

# SCHOOLS

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## Bullying and Conflict Management

### SH-109 Introduction to School Conflict Management (limit: 1) booklet

This item provides an overview of school conflict management and gives examples of age-appropriate activities that can be used in the classroom to teach students conflict management skills. 18 pages (OCDRCM, 2001)

### SH-112 Looking for Success: Evaluating Peer Mediation and Conflict Resolution Education Programs (limit: 1) booklet

This publication reviews conflict resolution education, the program goals, relationship to other fields, findings from national studies and steps to assessing a program. 21 pages (OCDRCM, 2000)

### SH-115 Consumer Guide: School Conflict Resolution Training (limit: 1) booklet

This Consumer Guide provides information to assist the consumer in selecting quality school-based conflict resolution training and trainers. 8 pages (OCDRCM, 2001)

### SH-116 Managing and Resolving Conflicts Effectively in Schools and Classrooms

**(limit: ZERO but this is available on the web at)**  
[http://www.creducation.org/resources/resolving\\_conflicts/](http://www.creducation.org/resources/resolving_conflicts/)

This course is designed to provide the skills and techniques needed to manage and eventually reduce conflict in school. It provides tools that will enhance understanding of ways to manage and resolve conflicts effectively in school settings, improve the emotional climate in school and help educators spend more time teaching. (Ohio Commission on Dispute Resolution and Conflict Management, 2006)

### SH-118 School Conflict Management Introductory Kit (limit: 1) kit

This kit provides basic information about conflict resolution curriculum. Student peer mediation programs are included along with grants, articles, free training opportunities and sample lessons. (OCDRCM, 1999)

### SH-144 Preventing Bullying: A Manual for Schools and Communities (limit: 10) booklet

This booklet from the USDE addresses the problem of bullying in schools. It defines bullying, discusses the seriousness of this behavior and the effectiveness of a comprehensive approach and presents strategies for teachers, students and parents to use when dealing with a bullying situation. It also provides examples of innovative and successful approaches used by schools in different parts of the country. 18 pages (USDE, 2000)

### SH-145 Preventing Youth Hate Crime (limit: 10) booklet

This provides information regarding hate crimes, their effects on schools and communities and preventative methods, as well as statistical data. 24 pages (USDE, 1998)

### SH-185 Bullying in Schools (limit: 1) booklet

This guide provides police with information about bullying in schools, its extent and its causes and enables police to steer schools away from common remedies that have proved ineffective elsewhere and to develop ones that will work. 52 pages (COPS-USDOJ, 2005)

## **Anti-Bullying items from SAMHSA that are NO LONGER IN PRINT, but in pdf format on the web**

**SH-160 Bullying is Not a Fact of Life** (booklet)  
<http://mentalhealth.samhsa.gov/publications/allpubs/SVP-0056/>

This booklet gives information to help you know if your child might be being bullied or bullying other children. It describes the steps that parents and schools can talk together, to help prevent bullying. 36 pages (SAMHSA/CMHS, 2004)

**SH-161 Take Action Against Bullying**  
<http://mentalhealth.samhsa.gov/publications/allpubs/SVP-0052/>

This brochure is a companion document to SH-160, designed to address bullying and youth violence. It provides a description of direct and indirect bullying, why it is important to stop bullying, signs and symptoms that may indicate that your child is being bullied or is bullying other children. (SAMHSA/CMHS, 2004)

**15 + Make Time to Listen – Take Time to Talk – About Bullying** (card)  
<http://mentalhealth.samhsa.gov/publications/allpubs/SVP-0051/>

This was a set of conversation cards bound by a ring. The cards (now on the web in pdf format) consists of interactive questions to start conversations between children and their peers and children and adults about bullying and how to prevent it. There are no 'right or wrong' answers, just statements that make us think about the issue of bullying and ways to prevent and/or stop it. The questions are listed under different headings so that there is flexibility in how the questions can be asked to lead to meaningful dialogue. 36 cards (SAMHSA/CMHS, 2004)

### **Campus-Community Resources**

**SH-205 Drinking, Drugs and Choosing a College**  
**(limit: 1)** sheet

This fact sheet provides a guide for students and their parents as they seek a college or university. It provides a list of questions to consider when determining a campus culture related to alcohol and drug use. (Higher Education Center, 1997)

**SH-240 Safe Lanes on Campus: A Guide for Preventing Impaired Driving and Underage Drinking**  
**(limit: 1)** book

This guide addresses alcohol use by college students under the minimum legal drinking age and driving under the influence of alcohol by college students of all ages. This publication will assist senior administrators, faculty, staff, students, community leaders, enforcement agencies and campus and community coalitions in choosing prevention strategies appropriate to their campus and their community. 60 pages (USDE, 2004)

### **Crisis Preparation**

**SH-330 School Emergency Management Guide for Teachers and Staff**  
**(limit: 1)** slide chart

This in this slide chart are suggested action steps for all school faculty and support staff who must make quick, timely decisions to safely manage students in their cars. It is intended to help your school maximize safety by reducing panic and facilitating effective action during the critical first ten minutes of a school emergency. This guide can also be used as a school safety training tool as part of your school's emergency management plan. (Prevention Tools, 2005)

**SH-331 Emergency Operations Command Forms**  
**(limit: 1)** form tablets

This set of tablets consists of forms that can help document a school emergency, step by step, for a unified response as the emergency is in process and for reviewing the event after the fact. The tablets include:

- School personnel sign-in sheets
  - Task Slips
  - Resource Request Logs
  - Operations Logs
  - School Staging Areas
  - Media Information Logs
- (ORN, 2005)

**SH-340 Communicating in a Crisis: Risk Communication Guidelines for Public Officials**

**(limit: 5)** booklet

This guide is a brief, readable primer that can help you to communicate in a crisis. It describes basic techniques for clear, effective crisis communication and information dissemination and provides some of the tools of the trade for media relations. It can help you prepare for meetings and with communicating directly and successfully during a crisis. 83 pages (SAMHSA, 2002)

**SH-355 Bomb Threat Response**

**(limit: 1)** CD-ROM in kit

This interactive planning tool assists school districts, school administrators and emergency responders in planning an effective bomb threat response protocol in schools. The tool comprehensively and concretely walks through the planning and response process and provides customizable implementation resources. The guide outlines best practices in bomb threat response. However, because every school is different and should have a plan written specifically for that school, administrators and governance bodies must determine what policies and practices are best for their schools. (USDE, 2005)

**SH-360\* Practical Information on Crisis Planning: A Guide for Schools and Communities**

**(limit: see below)** brochure / kit

This brochure and kit are designed to assist schools and communities to develop a crisis plan or review a plan already developed. Although every school's needs and circumstances are different, these checklists provide general guidance that can be adapted as appropriate to each district's or school's circumstances. (USDE, 2005)

\* SH-3600-Bro 1 sheet brochure (limit 50)

\* SH-360P-Kit kit (limit 3)

**SH-372 Family Disaster Preparedness Guide**

**(limit: 10)** brochure

This guide provides an overview of what families can do to protect themselves from potential disasters through identifying hazards, creating a plan, practicing the plan and how to execute a disaster plan successfully. (State of Ohio Security Task Force, 2004)

**SH-373 Homeland Security Response Guide**

**(limit: 1)** card

This 8½"x11" guide explains the 5 levels of threat to homeland security and what each means. (ORN, 2005)

**SH-381 Pandemic Flu and Hygiene: A Key to Slowing Its Spread**

**(limit: 1)** brochure

This brochure shares how people can and should take steps to protect themselves and their loved ones from this new international threat. You learn how to wash hands properly and often. It shares how to cough and sneeze properly and the need to not share personal items, practice food safety and get annual shots. It underscores that flu

viruses are easily spread and describes their transmission routes. (Channing L Bete, 2006)

## Safe Schools

**SH-510 Early Warning Timely Response: A Guide to Safe Schools**

**(limit: 1)** book

Contains early warning signs that can help adults identify and reach out to troubled children quickly and effectively to reduce the likelihood of school violence. 32 pages (USDE/Justice, 1998)

**SH-514 Get Into Action: After School Action Kit**

**(limit: 1)** kit

This kit explains what after school programs can and should for young people and how to locate or even start one. (USDE, 2006)

**SH-550 Protective Schools: Linking Drug Abuse Prevention with Student Success**

**(limit: 1)** book

This booklet outlines ten principles that foster a protective school. The information will be of interest to educators, school administrators, policy makers, community leaders, business leaders, parent groups and researchers. This booklet is written from the perspective of school-based efforts, but this in no way implies that schools bear the sole responsibility for addressing drug use and other social problems in youth. 62 pages (University of Arizona, College of Education, 2000)

**SH-565 Safe Schools / Healthy Students: Any Violence is Too Much Violence**

**(limit: 5)** booklet

This describes the Safe School/Healthy Student (SS/HS) Initiative, a major federal response to the problem of youth violence. This initiative promotes comprehensive integrated, community-wide strategies with the goal of fostering school safety and healthy youth development. Examples of how some schools and communities are using the SS/HS Initiative is provided. 8 pages (SAMHSA/CMHS, 2004)

## School Resource Officers

**SH- 620 Indicators of School Crime and Safety**

**(limit: 1)** book

This report provides detailed statistical information to inform the nation on the current nature of crime in schools. This guide is designed to provide an annual snapshot of specific crime and safety indicators, covering topics such as victimization, fights, bullying, classroom disorder, teacher injury, weapons and student perceptions of school safety. (USDE, latest edition)

**SH-635 Student-led Crime Prevention: A Real Resource With Powerful Promise****(limit: 5)** brochure

This brochure is designed to assist schools and communities develop or update a crisis plan. Checklists on mitigation and prevention, preparedness, response and recovery provide general guidance that can be adapted as appropriate to the circumstances of each district or school. (NIDA, 2005)

**SH-675 School Safety****(limit: 1)** CD-ROM

This CD-ROM provides over 30 links and documents related to youth violence, guns, bullying and drugs as a resource to local policy makers, school administrators, parents and students. Included in this CD are: COPS school safety and youth violence publications, over 30 other government publications and links to school safety related documents and resources. (USDOJ, 2005)

**SH-680 A Guide to Developing, Maintaining and Succeeding with Your School Resource Officer Program****(limit: 1)** book

This report is written for first-line SRO program supervisors, those interested in improving their SRO program or those considering starting an SRO program. Based on in-depth interviews during 28 site visits to well-regarded programs, this report addresses recruitment, screening, retaining, training and supervising SROs, as well as identifying sources of program funding and maintaining program funding. (COPS, 2005)

## Substance Abuse

**SH-750 What You Need to Know About Drug Testing in Schools****(limit: 5)** booklet

Included in this booklet are answers to questions that students, parents, school officials and other concerned individuals might have about the drug testing process. It explains, generally, what drug testing is all about, who pays for it, who does the testing, what it tells you about an individual's drug use and, equally important, what it does not tell you. It describes what services should be in place for communities to deal effectively with students who test positive for drugs and it also offers case histories showing how several schools used testing to address their drug problems. 17 pages (ONDCP, 2004)

**SH-758 Student Drug-Testing Program: Separating Fact From Fiction****(limit: 3)** CD-ROM

This CD-ROM provides facts about student random drug testing from leading experts. Hear what other school administrators say about the impact of these programs upon students and school environments. Listen to what

students and parents have to say about random drug testing in schools. (Student Drug-Testing Coalition, 2005)

**SH-760 Substance Use Among School Dropouts****(limit: 1)** report

This edition of the NSDUH Report focuses on substance abuse among school dropouts. It highlights research that shows approximately 2.1 million 18-24 year olds were considered to be dropouts in 2002, more than half of school dropouts smoked cigarettes in the month prior to the survey and school dropouts were less likely to have used alcohol in the month prior to the survey than non-dropouts, while rates of illicit drug use were similar among the two groups. 3 pages (SAMHSA, 2003)

## Other

**SH-970 Years of Promise****(limit: 5)** brochure

This executive summary presents primary education as a universal readiness tool for performing better in the primary grades. 19 pages (Carnegie Corporation of New York, 1996)

**SHV-990 \* You Can Fight Germs and Protect Other People****(limit: 10)** poster(s)

This poster, depicting young children sends the message to stop cold and flu bugs by: covering your mouth and nose with a tissue when you cough or sneeze, coughing or sneezing into the top of your sleeve, placing your tissue in the garbage and washing your hands often with soap. (ORN, 2006)

\* SHV-990E English

\* SHV-990S Spanish