

**Chapter 1 : PENAL CODE CHAPTER ASSAULTIVE OFFENSES**

*Injury and Violence Prevention This chapter provides information about injury and violence issues and prevention in the Commonwealth of Massachusetts and related trends, disparities and resources.*

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**Chapter 2 : VIDEO - Injuries and violence: the facts - VGH Trauma**

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Responsibilities and Duties of Employers and Employees [ - The employers listed in paragraphs 2 to 4 , inclusive, of this subdivision may be cited regardless of whether their own employees were exposed to the hazard. Subdivision b of this section is declaratory of existing law and shall not be construed or interpreted as creating a new law or as modifying or changing an existing law. Effective January 1, Every employer shall furnish and use safety devices and safeguards, and shall adopt and use practices, means, methods, operations, and processes which are reasonably adequate to render such employment and place of employment safe and healthful. Every employer shall do every other thing reasonably necessary to protect the life, safety, and health of employees. Repealed and added by Stats. No salvage of materials shall be permitted while demolition is in progress on any building, structure, falsework, or scaffold more than three stories high or the equivalent height for which a permit is required under subdivision c of Section For this purpose salvage does not include removal of material from premises solely for the purpose of clearing the area to facilitate the continuation of the demolition. The program shall be written, except as provided in subdivision e , and shall include, but not be limited to, the following elements: The board may adopt less stringent criteria for employers with few employees and for employers in industries with insignificant occupational safety or health hazards. To any extent beyond the specifications of this subdivision, the standard shall not require the employer to keep the records specified in subdivision d. The board shall establish criteria for use in evaluating employer and employee occupational safety and health committees. The criteria shall include minimum duties, including the following: When determined necessary by the committee, the committee may conduct its own inspections and investigations. No employee or employee organization shall be held liable for any act or omission in connection with a health and safety committee. Nothing in this subdivision shall affect the obligations of a contractor or other employer that controls or directs and directly supervises its own employees on the job. These industries, identified by their Standard Industrial Classification Codes, as published by the United States Office of Management and Budget in the Manual of Standard Industrial Classification Codes, Edition, are apparel and accessory stores Code 56 , eating and drinking places Code 58 , miscellaneous retail Code 59 , finance, insurance, and real estate Codes 60â€”67 , personal services Code 72 , business services Code 73 , motion pictures Code 78 except motion picture production and allied services Code , legal services Code 81 , educational services Code 82 , social services Code 83 , museums, art galleries, and botanical and zoological gardens Code 84 , membership organizations Code 86 , engineering, accounting, research, management, and related services Code 87 , private households Code 88 , and miscellaneous services Code To further identify industries that may be included on the list, the division shall also consider data from a rating organization, as defined in Section The list shall be established by June 30, , and shall be reviewed, and as necessary revised, biennially. An employer in an industry determined by the division to have historically utilized seasonal or intermittent employees shall be deemed to have complied with the requirements of subdivision a with respect to a written injury prevention program if the employer adopts the model program prepared by the division pursuant to this paragraph and complies with any instructions relating thereto. The review shall determine whether the insured has implemented all of the required components of the IIPP, and evaluate their effectiveness. The reviewer shall prepare a detailed written report specifying the findings of the review and all recommended changes deemed necessary to make the IIPP effective. The reviewer shall be or work under the direction of a licensed California professional engineer, certified safety professional, or a certified industrial hygienist. SB Effective June 27, The education and training shall cover topics that include, but are not limited to, the following topics: If the incident results in injury, involves the use of a firearm or other dangerous weapon, or presents an urgent or emergent threat to the welfare, health, or safety of hospital personnel, the hospital shall report the incident to the division within 24 hours. All other incidents of violence shall be reported to the division within 72 hours. Nothing in this section shall be interpreted to preclude the standards

board from adopting standards that require other employers, including, but not limited to, employers exempted from this section by subdivision d , to adopt plans to protect employees from workplace violence. Nothing in this section shall be interpreted to preclude the standards board from adopting standards that require an employer subject to this section, or any other employer, to adopt a workplace violence prevention plan that includes elements or requirements additional to, or broader in scope than, those described in this section. SB Effective January 1, No employer shall require, or permit any employee to go or be in any employment or place of employment which is not safe and healthful. No employer shall fail or neglect to do any of the following: The plan shall include a safe patient handling policy component reflected in professional occupational safety guidelines for the protection of patients and health care workers in health care facilities. The employer shall provide training to health care workers that includes, but is not limited to, the following: Lift team members may perform other duties as assigned during their shifts. A general acute care hospital shall not be required by this section to hire new staff to comprise the lift team so long as direct patient care assignments are not compromised. AB Effective January 1,

### Chapter 3 : Injury & Violence Prevention - AAP-OC

*suffering, injury or pain, the loss or violation of CHAPTER 5. ABUSE OF THE ELDERLY BOX Witchcraft: the threat of violence in the United Republic of Tanzania.*

Efforts to prevent violence may focus on: Changing social norms about the acceptability of violence and the willingness to intervene Improving skills and competencies for example, communication, impulse control, parenting, conflict resolution, coping Fostering safe, stable, nurturing relationships and environments for children and families Changing policies to address the social and economic conditions that often give rise to violence Emerging Issues in Injury and Violence Prevention While not included as objectives in Healthy People , there are several emerging issues in injury and violence prevention that need further research, analysis, and monitoring. For unintentional injuries, there is a need to better understand the trends, causes, and prevention strategies for: Prescription drug overdose deaths Motor vehicle crashes due to distracted driving Traumatic Brain Injury In the area of violence, there is a need to better understand the trends, causes, and prevention strategies related to: Bullying, dating violence, and sexual violence among youth Elder maltreatment, particularly with respect to quantifying and understanding the problem Overlapping causes of violence and the strategies that can prevent multiple forms of violence References 1 Centers for Disease Control and Prevention CDC , National Center for Injury Prevention and Control. Journal of Safety Research 43 4: Estimated lifetime medical and work-loss costs of fatal injuries-United States, Morbidity and mortality weekly report, 64 38 , Estimated lifetime medical and work-loss costs of emergency department-treated nonfatal injuries-United States, The ecology of human development: Experiments by nature and design. Advancing injury and violence prevention in the United States. Handbook of injury and violence prevention. Chapter 14, Changing the built environment to prevent injury; p. A difference-in-differences analysis of health, safety, and greening vacant urban space. American Journal of Epidemiology, 11 , Changing the social environment to prevent injuries. Chapter 15 in Handbook of injury and violence prevention pp Injury prevention and behavior: Chapter 1 in Injury and violence prevention: Behavioral science theories, methods, and applications pp

**Chapter 4 : CODE OF CRIMINAL PROCEDURE CHAPTER FAMILY VIOLENCE PREVENTION**

*The Texas Family Code defines Family Violence as an act by a member of a family or household against another member that is intended to result in physical harm, bodily injury, assault, or a threat that*

Texas Code of Criminal Procedure â€” Chapter 5. Victims of family violence are entitled to the maximum protection from harm or abuse or the threat of harm or abuse as is permitted by law. Added by Acts , 69th Leg. Amended by Acts , 78th Leg. A general duty prescribed for an officer by Chapter 2 of this code is not waived or excepted in any family violence case or investigation because of a family or household relationship between an alleged violator and the victim of family violence. Please inform the investigating officer if you want an order for emergency protection. You need not be present when the order is issued. You cannot be charged a fee by a court in connection with filing, serving, or entering a protective order. For example, the court can enter an order that: Amended by Acts , 72nd Leg. Acts , 80th Leg. Added by Acts , 74th Leg. The report under this subsection may be made orally or electronically and must: A district or county attorney or an assistant district or county attorney exercising authority in the county where the law enforcement agency maintains records under this section is entitled to access to the records. The Department of Family and Protective Services is entitled to access the records relating to any person who is 14 years of age or older and who resides in a licensed foster home or a verified agency foster home. The bureau shall prescribe the form and nature of the information required to be reported to the bureau by this article. A prosecuting attorney may require the applicant to provide information for an offense report, relating to the facts alleged in the application, with a local law enforcement agency. Amended by Acts , 71st Leg. The venue for an offense under Section Added by Acts , 71st Leg. Amended by Acts , 74th Leg. Added by Acts , 76th Leg. Sullivan Office at Jones Rd.

**Chapter 5 : Injury and Violence Prevention | Healthy People**

*The effects of injuries and violence extend beyond the injured person or victim of violence to family members, friends, coworkers, employers, and communities.*

Quality of the Research Firearm violence prevention programs are disseminated widely in U. On the surface, this primary prevention approach to reducing firearm deaths and injuries among children and adolescents appears to be a worthwhile venture. A closer examination of these programs, however, suggests that present educational efforts may not be effective at reducing the risk of firearm morbidity and mortality among children, and in fact may have the opposite effect for some youth. Only a few firearm prevention programs have been evaluated for outcome measures of attitudes and behavior using at least some of the criteria listed above: Younger children are taught to identify a trusted adult, obey rules, and solve problems without fighting. Lessons for older children center on understanding emotions that may lead to conflict, identifying mixed messages from the media, dealing with peer pressure, and learning about implications for victims of gun violence. Evaluations of STAR have produced mixed results. In a randomized prospective study design with students, the Education Development Center, Inc. However, in a small randomized control study of 70 preschool children mean age 4. Of the more than 80 other programs described at least briefly in the literature, few have been adequately evaluated as to their effectiveness. The field of firearm violence prevention is in its infancy and thus can draw lessons from the related fields of injury, violence, and substance abuse prevention. These fields have experienced the same kinds of developmental Page Share Cite Suggested Citation: The National Academies Press. For example, substance abuse scientists recognize that care must be taken in devising preventive interventions. In the early stages of substance abuse prevention, prevention programs sometimes increased knowledge about where to get and how to use drugs and cigarettes Glasgow et al. Similarly, simplistic efforts to educate children about firearms safety and violence are likely to be ineffective and may be potentially counterproductive. For young children, firearm violence prevention curricula may be insufficient to overcome their natural curiosity about guns, impulsivity, and inability to generate preventive strategies in dangerous situations. For older children, the lessons may be unlikely to alter their perceptions of invulnerability and overcome the influence of peer pressure. Moreover, the lessons may result in increases in the very behaviors they are designed to prevent, by enhancing the allure of guns for young children and by establishing a false norm of gun-carrying for adolescents. In light of the lack of evidence, the committee recommends that existing and future firearm violence prevention programs should be based on general prevention theory and research and incorporate evaluation into implementation design. Theoryâ€”that is, education, psychological and sociological theoriesâ€”can be used to formulate prevention programs. This is widely the case in the field of preventive interventions see Flay, Prevention scientists use a sequence of studies to test the utility of the theories for prevention and aid in the further refinement of the prevention program Flay and Best, These studies are conducted prior to wide-scale evaluation of the prevention program Flay, , Similarly, the ideas and theories underlying firearm violence prevention programs should be tested and refined by a sequence of studies. These studies may include structured laboratory observationsâ€”that is, researchers working closely with the schools and community groups can recruit a representative sample of children and adolescents and randomize the children to experimental and comparison conditions, collect pretest and posttest behavior, and structure an experimental setting to elicit the targeted behavior. Locking technology might be used to limit who can use a particular firearm. Protection technology might be used to shield vulnerable persons or reduce the lethality of weaponry. Sensor and tracking technology might be used to detect concealed weapons, provide situational awareness for law enforcement, detect lost or stolen firearms, limit when or where firearms can be discharged, or identify firearms that have been discharged. If widely adopted and effective, safety technologies may alter the rates of gun ownership, discharge, and mortality, as well as, more generally, the markets for weaponry and injury. The actual effects of a particular safety device on violence and injury, however, are difficult to predict. Even if perfectly reliable, technology that serves to reduce injury among some groups may lead to increased deviance or risk among others Viscusi, ; Violence

Policy Center, ; Leonardatos et al. Many persuasive arguments have been made about the benefits and costs of different firearms safety technologies. Despite the rhetoric, however, there is almost no research that evaluates the efficacy and cost-effectiveness of different interventions. The numerous arguments on the potential benefits and costs of technology are largely speculative. Locking Technology To illustrate both the complexities of the issue and the lack of evidence, it is useful to consider what is known about locking devices, perhaps the most widely debated, studied, funded, and utilized firearms safety technology. Much of the interest in locking technologies stems from the desire to decrease the number of injuries and fatalities involving children. Children under the age of 18 are not, in general, legally allowed to possess a handgun. Yet each year, hundreds of children are fatally shot or injured in firearms accidents and suicides. Juveniles also use handguns in criminal activities, including the inner-city gang wars associated with the steep rise in the juvenile homicide rate during the late s and the highly publicized 1 See the Office of Science and Technology web page, [http: Smith and Wesson](http://Smith and Wesson), for example, manufactured more than , guns with grip safeties between and Teret and Culross, Mechanical locks are available commercially at negligible cost. More sophisticated personalized guns, however, are either not yet developed or not widely distributed. Page Share Cite Suggested Citation: While much of the attention and legislation regarding gun locks has focused on reducing juvenile fatalities, these locking technologies may also impact broader classes of unauthorized possession and discharge. The National Institute of Justice has been particularly interested in the potential of these technologies for reducing the handful of fatalities that occur each year when police officers are fatally shot with their own firearm. More generally, certain types of locking systems may decrease injuries that result from firearms seizures, theft, and illegal transfers on the secondary market. Locking technologies may also cause unintended injuries. In particular, locking devices may compromise the ability of authorized users to defend themselves. A lock may fail entirely or may take too much time for the weapon to be of use. In fact, Wirsbinski and Weiss , in reviewing the engineering design of the different locks for the Sandia National Laboratories, concluded that the existing personalized locking technologies did not meet the reliability standards required for on-duty law enforcement officers. At the most basic level, authorized users may not lock their guns and unauthorized users may design ways to disable locks, access unlocked guns, or use different weaponry. Safety technology may also lead to less cautious behavior around firearms: Finally, these technologies may create new markets for firearms among consumers who otherwise would not be inclined to own a gun. This may be possible with some of the automated biomechanical technologies being developed e. A workshop report of the National Academy of Engineering summarizes some of the key technological and practical barriers to developing personalized handguns. These models suggest that the efficacy of personalization technology depends on the type and reliability of the technology, the extent to which these technologies are integrated into the stock of firearms, and the behavioral response of consumers and producers of firearms. Different sets of assumptions about the nature of these factors lead to different qualitative conclusions about the efficacy of safety technologies. Assuming they are unreliable, not widely used, or result in unintended behavioral responses, many conclude that locking devices may increase injury see, for example, Violence Policy Center, ; Leonardatos et al. Others, under different sets of assumptions, conclude that these technologies may decrease crime and injury see, for example, Cook and Leitzel, ; Teret and Culross, It is not known, however, which assumptions are correct. Thus, without credible empirical evidence, the realized effects of different safety technologies are impossible to assess. In the absence of direct empirical evidence, a number of researchers have appealed to the lessons learned from other product safety innovations and legislation, especially automobile safety technologies. These analogies, however, ultimately do not answer the question at hand—namely, how firearms safety technologies impact injury. While a review of the product safety literature is beyond the scope of this report, it seems clear that 1 the efficacy of product safety innovations varies by product and 2 there are ongoing and controversial debates on the effects of some of the most well-known innovations, including seat belts. In fact, scientists have long warned that safety innovations can lead to offsetting behavioral responses. Auto safety innovations may lead to increased recklessness Peltzman, ; child safety caps may lead to unsafe storage behaviors Viscusi, ; and low-tar cigarettes may lead to increased smoking Benowitz et al. There is hardly consensus on the effects of product safety innovations on

injury. Furthermore, in contrast to most other consumer products, firearms safety technology invariably reduces the effectiveness of the weapon. Firearms, after all, are designed to injure. Other safety devices do not generally impair the primary function of the product. Seatbelts, for example, do not reduce the effectiveness of automobiles, and safety caps do not reduce the effectiveness of medication. The first of these of laws was passed in Florida in , and at least 17 other states and several cities have adopted similar Page Share Cite Suggested Citation: State laws differ in what age children are covered, ranging from 12 to 18, in the penalty imposed, from civil to criminal liability, and what it means to safely store a gun. Effectively, however, CAP laws require gun owners with children to lock their firearms. Two papers evaluate the effects of CAP laws on accidents, suicide, and crime. Lott and Whitley , using the same basic data and methods as in the Lott and Mustard analysis of right-to-carry laws see Chapter 6 , conclude that CAP laws have no discernible effect on juvenile accidents or suicide, but they do result in a substantial increase in violent and property crime. In sharp contrast, Cummings et al. It is difficult to explain the conflicting estimates. Using state-level injury statistics, both analyses rely on interrupted-time-series designs that assume, after controlling for observed factors, that CAP laws were the only notable change in the environment. The formal models and specifications differ. Lott and Whitley use Tobit and log-linear models with fixed state and time effects and a rich specification of 36 control variables to account for variation in demographics e. Lott and Whitley also evaluate different outcomes and assess the sensitivity of their findings more generally. In both studies, it is unreasonable to assume that CAP laws were the only notable event that may have affected firearms related injury and crime. Time-series variation in crime is thought to be a highly complex process that depends on numerous economic, demographic, and social factors. Moreover, CAP laws and other local firearms legislation may be adopted in response to the local variation in the outcomes of interest. For example, a sharp increase in accidental injuries and fatalities spurred a Florida legislature that had previously turned down similar legislation to adopt the CAP law in Morgan, Even if all the other factors that may influence injury or crime are time invariant, the dynamics that connect the law to the outcomes of inter- 5 Page Share Cite Suggested Citation: The impact of a CAP law adopted in a particular place and time will almost certainly depend on how the law is enforced and advertised over time, how this affects storage practices over time, and how this in turn affects injury and crime over time.

**Chapter 6 : WHO | Download the World report on violence and health**

*Chapter 5 -- Prevention and Intervention Shootings and deaths in schools throughout the United States have left parents believing that their communities are no longer safe from the most extreme examples of youth violence (Gallup, ).*

**General Populations of Young People** All of the programs and strategies discussed in this section are primary prevention approaches to reducing youth violence -- that is, they are implemented on a universal scale and aim to prevent the onset of youth violence and related risk factors. Some are designed to change individual risk factors, others target environmental risk factors, and a few are designed to change both.

**Skill- and Competency-Building Programs** Skills-oriented programs are among the most effective general strategies for reducing youth violence and risk factors for youth violence. In fact, two universal programs that take this approach have met the criteria for a Model program: The program targets students in middle or junior high school, with initial implementation in grades 6 and 7 and booster sessions for the next 2 years. The curriculum has three major components: Teachers use a variety of techniques, including instruction, demonstration, feedback, reinforcement, and practice, to train students in these three core areas. Evaluations show that the program can cut tobacco, marijuana, and alcohol use. Moreover, long-term effects of participation in Life Skills Training include a lower risk of polydrug use, pack-a-day smoking, and inhalant, narcotic, and hallucinogen use. The Midwestern Prevention Project targets middle school students grades 6 or 7. Its goal is to reduce the risk of gateway drug use associated with the transition from early adolescence to middle through late adolescence by training youths to avoid drug use and situations in which drugs are likely to be used. The program has five major components that are implemented in stepwise fashion over the course of approximately 4 years: The mass media program spans the duration of the project, while the other components are introduced at a rate of approximately one per year. The school-based component forms the core of the program. This project has demonstrated positive effects on a number of outcomes that are closely related to youth violence. For instance, it has been shown to reduce daily smoking and marijuana use and to lessen marijuana use, hard drug use, and smoking through age 18. In addition, the project has facilitated improvements in parent-child communication about drug use and in the development of prevention programs, activities, and services within communities. Two school-based programs that focus on teaching important social skills to students, Promoting Alternative Thinking Strategies and I Can Problem Solve, meet the criteria for a Promising program. The Promoting Alternative Thinking Strategies Paths curriculum is taught to elementary school students at entrance through grade 5. Lessons targeting emotional competence expression, understanding, and regulation, self-control, social competence, positive peer relations, and interpersonal problem-solving skills are delivered three times a week in 15-minute sessions. Evaluations of PATHS show that this program has positive effects on several risk factors associated with violence, including aggressive behavior, anxiety and depression, conduct problems, and lack of self-control. The effectiveness of PATHS has been demonstrated for both regular-education and special-education students. I Can Problem Solve has been used effectively with students in nursery school, kindergarten, and grades 5 and 6. The main goal of this program, which is implemented in 12 small-group sessions over 3 months, is to train children to use problem-solving skills to find solutions to interpersonal problems. Whereas this program is appropriate for all children, it has been most effective with children living in poor, urban areas. Training Programs for Parents Skills-training programs for young people can also be effective when combined with parent training. The Iowa Strengthening Families Program, which targets 6th-graders and their families, is made up of seven weekly sessions of parent and child training designed to improve parenting skills and family communication. The program has been evaluated in rural, Midwestern schools with primarily white, middle-class students. Preparing for the Drug-Free Years is a family competency training program that promotes healthy, protective parent-child interactions and includes skills training for youths. Like the Iowa Strengthening Families Program, it has been implemented successfully with middle school students and their families in the rural Midwest. Preparing for the Drug-Free Years involves five sessions. One session on peer pressure includes both students and their parents, while the remaining sessions include only parents and focus on the following

areas: These programs have demonstrated positive effects on child-family relationships and avoidance of alcohol, tobacco, and marijuana use for up to 4 years after participation. Linking the Interests of Families and Teachers LIFT , another Promising program, also combines school-based skills training for children with parent training. The classroom component of the program targets 1st-grade and 5th-grade students and includes twenty 1-hour sessions delivered over 10 weeks. A peer component of the program focuses on encouraging positive social behavior during playground activities. The third component of LIFT is parent training, in which parent groups meet weekly for 6 weeks. Children who participate in LIFT exhibit less physical aggression on the playground, better social skills, and, in the long term, less likelihood of associating with delinquent peers, using alcohol, or being arrested. Behavior Management Programs Strategies that take a behavioral approach to youth violence can also have positive, consistent effects on violence, delinquency, and related risk factors. The behavioral approaches shown to be effective in preventing youth violence on a universal scale are generally school-based and include behavior monitoring and reinforcement of attendance, academic progress and school behavior, and behavioral techniques for classroom management. These studies provide evidence that interventions focusing on enhancing positive student behavior, attendance, and academic achievement through consistent rewards and monitoring can reduce substance use, self-reported criminal activity, and arrests, as well as enhance academic achievement in middle school students. In one study, for example, students exposed to this type of intervention were far less likely than students in a control group to have a delinquency record 5 years after the program. Behavioral techniques for classroom management are a general strategy for changing the classroom environment. Several strategies aimed at reducing negative student behaviors are also effective: The Seattle Social Development Project is an excellent example of a program that includes classroom behavior management among its core components. Like other Model programs in this report, the initiative includes both individual and environmental change approaches and multiple components known to improve the effectiveness of violence prevention efforts. In addition to classroom behavior management, the components include child skills training and parent training, discussed later in this section. Through these three components, which target prosocial behavior, interpersonal problem solving, academic success, and avoidance of drug use, the Seattle Social Development Project reduces the initiation of alcohol, marijuana, and tobacco use by grade 6 and improves attachment and commitment to school. At age 18, youths who participated in the full 5-year version of this program have lower rates of violence, heavy drinking, and sexual activity including multiple sexual partners and pregnancy and better academic performance than controls. The Seattle Social Development Project has been used effectively in both general populations of youths and high-risk children attending elementary and middle school. Classroom behavior management is also a core component of three Promising programs: The Bullying Prevention Program targets students in elementary, middle, and junior high school. It begins with an anonymous student questionnaire designed to assess bullying problems in individual schools. Using this information, parents and teachers implement school-, classroom-, and individual-level interventions designed to address the bullying problems identified in the questionnaire, including individual work with students identified as bullies and victims. At the classroom level, teachers and students work together to establish and reinforce a set of rules about behavior and bullying, creating a positive, antibullying climate. This program has both individual change and environmental change objectives. In elementary and junior high schools in Bergen, Norway, bullying problems were cut in half two years after the intervention. Antisocial behavior, including theft, vandalism, and truancy, also dropped during these years, and the social climate of the school improved. Replications have been conducted in England, Germany, and the United States, with similar effects. Like the Bullying Prevention Program, the Good Behavior Game uses classroom behavior management as the primary means of reducing problem behaviors. The Good Behavior Game targets elementary school children and seeks to improve their psychological well-being and decrease early aggressive or shy behavior. While both of these programs can reduce antisocial behavior, their effects on violence and delinquency have not yet been measured. Long-term evaluations show sustained decreases in aggression among boys rated most aggressive in first grade. Effects on violence and delinquency have not been measured. STEP is based on the Transitional Life Events model, which postulates that stressful life events, such as transitions between schools, place

children at risk of maladaptive behavior. Behavior management is used to create an environment that promotes academic achievement and reduces school behavior problems and absenteeism. Participation in this program has been shown to reduce substance use and delinquency while improving academic achievement and school dropout rates. The STEP program has been most successful with students entering junior and senior high schools in urban, predominantly nonwhite communities. The program is also effective with students at high risk of behavioral problems.

**Capacity-Building Programs** Several other school-level environmental approaches are effective in reducing youth violence and related outcomes. One program in which students were empowered to address school safety problems resulted in significant reductions in fighting and teacher victimization. Program Development Education is an example of this approach to reducing youth violence. It is a structured organizational development approach used to help organize, plan, initiate, and sustain school change. This approach has demonstrated positive effects on delinquency rates lasting at least 2 years into the program.

**Teaching Strategies** Two other school-based primary prevention strategies are effective at reducing the risk of academic failure, a risk factor for youth violence: Continuous progress programs are designed to allow students to proceed through a hierarchy of skills, advancing to the next level as each skill is mastered. This approach has shown consistent, positive effects on academic achievement in elementary school students in seven separate evaluations. Cooperative learning is another innovative environmental change approach that can improve academic achievement in elementary school children. Quite different from continuous progress programs, cooperative learning programs place students of various skill levels together in small groups, allowing students to help each other learn. Studies by Slavin, show that this approach has positive effects on attitudes toward school, race relations, attitudes toward mainstreamed special-education students, and academic achievement.

**Community-Based Programs** Community-based strategies can also affect youth violence at the universal level. One such strategy is positive youth development programs. While the evidence is not yet strong enough to classify the Boys and Girls Clubs and the Big Brothers Big Sisters of America programs as Model or Promising, it is strong enough to conclude that the general strategy of these and similar programs is effective at reducing youth violence and violence-related outcomes. For instance, evaluations of Boys and Girls Clubs have shown reductions in vandalism, drug trafficking, and youth crime. An evaluation of a Canadian after-school program demonstrated large reductions in arrests. Although this general strategy is included with the primary prevention efforts, it can also be considered a secondary prevention strategy, since the specific youth development programs listed above are usually implemented in high-risk neighborhoods.

**Ineffective Primary Prevention Programs**

**School-Based Programs** Some educational approaches that target universal populations have shown a consistent lack of effect in scientific studies. Peer-led programs, including peer counseling, peer mediation, and peer leaders, are among them. In a review of these interventions, Gottfredson concluded that there is no evidence of a positive effect and that these strategies can actually harm high school students. Results of a meta-analysis confirmed this finding, adding that adult-led programs are as effective as, or more effective than, peer-led programs in reducing youth violence and related risk factors.

Nonpromotion to succeeding grades is another educational approach that can have harmful effects. Studies of this approach demonstrate negative effects on student achievement, attendance, behavior, and attitudes toward school. One school-based universal prevention program meets the criteria for Does Not Work: It receives substantial support from parents, teachers, police, and government funding agencies, and its popularity persists despite numerous well-designed evaluations and meta-analyses that consistently show little or no deterrent effects on substance use. Overall, evidence on the effects of the traditional DARE curriculum, which is implemented in grades 5 and 6, shows that children who participate are as likely to use drugs as those who do not participate. However, some positive effects have been demonstrated regarding attitudes toward police. The program is most commonly criticized for its limited use of social skills training and for being developmentally inappropriate. Specifically, DARE is implemented too early in child development: It is hard to teach children who have not gone through puberty how to deal with the peer pressure to use drugs that they will encounter in middle school.

**Chapter 7 : Violence Prevention Home Page**

*This book is the work of the National Center for Injury Prevention and Control, part of the Centers for Disease Control and Prevention in Atlanta, United States of America (USA).*

A it is shown on the trial of the offense that the defendant has been previously convicted of an offense under this chapter, Chapter 19 , or Section A an officer or employee of the Texas Civil Commitment Office: Text of subsection as added by Acts , 85th Leg. Acts , 63rd Leg. Amended by Acts , 65th Leg. July 22, ; Acts , 66th Leg. Acts , 79th Leg. Acts , 80th Leg. Acts , 81st Leg. Acts , 83rd Leg. Acts , 85th Leg. A causes the penetration of the anus or sexual organ of a child by any means; B causes the penetration of the mouth of a child by the sexual organ of the actor; C causes the sexual organ of a child to contact or penetrate the mouth, anus, or sexual organ of another person, including the actor; D causes the anus of a child to contact the mouth, anus, or sexual organ of another person, including the actor; or E causes the mouth of a child to contact the anus or sexual organ of another person, including the actor. A a physician licensed under Subtitle B, Title 3, Occupations Code; B a chiropractor licensed under Chapter , Occupations Code; C a physical therapist licensed under Chapter , Occupations Code; D a physician assistant licensed under Chapter , Occupations Code; or E a registered nurse, a vocational nurse, or an advanced practice nurse licensed under Chapter , Occupations Code. A licensed social worker as defined by Section A the actor was not more than three years older than the victim and at the time of the offense: Added by Acts , 68th Leg. Amended by Acts , 69th Leg. A knowingly discharges a firearm at or in the direction of a habitation, building, or vehicle; B is reckless as to whether the habitation, building, or vehicle is occupied; and C in discharging the firearm, causes serious bodily injury to any person. Amended by Acts , 66th Leg. April 14, ; Acts , 70th Leg. A intentionally or knowingly: Amended by Acts , 70th Leg. Acts , 82nd Leg. Acts , 84th Leg. A with one or more of the following: When the conduct is engaged in recklessly, the offense is a felony of the second degree. When the conduct is engaged in recklessly, the offense is a state jail felony. An offense under Subsection a-1 is a state jail felony when the person, with criminal negligence and by omission, causes a condition described by Subsection a-1 1 , 2 , or 3. If a criminal episode is prosecuted under both this section and another section of this code and sentences are assessed for convictions under both sections, the sentences shall run concurrently. A there is no evidence that, on the date prior to the offense charged, the defendant was aware of an incident of injury to the child, elderly individual, or disabled individual and failed to report the incident; and B the person: A the actor was not more than three years older than the victim at the time of the offense; and B the victim was a nondisabled or disabled child at the time of the offense. Added by Acts , 69th Leg. Amended by Acts , 71st Leg. An offense under Subsection b is a felony of the third degree. Amended by Acts , 73rd Leg. A his occupation; B recognized medical treatment; or C a scientific experiment conducted by recognized methods. Reenacted and amended by Acts , 79th Leg. An offense under Subsection c is a felony of the third degree. A an officer or employee of the Texas Civil Commitment Office to contact the blood, seminal fluid, vaginal fluid, saliva, urine, or feces of the actor, any other person, or an animal: Added by Acts , 76th Leg. Amended by Acts , 78th Leg. This chapter does not apply to conduct charged as having been committed against an individual who is an unborn child if the conduct is: Added by Acts , 78th Leg.

*Violence and Injury Prevention Menu. VIP home; Download the World report on violence and health. Full document. English Chapter 5. Abuse of the elderly.*

Unpublished field-based summaries What are the differences between the ratings? A rating of 4 requires a formal, comprehensive, and systematic review of all relevant literature whereas a rating of 3 only requires an informal, non-comprehensive, non-systematic review of some but not all relevant literature. A rating of 3 requires a review of multiple evaluations or studies whereas a rating of 2 only requires one evaluation or study. A rating of 2 requires peer review whereas a rating of 1 does not require peer review. What criteria were used to identify these resources? Each of the selected evidence-based resources has been rated and classified according to the criteria in the rating system. Is it a formal, comprehensive, systematic review? Was it peer reviewed and published? Does it include multiple evaluations or studies? The rating system does not measure all dimensions of quality. Some other measures that are not included in the rating system are: Statistical significance Effect size e. A systematic review is a critical assessment and evaluation of all research studies that address a particular issue. Researchers use an organized method of locating, assembling, and evaluating a body of literature on a particular topic using a set of specific criteria. A systematic review typically includes a description of the findings of the collection of research studies. The systematic review may or may not include a quantitative pooling of data, called a meta-analysis. A non-systematic review is a critical assessment and evaluation of some but not all research studies that address a particular issue. Researchers do not use an organized method of locating, assembling, and evaluating a body of literature on a particular topic, possibly using a set of specific criteria. A non-systematic review typically includes a description of the findings of the collection of research studies. The non-systematic review may or may not include a quantitative pooling of data, called a meta-analysis. A randomized control trial is a controlled clinical trial that randomly by chance assigns participants to two or more groups. There are various methods to randomize study participants to their groups. A cohort study is a clinical research study in which people who presently have a certain condition or receive a particular treatment are followed over time and compared with another group of people who are not affected by the condition. Cross-Sectional or Prevalence Study: A cross-sectional or prevalence study is a study that examines how often or how frequently a disease or condition occurs in a group of people. Prevalence is calculated by dividing the number of people who have the disease or condition by the total number of people in the group. The opinion of someone widely recognized as a reliable source of knowledge, technique, or skill whose faculty for judging or deciding rightly, justly, or wisely is accorded authority and status by their peers or the public in a specific well-distinguished domain. A pilot study is a small-scale experiment or set of observations undertaken to decide how and whether to launch a full-scale project. An experimental study is a type of evaluation that seeks to determine whether a program or intervention had the intended causal effect on program participants. A practice-based example is an original investigation undertaken in order to gain new knowledge partly by means of practice and the outcomes of that practice. A publication that contains original articles that have been written by scientists and evaluated for technical and scientific quality and correctness by other experts in the same field. Healthy People provides a comprehensive set of year national goals and objectives for improving the health of all Americans. Healthy People is composed of more than 1, objectives across 42 Topic Areas. A smaller set of Healthy People objectives, called Leading Health Indicators, has been selected to communicate high-priority health issues and actions that can be taken to address them. The 12 Leading Health Indicator topics are: Access to Health Services.

**Chapter 9 : Codes Display Text**

*Ch 5 Workplace Violence and Harrassment by Argelia Ojeda Categorization of Workplace Violence The State of California Dept. of Industrial Relations, Division of Occupational Safety and Health Administration () classifies workplace violence into four major types.*

Victims of family violence are entitled to the maximum protection from harm or abuse or the threat of harm or abuse as is permitted by law. Added by Acts , 69th Leg. In this chapter, "family violence," "family," "household," and "member of a household" have the meanings assigned by Chapter 71 , Family Code. Amended by Acts , 78th Leg. A general duty prescribed for an officer by Chapter 2 of this code is not waived or excepted in any family violence case or investigation because of a family or household relationship between an alleged violator and the victim of family violence. Please inform the investigating officer if you want an order for emergency protection. You need not be present when the order is issued. You cannot be charged a fee by a court in connection with filing, serving, or entering a protective order. For example, the court can enter an order that: Amended by Acts , 72nd Leg. Acts , 80th Leg. Added by Acts , 74th Leg. The report under this subsection may be made orally or electronically and must: A district or county attorney or an assistant district or county attorney exercising authority in the county where the law enforcement agency maintains records under this section is entitled to access to the records. The Department of Family and Protective Services is entitled to access the records relating to any person who is 14 years of age or older and who resides in a licensed foster home or a verified agency foster home. The bureau shall prescribe the form and nature of the information required to be reported to the bureau by this article. Acts , 82nd Leg. A prosecuting attorney may require the applicant to provide information for an offense report, relating to the facts alleged in the application, with a local law enforcement agency. Amended by Acts , 71st Leg. The venue for an offense under Section Added by Acts , 71st Leg. Amended by Acts , 74th Leg. Acts , 83rd Leg. Added by Acts , 76th Leg.