

Withdrawal/Redaction Sheet

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001. bio	re: Bruce Duncan Perry [partial] (1 page)	n.d.	b(6)
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COLLECTION:

Clinton Presidential Records
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 Ann O'Leary
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FOLDER TITLE:

Youth Violence [Folder 3] [1]

2013-0436-S

rc1260

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Potenti J
invites
to Youth
Violence
Conf.

KIDS KILLED BY GUNS TODAY:

13



NATIONAL GUN LAWS PASSED TODAY:

0



TELL CONGRESS
IT'S TIME TO ACT.

WWW.STOPHANDGUNVIOLENCE.ORG

Billboard size: 252' x 20'

file: jam van

MELANNE VERVEER

To
Amos
O'Leary

JOHN E. ROSENTHAL

4/26/00

Dear Melanne,

I hope this note finds you well. Attached is a copy of a new ad campaign we're running. We are also planning to unveil our new billboard (also attached) which we have asked President Clinton to attend.

Please note that the billboard is 252' long by 20' tall on the Massachusetts Turnpike.

I've included another copy of my

letter to the President and would greatly appreciate any help with encouraging him to highlight Massachusetts leadership on gun laws and success in reducing gun violence.

Please give my regards to the First Lady.

Sincerely,
John

PHOTOCOPY
PRESERVATION



Kleinman
One Bridge Street, Suite 300, Newton, MA 02458

Bruce/Karin -
If POTVS is heading to
Boston in the next month
this ~~is~~ looks like a
good quick gun
event. Let me know
what you think.
-Ann

JOHN E. ROSENTHAL,
CHAIR AND Co-FOUNDER

May 9, 2000

ELIZABETH MILES,
PROJECT DIRECTOR

Ms. Ann O'Leary
Office of the First Lady
Second Floor - West Wing
The White House
Washington, DC 20500

Board of Directors:

JERRY BELAIR

Dear Ann:

WILLIAM BLACKWELL

JOHN D. CARVER

JOSEPH AND ARGENTINA CHERY

Thank you for calling back, and as promised enclosed are 4 color copies of our new billboard design and message. In addition to unveiling the large 252-foot x 20-foot billboard on the Massachusetts Turnpike next to Fenway Park, we have also confirmed commitments of over 350 regular size billboards donated by Outdoor Advertising Companies throughout Massachusetts, Connecticut and Rhode Island.

ROBERT COOPER

Our goal is to hold a Press Conference and billboard unveiling with President Clinton between May 15 and June 15. I have also included copies of our current and past billboards to give you the true magnitude of the size and scope of the massive billboard to be unveiled.

DAVID CROWLEY

Please let me know if you need any additional information and give Melanne and the First Lady my regards.

LEWIS DABNEY

Thank you very much for your help.

CHARLES FLAHERTY

Sincerely,

SCOTT HARSHBARGER

STOP HANDGUN VIOLENCE, INC.

GARY HIRSHBERG

John E. Rosenthal
John E. Rosenthal
Founder and Chair

PHILIP JOHNSTON

VICTORIA REGGIE KENNEDY

DONALD LAW, JR.

DR. FRANCIS LEE

DEBORAH LEWIS

PATRICK LYONS

MARC MATHIEU

PAUL McDONOUGH

WARREN MEAD

OEDIPUS

LOIS ROACH

DAVID ROSENBLOOM

LYNN UHRICH SMITH

PAM SOLO

JORDAN WARSHAW

Honorary Board Members:

HONORABLE PAUL EVANS,
BOSTON POLICE COMMISSIONER

HONORABLE MICHAEL ALBANO,
MAYOR OF SPRINGFIELD, MA



One Bridge Street, Suite 300, Newton, MA 02458

Stop Handgun Violence is a non-profit, tax-exempt organization founded in 1995 by a group of businesspeople who were alarmed by the increasing number of gun deaths and injuries in America. Our goal is not to ban guns, but to prevent gun violence by advocating personal responsibility, public awareness, practical legislation, increased manufacturer responsibility, and strict law enforcement. We believe that the key to stopping gun violence is helping people to recognize the magnitude of the problem and participate in the solutions. In Massachusetts, we've already made a real difference. Gun violence is down 53% since 1994. Other states have taken notice, and our gun violence prevention efforts have been a model for the nation.

JOHN E. ROSENTHAL,
CHAIR AND CO-FOUNDER

ELIZABETH MILES,
PROJECT DIRECTOR

Board of Directors:

JERRY BELAIR

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JOHN D. CARVER

JOSEPH AND CLEMENTINA CHERY

ROBERT COOPER

DAVID CROWLEY

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PAM SOLO

JORDAN WARSHAW

Honorary Board Members:

HONORABLE PAUL EVANS,
BOSTON POLICE COMMISSIONER

HONORABLE MICHAEL ALBANO,
MAYOR OF SPRINGFIELD, MA

Public Education:

Since 1995, Stop Handgun Violence has helped increase public awareness about the epidemic of gun violence. SHV has developed several effective media and public education campaigns. For instance, we installed over 1,000 victim tribute billboards around the country. These billboards depicted the faces of children who were killed by handguns. In addition, SHV distributed over 25,000 quality trigger locks to gun owners across the country over the past year. Moreover, we have helped establish gun violence prevention curriculums in schools across the state.

Legislative Initiatives:

Stop Handgun Violence was the lead advocate of the GUN CONTROL ACT OF 1998, which became the most comprehensive gun violence prevention law in the country (Chapter 180). The new law imposes a ban on "Saturday Night Specials" (Junk Guns) and certain assault weapons. Furthermore, it mandates safe storage, manufacturing standards, new gun dealer restrictions, training requirements, and stricter licensing procedures.

The cost of handguns keeps going up.
15 kids killed every day.

**STOP
HANDGUN
VIOLENCE**



Fleet 
Great Doubleheader

**IT'S EASIER TO CHILD-PROOF YOUR GUN
THAN BULLET-PROOF YOUR CHILD.**



Lock a gun, save a life.
Call 1-877-SAFE-ARMS
www.1107.org



The New York Times

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NEW YORK, WEDNESDAY, OCTOBER 18, 1995

\$1 beyond the greater New York metropolit



David L. Ryan/The Boston Globe

Reminders of Dangers of Guns

Nearly the length of a football field, a billboard on the Massachusetts Turnpike in Boston, the largest of 200 around Massachusetts, shows images of 15 children who were killed with guns. The billboard, near Fenway Park, is intended to remind people of the costs of handgun violence.

The Boston Globe

THURSDAY, SEPTEMBER 25, 1997

WALL OF PAIN



AP PHOTO

A worker paused yesterday at the picture of a shooting victim during the unveiling of a new billboard along the Mass. Pike. A national gun-control campaign was

The Boston Globe

TUESDAY, JUNE 15, 1999

Gore urges raising age for owning guns

By Jua Nyla Hutcheson
REUTERS

NEW ORLEANS - Vice President Al Gore yesterday urged Congress to raise the legal age for handgun possession, saying Americans between the ages of 18 and 20 make up only 4 percent of the population but commit 24 percent of gun murders in the country.

"Incredibly, while these 18- to 20-year-olds cannot legally buy a beer, cannot purchase a bottle of wine, cannot order a drink in a bar, they can walk into any gun shop, pawn shop, or gun show in America and buy a handgun," Gore told the nation's mayors.

Addressing the US Conference of Mayors, Gore called on Congress to raise the legal age for handgun possession from 18 to 21 and require child-safety locks on guns and background checks on those who buy guns at gun shows.

"I saw a billboard in one of your cities the other day that said it's easier to child-proof a gun than to bullet-proof a child, and that's so true," he said.

He said those who oppose closing the loophole that does not require

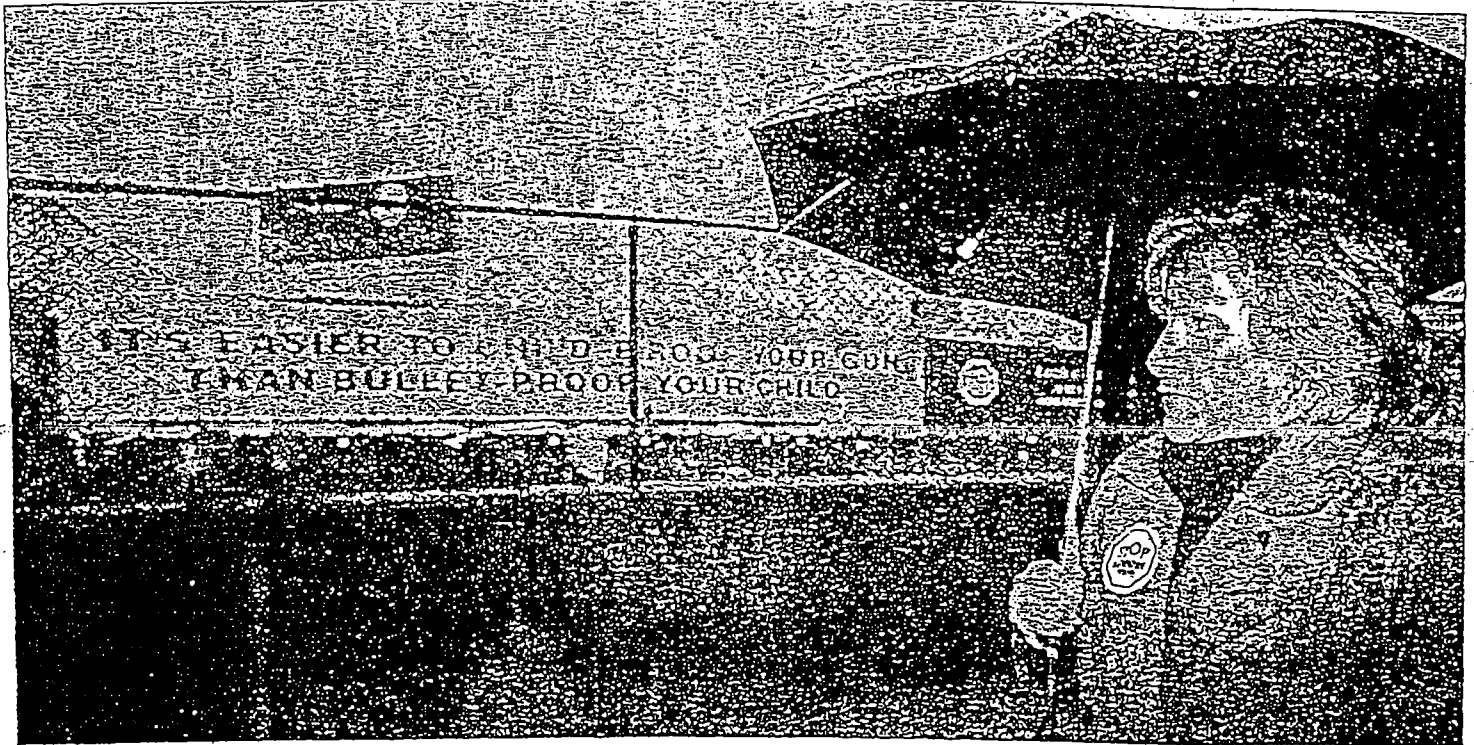
background checks on gun buyers at gun shows are "going against common sense. They're going against our children and our families."

"Will we let the NRA call the shots in Washington or will we cross party lines to make our children safer?" Gore asked.

At the conference Gore released a new study by the departments of Justice and Treasury that showed that people between 18 and 20 years old commit 24 percent of the murders involving guns, with 18-year-old youths committing 35 percent more gun murders than 21-year-olds.

Crime guns recovered from 18- to 20-year-olds are mostly handguns, particularly semiautomatic pistols. That age group also leads all others in using guns in nonlethal crimes, including assault, rape, and robbery, the report said.

Gore called on the House of Representatives, expected to debate gun measures this week, to pass a bipartisan, common sense measure to "keep guns out of the hands of children and criminals and others who should not have access to them."



GLOBE STAFF PHOTO / JIM DAVIS

Jeannette Gunther, friend of a family who lost a child in a gun accident, yesterday at the billboard unveiling behind Lansdowne Street.

Gun safety advocates change their message

By Zachary R. Dowdy
GLOBE STAFF

A few years ago, a corps of handgun opponents brought a city jaded by violence face to face with the state's young victims of guns.

That was the thinking in 1995 behind the billboard that handgun opponents posted on the Massachusetts Turnpike, bearing images of children of all races who had been killed and showing that the terror of misused guns doesn't discriminate.

But in a sign of the times, the focus now is on doing something about the avoidable tragedies. The new target is gun owners, manufacturers, and the government who, with safety

devices, can make guns harder for kids to use.

Boston Mayor Thomas M. Menino, parents who lost children, and Stop Handgun Violence Inc. yesterday unveiled a new billboard — minus the faces of victims — that urges greater responsibility to prevent gun deaths.

"The reason for the switch is half of all gun injuries and deaths are suicides or accidents — and could be prevented," said John Rosenthal, chairman of Stop Handgun Violence, citing figures from the National Center for Health Statistics.

"Children and young people pay the highest price for unlocked guns," Menino said, flanked by parents of children in Massachusetts who died because of fatal mishaps with guns.

Pamela Goodwin of Lynnfield, whose 2½-year-old son Kevin was accidentally killed in 1996 by a gun, said the campaign may help save another child's life.

"It's important that people understand that we need to start educating people," she said. "This cam-

aign is excellent."

Yesterday's announcement follows the news late last week that Boston is planning to sue gun manufacturers, targeting guns in the courts as a consumer product, a departure from traditional gun-control measures.

Boston's move piggybacks on similar actions in Chicago and New Orleans, cities that are seeking damages from gun manufacturers, distributors, and stores, spurred in part by the success of state lawsuits against the tobacco industry.

Rosenthal said that up to 300 billboards across the state will bear the substance of the message now emblazoned on the 252-by-20-foot Pike billboard in bold green and black: "It's easier to childproof your gun than bulletproof your child. Lock a gun. Save a life."

The billboards will keep that message for three to six months, driving the point home.

The campaign is as much an attempt to persuade gun owners to be careful while storing their guns as a

push for stricter regulation. Rosenthal said a gun is the only consumer product in the country that eludes oversight by the National Consumer Product Safety Commission, while cars and their users are subject to a battery of regulations.

A switch in strategy also coincides with a drop in crime. All major categories of crime have been plummeting in Boston for several years in a row.

While he credited gun opponents with bringing about a 41 percent drop in gun violence in Massachusetts from 1994 to 1996, Rosenthal said much work remains to be done.

"Our goal is to replicate that campaign nationwide, and the biggest potential impact will be childproofing guns or personalizing guns, and manufacturers can do it," he said.

Anthony Flint of the Globe staff contributed to this report.

The Philadelphia Inquirer

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A18 C

WEDNESDAY, APRIL 5, 2000

With new rules, two states taking right steps on guns

By Claude Lewis

For nearly two minutes last month, Maryland Gov. Parris Glendening was clearly embarrassed. He stood fumbling with a push-button gun-safety lock that was designed to prevent children from killing or injuring themselves or others.

It got worse. A short while later, Glendening found himself featured in a National Rifle Association ad in which the narrator asked plaintively: "If your family's safety is threatened, how much time will you have to unlock the firearm you depend on for protection?"

The governor insisted that the safety device was effective, even if he wasn't. He conceded he would have been wise to have some training with the device before attempting a public demonstration. Although it was not his intention, his inept performance demonstrated that any person unfamiliar with a handgun's safety lock would have a difficult time getting the weapon to fire.

In Boston this week, things went much better. Massachusetts became the first state to enforce consumer-protection regulation of handguns. The new law requires handguns sold throughout the state to include child-proof locks, tamperproof serial numbers and safety directions. The law also goes a long way toward banning "Saturday night specials," the cheaply manufactured and often ineffective handguns commonly used in neighborhood killings throughout the country.

Despite such advances, the handgun problem in America is a long way from being resolved. Massachusetts took what is just a first, needed step that may ultimately create a serious breach in the protective armor fronted by the NRA, the nation's most powerful Washington lobby.

Massachusetts' new law affects every gun dealer and any handgun manufacturer intent on doing business in the Bay State.

"Our new law is significant because it is common sense," John Rosenthal of Stop Handgun Violence, a leading gun-control group in the state, told me yesterday. "If the state attorney general is allowed to regulate toy guns and teddy bears,

why shouldn't he play a role in regulating real guns that kill more than 90 Americans every day?"

"In the absence of consumer-protection handgun laws in Congress, Massachusetts has taken the lead in regulating handgun safety," Rosenthal said. "It's not difficult to make guns safer. Smith & Wesson is the largest manufacturer of handguns in the nation. If it can make its weapons safer without a problem, so can other legitimate manufacturers."

In Rosenthal's view, the courts and states are now doing what the NRA has prevented Congress from doing. "The NRA is the only obstacle to passage of national common-sense legislation related to safety of handguns," he said. "Because of the NRA's special-interest money and its powerful Washington lobby, America suffers 90 gun deaths every day."

Massachusetts Attorney General Thomas Reilly is talking with attorneys general in at least 34 states and expects that many of them will follow his effort to help protect the public.

Most of the nation's 40 million gun owners by far are law-abiding and safety conscious. But the widespread proliferation of handguns continues to be a danger. Handguns kill more than 34,000 Americans every year, 13 children every day and nearly 400 senior citizens every month. In addition, they are involved in more than half of America's suicides. So many youngsters have died by these weapons that such violence has become epidemic and a public-health issue. It is estimated that \$4 billion annually is spent on medical and psychological treatment of gunshot victims.

With nearly 250 million handguns already on our streets, and so many being manufactured daily, it is insanity not to follow Massachusetts in requiring a safety lock for every new handgun, tamper-proof serial numbers or penalties for failing to distribute safety warnings with every weapon. We have reached a point so critical that it is not the least bit alarmist to suggest it is no longer possible, in the Constitution's language, to ensure domestic tranquility.

Claude Lewis' column appears every other Wednesday. His e-mail address is claudelewis@usa.net



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Mass. to Enforce Toughest Handgun Rules in U.S.

By Pamela Ferdinand
Special to The Washington Post
Tuesday, April 4, 2000; Page A15

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BOSTON, April 3 — The Massachusetts attorney general today announced that his office will begin using its consumer protection authority to enforce the most comprehensive handgun safety regulations in the nation, banning the sale of cheap handguns and requiring all handguns sold in the state to have safety devices that keep children from firing them.

The long-delayed regulations, which go into effect immediately, essentially govern firearms the same as any consumer product, from hair dryers and toasters to automobiles. They ban the sale of "Saturday Night Specials" and require all handguns sold in Massachusetts to include built-in child-proofing devices, tamper-resistant serial numbers and safety warnings similar to those found on cigarette packs.

The new rules also prohibit the sale of handguns without state-approved trigger locks and, for semiautomatic handguns, devices that indicate whether a gun is loaded. Suppliers are further required to explain to customers how to safely handle and store handguns and use safety devices.



As Massachusetts Attorney General Thomas Reilly looks on Monday, a police detective displays a handgun with a trigger lock. (AP)

Gun Laws by State

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut



Source: Handgun Control, Inc.

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Toolbox

- On the Web
- Census information
- Federal crime data
- Economy by region
- Stateline.org

Starting today, state officials and investigators will begin inspecting about 700 federally licensed gun dealers in Massachusetts and will issue warnings against the sale of any guns that do not comply with the tough new standards. Violators will be subject to a civil penalty of up to a

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\$5,000 fine for each violation, loss of their license to sell firearms and possible additional charges.

"If they want to do business in Massachusetts, they have to play by our rules--rules that emphasize safety," said Massachusetts Attorney General Thomas F. Reilly, flanked by several state representatives and gun control advocates at an afternoon press conference. "We're imposing these regulations, and we're going to enforce them right now. They are not going to have any time. Not a day."

With the gun industry specifically exempted by Congress from federal Consumer Product Safety Commission guidelines, gun control advocates said enforcement of the restrictions in Massachusetts will add a significant new dimension to the ongoing gun control debate should other attorneys general follow suit, as expected.

The gun industry already has suffered several setbacks. Thirty different cities and counties have filed 20 separate lawsuits against gun manufacturers and dealers. And tonight, Maryland legislators gave final approval to a bill that would make the state the first in the nation to require built-in locks on all new handguns.

Springfield, Mass.-based Smith & Wesson Corp.--the nation's largest and oldest handgun manufacturer--recently agreed to implement certain safety measures in exchange for several lawsuits being dropped.

"These regulations are precedent-setting," said Dennis Henigan, legal director for the Center to Prevent Handgun Violence in Washington. "It's possible if enough states do this, the effect will be to impose national standards."

John Rosenthal, founder and chairman of Stop Handgun Violence in Massachusetts, agreed. "The attorneys general and the courts can do what Congress has neglected to do, which is simply regulate guns like any other dangerous product," he said. "We wouldn't consider selling cars without seat belts or headlights. Why do we allow the gun industry to be unregulated?"

The National Rifle Association in Washington declined to comment and referred a reporter to the Gun Owners' Action League in Northboro, Mass. An official of the Action League, the state firearms association, called the attorney general's announcement a "politically motivated and unnecessary level of bureaucratic intrusion." In a prepared statement, the Action League also accused Reilly of sending out a message that poor and minority citizens do not have a right to self-defense in Massachusetts. Education, not regulation, is the answer, it said.

"The truth is that firearms accidents are at the lowest number since 1903, despite the fact that the population and the number of guns have

increased more than 100 percent, the organization said. "Without regulations, we have yet to reduce gun accidents."

Ken Jorgensen, a spokesman for Smith & Wesson, said the manufacturer anticipates that most, if not all, of its products will be compliant, pending further review of the final regulations. Whether other firearms manufactured and sold by Massachusetts companies and dealers will comply with the standards remains to be seen.

The regulations now being enforced have been on the books here for a few years.

They were issued in 1997—one year before Massachusetts legislators passed the nation's strictest gun control law, which includes many similar quality and safety provisions. Their implementation was held up by legal challenges from the gun industry, however, until the Massachusetts Supreme Judicial Court ruled last year that former Attorney General Scott Harshbarger had not overstepped his authority by issuing them under consumer protection laws.


A final judgment earlier this year by a state Superior Court judge upheld the regulations and gave the gun industry until March 20 to appeal. The industry failed to meet that deadline, opening the way for Reilly to implement the regulations for the first time.

As part of his enforcement effort, Reilly said he will order independent performance testing of firearms. Investigators will conduct sting operations on dealers they suspect are ignoring customer warning requirements or are selling guns that do not meet the strict criteria. And warning labels on firearms sold in Massachusetts will warn customers that their handgun is not equipped with a device that fully blocks use by unauthorized users.

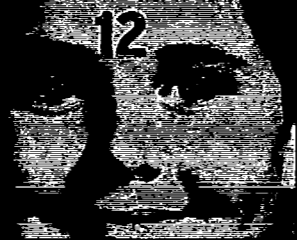
"More than 200,000 firearms like this one are stolen from their owners every year in the United States," the label will read, in part. "In addition, there are more than a thousand suicides each year by younger children and teenagers who get access to firearms. Hundreds more die from accidental discharge."

Reilly said the intent of the new rules isn't to put gun dealers out of business. "It's our intent to ensure that the guns they sell are safe," he said.

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KIDS KILLED BY GUNS TODAY:



NATIONAL GUN LAWS PASSED TODAY:



TELL CONGRESS
IT'S TIME TO ACT.

WWW.STOPHANDGUNVIOLENCE.ORG

**MEMORANDUM
OF CALL**

Previous editions usable

TO: Melanne

YOU WERE CALLED BY— YOU WERE VISITED BY—

David Taylor
OF (Organization)

PLEASE PHONE ▶ (Enter area code, if necessary) DSN
212-807-0496

WILL CALL AGAIN IS WAITING TO SEE YOU
 RETURNED YOUR CALL WISHES AN APPOINTMENT

MESSAGE

RECEIVED BY <u>E13</u>	DATE <u>5/7</u>	TIME <u>11-</u>
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OPTIONAL FORM 363 (Rev. 7-84)
General Services Administration

Lumiere

PRODUCTIONS INC.

May 7, 1999

VIA FAX: #202-456-6244

Ms. Melanne Verveer
Chief of Staff
Office of the First Lady
The White House
1600 Pennsylvania Avenue
Washington, DC 20000

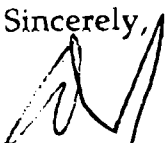
Dear Melanne:

With all the serious discussion that's going on about youth violence, I've been repeatedly put in mind of my first film, *Dream Deceivers*.

It's an hour-long documentary about two young men who shot themselves; their parents sued heavy-metal band Judas Priest, claiming they had been mesmerized by subliminal messages. The film was broadcast on PBS in 1992, has won a bundle of awards, and is in wide use by educators. It obviously raises questions of media and violence, but also ends up deeply probing wider issues of family, domestic abuse, and cultural denial.

My dad and others have been encouraging me to try and get the film considered in the current national conversation. I know the White House is organizing a conference, etc.. Is there someone there I should be talking to about the film and potential uses for it?

Thanks as always for your consideration. Hope all is well with you and Phil.

Sincerely,


David Van Taylor
Producer/Director

Melanne -
This is a guy I
know. Could you
pls call him.
See no use
right now but
the
campaign
just
beginning

Shortly after we started a dramatics club forty years ago as our own five children were growing up, the problems of bullying and vandalism in their school and non-communication within our family vanished. Empathy, joy and excitement took the place of alienation. I know it can do the same for many, many American families.

Would you please use your power and influence to promote this kind of activity as one that can help us get connected with our youth, to help them grow up to be happy and responsible, not angry and destructive?

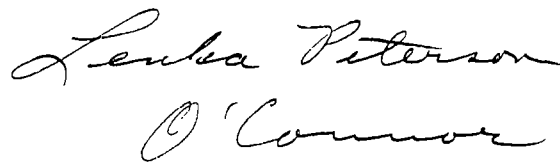
Would you please bring this idea first to the attention of your husband, then of Surgeon General David Satcher, and of the National PTA, of Education Secretary Richard Riley, of David Geffen whose Dreamworks Studio could certainly mobilize a lot of right hearted actors to form these Stage Pals groups or Young Actors' teams, and of Colin Powell's wonderful America's Promise Organization. Their flyers tell of all these businesses which offer money and volunteers to help kids. We're offering a real, workable **tool** for them to use. I will gladly give any and all of whatever we might earn from the sale of our book to whatever organizations are using them. And I will be glad to meet with anyone who wishes to start such an activity.

Please give this letter your serious consideration.

Thank you for the gift of your wonderful book, *It Takes a Village*. I wish it could be made required reading for all Americans.

And I hope you will be elected to the Senate. We need you there.

Sincerely,

The image shows a handwritten signature in cursive script. The name is written in two lines: "Lenka Peterson" on the top line and "O'Connor" on the bottom line. The ink is black and the handwriting is fluid and personal.

FROM THE OFFICE OF DR. CAROLE OWENS . . . BOX 1207 STOCKBRIDGE, MA 01262

May 1, 1999

Dear Lenka and Dan,

I would like to lend my support to your plan to integrate programs to "help young people discover the creative outlet of theater" into the schools. Your book *Kids Take the Stage* outlines a meaningful program to address the youth violence problem. It is not an artsy-craftsy frill, but a genuine alternative to and discouragement of youth violence.

As you know, in 1982, I wrote *The Spectator Syndrome* in the form of a report to Senator Denton's Committee on children, violence and television. In it I wrote, "*The Spectator Syndrome* is the emerging youth problem and if unchecked may be more devastating than the runaway and drug problems of the last decade combined." I predicted the result would be increased youth violence. It said simply that we could not relegate the entire youth population to the role of spectators. If we did, we could not expect they would be able to evaluate consequences, observe boundaries, distinguish between right and wrong, honor life and property, and grow up with a sense of responsibility. In short, they would act as spectators believing they were unable to effect and unaffected by the outcome of the real game, life.

The Spectator Syndrome was not, as far as I know, included in the final committee report. I thought then it was because it did not tap into favored solutions - blame parents, blame TV programmers. I think now, it was because no one knew what to do next if the theory was right. You two have a piece of the solution with *Kids Take the Stage*.

Any developmental psychologist will tell you that teens will go through stages that can not be altered. They will attempt to shock adults from the safety of peer groups. They will rebel in the search for individuality. They have energy. Adults have two choices: lend a hand in directing all that energy and purpose or let the teens do it. The former is preferable. Teens also invariably telegraph their punches. Adults will know, therefore, with whom to intervene.

The stage directs and exhausts energy, it uncovers individuality; it requires discipline. There are consequences for bad acting. It makes the youth a player.

I hope you will get all the support you need to begin to put back in the schools programs we carelessly threw out calling them extracurricular. The emotional and social development of our youth is no less important than intellectual development. The fear many parents feel today about even disciplining their children, leave a portion of that task to outside agencies by default.

Good luck and if I can help in any way, let me know.

Sincerely,

Carole Owens

Equity



News

A Publication of **Actors' Equity Association** • **NEWS FOR THE THEATRE PROFESSIONAL** • www.actorsequity.org • Periodicals Postage Paid a

Book PALS Keeps Going and Growing

Book PALS (Performing Artists for Literacy in Schools), the volunteer program which brings performers into public schools to read aloud to youngsters, is beginning its seventh year and, according to New York Chair (and Equity member) Mary Stuart, "our stats are pretty impressive. We have over 200 Book PALS in New York reading to more than 6,000 kids every week in 62 schools, and another 1,500 once a month. We have 3,200 children in the Reading Club in ten schools. So we've really grown."

There is also a new pilot project: Stage PALS (Performing and Learning Stagecraft). Equity member Lenka Peterson is working on this program which uses *Kids Take the Stage*, a book she wrote in 1997 with her husband, Dan O'Connor (and with a foreword by Paul Newman). The book is a primer for choosing, creating, directing and producing shows with children, providing exercises, games and improvisations to help in the process.

Volunteers are needed for both programs. The time commitment is modest, but the rewards are abundant. You can volunteer to read one hour per week at one school throughout the school year, or one or more mornings per month as part of a group of four readers at one of three schools outside of Manhattan (transportation is provided for these trips), or you can be a substitute reader, filling in for others on an as needed/as available basis.

To volunteer or to learn more about Book PALS in New York, call the Program Coordinator at (212) 827-1446.

Book PALS has grown nationally, as well. The program originated under the auspices of the Screen Actors Guild Foundation in Los Angeles and is now in San Francisco, Las Vegas, San Diego, Chicago, Phoenix and Minneapolis/St. Paul. For information in these cities check with the SAG Foundation, 5757 Wilshire Boulevard, Los Angeles, CA

**PHOTOCOPY
PRESERVATION**

THE WHITE HOUSE

Nera

Is there a particular
reason you think should
be sent to Dr. Kerry?

Thanks.
Alice

OLD DOMINION UNIVERSITY

Darden College of Education
 Early Childhood, Speech Language Pathology and Special Education
 Norfolk, Virginia 23529-0136
 Phone: (757) 683-4117

Date: May 7, 1999

**To: The First Lady, Mrs. Hillary Clinton
 The White House
 1600 Pennsylvania Ave, NW
 Washington, D.C. 20002**

**From: Dr. Katharine C. Kersey
 Professor and Chairperson
 Department of Child Study
 Old Dominion University
 Norfolk, Virginia 23529**

Re: White House Conference on Children

I am very interested in being a part of the White House Conference on Children.

I have a passion for children and feel that I could convey that passion and help the parents in America to understand the importance of their job in the following three ways:

1) Mandating an 8-hour parenting class for all expectant parents (to be a part of obstetrical and pedlatic care) - fashioned like the 8-hr. Lamaze classes and/or the 8-hr. drivers-training class.

2) Creating public service announcements (PSA's) - 30 seconds long - where parents could see their influence in a child's life (i.e., a scenario where the parent is seen lashing out at his child - and then - immediately following - the child lashing out, in a similar fashion, at his younger sister/dog or doll).

3) Starting a "No-spanking" campaign - like the "No-smoking" campaign which can change the attitudes of parents - like the no-smoking campaign has changed the attitudes of all Americans toward smoking. (This campaign would emphasize the importance of discipline and offer 101 alternatives to corporal punishment.)

I am a university professor, have just been named University Professor (for exemplary teaching), have written four books on parenting, have been on the Oprah Winfrey Show, and am a local lecturer, consultant and TV expert in the area of parenting.

**I can be reached at Old Dominion University - 757 - 683-4121
 or at home - 3805 Shoreline Drive, Portsmouth, Va. - 757 - 484-7869.**



Chairperson
 (757) 683-4121

Early Childhood
 Kindergarten
 (757) 683-3343

Special Education
 (757) 683-3226

Speech Language
 Pathology
 (757) 683-4117

FAX: (757) 683-5593

*Special Education
6/2
Katharine
wants to attend*

OLD DOMINION UNIVERSITY

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mental health conf:

*White House Conference on Children
H. Clinton*



Fax

9

*send to:
melissa*

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FAX: (757) 683-5593

Name: The First Lady, Mrs. Hilary Clinton
Organization: The White House
Fax: 202-456-2461

From: Dr. Katharine C. Kersey
Date: May 7, 1999
Subject: White House Conference
Pages: 2



Catherine Milton

Executive Director

May 5, 1999

Ms. Neera Tanden
Office of the First Lady
Old Executive Office Building, Room 100
Washington, DC 20500

Dear Ms. Tanden:

I write in reference to your upcoming White House Summit Meeting on Youth and Violence that will take place next Monday. I commend your decision to convene the summit. However, there is one constituency that I think has been overlooked, the youth of America.

Adults acting out of adult concerns about teen-agers is not enough. We must listen to the young people of America to learn from them what is happening in their world. We need to know the pressures they face, their fears, and what they think their parents, schools, and legislators should do about it. Dr. Martin Luther King, Jr. said so simply, "Violence, at its root, is the voice of the unheard. We must hear the voice of youth.

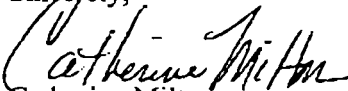
Just last week, Save the Children gathered some 100 young people together for a Youth Summit Meeting on Capitol Hill. The theme of the day, "Ask Me... Please!!! I'm Part of the Solution," is illustrative of Save the Children's belief that young people's opinions must be heard and weighed when decision-makers are designing legislation affecting children. Coming from big cities or small, urban centers or rural settings, the youth found that no matter their background, they were all facing similar challenges. The youth poignantly reminded senators, their staff and the media that adults and youth must work together if we hope to create a better society for all."

We urge you, to include young people in this historic meeting. We can work with you to bring to the meeting a representative cross-section of teens, the same kind of demographically and geographically diverse group that attended our conference. Invited youth might include:

Jahmy Hines, Los Angeles, Jocelyn Billy, Chinle, AZ, Jared Pyle, White Oak, Tennessee
Kelvia Flores, Bridgeport, CT, Audrey Ingalls, San Francisco, CA, Theresa Lee, Dermott, Arkansas

We can also provide adults skilled in facilitating sessions with youth. I will contact your office tomorrow to see if we can be of assistance. Thank you for your consideration and for taking leadership in this manner.

Sincerely,


Catherine Milton
Executive Director

Nicole R. Rabner

05/05/99 01:45:55 PM

Record Type: Record

To: Neera Tanden/WHO/EOP@EOP

cc:

Subject: May 10th

This came from Karen Finney, who now works at Scholastic, Inc., wanting someone from Scholastic to be in the mix for consideration for the 10th. I told her that it looks VERY unlikely, given the size and nature of the convening, but will you pls put this person in the mix? Thanks.

----- Forwarded by Nicole R. Rabner/WHO/EOP on 05/05/99 01:42 PM -----

Evan Ryan

05/03/99 12:42:56 PM

Record Type: Record

To: Nicole R. Rabner/WHO/EOP@EOP

cc:

Subject: May 10th

Here is Finney's conference attendee candidate....

----- Forwarded by Evan Ryan/WHO/EOP on 05/03/99 12:42 PM -----



KFinney@Scholastic.com

05/03/99 11:25:00 AM

Record Type: Record

To: Evan Ryan@eop

cc:

Subject: May 10th

Hi Evan - Here's the info on the person we'd like to send:

Dr. Ernest Fleishman, Senior Vice President, Education and Community Relations at Scholastic. Dr. Fleishman is a former Superintendent of schools in Connecticut and I believe is on the Board at the Harvard School of Education (I have to confirm that) He has been with Scholastic for 11 years and is well known and respected in the education community (in fact he

was at the white house a couple of weeks ago with the National Teachers of the Year, a program that Scholastic sponsors). Dr. Fleishman is primarily responsible for our relations with the education community and for our numerous community relations programs. A primary area of focus for him is our National Advisory Boards which bring together teachers and other members of the education community several times a year to advise us on our educational and entertainment products.

I had heard that the event on the 10th will focus somewhat on the media and the internet, here are a few points about Scholastic and what I think we could contribute to the discussion:

We are one of the largest content providers for kids, teachers and parents -- our products, classroom magazines (including a magazine for High School students that we co-publish with the New York Times), the Scholastic Network (an internet service for schools), in-school marketing programs, curriculum materials, trade books etc. are in 90% of K-12 grade schools in the US in one way or another.

Through our advisory boards and outreach to teachers we constantly get feedback from teachers and parents that we use to influence both our educational and our entertainment products for kids.

We are also VERY conscientious about age appropriateness when we market a particular product to kids. For example, our TV show and popular book series, Animorphs which airs on Nickelodeon, is geared towards pre-teens and we are very careful to reinforce that it is not a show for small children.

We have also had an incredible amount of feedback and comments from kids about the events in Colorado on the Scholastic News magazine website. Additionally, we have a piece up on the site that deals with the events in Kosovo which was featured in USA Today last week and has also had an overwhelming response from kids trying to understand and share their thoughts and comments.

Thanks Evan, I wanted to give you enough info to justify why I think Scholastic could play a really important role at an event like this. If there's anyone else I should call or send this message to, let me know. Ernie is here in San Diego with me at a teacher's conference, as a matter of fact, but, his contact number is: 212-343-6633, and he can and will definitely attend if invited. I can be reached at: 619-234-1500, room 1863.

thanks again.

Finney



050312BR.TXT

Facsimile Cover Sheet

To: Neera Tanden
Company:
Phone:
Fax: (202)456 - 2878

From: Carl Bell, M.D.
Company: Community Mental Health Council
Phone: +1(773)734 - 4057 x204
Fax: +1(773)734-6447

Date: Sunday, May 09, 1999

**Pages including this
cover page:** 18

Comments:

Dear Ms.Tanden: This is an outline of a paper I am presenting at the American Psychiatric Association in 10 days. It is more comprehensive than the outline I sent you on last Thursday. I think you will find it very timely.

STRATEGIES FOR THE PREVENTION OF YOUTH VIOLENCE

Carl C. Bell, M.D. - C.E.O. Community Mental Health Council
 Sue Gamm, Ph.D. - Special Services Chicago Public Schools
 Paul Vallas - C.E.O. Chicago Public Schools
 Phillip Jackson - Chief of Staff Chicago Public Schools

OBJECTIVES

- Participants will learn about the different types of violence.
- Participants will learn theoretical and practical psychiatric principles that guide community psychiatry consultation.
- Participants will learn about specific programs the Chicago Public Schools have put into place to prevent and intervene in violence among youth.

Introduction

- In a national survey of nearly 22,000 students in private and public schools, approximately 13% of youth reported knowing of a student who brought a gun to school in the FY96 school year.
- In CDC's 1995 Youth Risk Behavior Surveillance study, 7.6% of 11,000 youth in grades 9 - 12 reported carrying a gun the month prior to the survey.
- Fortunately, to date there have not been any shootings that have taken place in Chicago Public Schools.
- There is no question, however, that Chicago youth experience violence in the community.
- Since January 1998, 22 CPS youngsters between the ages of 8 and 18 years were violently killed in the community.

DIFFERENT TYPES OF VIOLENCE

- Group (Mob) Violence
- Individual Violence
- Systemic Violence
 - War
 - Racism
 - Sexism
 - Institutional
- Hate-crime Violence
 - Terrorism
- MULTICIDE - Mass murder, murder spree, serial killers
- Psychopathic Violence
- Predatory Violence

- Interpersonal altercation Violence
 - Domestic violence
 - Child abuse violence
 - Elder abuse violence
 - Peer violence
- Drug-related Violence
 - Systemic
 - Pharmacological
 - Economic
 - Negligence
- Gang-related Violence
- Violence by Mentally Ill
 - Suicide
 - Homicide
- Violence by Organically Brain Damaged
- Legitimate / Illegitimate Violence
- Non-lethal Violence/Lethal Violence
 - African-American youth 16-20 years old suffered nonfatal gunshot injuries at a rate of 681.1 per 100,000; Latino youth at a rate of 329; 85.1 for Asian and other youth, and 26.5 for Caucasian youth in California in 1994.

REFERENCES

- Bell CC. "Community Violence: Causes, Prevention, and Intervention". Journal of the National Medical Association, Vol. 89, No. 10: pp. 657 - 662, October 1997. - Discussed the various types of violence and gives prevention, intervention, and postvention strategies for each type of violence.

Violence in Different Ethnic Groups - General

- In most murder cases involving a white or black victim, the offender was of the same race of the victim.
- Poverty and social infrastructure account for the vast differences in rates of violence between African-Americans and Whites.
- African-American rates are six times & Latino rates are 2.3 times the Native America, Asian, & White rates of homicide.

Violence in Different Ethnic Groups - African-American

- Interpersonal Altercation violence is a major form of violence occurring in the African-American community
- Domestic homicide continues to be a problem in the African American community, but African American women are no longer killing more African American men than vice versa.

Violence in Different Ethnic Groups - Latino

- Gang-related violence is a major form of violence occurring in the Latino community
- Latino men are not known to perpetrate domestic homicide.
- Latino men tend to perpetuate violence in the street and, while gun violence predominates, there is a greater use of knives.

Violence in Different Ethnic Groups - Native American

- Interpersonal altercation violence is a major form of violence in the Native American community.
- Forty percent of Native American murder victims were killed by an offender who was not Native American
In 33% of the cases the offender was white.

Violence in Different Ethnic Groups - White

- Suicide is a major form of violence occurring in the White community
- Whites are the majority of offenders in Anger/revenge & Domestic/romantic related mass murder
- In Anger/revenge & Domestic/romantic related mass murder there is a significant suicide dynamic

MASS MURDER

- Anger/revenge: Specific persons(s) target - White 66.5%
Attempting Suicide 66.7%
- Anger/revenge: Specific place target - White 76.5%
Attempting Suicide 38.9%
- Anger/revenge: Diffuse target - White 80.0%
Attempting Suicide 30.0%
- Domestic/romantic related - White 57.1%
Attempting Suicide 28.6%
- Direct interpersonal conflict - White 60.0%
Attempting Suicide 0%
- Felony related - White 41.7%
Attempting Suicide 0%
- Gang motivated - White 0%
Attempting Suicide 0%
- Political - White 0%
Attempting Suicide 0% (Not including the Oklahoma bombing)

REFERENCES

- Bell CC & Jenkins E. "Prevention of Black Homicide". In The State of Black America - 1990. J. Dewart (Ed), New York: National Urban League, 1990, pp. 143-155.

- Petee TA, Padgett KG & York TS. Debunking the Stereotype - An examination of mass murder in public places. Homicide Studies, Vol. 1, No. 4: 317 - 337, Nov. 1997

PRINCIPLES

- **REBUILDING THE VILLAGE**
- **PROVIDE ACCESS TO HEALTH CARE**
- **IMPROVE BONDING, ATTACHMENT, & CONNECTEDNESS DYNAMICS**
- **IMPROVE SELF-ESTEEM**
- **INCREASE SOCIAL SKILLS**
- **RE-ESTABLISH THE ADULT PROTECTIVE SHIELD**
- **MINIMIZE THE RESIDUAL EFFECTS OF TRAUMA**
- **THESE PRINCIPLES ARE INTERDEPENDENT**

REBUILDING THE VILLAGE

- Dr. David Satcher, U.S. Surgeon General once asked me "How do you deliver public health interventions in communities that lack infrastructure?" My answer, several years later, was that there had to be a facilitator that helped the community develop infrastructure by developing community partnerships.
- There is evidence that school-based interventions that shift how high risk children are managed can reduce risk
- Increase parental involvement in school and collaboration with school personnel can reduce risk, particularly for in-school violence.
- Partnering with community-based secular and non-secular organizations to foster programmatic activities designed to reduce violent and disruptive behavior by and against youth in the schools and surrounding communities is designed to share the vision of a violence free environment.
- By emphasizing the shared vision a facilitator is able to encourage a mission driven philosophy that encourages diverse elements within society to attach to the mission and place the mission above less important driving forces.
- By emphasizing the ecological relationships between diverse elements in a community the facilitator is able to encourage attachment/affiliative/approach behaviors between these elements.
- Further, emphasizing the ecological relationships encourages the development of systems thinking.
- By providing leadership to the diverse elements that consist of community, the facilitator encourages religious, business, social service, health, educational, civic, social, and other organizations to participate in an assessment of the nature and size of the violence problem.
- <http://ahecpartners.org> - for Coalition Building Tips

CPS INTERFAITH COMMUNITY PARTNERSHIP

- Partners with the religious community to increase attendance, improve school environments, provide positive role models, and create activities for youth

- Provides support to 12 religious-school-community partnership networks in each of the CPS regions
- Coordinates anti-violence marches with religious communities throughout the city
- Network provides assistance in mentoring programs, off site detention and community service program and assistance with after school homework centers.
- Walking - Men School Bus recruits men to escort children to and from school

CPS YOUTH OUTREACH WORKERS

- Started during the Safe Schools, Safe Neighborhoods Summer '98 initiative, trained 100 Violence Intervention Program Specialists (VIPS) comprised of off-duty police, community members, parents, teachers, and social workers to provide positive alternative activities for youth in high crime areas
- Created referral service network, which reported and provided follow-up services for over 2,000 referrals, including suicide ideation, recreational activities, job preparation, orientation, and placement, gang detachment, housing relocation issues
- Facilitated collaborative partnerships with over 50 governmental and city agencies and community-based organizations

SCHOOL-COMMUNITY ACTIVITIES

CPS Englewood Youth Violence Prevention

- CPS and community-based plan to reduce crime and violence for three schools in the West Englewood community
- Intervention and prevention activities include programs designed to ensure that youth comply with curfew laws and intervention with gang members to reduce gang activity
- Provides tutoring, family strengthening services, and social services

CPS Logan Square Neighborhood Association (LSNA)

- Will create up to five community learning centers to serve families in adult education; children and youth education; and recreational programming
- Will provide homework assistance, child care, and other family focused activities
- Over 400 parents have been trained by LSNA and placed in classrooms where they tutor children and assist the teacher

CPS Back of the Yards Neighborhood Council

- Five schools and community agencies partnered with Back of the Yards Peace Coalition to coordinate efforts with parents in violence prevention activities
- Facilitated hiring and training of parent patrols and parent attendance officers
- Evening sports program

CPS Near North Ministry Alliance

- Alliance of local churches, organizations, residents, schools, and law enforcement in the Cabrini- Green community.
- Seeks to increase safety of students, parents, and school staff, and increase attendance and learning environment

CPS Blocks Together

- 25 parents in five West Humboldt Park community schools serve as parent attendance officers to promote safety around school communities and to encourage attendance

CPS REGION ANTI-VIOLENCE WORKSHOPS

- Summer regional workshops address violence issues impacting schools and their surrounding communities
- Through collaborative relations with the Local School Councils, Chicago Police Department's Community Action Policing (CAP) program identify community resources

CPS YOUTH VIOLENCE INTERVENTION TASK FORCE

- Agencies working on issues involving violence prevention meet regularly with the Chicago Public Schools to identify and coordinate existing resources for school communities

REFERENCES

- Sampson RJ, Raudenbush SW, & Earls F. Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science* 277: 918-924, August 15, 1997 - Notes communities with social infrastructure have less violence due to the prevention of promulgation of such behaviors.
- Shaw C.R. & McKay H. Juvenile delinquency and urban areas. Chicago: University of Chicago Press, 1942 - Social disorganization theory of deviance suggesting that few job opportunities, poverty, single-headed households, isolations from neighbors, and weakened community friendship networks and community institutions lead to reduced informal and formal social control.
- Elliott DS & Tolan PH. Youth Violence Prevention, Intervention, and Social Policy. In Flannery DJ & Huff CR (Eds). *Youth Violence: Prevention, Intervention and Social Policy*. Washington, D.C.: American Psychiatric Press, 1999, p 3 - 46 - Notes community organization efforts are producing promising results, although it is difficult to conduct experiments that permit traditional scientific criteria to be applied

HEALTH CARE

- There is evidence that children with high exposure to lead may be predisposed to violence.
- There is evidence that children who have ADHD may be predisposed to violence.
- There is evidence that neuropsychiatric disorders may predispose individuals to violence.
- As Neuropsychiatry becomes more sophisticated, psychiatric diagnosis of some causes of violent behaviors will become more specific.
- As Neuropsychiatry becomes more sophisticated, psychiatric treatment of some causes of violent behaviors will become more specific.
- Without developing the infrastructure to provide these more sophisticated services, communities with the greatest need will be the last to receive appropriate health care that can prevent some cause of violence.
- At least 1/3 of male juvenile delinquents have an impairing mental disorder that has usually not been adequately treated (not counting conduct disorder). Two of the more common mental disorders among this group (ADHD & depression) are treatable. Many of these children also have a substance abuse diagnosis.
- Juvenile offenders may constitute a high risk group for exposure to multiple types of

trauma and the development of PTSD as one study found the prevalence rate of such disorders at 24%.

PREVENTION OF ACCIDENTS AND BRAIN AND SPINAL CORD INJURIES

- Collaboration between U of C, CPS, and Think First Foundation to present training workshop
- 500 teachers (high school PE, school Nurse, OT and PT) trained to teach high school students how to avoid accident and brain and spinal cord injuries
- Each high school received a model of the brain safety video tapes, and a Think First Training Manual
- **CPS HEALTHY KIDS/HEALTHY MINDS** - Ensure all children have access to primary health care and social services to promote healthy social and physical development.
- For under and uninsured students, provides free hearing aides and eye examinations
- Dental screening and cleaning provided for all elementary students
- Linkages established between 300 schools and social service agencies and health agencies
- **CPS KID CARE** - Ensure all children have access to primary health care and social services to promote healthy social and physical development.
- As a pilot school-based outreach program of the U.S. Department of Education, CPS is collaborating with community health agencies and the Illinois Department of Public Aid to expand the number of eligible children and families for Medicaid and public insurance
- Expanded coverage enables children greater access to school-community health and social services

REFERENCES

- Moffitt TE. Neuropsychology, antisocial behavior, and neighborhood context. In McCord J (ed). Violence and Childhood in the Inner City. United Kingdom, Cambridge University Press, 1997, p. 116 - 170 - Notes how impaired acquired neurophysiology can lead to difficulty in bonding/attachment dynamics, social skills and impulse control.
- Klein RG, Abikoff H, Klass E, Ganeles D, Seese LM, and Pollack S. Clinical efficacy of methylphenidate in Conduct Disorder with and without Attention Deficit Hyperactivity Disorder. Archives of General Psychiatry Vol 54: 1073 - 1080, December 1997.
- Burton D et al. The relationship between traumatic exposure, family dysfunction, and post-traumatic stress symptoms in male juvenile offenders. J Traumatic Stress, Vol. 7, No. 1: p. 83 - 92, 1994.

BONDING AND ATTACHMENT DYNAMICS

- Provide educational opportunities for infants, toddlers, and preschoolers, and their parents.
- This strategy creates the Ah Ha experience or the sense of personal mastery that allows for the development of a strong bond or attachment.
- Provide opportunities for parents to bond with their infants.
- This strategy allows for infants to grow up with basic trust and security that provides the groundwork for later relationships in life that may be necessary to prevent violence or

intervene in violence.

- Provide an opportunity for parents and youth to become attached to one another.
- Improving intra family relations can reduce risk for serious antisocial behavior and violence
 - closeness
 - positive statements
 - communication clarity
 - emotional cohesion
- Family relationship processes - attributes of the family
 - Beliefs and values held by the family
 - Emotional warmth between family members
 - Support provided by family members
 - Organization and communication among family members
- Low levels of parental warmth, acceptance, and affection and low levels of cohesion and high levels of conflict and hostility have been associated with delinquent and violent behavior

CPS PARENTS AS TEACHERS FIRST

- Approximately 600 CPS parents hired from over 80 schools as parent-tutor mentors
- Act as mentors to parents in their homes to prepare pre-schoolers for kindergarten by providing developmentally appropriate activities
- Provides academically enriched opportunities for pre-schoolers, including attention to socially appropriate behavior, and employment opportunities for parents
- Links educational programs with agencies such as Illinois Department of Children and Family Services and Chicago Department of Human Services
- Served over 2,000 pre-schoolers last year

CPS CRADLE TO CLASSROOM

- 26% of White females reported pregnancy as a motive to drop out; 31% of Hispanic females reported pregnancy as a motive to drop out; 34% of Black females reported pregnancy as a motive to drop out
- Collaborative initiative with Chicago Department of Public Health, six hospitals, and other agencies for pregnant and parenting teens
- Trains teens in the development of parenting skills and accessing community resources
- Provides counseling to new mothers around issues of domestic violence
- Provides teens access to prenatal, nutritional, medical, social, and child care services
- Has significantly reduced drop-out rate of teens in the program
- Last year there were 1,100 girls with babies in CPS
 - The program had decreased the teen mom dropout rates
- Last year 228 of them graduated.
 - 100 went on to college
 - These girls only have one child despite having the children at very young ages.

CPS EXPANDED EARLY CHILDHOOD SERVICES

- Increased the number of classrooms for pre-school children so that approximately

25,000 of them, including children with disabilities, are receiving educational services

- More pre-school children will receive educational services through contractual arrangements with over 40 private and public community-based agencies
- Provide quality preschool activities for all children
- Identification of children with attachment disorders - 0 to 3 programs
- Parent/Nursing Home Visitation Programs
- Head Start

Provide opportunities for youth to become attached to their schools.

- Expand the school day and school year to provide structured academic activities and recreational activities for children after the regular school day, including a nutritional dinner meal, and during the summer.
- Promote the use of school uniforms.

CPS SCHOOL UNIFORMS

- Each Local School Council is required to vote on whether to enact a uniform or dress code policy for the school
- 75% of Chicago public schools have implemented a uniform or dress code policy

CPS SUMMER PROGRAMS

- Hosted the largest school-based summer program for Chicago students
- Academic program provided intensive structured instruction for children who did not meet academic promotion standards, for children with significant disabilities, and for children with limited-English-proficiency
- Regional competition and camping experiences provided athletic and recreational opportunities

CPS McPREP LIGHTHOUSE PROGRAM

- Provides educational and recreational services after school, and a nutritional cold or hot meal
- Community partnerships with parental involvement
- Expanded from 248 schools last year to 300 schools in 1998-99
- Funded, in part, by Ronald McDonald Children's Charities
- Additionally, all high schools and many elementary schools have competitive and noncompetitive athletic and sports programs after school

Increase student attendance and reduce youth drop-out.

- Truancy prevention.
- Alternative Schools for youth returning to school.

CPS TRUANCY HOT LINE

- 24-hour hot line takes calls from individuals to identify youth who are truant from school
- Staff follow-up to ensure that youth return to school
- Last year, a 15 year-old child who had never been to school was identified through the Truancy Hot Line

CPS TRUANCY PREVENTION

- At least two truancy outreach workers at every high school follow-up on students who have unexcused absences, provide counseling services, visit and call youth and parents at home, and daily monitor attendance

- Regional staff work with all schools to provide assistance in developing programs to improve student attendance

CPS HISPANIC DROP OUT PREVENTION

- To address the high dropout rate among Hispanic teens, alternative educational and extra-curricular activities are offered to all at-risk students of schools where at least 48 percent of the student population is Hispanic
- Currently, 15 high schools are participating

CPS ALTERNATIVE SCHOOLS FOR YOUTH RETURNING TO SCHOOL

- 30 schools organized in cooperation with community and social services agencies provide educational services for students who return to school after having dropped out
- Small class sizes and support services are provided through individual learning plans for each student

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 - Parent/school expectations
 - School Variables:
 - School connectedness.
 - Individual Variables:
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 - Weapon carrying
 - Perceived risk of untimely death.
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conflict and hostility have been associated with delinquent and violent behavior

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SELF ESTEEM

Sense of Power

- A feeling competent to do what they must.

Sense of Uniqueness

- Acknowledging and respecting the qualities and characteristics about themselves that are special and different

Sense of Models

- Models that they can use make sense of the world.

Sense of Being Connected

- Feeling satisfaction from being connected to people, places or things

Sense of Power

- Incorporate in the school curriculum high school service learning requirements.
- Transform learned helplessness into learned helpfulness.
- Improve the academic performance of all students by requiring students, teachers, administrators, and schools to be accountable.
- Improve the academic performance of all students by providing learning outcome standards and relevant staff development.
- Develop lesson plans consistent with the standards and making them available to teachers.
- Improve the academic performance of all students by establishing a rigorous high school core curriculum, junior and senior high school academies, and advisories.
- Expand the International Baccalaureate programs to 13 high schools.
- Establish six regional high schools with academic entrance criteria.
- Improve the academic performance of all students by collaborating with area colleges and universities to provide college courses for motivated and able students.
- Provide individualized strategies for children having academic difficulty.
- Provide tutoring services.
- Establish smaller class sizes and specialized curricula for retained students.
- Establish transition centers for retained students of high school age.

Sense of Uniqueness

- Provide youth the opportunity to find their unique talent.
- Acknowledging and respecting the qualities and characteristics about themselves that are special and different

Sense of Models

- Incorporate in the school curriculum information and practice on how youth may avoid or prevent violence.
- Assist youth in developing values.

- Provide youth with character education.
- Provide youth with conflict resolution skills.

CPS CHARACTER EDUCATION

- Pre-K through 12th grade curriculum provides educational strategies for strengthening and supporting positive character development
- Objectives include instruction to reduce racial, ethnic, and religious intolerance

PROVIDE YOUTH WITH MODELS ON HOW TO:

- Communicate
- Solve Problems
- Provide Leadership
- Manage Resources
- Remove Barriers to Success
- Plan

Bell CC. "Promotion of Mental Health Through Coaching of Competitive Sports".
Journal of the National Medical Association, Vol. 89, No. 8, p. 517 - 520, August
1997. - Suggests that constructive activities help youth develop social skills and self-
esteem which reduces engagement in risky behaviors.

Sense of Being Connected

- Provide opportunities that encourage attachment to valued people, places, and activities.
- Mentoring
- Sports
- ROTC
- Academic Clubs

SOCIAL SKILLS

- Provide educational opportunities for infants, toddlers, and preschoolers, and their parents.
- This strategy creates the opportunity to develop life skills and social skills necessary to prevent and intervene in violence.
- All of the successful family interventions have combined behavioral parent training techniques with other intervention components based in family systems theory that are designed to improve family relations
 - Discipline
 - Use of positive parenting
 - Effectiveness of discipline
 - Avoidance of discipline
 - Supervision and monitoring of the child
 - Extent of involvement
 - Knowledge of child's activities and whereabouts

Provide youth with opportunities to serve their community, resolve disputes peacefully and develop leadership skills that will enable them to model and promote healthy alternatives to violence:

- Teen Court
- Peer Leaders
- Young Negotiators
- Mentoring
- Service Clubs

CPS PEER LEADERS

- Elementary and high school students are taught peer mediation, conflict resolution, and anger management skills.
- In 1997-98, 125 elementary schools, 65 high schools, and approximately 2,700 students participated

CPS YOUNG NEGOTIATORS

- Teaches students negotiation skills.
- Will reach 25 schools and about 500 students will participate in program in 1998-99

CPS PEER MEDIATION

- Students learn from peers to manage conflict and disagreements using a diversity of techniques which allows them to avoid violence and other forms of aggressive and anti-social behavior
- 20 high schools are currently participating in this program
- Provide support to school staff and parents to improve their ability to teach children appropriate social skills and to use positive interventions to decrease disruptive student behavior:

CPS SCHOOL CLIMATE TEAMS

- Assists in the development of safety plans that schools include in their School Improvement Plans
- Cooperates with Crisis Intervention teams, Interfaith, and School and Community Relations staff to assist in school crises situations

CPS BOYS TOWN EDUCATIONAL MODEL (BEM)

- A social /life skills curriculum training model that provides intervention strategies to school personnel.

Anderson Community Academy, Beethoven, Herzl, Sullivan, Harold Washington, Calumet H.S., and Taft H.S. are participants

CPS BEHAVIOR MANAGEMENT TRAINING

- Training is provided upon request from schools, teachers, and educational support staff who will learn techniques to modify students' disruptive and aggressive behavior and acquire self-control and socially proactive behavior. Staff in 67 high and 412 elementary schools have received training
- School personnel in 20 schools receive training on how to assist in diffusing volatile behavior and teach students proactive behavior.

CPS BEHAVIOR INTERVENTION TEACHERS

- Specialists provide proactive assistance to teachers who need to enhance their behavior management skills to deal with violent and hostile behavior and assist school personnel in developing individual behavior management plans for students

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- Henggeler SW, Melton GB, Smith LA. Family preservation using multi-systemic therapy: An effective alternative to incarcerating serious juvenile offenders. *J Consult Clin Psychol* 60: 953 - 961, 1992 - Notes that family-oriented interventions that focus on parenting practices reduces violence
- Tolan PH, Mitchell ME. Families and the therapy of antisocial delinquent behavior. *J Psychotherapy and the Family* 6: 29 - 48, 1989 - Notes all of the successful family interventions have combined behavioral parent training techniques with other intervention components based in family systems theory that are designed to improve family relations

RE-ESTABLISHING THE ADULT PROTECTIVE SHIELD

- Family-oriented intervention to change parenting style and practices can reduce risk for serious antisocial behavior and violence
 - Increase predictability
 - Parental monitoring of children
 - Decrease negative parenting methods
- Lack of parental monitoring, represented at its extreme by neglect and poor discipline methods and conflict about discipline, has been related to participation in delinquent and violent behavior for a range of populations
- Strictly enforce disciplinary rules while providing a safety net of school-based educational opportunities for youth who have been expelled, have violated probation, or have committed first time but nonviolent, serious offenses.

CPS ZERO TOLERANCE/ALTERNATIVE PROGRAMS

- Uniform Discipline Code establishes consequences for student misconduct
- Students found to possess illegal drugs, firearms, or other dangerous weapons have immediate consequences, including expulsion and referral to an alternative school

CPS ALTERNATIVE SAFE SCHOOLS

- Six alternative school sites available for 500 students expelled from school or referred for chronically disruptive behavior
- Small class sizes and support services are provided through individual learning plans for each student

CPS SMART (Saturday Morning Alternative Reach Out and Teach Program)

- For first time drug or alcohol offenders, provides curriculum that focuses on character education, leadership development, conflict resolution training, gang prevention and detachment, and substance abuse counseling

- Students meet on seven consecutive Saturdays, including two with their parents
- Each student is expected to provide 20 hours of community service and each is provided with a mentor
- Students who do not successfully complete the program are referred for expulsion

CPS JUMP-START

- In collaboration with the Cook County Probation Department, intensive support is given to youth who are under the jurisdiction of the agency
- Provides youth who have had significant educational problems extensive instruction in social skills and back-to-school transitional support
- Following this eight-week program, youth will attend either an alternative or regular school

Implement safety and security programs designed to maximize school safety:

- Parent patrols
- Enhanced training and expansion of security personnel
- Rapid response teams
- Implement after-school security patrols
- Give informational booklets to parents on the safe passage of students to and from school
- Have metal detectors and surveillance cameras in every middle and high school

CPS SECURITY PERSONNEL

- More than 600 professional security personnel are assigned to CPS schools
- Monthly training is provided by the Chicago Police Department and the Office of Specialized Services to enable them to proactively work with students and the school community
- Targeted training includes cultural awareness, diversity, and sensitivity, internal and external school linkages, positive intervention techniques, de-escalating aggressive behavior, referral procedures and resources, and communication skills
- Assist schools in the development of individualized school security programs

CPS OPERATION S.A.F.E. (Schools Are For Education)

- CPS in conjunction with the Chicago Police Department provide two-person teams of uniformed police officers who work eight-hour shifts at each high school
- Additional officers are in a mobile tactical unit, which patrols the vicinity immediately surrounding high schools and are able to respond quickly to any emergency calls
- Rapid Response Team, composed of part-time police officers, supplement the high school mobile tactical unit

CPS NIGHT STALKERS

- Part-time police officers patrol the city and respond to alarms and break-ins at schools
- Helps to reduce burglaries, vandalism, and theft after school hours

CPS PARENT PATROL

- Existing in more than 200 schools, parents patrol the streets before and after school to ensure safe travel
- Parents are trained in safety and security measures, and participate in workshops on safety, violence, and conflict resolution

- Expanded safety measures near schools along the State Street corridor and at Jenner School include parent attendance officers who walk children to and from schools, and make follow-up calls to the homes of absent students

CPS SAFE PASSAGE

- Booklet provided to principals and parents offering helpful tips to keep children safe on their way to and from school, and in their neighborhoods during non-school hours
- Parents and students are provided tips including the use of the buddy- system, following a designated safety route, and designating safe havens within the community

CPS METAL DETECTORS

- Have been installed in 90% of the system's high schools and a few elementary schools
- Responsible for recovering numerous weapons that may otherwise have gone undetected
- Creates awareness among students and community that weapons and illegal contraband will not be tolerated

CPS SURVEILLANCE CAMERAS

- Ninety percent of all high schools have security cameras or complete surveillance systems, which monitor hallways, stairwells, remote areas and the perimeter of the campuses
- Have significantly reduced vandalism

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- Farrington DP. Early predictors of adolescent aggression and adult violence. Violence and Victims 4: 79 - 100, 1989 - Notes lack of parental monitoring, poor discipline methods and conflict about discipline, has been related to participation in delinquent and violent behavior
- Gorman-Smith D et al. The relation of family functioning to violence among inner-city minority youths. J of Family Psychology 10: 115 - 129, 1996 - Notes lack of parental monitoring, represented at its extreme by neglect and poor discipline methods and conflict about discipline, has been related to participation in delinquent and violent behavior for a range of populations

MINIMIZING EFFECTS OF TRAUMA

- Behind all anger is hurt and attached to the hurt is fear of being hurt again.
- Become sensitive and identify trauma in children.
- Provide crisis intervention teams to address traumatic stress.
- Address the effects of subtle long term trauma with therapy.

CPS CRISIS INTERVENTION

- Pupil support teams and Interfaith Partnerships supplement local school intervention services

- Supplement services through community-based social service and health agencies.
- Provide prevention, intervention, and postvention counseling activities to reduce the possibility and impact of violent acts

CPS SCHOOL COUNSELING, NURSING, PSYCHOLOGICAL, AND SOCIAL WORK SERVICES

- All schools have at least one counselor who is required to assist students who are having difficulty in school or at home and a team that includes a nurse, psychologist, and social worker
- Individual and small group counseling are part of the school pupil support services program. Whenever the students' needs are beyond the school's resources, the student is referred to other programs or agencies
- A major effort of minimizing the effects of trauma is to turn learned helplessness into learned helpfulness.
- Thus, the Chicago Public Schools have developed community service demands on students.

CPS SERVICE LEARNING

- As a required component of the high school curriculum, students will provide a minimum of 40 hours in service learning through such activities as tutoring, working with elders, community beautification projects, etc.
- Teens will demonstrate their learning through presentations, papers, portfolios, etc.

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PRINCIPLES

REBUILDING THE VILLAGE

PROVIDE ACCESS TO HEALTH CARE

IMPROVE BONDING, ATTACHMENT, & CONNECTEDNESS DYNAMICS

IMPROVE SELF-ESTEEM

INCREASE SOCIAL SKILLS

RE-ESTABLISH THE ADULT PROTECTIVE SHIELD

MINIMIZE THE RESIDUAL EFFECTS OF TRAUMA

THESE PRINCIPLES ARE INTERDEPENDENT

"Messages to the Future" Corp.
Stephen Van Hecke
Post Office Box 5
Cranford, New Jersey 07016
908-931-0850

Fax Cover Sheet

Date: 5-5-99 No. of Pages (including cover) - 5

To: NEERA TANDEN

Fax No.: 202-456-6244

MS. AUDREY CHOI SUGGESTED
THAT I FAX YOU THIS LETTER
TO THE FIRST LADY. I WOULD
APPRECIATE ANY HELP YOU CAN
SUGGEST FOR THIS PROJECT.

From: Stephen Van Hecke

THANK
YOU,
STEPHEN
VAN HECKE

"Messages to the Future" Corp.

Stephen Van Hecke

Post Office Box 5

Cranford, New Jersey 07016

908-931-0850

May 4, 1999

Hillary Rodham Clinton
First Lady
Office of the First Lady
1600 Pennsylvania Avenue
Washington, DC 20503

Dear First Lady:

I wish to thank you, again, Mrs. Clinton, for your generous support of and interest in my 'Class of 2000' Internet Science Project, *"Messages to the Future"*. As you know, this *Project* will allow tens, if not hundreds, of thousands of young people all across America the opportunity to express themselves . . . to document their thoughts, their goals, and their experiences . . . to express themselves about their young lives, today, in America, and, about their future. And, this *Project* will give them this unique opportunity through a brand new communications and information medium . . . the Internet. It is a medium they enjoy using, and that they know so very well how to use, and one that will be so very important to them in their future . . . the 21st Century. It is because this *Project* reaches out to so many young Americans at this unique time in our history . . . the end of a Century, with this new technology . . . this most unique opportunity . . . that *"Messages to the Future"* has received such overwhelming support from so many respected individuals and educational organizations.

For the past fifteen months, since I began advocating the merits of this Internet Science Project, I have hoped that it would achieve several Objectives.

I wanted the *Project* to depict, as accurately as possible, Life in America as Lived and Documented by the 'Class of 2000'.

I wanted the *Project* to meet the Nation's highest educational standards for integrity as a, truly, educational *Project*.

I wanted each participating High School to be able to use the latest technologies available, to create their own imaginative web-sites . . . **An Open Time Capsule** about their High School . . . their Family and Friends . . . their Town . . . their Lives.

I wanted all of these web-sites to be able to link together to form a new, National Cyber-Library about Life at the end of the 20th Century.

And, along with the Members of America's 'Class of 2000', I wanted this Cyber-Library to be given, as a Gift, to the American People of the 21st Century.

"*Messages to the Future*" has received the support of The National Education Association (NEA), The National Association of Secondary School Principals (NASSP), The National School Boards Association (NSBA), and The American Association of School Administrators (AASA). They have each agreed to help make this *Project* succeed with a series of announcements to all of their Members and Affiliates. Their level of commitment will reach over three million Educators throughout America.

In September, **An Open Time Capsule – "*Messages to the Future*"**, will begin. Its Objectives will be met, and, indeed, this *Project* will become an American reality. High School Students from all across America will create a One-of-a-Kind Library of Information about themselves, and about America. However, I am, now, thinking this *Project* may also be capable of presenting us with a unique opportunity to achieve even something more?

During the past sorrowful two weeks that have followed the tragic shootings at Columbine High School in Littleton, Co. we, again, are having to ask, "Why did it happen?" "What can be done, so that it won't happen, again?" "Why do some Students feel the need to cause such violence?" "How can we better reach out to Students who are trying to be heard, and, who desperately want to feel . . . included?" We have all heard, and have all asked these same questions.

It is because of questions like these, that I am writing to you, today, for your advice. Over these past two weeks, a number of individuals have suggested to me, and I, myself, wonder if this *Project* could, perhaps, provide a unique opportunity for the Students, themselves, to help answer these very troubling questions. Could a variety of topics be added to this *Project* as an opportunity for the 'Class of 2000' in High Schools all across America to share their thoughts, their feelings, and their suggestions on how to solve what is, unfortunately, another tragic aspect of their young lives. One such possible Topic that a student could select might be, "*An Open Letter – What things can we do as a High School and as Students so that every Student would feel as if he or she is an inclusive and valued Member of our School*". I know that we all could think of other possible Topics. Perhaps America would be able to learn a great deal from what they would want to say.

I am asking your advice on this most important matter. I am also reaching out to the Vice President, and to the U. S. Department of Education for their suggestions on how my *Project* may be able to help. I have heard that a meeting will be held in Washington on Monday, May 10, to discuss School Violence and what can be done to solve it. Do you think "*Messages to the Future*", and the Students of the 'Class of 2000' could, in anyway, help address some of these difficult questions, and, perhaps, help solve this sorrowful aspect of school life?

Thank you very much for this important consideration.

Sincerely,



Stephen Van Hecke



THE VICE PRESIDENT
WASHINGTON

March 9, 1999

Mr. Stephen Van Hecke
"Messages to the Future" Corporation
P.O. Box 5
Cranford, NJ 07016

Dear Mr. Van Hecke:

Thank you for providing information regarding your innovative time capsule project, "Messages to the Future." This is an exciting initiative which should provide a fascinating historical record of the turn of the 21st Century and serve as an interactive educational tool for young people worldwide.

Advancing technology is bringing the world together in a global community through instantaneous information. Indeed, the feasibility of your project would have been inconceivable less than ten years ago. But now, the number of people connected to the Internet has grown in six years from 3 million to more than 100 million. This project will help bring American students together in a richer learning environment and give others a glimpse of life from their unique perspective.

I commend you for your involvement in the growth of information technology. Please accept my warmest regards and best wishes for continued success in the future.

Sincerely,

Al Gore

AG/rar

A
National 'Class of 2000'
Internet Science Project

An Open Time Capsule
"Messages to the Future"

Life in America at the End of the Twentieth Century
As Lived and Documented
By America's High School 'Class of 2000'

An Informal, Three-Paragraph Overview

"Messages to the Future" is a National Science Project that will enable America's High School Senior 'Class of 2000' in all of the High Schools throughout America To participate in a Grand National Endeavor.
This Science Project will be a One-of-a-Kind, National Internet Anthropology Project That will allow the 'Class of 2000' in any High School in America that wishes to participate To document Life in America during their very special Senior Year . . .
To document their Life . . . their High School . . . and their Town . . . to document America During that special . . . Last Year of the 20th Century.

Through the use of the Internet, the *Project's* Web-Site will provide all the necessary Interactive Software to each participating, Internet-linked High School in America.
From September, 1999 through April, 2000, the Class of 2000 in each of these High Schools Will participate in the creation of their own 'Class of 2000' *"Messages to the Future"* Web-Site.
An Internet Time Capsule to preserve the ideas, the aspirations, the images of that Senior Class.
A Web-Site for that High School . . . a *"Messages to the Future"* Web-Site for each High School Throughout America . . . each One unique . . . each One their Own.
The Members of that Senior Class will participate in the Collection, Documentation And, Cyber-Preservation of what Life was like for that special 'Class of 2000' . . .
All throughout America, during that last Year of the 20th Century

And then, six months after their Graduation, on a Day in January, 2001
A special Day during that first official Month of the 21st Century
This One-of-a-Kind, National Internet Science *Project* will be completed
With the hyper-linking together of all these Class of 2000 *"Messages to the Future"* Web-Sites . . .
"Messages to the Future" . . . to the 21st Century . . . all about America . . . from the 'Class of 2000'.
And, with the completion of the *Project* . . .
This National Class *Project* that will have been Funded completely by Private Contributions . . .
A *Project* that will have involved the Private Sector, and the Public Sector
In a unique, National Cooperative Endeavor will be transformed.
With this Event in January, 2001, the *Project* will be transformed into a One-of-a-Kind,
Permanent, National Cyber-Library . . . a Library of High School Web-Sites from across America
Created by the 'Class of 2000' . . . an Internet Open Time Capsule
That Documents Life in America at the End of the 20th Century.
And, during this special, January Ceremony at the Smithsonian Institution in the Nation's Capital
This newly created, Permanent, National Cyber-Library will be dedicated and, will be given
As a Gift . . . from the 'Class of 2000', and from the *"Messages to the Future"*, Corp.
To the American People of the 21st Century . . . **An Open Time Capsule**
Of Life in America during that last Year of the 20th Century . . .
A new, National Library . . . for America in the 21st Century . . . *"Messages to the Future"*

Fax

Neera

Center for Media Literacy
4727 Wilshire Blvd. Ste. 403
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Phone 323/931-4177
Fax: 323/931-4474
Email: cmli@medialit.org

To: *Hilary Clinton* From: *Elizabeth Thomas*

Dept: *attn: Melann Verer* Dept:

Fax: *202-456-6244* Pages: *15* plus cover

Phone: Date:

Re: CC:

Urgent For Review Per Your Request Please Reply Please Recycle

● **Comments:**

Melanne! Can I help with the upcoming Summit on Youth Violence?? Media literacy should be a voice at the table. This info that may be helpful. I'm going to be East next week.

Elizabeth

... special events, as well as co-sponsor national conferences.

... information, please visit our web site at www.medialit.org.

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4727 Wilshire Blvd. Ste. 403
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To: Hilary Clinton From: Elizabeth Thomas
 Dept: attn: Melann Verer Dept:
 Fax: 202-452-6244 Pages: 15 plus cover
 Phone: Date:
 Re: CC:

Urgent For Review Per Your Request Please Reply Please Recycle

• **Comments:**

Melanne! Can I help with the upcoming Summit on Youth Violence?? Media literacy should be a voice at the table. This info that may be helpful. I'm going to be East next week anyway — Chers —
 Elizabeth —

The mission of the Center for Media Literacy is to bring media literacy education to *every child, every school and every home* in North America. The way we do this is to:

- Provide a "one-stop shopping service" of media literacy educational materials (books, videos and curricula, all screened and evaluated by specialists in media education) for teachers, schools, parents, youth and community leaders, and others.
- Maintain a national membership organization of supporters of media literacy, including educators (public and private), community leaders, public health professionals, parents, government representatives, and many others. Ask us for information on how to join!
- Design, develop and conduct media literacy workshops, teacher trainings, seminars and special events, as well as co-sponsor national conferences.
- For more information, please visit our Web site at www.medialit.org.



CENTER FOR MEDIA LITERACY

Tuesday, May 4, 1999

Hilary Rodham Clinton
The White House
via fax: 202-456-6244

Dear Mrs. Clinton:

With the appearance today in USA TODAY of David Lieberman's column: "Media Literacy Skills could Counter Violence Kids see in Entertainment," (Business, p. 2 / article attached), a number of people have inquired if a knowledgeable media literacy expert would be participating in the coming White House Summit on Youth Violence.

Has anyone yet been invited?

If not, I encourage you to do so. As you know from our various connections over the years, particularly at the White House Summit on Children's Television, the goal of the media literacy movement is to teach kids the critical thinking and critical viewing skills they'll need to navigate their way through the media culture of the 21st century.

Media literacy is also a "First Amendment-friendly" strategy that should be a major voice in any public discourse about the impact of media violence on children today.

Although media violence is only one aspect of a comprehensive media literacy initiative in any school, it is a critical one and one that galvanizes parents, teachers and students alike. The curriculum that is most often used in schools is ***Beyond Blame: Challenging Violence in the Media***, developed by a team of teachers and media literacy experts over several years at our Center with major funding from the Carnegie Corporation. Thousands of copies are in use in schools and afterschool programs, churches and community centers. I enclose information about the *Beyond Blame* program and testimonials about its effectiveness as well as information about the media literacy movement in general.

I am already scheduled to come to the east coast next week and would be able to rearrange my itinerary to participate in the Summit if invited.

Please have your staff contact me at 323-931-4177 if I can assist with the Summit in any way. It would be a joy to see you again as well.

Sincerely,

Elizabeth Thoman
President and Founder



2B - TUESDAY, MAY 4, 1999

Media literacy skills could counter violence kids see in entertainment

This is a sad time in media, at least for people not hopelessly jaded. It's hard to recall when the business has seemed so defensive and ethically adrift.

Hollywood is being entertained by powerful executives — Walt Disney's Michael Eisner and one-time protégé Jeffrey Katzenberg — bickering over hundreds of millions in bonus payments. (Story, 3B.)

Meanwhile, the industry struggles to come up with a morally defensible response to the charge that violent music and images might have played a role in the Littleton, Colo., massacre.

Executives who easily juggle questions about profit participation and tax-loss carry-forwards seem tongue-tied over fundamental questions about the purpose of their businesses and ethics of their practices.

It'll be hard to keep avoiding the issue. Today, the Senate Commerce Committee has a hearing on whether media companies share some blame for marketing violence to children. President Clinton will revisit the issue

in a White House summit on Monday.

So far, media companies have rejected responsibility. They fear that lawmakers will restrict their freedom to produce violent, sensational and, let's face it, profitable movies, shows, music and games.

Hollywood executives cheered Time Warner CEO Gerald Levin last week when he warned against "a new season of political opportunism and moral arrogance intended to scapegoat the media."

Those tough words make it hard to believe that government and business will find common ground.

But it doesn't have to be that way. Media critics point to a few initiatives that could reduce the industry's contribution to violence — however big or small it is — without infringing on anyone's rights. One of the most popular proposals is for companies to support the teaching of media literacy skills.

Supporters want to help kids understand and critique the information and images that



Media
by David Lieberman

Media literacy would probably require a similar effort. Most teachers would be way over their heads if they tried to stay just one chapter ahead of kids on subjects as complicated as media violence, sexuality, news judgment and stereotyping.

The big question, though, is who would supply the money? Public school systems that depend on outside contributions for the core curriculum — such as VH-1's support for music education — are in no position to start paying for new initiatives. That's where media companies, and government, could step in.

"The cost of one episode of *ER* — \$13 million — would do a lot for teacher training in one state," says Elizabeth Thoman, who founded the Center for Media Literacy. *

Media companies haven't been totally indifferent to her cause. Cable operators, frequently criticized for the violent and sexually explicit programming they carry, have been most receptive, providing materials through their Cable in the Classroom program. "But with broadcast and movie companies, you can hardly get in the door," Thoman says.

Few say media literacy alone would solve

the violence problem, or that it's the only change that companies can make. Critics also want news organizations to ease up on sensationalism and provide more stories that help people understand big events such as Littleton.

"There's an overlooked distinction between providing background and providing context," says Stanford University's Theodore Glasser. In the case of Littleton, for example, he wonders: "Was this an anomaly? A trend? What is it? News organizations have to free up resources and allocate them to provide this kind of coverage."

Critics agree that the media business needs to offer more clear examples of moral leadership. "I would hope that companies use this opportunity to reflect and not just deny," Thoman says. "For 40 years, we've been waiting for someone else to solve the problem. Well, we have to stop that and ask, 'What did I do?' And if we each tried to change it, we would change it."

CEOs should also understand that if they don't provide some answers, outsiders will.

E-mail dliherm@usatoday.com

bombard them every day. Why did the local newscast lead with a story about a fire? What is this advertisement saying, and how much of it can we believe? What does this movie, song or video game say about our lives — and is it right?

The concept isn't new. Media literacy is part of the curriculum in most Canadian schools. Yet it's virtually ignored here. No U.S. college offers a master's degree on the subject. "It's astonishing that the world center for culture is so very weak in the understanding of the media process," says Patricia Aufderheide, author of *Communications Policy and the Public Interest*. "We almost don't teach it, and when we do, we teach kids how to use equipment."

But advocates are hoping that Littleton will do for media literacy education what the Soviet Union's launch of Sputnik in 1958 did to promote math and science courses. Back then, organizations such as the Ford Foundation and the National Science Foundation poured cash and resources into training and retraining teachers.

* For additional information on the media literacy movement and the comprehensive curriculum: *Beyond Blame: Challenging Violence in the Media*, go to the Center's website at www.medialit.org or contact them at 4727 Wilshire Blvd. #403, Los Angeles, CA 90010; 323-931-4177.

NOW AVAILABLE FROM THE CENTER FOR MEDIA LITERACY

Beyond Blame: Challenging Violence in the Media

A practical and positive media literacy program to counter the proliferation of violent images in our daily lives

100%
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through "Safe and Drug-Free
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Five video-based units for all ages and program needs, sold separately or as a complete package:
Elementary • Middle School • Teen/Adult • Parent/Caregiver • Community Outreach (Intro/Overview)

"I learned to separate TV violence from regular violence and to know not to handle my decisions like they do on TV!"

Anthony Green, age 13
Kansas City afterschool program participant

"Media literacy is an important part of our conflict management program. Beyond Blame really turns on a lot of light bulbs."

Sandra Pascoe Robinson
Conflict Management Team
St. Phillips School
Bemidji, Minn.

"Well-organized for teachers, with good leader's guide. Lots of cooperative learning, team activities."

Safe Schools, Safe Students:
A Guide to Violence
Prevention Strategies

For 40 years, we have been engaged in a "circle of blame" about

who's responsible for the proliferation of media violence. Viewers blame the producers; producers blame the writers; writers blame the networks; networks blame the advertisers; and advertisers blame the public for watching!

The finger-pointing has gotten us nowhere. It's time to move *beyond blame*. It's time to break this circle of blame by engaging ourselves and others in a learning process that leads from awareness to action, from passivity to engagement, from denial to accepting

responsibility for what each of us can do as individuals, as parents, as citizens, as participants of our media-dominated society.

Beyond Blame complements other violence prevention programs by challenging violent messages learned from TV and media.

It was developed over a two-year period by a team of media literacy experts and violence prevention specialists with funding from the Carnegie Corporation as well as many other foundations and organizations.

GOALS OF THE PROGRAM

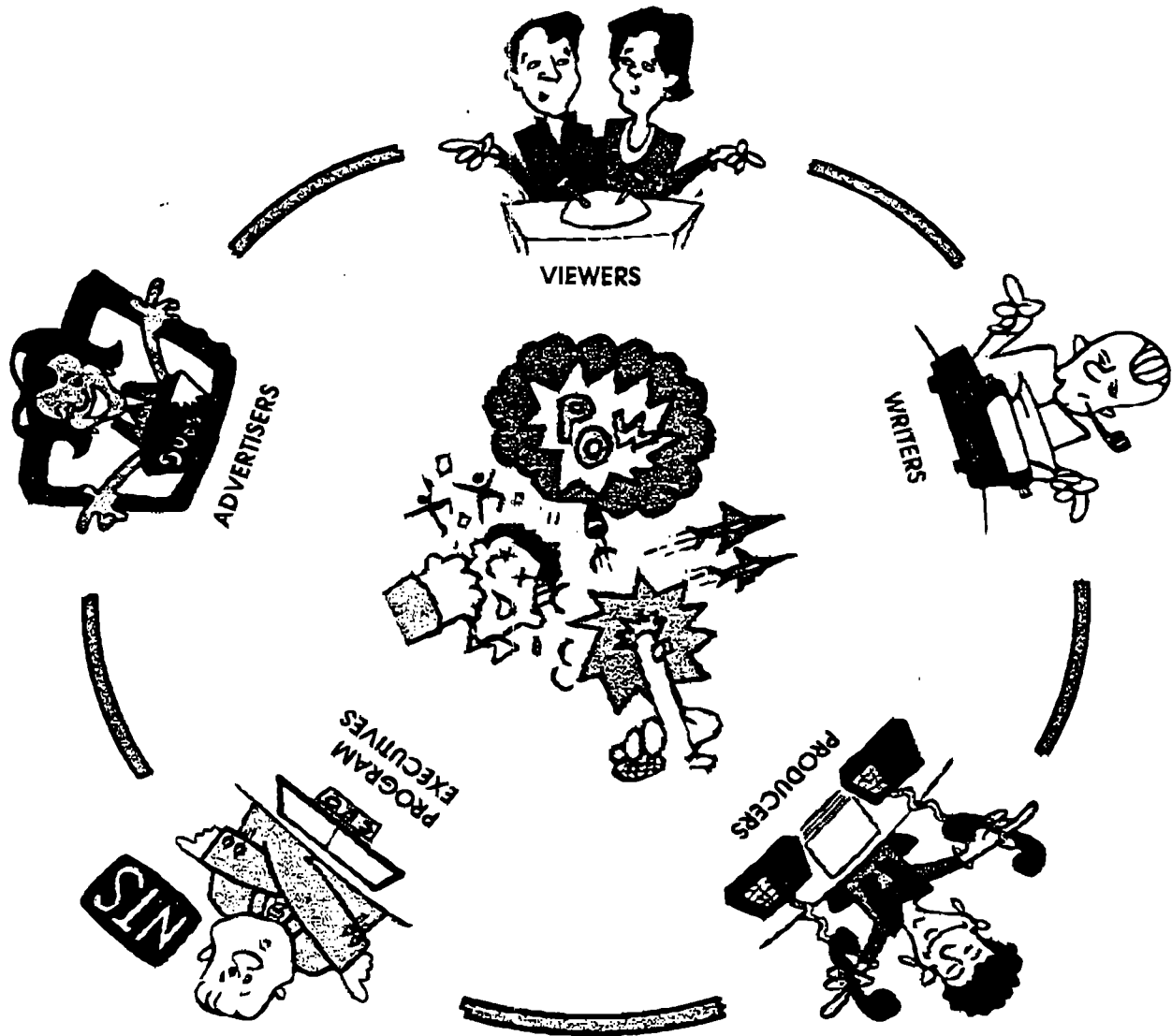
- Reduce exposure of young people to TV and media violence.
- Learn why we've been asking the wrong questions about media violence – and how to ask the right ones!
- Introduce skills of media literacy and advocacy.
- Change the impact of violent images that are seen.
- Help parents and children find alternatives to violent entertainment.
- Explore the four effects of viewing violence and the six myths of media violence.
- Identify the links between violence on the screen and in the street.

The Center for Media Literacy is a not-for-profit organization established to develop educational materials that promote critical thinking about the media. The Center provides training programs and a one-stop shopping center of books, videos and teaching materials for use in schools, afterschool programs, parent education, religious and community centers.

Visit us on the World Wide Web – <http://www.medialit.org>

A HANDOUT #1

The Circle of Blame

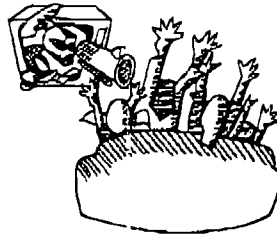


No responsible person maintains that violence on TV is desirable for individuals or for society. How then, does it happen that the media continue to be filled with increasing amounts of violent imagery?

Through examining the "circle of blame," we can better understand how a complicated web of ratings and economics combine to create a system in which each party feels powerless because "somebody else" creates the problem:

- Viewers blame those who write and create the shows;
- Writers/directors say the producers require violence in programs in order to get them financed;
- Producers blame program executives for demanding "action" in order to get ratings.
- Program executives say competition is brutal; and blame the advertisers for pulling out unless a show gets high ratings;
- Advertisers say it's all up to the viewers!

It's time to stop the circle of blame and recognize we all share responsibility for the culture we are creating and passing on to our children.



Fundamental Issues Covered in

BEYOND BLAME:

CHALLENGING VIOLENCE IN THE MEDIA

A video-based education program for use with Children, Teens, Adults and Parents

- Media violence is not the sole *cause* of violence in society but we can say that media violence *reinforces* the myths and images, beliefs and attitudes of a culture of violence. It is a *messenger for violence as a way of life*.

- For 40 years, we have asked the wrong question about media violence: does watching violence *cause* someone to become violent? We know from personal reflection that watching violence does not itself *cause* people to be violent or we would all be murderers!

A more relevant question we are learning to ask now is: what is the long-term cumulative impact of excessive violent imagery *as entertainment* doing to our individual and collective psyches? What kind of personal value system and cultural world-view are we passing on to our children? Media today are society's storytellers; human beings have always learned how to be and behave in the world from the stories of their time.

- Even those who do not view media violence are affected by the way others, who do view it, behave toward us. The *Mean World syndrome* (fear of becoming a victim of violence) leading to the loss of a *Good Samaritan ethic* (desensitization to violence and victims of violence) has profoundly changed the nature of human community on which a thriving democracy must be built.

- Parent/adult responsibility for managing media in the lives of children is fundamental. But parents have a right to expect that society and its entertainment industries accept responsibility for not harming children by allowing the creation of a *cultural environment* which can endanger children in their formative years.

- Research indicates that the effects of viewing media violence *can be mitigated* in all age groups by learning and applying critical viewing and media literacy skills. Media literacy must become a community-wide initiative in cities and towns throughout North America.

- There is much denial about the impact of media violence because accepting it as a problem means we might have to do something about it in our own lives. Accepting it as a problem challenges those adults who unconsciously — or consciously — take pleasure in violent entertainment. Accepting it as a problem means we may have to face the shadow side of our human nature which most of us want to avoid.

- There is no one solution to the problem of media violence in our time. But there are many steps that each of us can take, wherever we are, to reduce the amount and impact of violent entertainment in our lives and in the lives of children. These individual acts add up to a powerful wave of personal and social *awareness* and *action* which ultimately leads to systemic change.

For more information on *Beyond Blame: Challenging Violence in the Media* contact:

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4727 Wilshire Blvd., #403
Los Angeles, CA 90010
800-226-9494 • FAX: 213-931-4474 • www.medialit.org

UNIT DESCRIPTIONS

A media literacy program in five comprehensive units for community education and empowerment.

Introduction/Overview

- How to organize the *Beyond Blame* program in your schools and community.
- Background articles, bibliography and a 55-minute audiotape, "Issues and Answers: A Conversation about Media Violence."
- Plus everything you need (session outline, handout masters, video segments) for a 90-minute, video-based "Town Hall" presentation to introduce teachers, parents, religious and community groups to key concepts and strategies for action.

Elementary School (Grades 4-5)

- 8 lesson plans, 17 worksheet masters; 8 video segments.
- Explores the missing consequences of media violence and challenges Hollywood's heroes and heroines. Kids discover how much violence they regularly see on TV and its impact. Engaging for kids — and teachers, too!

Middle School (Grades 6-8)

- 8 lesson plans, 22 worksheet masters; 8 video segments.
- Older kids create peaceful endings to stories, learn to count "jolts-per-minute" and role-play ways to make a difference. Perfect for afterschool programs as well as religious or community-based youth groups.

Teen/Adult

- 7 session outlines, 11 handout masters; 5 video segments
- Participants role-play the "stakeholders" in the media/violence debate and explore deeper issues of violence in sports, local news, music videos and movies. Includes dozens of action and advocacy activities.

Parent/Caregiver

- 7 session outlines, 22 handout masters; 4 video segments.
- Taking the "Movie Ratings Quiz" is revealing; challenging the "Six Myths of Media Violence" is informative; learning the "Four Effects of Viewing Violence" is enlightening. An ideal programmatic resource for groups of parents, grandparents and caregivers of young children.

Pilot Program in Kansas City...

Beyond Blame Keeps Kids "Coming Back"

In the year since the Center introduced its community education curriculum, Beyond Blame: Challenging Violence in the Media, a number of groups have piloted the program in a variety of educational settings. The following is the first of a series of "success stories" describing how Beyond Blame is transforming communities, families and individuals of all ages.

An innovative afterschool program in three Kansas City, Kansas neighborhoods is one of the early "success stories" for the CML's *Beyond Blame: Challenging Violence in the Media*.

Using a peer counseling model, high school seniors and college students were trained by consultants from University of Missouri/Kansas City to conduct the eight sessions of the *Beyond Blame* Middle School curriculum with groups of younger students. The three afterschool sites included a Boys and Girls' club in central Kansas City, a Catholic parish in a blue collar community and a youth center serving high-risk young people from foster care homes. A total of 75 youngsters attended the three groups.

One of the most positive results, according to Whitney Vanderwerff, PhD, director of the National Alliance for Nonviolent Programming, a national grassroots agency that initiated the local planning leading to the pilot program, is that the kids kept "coming back week after week."

Attendance is one of the great challenges of voluntary afterschool programs, she explained, crediting the high attendance rate with the fact that *Beyond Blame* is video based and that the program deals with "real world" issues the kids are facing everyday. 90% of the participants personally knew someone who had been killed or was seriously hurt by an act of violence.

A basic pre- and post-test evaluation also provided some notable results according to LeeAnn Smith, local coordinator of the Kansas City coalition which sponsors the program with funding from the Ewing Marion Kauffmann Foundation.

Before starting the program, 17% of the youngsters thought that violence was a "good way" to solve problems. Fol-

lowing the 8 weeks of discussing and analyzing the video clips and group activities, only 6.9% agreed with the statement. Thirteen-year-old Anthony Green noted he had "learned to separate TV violence from regular violence and to know not to handle my decisions like they do on TV."

The *Beyond Blame* curriculum includes



"I've learned more how to control my anger... and also that you can solve your problems other than just beating on somebody and shooting them."

— ANTHONY GREEN, AGE 13

a wealth of "kid-friendly" concepts, says Smith, including "jolts per minute" — i.e., any bang-bang-bang sequence that captures the audience's nonstop attention in action programming. Once they grasp such concepts, she explains, they can better understand how media pro-

gramming is crafted to use violence to attract viewers and keep them watching.

Alternatives to violent entertainment are also explored. One activity challenges kids to come up with a cast, plot and setting for a movie that would attract large crowds and be profitable but not include any violence. The result from 25 boys in inner city Kansas City? A movie about basketball and romance, featuring Shaquille O'Neal, Halle Berry, Martin Lawrence and Will Smith.

Through discussion the participants also began to question why they often laughed in response to screen violence. *Beyond Blame* "gets young people to start thinking about the violence and how it affects them and what they can do about it so that they are not as desensitized to violence and are not as fearful," Ms. Smith said. She notes that as the older teens worked with the younger ones, they, too began to be more vigilant about the violent images they were exposed to on TV and in movies.

The Kansas City Alliance is so pleased with the three pilot groups that the project will expand to 10 additional sites this fall.

Beyond Blame: Challenging Violence in the Media

A sequenced curriculum, with Elementary, Middle School, Teen/Adult and Parent/Caregiver units plus an overall community outreach component. The complete package contains 31 lesson plans, 75 illustrated reproducible activity sheets and over two hours of video clips for viewing and analysis. \$249.95. To order call the Center at 800-226-9494.

CONNECT

"Everything we needed was there."

Georgia Team Builds Prevention on CML's Media Violence Kit



Beyond Blame is a sequenced curriculum, with Elementary, Middle School, Teen/Adult and Parent/ Caregiver units plus an overall community outreach component. The complete package contains 31 lesson plans, 75 illustrated reproducible activity sheets and over two hours of video clips for viewing and analysis. \$249.95.

When Dekalb County, Georgia's Office of Prevention and Intervention began planning a media violence training, they decided CML's *Beyond Blame: Challenging Violence in the Media* filled their need just perfectly. The county-wide office - funded through the Safe and Drug-Free Schools and Communities Act - selected a two-person team from each of the twelve county middle schools to participate in the ten hour workshop.

The county was granted a Substance Abuse Block Grant which they used to purchase 12 *Beyond Blame* kits that now form the backbone of their media violence module. "We see substance abuse as a multi-faceted problem requiring a broader approach than simply an anti-drug message," says director, Jennifer Errion. "We started with modules on mediation and

harassment. When we began looking into the TV violence issue, we felt we needed something very practical for our middle school teachers. We saw *Beyond Blame* in the CML catalog and thought it would be perfect."

Errion and other prevention staff saw a need for a program that addressed the issue of violence with targeted lessons for middle school and other levels. With clear, activity-based lessons and reproducibles,

Beyond Blame provided Dekalb County teachers with materials they could use with their students immediately. But *Beyond Blame* also went a step further by providing staff developers with a full inservice component that didn't require them to reinvent the wheel. "I thought the process of studying and researching violence in the media was an extremely daunting task. Luckily, I didn't need to; everything we needed was right there," Errion explained.

They kicked off the session with a review of the National TV violence study noting an increase in violent images in the media. After a lunch spent watching Frontline's *Does TV Kill?*, (available from

CML) they then conducted the *Beyond Blame* 90-minute introductory unit.

The second day began by dividing into groups. Each team prepared one of the eight *Beyond Blame* middle school lessons below and then present-

ed it to the entire group. "I have never seen a group of people so excited to go back and implement the material," said Errion. "It was so exciting and the comments we received on our evaluations were extremely favorable."

Participants loved the workshop's timeliness and hands-on design, calling the two-day session "interactive and informative." Another appeal to the middle school teachers who often team teach is how well the *Beyond Blame* curriculum fit with an interdisciplinary approach. Participants also felt the pervasive need for media violence training and curriculum. One teacher suggested that *Beyond Blame* "be incorporated into the county curriculum." Another believed, "violence is so prevalent in our students' lives...all teachers should be required to take this course."

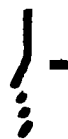
The Prevention and Intervention Program will deliver the middle school portion of *Beyond Blame* to each middle school media center. They will keep the rest of the package at their office for check out by any of the schools in the 91,000 student Dekalb County School System.

If you have a story to tell about using Beyond Blame in your community or if you'd like more information, call Miriam Berman at (213) 931-4177.

Beyond Blame Middle Lessons Include:

1. What Are You Watching?!
2. Why is Everyone Watching?
3. Violence Doesn't Solve Problems, It Causes Them
4. Heroes and Heroines: Who's Real? Who's Fake?
5. How Much Violence Do You Watch?
6. What's The Big Deal? Four Effects of Viewing Media Violence
7. Who's Responsible?
8. Sharing What You Have Learned

Beyond Blame continues to be used in creative ways throughout the United States



CENTER FOR MEDIA LITERACY

BEYOND BLAME: Challenging Violence in the Media**FACT SHEET**

WHAT IS BEYOND BLAME? *Beyond Blame* is a comprehensive multimedia resource program with video-based discussion/lesson plans designed to help children and adults develop and practice skills that will enable them to:

- reduce the amount of violent media in their lives;
- mitigate the impact of violent images that *are* seen;
- locate and explore alternative, non-violent entertainment;
- express an informed opinion to policy makers, to the media and in public forums.

The program consists of four units of video-based lessons geared for Elementary School, Middle School, Teens/Adults and Parents/Caregivers of Young Children. The fifth unit is an Introductory/Overview community outreach component with everything needed for a 90-minute "Town Hall" presentation to school, church or community groups.

WHY WAS BEYOND BLAME DEVELOPED? *Beyond Blame* was developed to break the vicious "circle of blame" that has dominated public discussion of media violence for the last 40 years. The overall goal is to move beyond blame and into constructive solutions that must begin with each of us accepting responsibility for what each of us can do wherever we are — parents, teachers, media professionals, community or religious leader. *Beyond Blame* is a comprehensive resource "tool kit" to stimulate action-oriented conversations in thousands of communities across America.

WHO DEVELOPED BEYOND BLAME? The Los Angeles-based Center for Media Literacy developed *Beyond Blame* over a two year period in collaboration with psychologists, media researchers, experienced classroom teachers and violence prevention specialists.

Executive Editor: Elizabeth Thoman • *Principal Authors:* Jill English, Ph.D., Barbara Bliss Osborn, P. Rachel Levin • *Consultants:* Renee Hobbs, EdD, George Gerbner, PhD.

HOW WAS BEYOND BLAME FUNDED? In addition to its own investment of time, talent and resources, the Center received major funding from the Carnegie Corporation of New York, Inc., the Ms Foundation for Education and Communication, Inc., the Lawrence Welk Foundation and the ACTA Foundation. Dozens of family foundations, religious communities and denominations and individual private donors provided additional support at various stages in the development of the project.

HOW TO OBTAIN BEYOND BLAME: The complete five-unit *Beyond Blame* package is \$249.95. The program is also available in individual units or smaller packages: Introduction/ Overview (community outreach) Unit (\$59.95), Children's Resource Package (\$149.95) or Adult Resource Package (\$149.95). To order call 800-226-9494.

Physical violence is an inherent part of them. They are all commercial ventures. And, usually, the more physical contact there is in the sport, the more violence, and the larger the number of spectators.

Sports are big business today. In 1998, 800 million people around the world watched *Super Bowl XXXII* and two billion watched the World Cup final. The size of the audience is the main reason why advertisers did not even blink at the \$1.2 million charged to air a thirty-second spot during the

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Kathleen McDonnell makes a critical point when she says in *Kid Culture*: "Stating the common-sense fact that there is a relationship between media violence and real-life violence, between male consumption of pornography and violence against women, is not the same as saying media violence and pornography cause violent behaviour. Unless this relationship is understood in all its complexity, censorship-type solutions, for all they appear quick and easy, will fail to yield the resulting behavioral and societal changes."

What to do?

The Center for Media Literacy in Los Angeles has published *Beyond Blame: Challenging Violence in the Media*, a five-part video-based curriculum for children, youth, and adults. It suggests five ways in which media education can lessen the impact of media violence:

1. Reduce exposure to media violence, especially of the young, by educating parents and caregivers about media violence and helping them

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to develop and enforce age-appropriate viewing limits. Media violence today is much different than when parents were growing up.

2. Change the impact of violent images by deconstructing the techniques used to stage violent scenes (what is used to make "blood," the use of special effects to create bomb blasts), by decoding the various depictions of violence in different genres – news, cartoons, music, sports, drama.

3. Locate and explore alternatives to storytelling that use violence as the preferred solution to conflict. Change undesirable images from popular culture into opportunities for positive models. One father let his child watch *Teenage Mutant Ninja Turtles*, but only if the child would "imagine" a fifth turtle named "Gandhi." Afterwards, they had discussions on how "Ninja Gandhi" would get the Turtles out of trouble without resorting to violence.

4. Expose and challenge cultural, economic, and political support for media violence – militarism, greed, competition, dominance, poverty – as well as the personal ways each of us may be contributing to media violence. The kit encourages participants to ask hard questions of themselves, of others and of society, by applying the principles of critical thinking to experiences that look like "mindless entertainment."

5. Break the cycle of blame by promoting intelligent discussion of media violence at school and home, and with community and religious groups and representatives of media.

[An informed public is less vulnerable to extremist views of actions.] *

In *Beyond Blame: Challenging Violence in the Media*, the authors suggest three criteria to distinguish between violence that is acceptable and appropriate and that which is unnecessary, perhaps even dangerous. These criteria relate to (a) the significance of violence to the story, (b) the depiction of the consequences of violence, and (c) the character and motives of the individuals engaged in violence.

With respect to the story, the point of the exercise is to gauge whether the violence is essential or gratuitous. In *Giant Mine*, for example, a CBC drama based on a real-life labour dispute in Yellowknife that resulted in the murder of nine miners, the violent incident is clearly central: without it, there would be no story. In this case, violence provides the occasion for an

exploration of people's lives at a time of stress – a labour dispute – and delves also into larger social issues relating to class warfare and the quest for justice.

Quite different would be an episode of *Martial Law* where outbreaks of violence serve as little more than visual punctuation to break up an otherwise turgid story. Such violence is much harder to justify.

Another way to assess the acceptability of violence is by examining the shown consequences. Most dangerous, perhaps, are programs that gloss over the consequences: pain is signified by a grunt or exhalation; repeated blows to the face or body leave no mark; dead bodies simply disappear from the screen. This is violence in a cartoon world. The approach advocated in *Beyond Blame: Challenging Violence in the Media* emphasizes that the consequences not be shirked. Shows like *Law & Order* and *Homicide: Life on the Street* make certain that the consequences of violence are shown.

Finally, the least justified depiction of violence is one that makes a simplistic distinction between good guys and bad guys. In the everyday world of our daily experience, motives are always mixed, and character is always complicated. Even the most virtuous among us is flawed. Even our worst enemy has his good points. But in prime-time television, too often the good guy's halo is never dimmed and his arch-enemy's character is painted solid black. Good guys wear smart clothes, are gallant in the company of women, and drive desirable cars. Bad guys are unshaven and lecherous and are denied possession of designer labels. This is often the case in *Nash Bridges*.

From the beginning of time violence has often been an important part of drama on stage, in movies, on television. But such violence should always have a reason and a context. When there is violence it should be inherent to the story, and the consequences must be appreciated. In *Oedipus Rex*, Oedipus puts out his eyes when he learns that he has, unwittingly, murdered his father and married his mother. His most violent act is done offstage. The Greeks realized that necessary violence did not have to be shown. Shakespeare's plays are filled with violence. At the end of *Hamlet* there are many dead bodies on the stage and not one of them died of a heart attack. I wonder what the V-chip would make of that scene?

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"TV Violence: It's Time to Break the Circle of Blame"

Summary of testimony to the Commerce Committee / United States Senate

Wednesday, July 12, 1995

Elizabeth Thoman

Center for Media Literacy/Los Angeles

For 40 years, the American people have been engaged in a "circle of blame" about media violence: viewers blaming writers; writers blaming producers, producers blaming the networks, networks blaming the advertisers. And advertisers blaming the public for watching! It's time to stop the circle of blame and recognize we *all* share responsibility for the culture we are creating and passing on to our children.

The media industry must also accept responsibility for what they put into public space and time. Leaving this issue only up to parents is like asking parents to be responsible for the air their children breathe. That's impossible! Parents must be supported in their parenting task by the other sectors of society that also *have everything to gain* from the raising of healthy and well-adjusted kids.

For those same 40 years, the circle of blame has been fueled by one unanswerable question: "Does watching violence *cause* someone to become violent? The reason we've gotten nowhere on this issue for 40 years is because this is the *wrong question* to ask about violence in the media. To reduce the issue of media violence to "Does TV kill?", as the talk shows might put it, trivializes a complex question that faces our global society on the brink of the 21st century.

According to the American Psychological Association's 1993 report, *Violence and Youth: Psychology's Response*, there are not just one but four long term effects of viewing violence:

1. Increased aggressiveness and anti-social behavior.
2. Increased fear of being or becoming a victim.
3. Increased desensitization to violence and victims of violence.
4. Increased appetite for more and more violence in entertainment and real life.

The real question should be: *What is the long term impact on our national psyche when millions of children, in their formative years, grow up decade after decade bombarded with very powerful visual and verbal messages demonstrating violence as the preferred way to solve problems and normalizing fear and violence as "the way things are?"*

The Center for Media Literacy believes that to engage this question is to explore a fundamental issue of our time. But we need it to happen not just in political speeches or talk shows. We need to enroll millions of Americans in a locally-based "national conversation" to resolve the issue of media violence in their own lives and ultimately in our common society.

Perhaps violence has proliferated in our mass entertainment culture because citizens haven't had the information they need to make truly informed choices. In the past 20 years, we've learned to make different choices around smoking and cholesterol and buckling up your seatbelt. Media literacy proposes that, with different information, viewers might make different choices or engage in different behaviors.

I propose that media literacy education is a valuable and critical tool for learning to navigate our way through the sea of information and images that make up our modern media-saturated society. There is clear evidence that skills of media literacy *can be taught* to even young children and they can have an impact on a child's ability to apply critical thinking to a variety of media. Does that mean they will never watch *Power Rangers* again? Not necessarily. But I guarantee they'll never watch it *passively or without thinking* again — and that is a huge difference!

Our role at the Center for Media Literacy is to research and develop the educational tools to conduct this "national conversation" all over the U.S. This past year we have published, with assistance from the Carnegie Corporation and other foundations (and our own membership numbering over 2500 individuals and institutions), the first comprehensive educational program on the topic of television and media violence.

Beyond Blame: Challenging Violence in the Media is a participatory, sequenced collection of video-based discussion-oriented lesson plans designed to engage children and adults in rethinking how media violence affects them (and society). It also helps them practice skills to:

- a) reduce the amount of violent media watched;
- b) mitigate the impact of violent images that are seen;
- c) locate and appreciate the value of alternative entertainment that is not violent;
- d) express their informed opinion to policy makers, the media industry and to one another in public forums.

In short, it's a toolkit for education about core issues and an instruction book for responsible activism to create change.

I have no doubt that when millions of Americans have the opportunity to examine the many issues around media violence and practice skills of media advocacy and action (as laid out, for example, in the ***Beyond Blame*** program), we will see a dramatic increase in the public opinion and strategic actions that will slowly, but surely, yield changes in our media system.

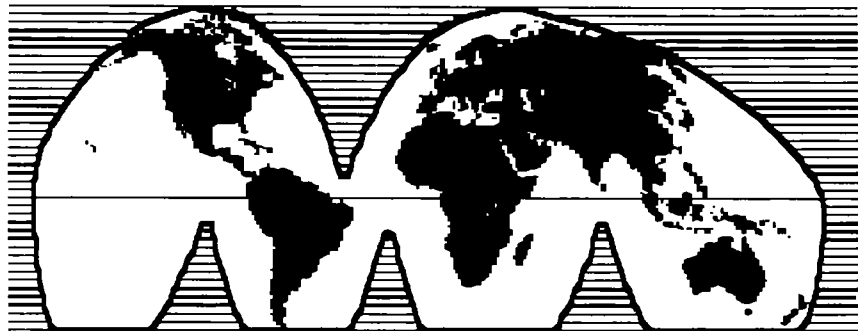
Because it is an educational process and not a "quick fix" solution, media literacy may not make the headlines today. But it *will influence* the media world our children will inherit tomorrow. Ultimately this is what counts.

Speaking for the thousands of innovative teachers and group leaders who are exploring the exciting world of media literacy in schools and after school programs, churches and temples, libraries and community centers all over the U.S., I thank you for this opportunity to bring their transforming work to your attention.

Please feel free to duplicate and distribute these remarks.

For additional information, contact

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FROM: www.Call-4-Peace.com

PAGES (INCLUDING COVER): 2

Friday, April 30, 1999

Teach Peace!

Attn: Assignment Editor

From: Ron L. Jones 650-843-1048

April 21, 1999 - Letter

Subject: Teach Peace!

Dear President,
The solution to "School Violence" is teaching peace and anger management in schools. I wish you could take a look at my campaign for "Teaching-Peace" in our nation's schools. The next time you want some input, I have video from Peace Week school events of past, that you and the Secretary of Education should take a look at.

Promoting "Peace and Diversity" is my avocation. The next time you visit Stanford, my house is the one with the big Peace Symbol on the garage door and on my red Corvette.

I only pray that you take my recommendation to heart and "Implement my Peace Week program on a nationwide level."

Peace & Blessings
Ron L. Jones



WANTED: Volunteers, Participants & Organizations to join in

PEACE WEEK '99



MAY 25-31, 1999

For information call:

1(800) 225-4726 • (650) 850-2993, ext 15

2666 E. Bayshore Road
Palo Alto, CA 94303

www.call-4-peace.com

URGENT
FAX

RUSH TO: Mrs. Hillary Rodham Clinton The First Lady, The

FAX: 202 456-5199

FROM: www.Call-4-Peace.com

PAGES (INCLUDING THIS COVER): 3

Here's another Press Release that demos my committment to promoting Peace

Ron L. Jones 650-843-1048 rljcgj@citycom.com

Friday, April 30, 1999

Colossal Graphics, Inc.

Press Release

For Immediate Release

For further Information Contact:

Ronald L. Jones, 650.858.2993, Ext. 11

Ronald L. Jones, entrepreneur, inventor, and advocate for peace, is devoting his energies towards creating "Peace Week", a nation-wide effort, focused on promoting peace in our lives.

Jones says that violence is pervasive in our society. To underscore this thought, he reflects on the five recent murders in Jonesboro, Arkansas, the scene of the most recent killings of innocents. Four of the murder victims were junior high school students. The alleged killers - *juveniles*, a thirteen year-old and an eleven year-old.

Jones' passion for peace grew out of a reflection on the lives of people who had been assassinated - President John Kennedy, Martin Luther King, Jr., John Lennon, Malcolm X, Selena, and Tupac Shakur. "These, and countless others, have been killed, and will continue to be killed by wayward assassin's bullets, if we don't seek a way to curb the violence." Jones said. Jones recommends that we re-examine our behavior, and begin to promote peace, in order to curb the violence. To this end, Peace Week, May 25-31st, offers a way for the nation to focus on rethinking our values and focusing on an alternative to violent actions. Jones' suggestion: "Think *before* you act."

To support this idea, Jones created the slogan, "Get Mad, Go Fishing." Jones also interpreted this slogan in a "Get Mad, Go Fishing" poster. This colorful interpretive piece depicts ten internationally reknowned people, those mentioned above and others, who have fallen victim to assassins' bullets. "The acts of violence that cut short these lives should have been redirected." said Jones. Peace Week will help the nation concentrate on curbing violence, reflecting on our values, and finding alternative responses to violent actions. Jones emphasizes that he is not an anti-gun activist. He says that the primary focus on the "Get Mad, Go Fishing" concept is to find alternative behavior to vent anger.

Jones is asking public officials and corporate leaders to create a peace week mentality in their communities, and that they actively solicit volunteers, participants, and organizations to support the peace concept during this week. Jones said, "Peace Week will focus on learning to forgive, walking away from fights, and studying the history of peace makers."

For further information on Peace Week, or to volunteer, call (800) 225.4726 or (650) 858.2993, ext. 15 or see the Web site at www.call-4-peace.com.

pressrelease::040198::cbj



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WANTED: Volunteers, Participants & Organizations to join in
PEACE WEEK '98
 For information call:
 1(800) 225-4726 • (650) 858-2993, ext.15

MAY 25-31, 1998
 2666 E. Bayshore Road
 Palo Alto, CA 94303


www.call-4-peace.com

URGENT
FAX

RUSH TO: Mrs. Hillary Rodham Clinton The First Lady, The

FAX: 202 456-5199

FROM: www.Call-4-Peace.com

PAGES (INCLUDING THIS COVER): 3

Here are a Press Release from the past to show that I am no Johnny come lately

Friday, April 30, 1999

PEACE IN THE STREETS • CALL 4 PEACE

P R E S S R E L E A S E

For More Information:

Shelley Bradford-Bell, (415) 824-0324

Ron L. Jones, (650)858-2993

For Immediate Release

Event Date: Thursday, October 16, 1997 -

Kickoff 9:30 am Bayview Opera House, 4705 3rd Street at Oakdale

Rally 12:00 noon, Martin Luther King Jr. Park, 3rd Street & Carroll

MURAL OF PEACE TO BE UNVEILED AT RALLY TO MARK 2ND ANNIVERSARY OF THE MILLION MAN MARCH

SAN FRANCISCO -- San Francisco's African American youth will lead a March and Rally to commemorate the anniversary of the Million Man March on Thursday, October, 16, 1997 beginning at 9:30 a.m. at the Bayview Opera House, 4705 Third Street at Oakdale in San Francisco. The March will progress to Martin Luther King Jr. Park at 3rd Street and Carroll where youth will lead a celebration of unity, love and peace. Youth and community leaders will make commitments to peace and pledge to elevate education as the number one priority of the African American community.

The opening of the Rally, following the prayer will be the unveiling of a symbolic mural entitled "*PEACE IN THE STREETS*". "*PEACE IN THE STREETS*" is a record-size, full-color mural depicting the devastating impact crime has on communities and the domino effect it will cause if not addressed. The mural consist of nineteen, 3 ft by 96 ft. laminated strips, joined together to cover a regulation-size (96 ft x 54 ft.) basketball court.

-CONTINUED-

Mural of Peace to be Unveiled at Rally
to Mark 2nd Anniversary of the Million Man March
Event: Thursday, October 16, 1997 -- Page Two of Two

The symbolic mural was created by Ron L. Jones, CEO and President of Colossal Graphics, in Palo Alto California whose latest campaign is to mobilize Californians to encourage the NFL to take the superbowl game away from California in light of recent implementation of Props 209 and 187.

"*PEACE IN THE STREETS*" delivers a message of hope to our children," says Jones. "It shows our youth that education and opportunity are the direct antidotes to violence, drug abuse and crime. The March and Rally which commemorates the anniversary of the Million Man March has the same agenda. Sponsors and speakers from community based organizations, San Francisco's Unified School District, the Association of Black Educators and the community at large will join African American youth and the Nation of Islam on stage in a day of atonement and commitment to the education, health and economic growth of the African American community.

The Rally will end at 3 p.m. followed at 4 p.m. by a live-remote broadcast of a speech by Minister Farrahkan and a documentary on the Million Man March at the Bayview Opera House hosted by the Nation of Islam.

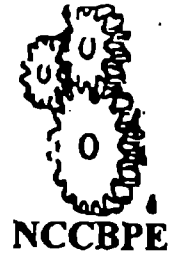
At sunset Jones, will hold a peace vigil in the courtyard of the Bayview Opera House. "I want everybody to stop by and light a candle for peace and reflect on the power, we as African Americans have when we exercise our citizenship," says Jones. "Education is power."

#

UNITY BANQUET 1997



May 2, 1997



Mr. Ronald Lee Jones
1110 Embarcadero Rd.
Palo Alto, CA 94303

Dear Mr. Jones:

Congratulations. You have been selected to receive one of the Technical Achievement Awards which will be presented at the 1997 Unity Banquet sponsored by the Northern California Council of Black Professional Engineers and the National Society of Black Engineers-Alumni Extension-Silicon Valley Chapter. It is our pleasure to recognize your achievements in advancements in computer printing technology.

The Unity Banquet will be held on May 10, 1997 at the Le Baron Hotel in San Jose (name recently change to Windham Hotel). The cocktail hour will take place between 6pm and 7pm. This will give participants the opportunity to visit exhibitor tables and displays and to network. Dinner will begin at 7pm. Following dinner will be a talk by the keynote speaker. Lt. Colonel James C. Warren who will give a first hand account of the legendary Tuskegee Airmen,

Enclosed is your ticket for the banquet. If you would like to invite guests, you may reserve tickets for them by contacting either Joan Hickman (408) 223-6465 or Ricardo Thomas (415) 284-5653. The cost per ticket is \$40.00. Your reserved tickets will be waiting at the reception table under "Will Call". It is essential that you make your reservations by May 5 to ensure that space is available.

We look forward to seeing you at the banquet.

Sincerely,

Hattie Carwell
Banquet CO-Chair



Office of the Mayor

Proclamation

O A K L A N D, C A L I F O R N I A

***WHEREAS,** The lives of thousands of people, especially our young people have been prematurely terminated by wayward assassins' bullets. It is proposed that we re-examine our behavior and begin to promote peace in order to curb the violence by setting aside a week to concentrate on this purpose and reach this goal; and*

***WHEREAS,** The week of May 25 – 31, 1998, has been designated as Peace Week '98 – to get the media, parents, relatives, friends, teachers, community leaders, civic leaders, employers, employees, students, and concerned citizens involved in the effort to teach "Peace in the Streets"; and*

***WHEREAS,** "Peace in the Streets" will take a message of hope to our children, showing them that education and opportunity are direct solutions to violence, drug abuse, and crime; and*

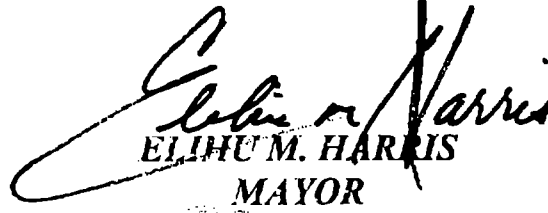
***WHEREAS,** Ronald L. Jones, President of Colossal Graphics, Inc. is concerned about peace in our community and has made PEACE FOR ALL the focus of his life's work. All individuals and organizations interested in promoting peace in the home, workplace, schools, communities and the nation by encouraging humankind to throw away their wayward assassins' bullets, can learn more by visiting the "Peace in the Streets" website at www.call-4-peace.com or call 1-800-255-4726; now*

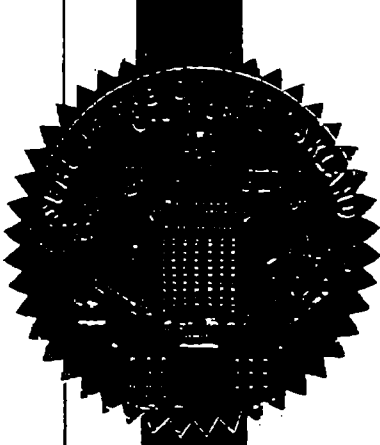
THEREFORE, I ELIHU M. HARRIS, Mayor of the City of Oakland, do hereby proclaim the week of May 25 – 31, 1998, as

"PEACE WEEK '98"

*in the City of Oakland, and I commend Ronald L. Jones for his
outstanding efforts and contributions to the City of Oakland.*

*IN WITNESS WHEREOF, I have hereunto set my hand and caused the
Seal of the Office of the Mayor to be affixed.*


ELIHU M. HARRIS
MAYOR



NCBLA FAX

Date: 5/4/99

Number of pages including cover sheet: 2

To: **Katie Button**
202.456.6244

Urgent!

From: **National Children's Book and
Literacy Alliance**
Mary Brigid Barrett
120 Pine Street
Franklin, MA 02038
mbarrett@aol.com

Phone: 08-533-5851

Fax phone: 08-541-1002

REMARKS: Urgent For your review Reply ASAP Please comment

Hi Katie!

I caught the Today Show interview that Katie Couric did with President Clinton. The President mentioned that he and Mrs. Clinton would be hosting a summit on young people and violence at the White House, possibly this week. I have three strong suggestions of individuals to include at that summit and if you agree with the choices could you pass them on to the appropriate staff members in the President's office.

Katherine Paterson- As you know, a vice-president of the NCBLA. I would choose Katherine's over Robert Coles or Howard Gardner of any "expert" on young people. Why? She is the foremost writer for young people in the world. Which means she is not only a great communicator but she knows kids, emotionally and spiritually, and can articulate their needs with passion and conviction. She understands the power of story in a young person's life, its emotional value, and story's transforming nature for the good and the bad. She is a champion of freedom of artistic expression, and hugely anti-censorship. Her books often appear on the banned list of books in our nation. Her work has been adapted for the stage and screen and she understand the impact and challenges in faced by the electronic media. Her credentials are impeccable . She has won not only numerous National Book, and Newbery Awards, but is the recipient of the Hans Christian Anderson Award, the Nobel Prize of children's literature. She would be an effective, objective person to include in a discussion about Hollywood and violence and its effect on young people.

Katherine can be reached at 802.476.4057

Geoffrey Canada - Author of *Fist Stick Knife Gun, A Personal History of Violence in America*, and President of the Rheedlen Center for Families in Harlem. Jeff knows first hand what it is like growing up black in an urban environment and has strong feelings about the causes of violence in young people and what we should be doing about it. I know from first hand experience that he is powerful, passionate and articulate. He is also one of the people in this country who is acting on this issue and has clear ideas in how to combat violence in young people. Geoffrey can be reached at 212.866.0700.

Marian Rees- Marian is a highly successful television producer in Los Angeles who has been working on issues related to quality television and families for many years. She is thoughtful and very provocative. She feels that the television and movie industries are not being responsible and that there is far too much gratuitous violence in television and the movies and she is not afraid to say so out loud. She has produced extensively for Hallmark Television and recently received an Emmy for her Ruby Bridges production on ABC. She is currently working with PBS to create a series of America Literature based dramas for Masterpiece Theater. Marian can be reached at 818.508.5594.

Thanks Katie, I hope this is information you can use. If I can be helpful with this issue, I would love to be. It is an issue I have been speaking with in relationship to our work, because there is a huge tie with what we are doing, parental and teaching involvement, art, literature, communication and censorship. Also, violence is a male problem, and most boys are not reading and reading. Prisons are full of illiterate males. There need to be some voices at the summit that speak to these connections.

My best,

A handwritten signature in cursive script, appearing to read "Mary Brigid Barrett".

**Mary Brigid Barrett
President
National Children's Book and Literacy Alliance**

ROBERTA COOPER RAMO

Pam -

Thanks for calling me back.

Bruce has significant scientific research & applied experience that should not be missed in your strategic thinking. Also Jeff Jacobs - Pres. of Harpo & founder of CIVITAS - would be a great addition to your thinking - he is totally committed to making America a much better place for children & has the power of his contacts ^{with} toward the efforts.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. bio	re: Bruce Duncan Perry [partial] (1 page)	n.d.	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

Youth Violence [Folder 3] [1]

2013-0436-S

rc1260

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
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- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Bruce Duncan Perry, M.D., Ph.D.
Senior Fellow

Dr. Perry is the Senior Fellow of the CIVITAS Initiative, a national organization based in Chicago. Dr. Perry serves as the Thomas S. Trammell Research Professor of Child Psychiatry, and the Vice-Chairman for Research in the Department of Psychiatry and Behavioral Sciences at the Baylor College of Medicine in Houston, Texas. Within the Baylor College of Medicine clinical system, he serves as Chief of Psychiatry at Texas Children's Hospital. Dr. Perry has secondary appointments in Pediatrics, Pharmacology and Neuroscience.

Dr. Perry, a native of [redacted] (b)(6) [redacted] was an undergraduate at Stanford University and Amherst College. He attended medical and graduate school at Northwestern University, receiving both M.D. and Ph.D. degrees. Dr. Perry completed a residency in general psychiatry at Yale University School of Medicine and a fellowship in Child and Adolescent Psychiatry at The University of Chicago. [001]

Dr. Perry's neuroscience research has examined the effects of prenatal drug exposure on brain development, the neurobiology of human neuropsychiatric disorders, the neurophysiology of traumatic life events and basic mechanisms related to the development of neurotransmitters in the brain. His clinical research and practice has focused on traumatized children -- examining long-term cognitive, behavioral, emotional, social, and physiological effects of neglect and trauma in children, adolescents and adults. This work has been instrumental in describing how childhood experiences, including neglect and traumatic stress, change the biology of the brain. Dr. Perry is the author of over 150 journal articles, book chapters and scientific proceedings and is the recipient of a variety of professional awards and honors.

Dr. Perry is the author of *Maltreated Children: Experience, Brain Development and the Next Generation* to be published by W. W. Norton & Co. and *How Nurture Becomes Nature: The Influence of Social Structures on the Development of the Brain*.

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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

CURRICULUM VITAE



Bruce Duncan Perry, M.D., Ph.D.

Department of Psychiatry and Behavioral Sciences
Baylor College of Medicine
One Baylor Plaza
Houston, Texas 77030
(713) 770-3750
(713) 770-3747 (FAX)
bperry@bcm.tmc.edu
<http://www.bcm.tmc.edu/civitas>

Birthdate

(b)(6)

[002]

Birthplace

(b)(6)

Social Security Number

(b)(6)

PRESENT POSITION

- Senior Fellow:** The CIVITAS Initiative, Chicago Illinois (1997-)
Thomas S Trammell Research Professor of Child Psychiatry: Baylor College of Medicine, (1993-)
Associate Professor: Departments of Psychiatry and Behavioral Sciences, (1992-), Pediatrics, (1993-), Pharmacology, (1993-) and Neuroscience Program, (1994-), Baylor College of Medicine, Houston, Texas
Vice Chairman for Research: Department of Psychiatry and Behavioral Sciences, (1992-)
Chief of Psychiatry: Texas Children's Hospital, Baylor College of Medicine, (1992-)
Director: CIVITAS ChildTrauma Programs, Baylor College of Medicine, (1994-)

PREVIOUS POSITIONS

- Assistant Professor:** Departments of Psychiatry (1989-1992), Pediatrics (1990-1992), and Section of Pharmacology, (1991-1992)
Director: Laboratory of Developmental Neurosciences (1987-1992), Section of Child and Adolescent Psychiatry, The University of Chicago
Co-Director: Human Brain Tissue Bank (1989-1992), Department of Psychiatry, The University of Chicago
Director: Center for the Study of Childhood Trauma, (1990-)
Instructor: Department of Psychiatry, The University of Chicago, (1987-1989)
Fellow: Harris Center for Developmental Studies, The University of Chicago, (1987-1989)

EDUCATION

- Fellowship in Child and Adolescent Psychiatry:*** Section of Child and Adolescent Psychiatry, Department of Psychiatry, The University of Chicago, Chicago, IL (1987-1989)
- Post-Doctoral Fellowship (Psychiatry):*** Department of Psychiatry, Yale University, New Haven, CT (1984-1987)
- Internship (Flexible):*** St. Raphael's Hospital, Yale University School of Medicine, New Haven, CT (1984-1985)
- Medical School:*** Northwestern University School of Medicine, Chicago, IL (1977-1984) MD awarded 1984
- Graduate School (Pharmacology):*** Department of Pharmacology, The Graduate School, Northwestern University, Chicago, IL (1979-1984) PhD awarded 1984
- Undergraduate School:*** Amherst College, Amherst, MA, Neuroscience Program (1975-1977)
- Undergraduate School:*** Stanford University, Stanford, CA, Biology and Psychology (1973-1975)
- High School:*** Bismarck Public High School Bismarck, ND (1970-1973)

PROFESSIONAL ACTIVITIES

Teaching

- Baylor College of Medicine:*** (1992-_) CNS Pharmacology; Developmental Neurobiology; Research Issues in Psychiatry, Pediatric Psychopharmacology; Trauma-related Disorders and related subjects to medical students, psychiatry, pediatric and child psychiatry residents, graduate students in psychology, pharmacology, social work, and the neurosciences
- The University of Chicago:*** (1987-1992) Introductory Neurosciences; Advanced Clinical Neurosciences; Developmental Neurobiology; Research Issues in Child Psychiatry, Psychopharmacology, Psychopathology
- Yale University:*** (1985-1987) Psychopharmacology
- Northwestern University:*** (1980-1983) CNS and ANS Pharmacology
- Illinois College of Optometry:*** (1981-1983) CNS and ANS Pharmacology
- University of North Dakota:*** (1980) Hypnosis, Acupuncture and Placebo
- Amherst College:*** (1978-1979) Laboratory Techniques in Physiological Psychology
- Stanford University:*** (1974), Mathematics without Anxiety,

Accreditation

- Diplomate, National Board of Medical Examiners, 1984
- Illinois State Medical License #036-075366
- North Dakota Medical License #6328
- Texas State Medical License # J3573
- Board Certified in Psychiatry: American Board of Psychiatry and Neurology (ABPN) Certificate #33888
- Board Certified in Child and Adolescent Psychiatry: ABPN Certificate # 2837

Committees (current)

Institutional

- *Executive Committee*, Department of Psychiatry, Baylor College of Medicine
- *Research Committee*, Department of Psychiatry, Baylor College of Medicine
- *Advancements and Promotions Committee*, Department of Psychiatry, Baylor College of Medicine
- *Therapeutic Abortions and Sterilization Committee*, Texas Children's Hospital

- *Search Committee, Chief, Developmental Pediatrics, Texas Children's Hospital*

Local

- *Board of Directors, Texas Professional Society on the Abuse of Children, 1994-*
- *Board of Advisors, Houston Advocates for Mentally Ill Children, 1993-*
- *Board of Directors, The Grief Center (Bo's Place), 1995-*
- *Chairman, Advisory Board, Healthy Steps, Houston, 1998 -*

National

- *Conduct Disorders Committee, American Academy of Child and Adolescent Psychiatry, 1994-*
- *National Board of Medical Examiners, Test Material Development Committee, 1996-*
- *Board of Directors, The Reiner Foundation, Los Angeles, CA 1998*
- *Board of Advisors, I Am Your Child, National Public Engagement Campaign, 1997*
- *Board of Directors, CIVITAS Initiative, 1997-*

Committees (past)

Institutional

- *Steering Committee, Neurobiology of Disease Program, Neurosensory Institute, BCM*
- *Member, Brain Research Foundation and Brain Research Institute, 1989-1991*
- *Chair, Chicago Consortium for Psychiatric Research, PTSD Research Subcommittee, 1991-1993*
- *Advisory Board, High School for Health Professionals, Baylor College of Medicine*

Local

- *Project Advisory Board, Alliance for the Mentally Ill: Greater Chicago (AMI-GC)*
- *Illinois State Psychiatric Institute, Drug Evaluation Committee, 1990-1992*
- *Advisory Board, Alliance for the Mentally Ill of Greater Chicago*
- *Children's Crisis Care Center Task Force (CPS Fund Board), 1993-1997*
- *Board of Advisors, Mark Roberts Foundation for the Prevention of Child Abuse, 1995-1997*
- *State of Texas Child Fatality Review Team, 1995-1997*

National

- *Ad Hoc Member, Special Study Group, MacArthur Early Childhood Transitions Network 1994*
- *Academy of Child and Adolescent Psychiatry Scientific Issues Work Group, 1988-1990*
- *Board of Counselors, Loyola University Chicago School of Law, CIVITAS ChildLaw Center, 1993-1997*
- *Board of Counselors, The CIVITAS Initiative, 1993-1997*
- *Research Committee, American Professional Society on the Abuse of Children, 1995-1997*
- *Advisory Board, BCM Group, Inc, Children and Violence Initiative, Washington, DC, 1994-1997*

International

- *Work Group on "Children, Violence and War" (Spunk Fund and Harris Foundation) 1991-1993*
- *Work Group on Bosnia (Dept of Defense, Menninger Clinic, World Health Organization, United Nations Consortium)*

OTHER ACTIVITIES

- *Coordinator, Grand Rounds, Department of Psychiatry, University of Chicago, 1990-1992*
- *Program Consultant, St. Joseph's Carondelet Child Center, 1989-1995*
- *Consultant, Federal Bureau of Investigation (Critical Incident Protocols, Juvenile Violence, Child*

Abduction) 1993-

- *Consultant*, Princess Sophie Foundation of Romania (neglect, adoption, orphans)

HONORS AND AWARDS

- Northwestern University *Graduate Fellow*, 1979-1980
- National Institute of Health Training Grant *Predoctoral Fellow (GM 07263)*, 1980-1982
- National Institute of Mental Health *Predoctoral Fellow (ADAMHA: MH-08834)*, 1982-1984
- Recipient, American Society of Pharmacology and Experimental Therapeutics *Robert F Furchgott Travel Award*, 1983
- Nominee, *Donald B Lindsley Prize in Behavioral Neuroscience*, 1984
- Recipient, *Presidential Scholar Award, American Academy of Child and Adolescent Psychiatry*, 1988
- Recipient, *American College of Neuropsychopharmacology, Travel Award*, 1988
- Recipient, *Director's Clinical Service Leadership Award*, Houston VAMC, 1993
- Recipient, *Department of Veteran's Affairs, National Service Director's Award* (Mental Health and Behavioral Sciences), Washington, DC, 1993
- *Lawrence Breslow Memorial Lecturer*, Lutheran General Hospital, University of Chicago, 1993
- *19th Annual Ester S Zetland Lecturer*, Chicago Psychoanalytic Association and Association of Child Psychotherapists, Chicago, IL 1993.
- *The Thirty-third Gertrude Victorson Ratner Lecturer*, "Malignant Memories: Trauma and Abuse in Children and Adolescents", Evanston Hospital, Northwestern University, Chicago, IL 1994
- Recipient, Mental Health Association's, *Research Award*, Houston, TX, 1995
- Recipient, *Carondelet Child Center's Public Service Award*, Chicago, IL 1995
- Recipient, *The Children's Hospital Department of Psychiatry and Behavioral Sciences, Rosenberry Award*, The University of Colorado, Denver, CO 1995
- Recipient, *The Children's Hospital Department of Psychiatry and Behavioral Sciences, Rosenberry Award*, The University of Colorado, Denver, CO 1996
- Selected to -- *The Best Doctors in America: Central Region* 1996-1997
- Invited Participant, *White House Conference on Early Childhood and the Brain*, 1997
- Invited Plenary Speaker, *President's Summit on America's Future*, Philadelphia, 1997
- Invited Speaker, *National Governor's Association*, Brain Development and Early Childhood Initiatives, Washington, DC, 1997
- Invited Testimony, *United States Senate, Appropriations Committee*, Recent Findings on Early Childhood Development, Washington, DC, 1997
- Recipient, *Distinguished Service Award*, National Association of Homes and Services for Children, Houston, TX 1997
- Invited Participant, *White House Dinner on Early Brain Development and the I Am Your Child Campaign*, 1998

EDITORIAL REVIEW

Grants

- Clinical Research Planning Panel, *Intramural Research Program of the National Institute of Mental Health (NIMH IRP)*, 1998
- Ad Hoc Reviewer, *Research Advisory Group for Mental Health (National Veterans Administration Study Section)*, 1986-1987
- Ad Hoc Reviewer, *March of Dimes Basic Science Study Section*, 1988
- Ad Hoc Reviewer, *Merit Review Board for Mental Health and Behavioral Sciences*, Department of Veterans Affairs, 1994-1995
- Ad Hoc Member, National Institute of Mental Health (NIMH) Board of Scientific Counselors Meeting, *Investigating the Behavioral and Biological Consequences of Child Abuse*, Bethesda, Maryland, 1997

- Ad Hoc Member, PHS: NIH/NIMH, *Violence and Traumatic Stress Review Committee*, 1995-1998
- Member, *Merit Review Board of Mental Health and Behavioral Sciences*, Department of Veterans Affairs, 1998

Journals

- Ad Hoc referee for *Brain Research; Developmental Brain Research; Molecular Brain Research; Life Sciences; Biological Psychiatry; Archives of General Psychiatry; Journal of Neuropsychiatry and Clinical Neurosciences; Neuroscience Letters; Journal of Interpersonal Violence; Journal of Pharmacological and Experimental Therapeutics; Pharmacology, Biochemistry and Behavior; Annals of Neurology; Pediatrics; Archives of Pediatric and Adolescent Medicine, Journal of the Academy of Child and Adolescent Psychiatry, International Journal of Neuropsychiatry,*
- Ad Hoc book reviews for *Yale Journal of Biology and Medicine; Journal of Neuropsychiatry and Clinical Neurosciences; Journal of Interpersonal Violence; New England Journal of Medicine*
- Review Panel, *Journal of the American Academy of Child and Adolescent Psychiatry*, 1994-
- Editorial Board, *Cultic Studies Journal*, 1994 -
- Editorial Board: Consulting Editor, *Child Maltreatment, the Journal of the American Professional Society on the Abuse of Children*, 1995-

Other

- Reviewer: American Medical Association's *Diagnostic and Treatment Guidelines on Mental Health Effects of Family Violence* AMA, Chicago, 1995
- Reviewer: NIMH *Report Card on the National Plan for Child and Adolescent Mental Disorders*, 1995
- Reviewer: State of Texas' *Sunset Commission's Review of the Texas Department of Protective and Regulatory Services*, 1995
- Reviewer: *Clinical Practice Guidelines for Children & Adolescents in the Emergency Department*, Emergency Medical Services for Children, National Association of Social Workers, 1998

RESEARCH SUPPORT (Grants and Contracts)

ACTIVE

Principal Investigator

- CIVITAS Initiative: **Development of Emotional, Behavioral and Neurophysiological Symptoms in Children Following Traumatic Abuse or Neglect: An Integrated Service, Training and Research Program** (*Principal Investigator: BD Perry*) 7-94 to 7-99: Annual Budget \$250,000
- Child Protective Services Fund Board: **Children's Crisis Care Center: Development of a Proactive Assessment and Service Model for Children at Risk** (*Principal Investigator: BD Perry*) 3-96 to 7-98: Annual Budget \$ 160,000
- Texas Department of Protective and Regulatory Services: **Development of Regional Critical Incident Response Teams for Child Protective Services** (*Principal Investigator: BD Perry*) 9-94 to 9-97 (renewable): Total Budget \$ 150,000
- Texas Department of Protective and Regulatory Services: **A Longitudinal Clinical Case Management Model for Severely Traumatized Children in the CPS System: A Pilot Study** (*Principal Investigator: BD Perry*) Active 4-94 to 9-96 (renewable), Total Budget \$ 300,000
- Hogg Foundation for Mental Health: **Critical Incident Stress Debriefing Models for Traumatized Children** (*Principal Investigator: BD Perry*) 9-96 to 9-99, Total Budget \$ 109,000
- M.B. O'Connor: **Development of a Broad-based Assessment Process for Adolescents in the Juvenile Justice System: The Burnett Bayland Project** (*Principal Investigator: BD Perry*) 3-97 to 3-99, Total Budget \$ 112,000

Co-Investigator

- Azzam Foundation **Comparison of Medical and Psychosocial Outcomes of Injured Children with Multidisciplinary vs Conventional Medical Follow-up.** (*Principal*

Investigator: MJ Hanfling) Active 10-94 to 10-96: Total Project Budget \$ 310,000 (10 % effort)

- HRSA Ryan White (Title IV) **Case Management and Psychotherapy Services for HIV-Infected Children/Families followed at Texas Children's Hospital** (Principal Investigator: WT Shearer, Sub-project Director: BD Perry) Annual Sub-project Budget \$ 10,000, 1995-1996
- NIH/NICDH: **Rett Syndrome Research Program Project** (Principal Investigator: DG Glaze) Neuropathological Abnormalities in Rett Syndrome (SubProject PI: D Armstrong), (10 % effort)

Consultant

- PHS NIMH Research Career Award (K-08) **Traumatized Young Children: Risk for Maladaptation:** (Principal Investigator: Michael S. Scheeringa) Tulane Department of Psychiatry and Neurology, Active 7-96 to 7-99
- PHS NIMH Scientist Development Award for Clinicians (K-20) **PTSD in Maltreated Adolescents: Psychobiology** (Principal Investigator: Michael DeBellis) Western Psychiatric Institute, University of Pittsburgh, Active 3-96 to 7-99

PENDING

Principal Investigator

- Episcopal Health Charities "Family Health Collaborative Program: **Child and Family Enrichment Program: School-based Services to Promote Healthy Child Development** (Principal Investigator: BD Perry), Active 2/98-2/02, Total Project Budget \$385,000.

PAST RESEARCH SUPPORT (Selected)

Principal Investigator

- PHS NIDA DA-00250:7 **Effects of Cocaine in Reaggregating Neuronal Cultures.** (Principal Investigator: B D Perry) Active: 1990 - 1993. Total direct costs \$ 396,066 (30 % effort)
- PHS ADAHMA Pre-doctoral Fellowship for Mark Wainwright (Sponsor/Principal Investigator: B D Perry): **Dopamine Receptor Regulation in Hybrid Striatal Cells.** Active: 1992 to 1994
- Scottish Rite Schizophrenia Research Program: **Developmental Determinants of Dopamine Receptors in Tissue Culture** (Principal Investigator: BD Perry) Active: 1992 to 1994: Total direct costs \$ 65,000
- PHS ADAHMA Pre-doctoral Fellowship (MH-08834) (Sponsor: David U' Prichard) **Adrenergic Receptor Regulation in Mammalian Brain.** Active 1982-1984.
- Pfizer, Inc: **Double-Blind Comparison of Sertraline and Placebo in Outpatients with Post-traumatic Stress Disorder** (93-CE21-0640, 0641), Active 7-94 to 7-96, (Principal Investigator: BD Perry), Annual Budget, \$ 123,875

Co-Investigator

- Department of Education, **Early Childhood Violence Prevention Collaborative of Houston: A Training Program.** (CFDA No. 84.266) (Principal Investigator: R McLaughlin) Active 1993-1995, Total Project Budget: \$ 1,000,000 (10 % effort).
- National Institute of Mental Health Grant PHS MH-28942-07 **Development of Dopamine-containing Neurons in Primary Reaggregate Cell Cultures** (Principal Investigator: A Heller) Active: 1988-1991. (10 % effort)
- National Institute on Drug Abuse PHS DA-00085 **The Effects of Chronic Methamphetamine Administration** (Principal Investigator: L Seiden) Active: 1990-1995. (15 % effort)
- Shaw Foundation Grant: **Research in Child and Adolescent Mental Health** (Principal Investigators: B Leventhal and C Roth) Active: 1990-1991, Total direct costs: \$ 100,000
- National Institute on Drug Abuse, Research Training Grant: **Research Training in Drug**

Abuse (Principal Investigator: L Seiden): Core Faculty and Trainer: 1992-1997.

Consultant/Collaborator

- Stoff, D (Hershey Medical College, Pennsylvania) NIMH, RO-1: **Serotonergic Mechanisms in Childhood Aggressive Disorders.**
- Giller, E (The University of Connecticut) PHS, NIMH RO-1: **Neuroendocrine Mechanisms in Post-traumatic Stress Disorders**
- Van Kammen, D (The University of Pittsburgh) VAMC Merit Award: **Neurochemical Mechanisms in Schizophrenia**
- Perlman, R and Fox, A (The University of Chicago) PHS, RO-1: **Calcium Channel Mechanisms in Cultured Adrenal Chromaffin Cells**
- Murberg, M (The University of Washington) VAMC Merit Award: **Sympathetic Nervous System and Opioid Functioning in Combat Veterans with PTSD**
- Todd, RD and O'Malley, KL (Washington University) NIMH RO-1: **Molecular Cloning of Dopamine Receptors**
- Mukherjee, J (The University of Chicago) NIMH RO-1: **Development of Dopaminergic Radiopharmaceuticals**

JOURNAL PUBLICATIONS

1. Perry, BD and U'Prichard, DC ***3H-Rauwolscine (alpha-yohimbine): A specific antagonist radioligand for brain alpha2-adrenergic receptors.*** *Eur J Pharmacol*, 76, 461-464, 1981
2. Mellow, A.M, Perry, BD, and Silinsky, EM ***Effects of calcium and strontium in the process of acetylcholine release from motor nerve endings.*** *J Physiol (Lond)*, 328, 547-562, 1982
3. Perry, DB, Stolk, JM, Vantini, G, Guchhait, RB and U'Prichard, DC ***Strain differences in rat brain epinephrine synthesis and alpha-adrenergic receptor number: Apparent in vivo regulation of brain alpha- adrenergic receptors by epinephrine.*** *Science*, 221, 1297-1299, 1983
4. Perry, BD, Vantini, G, Stolk, JM and U'Prichard, DC ***Apparent regulation of brainstem and hypothalamic adrenergic receptors by PNMT and epinephrine: A comparison in inbred rat strains.*** *Psychopharmacology Bulletin*, 19(4), 612-616, 1983
5. Vantini, G, Perry, BD, Hurst, JH, Guchhait, R, Elston, RC, U'Prichard, DC and Stolk, JM ***Genetic differences in phenylethanolamine N-methyltransferase activity in rats.*** *Psychopharmacology Bulletin*, 19(4), 616-619, 1983
6. Perry, BD, Simon, P and U'Prichard, DC ***Interactions of neuroleptic compounds at alpha2-adrenergic receptor affinity states in bovine caudate nucleus.*** *Eur J Pharmacol*, 95, 315-318, 1983
7. Vantini, G, Perry, BD, Guchhait, RB, U'Prichard, DC and Stolk, JM ***Brain epinephrine systems: Detailed comparison of adrenergic and noradrenergic metabolism, receptor number and in vivo regulation, in two inbred rat strains.*** *Brain Research*, 296, 49-65, 1984
8. Stolk, JM, Vantini, G, Guchhait, RB, Hurst, JM, Perry, BD, U'Prichard, DC and Elston, RC ***Inheritance of adrenal phenylethanolamine N-methyltransferase activity in the rat.*** *Genetics*, 108, 633-649, 1984
9. Stolk, JM, Vantini, G, Perry, BD, Guchhait, RB and U'Prichard, DC ***Assessment of the functional role of brain adrenergic neurons: Chronic effects of phenylethanolamine N-methyltransferase inhibitors and alpha-adrenergic receptor antagonists on brain norepinephrine metabolism.*** *J Pharmacol Exp Ther*, 230(3), 577-586, 1984
10. Perry, DB, Pesavento, DJ, Kussie, PH, U'Prichard, DC and Schnoll, SH ***Prenatal exposure to drugs of abuse in humans: Effects on placental neurotransmitter receptors.*** *Neurobehavioral Toxicology and Teratology*, 6, 295-301, 1984
11. Stolk, JM, Vantini, G, Guchhait, RB, Perry, BD and U'Prichard, DC ***A model for evaluating the functional role of brain adrenaline-containing neurons.*** *Clinical Neuropharmacology*,

- 7, Suppl. 1, 5372- 5373, 1984
12. Perry, BD ***Alpha2-adrenergic receptor binding sites in mammalian brain: Characterization, localization, regulation and relation to central adrenergic systems.*** University Microfilms, Ann Arbor, Michigan, 1984
 13. Wang, C, Pasulka, P, Perry, BD, Pizzi, WJ and Schnoll, SH ***Effect of perinatal exposure to methadone on brain opioid and alpha-adrenergic receptors.*** Neurobehavioral Toxicology and Teratology, 8:399-402, 1986
 14. Perry, BD, Giller, EL and Southwick, S ***Altered platelet alpha2-adrenergic binding sites in post-traumatic stress disorder.*** Am J Psychiatry, 144(11): 1511-1512, 1987
 15. Krystal, JH, Kosten, T, Perry, BD, Southwick, SM, Mason, J and Giller, EL ***Neurobiological aspects of post-traumatic stress disorder: review of clinical and preclinical studies.*** Behav Ther, 20: 177-198, 1989
 16. Mukherjee, J, Perry, BD and Cooper, M ***Fluorinated benzamide neuroleptics. 1. Radiosynthesis of (S)-N-[(1-Ethyl-2-pyrrolidinyl)methyl]-5-(2[F-18]fluoroethyl)-2-methoxybenzamide: a potential fluorine-18 labeled PET radiotracer for dopamine D2 receptors.*** J of Labeled Compounds and Radiopharmaceuticals, 28: 609-616, 1990
 17. Southwick, SM, Yehuda, R, Giller, EL and Perry, BD ***Platelet alpha2-adrenergic receptors in borderline personality disorder.*** Am J Psychiatry, 147: 1014-1017, 1990
 18. Southwick, SM, Yehuda, R, Giller, EL and Perry, BD ***Platelet alpha2-adrenergic receptor binding sites in major depressive disorder and borderline personality disorder.*** Psychiatry Res, 34: 193-203, 1990
 19. Mukherjee, J, Luh, KE, Yasillo, N, Perry, BD, Levy, D, Chen, T, Ortega, C, Beck, RN and Cooper, M ***Dopamine D2 receptors imaged by PET in Cebus Apella using [F-18]benzamide neuroleptic.*** Eur J Pharmacology, 175: 363-364, 1990
 20. Kleven, M, Perry, BD, Woolverton, W and Seiden, L ***Effects of repeated injections of cocaine on D1 and D2 dopamine receptors in rat brain.*** Brain Research, 532: 265-270, 1990
 21. Perry, BD, Cook, E, Leventhal, B, Wainwright, M and Freedman, DX ***Platelet 5-HT2-serotonin receptor binding sites in autistic children and their first degree relatives.*** Biol Psychiatry, 29: 1-10, 1991
 22. Mukherjee, J, Perry, BD and Cooper, M ***(S)-N-[(1-Ethyl-2-pyrrolidinyl)methyl]-5-(3[18F]-fluoropropyl)-2,3-dimethoxybenzamide: a high affinity [18F]-fluorinated radioligand for imaging dopamine D2 receptors by PET.*** J Medicinal Chemistry, accepted, in revision.
 23. Giller, EL, Kosten, RT, Yehuda, R, Perry, BD, Southwick, S and Mason, JW ***Psychoendocrinology and pharmacotherapy of PTSD.*** Clinical Neuropharmacology, 13: 329- 331, 1991
 24. Gui-Hua, C, Perry, BD and Woolverton, W ***Effects of chronic SCH 23390 or acute EEDQ on the discriminative stimulus effects of SKF 38393.*** Pharmacol Biochem Behavior 41: 321-327, 1992
 25. Farfel, G, Kleven, MS, Woolverton, WL, Seiden, LS and Perry, BD ***Effects of repeated injections of cocaine on catecholamine receptor binding sites, dopamine transporter binding sites and behavior in Rhesus monkeys.*** Brain Res, 578: 235-243, 1992
 26. Yang, ZY, Mukherjee, J and Perry, BD ***Fluorinated Derivatives of 7-Chloro-8-Hydroxy-3-Methyl-1-(3'-Aminophenyl)-2,3,4,5-Tetrahydro-1H-3-Benzapine (SCH 38548): Selective and High Affinity Ligands for Dopamine D-1 Receptors.*** J Labeled Compounds and Radionuclide Res, accepted, in revision.
 27. Cook, E, Perry, BD, Dawson, G, Wainwright, M and Leventhal, BL ***Receptor inhibition by immunoglobulin fraction: specific inhibition by autistic children, their relatives, and control subjects.*** J Autism and Developmental Disorders, 23: 67-78, 1993
 28. Tsai, L-L, Bergmann, BM, Perry, BD and Rechtschaffen, A ***Effects of chronic total sleep deprivation on central noradrenergic receptors in rat brain.*** Brain Res, 602:221-227, 1993

29. Choi, A, Cahill, A, Perry, BD and Perlman, R *Histamine evokes greater increases in phosphatidylinositol metabolism and catecholamine secretion in epinephrine-containing than in norepinephrine containing chromaffin cells.* J Neurochemistry, 61:2, 541-549, 1993
30. Perry, BD *Neurodevelopment and the neurophysiology of trauma I: Conceptual considerations for clinical work with maltreated children.* APSAC Advisor, 6:1,1-18, 1993
31. Perry, BD *Neurodevelopment and the psychophysiology of trauma II: Clinical work along the alarm-fear-terror continuum.* APSAC Advisor, 6:2, 1-20, 1993.
32. Tsai, LL, Bergmann, BM, Perry, BD and Rechtschaffen, A *Effects of chronic sleep deprivation on central cholinergic receptors in rat brain* Brain Research, 642: 95-103, 1994
33. Schwarz, E and Perry, BD *The post-traumatic response in children and adolescents.* Psychiatric Clinics of North America, 17 (2): 311-326, 1994
34. Wainwright, MS, Perry, BD, Won, LA, O'Malley, KL, Wang, W-Y and Heller, A *Immortalization of murine striatal neurons by somatic cell fusion with the N18TG2 neuroblastoma: characterization of cell lines expressing a variety of dopamine receptors and cholinergic markers.* J Neuroscience, 15 (1):676-688, 1995.
35. Perry, BD, Pollard, R, Blakely, T, Baker, W, Vigilante, D *Childhood trauma, the neurobiology of adaptation and 'use-dependent' development of the brain: how "states" become "traits"'. Infant Mental Health J, 16 (4): 271-291, 1995.*
36. Unis, A.S, Cook, EH, Vincent, JG, Gjerde, DK, Perry, B,D, and Mitchell, J *Peripheral serotonergic measures correlate with aggression and impulsivity in juvenile offenders.* Biological Psychiatry, 42; 7: 553-560, 1997.
37. Perry, BD *Children raised in psychologically-destructive settings I: a brief review of children in cults.* Cultic Studies J, accepted.
38. Pate, J Baker, W, Pollard, R, Perry, BD *Children raised in psychologically-destructive settings II: human social organization and child-rearing.* Cultic Studies J, accepted.
39. Perry, BD, Baker, W, Pollard, R, Blakely, T, et al *Children raised in psychologically-destructive settings III: clinical experiences— Ranch Apocalypse and beyond.* Cultic Studies J, accepted.
40. Perry, BD *Children raised in psychologically-destructive settings IV: commentary and future directions.* Cultic Studies J, accepted.
41. Perry, BD *Clonidine decreases symptoms of physiological hyperarousal in traumatized children.* J Amer. Acad. Child Adol. Psych, accepted, in revision.
42. Perry, BD, Luchins, D and Schmajuk, NA *Hippocampal lesions result in altered dopamine receptor densities in frontal cortex, nucleus accumbens and corpus striatum in the rat.* Pharmacol Biochem Behav, accepted, in revision.
43. Perry, BD, Pollard, R, *Homeostasis, Stress, Trauma, and Adaptation - A Neurodevelopmental View of Childhood Trauma.* Child and Adolescent Psychiatric Clinics of North America, 7; 1: 33-51, 1998.
44. Perry, BD, Conrad, D, Dobson, C, Schick, S, Runyan, D, *The CIVITAS/Children's Crisis Care Center Model: A Proactive, Multidimensional Child and Family Assessment Process for Child Protective Services* submitted..
45. Perry, BD, Czyzewski, D, Lopez, M, Spiller, L, Treadwell-Deering, D, *Neuropsychologic Impact of Facial Deformities in Children-Neurodevelopmental Role of the Face in Communication and Bonding.* Clinics in Plastic Surgery, accepted, in revision.

BOOK CHAPTERS

1. U'Prichard, DC, Mitrius, JC, Kahn, DJ and Perry, BD *The alpha2-adrenergic receptor: Multiple affinity states and regulation of a receptor inversely coupled to adenylate cyclase.* In: The Molecular Pharmacology of Neurotransmitter Receptor Systems. (T Segawa, HL, Yamamura and K Kuriyama, Eds.). In: Advances in Biochemical Psychopharmacology,

- Vol. 36, pp. 53-57, 1983.
2. U'Prichard, DC, Perry, BD, Wang, CH, Mitrius, JC and Kahn, DJ *Molecular aspects of regulation of alpha2-adrenergic receptors*. In: Frontiers in Neuropsychiatric Research. (E Usdin et al., Eds.). MacMillan Press, London, pp. 65-82, 1985
 3. Perry, BD and U'Prichard, DC *Alpha adrenergic receptors in neural tissues: Methods and applications of radioligand binding assays*. In: Methods in Neurobiology, Vol. I Brain receptor methodologies, Part A: General methods and concepts. Amines and acetylcholine (PJ Marangos, I Campbell and RM Cohen, Eds.). Academic Press, New York, 256-284, 1985.
 4. Stolk, JM, Vantini, G, Guchhait, RB, Elston, RL, Perry, BD and U'Prichard, DC *Genetic mechanisms regulating phenylethanolamine N-methyltransferase and their implications for the physiological response to stress*. In: Catecholamine and Other Neurotransmitters in Stress (I Kvetnansky and E Usdin, Eds.). Elsevier Press, Amsterdam, 1985.
 5. Perry, BD *Placental and blood element neurotransmitter receptor dysregulation: A model for examining mechanisms of neurochemical teratology in humans*. Chapter 13. In: Neurochemistry of Functional Neuroteratology, Progress in Brain Research. Vol. 73 (GJ Boer, MGP Feenstra, M Mirmiran et al. Eds.). Elsevier Press, Amsterdam, 189-206, 1988.
 6. Yehuda, R, Southwick, SM, Perry, BD, Mason, JW and Giller, EL *Interactions of the hypothalamic-pituitary-adrenal axis and the catecholaminergic system in PTSD*. In: Advances in Psychiatry: Biological Assessment and Treatment of Post Traumatic Stress Disorder (EL Giller, Ed.). American Psychiatric Press, Washington, DC, pp 115-135, 1990.
 7. Perry, BD, Southwick, SW, Yehuda, R and Giller, EL *Adrenergic receptor regulation in post-traumatic stress disorder*. In: Advances in Psychiatry: Biological Assessment and Treatment of Post Traumatic Stress Disorder (EL Giller, Ed.). American Psychiatric Press, Washington, DC, 87-115, 1990.
 8. Giller, EL, Perry, BD, Southwick, SM, Yehuda, R, Wahby, V, Kosten, TR and Mason, JW *Psychoendocrinology of posttraumatic stress disorder*. In: PTSD: Biological Mechanisms and Clinical Aspects (ME Wolf and AD Mosnaim, Eds). American Psychiatric Press, Washington, DC, 158-170, 1990.
 9. Perry, BD *Neurobiological Sequelae of Childhood Trauma: Post traumatic Stress Disorders in Children*. In Catecholamine Function in Post Traumatic Stress Disorder: Emerging Concepts (M Murburg, Ed.) American Psychiatric Press, Washington, DC, 253-276, 1994
 10. Yehuda, R, Southwick, SM, Perry, BD and Giller, EL *Peripheral Catecholamine Alterations in Borderline Personality Disorder*. In: Biological and Neurobehavioral Studies of Borderline Personality Disorder (K Silk, Ed.). Progress in Psychiatry Series. American Psychiatric Press, Washington, DC, 63-89, 1994
 11. Perry, BD and Pate, J E *Neurodevelopment and the Psychobiological Roots of Post Traumatic Stress Disorders*. In: The Neuropsychology of Mental Disorders: A Practical Guide. (C Stout and LF Koziol, Eds.). Charles C Thomas, Springfield, IL, 129-147, 1994
 12. Perry, BD and Gomez, M. *Role of the EMS Provider in Crisis Intervention: Neurophysiological Aspects of Acute Trauma in Children*. In: Instructor Resource for Teaching Prehospital Pediatrics: EMT Training Manual. 1998
 13. Perry, BD *Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence'* In: Children, Youth and Violence: The Search for Solutions (J Osofsky, Ed.). Guilford Press, New York, pp 124-148, 1997
 14. Perry, BD, *Neurodevelopmental Adaptations to Violence: How Children Survive the Intragenerational Vortex of Violence*. In: Violence and Trauma: Understanding and Responding to the Effects of Violence on Young Children (WL Reed, Ed.). In preparation
 15. Perry, BD, *Memories of Fear: How the Brain Stores and Retrieves Physiologic States, Feelings, Behaviors and Thoughts from Traumatic Events*: In: Images of the Body in Trauma (JM Goodwin and R. Attias, Ed.). Basic Books. In press (1999)

16. Perry, BD *Anxiety Disorders*. In: Textbook of Pediatric Neuropsychiatry (CE Coffey and RA Brumback, Eds.). American Psychiatric Press, Inc, Washington, DC., 580-594, 1998
17. Perry, BD and O'Connor, M *Neurodevelopment and Violence*. In: Youth Incarceration and the Promotion of Positive Youth Development: Theoretical and Empirical Challenges, Policy and Program Options (CS Taylor and RM Lerner, Eds.). Cambridge University Press. In preparation

BOOKS

1. Perry, BD *Maltreated Children: Experience, Brain Development and the Next Generation*. WW Norton & Company, New York, London. Publication date Fall 97
2. Perry, BD *How Nurture Becomes Nature: The Influence of Social Structures on the Development of the Human Brain*.

OTHER **Publications**

1. Perry, BD and U'Prichard, DC *Selection and use of alpha-adrenergic radioligands*. New England Nuclear New Product News, July/August, pp. 1-4, 1983
2. Southwick, SM, Giller, EL and Perry, BD *Adrenergic receptor regulation in post-traumatic stress disorder*. PTSD Quarterly, Vol. 4, No. 2, 1987
3. Perry, BD, Conroy, L and Ravitz, A *Persisting psychophysiological effects of traumatic stress: The memory of "states"*. Violence Update 1:(8), 1-11, 1991
4. Perry, BD *The Child's Loss: Death, Grief and Mourning: General Guidelines for Caretakers of Children Experiencing Death*. CIVITAS Initiative Press (Psychoeducational booklet). Also available on CIVITAS ChildTrauma Web Site (see below) 1995
5. Perry, BD *Principles of Working with Traumatized Children: Special Considerations for Parents, Caretakers and Teachers*. CIVITAS Initiative Press (Psychoeducational booklet). Also available on CIVITAS ChildTrauma Web Site (see below) 1995
6. Perry, BD *The Effects of Traumatic Events on Children: Materials for Parents*. CIVITAS Initiative Press (Psychoeducational booklet). Also available on CIVITAS ChildTrauma Web Site (see below) 1995
7. Perry, BD *Principles of Working with Traumatized Children II: Special Considerations for Clinicians*. CIVITAS Initiative Press (Psychoeducational booklet). Also available on CIVITAS ChildTrauma Web Site (see below) 1995
8. Perry, BD *Congressional Testimony at Oversight Hearings on Federal Law Enforcement Actions in Relation to the Branch Davidian Compound in Waco, Texas*. In Congressional Record ()pp 312-383 with attachments -- as below, 1995
9. Perry, BD *Preliminary Statement: Congressional Hearings on Waco*. Attachments: including 1) Biographical Sketch; 2) Curriculum Vitae; 3) *Appendix 1: Comments on the Social, Religious and Educational Experiences of the Children Living at Ranch Apocalypse* (v2: March 25, 1993); 4) *Appendix 2: The Effects of Traumatic Events on Children* (v1: April 20, 1993); 5) *Appendix 7: The Child's Loss -- Death, Grief and Mourning: General Guidelines for Caretakers of Children Experiencing Traumatic Family Death* (v1: April 20, 1993); 6) *memo to FBI* (March 11, 1993); 7) *Appendix 8: Issues Related to the Physical, Sexual and Emotional Abuse and Neglect in the Koreshian Children* (April 26, 1993)., Congressional Record, 1995 (also available at CIVITAS Web Site: see below)
10. Perry, BD. *Aggression and Violence: The Neurobiology of Experience*. The AACAP Developmentor Spring, 1996.
11. Perry, BD. Translation by Gomez, GM. *La perdida de nino-muerte, pesar, y luto: guías generales para conserjes de niños que experimentan la muerte*.

12. Perry, BD. Translation by Gomez, GM. *Pricipios de funcionamiento con niños traumatizados: consieracions especiales para padresm conserjes, y maestros.*
13. Perry, BD. Translation by Gomez, GM. *Los efectos de traumatic eventos en niños yo: una guia del informe por padres, consejes y maestros.*
14. Perry, BD., Runyan, D., Sturges, C., *Bonding and Attachment in Maltreated Children: How Abuse and Neglected in Childhood Impact Social and Emotional Development.* (CIVITAS Academy Caregiver Education Series), 1: (5) 1-12, 1998.

Theses

1. Perry, BD *An investigation of the role of CNS opiate receptors and catecholamines in an animal model of a 'pure' behavioral teratogen.* Doctoral candidacy research thesis. Department of Pharmacology, Northwestern University, 1980.
2. Perry, BD *Alpha2-adrenergic receptor binding sites in mammalian brain: Characterization, localization, regulation and relation to central adrenergic systems.* Doctoral dissertation. DC U'Prichard advisor. Northwestern University, 1984.

Videotapes

1. Perry, BD *The Traumatized Child: Assessment and Treatment*, (two parts: 50 minutes each) CIVITAS Initiative Training Series, HARPO Productions, Chicago, IL, 1996
2. Perry, BD *Innovations in Treatment of Children Impacted by Violence.* (60 minutes) From Second Conference on Children and Violence. Produced by University of Houston and Houston Department of Health and Human Services, in association with The Municipal Channel, 1995
3. Perry, BD *Hope as Protective Factor in Maltreated Children* (60 minutes) From Conference on Psychotherapy and Religion: Produced by The Institute of Religion, Texas Medical Center, 1995

Audio Tapes

1. Perry, BD *Children's Response to Trauma: Psychological, Physiological and Neurological* Making Connections. Produced by InfoEdge, Willowbrook, IL. 1996
2. Perry, BD *Interventions with Traumatized Children* Making Connections. Produced by InfoEdge, Willowbrook, IL. 1996
3. Perry, BD *Body Symptoms of Trauma (parts 1 and 2)* American Psychiatric Association. Produced by Mobiltape Co., Valencia, CA. 1996

Slides

1. Perry, BD *The Acutely Traumatized Child*, CIVITAS ChildTrauma Training Slides (Series I): Baylor College of Medicine, Houston, TX, 1995
2. Perry, BD *The Neurobiological Sequelae of Childhood Trauma*, CIVITAS ChildTrauma Training Slides (Series III): Baylor College of Medicine, Houston, TX, 1995
3. Perry, BD *The Impact of Violence on the Developing Child*, CIVITAS ChildTrauma Training Slides (Series VI): Baylor College of Medicine, Houston, TX, 1995

Electronic

CIVITAS ChildTrauma Web Page: <http://www.bcm.tmc.edu/civitas> (miscellaneous available materials in addition to those listed)

PUBLISHED ABSTRACTS

1. Perry, BD and U'Prichard, DC *3H-Rauwolscine binding to alpha2-adrenergic receptors in bovine brain.* Neurosci Soc Abstr, 7, 424, 1981.
2. U'Prichard, DC, Perry, BD and Kahn, DJ *Alpha2-adrenergic receptors in neurons: Heterogeneity of states with respect to agonists and antagonists, and regulation in vivo.* Abstr. Symp. "CNS Receptors- from Molecular Pharmacology to Behavior", Strasbourg, France, 1982.
3. Valverius, P, Borg, S, Fields, J, Hoffman, PL, Knobloch, M, Lee, J, Moses, R, Munoz-Marcus, M, Perry, BD, U'Prichard, DC, Stübler, H and Tabakoff, B *Brain neurotransmitter receptors in alcoholics: A post mortem study.* First Int Soc Biomed Res Alcoholism, Munich, Germany, 1982.
4. Perry, BD, Schnoll, SH and U'Prichard, DC *Placental neurotransmitter receptors in normal and substance-abusing women.* The Pharmacologist, 24, 134, 1982.
5. Perry, BD, Stolk, JM, Vantini, G, Hurst, J and U'Prichard, DC *Genetic analysis of an inverse relationship between brainstem alpha2-adrenergic receptors and PNMT activity and epinephrine level in rats.* Neurosci Soc Abstr, 8, 525, 1982.
6. U'Prichard, DC and Perry, BD *Regional and species comparison of brain alpha2-receptor states.* Neurosci Soc Abstr, 8, 525, 1982.
7. Perry, BD, Vantini, G, Stolk, JM and U'Prichard, DC *Differences in medullary adrenergic receptor regulation in inbred rat strains: Functional consequences of differences in brainstem PNMT activity.* Abstr American College of Neuropsychopharmacology (ANCP) Meeting, Puerto Rico, 1982.
8. Vantini, G, Perry, BD, Hurst, JH, Guchhait, RB, Elston, RC, U'Prichard, DC and Stolk, JM *Genetic differences in phenylethanolamine N-methyltransferase (PNMT) activity in rats.* ACNP Meeting, Puerto Rico, 1982.
9. Perry, BD and U'Prichard, DC *The application of an allosteric model to neuronal alpha2-adrenergic receptor function and regulation.* Abstr. Symp. "Neuroactive Drugs and Biomembrane Interaction," Ninth Meeting Int. Soc. Neurochem., J Neurochem, 41, (Suppl), 5110, 1983.
10. Vantini, G, Perry, BD, Guchhait, R, U'Prichard, DC and Stolk, JM *Brain phenylethanolamine N-methyltransferase (PNMT) and epinephrine: Genetic and functional studies.* 5th International Catecholamine Symposium, Goteborg, Sweden, 1983.
11. Perry, BD, Vantini, G, Guchhait, RB, Stolk, JM and U'Prichard, DC *Relationship between epinephrine synthesis and brain alpha-adrenergic receptors in inbred F344 and BUF rat strains.* Abstract, 5th International Catecholamine Symposium, Goteborg, Sweden, 1983.
12. Stolk, JM, Vantini, G, Guchhait, RB, Elston, RC, Perry, BD and U'Prichard, DC *Mechanisms regulating the response of rat phenylethanolamine N-methyltransferase to stress.* Third Symposium on Catecholamines and Other Neurotransmitters in Stress, Smolenice Castle, Czechoslovakia, 1983.
13. Perry, BD *'In vivo' regulation of alpha-adrenergic receptors by the endogenous agonist, epinephrine.* For Sigma Xi Graduate Research Symposium, Chicago, IL, 1983.
14. Salama, A.I, Perry, BD, Lin, L, Mitrius, JC and U'Prichard, DC *A comparison of the alpha2-antagonists RX 781094 and yohimbine at central and peripheral receptors.* The Pharmacologist, 25, 166, 1983.
15. Perry, BD, Vantini, G, Guchhait, RB, Stolk, JM and U'Prichard, DC *Characterization of between-strains differences in brain adrenergic neurons and associated adrenergic receptors in F344 and BUF rats.* The Pharmacologist, 25, 162, 1983.
16. Guchhait, RB, Vantini, G, Perry, BD, U'Prichard, DC and Stolk, JM *Evidence for structural differences in adrenal PNMTs from inbred rat strains.* The Pharmacologist, 25, 162, 1983.
17. Kussie, P, Perry, BD, Pesavento, D, Schnoll, S and U'Prichard, DC *Prenatal exposure to drugs of abuse in humans: Effects on neurotransmitter receptors.* Neurosci Soc Abstr, 2, Part 1, 520, 1983.
18. Vantini, G, Perry, BD, Guchhait, RB, French, E, U'Prichard, DC and Stolk, JM *Brain epinephrine-containing neurons: Functional role in regulating medulla-pons noradrenergic neurons.* Neurosci Soc Abstr, 2, Part 2, 989, 1983.
19. Perry, BD, Vantini, G, Stolk, JM and U'Prichard, DC *Specific up-regulation of medullary/pontine and hypothalamic alpha-adrenergic receptors after PNMT inhibition.* Neurosci Soc Abstr, 2, Part 2, 989, 1983.
20. Stolk, JM, Guchhait, RB, Vantini, G, Perry, BD, U'Prichard, DC and Elston, RC *PNMT activity in the rat: Co-inheritance of adrenomedullary and regional brain enzyme.* Neurosci Soc Abstr, 2, Part 2, 834, 1983.

21. Schnoll, SH, Perry, BD, Kussie, PH, Pesavento, DJ and U'Prichard, DC *Prenatal exposure to drugs of abuse in humans: Effects on placental neurotransmitter receptors*. Symposium on "Developmental Effects of Drug Dependence Satellite of 3rd Meeting of the Committee on Problems of Drug Dependence, Louisville, KY, 1983.
22. Perry, BD *Alpha2-adrenergic receptor binding sites in mammalian brain: Characterization, localization, regulation and relation to central adrenergic neurons*. Diss Abstr, 1984.
23. Vantini, G, Gelpi, J, Perry, BD, Guchhait, RB, U'Prichard, DC and Stolk, JM *Chronic treatment with the PNMT inhibitor 2,3, -dichloro-x-methyl benzylamine (DCMB): Altered drug metabolism superimposed upon adaptive changes in brain adrenergic function*. J Neurochem. P-713, 1984.
24. Wang, C, Pasulka, P, Perry, BD and Schnoll, SH *Effect of perinatal exposure to methadone on brain opioid and alpha2-adrenergic receptors*. Symposium of 4th Meeting of Committee on Problems of Drug Dependence. Baltimore, MD, 1985.
25. Giller, EL, Southwick, SM and Perry, BD *Blood element adrenergic receptors in affective psychiatric disorders*. Neurosci Soc Abstr, Vol. 12, Part 2, 1247, 1986.
26. Perry, BD *Homeostasis and dysregulation of blood element adrenergic receptors. A model for examining parameters of membrane receptor functioning in human psychiatric populations*. Neurosci Soc Abstr, Vol. 12, Part 1, 414, 1986.
27. Giller, EL, Southwick, SM and Perry, BD *Blood element adrenergic receptor parameters in post-traumatic stress disorder and related affective disorders*. Society for Biological Psychiatry Annual Meeting, Chicago, IL, 1987
28. Perry, BD, Southwick, SM and Giller, EL *Dysregulation of platelet alpha2 and lymphocyte beta-receptors in psychiatric populations: Application of a new paradigm for examining membrane receptor regulation in clinical populations*. Soc. for Biol. Psychiatry Annual Meeting, Chicago, IL 1987
29. Perry, BD, Southwick, SM and Giller, EL *In vitro dysregulation of blood element adrenergic receptors: Application of a new paradigm for examining parameters of membrane receptor regulation in humans*. American Psychiatric Association Annual Meeting, Chicago, IL 1987
30. Southwick, S, Giller, EL and Perry, BD *Altered adrenergic receptors in borderlines*. Proceedings of the Annual Meeting of the American Psychiatric Association, 1987
31. Perry, BD *Altered placental and blood element neurotransmitter receptor regulation following substance abuse in humans: Models for mechanisms of neurochemical teratogenesis*. 15th International Summer School of Brain Research, Neurochemistry of Functional Neuroteratology, Amsterdam, The Netherlands, 1987
32. Perry, BD, Southwick, SM and Giller, EL *Adrenergic receptor regulation in post-traumatic stress disorder*. Symposium on "Biological Aspects of Post- Traumatic Stress Disorder" at Third Annual Meeting of Society for Traumatic Stress Studies, Baltimore, MD 1987.
33. Southwick, SM, Giller, EL, and Perry, BD *A comparison of blood element adrenergic receptor binding sites in borderline personality disorder and major depression*. Neurosci Soc Abstr, Vol. 13, 1474, 1987
34. Perry, BD, Southwick, SM and Giller, Jr., EL *A re-examination of blood element adrenergic receptor regulation in psychiatric disorders*. Neurosci Soc Abstr, Vol. 13, 1474, 1987
35. Perry, B, Southwick, S and Giller, EL *Receptor dysregulation in psychiatric disorders*. Proceedings of the Annual Meeting of the American Psychiatric Association, 1987
36. Southwick, S, Giller, EL, and Perry, BD *Altered adrenergic receptors in borderline personality disorder*. Proceedings of the Annual Meeting of the American Psychiatric Association, 1987
37. Perry, BD, Southwick, SM, and Giller, EL *Adrenergic receptor regulation in post-traumatic stress disorder*. Symposium on "Biological Aspects of Post-traumatic Stress Disorders" at Annual Meeting of American Psychiatric Association, Montreal, 1988
38. Yehuda, R, Perry, BD, Southwick, SM and Giller, E L *Platelet alpha2-adrenergic receptors borderline personality disorder: regulation related to 'anxiety'*. Soc Neurosci. Abstr., Vol. 14, 413, 1988
39. Perry, BD *Perinatal determinants of neuronal differentiation*. Proceedings of the 4th International Congress of Pre- and Perinatal Psychology, 1989
40. Kleven, M, Perry, BD, Woolverton, W and Seiden, L *Repeated administration of cocaine alters striatal and frontal cortex D1 dopamine receptors*. Proceedings of the 8th Meeting of Committee on Problems in Drug Dependence (CPDD), Annual Meeting, 1989
41. Giller, EL, Yehuda, R, Perry, BD, Southwick, S and Mason, J *Biological assessment and treatment of*

- post-traumatic stress disorder. Proceedings of the World Federation of Societies of Biological Psychiatry, Jerusalem, 1989*
42. Yehuda, R, Edell, R, Giller, EL, Perry, BD and Southwick, SM *Platelet alpha-2 and MAO activity in hospitalized adolescents. Proceedings of the Society for Biological Psychiatry, Biol. Psychiatry, 232, 1989*
 43. Wainwright, M, Perry, BD, Choi, Y, Heller, A and Hoffmann, P *Characterization of dopamine receptors in immortalized dopamine-containing neurons. Soc Neurosci Abstr, Vol 15, 431, 1989*
 44. Perry, BD, Wainwright, M, Won, L, Heller, A and Hoffmann, P *Ontogeny of dopamine receptors in murine CNS tissues. Soc Neurosci Abstr Vol. 15, 293, 1989*
 45. Perry, BD, Cook, E, Leventhal, BL, Wainwright, M and Freedman, DX *Platelet 5-HT₂-serotonergic receptor binding sites in autistic children and their family members. Proceedings of Annual Meeting of the Academy of Child and Adolescent Psychiatry Vol. V, 67, 1989*
 46. Cook, E, Perry, BD, Leventhal, BL, Wainwright, M, Dawson, G and Freedman, DX *Inhibition of specific binding to neurotransmitter receptor binding sites by the plasma IGG fraction from autistic children and their family members. Proceedings of Annual Meeting of the Academy of Child and Adolescent Psychiatry Vol. 15, 67, 1989*
 47. Yehuda, R, Perry, BD, Edell, W, Giller, E L and Southwick, SM *Relationship between premorbid functioning and platelet alpha₂-adrenergic receptor binding sites and MAO activity in hospitalized adolescents. Proceedings of Annual Meeting of the Academy of Child and Adolescent Psychiatry Vol. 15, 68, 1989*
 48. Giller EL, Perry, BD, Rohrbaugh, R and Yehuda, R *Platelet alpha₂ receptor binding sites in alcoholism. Proceedings of 28th Meeting of the American College of Neuropsychopharmacology pp. 156, 1989*
 49. Perry, BD, Wainwright, M, Won, L, Heller, A and Hoffmann, P *Enhanced expression of corpus striatal D₁- dopamine receptor binding sites in the presence of dopamine-containing cells in reaggregate tissue culture. Proceedings of 28th Meeting of the American College of Neuropsychopharmacology pp. 129, 1989*
 50. Mukherjee, J, Luh, KE, Yasillo, N, Perry, BD, Levy, D and Cooper, M *(S)-N-[1-ethyl-2-pyrolidinyl)methyl]-5-(3[F-18]fluoropropyl)-2,3-dimethoxybenzamide: a new PET radiotracer for dopamine D₂ receptors. Annual Meeting of NMB Congress, 1990*
 51. Mukherjee, J, Luh, KE, Yasillo, N, Perry, BD, Levy, D, Chen, T, Chou, S, Ortega C and Cooper, M *Dopamine D₂ receptors imaged by PET in Cebus Apella with (S)-N-[1-ethyl-2-pyrolidinyl)methyl]-5-(3[F-18]fluoropropyl)-2,3-dimethoxybenzamide. Annual Meeting of Society of Nuclear Medicine, 1990*
 52. Mukherjee, J, Perry, BD and Cooper, M *Development of (S)-N-[1-ethyl-2-pyrolidinyl)methyl]-5-([F-18]fluoroalkyl)-3-substituted-2-methoxybenzamides as potential dopamine D₂ radiotracers for PET. Annual Meeting of Society of Radiopharmaceutical Chemistry, 1990*
 53. Yehuda, R, Perry, BD, Southwick, S and Giller, EJ *Alpha 2 adrenergic receptors in anxiety disorders, MDD and PTSD. Proceedings of Annual Meeting of the American Psychiatric Association, 1990*
 54. Southwick, S, Krystal, J, Charney, D, Yehuda, R and Perry, BD *Pathophysiological aspects of PTSD. Proceedings of Annual Meeting of the American Psychiatric Association, 1990*
 55. Perry, BD *Adrenergic receptors in child and adolescent PTSD in Symposium on Catecholamine Function in PTSD. Proceedings of Annual Meeting of the American Psychiatric Association, 1990*
 56. Kleven, M, Perry BD, Woolverton, W and Seiden, L *Long term effects of cocaine on D₁ and D₂ receptors in rat brain. European Biological Psychiatry Society, 1990*
 57. Farfel, GM, Kleven, MS, Perry, BD, Woolverton, WL and Seiden, LS *Effects of repeated cocaine injections on D₁ and D₂ binding sites and dopamine reuptake sites in rhesus monkey caudate. Soc Neurosci Abstr, Vol 16, 12, 1990*
 58. Wainwright, MS, Perry, BD, Kontur, P and Heller, A *Expression of D₁-dopamine receptor binding sites in an immortalized murine corpus striatum cell line. Soc Neurosci Abstr, Vol. 16, 646, 1990*
 59. Perry, BD, Wainwright, MS, Won, L, Heller, A and Hoffmann, P *The influence of dopamine neurons on D₁-dopamine receptor binding site development in three dimensional reaggregate tissue culture. Soc Neurosci Abstr, Vol. 16, 646, 1990*
 60. Perry, BD, Cuenco, TC, Murphy, SG, Hoff, S and Wainwright, MS *Altered dopamine receptors following prenatal cocaine exposure. Proceedings of 29th Meeting of the American College of*

- Neuropsychopharmacology, 1990
61. Stoff, DM, Cook, E, Perry, BD, Pasatiempo, A, Bridger, WH, Friedman, E and Yeung, J ***Blood Serotonin (5-HT) indices in children.*** Proceedings of 5th World Congress of Biological Psychiatry, Biol. Psych. 29: 523S, 1991
 62. Farfel, G, Wainwright, M, Salti, H, Kleven, M, Woolverton, W, Seiden, LS and Perry, BD ***Neurotransmitter receptor/effector alterations in Rhesus monkey brain following repeated cocaine injections.*** Annual Meeting of Committee for Problems in Drug Dependence, 1991
 63. Perry, BD, Cuenco, JT, Murphy, S, Wainwright, M, Vigilante, D, Repogle, E and Choi, A ***Altered monoamine receptors following prenatal cocaine exposure.*** Annual Meeting of Committee for Problems in Drug Dependence, 1991
 64. Perry, BD, Cuenco, JT, Murphy, S, Wainwright, M, Vigilante, D, Salti, M, Repogle, E and Choi, A ***Alterations in monoamine receptor-effector systems following prenatal cocaine exposure.*** Neurobehavioral Teratology Society, 1991
 65. Perry, BD ***Childhood Trauma and Neurophysiological Development.*** International Society for Traumatic Stress Studies Annual Meeting, Washington, DC 1991
 66. Gui-Hua, C, Perry, BD and Woolverton, WL ***Effects of chronic SCH 23390 or acute EEDQ on the discriminative stimulus effects of SKF 38393.*** Soc Neurosci Abstr, 21:98, 1991
 67. Perry, BD, Wainwright, M, Salti, H, Cuenco, JT and Farfel, G ***D-1 Dopamine receptors differentially coupled to phospholipase C (PLC) and adenylate cyclase (AC) in CNS.*** Soc Neurosci Abstr, 21:86, 1991
 68. Wainwright, M, Salti, H, Heller, A and Perry, BD ***D-1 Dopamine Receptor-mediated phospholipase C (PLC) activity in immortalized murine corpus striatum cells.*** Soc Neurosci Abstr, 21: 86, 1991
 69. Mukherjee, J, Yang, ZY, Perry, BD and Cooper, M ***High affinity and selective [F-18]fluorinated derivatives of SCH 38548 as potential PET radiotracers for dopamine D-1 receptors.*** Proceedings for 39th Annual Meeting of the Society for Nuclear Medicine, 1992
 70. Perry, BD ***Post-traumatic stress disorders in children: Implications for the child witness.*** Proceedings of NATO Advanced Studies Institute "The Child Witness in Context: Cognitive, Social and Legal Perspectives". Tuscany ITALY, 1992
 71. Perry, BD ***Development of catecholamines and post-traumatic stress disorders in children exposed to violence.*** Institute on "Violence: Current Data and Implications for the Practice of Child and Adolescent Psychiatry" in Proceedings of 39th Annual Meeting of the American Academy of Child and Adolescent Psychiatry. 1992
 72. Tsai, LL, Bergmann, B, Perry, BD and Rechtshaffen, A ***Effects of chronic sleep deprivation on central adrenoceptors in rat brain.*** Soc Neurosci Abstr, 22, 1992
 73. Perry, BD ***Catecholamine sensitization and pharmacotherapy in PTSD.*** in Symposium on Pharmacological Interventions in PTSD. Proceedings of Annual Meeting of the American Psychiatric Association. 1993
 74. Unis, A.S, Cook, E, Vincent, J, Gjerde, D, Perry, BD, Mitchell, J ***Peripheral serotonergic measures correlate with violence and impulsivity in juvenile offenders.*** Proceedings of the American Academy of Child and Adolescent Psychiatry. 1993
 75. Perry, BD, Dunn, NJ, Denney, L, Baker, B, Rector, L, Sparks, J, Hibbert, K, Patterson, B, Guardiola, J, Daniels, J, Trevino, D, Locklin et al. ***Multi-agency rapid response for traumatized children: Lessons from the Koreshian children in Waco, Texas.*** Proceedings of the Annual Meeting of the International Society for Traumatic Stress Studies. 1993
 76. Garcia, J, Dunn, NJ, Denney, L, Blackburn, A, and Perry, BD ***Over-representation of medical problems in veterans at a PTSD specialty clinic.*** Proceedings of the Annual Meeting of the International Society for Traumatic Stress Studies. 1993
 77. Denney, L, Rector, L, Dunn, NJ, Pate, J and Perry, BD ***Critical incident debriefing protocols for traumatized children.*** Proceedings of the Annual Meeting of the International Society for Traumatic Stress Studies. 1993
 78. Dunn, NJ, Denney, L, Blackburn, A, Garcia, J, Wurth, M, Baker, B, Stulb, V and Perry, BD ***Stereotypes of the Vietnam vet: Experiences of the Houston VAMC PTSD specialty clinic.*** Proceedings of the Annual Meeting of the International Society for Traumatic Stress Studies. 1993
 79. Perry, BD ***Childhood trauma, catecholamine sensitization and the development of neuropsychiatric symptoms.*** Proceedings of the Annual Meeting of the International Society for Traumatic Stress Studies. 1993

80. Perry, BD *Evolution of emotional, behavioral, and physiological responses in children acutely exposed to violence.* Symposium on Children and Violence at the annual meeting of the American Academy of Child and Adolescent Psychiatry, New York, NY 1994
81. Perry, BD *Evolution of physiological responses in acutely traumatized children.* Symposium on Childhood Trauma, at the annual meeting for the International Society for Traumatic Stress Studies. Chicago, IL 1994
82. Perry, BD *Dissociation and physiological hyper-reactivity as persisting adaptations in response to childhood trauma.* 11th International Conference on Multiple Personality and Dissociative States. Chicago, IL 1994
83. Perry, BD *Neurodevelopmental adaptations to severe maltreatment: dissociation and hyperarousal.* Third National Colloquium of the American Professional Society on the Abuse of Children. Tucson, AZ 1995
84. Perry, BD *Evolution of symptoms following traumatic events in children.* Symposium on Post-traumatic stress disorder: Annual Meeting of the American Psychiatric Association. Miami, FL 1995
85. Vigilante, D and Perry, BD *Development of computerized charting in an academic child psychiatry service,* New Research Presentation at the Annual Meeting of the American Academy of Child and Adolescent Psychiatry, New Orleans, LA 1995.
86. Perry, BD, Pollard, R and Blakley, T *Prophylactic pharmacotherapies to prevent the abnormal persistence of post-traumatic neuropsychiatric symptoms.* Annual Meeting of the International Society for Traumatic Stress Studies, Boston, MA 1995
87. Perry, BD, Baker, W, Pollard, R, Denney, L and Conrad, D *Critical incident response models for traumatized children* Annual Meeting of the International Society for Traumatic Stress Studies, Boston, MA 1995
88. Perry, BD, Pollard, R, Vigilante, D, Blakley, T, Baker, B, Withers, A and Sturges, C *Continuous heart rate monitoring in maltreated children* New Research Presentation at the Annual Meeting of the American Academy of Child and Adolescent Psychiatry, New Orleans, LA 1995
89. Perry, BD, Pollard, R, Blakley, T, Brazeau, N, Austin, N *An innovative approach to the interdisciplinary training of medical and legal experts in the field of child maltreatment: the CIVITAS model* Research presentation APSAC Fourth Annual Colloquium, Chicago, 1996
90. Pollard, R, Perry, BD, Gomez, GM, Blakley, T *Early environmental chaos and emotional neglect in children produces abnormal brain development* Research presentation APSAC Fourth Annual Colloquium, Chicago, 1996
91. Perry, BD, Pollard, R, Conrad, D *Various adaptations to childhood trauma: dissociation and hyperarousal* Research presentation APSAC Fourth Annual Colloquium, Chicago, 1996
93. Hanfling, M, Gill, A, Jaksic, T, Perry, BD and PIC Injury Group *Factors predictive of poor outcome one year post childhood injury.* American Pediatric Society/Society for Pediatric Research Annual Meeting, 1996
94. Perry, BD *Trauma in childhood: the memory of states* in Symposium on Body Symptoms and Trauma at 149th Annual Meeting of the American Psychiatric Association, New York, 1996
95. Perry, BD *The Branch Davidian children: lessons from Waco* in Symposium on The Role of Psychiatrists in the Branch Davidian Crisis at Waco at 149th Annual Meeting of the American Psychiatric Association, New York, 1996
96. Perry, BD, Vigilante, D. and Armstrong, D. *Altered dopaminergic receptor binding sites in the caudate nucleus of subjects with Rett Syndrome.* Proceedings of the World Congress on Rett Syndrome, Goteborg, Sweden, 1996
97. Perry, BD *Integrated assessment and outcome in the child protective system.* Int. Soc Traumatic Stress Studies, 1997
98. Perry, BD and Pollard, D. *Altered brain development following global neglect in early childhood* Soc. For Neuroscience, Annual Meeting, New Orleans, 1997
99. Hanfling, M., Perry, B.D., Kozinetz, C., Gill, A., Tilbor, A., Brams, M., Levin, H. *Improved medical and psychosocial outcomes of injured children with multidisciplinary versus conventional medical follow-up.* Fourth World Conference on Injury Prevention and Control, Amsterdam, 1998.
100. Perry, BD., Pfeiffer, D., Runyan, D., Webb, J., Conrad, D., Dobson, C., *Developmental delays in neglected and abused children.* Head Start's Fourth National Research Conference, Washington, DC, 1998

SELECTED PRESENTATIONS

1981-1990

Research Presentations

- *Invited Speaker*, Symposium on Neuroactive Drugs and Biomembrane Interaction, Ninth International Society of Neurochemistry Meeting, Vancouver, BC 1983
- *Invited Panelist*, Society for Traumatic Stress Studies Third Annual Meeting Symposium, **Biological Aspects of Post Traumatic Stress Disorder**, Baltimore, MD 1987
- *Invited Panelist*, American Psychiatric Association Annual Meeting Symposium, **Biological Assessment and Treatment of Post Traumatic Stress Disorder**, Montreal, Canada 1988
- *Invited Chair and Symposium Organizer*, 4th International Congress, Pre- and Perinatal Psychology Plenary Symposium, **Perinatal Determinants of Neuronal Differentiation**, Amherst, MA 1989
- *Invited Panelist and Symposium Speaker*, Society for Traumatic Stress Studies, Annual Meeting, Symposium, **Biological Aspects of Post-traumatic Stress Disorder**, San Francisco, CA 1989
- *Invited Panelist*, American Psychiatric Association Annual Meeting, Symposium, **Catecholamines in Post-traumatic Stress Disorder**, New York, NY 1990

Training/Education (local)

- *Invited Speaker*, Northwestern University Department of Pharmacology, 1981-1983; 1988
- *Invited Speaker*, University of Chicago, Pediatric Grand Rounds, Chicago, IL 1988
- *Invited Speaker*, Department of Psychiatry Grand Rounds, The University of Chicago, IL 1990
- *Invited Speaker*, Annual Meeting Illinois Council of Adolescent Psychiatry, Chicago, IL 1990

Training/Educational (national/international)

- *Invited Speaker*, Mount Sinai Department of Psychiatry, **Homeostasis and Dysregulation of Blood Element Adrenergic Receptors**, New York, NY 1987
- *Invited Speaker*, Cornell Department of Psychiatry, **Use of Peripheral Adrenergic Receptors as Markers in Psychiatry**, 1987
- *Invited Speaker*, Loyola University, Department of Psychiatry Grand Rounds, Chicago, IL 1988
- *Keynote Speaker*, Michigan Mental Health Association Annual Meeting, 1989

Honorary Lectureships

- *Invited Faculty*, Netherlands Institute for Brain Research, Royal Academy of Science, 15th International Summer School of Brain Research, **Neurochemistry of Functional Neuroteratology: Permanent Effects of Chemicals on the Developing Brain**, Amsterdam, The Netherlands 1987

1991

Research Presentations

- *Invited Speaker*, Eleventh National Conference on Anxiety Disorders, Symposium on **Neurobiological Aspects of Anxiety**, Chicago, IL 1991
- *Invited Speaker*, National Symposium, Schwab Rehabilitation Center, **Prenatal Cocaine: Neurobiological Effects Exposed Prenatally to Drugs**, Chicago, IL 1991
- *Invited Speaker*, International Society for Traumatic Stress Studies, Symposium, **Early Life Experiences and the Development of PTSD**, Washington, DC 1991
- *Invited Speaker*, Eighth International Conference on Multiple Personality / Dissociative States Symposium Chair, **Recent Advances in the Etiology, Phenomenology, and Treatment of Post-traumatic Stress Disorder**, 1991
- *Invited Speaker*, Anxiety Disorders Association of America, Chicago Consortium for Psychiatric Research,

***The Development of the Noradrenergic and Gabaergic Systems: Early Life Experience and Anxiety Disorders*, 1991**

- *Invited Speaker*, International Society for Traumatic Stress Studies, Symposium, ***Trauma, Psychopathology and the Development of Psychiatric Disorders***, Washington, DC 1991

Training/Education (local)

- *Invited Speaker*, Harris Foundation, Chicago, IL 1991
- *Invited Speaker*, The University of Chicago, Department of Pediatrics Grand Rounds, Chicago, IL 1991

Training/Educational (national/international)

- *Invited Speaker*, American Medical Television (The Discovery Channel), ***Recent Advances in the Treatment of Schizophrenia***, 1991
- *Invited Speaker*, University of Wisconsin, Special Grand Rounds, ***Traumatic Life Experiences During Development: Implications for Childhood Mental Disorders***, Madison, WI 1991
- *Invited Speaker*, Midwest Meeting of Speech and Language Disorders Society, 1991

1992

Research Presentations

- *Invited Participant/Speaker*, American Academy of Child and Adolescent Psychiatry, Annual Meeting, ***Institute on Violence: Current Data and Implications for the Practice of Child and Adolescent Psychiatry***, Washington, DC 1992

Training/Education (local)

- *Invited Speaker*, Baylor College of Medicine, Department of Psychiatry, Grand Rounds, Houston, TX 1992

Training/Educational (national/international)

- *Invited Speaker*, University of Illinois, Michael Reese Hospital Grand Rounds, ***Neurobiological Sequelae of Perinatal Cocaine Exposure***, Chicago, IL 1992
- *Invited Speaker*, Northwestern University, Evanston Hospital Grand Rounds, ***The Development of Catecholamines: Early Life Experience and Anxiety Disorders***, Chicago, IL 1992

Honorary Lectureships

- *Invited Participant/Speaker*, Macarthur Foundation Study Group, ***Post-traumatic Stress Disorders in Children***, 1992

1993

Training/Education (local)

- *Invited Speaker*, Baylor College of Medicine, Department of Pediatrics, Grand Rounds, Houston, TX 1993
- *Invited Speaker*, Institute of Religion, Conference on Psychotherapy and Faith, ***Healing Maltreated Children***, Houston, TX 1993
- *Invited Speaker*, Veteran's Administration, Inspector General's Office, ***Training Program on Post-Traumatic Stress Disorder***, 1993

- *Invited Speaker*, University of Texas Medical Branch, Department of Pharmacology and Toxicology, ***Developmental Determinants of CNS Dopamine Receptor Expression***, Galveston, TX 1993
- *Invited Speaker*, The University of Texas, Department of Psychiatry and Behavioral Sciences, Grand Rounds, ***The Traumatized Child: The Neurobiological Sequelae of Growing Up In An Abusive Environment***, Houston, TX 1993

Training/Educational (national/international)

- *Invited Speaker*, Forest Hospital, Psychiatric Grand Rounds, ***Recent Advances in PTSD***, Chicago, IL 1993
- *Invited Speaker*, Advanced Clinical Training Conference, University of North Dakota, West Central Human Services, ***Severely Emotionally Disturbed Children and Families***, Bismarck, ND 1993
- *Invited Speaker*, Children's Memorial Hospital Symposium: Controversies in Child Abuse and Neglect, ***Post-traumatic Stress and Behavioral Problems after Child Abuse***, Chicago, IL 1993
- *Invited Speaker*, Office of the Cook County Public Guardian, ***Effects of Trauma on Abused Children***, Chicago, IL 1993
- *Invited Speaker*, Organized Crime Drug Enforcement Task Force (FBI, DEA, BATF), Lake Geneva, WI 1993
- *Invited Speaker*, Dupage County Special Education Institute, ***Post-traumatic Stress Disorders in Children and Adolescents***, Wheaton, IL 1993

Honorary Lectureships

- *Invited Speaker*, Lutheran General Children's Medical Center, Lawrence Breslow Memorial Lecture, ***Violence in the 1990's***, Park Ridge, IL 1993
- *19th Annual Ester S Zetland Lecturer*, Chicago Psychoanalytic Association and Association of Child Psychotherapists, ***The Traumatized Child: The Neurobiological Sequelae of Growing Up In An Abusive Environment***, Chicago, IL 1993.

1994

Research Presentations

- *Invited Speaker*, Kempe Center for the Prevention of Child Abuse, ***Developing Multi-Agency Trauma Teams: Lessons from Waco***, Keystone, CO 1994
- *Invited Speaker*, Partners in Prevention and Treatment of Youth Violence: Maternal and Child Health, Mental Health and Substance Abuse, Region VI State Leadership Meeting, ***The Role of Mental Health in Preventing and Treating Youth Violence***, Dallas, TX 1994
- *Invited Speaker*, American Academy of Child and Adolescent Psychiatry Annual Meeting, ***Evolution of Emotional, Behavioral and Physiological Responses in Children Acutely Exposed to Violence***, New York, NY 1994
- *Invited Speaker*, International Society for Traumatic Stress Studies, ***Psychophysiological Effects of Childhood Trauma and Their Influence on Development***, Chicago, IL 1994

Training/Education (local)

- *Invited Speaker*, Child Victimization Seminar, Tarrant County Junior College/CPS Child Abuse Intervention Training Project, ***The Neurodevelopment and the Neurophysiology of Trauma***, Arlington, TX 1994
- *Invited Speaker*, Harris County Child Abuse Task Force, Junior League, ***The Traumatized Child***, Houston, TX 1994
- *Invited Speaker*, Houston Group Psychotherapy Society Annual Institute, ***The Breakdown of Group Defenses: Examples from the Surviving Branch Davidian Children***, Houston, TX 1994
- *Invited Speaker*, Houston Bar Association Juvenile Law Section, ***Waco, Revisited***, Houston, TX 1994
- *Invited Speaker*, Cook-Fort Worth Children's Medical Center, Grand Rounds, Fort Worth, TX 1994
- *Invited Speaker*, Baptist Children's Home Ministries, ***What We Learned from the Branch Davidian***

- *Incident*, San Antonio, TX 1994
- *Keynote Speaker*, National Conference on Children and Violence: Intervention and Prevention Programs for Youth, School and Media, Houston, TX 1994
- *Invited Speaker*, Advocates for Incest Survival, *Childhood Trauma and Neurophysiological Development*, Houston, TX 1994
- *Invited Speaker*, University of Texas Medical Branch, Department of Psychiatry and Behavioral Sciences, Grand Rounds, *Longitudinal Follow-up of Severely Abused Children*, Galveston, TX 1994

Training/Educational (national/international)

- *Invited Speaker*, LSU School of Medicine Grand Rounds, *Developmental Sequelae of Trauma in Children*, New Orleans, LA 1994
- *Invited Speaker*, Arkansas Society for Neuroscience, *The Neurodevelopmental Sequelae in Childhood Trauma*, Little Rock, AK 1994
- *Invited Speaker*, University of Arkansas Department of Psychiatry Grand Rounds, *Post-traumatic Stress in Children*, Little Rock, AK 1994
- *Invited Speaker*, Kempe Center for the Prevention of Child Abuse, *Salt in the Wound: Re-traumatization of Maltreated Children by the Law Enforcement, Juvenile Justice, Child Welfare and Mental Health Systems*, Keystone, CO 1994
- *Plenary Speaker*, Illinois Council of Child and Adolescent Psychiatry, Lake Geneva, WI 1994
- *Invited Plenary Speaker*, Children's Memorial Hospital, Symposium, *Controversies in Child Abuse and Neglect*, Chicago, IL 1994
- *Keynote Speaker*, Abused Adult Resource Center, *After the Crisis Children's Issues, Behavioral Cues, Treatment Modalities beyond reporting for Parents, Educators, Law Enforcement, Social Service Providers*, Bismarck, ND 1994
- *Invited Speaker*, Crimes Against Children National Conference, *Neurological Development of Children Raised in Psychologically Destructive Environments*, Washington, DC 1994
- *Invited Speaker*, Finch University of Health Sciences/ Chicago Medical School, Department of Psychiatry and Behavioral Sciences, Grand Rounds, *Developmental Neurobiology of Trauma*, Chicago, IL 1994
- *Invited Speaker*, Youth Services Network of Southwest Ohio: Violence, Our Kids and Healing Post-traumatic Stress Disorder, *Brain Development and Trauma*, Dayton, OH 1994
- *Invited Speaker*, Youth Services Network of Southwest Ohio: Violence, Our Kids and Healing Post-traumatic Stress Disorder, *Clinic Work with Traumatized Children*, Dayton, OH 1994
- *Invited Speaker*, National Association of Counsel for Children, 17th National Children's Law Conference, *Presenting Expert Witness Testimony in Child Abuse Cases: A Collaborative Simulation Involving Victims with Post-traumatic Stress Disorder*, San Francisco, CA 1994
- *Keynote Speaker*, Cult Awareness Network National Conference, *Understanding Children Raised in Psychologically Destructive Settings*, Cleveland, OH 1994
- *Keynote Speaker*, International Conference on Multiple Personality and Dissociative States, *Dissociation and Physiological Hyper-reactivity as Persisting Adaptations in Response to Childhood Trauma*, Chicago, IL 1994
- *Invited Speaker*, Wayne State University, Department of Psychiatry, Biological and Clinical Psychiatry of Anxiety and Depression Across the Life Cycle, *Developmental Sequelae of PTSD in Children*, Dearborn, MI 1994

Honorary Lectureships

- *Invited Plenary Speaker*, Kempe Center for the Prevention of Child Abuse, *Impact of Traumatic Life Experiences on the Development of the Brain*, Keystone, CO 1994
- *Invited Speaker*, Evanston and Glenbrook Hospitals, Department of Psychiatry, Gertrude Victorson Ratner Lecture, *Malignant Memories: Trauma and Abuse in Children and Adolescents*, Evanston, IL 1994

1995

Research Presentations

- *Invited Speaker*, American Psychiatric Association Annual Meeting, Symposium on Post-traumatic Stress Disorders: ***The Evolution of Symptoms Following Traumatic Events in Children***, Miami, FL 1995
- *Invited Speaker*, Harvard University, Department of Psychiatry Special Symposium of Trauma, ***Neurodevelopment following Child Maltreatment***, Cambridge, MA 1995
- *Invited Faculty*, American Professional Society on the Abuse of Children Third Annual Symposium, ***Dissociative Disorders and Other Severe Reactions to Child Abuse***, Tucson, AZ 1995

Training/Education (local)

- *Invited Speaker*, Child Abuse Prevention Network, ***What Happens to Abused Children ?***, Houston, TX 1995
- *Invited Speaker*, School Based Interventions for Children of Addicted Parents, ***Dealing with Traumatized Children***, Houston, TX 1995
- *Invited Speaker*, Houston Bar Association Juvenile Law Section, ***Juvenile Justice Programs in Harris County***, Houston, TX 1995
- *Invited Speaker*, Main Academic Seminar, Houston Child Guidance Center, ***Research in Child and Adolescent Psychiatry***, Houston, TX 1995
- *Keynote Speaker*, Council of Agencies Serving Youths, ***Community Youth Services***, Houston, TX 1995
- *Invited Speaker*, St. Martin's Episcopal Church, ***Trauma and Children***, Houston, TX 1995
- *Invited Speaker*, Texas Youth Commission, ***The Violent Child***, Hunt, TX 1995
- *Invited Speaker*, Health Services Department, ***The Impact of Violence on Children***, Houston, TX 1995
- *Invited Speaker*, Psychopharmacology Update, BCM Office of Continuing Education, ***Pharmacotherapy of Post-traumatic Stress Disorders***, Houston, TX 1995
- *Invited Speaker*, Baylor College of Medicine, Department of Psychiatry, Grand Rounds, ***Memory and Trauma***, Houston, TX 1995

Training/Educational (national/international)