

A QUASI-EXPERIMENTAL ANALYSIS OF SCHOOLWIDE VIOLENCE PREVENTION PROGRAMS

Barnes, T., Leite, W., & Smith, S. (2017). A Quasi-Experimental Analysis of Schoolwide Violence Prevention Programs. *Journal of School Violence*, 16(1), 49-67.

What is the study about?

The authors of this article analyzed the relationships between various school violence prevention program elements and aggression and violence outcomes using the U.S. Department of Education's School Survey on Crime and Safety (SSCS).

What did they find?

Of the eight school violence prevention program components studied, only individual interventions proved to have a significant positive effect on bullying, aggression, and other violence in schools, while recreational activities and student involvement had a significant negative effect. There was no significant relationship found with prevention, behavior modification, counseling,

Effective School Violence Prevention Program Components

- Individual attention
- Tutoring
- Mentoring/Coaching to students from students or adults

Ineffective School Violence Prevention Program Components

- Recreational/leisure activities
- Enrichment activities

School Violence Prevention Program Components Showing No Significant Effect

- Social work
- Psychological/Therapeutic Activity
- Positive school community programs
- Social integration programs
- Prevention/Behavioral curriculum, instruction, or training

Why is the Study Important?

- Informs schools what violence prevention program components may be more effective so as not to waste valuable time, staff, and money
- The implication that current prevention programs, social work, and other therapeutic programs may not have a significant positive effect in reduction of school violence
- Highlights the need for programs including individual attention and peer/adult mentoring, coaching, or tutoring which show evidence of reduction in aggression and violence at school
- Indicates a negative effect with programs that include recreational, leisure, or enrichment activities, but notes it may be due to a higher level of trust to report amongst students.

What can School Social Workers Do?

- Utilize more evidence informed practices to increase the positive effect of social work on school violence prevention
- Research and become more familiar with effective EBPs
- Advocate for use of effective EBPs to reduce violence at school
- Collect data on interventions utilized to study outcomes
- Create or become part of mentoring/coaching programs in their schools
- Educated staff on the importance of individual relationships with students as a preventative measure