Truancy and dropping out of school YES ■ Frequent school transitions Probably Not 	
4. Peer predictors	3 - No
5. Community and neighborhood predictors	4 - No
TOTALS:	3 - Yes 23 - No

Educators' Score Card – Protective Factors

Resiliency Factors:	Educators Can Influence
1. Stable Positive Emotional Relationships: Someone Who Loves Me	Yes?
2. The Ability to Actively Cope with Stress	Yes?
3. Intelligence	Yes ?
4. Authentic Self-esteem	Yes
5. Positive Social Support from Persons Outside the Family	Yes
TOTALS:	5? - Yes


- ### Components of Safe and Responsive Schools
- 
- I. Creating the Climate**
 – Applied to all students
 - II. Early Warning & Early Intervention**
 – Who are the students who need support?
 - III. Effective Responses**
 – Planning responses for inappropriate behavior & crisis
 – Expanding our response options

Structuring Smaller, Caring, Relationship-Friendly Schools & Classrooms -Creating the climate

- School within School Programs
- Home base/Home room programs
- Reduce class and school size
- Looping (teachers move up grades with students)
- Multi-age grouping
- Employing Cooperative Learning Strategies
- Community-based instruction/ Service learning
- Adopt a comprehensive Social Skills Curriculum
- Employ/ model conflict resolution and problem solving strategies
- Increase positive reinforcement
- Implement Character Education Program/ School Values Statements

Early Warning and Intervention

- Take threats seriously / Heed warning signs
- Use risk factors and other data to identify students at-risk
- School-wide screening for behavior problems
- Use Mentoring programs
- Peer mediation / Dispute resolution programs
- Academic tutoring for at-risk students
- Counseling
- Bullying prevention/intervention programs
- Create behavior teams to assess and implement behavior plans
- Develop relationships with students



Universal Laws of Being in a Community
 -Angeles Arrien, by way of Kay Cessna

- Be Present
- Listen
- Tell the Truth
- Don't Be Married to the Outcome

Remember the Coach's incantation: "Never give up! Don't quit!"

What We Can Do to Make Things Better ?

For example, "17 Reasons Why Football Is Better Than High School"

1. In football, teenagers are considered important contributors rather than passive recipients.
2. In football, teenagers are encouraged to excel.
3. In football, teenagers are honored.
4. In football, a player can let the team down.
5. In football, repetition is honorable.
6. In football, the unexpected happens all the time.
7. In football, practices generally run a lot longer than 50 minutes.
8. In football, the homework is of a different type from what's done at practice.
9. In football, emotions and human contact are expected parts of the work.
10. In football, players get to choose their own roles.
11. In football, the better players teach the less-skilled players.
12. In football, there is a lot of individual instruction and encouragement from adults.
13. In football, adults who participate are genuinely interested.
14. In football, volunteers from the community are sought after.
15. In football, ability isn't age-linked.
16. Football is more than the sum of its parts.
17. In football, a public performance is expected.

Meaning and Hope?

Meaning is What Matters


If a boy has a strong sense of future orientation, the present tends to take care of itself...
 Meaningfulness is implicit in the routines of day-to-day life.

Garbarino, p.153

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Contact me-



Reece L. Peterson
 202A Barkley Center
 Univ. of Nebraska-Lincoln
 Lincoln, NE 68583
 402-472-5480
 rpeterson1@unl.edu
 www.unl.edu/peterson
 www.unl.edu/srs

Or, the
 Council for Children with Behavioral Disorders
 PO Box 3687, Olathe, KS 66063-3687
 913-239-0550