Family Involvement Network + Prevention Coordinators’ Meeting
9:00 a.m. – 12:00 p.m.
February 1, 2013
Building D, 1004-5-6

Agenda

• Getting to Know You...

• **School Climate and Developmental Assets**: How can you build Developmental Assets with families at your site?
  - Asset #5 Caring School Climate
  - Asset #10 School Safety
  - Asset #12 Boundaries

• **School Safety**: What have OC schools done to promote safe school environments since December 2012? What can you do?
  - Resources on OCDE’s website
    - How to talk to your child about school violence
  - Security on Campuses: National, State, and Orange County Perspectives
    - Arthur Cummins, Leadership & Learning Support Services, OCDE

• **Technology for Families**: Web resources you can share with parents/families
  - California Healthy Kids Survey (CHKS)
  - Search Institute and Parent Further

• **Meeting Evaluation**

Next FIN + Prevention Coordinators’ Meeting: Friday, April 12, 2013
9:00 a.m. – 12:00 p.m.
40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. The percentages of young people who report experiencing each asset were gathered from the administration of the Search Institute Profiles of Student Life: Attitudes and Behaviors survey of almost 90,000 youth in the 2010 school year.

<table>
<thead>
<tr>
<th>Asset type</th>
<th>Asset name and definition</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Support</td>
<td>1. Family Support-Family life provides high levels of love and support.</td>
<td>72%</td>
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<td></td>
<td>2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</td>
<td>32%</td>
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<td></td>
<td>3. Other Adult Relationships-Young person receives support from three or more nonparent adults.</td>
<td>50%</td>
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<td>4. Caring Neighborhood-Young person experiences caring neighbors.</td>
<td>40%</td>
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<td>5. Caring School Climate-School provides a caring, encouraging environment.</td>
<td>35%</td>
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<td></td>
<td>6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.</td>
<td>33%</td>
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<tr>
<td>Empowerment</td>
<td>7. Community Values Youth-Young person perceives that adults in the community value youth.</td>
<td>25%</td>
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<td></td>
<td>8. Youth as Resources-Young people are given useful roles in the community.</td>
<td>32%</td>
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<td></td>
<td>9. Service to Others-Young person serves in the community one hour or more per week.</td>
<td>50%</td>
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<td></td>
<td>10. Safety-Young person feels safe at home, school, and in the neighborhood.</td>
<td>54%</td>
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<td>Boundaries &amp; Expectations</td>
<td>11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts.</td>
<td>47%</td>
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<td></td>
<td>12. School Boundaries-School provides clear rules and consequences.</td>
<td>56%</td>
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<td></td>
<td>13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior.</td>
<td>48%</td>
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<td></td>
<td>14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior.</td>
<td>28%</td>
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<td></td>
<td>15. Positive Peer Influence-Young person's best friends model responsible behavior.</td>
<td>68%</td>
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<td></td>
<td>16. High Expectations-Both parent(s) and teachers encourage the young person to do well.</td>
<td>55%</td>
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<tr>
<td>Constructive Use of Time</td>
<td>17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</td>
<td>20%</td>
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<td></td>
<td>18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</td>
<td>61%</td>
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<td>19. Religious Community-Young person spends one or more hours per week in activities in a religious institution.</td>
<td>51%</td>
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<td>20. Time at Home-Young person is out with friends &quot;with nothing special to do&quot; two or fewer nights per week.</td>
<td>56%</td>
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<tr>
<td>Commitment to Learning</td>
<td>21. Achievement Motivation-Young person is motivated to do well in school.</td>
<td>71%</td>
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<td>22. School Engagement-Young person is actively engaged in learning.</td>
<td>62%</td>
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<td></td>
<td>23. Homework-Young person reports doing at least one hour of homework every school day.</td>
<td>53%</td>
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<td>24. Bonding to School-Young person cares about her or his school.</td>
<td>61%</td>
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<td>25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.</td>
<td>23%</td>
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<td>Positive Values</td>
<td>26. Caring-Young person places high value on helping other people.</td>
<td>52%</td>
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<td></td>
<td>27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty.</td>
<td>54%</td>
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<td>28. Integrity-Young person acts on convictions and stands up for her or his beliefs.</td>
<td>71%</td>
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<td>29. Honesty-Young person &quot;tells the truth even when it is not easy.&quot;</td>
<td>69%</td>
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<td>30. Responsibility-Young person accepts and takes personal responsibility.</td>
<td>67%</td>
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<td>31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</td>
<td>47%</td>
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<td>Social Competencies</td>
<td>32. Planning and Decision Making-Young person knows how to plan ahead and make choices.</td>
<td>33%</td>
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<td></td>
<td>33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills.</td>
<td>48%</td>
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<td>34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</td>
<td>42%</td>
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<td>35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations.</td>
<td>45%</td>
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<td>36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.</td>
<td>44%</td>
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<tr>
<td>Positive Identity</td>
<td>37. Personal Power-Young person feels he or she has control over &quot;things that happen to me.&quot;</td>
<td>45%</td>
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<td></td>
<td>38. Self-Esteem-Young person reports having a high self-esteem.</td>
<td>52%</td>
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<td>39. Sense of Purpose-Young person reports that &quot;my life has purpose.&quot;</td>
<td>63%</td>
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<td></td>
<td>40. Positive view of personal future-Young person is optimistic about her or his personal future.</td>
<td>75%</td>
</tr>
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40 Elementos Fundamentales del Desarrollo

El Instituto Search ha identificado las siguientes bases esenciales para un desarrollo sano para ayudar a los jóvenes a crecer sanos, interesados en el bienestar común y a ser responsables.

| Apoyo | 1. Apoyo familiar—La vida familiar brinda altos niveles de amor y apoyo. |
| Fortalecimiento | 7. La comunidad valora a la juventud—El (La) joven percibe que los adultos en la comunidad valoran a la juventud. |
| Limites y Expectativas | 11. Limites familiares—La familia tiene reglas y consecuencias bien claras, además vigila las actividades de los jóvenes. |
| Uso | 16. Altas expectativas—Ambos padres y maestros motivan a los jóvenes para que tengan éxito. |
| Constructivo | 21. Motivación por sus logros—El (La) joven es motivado(a) para que salga bien en la escuela. |
| Del Tiempo | 22. Compromiso hacia la escuela—El (La) joven participa activamente en el aprendizaje. |

| Comportamiento Interno | 28. Integridad—El (La) joven actúa con convicción y defiende sus creencias. |
| Valores Positivos | 29. Honestidad—El (La) joven “dice la verdad aún cuando esto no sea fácil”. |
| | 30. Responsabilidad—El (La) joven acepta y toma responsabilidad por su persona. |
| | 31. Abstinencia—El (La) joven cree que es importante no estar activo(a) sexualmente, ni usar alcohol u otras drogas. |

| Capacidad Social | 32. Planeación y toma de decisiones—El (La) joven sabe cómo planear y hacer elecciones. |
| | 33. Capacidad interpersonal—El (La) joven tiene empatía, es sensible y hábil para hacer amistades. |
| | 34. Capacidad cultural—El (La) joven tiene conocimiento de y sabe convivir con gente de diferente marco cultural, racial o étnico. |
| | 35. Habilidad de resistencia—El (La) joven puede resistir la presión negativa de los compañeros así como las situaciones peligrosas. |

| Identidad Positiva | 37. Poder personal—El (La) joven siente que él o ella tiene el control de “las cosas que le suceden”. |
| | 38. Autoestima—El (La) joven afirma tener una alta autoestima. |
| | 39. Sentido de propósito—El (La) joven afirma que “mi vida tiene un propósito”. |
| | 40. Visión positiva del futuro personal—El (La) joven es optimista sobre su futuro mismo. |
The Power of Developmental Assets®

Based on Search Institute’s surveys of almost 90,000 students in grades 6-12 (ages approximately 11-18 years) in public and alternative U.S. schools during the 2010 school year, these charts show that the more assets young people experience, the less likely they are to engage in a wide range of risky behaviors, and the more likely they are to engage in positive behaviors.

The Power of Assets to Promote Positive Attitudes and Behaviors

Exhibits Leadership

Maintains Good Health

Values Diversity

Succeeds in School

The Power of Assets to Protect from High-Risk Behaviors

Problem Alcohol Use

Violence

Illicit Drug Use

Sexual Intercourse

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time. However, some children may be at risk for more intense reactions. Children who have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk for severe reactions than others. Seek the help of mental health professional if you are at all concerned.

6. **Limit television viewing of these events.** Limit television viewing and be aware if the television is on in common areas. Developmentally inappropriate information can cause anxiety or confusion, particularly in young children. Adults also need to be mindful of the content of conversations that they have with each other in front of children, even teenagers, and limit their exposure to vengeful, hateful, and angry comments that might be misunderstood.

7. **Maintain a normal routine.** Keeping to a regular schedule can be reassuring and promote physical health. Ensure that children get plenty of sleep, regular meals, and exercise. Encourage them to keep up with their schoolwork and extracurricular activities but don't push them if they seem overwhelmed.

**Suggested Points to Emphasize When Talking to Children**

- **Schools are safe places.** School staff work with parents and public safety providers (local police and fire departments, emergency responders, hospitals, etc.) to keep you safe.
- **The school building is safe because ...** (cite specific school procedures).
- **We all play a role in the school safety.** Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous or frightened.
- **There is a difference between reporting, tattling or gossiping.** You can provide important information that may prevent harm either directly or anonymously by telling a trusted adult what you know or hear.
- **Don't dwell on the worst possibilities.** Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the possibility of something happening and the probability that it will affect our school.
- **Senseless violence is hard for everyone to understand.** Doing things that you enjoy, sticking to your normal routine, and being with friends and family help make us feel better and keep us from worrying about the event.
- **Sometimes people do bad things that hurt others.** They may be unable to handle their anger, under the influence of drugs or alcohol, or suffering from mental illness. Adults (parents, teachers, police officers, doctors, faith leaders) work very hard to get those people help and keep them from hurting others. It is important for all of us to know how to get help if we feel really upset or angry and to stay away from drugs and alcohol.
- **Stay away from guns and other weapons.** Tell an adult if you know someone has a gun. Access to guns is one of the leading risk factors for deadly violence.
- **Violence is never a solution to personal problems.** Students can be part of the positive solution by participating in anti-violence programs at school, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.

**NASP has additional information for parents and educators on school safety, violence prevention, children's trauma reactions, and crisis response at** [www.nasponline.org](http://www.nasponline.org). ©2006, National Association of School Psychologists, 4340 East West Highway #402, Bethesda, MD 20814
Asset-Building Ideas for Parents and Guardians

Being a parent or guardian can be very hard work—no surprise there, right? Most parents and guardians have things they love about their role as well as problems with their kids that they have to deal with. What might be surprising, though, is that one of the best ways to deal with problems is to focus on positives. Research shows that a more effective approach to raising healthy, competent kids is to concentrate on building developmental assets. These assets form the foundation young people need to make healthy choices and to succeed in life. The more assets your kids have, the stronger this foundation will be.

There are probably lots of asset-building things you already do for your children—even if you don’t call them that. Here are some ways to be intentional about asset building:

- **Post the list of 40 developmental assets on your refrigerator door.** Each day, do at least one asset-building thing for each family member.
- **Connect with other parents who are interested in asset building.** Form relationships in your neighborhood, on the job, through a congregation, or through a parent-education organization.
- **Regularly do things with your child,** including projects around the house, recreational activities, and service projects. Take turns planning activities to do together as a family.
- **Eat at least one meal together** as a family every day.
- **Negotiate family rules and consequences** for breaking those rules.
- **Develop a family mission statement** that focuses on building assets. Then use it to help you make family decisions and set priorities.
- **Talk about your values and priorities,** and live in a way that is consistent with them.
- **Give your children lots of support and approval** while also challenging them to take responsibility and gain independence.
- **If you are parenting alone, look for other adult role models** of both genders who can be mentors for your children.
- **Nurture your own assets** by spending time with people who care about you and are supportive. Also, take opportunities to learn new things, contribute to your community, and have fun. You’ll take better care of your children if you take care of yourself.
- **Think about the way you were parented** and how that affects your relationships with your children. If there are parts of your relationship with your parents that were very difficult or that get in the way of your parenting, consider talking with someone about these issues.
- **Don’t let anyone in your family (including you) watch too much television.** Find other interesting and meaningful activities for your children to do—some with you, some with their friends, some by themselves.
- **Learn as much as you can about what your kids need at their current ages.**
- **Recognize that children need more than just financial support.** They also need emotional and intellectual support. Balance family time with other priorities like work, recreation, and hobbies.
Constructive Use of Time

- **Create visual symbols of assets.** For example, cooperative murals can show the importance of working together to strengthen the community. Art students can create self-portraits that reflect their assets.

- **Thank other teachers, staff, and students when you catch them building assets.**

- **Demonstrate sensitivity with respect to student involvement in extracurricular activities.** Some teachers make it a practice to always allow at least two nights for students to complete assignments.

- **Read biographies or view videos or films about musicians and other artists.** Discuss the assets students see in these people’s lives.

- **Discuss current music, movies, or arts and entertainment and the messages they send.** How are these messages consistent or inconsistent with assets?

Commitment to Learning

- **Discuss the assets of characters in stories, history lessons, and current events.** For example, when studying Romeo and Juliet, talk about how asset deficits can lead to tragedies. Change the tale by building assets for the two main characters.

- **Use assets as the focus for assignments.**

- **Choose a quote of the day with an asset focus and ask students to talk about it.**

- **Introduce students to web sites that have asset-building themes.**

- **Read biographies of people who have realized their dreams.** Talk about the assets that helped those people succeed.

Positive Values

- **Ask students to gather information about their heroes—famous or not.** Then have small-group or class discussions about what values these heroes seem to have and how those values guide who they are and what they do.

- **As a class, create a list of shared values.** See the positive values assets (#26–31) as a place to start. Talk about what it takes to uphold these values. Set boundaries and expectations based on these values.

Social Competencies

- **Provide a process in the classroom for mutual goal setting and evaluation.** Such a process empowers students and actively engages their learning.

- **Encourage planning through the use of student agendas and calendars.**

- **Use resources in your community to help teach cultural competence (asset #34).** Consider having students organize a diversity-awareness week, a cultural fair, or some other way of learning about each other’s backgrounds and cultures.

Positive Identity

- **Use “strength interviews” with students to help them identify their assets and their sources of support.**

- **Attend concerts, programs, and activities your students are involved in.**

- **Congratulate successes with a written note, a call home, or verbal praise.**

- **Create life-planning portfolios** that follow a student from the end of one school year to the beginning of the next school year and include goals, dreams, and hopes. They can be an important tool for the student—and for teachers—to keep track of accomplishments and challenges.

The developmental assets are 40 opportunities, skills, relationships, values, and self-perceptions that all young people need to succeed. From Pass It On! Ready-to-Use Handouts for Asset Builders, copyright ©1999 by Search Institute; 612-376-8955; 800-888-7828; www.search-institute.org. This handout may be reproduced for educational, noncommercial uses only (with this copyright line). All rights reserved.
➤ Don’t wait for problems to arise before talking with your children’s teachers. Keep in regular contact with them about how your children are doing and what you can do to help your children learn.

➤ Think of teenagers as adults in training. Teach them something practical, such as how to change a tire on the car, prepare a meal, or create a monthly budget.

➤ Be aware of differences in how you relate to your children. Are you more comfortable with one gender? If so, why? What impact does that have in your family?

➤ Talk to your children about the 40 developmental assets. Ask them for suggestions of ways to strengthen their assets.

➤ Do intergenerational activities with extended family and with other neighborhood adults and families.

➤ Be an asset builder for other young people in your life.

➤ Remember that you are not alone. Other asset builders in your children’s lives include coaches, child-care providers, religious education teachers, club leaders, and neighbors. Work with these people to give kids consistent messages about boundaries and values.

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Asset-Building Ideas for Grandparents

Being a grandparent means different things to different people. Many children in the United States are being raised by their grandparents or spend a great deal of time with them. Other grandparents live in different states or countries than their grandchildren and rarely, if ever, see them. Whether you see your grandchildren daily or just once in a while, you can do many things to help nurture their assets. Here are some ideas for building assets for your grandchildren:

- Support your children in their parenting. There are different ways to do this, including telling them what you think they do well, giving them a break by babysitting once in a while, and being respectful of the way they do things (even if you'd do them differently).

- Have clear boundaries and high expectations for how you expect your grandchildren to behave. Also talk with your children about the boundaries and expectations they have for your grandchildren. Finally, talk with your grandchildren about how you hope they will behave and why those things are important to you.

- Introduce your grandchildren to other caring elders, such as your friends or other relatives. The more exposure older people and youth have to one another, the better able they will be to relate and get along.

- Help make history come alive for your grandchildren. Tell them stories about their parents and about your own life. Help them think about their future by talking about goals and dreams that you had as a young person.

- Model lifelong learning by reading, taking classes or lessons, or trying new things. Talk with your grandchildren about what you are learning and why it is important to you.

- Model involvement in community service (for example, planting a plot in a community garden or volunteering at an animal shelter). Talk about your experience and why you have decided to contribute to your community.

- Attend school and community events that your grandchildren are involved in.

- If your grandchildren live far away, try to see them on a regular basis. Also think of creative ways to stay connected with them at other times. Call them often, mail them notes, send e-mail messages, or tape record yourself reading them stories.

- Spend some individual time with each grandchild. Frequently tell each one how special they are and how much you love them.

- Avoid making comparison among your grandchildren. Enjoy what is unique about each one.

- Play games with your grandchildren, such as card games, board games, computer games, or made-up games.

- Expose your grandchildren to cultural, religious, and family rituals.

- Give children enriching experiences with the arts. For example, take them to concerts, theater productions, museums, or art exhibits.

- Talk with your children about the boundaries they have for your grandchildren. Work together to provide consistent boundaries—and messages.

- Talk about your values, your priorities, and world issues that concern you. Emphasize why these things are important to you and how they influence your life.

The developmental assets are 40 opportunities, skills, relationships, values, and self-perceptions that all young people need to succeed.

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Asset-Building Ideas for School Teachers

To teach is to touch a life forever. Next to parents, teachers have some of the most powerful asset-building potential. In addition to the commitment-to-1 assets (#21-25), four other assets (#3: other adult relationships; #5: caring climate; #8: youth as resources; and #14: adult role models) focus on the irreplaceable role of a teacher. Below are some suggestions for what teachers can do to build assets. These suggestions are intended to give you some ideas for how to get started. They may need to be modified or adapted depending on the grade you teach, whether you are a classroom teacher, specialist, or resource teacher; and the needs of your school environment.

Asset Building in General

- Post the list of assets in your classroom.
- Devote a bulletin board in your classroom to asset-building messages.
- If your community has an asset-building initiative, get involved.
- Orient all volunteers and support staff you work with to the asset model.
- Plan asset-building learning activities as part of the curriculum (for example, service learning projects, social skills training, or setting aside time to read for pleasure).
- Put an asset-building message on your computer screen saver. One school used the slogan, “Wrap Your Arms around Cherry Creek Kids... Build Assets!”

Support

- Greet students by name when you see them.
- Send a letter to parents about the idea of asset building, and then use assets as springboards for discussions in conferences with parents and students.
- Meet with other teachers and brainstorm ways to help students succeed. A school in Wisconsin set up DATES: Developing Assets to Encourage Success, meetings that are designed to help students who are struggling academically.
- Encourage access to at least one adult for each student in the building. Homerooms can facilitate this.
- Provide asset-building resources for students.

Empowerment

- Teach students about the 40 assets: help them set goals for assets they want to develop (one resource for this is Teens Need to Succeed, published by Spirit Publishing and available from the Institute).
- Provide opportunities for service-learning. Help students plan and make decisions about providing service to others.
- Empower students by encouraging them to tell their stories through written and visual autobiographies.

Boundaries and Expectations

- Work with students to set school rules or guidelines. Post a written set of these rules in conspicuous places: hallways, classrooms, the lunchroom, the gymnasium, other common areas. Create copies of these rules and have an agreement form for students and parents to sign, indicating their willingness to stay within the boundaries.
- Set high and clear expectations for student behavior and learning outcomes.
What are your biggest concerns about safety right now? List the five biggest worries you have about safety. Write them in order of priority.

1. 
2. 
3. 
4. 
5. 

Now list five things that help you feel safe.

1. 
2. 
3. 
4. 
5. 

During the next two weeks, pay attention to how often you feel really safe and how often you feel unsafe. Are you more likely to feel safe or unsafe? What are some things you can do to make sure you usually feel safe?
Imagine yourself as the one who makes all the final decisions about boundaries at your school. Write what you think would be a fair and clear boundary for each of the areas below.

Concerning **stealing** at school: 


Concerning **fighting** at school: 


Concerning bringing a **weapon** to school: 


Concerning using or selling **drugs**: 


Concerning **skipping** a class: 


Concerning **cheating**:


Concerning **sexual harassment**: 


Concerning **racial discrimination**:


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1. **Reassure children that they are safe.** Emphasize that schools are very safe. Validate their feelings. Explain that all feelings are okay when a tragedy occurs. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.

2. **Make time to talk.** Let their questions be your guide as to how much information to provide. Be patient. Children and youth do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings.

3. **Keep your explanations developmentally appropriate.**
   - *Early elementary school:* children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety like reminding children about exterior doors being locked, child monitoring efforts on the playground, and emergency drills practiced during the school day.
   - *Upper elementary and early middle school:* children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools.
   - *Upper middle school and high school:* students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. Emphasize the role that students have in maintaining safe schools by following school safety guidelines (e.g., not providing building access to strangers, reporting strangers on campus, reporting threats to the school safety made by students or community members, etc.), communicating any personal safety concerns to school administrators, and accessing support for emotional needs.

4. **Review safety procedures.** This should include procedures and safeguards at school and at home. Help children identify at least one adult at school and in the community to whom they go if they feel threatened or at risk.

5. **Observe children’s emotional state.** Some children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can indicate a child’s level of anxiety or discomfort. In most children, these symptoms will ease with reassurance and