

Too Good for Violence 6-8

Logic Model

➔ 1 - Theory

Social Development Theory indicates behavior change occurs when individuals gain information about the risks and benefits of certain behaviors, form attitudes based on that information and learn behavioral skills.

Social Learning Theory indicates behavior is shaped through modeling or observing behaviors and reinforcement or experiencing positive consequences for behaviors.

Social and Emotional Competency - Goal-setting, decision-making, media analysis, and peer resistance **Skills** promote non-violent resolution of conflict and positive bonding.

Target Group

Universal Population:

Grades 6, 7, and 8
Youth age 11 to 14 years

➔ 2 - Strategies/Activities

Curriculum

- Develops personal and interpersonal skills to resolve conflicts non-violently and to resist social influences such as media portrayals of violence and friends who engage in violent behavior.
- Unit 1 includes the social emotional competency skills: Goal Setting, Decision Making, Identifying and Managing Emotions, and Bonding and Relationships.
- Unit 2 applies SEL skills to Conflict Resolution, Anger Management, Respect for Self and Others, and Bullying.
- Interactive Instructional strategies such as cooperative learning, and opportunities for practice and diverse role-playing situations.
- Sequential school-based curricula developmentally appropriate to each grade level which builds on skills learned in previous years.

Parental Involvement

Parents are involved in the prevention process by engaging in interactive homework assignments designed to initiate family activities and communication and to promote family bonding.

Staff Development

- Ten-hour environmental program designed to improve classroom climate, establish positive norms, and increase students' bonding with the school and teacher(s) is strongly encouraged for all adult school personnel.
- Training in grade-specific curricula and/or after-school activities is strongly encouraged for curriculum instructors.

➔ 3 - Immediate Outcomes

Students participate and actively engage in classroom lessons and homework activities.

Students positively interact with peers.

Teachers model, teach, provide practice opportunities, and recognize/ reward pro-social skills.

Teachers reinforce pro-social norms.

Parents assist with homework activities, reinforce skills, and talk to children about peaceful conflict resolution.

Parents increase their positive interaction and communication with their children.

➔ 4 - Intermediate Outcomes

Improved social emotional competence & media literacy skills.

Students improve ability to recognize, manage, and appropriately express their own emotions and their ability to identify and appropriately respond to emotions in others.

More Students perceive violence as wrong, risky, or harmful.

Fewer will see it acceptable or cool. Students form friendships with peers less likely to engage in substance using behaviors.

Develop Standards of Non-violence.

More students report that violence is not the norm and that their friends do not approve of violent

Peer Disapproval of Behavior.

Students gain a more accurate view of peer acceptance of violent behavior.

More students report a higher perception of harm/risk regarding violence.

Students gain skills to resist negative media influences and portrayals of violence.

More students report feeling connected with the school/teacher.

Long-Term Outcomes

➔ Compared to students who are not exposed to *Too Good for Violence*, 10% more students report that, as a result of TGFV, they intend to resolve conflicts non-violently. TGFV leads to fewer instances of violence.



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