



# Center for Anti-bullying & Non-violence

Reducing Violence in Schools & Communities through

**#WeCAN** the WeTeachPeace Program **#WeTeachPeace**

## We Teach Peace Research Summary 2015

- Students in St. Louis permanently expelled from schools, were placed in a Re Entry Center where the We Teach Peace curriculum was taught to them four periods a day with academics in the afternoon. Significant improvements were made in attendance, academics and behavior which remained consistent one year later. 97% of the students were able to re enter school.
- In Thompson Valley Schools in Loveland, Colorado, students were suspended into middle and high school academies. They received the We Teach Peace training two hours per day. Students significantly improved their attendance, behavior and academics after one semester of the program. Parents were also required to attend weekly meetings and significantly improved their family communication.
- An Elementary Counselor grant was received by the Denver Public Schools where six schools received Peace4Kids in pull out groups. These students significantly improved their reading scores and each of the schools reported significant reductions in fighting and acting out behaviors.
- Woodbury Elementary School in Marshalltown, Iowa, was involved in a federal study to determine how effective Peace4Kids would be as a method to increase academic success and turn around disruptive behavior. This five year study found that by teaching three lessons per month per grade level and focusing on two character traits per month, there was a twenty per cent decrease in acting out behavior each year for five years and a consistent significant improvement in student academic behavior. As a result, the Iowa State research department has recommended that the Peace4Kids Model be considered as an exemplary model prevention program.
- Disruptive students in fifty Denver schools participated in one Peace4Kids lesson per week with the school psychologist for twelve weeks and were compared to fifty schools that did not have the program. The results were highly significant in terms of improved behavior and grades with no expulsions and long term suspensions.
- Dr. La Tessa, national director of Juvenile corrections, conducted a study with Jefferson Hills Correctional Facility in Denver, Colorado. These students received Peace4Kids/A.R.T. training one and one half hours per day with follow up activities conducted by the evening staff. Pre Post academic testing showed a significant gain at the .01 level of confidence and significant gains were made on several mental health indices such as oppositional defiance, lying, stealing measured by the "How I Think" questionnaire.



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- Denver Public Schools' psychologist Debra Byrne recently published her 2008 doctoral dissertation that found that the Peace4Kids program that emphasized goal setting with students in DPS significantly improved their success in school measured by grades and tests.
- The Council on At Risk Youth in Austin Texas evaluated the impact of ART / We Teach Peace from 2009 until currently on students that completed the program at 3 middle schools. Results of statistical analyses indicate significant change from pre- to post measures on each outcome included in the analysis. The findings suggest that student behavior in terms of attendance, suspensions and minor and serious disciplinary infractions improved significantly in the six months after CARY participation as compared with the six months prior. The survey results indicate that stakeholders including principals, counselors, and parents perceived the program has having a positive impact on student behavior.
- The Conway Day Treatment Program in Conway Arkansas has used the model for 16 years and consistently have found improvement in behavior and academics.
- Data from the Adams 12 School Districts After School Program where 400 children receive the We Teach Peace Curriculum for 2 hours once a week showed a significant improvement in both behavior and academics compared to the control group.
- The Washington Institute of Public Policy examined all programs dealing with juvenile offenders and concluded that Aggression Replacement Training models are the best in helping juvenile offenders and youth corrections students achieve long-term behavioral success. The studies in Washington showed a 33% recidivism rate. A recent study showed a significant improvement over the 2013 data. The results will be published the summer of 2015 by Chris Hayes, Kelli Parcher and Shannon Burns, Washington State ART Coordinators.