

T&L 2900— Violence in Schools: Identification, Prevention & Intervention Strategies

Course at a Glance

Instructor: Dr. Karen Lea

Length: Approximately 30 hours, complete in 4 months

Dates: Rolling admission

Number of Graduate Professional Development Credits: 2, from the University North Dakota

Introduction

Violence in Schools is designed to give you a better understanding of school violence and increase your interventions strategies. *Violence in Schools* provides a foundational understanding of violence and the motivational purposes behind aggression. The correlation with and impact of the media, community and family upon violence will be investigated. The course teaches identification and intervention approaches for working with out-of-control behaviors. In addition, each student will receive information on available national resources for both parents and teachers. This course will help each person to increase his or her understanding of violence, the motivations behind the use of violence and specific strategies to minimize the occurrence of violence in a school and community.

The intent of this course is to help each student “walk” through the process of assessment, planning, implementation and evaluation in the arena of violence. There are numerous worksheets that all students will be asked to complete for their own knowledge base. Throughout the course, role-play situations will be presented to help each person recognize violent tendencies prior to their development into violent behaviors.

This course is designed to be an informational course with application to work and work-related settings. The intervention strategies presented in this course may be generalized to all students (pre-kindergarten through 12th grade) and adults. While an intervention may be geared toward a specific age population, with minimal modifications an educator should be able to adapt the strategy for his or her students.

This online, self-paced program can be started and completed at the student’s own leisure **within four months from the UND assigned course start date after enrollment.**

Learning Objectives

As a result of this course, participants will demonstrate their ability to:

- Identify factors contributing to violent behaviors
- Develop strategies to address school/community violence
- Effectively intervene, provide safety and minimize violent actions
- Develop a “school violence” assessment with specific intervention strategies
- Assess the climate of the classroom and school, making the necessary adjustments to increase safety

- Address preventative methods within the school system for students
- Write out an action plan for school safety
- Complete a formal written evaluation of the school's violence plan after implementation

Session Topics

The course is divided into four chapters. The chapters are sequential and should be completed in the order in which they are presented.

Chapter 1: Assessment

1. Introduction
2. Statistics
3. Types
4. Why Escalating Violence, Part I
5. Why Escalating Violence, Part II
6. Media
7. Reasons
8. Characteristics
9. Warning Signs
10. Self-Awareness Activity
11. Learned vs. Instinctive
12. Gang Assessment Tools
13. Anger/Aggression Activity
14. Possible Motives

Chapter 2: Planning

1. Behavior Response
2. How to Respond
3. Avoiding Power Struggles
4. Tips
5. Controlling Anxiety
6. Control and Direct Activity

Chapter 3: Implementation

1. Action Steps for Students
2. Action Steps for Teachers
3. Action Steps for Parents
4. Actions Steps for Schools
5. Patterns of Aggression
6. Preventing Behavior
7. Making Peace
8. Decision Making Activity
9. Confrontation Communication
10. Changing Behavior
11. Prevention Strategies
12. Conflict Negotiation
13. Crisis Planning Guidelines
14. Possible Interventions
15. Anger: It Won't Work Here

Chapter 4: Evaluation

1. Case Study
2. Identifying the Threatened
3. Watch Your Language
4. Resources

Course Materials

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

Assignments & Examinations

Assignments-

This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

1) *Essay Requirement: Critical Thinking Questions*

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

2) *Essay Requirement: Journal Articles*

This task requires you to write a review of three journal articles of your choice on a topic related to this course.

Examinations-

At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

Grading

This online course uses **Letter Grading (A, B, C, or F)**.

- All writing assignment scores will make up a final score for writing assignments.
- All examination scores will be make up a final score for examinations.
- Final Grade: The final writing assignment score and the final examination score **will be averaged** to determine your final grade, using the grading scale below.

Course Grading Scale for Letter Grades:

- A = 90 - 100% of total score
- B = 80 - 89%
- C = 70 - 79%
- F= below 70%

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>

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