

## **PART A:**

### **Summaries of Project Request**

School violence encompasses a wide range of behaviors such as simple assaults and bullying (Johnson, 1999). While violence may be perpetrated by teachers and even staff members, most often the perpetrators of school violence are students. There are a wide range of strategies that may be employed to *proactively* preempt school violence. Strategies that have been deemed to be most successful are those that employ a holistic approach and garner the cooperation of all those vested in protecting children from violence occurring on school grounds (Jackson, 2002).

Successful strategies are also those that seek to understand the underlying reasons of school violence (Agnew, 1995) and those that try to not only instill pro-social attitudes among youth but also provide outlets to channel aggressive tendencies and/or behaviors. One of the most notable education programs is G.R.E.A.T. (Gang Resistance Education and Training) (Esbensen, Osgood, Taylor, Peterson & Freng, 2001). Other programs incorporate curriculum that teaches students mediation skills and conflict resolution skills. In essence, these strategies seek to provide an outlet for students' frustrations and provide them with coping strategies before they choose alternative and devastating courses of action to release school and/or family pressures (Jang & Johnson, 2003).