An Annotated Bibliography of Conflict Resolution Resources
[Including bullying prevention, classroom management, trauma & violence prevention]

Books, Curricula, Videotapes, Simulations, Games

The Global Issues Resource Center is dedicated to the exchange of best practices to help enhance the capacity within our community to address social challenges. We convene practitioners, academics, and policy makers to provide a global perspective, explore emerging trends, and design sustainable, multicultural solutions which address challenges in our community and our world.

Located at the Eastern Campus of Cuyahoga Community College in Cleveland, Ohio, the Center serves educators, students and community leaders through custom-designed workshops, creative programming and its award-winning multimedia library collection of alternative learning resources.

Cuyahoga Community College
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How to Use the Global Issues Resource Center Library

Global Issues Resource Center Library Hours:
Monday-Friday 8:30 am to 5:00 pm
(Evenings or weekends by appointment)

Open to the public, the Center’s award-winning library offers information focused on current issues. A unique multi-media collection of resources is accessible through CLEVNET, the Cleveland Public Library’s online catalog and via the Internet at www.cpl.org.

The Library’s holdings focus on issues of diversity, energy, environment, global education, conflict resolution, war and peace. Annotated bibliographies of these themes are also available. The collection features the most current and user-friendly materials for pragmatic use in classroom and community settings. The multi-media resources include:

- Books
- Curricula
- Periodicals
- Audio/Visual Materials
- Games/Simulations
- Resources from Other Organizations

Books, curricula and periodicals can be borrowed by visiting the Center. There is no charge for books.

Videotapes, games and simulations can be borrowed for free for any Cuyahoga Community College faculty, staff or student. Organizations outside of Tri-C, please contact the Center for lending policies.

For additional information, please contact the Global Issues Resource Center and Library staff at 216-987-2224 or visit our website for up-to-date information and resources at http://www.tri-c.edu/community/girc.htm.
Books and Curricula

Bullying/ Bullying Prevention


Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield. A guide to helping children survive schoolyard bullying. The book examines the different forms of bullying and different levels of response. The book also has a survey you can use to give you and your children a better perspective of bullies—who has been bullied and who is a bully. Fried, S. & Fried Paula M. (1996). New York: M. Evans and Co.

Bullies are a pain in the brain. This book is loaded with practical and smart advice. In fact, kids can gain the confidence it takes to handle themselves when being bullied and how to make themselves “bully-proof”! Most importantly, they’ll learn that they are not alone and that there are many ways to get help (or to help themselves) when cornered by a bully. Romain, T. and Verdick, Elizabeth. (1997). Minneapolis, MN: Free Spirit Pub.

The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8 (Updated Edition). Bullying in the classroom prevents students from learning and teachers from teaching. While the victims of bullying need to learn skills to avoid such treatment, the bullies also need to be taught better ways of relating to others. Beane, Allan L., Ph.D. Free Spirit Publishing, Updated edition, 2005.

Bullying at School: What We Know and What We Can Do (Understanding Children’s Worlds). Coleus’s book provides evidence that his program of intervention has encouraging results where it has been applied, leading to significant and sustained reductions in direct and indirect bullying. This should encourage schools and authorities to study the method described and the valuable suggestions made. There is a useful and wide-ranging reference list of works on bullying and aggression. Olweus, Dan (1993). Oxford, UK; Cambridge, USA. Blackwell Publishing Limited

The Bully at Work: What You Can Do to Stop the Hurt and Reclaim Your Dignity on the Job Workplace. Bullying is persistent, unwelcome, intrusive behavior of one or more individuals whose actions prevent others from fulfilling their duties. Because of its subtle nature, bullying can be difficult to recognize, but the consequences are easy to spot:
excessive workloads, lack of support, a climate of fear, and high levels of insecurity. 


**Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention.** The problem of bullying, peer harassment, and victimization is a serious one in our schools. It greatly affects the climate for learning and productivity and the emotional health of students and staff. This book presents empirical data and theoretical and legal case reviews to show how pervasive and serious these problems are and how they threaten both academic achievement and mental health within many of our schools. Elias, M. & Zins, J. (2003). New York: Haworth Press.

**Cliques, Phonies, & Other Baloney.** Written for every kid who has ever felt excluded or trapped by a clique, this book blends humor with practical advice as it tackles a serious subject. Trevor Romain starts by explaining what cliques are and why they exist: because everyone wants to have friends. He reveals why some cliques are so annoying—and often full of phonies. And he shares the secret to being popular. Romain, Romain. (1998). Minneapolis, MN: Free Spirit Pub.

**Getting Equipped to Stop Bullying: a Kid’s Survival Kit for Understanding and Coping with Violence in the Schools.** A bully is someone who abuses another person. The authors believe bullying is the basis of many life problems, i.e. low self-esteem, abuse, and violence. The goal of this program is to provide an understanding of the dynamics of bullying and to empower elementary and middle school children to recognize and deal with bullies. Boatwright, B., Mathis, T., and Smith-Rex, S. (1998). Minneapolis, MN: Educational Media Corp.

**Girl Wars: 12 Strategies That Will End Female Bullying.** This book offers practical and effective solutions that stop girls from hurting each other with words and actions. In Girl Wars, two experts explain not only how to prevent such behavior but also how to intervene should it happen, as well as overcome the culture that breeds it. Illustrated by compelling true stories from mothers and girls, the authors offer effective, easy-to- implement strategies that range from preventative to prescriptive. Dellasega, C. & Nixon, C. (2003). New York: Simon & Schuster.

**High School Hazing: When Rites Become Wrongs.** Hazing is an often neglected but important topic that deserves the serious treatment given by author. A victim and perpetuator of hazing himself, Nuwer depicts hazing as a “tradition of deceit” and a series of dangerous acts designed to foster bonding and acceptance. Hazing encompasses more than binge drinking and paddling; it spans all ages and stems from the need to control others and the need to be accepted. Hazing can begin as early as grammar school and has

**How to Handle Bullies, Teasers, and Other Meanies.** This book will help children—and their parents—to understand what makes bullies act the way they do. That understanding is the key to successfully changing bullies into allies. The book comprises short sections, so parents don’t have to set aside a large chunk of time all at once. Each section presents a specific mean behavior followed by ideas for handling that behavior. This book is designed to be read by parents (or educators) and children together. Cohen-Posey. (1995). Highland City, Fla: Rainbow Books.

**Odd Girl Speaks Out: Girls Write About Bullies, Cliques, Popularity, and Jealousy.** This book is a collection of wonderful accounts of the inner lives of adolescent girls. Candid and disarming, creative and expressive, and always exceptionally self-aware, these poems, songs, confessions, and essays form a journal of American girlhood. They show us how deeply cruelty flows and how strongly these girl want to change. Simmons, Rachel. (2004). Orlando, Fla: Harcourt.

**Queen Bees and Wannabes: Help Your Daughter Survive Gossip, Boyfriends & Other Realities of Adolescence.** This book examines cliques, reputations, gossiping, rebellion, bullying, crushes, and boyfriends. It shows how girls are conditioned to remain silent when intimidated by more powerful girls as well as how to recognize which friends will be supportive and which could lead to situations that threaten her emotional health and sometimes even her physical safety. Wiseman, Rosalind. (2003). New York: Crown Publishers.

**Diversity/ Multi-Cultural Education**


*How to Make Opportunity Equal: Race and Contributive Justice* by Paul Gomberg

*Learning While Black: Creating Education Excellence for African American Children* by Janice E. Hale

*Through Ebony Eyes: What Teachers Need to Know But Are Afraid to Ask About African American Students (Jossey-Bass Education Series)* by Gail L. Thompson

*Up Where We Belong: Helping African American and Latino Students Rise in School and in Life* by Gail L. Thompson

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Classroom Management/ Positive Discipline

*Changing Destructive Adolescent Behavior* (workbook) – a workbook designed for use in conjunction with both classroom instruction and ongoing parent support group sessions. Part of the “Parent Project, Inc. by Fry, Ralph; Johnson, Susan Mejia; Melendez, Pete and Dr. Morgan, Roger. Poems by Jeffra, Jim, 8th edition 2002.

*Discipline Strategies for the Classroom; Working with Students* by Ruby K. Payne


*Great Places to Learn (Creating Asset-Building Schools That Help Students Succeed)* by Neal Starkman, Ph.D.; Peter C. Scales, Ph.D., and Clay Roberts, M.S.

*Help is Down the Hall: A Handbook on Student Assistance* – Addresses behavioral concerns including substance use and other mental health issues affecting a child’s life, this handbook can help to reduce the barriers to learning and enhance the effectiveness of prevention work done in America’s schools. This handbook was prepared by the National Association for Children of Alcoholics under contract for the Center for Substance Abuse Prevention (CSAP), Substance Abuse and Mental Health Services Association (SAMHSA), U.S. Department of Health and Human Service (DHHS); CASP Project Officer; Patricia Getty, Ph.D., also Anderson, Mary Beth, consultant; Crowley James F., MA, President, Community Intervention, Inc., Minneapolis, MN; Herzog, Catherine L., Ph.D., M.S.W., consultant, former Director of Instructional Services and Director of Special Education, Waterford, MI School District; Sis Wenger, President/CEO, National Association for Children of Alcoholics, Rockville, MD. January 2007.

*How to Behave So Your Preschoolers Will, Too* by Sal Severe

*How to Behave So Your Children Will, Too* by Sal Severe

*How to Behave So Your Preschooler Will, Too* by Sal Severe


Positive Discipline in the Classroom, Revised-3rd Edition: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom by Jane Nelson


Positive Time-Out: And over 50 Ways to Avoid Power Struggles in the Home and in the Classroom (Positive Discipline) by Jane Nelson

Setting Limits in the Classroom, Revised: How to Move Beyond the Dance of Discipline in Today’s Classrooms (Setting Limits) by Robert J. Mackenzie

Teamwork: An Interactive Team Building Unit That Provides A Direct Link To Your Next Cooperative Learning Unit. (2002). Interaction Publishers.

Three Cups of Tea: One Man’s Mission to Promote Peace…One School at a Time by Greg Mortenson and David Oliver Relin

Psychological Trauma and the Developing Brain: Neurologically Based Intervention for Troubled Children by Phyllis T. Stein


Working with Students (Discipline Strategies for the Classroom) by Ruby K. Payne, Ph.D.

Conflict Resolution Education

50 Activities for Conflict Resolution. Active learning tools to help people recognize conflict, size up the situation, and keep it from becoming destructive to ongoing relationships. Lamber, Jonamay, & Myers, Selma. (1999). Amherst, New Jersey: HRD Press.

Anger Management for Substance Abuse and Mental Health Clients: A Cognitive Behavioral Therapy Manual – Provides tools for clinicians to help deal with this important issue and can be used in a variety of clinical settings and will be beneficial to the field. Used by both clinicians and clients. By Reilly, Patrick M., Ph.D.; Shopshire, Michael S. PhD; U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, 2002


Conflict Resolution: Communication, Cooperation, Compromise. Defines conflict, some of its effects, and how teens can deal with the different forms of conflict, including violence, rape, and murder. Wanderberg, Robert. (2001). Mankato: Life Matters.


Conflict Resolution for School Personnel: An Interactive School Safety Training Tool. These 2 CD-ROM’s contain five modules (anger, threats, and attacks with weapons, suicide, and weapons on campus) that are intended to aid school personnel in their responses to such potentially violent situations. Washington: U.S. Dept. of Justice, Office of Justice Programs, National Institute of Justice. (2002). [Computer Program].


**Conflict Resolution in the Middle School: A curriculum and Teacher’s Guide:** Based on the peaceable classroom models that emphasize: cooperation, communication, appreciation for diversity, the healthy expression of feelings, responsible decision making, and conflict resolution. Kreidler, William, J. Cambridge: Educators for Social Responsibility.


**Developing the Resilient Child: A Prevention Manual for Parents, Schools, Communities and Individuals.** A prevention manual to provide families, educators, community leaders and others with current information to assist in the development of comprehensive prevention programs to provide opportunities for all children to develop into drug-free, productive adults. Written and published by: The Northeast Regional Centre for Drug-free Schools and Communities and Representatives of the 12 State Educational Agencies in the Northeast Region.


**Elementary School Conflict Resolution Initiative: Peer Mediation Training and Program Implementation** – This study examines peer mediation training and program development initiated and led by the Center for Conflict Resolution at the Martin Luther King Law and Public Service Magnet School, in the Cleveland Municipal School District of Ohio, USA. July 2000.

**A Guide for Teaching Peacemaking.** Lesson plans for conflict management violence reduction and medication for schools and community organizations; includes games, skills for teaching peacemaking, creating a peace school, variations on a peace school, and other peacemaking education programs. Trichel, Madeleine Glynn and Davis, Jo Dee. (1994). Columbus, Ohio: Interfaith Centre for Peace.


**Let’s Say: ‘We Can Work It Out!’: Problem Solving Through Mediation, Ages 8-13.** Manual teaches methods of non-violent conflict resolution; promotes co-operation over competition while pursuing a non-adversarial methods of dispute settlement. Zimmer,


**Secondary Schools Participant’s Manual** – Deals with differences and our approach to conflict resolution education. A series of modules that parallel and reflect the main topics in the workshop. Topics are also the central themes that we suggest teachers address in their classrooms. Educators for Social Responsibility with contributions by Conte, Zephyr; Dieringer, Larry; Kreidler, William J.; Lantieri, Linda; Patti, Janet and Poliner, Rachel. 1998.


**Smart School Leaders – Leading With Emotional Intelligence.** Presents the roles of teacher, principal and superintendent as leaders of their schools and communities; offers a skills-building manual with conceptual integration, exercises, tests, readings and activities to inspire development. Patti, Janet and Tobin, James. (2003). Dubuque, Iowa: Kendall/Hunt Publishing Company.
The State of the World’s Children 2007 by UNICEF

Waging Peace in our Schools. The authors draw on the latest research in social and emotional learning and on their experiences working with children and teachers in the Resolving Conflict Creatively Program (R CCP), which involves some 150,000 children in 325 schools. They describe RCCP techniques and the core curriculum of conflict resolution and diversity education, and discuss family involvement in conflict resolution and forging a relationship between schools and communities. Lantieri, Linda. (1996). Boston, Massachusetts: Beacon Press


Poverty

Think Rather of Zebra: Dealing with Aspects of Poverty through Story- Stories by Jay Stailey; Intro and Questions by Dr. Ruby Payne

Trauma Diffusion

Disorders from a Neurological Perspective by J. Douglas Bremmer, M.D.

Helping Children Cope with the Stresses of War: A Manual for Parents and Teachers by Mona Macksoud


New Directions for Youth Development: Youth Facing Threat and Terror-Supporting Preparedness and Resilience by Robert D. Macy, Susanna Barry and Gil G. Noam


The Youngest Minds by Ann B. Barnet, M.D., Richard J. Barnet

Violence Prevention

Addressing Community Gang Problems: A Practical Guide (Monograph) – A useful tool that provides guidelines for agencies and community groups to develop individualized responses to local gang problems. This practical manual provides a foundation for understanding the diverse nature of gangs, the problems they pose and the harm they cause, and the two analytical models for addressing gang-related problems. By U.S. Dept. of Justice, Office of Justice Programs Bureau of Justice Assistance, 1998.


Female Gangs and Female Gang Members: Selected Articles from the Journal of Gang Research, Publication – Provides eight (8) articles on female gang research that have appeared in only one forum: the Journal of Gang Research. These eight examples of female gang research have not been reprinted elsewhere. By Knox, George W., Ph.D. August 2002.


Free the Children: A Young Man Fights Against Child Labor and Proves That Children Can Change the World by Craig Kielburger (Winner of the Christopher Award) with Kevin Major


Keeping School Campuses Safe and Secure (Reference Manual, Volume No. 07-129) Ohio State Bar Association, Cleveland, OH.


National Institute of Justice Research Report – To assist schools in creating a safe environment the U.S. Dept of Education and the U.S. Dept. of Justice have sponsored, often jointly, both research and demonstration programs to collect data and test useful new ideas that will expand understanding of school violence and disorder and lead to new programs to reduce these problems. Travis, Jeremy, Director, National Institute of Justice; Downs, Raymond, Program Monitor

New Directions for Youth Development: Deconstructing the School-to-Prison Pipeline Edited by Johanna Wald and Daniel J. Losen

New Directions for Youth Development: Summer-Confronting Risks, Exploring Solutions Edited by Ron Fairchild and Gil G. Noam

Reclaiming Youth at Risk: Our Hope for the Future by Larry K. Brendtro


Street Law’s “Save Our Streets” Program. Focuses on providing practical information and problem-solving that will help youth develop skills to handle a wide variety of situations; sessions include: case studies, role-plays and small group exercises. Various Authors. (2003). MetLife Foundation, Association for Conflict Resolution.


Videotapes

Aids in the Caribbean “What’s Going On?” DVD Series:
(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)


Breaking the Cycle of Violence in Northern Ireland “What’s Going On?” DVD Series:
(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

Bullied to Death. Examines the “national epidemic” of bullying, which may drive children to violence against themselves or others, and which has played a role in recent schoolyard shootings across the U.S. Includes examinations of the case of a high school sophomore in Atlanta who committed suicide after years of being bullied at school, and the Columbine High School shooting in Colorado committed by Eric Harris and Dylan Klebold, who had been teased and taunted at school for years. Dickey, S. and Kurtis, Bill. (2002). New York, NY: A&E Home Video. (50 min.) High School- Adult

Conflict at School: Dealing with Adults. May be used to give students a key insight into conflict; that how they prevent themselves often determines the direction a situation will take. The video uses storylines centered on conflicts typical of middle school life. Green, S.E. (2004). Monmouth Junction, New Jersey: Cambridge Educational; Films for the Humanities & Sciences. 22 mins. Grades 4-9.


Gang Wars by Marc Levin and Daphne Pinkerson, HBO Documentary
Girl’s Education in India “What’s Going On?” DVD Series:  
(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)


The In Crowd and Social Cruelty.  ABC News special correspondent John Stossel visits middle and high schools to discover why kids dish out abuse, why they take it, and what parent and school administrators can do to make it better.  He also visits schools with successful anti-bullying programs.  Discussions with students, as well as with psychologist Michael Thompson, author of Best Friends, Worst Enemies, reveal a number of factors that cause popularity or unpopularity among children, adolescents, and even adults. Stossel, John. & ABC. (2002). Princeton, N.J.  Files for the Humanities & Sciences. (41 min).

Indigenous Children in Australia (2 copies) “What’s Going On?” DVD Series:  
(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)


MS—13 Gang Life—Documentary by ABC News Nightline

Names Can Really Hurt Us. When discussion whether or not to challenge prejudice, stress that students must consider their personal safety in each situation.  If it is not safe to challenge another person’s words or actions on the spot, they can choose another response, such as speaking to the person privately or telling an adult. Teenagers in an ethnically diverse urban middle school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes. (1988). WCBS-TV. (24 min). Middle School-Adult.

Navajo Women Warriors: Sani Dez-Bah produced by ArtreachStudios, Sheephead Films, Women in Military Service for America Memorial Foundation, Navajo Nation Office of the President and Speaker, and Navajo Nation TV 5.
Peaceful Solutions: Conflict Resolution and Violence Prevention Strategies. Provides valuable information for educators who want to learn more about how to prevent or reduce youth violence. It intends to increase awareness about educational practices that help promote peace. To help students develop attitudes and abilities that will have a lifelong value, such as problem-solving, communication, and leadership skills. Four programs in 2 videocassettes, 30 mins. Each. (1997). Plainview, New York: Thirteen/WNET. Grades 7-12.

Poverty in America (2 copies) “What’s Going On?” DVD Series: (All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

Street Children in Mongolia “What’s Going On?” DVD Series: (All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

Street Gangs: A Secret History, Documentary by The History Channel

A Thousand Roads produced by W. Richard West, Jr. and Peter Guber and The Smithsonian National Museum of the American Indian

Understanding and Resolving Conflicts. Based on 2 short vignettes showing that conflicts are normal occurrences in everyday life, this program shows why conflicts arise, explores 3 ways people often resolve them and explains how compromises may be achieved. Coleman, Warren, 22 mins. 30 sec. (1994). Niles, Illinois: United Learning, Grades 5-8.

What We Learned About Bullying: Real Kids. Being bullied at school or at home can leave a child feeling hurt and threatened. This program offers youngsters the strategies to stop the cycle of bully/victim behavior. Through dramatizations and real kids’ revelations, students will identify and begin to understand the motivations and feelings that exist within the bully and the victim. (2000). Sunburst Communications. (16 min). Grades 3-5.


Games and Simulations

Bystanders Dilemma. In the following historical and contemporary case studies, students, acting as bystanders, will explore situations and analyze the dilemmas of
involvement. Students will be given an opportunity to listen to the opinions and values of other students, critically analyze issues and make a decision. Two class periods. Grades 9-12.


**Conflict Buster.** In this game, 2-6 players learn how to work as a team and resolve conflicts in a win-win as they have fun completing their mission to Saturn. (2002). Franklin Learning System.

**Everyone Wins!** The cooperative games and activities described in this book may be used to build social and communication skills as well as help children appreciate the wonders of nature. Age levels are indicated for each game. (1990). Luvmour, S. & Luvmour, J. New Society Publishers.

**Equality.** This game simulates the struggle for racial equality in a typical American City. Students will learn about the history of African Americans, feel certain of the pressures minorities feel, and finally face a community crisis which they try to resolve. Interact. (193). Grades 4-8.

**Footprints.** The purpose of this simulation is to enable the participant to understand the importance of looking at conflict situations from the perspectives of diverse populations. Roles are created and assumed by the participants. The conflict should be settled within 5 to 10 minutes.

http://www.talk-helps.com/general/index.html. An online playground. Each one has a story to tell... and each one is affected by bullying in a different way. Pick out a character by clicking on the face, and then follow the character through some different scenes. Try different characters, to get a feel for what it’s like to be in “someone else’s shoes.”

**I Want That Orange!** Students will examine the concept of conflict by first watching a role-play situation and then by discussing and analyzing what they saw. They will then create their own definition of conflict through a guided writing assignment. This game takes one class period. (1980). Peace. Middle-High School ages.

**Unearned Privilege.** YMCA. Through no fault of our own, each of us begins at a different socio-economic level in life. Participants learn that different challenges and opportunities are based on birth but can contribute to the workplace. Adults.

**Internet Resources**

www.CREducation.org is a Web site funded in part by the USDE which provides free curriculum and training resources for educators in K-12 and higher education in conflict
resolution education, bullying prevention, classroom management, and other related skills and concepts.

http://disputeresolution.ohio.gov
Ohio Commission on Dispute Resolution and Conflict Management provides Ohioans with constructive, non-violent forums, processes, and techniques for resolving disputes.

www.acrnet.org
The association for Conflict Resolution (ACR) is a professional organization dedicated to enhancing the practice and public understanding of conflict resolution.

www.campus-adr.org
Conflict Resolution Education Resources in Higher Education.

www.safetyed.org/
Child advocacy and education about cyberspace safety.

www.nsscl.org/
The National School Safety Center serves as an advocate for safe, secure and peaceful schools worldwide and as a catalyst for the prevention of school crime and violence.

www.ed.gov/about/offices/list/osdfs/index.html
U.S. Department of Education Office of Safe and Drug-free Schools.

www.esrnational.org/home.htm
Educators for Social Responsibility (ESR) helps educators create safe, caring, respectful, and productive learning environments.

www.crinfo.org/
Provides links to, and information about, almost 5,000 other resolution resources.

www.air.org/
A.I.R.’s staff of more that 1,000 professionals performs basic and applied research, provides technical support, and conducts analyses based on methods of the behavioral and social sciences.

www.peace.ca/
Peace-themed projects for schools and information about student peer meditation programs.

www.avpusa.org/
The Alternatives to Violence Project. Empowers people to lead non-violent lives through affirmation, respect for all, community building, cooperation, and trust.

http://www.bullying.co.uk  Bullying online advice for parents and students.

http://www.antibullying.net  A useful site where teachers, parents, and young people can share ideas about how bullying should be tackled.

http://www.safechild.org/bullies.htm  A tool to each all children how to be advocates for creating a community that will not tolerate bullying behaviors; to teach children who are targeted how to stand up for themselves; and to teach the bullies themselves alternate ways of handling their own feelings of not belonging.

http://www.bullying.org  A supportive international community where people can learn that they are not alone in being bullied, that being bullied is not their fault and that they can do something positive about it.

http://www.naspcenter.org  The National Association of School Psychologists represents and supports school psychology through leadership to enhance the mental health and educational competence of all children.

http://www.indiana.edu/~safeschl  Safe and Responsive Schools Project is a model demonstration and technical assistance project dedicated to enabling schools and school districts to develop a broader perspective on school safety, stressing comprehensive planning, prevention, and parent/community involvement.


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