

SAFE START

BAY AREA CENTER
FOR TRAINING IN
EARLY CHILDHOOD
VIOLENCE INTERVENTION
AND COUNSELING

Program Overview

SAFE START is a model curriculum in violence intervention based on an interdisciplinary approach that combines high quality early childhood education practices and basic counseling services. It was developed as a partnership between San Francisco State University and six Bay Area Community Colleges (Cañada College; City College of San Francisco; Contra Costa College; De Anza College; Merritt College; and Monterey Peninsula College.) This unique collaboration was initiated in 1994 with funding from the US Department of Education, and expanded with grants from the Centers for Disease Control and Prevention and the David and Lucile Packard Foundation.

The curriculum is designed to teach students how to recognize some of the common symptoms of violence and how to provide appropriate, supportive community services to children and families. Students also learn violence prevention techniques and cross-cultural communication skills.

The Early Childhood Education/Child Development Department at Cañada College is reprinting this brochure in remembrance of those persons tragically involved in the events of September 11, 2001.



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In Remembrance of September 11, 2001



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*This brochure was funded by a grant from the Children and
Families First Commission of San Mateo County.*

SAFE START Curriculum at Cañada College

The SAFE START curriculum, in accordance with the guidelines established by the California Child Development Permit for the Master Teacher, is a “violence intervention in ECE” specialization. The scheduling of these classes may vary each semester; please check a current Cañada College schedule for details.

ECE 250 Violence and Its Impact on Children and Their Families

This course is designed to explore violence and its impact on the children and adults who experience it. The focus is to give students a perspective on violence and what may cause it. Students learn about protective factors, resilience, hope, and the importance of teaching children alternatives to violence. (3 units)

ECE 252 Teaching Violence Intervention Strategies to Children and Families

This course is designed to provide an overview of various approaches to violence intervention. Students explore the power of play, and plan activities using art, sand, storytelling and puppets to help children express their feelings in both verbal and nonverbal ways. Students also learn about coping strategies regarding anger and conflict resolution. (3 units)

Additional classes for consideration:

ECE 254 Anti-Bias Curriculum

Early childhood diversity issues related to culture, race, religion, gender, and special needs will be examined in the context of curriculum development. (3 units)

ECE 335 Handling Behavior

Theories and trends concerning child guidance will be covered to assist adults in developing appropriate strategies related to interacting with children and fostering pro-social skills. (3 units)

ECE 262 Introduction to Family Support

This course is designed as an overview of Family Support programs within Early Childhood Education. (3 units)

ECE 264 The Life Cycle of the Family

This course is an overview of the life cycle of the family. It bridges individual and family development with cultural and social perspectives. (3 units)



Applying What Works!

In 1996, the Centers for Disease Control and Prevention funded a two-year evaluation project (the Preschool Environment Project) with the University of California at Berkeley to study the effects of SAFE START curriculum on childcare environments and children's behaviors. The results showed that SAFE START centers had higher “quality” scores. The teachers who participated in SAFE START were more positive about their work environment than the teachers who did not participate in SAFE START. Preschool children who attended SAFE START centers were rated by their teachers and parents as less aggressive than children at control centers. These findings suggest that violence prevention programs for teachers and parents of young children can be effective in promoting prosocial behaviors and improve the quality of childcare environments.

What We Can Do

Remember to:

- ◆ foster conflict resolution with young children
- ◆ monitor TV and limit or avoid violent programming
- ◆ value the healing power of children's play
- ◆ learn positive guidance techniques
- ◆ spend time with children assuring them that they are safe and loved

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”

Margaret Mead

References

Garbarino, James. *Lost Boys: Why Our Sons Turn Violent and How We Can Save Them*. New York: The Free Press, 1999.

Koplow, Lesley (ed). *Unsmiling Faces: How Preschools Can Heal*. New York: Teachers College Press, 1996.

Lantieri, L. *Waging Peace in Our Schools*. Boston: Beacon Press, 1996.

Levin, Diane. *Remote Control Childhood: Combating the Hazards of Media Culture*. Washington, D.C.: National Association for the Education of Young Children, 1998.

Karr-Morse, R. & Wiley, M. *Ghosts from the Nursery: Tracing the Roots of Violence*. New York: Atlantic Monthly Press, 1997.

Miller, K. *Crisis Manual for Early Childhood Teachers Handling Really Difficult Problems*. Beltsville, MD: Gryphon House, 1996.

Some Suggested Resources:

Action Alliance for Children, The Hunt House
1201 Martin Luther King Jr. Way
Oakland, CA 94612-1217 (510) 444-7136
www.4children.org

Children's Health Council, Parent Education Program
700 Sand Hill Road
Palo Alto, CA 94303(650) 326-5530

Child Abuse Prevention Center
400 Convention Way, Suite 200
Redwood City, CA 94063 (650) 562-0730

Family Service Agency of San Mateo County
1870 El Camino Real
Burlingame, CA 94010 (650) 692-0555

Ready to Learn Project
KQED Television
2601 Mariposa Street
San Francisco, CA 94110 (415) 553-2233

Children's Defense Fund
25 E Street
NW Washington, D.C. 20001 (202) 628-8787
www.childrensdefense.org