School Violence and Primary Prevention
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It is to the victims and families of victims and perpetrators of school related violence, that this volume is dedicated. May we provide herein, important steps toward the prevention and elimination of school violence and violence at all levels.
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Contributors

Elizabeth A. Barton, Ph.D., is an Assistant Professor (Research) and Associate Director of the Center for Peace and Conflict Studies at Wayne State University. Barton is an internationally and nationally recognized trainer on violence by, toward, and against youth and on cross-cultural conflict. She is the author of numerous publications, including Leadership Strategies for Safe Schools and Bully Prevention: Tips and Strategies for School Leaders and Classroom Teachers. She currently implements comprehensive violence prevention program in 17 Detroit Public Schools and directs a statewide assessment of youth violence prevention programs in Michigan.

Allan L. Beane, Ph.D., is an internationally recognized expert, speaker, and author on bullying. His first book, The Bully Free Classroom, has been published in eight languages. He has over 30 years experience in education, which includes teaching special education, teaching regular education, serving as vice president of a university, and serving as Director of a School Safety Center. He has served as an expert witness in criminal cases involving bullying and has served as a consultant in law suites involving bullying. His program The Bully Free Program (www.bullyfree.com) has been adopted around the USA.

Elissa P. Benedek, M.D., is Professor of Psychiatry at the University of Michigan, School of Medicine. She is a consultant for the Center for Forensic Psychiatry (Ann Arbor, Michigan), is an examiner for the American Board of Psychiatry and Neurology, and has a private practice in child, adolescent, and forensic psychiatry. She served as president of the American Psychiatric Association from 1990 to 1991 and as Director of Research and Training at the Center for Forensic Psychiatry from 1980 to 1997. Dr. Benedek has published six books, written more than 60 papers, and led over 300 presentations at scientific meetings. Having authored or edited over 100 publications, including Principles and Practice of Child and Adolescent Forensic Psychiatry, and led over 300 presentations at scientific meetings, Dr. Benedek is a distinguished expert in child and adolescent forensic psychiatry. She served as a past president of the American Psychiatric Association and as training director for the Center for Forensic Psychiatry in Michigan for over 20 years. Currently, she is in private practice, remaining a consultant to the Center for Forensic Psychiatry, a mentor for trainees, and now an Adjunct Clinical Professor at the University of Michigan.
Christian Berger, M.S., is Assistant Professor in the School of Psychology at Universidad Alberto Hurtado, Chile. He is currently a doctoral candidate in educational psychology at the University of Illinois at Urbana-Champaign. His research focuses on the role that aggression plays within peer ecologies in adolescent populations, and particularly its associations with the social standing of the individual within his or her social context. He has served as consultant for several Chilean educational institutions regarding school climate improvement and staff training on well-being promotion.

Paul Boxer, Ph.D., is Assistant Professor of Psychology at Rutgers University in Newark, New Jersey. He received his Ph.D. in Clinical Psychology from Bowling Green State University after completing internship training at Wayne State University. Boxer directs the Social Development Research Program at Rutgers. Research in this program focuses on the development and prevention of antisocial behavior under high-risk environmental conditions and in atypical populations. Boxer’s current projects examine relations between aggressive behavior and social–contextual risk, with an emphasis on the effects of exposure to violence in the community and in the media and the experience of maltreatment.

Bobbie Burcham, Ph.D., is currently employed as a school psychologist for the Fayette County Public Schools in Lexington, Kentucky, and is an Adjunct Professor at Georgetown College in Georgetown, Kentucky. She earned a master’s degree at Ohio University and the doctoral degree at the University of Kentucky. In addition to serving in the public schools since 1979, she was employed for 4 years at the University of Kentucky Medical Center, Department of Outpatient Psychiatry, where, in addition to clinical work, she developed and directed a summer program for children with disruptive behavior disorders. Dr. Burcham has seven publications and has directed two grants from the Office of Special Education Programs, US Department of Education, focused on interventions for children and youth with disruptive behavior.

Connie Callahan, Ph.D., holds a doctorate in Counseling from the University of New Mexico and a master’s degree in Psychology from Pittsburg State University. From 1987 through the present, she has practiced as a Licensed Professional Clinical Counselor and as a university professor. She is currently a full professor and the Chair of the Counseling and Educational Psychology at Eastern Kentucky University. Dr. Callahan has taught 57 different university and college courses and publishes and presents nationally on a variety of topics.

Noel A. Card, Ph.D., is an Assistant Professor in the Division of Family Studies and Human Development at the University of Arizona. He received his Ph.D. in Clinical Psychology from St. John’s University and completed a postdoctoral fellowship in quantitative and developmental psychology at the University of Kansas. His research focuses on social development during childhood and adolescence, especially on peer relations and aggressive behavior, and has been published in Developmental Psychology, International Journal of Behavioral Development, and Social Development. His quantitative interests are in structural equation
modeling, longitudinal analysis, and interdependent data analysis; he recently co-edited the book Modeling Ecological and Contextual Effects in Longitudinal Studies.

**Dorothy L. Espelage, Ph.D.,** is a Professor of Educational Psychology at the University of Illinois, Urbana-Champaign. She was named University Scholar and has fellow status in Counseling Psychology of the American Psychological Association. A Ph.D. in Counseling Psychology from Indiana University in 1997, she has conducted bullying research for the last 14 years. She is coeditor of a 2004 published book entitled “Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention.” She has served on editorial boards for the *Journal of Counseling Psychology, Journal of Educational Psychology,* and *Journal of Youth and Adolescence.*

**William P. French, M.D.,** is completing his 5th year residency in the Department of Psychiatry, College of Medicine, University of Kentucky, and the Chandler Medical Center, University of Kentucky. He received his M.D. from University of Kentucky College of Medicine in 2003 graduating with high distinction. He completed his fellowship in child and adolescent psychiatry in 2004–2006 at the UK Medical Center, Lexington, Kentucky. His professional interests include developing integrative medical models (e.g., biopsychosocial), investigating neurobiological substrates of psychiatric disorders, developing digital animations for teaching purposes, and researching the role of mindfulness-based meditation practices in promoting health and healing.

**Sara E. Goldstein, Ph.D.,** is Assistant Professor of Family and Child Studies at Montclair State University in Montclair, New Jersey. She received her Ph.D. in Developmental Psychology from Bowling Green State University. Goldstein’s research centers on developmental and social-cognitive factors underpinning the expression and maintenance of relationally aggressive forms of behavior, particularly during adolescence. Her current work examines the prevalence and effects of relational aggression in different interpersonal relationships, as well as intergenerational continuities and discontinuities in this type of aggressive responding.

**Ernest V. E. Hodges, Ph.D.,** is an Associate Professor in the Department of Psychology at St. John’s University in New York City, New York. He received his Ph.D. in Psychology from Florida Atlantic University and completed postdoctoral training at the Research Unit on Children’s Psychosocial Maladjustment in Quebec, Canada. His research interests broadly include social and personality development during middle childhood and adolescence, and he has published on a variety of topics (e.g., parenting dimensions, parent–child attachment, social cognitive evaluations, emotion dysregulation, and gender identity) in relation to behavioral (e.g., internalizing and externalizing) and social (e.g., peer rejection, victimization, and enemies) maladjustment.

**Thomas F. Holcomb, Ed.D.,** is a Professor of Counseling and Chair of the Department of Educational Studies, Leadership and Counseling at Murray State University. He has been highly involved with the Kentucky Counseling Association.
and has held numerous leadership positions in the organization. He also served several terms on the Kentucky Board of Licensed Professional Counselors. His major interest lies primarily in the area of School Counseling and he has published numerous articles on the subject. He has been a former elementary school teacher and elementary school counselor. He has been a Counselor Educator at Murray State University since 1971.

Jenny Isaacs, Ph.D. Dr. Isaac’s research examined why middle-school students might carry weapons to school. Subjects were 414 children—primarily Latino, sixth- to eighth-grade boys and girls in some of New Jersey’s inner cities who completed two self-report measures, one assessing weapon carrying and a peer-nomination inventory assessing the connection between aggressive behavior and weapon carrying. The study covered a 4-year period, enabling the students to be queried when in middle school and high school. The results of her research indicated that students’ aggression levels and whether they had been threatened with a weapon both independently predicted their thoughts about weapons and weapon-carrying behavior. Dr. Isaacs is an Assistant Professor of Psychology at Yeshiva College of Yeshiva University, New York.

Dana L. Johnson, M.A., is the Interim Title III Director at Central State University in Wilberforce, Ohio (2007–present) after serving as Interim Principal Investigator (2005–2007), the national prevention specialist, and Deputy Director of the FCVP Program between 2000 and 2005. Her professional and personal focus has been on supporting youth and community programs through mentorship as well as serving as a court-appointed special advocate/guardian ad litem (CASA/GAL). She is also a certified True Colors Facilitator who conducts workshops to increase communication and team-building relationships among community-based organizations.

Praveen Kambam, M.D., is a child and adolescent psychiatry fellow at the UCLA Semel Institute for Neuroscience and Human Behavior. At the time of writing, Praveen was a general psychiatry resident at the University of Michigan. He has longstanding interests in forensic psychiatry as well as medical education. Other academic interests include media impacts on children and adolescents and physician wellness. His immediate career plans include completing a fellowship in forensic psychiatry. Along with his supervisor, Dr. Elissa P. Benedek, Professor of Psychiatry at the University of Michigan School of Medicine, he shares an interest in acute cases of psychiatric trauma related to school violence.

Ramin Karimpour is a doctoral student in educational psychology at the University of Illinois at Urbana-Champaign. Mr. Karimpour specializes in social–ecological bullying prevention programs, with a particular interest in field implementation opportunities and challenges. A former primary school teacher and secondary school principal, he served 7 years as an educator for the Tohono O’odham Nation of southwest Arizona.

Robert F. Kraus, M.D., is Professor of Psychiatry and Anthropology, Associate Residency Director of Training and former Chair of the Department of Psychiatry
at the University of Kentucky. His career has involved clinical and academic administration, teaching, clinical practice, and research. Recently he was the recipient of the Lifetime Achievement Award of the Society for the Study of Psychiatry and Culture of which he is a charter member. The award was given for outstanding and enduring research contributions to the field of Cultural Psychiatry. It is the highest honor bestowed by the Society

**Ken Kyle, Ph.D.,** is an Assistant Professor of Public Affairs and Administration at California State University, East Bay, and currently serves as editor of *Social Problems Forum: The SSSP Newsletter*. He holds an M.A. in Political Science and a Ph.D. in Justice Studies from Arizona State University. His scholarly interests revolve around the application of critical social theories to concrete public policies in the pursuit of social justice. He has published in a variety of academic journals including *Administrative Theory & Praxis, Educational Studies, Humanity & Society, Social Justice* and *Sociological Practice*.

**Janet Lane, M.S.,** graduated from the University of Kentucky in 1987 and 1988 with a B.A. in Psychology and a B.A. in Elementary Education, respectively. Before pursuing a master’s degree, she taught sixth and fifth grade in Houston, Texas. In 1997, she graduated from Murray State University with an M.S. in Clinical Psychology. Clinical practice included working with adolescents who were referred to a day treatment program for behavioral problems. Janet has provided neuropsychological and psychological assessments within a forensic setting and currently provides crisis intervention and therapy to children aged 5–12 within an elementary school setting. Targeted are children referred through the school due to truancy issues and/or behavioral problems as these children often have witnessed domestic violence in the home. Wraparound services are offered to the families of these children.

**Amy Lawson, M.S.W. Candidate,** is a graduate student in social work at the University of Kentucky and will graduate in December 2007. She has worked in the family resource centers at two local elementary schools and with the therapists at the University of Kentucky, Department of Psychiatry Outpatient Clinic. Following graduation, she plans to obtain her LCSW through continued education and supervision so that she can continue to treat children and families. She received a bachelor of arts in psychology from Asbury College in 2002. During her undergraduate studies, she presented research findings at the Kentucky Psychological Association Conference and worked at Boys and Girls Country, a residential facility for at-risk youth in Texas. She also led and mentored youth in two church groups throughout her 4 years in college.

**Kathy McLaughlin, M.A.,** has been in education for over 30 years with the Fayette County Public Schools, University of Kentucky, and the Bluegrass Boys’ Ranch. She has been a special education teacher, a diagnosticians/school-based consultant, and currently teaches math to seventh and eighth graders. Kathy has been recognized as a most effective teacher based on her passionate love for teaching kids, knowledge of math, and achievement results. In her classroom, learning is mandatory.
She specializes in classroom management and motivation, problem solving teaching, and relationship building. She lives in Lexington, Kentucky, with her husband and has three grown children.

J. Robert McLaughlin, Ed.S., has recently retired from the Fayette County Public Schools after 31 years of service. He taught special education, was a principal, a district special education coordinator and director, and spent the last 12 years supervising principals as an Elementary School Director. He taught 2 years in Galveston, Texas, in an alternative middle school. He currently works as an independent consultant and trainer for Safe and Civil Schools (Eugene, Oregon) specializing in Classroom Management, School wide Discipline, and Leadership development for principals and district staff. He is married, has three grown children, and continues to live in Lexington, Kentucky.

Thomas W. Miller, Ph.D., has been Professor, Senior Research Scientist, Master Teacher, and University Teaching Fellow during his 36-year tenure at the University of Kentucky, University of Connecticut, and Murray State University. He received his Ph.D. from the State University of New York at Buffalo, is a Diplomate of the American Board of Professional Psychology in Clinical Psychology, and Fellow of the American Psychological Association, the American Psychology Society, and the Royal Society of Medicine. The American Psychological Association recognized him with a Special Achievement Award for his contributions to education, prevention, and clinical services for victims of abuse. He is a Distinguished Alumnus from the State University of New York and the recipient of the 2007 APA Distinguished Professional Contributions to Practice Award.

Amy Nigoff, M.S., earned her Master’s in Clinical Psychology from Ohio University. She currently works with youth in a state-funded wraparound services program. Ms. Nigoff is interested in studying the long-term effects of bullying on kids and how these aggressive styles continue into adulthood. A new area of interest for her is in identifying effective interventions for children who grow up in a subculture that is accepting of violence.

Philip C. Rodkin, Ph.D., is Associate Professor of child development in the Departments of Educational Psychology and Psychology at the University of Illinois at Urbana-Champaign. Rodkin investigates children’s social status (popularity) and social networks (peer groups and friendships). Of particular interest is the social placement and influence of aggressive children and the positive and negative sentiments that flow between children of different genders and ethnicities. Overcoming methodological and analytic procedures in the measurement of social relations is a central challenge of this work, as is applying knowledge of childhood social dynamics in the service of creating healthy classroom climates.

Laxley W. Rodney, Ph.D., is currently serving as the Interim Dean of the Whitlowe R. Green College of Education and Visiting Professor in the Department of Educational Leadership and Counseling at Prairie View University in Prairie View, Texas, where he teaches graduate courses in research and statistics. He previously served at Central State University in Wilberforce, Ohio, as the principal investigator
of the Family and Community Violence Prevention (FCVP) Program, 1994–2005; Assistant Vice President for Academic Affairs, 1999–2004; Interim Dean, College of Education, June 2002–September 2002; and Chair of Graduate Education, 2004–2005. He has authored and coauthored several articles on youth violence which have been published in refereed journals.

Mark V. Sapp, M.D., is a board-certified pediatrician who specializes in the field of child abuse and neglect and is a member of the Child Protection Team at Children’s Hospital Boston/Harvard Medical School. He is a medical consultant for the Teen Prostitution Prevention Program for the local Child Advocacy Center, sits on the Boston/Suffolk County Child Fatality Review Board, and supervises nurse practitioners in the Pediatric Sexual Assault Nurse Examiner Program. He has recently begun work evaluating the medical needs of youth exploited through the sex trade industry and plans to expand this work into a comprehensive clinical program targeting teenage prostitution.

Sarah Savoy, M.A., is a doctoral student in the Department of Psychology at Rutgers University in Newark, New Jersey. She received her M.A. in Psychology from Southeastern Louisiana State University. Savoy is interested in how social and developmental factors influence weight, body image, and problem behaviors in adolescents. Her current research focuses on how victimization experiences affect self-image and adjustment problems among overweight and normal weight youth.

Rick Spurling, Ed.D. In his 24th year with the Mitchell County Schools, Dr. Richard Spurling has served as a teacher, coach, assistant principal, and principal and now currently is the Assistant Superintendent and Career Technical Education Director. He also teaches night classes at East Tennessee State University as an Adjunct Professor in the Educational Leadership Department and Principal Preparation Program. Dr. Spurling, author of It Is Time...To Be Bully Free! An Anti-Bullying Guidebook for School Leaders (December 2006), has been inspirational in providing schools direction in developing, establishing, and implementing anti-bullying programs. His studies have allowed him the opportunity to present his findings to over 20,000 educators detailing his program to concerned educators and school leaders in Virginia, Tennessee, and North Carolina. Spurling has keynoted at several state conferences and continues to share his findings and motivational sessions through in-service training.

Rameshwar P. Srivastava, M.S., FSS, CStat, is currently serving as Manager, Evaluation Systems, Alcohol, Drug Addiction, and Mental Health Services (ADAMHS) Board for Montgomery County, Dayton, Ohio. He Previously served as Assistant Professor in the Department of Mathematics and Computer Science at Central State University, Ohio, and was the national Evaluation Coordinator of the FCVP Program (2002–2006). He also served as Research Assistant Professor of Social Sciences/Statistics at the University of Virgin Islands (2000–2002), Commonwealth Expert in the Eastern Caribbean (1997–2000), and United Nations Advisor in Africa (1985–1990). He was elected a Fellow of the Royal Statistical Society in 1978 and a Chartered Statistician, UK, in 1994 and has authored and coauthored several articles in the field of statistics and evaluation.
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Matt Thompson, M.S., is in his 4th year as the principal at Deep Springs Elementary School in Lexington, Kentucky. Currently in his 9th year in education, he previously taught third and fourth grades for 5 years in Frankfort, Kentucky. Matt has a master’s degree from the University of Kentucky and is beginning to take courses to gain his superintendent’s certificate. He is most proud of the gains Deep Springs has made in student achievement and narrowing the achievement gaps for minority and low-income students. He is married to his wonderful wife, Stephanie, and is the father of one son, Andrew (with one more on the way).

Stephen Thompson, Ph.D., is an applied sociology practitioner at Pennoni Associates Inc., assisting with technology transfer and policy issues, as well as an Adjunct Instructor in the Department of Sociology, Social Work, and Criminal Justice at Messiah College in Grantham, Pennsylvania. He holds an M.A. in Community Psychology and Social Change from the Pennsylvania State University. Stephen has published in the Journal of Primary Prevention, as well as numerous research documents for governmental and private agencies. A former missionary to the Republic of Haiti, his research interests revolve around the impacts of moral development processes on human behavior.

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William Weitzel, M.D., is a physician and psychiatrist in private practice in Lexington, Kentucky. He has provided expert testimony in numerous forensic cases that have included cases related to school violence and those involving school shootings by adolescent students. Dr. Weitzel is also a faculty member in the Department of Psychiatry, College of Medicine, at the University of Kentucky in Lexington, Kentucky. He has taught, provided clinical supervision, and published during his career in psychiatry and psychiatric practice.

Jina S. Yoon, Ph.D., is an Associate Professor in Educational Psychology at Wayne State University. She has a doctoral degree in School Psychology and completed a postdoctoral fellowship in Child Clinical Psychology. Her research has focused on emotional and social development of behaviorally challenging children and adolescents and on school environment as an important developmental context, including victimization in school, peer relationships, and teacher–student relationships. She has published numerous publications and presented at conferences in these areas. Dr. Yoon also teaches developmental psychopathology and psychotherapy in graduate training. She also works with children and adolescents in individual and group therapy at a private practice.
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