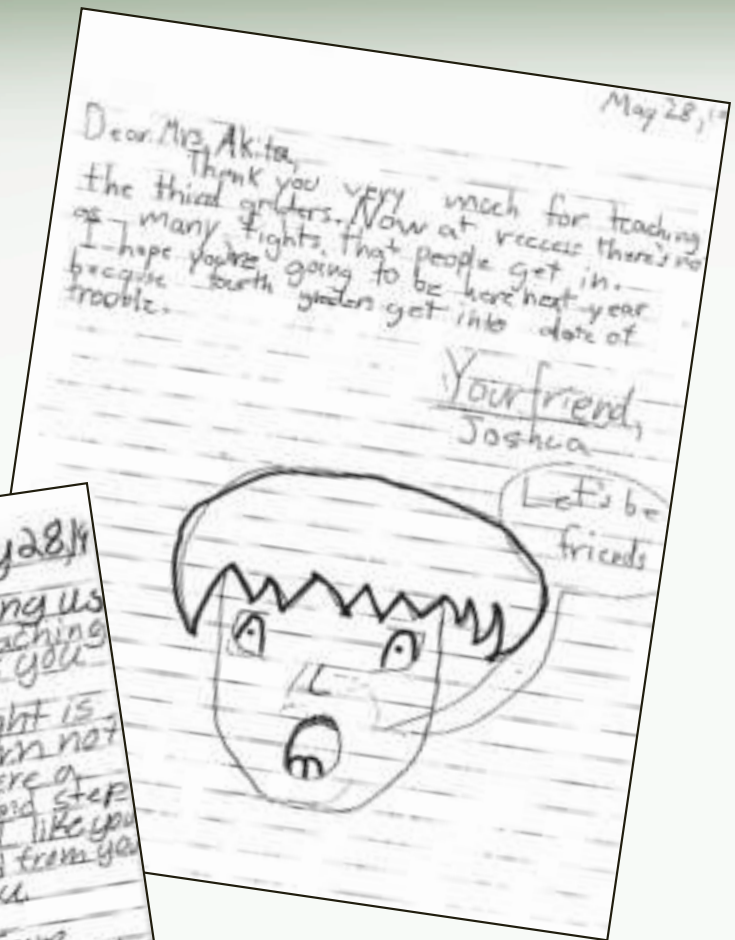


# VIOLENCE PREVENTION PROGRAM MODEL AND RESULTS

A Partnership between the  
 Robert F. Lange Foundation and Child and Family Service  
 Honolulu, Hawaii,  
 July 1996 - June 2002



91-1841 Ft. Weaver Rd.  
 Ewa Beach, Hawaii 96706  
 (808) 681-3500  
[www.cfs-hawaii.org](http://www.cfs-hawaii.org)  
 For More Information  
 Contact:  
 President's Office  
 Child & Family Service  
 (808) 681-1418

**2001 -2002 BOARD OF DIRECTORS**

- |                          |                          |                 |
|--------------------------|--------------------------|-----------------|
| Carol Ai May             | Alton Kuioka             | Roger Ponder    |
| Crighton D. Arita        | Lori Lum                 | Joanie Shibuya  |
| John L. Arizumi          | Stephen MacMillan        | Lori Thomas     |
| Robert Fujioka           | Michael R. Marsh         | Neal Yokota     |
| Robert Gagliano          | Geri Marullo, Ex-officio | Stephen Yoshida |
| Anthony R. Guerrero, Jr. | Arlene Nakamoto          | Glenn Zander    |
| William Hong             | Bradley C. Oliver        | Hoyt Zia        |
| Kathy Inouye             |                          |                 |

- ROBERT F. LANGE  
 FOUNDATION  
 BOARD OF DIRECTORS:  
 H.D. Williamson, *President*  
 Dr. Ruedi Thoeni, *Vice President*  
 Marilyn Matsumoto, *Sec/Treas*  
 David Franklin  
 Dee Kuwaye  
 John A. Lockwood  
 Patti Lyons  
 Mary Friend Williamson





# Program History

The Child and Family Service violence prevention program was initially funded by a generous grant from the Robert F. Lange Foundation in 1996. The initial grant was intended to address issues of violence effecting children in several Hawaii communities throughout the state. During 1996, school and community drop-in counseling sites were established in several communities.

In 1997, the program decided to pilot the "Second Step" violence prevention curriculum developed by Seattle-based Committee for Children (CfC). The Second Step curriculum is designed to be presented to all members of the student body (with different, grade-specific curriculum materials) on an ongoing basis. The curriculum has three basic components, intended to teach skills in:

- Empathy
- Problem solving
- Anger management

The Second Step curriculum was piloted on Kauai in 1998 in five elementary schools. The program also continued to provide counseling services in select Oahu schools throughout 1998.

In 1999, Child and Family Service received renewed funding from the Robert F. Lange Foundation for the Kauai school-based part of the program (Oahu programs were not funded), and a new grant from the Victoria S. and Bradley L. Geist Foundation for community-based activities on Kauai. The Kauai Second

Step program was expanded to two additional schools in 2000.

The original Second Step approach was expanded, incorporating both additional activities and concepts in the classroom (such as skits and games, as well as other packaged and original materials), and more parent and community-focused activities.

The Kauai program is currently focused on the community-based component, including the development of a grassroots Violence Prevention Consortium which involves other community leaders, parents and educators. The community and parent components include hands-on parent-child activities, and participation in a variety of community events supporting violence prevention.

The initial Lange Foundation funding cycle will complete in June, 2002 and the Geist Foundation funding continues through the end of 2002. The participating schools are now expected to be self sufficient with regard to delivering the Second Step curriculum - formal Child and Family Service facilitation of these programs has ended. The community and family activities are now the primary focus of the program and a new program name, Peaceful Solutions, reflects this new direction. The program staff is also in the process of securing additional funding to continue the innovative and effective community-based components of the program.



# Program Model

The goals of the violence prevention program are to improve children's ability to respond to life situations in a nonviolent manner, to implement a violence prevention curriculum in the classroom for all children, to promote leadership skills in family members, and to foster community participation in violence prevention activities.

The two components of the program, school-based and community-based, are intertwined in terms of planning and effectiveness measurement. It is logical that effecting change in children is difficult without also effecting change in the parents and community and vice versa.

## School-Based Component

The school-based component was structured around the implementation of the Second Step curriculum. The Second Step program was purchased from the Committee for Children as a complete set of lesson plans, evaluations, and activities. It was intended that the Second Step program be implemented in phases, eventually leading to the school itself institutionalizing the program without the need for outside staff assistance (CFS) and support. This phase-in process was planned to happen over three years.

The Second Step program was purchased and administered by the Child and Family Service staff in all seven participating schools on Kauai. Additional classroom materials related to the Second Step curriculum were also developed and introduced by Child and Family Service staff and the participating Department of Education teachers as appropriate. The Second Step program is focused on fostering good interpersonal communications skills and civic behavior. Ideally the program reduces incidents of violent behavior amongst the students participating, and may also reduce classroom friction, promoting a better learning environment and leading to more rapid socialization.

The Second Step curriculum was used only in classrooms of younger aged children (up to 6th



grade) and was used with all children in a class – educators and facilitators did not specifically work with at-risk youth.

## Community-Based Component

The community-based component is focused on bringing the parents into the program and involving the entire community in the issue of violence prevention. The program initiated a series of parent-child activities including:

- "Family Night" – students present skits and artwork related to violence prevention
- Parent-child workshops – parents and children participate in problem-solving activities and games
- "Backpack Project" – students take art materials and violence prevention videos home overnight.

In addition, the program participates in community events and sponsors activities related to violence prevention. These activities have included:

- Presentations regarding violence prevention to island schools and educators (also Boys & Girls Clubs, etc.)
- Involvement with community-based arts and cultural events related to violence prevention
- Participation with the development of the statewide Violence Prevention Consortium
- The development of a grassroots Violence Prevention Consortium on Kauai.

# Program Success

The success of prevention programs is always difficult to measure and the violence prevention program on Kauai is no exception. Child and Family Service staff is focused on measuring effectiveness and developed various mechanisms to do so; however, a portion of evaluative information is based on interviews and surveys.

In 2000, the program contracted with John M. Knox & Associates<sup>5</sup> to do an evaluation of results achieved by the program to date. The results of this study are encouraging and point to both the foreseen and unforeseen benefits of the program. The evaluation was focused on the school-based component (Second Step) and reviewed information gathered through: survey instruments, evaluations and interviews of both Child and Family Service staff and educators involved in the program. The study concluded: "the general pattern of evidence indicates the program has been reasonably successful."

## Student Understanding and Use of Techniques

Second Step evaluation tools were utilized to test the students' understanding of Second Step concepts from one year to the next. These tests indicated that the 1st and 2nd graders tested had average overall scores 40-50% higher than the Kindergarteners with no exposure to the curriculum. In the 2000 Teachers survey, 40% of teachers indicated that their students "know and use" each of the three basic concepts (empathy, problem solving, and anger management) "most" of the time. And they estimated about 70% cumulatively "know and use" each concept "some" or "most" of the time. Almost all interviewees said they had observed the children using the vocabulary and skills taught in the program.

## School Support and Program Results

While some educators are more enthusiastic than others, the vast majority of teachers and school administrators who participated in the program were very pleased with the program



and its results. In the 2000 Teachers survey, 58% of those surveyed reported that they had experienced "some improvement" in unruly and aggressive behavior in their classrooms as a result of the program. The majority, 65%, also reported that the program was "somewhat" effective at: a) preventing problems from starting b) helping calm down problems after starting c) helping students understand feelings of others. Teachers reported that the program was most effective at instilling empathy.

## Teachers Learned As Well

One of the most interesting findings of the 2000 teacher and principal interviews was that the teachers and principals themselves learned the language and techniques of Second Step. These new skills are being utilized by the teachers to help resolve student disputes. All interviewees emphasized that there is now a "common language" from principal to teacher to student to parent regarding anger management.

## Strong Staff Commitment

One way in which the program was clearly successful was in creating a dedicated and effective staff. Surveys and interviews indicated that Child and Family Service staff is committed and enthusiastic about the program, many working far more

# Introduction

Violence is (and always has been) a part of the human condition. From war to child abuse, murder to school-yard bullying, violence takes its toll, often with children being the innocent victims or occasionally the not-so-innocent perpetrators.

Research has shown that violent or aggressive behavior is often learned early in life. However, parents, family members, educators and others who care for children can help them learn to deal with emotions without using violence. The Child and Family Service Violence Prevention Program has been helping children, parents and the community do just that since its inception 5 years ago.

In addition to the obvious examples of violence, such as murder, rape, and assault, a range of other behaviors (including extreme impulsivity, interrupting, name calling, bullying, and threats) serve as warning signs of later violence and aggression. The Child and Family Service Peaceful Solutions Program (formerly called Violence Prevention Program) aims to reduce these behaviors, and give children lifelong skills to interact pro-socially in all settings. Research reveals a set of social skills commonly lacking in people prone to violent and aggressive behavior: empathy, impulse control, problem solving, and anger management. These are the skills that the Peaceful Solutions Program has worked to enhance in both the participant children and their family members.

Over the course of administering the violence prevention program many valuable lessons have been learned by the Child and Family Service staff regarding best practices for affecting change in violent and aggressive behavior amongst our children, in our schools, and in our communities. The Child and Family Service staff quickly discovered that Hawaii's unique cultural differences necessitated a

unique approach to the challenge of violence prevention. The program took a course not unlike many other new programs: it learned as it progressed and changed its design and delivery model to better match its community and create greater success.

The Robert F. Lange Foundation has supported this unique program addressing a critical factor in the development of our young people. It is pertinent at this time to share the program successes, lessons learned and opportunities for the future with the community at large in hopes of diminishing the learning curve for other programs tackling issues of violence prevention amongst our young people. The success the violence prevention demonstration project experienced is encouraging and we sincerely hope the current program model may be replicated in other communities throughout the state.



<sup>5</sup> The initial consultation which lead to the evaluation was provided by the Consuelo Foundation, Ms. Patty Lyons and Dr. Danile Stufflebeam.