Community Violence Intervention (CVI) Webinar Series

Part 2: Place-based Approaches to CVI
Stefanie Feldman, Deputy Assistant to the President and Senior Advisor to the Domestic Policy Advisor
Dr. Catherine P. Bradshaw, Professor; Associate Dean for Research and Faculty Development, School of Education and Human Development, University of Virginia
Dr. Bradshaw has expertise in designing, implementing, and testing preventive interventions aimed at addressing aggressive behavior problems, youth violence, health disparities, substance use, and other mental health problems. She has advanced training in psychology, public health, research methods, counseling psychology, human development, and education, with particular expertise in testing the impact of school-based prevention programs. She has considerable experience conducting randomized controlled trials (RCTs) in school and community settings and in conjunction with community-based organizations, such as school districts. She has been a Principal Investigator (PI)/Co-PI on several grants through NICHD, NIMH, MIMHD, NIDA, CDC, NIJ, and USDOE/IES, totaling approximately $50M; these projects have focused on mental health services and violence prevention and include 10 school- or community-based RCTs. She was the PI for grants from the U.S. Department of Education to conduct a 58 high school RCT of a school-wide violence prevention program and was the PI on a second RCT testing the same model in 40 middle schools (funded by NIJ). She is also currently PI on 4 other RCTs, several of which address issues related to bullying and peer victimization. One of the prevention RCTs is in 40 middle schools, and 2 other RCTs aim to test the impact of a prevention program called Coping Power on mental health problems, bullying, and violence in 10 Baltimore City high schools and in 40 middle schools across two states. She is also a Co-I on an NIMH R01 focused on harmonizing these and other Coping Power data to determine impacts of the program on suicide and PI on an R01 from NIMHD focused on violence prevention and discrimination in 40 Maryland middle schools.
Place-based Community Violence Intervention: The Role of Schools

Catherine Bradshaw, Ph.D., M.Ed.
Professor & Sr. Associate Dean for Research, School of Education & Human Development, University of Virginia
Deputy Director, Johns Hopkins Center for the Prevention of Youth Violence
Co-Director, Johns Hopkins Center for Prevention & Early Intervention
Bronfenbrenner's Ecological Systems Theory
Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing

Abuse
- Emotional abuse
- Physical abuse
- Sexual abuse

Household Challenges
- Domestic violence
- Substance abuse
- Mental illness
- Parental separation/divorce
- Incarcerated parent

Neglect
- Emotional neglect
- Physical neglect

4 or more ACEs
- 3x the levels of lung disease and adult smoking
- 14x the number of suicide attempts
- 4.5x more likely to develop depression
- 11x the level of intravenous drug abuse
- 4x as likely to have begun intercourse by age 15
- 2x the level of liver disease

"Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today"

Dr. Robert Block, the former President of the American Academy of Pediatrics

67% of the population have at least 1 ACE

People with 6+ ACEs can die 20 yrs earlier than those who have none

1/8 of the population have more than 4 ACEs

www.70-30.org.uk
@7030Campaign
Impact

50%  
50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹

10 yrs  
The average delay between onset of symptoms and intervention is 8-10 years.¹

37%  
37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.²

70%  
70% of youth in state and local juvenile justice systems have a mental illness.¹

Suicide

3rd  
Suicide is the 3rd leading cause of death in youth ages 10 - 24.¹

90%  
90% of those who died by suicide had an underlying mental illness.¹

(Kessler et al., 2007; National Institute of Mental Health. www.nimh.nih.gov; www.nami.org)
Preventive Intervention Opportunities

Interventions by Developmental Phase

Prior to Conception
- Pregnancy prevention

Prenatal
- Prenatal care
- Home visiting

Infancy
- Early childhood interventions

Early Childhood
- Parenting skills training
- Social and behavioral skills training

Childhood
- Classroom-based curriculum to prevent substance abuse, aggressive behavior, or risky sex

Early Adolescence
- Prevention of depression

Adolescence
- Prevention of schizophrenia

Young Adulthood
- Prevention focused on specific family adversities (bereavement, divorce, parental psychopathology, parental substance use, parental incarceration)
- Community interventions
- Policy

(IOM, 2009)
An Integrative Model for Linking Prevention and Treatment Research

Weisz et al., 2005, Am. Psychol.
Trauma-Informed Design School

Combined LEED/CHPS goals with health, safety, nutrition, physical activity.

Designed to invoke nature in an urban setting.

Equity—supporting all users regardless of their background.

Codman Academy Public Charter School, Dorchester, MA.

Erika Eitland, MPH  Harvard T.H. Chan School of Public Health  NCCSHS, 2018
Teachers are leaving the profession at alarming rates

- 10% of teachers leave after 1 year
- 17% of teachers leave within 5 years
- In urban districts, up to 70% of teachers leave within first year

(Fisher, 2011; Herman et al., 2020; Kokkinos 2007; Oberle & Schonert-Reichl, 2016)
USDOE’s School Climate Framework For Establishing the Conditions for Learning

School Climate

Engagement
- Connection to Teachers
- Student Connectedness
- School Connectedness
- Academic Engagement
- Culture of Equity
- Parent Engagement

Safety
- Perceived Safety
- Bullying & Aggression
- General Drug Use

Environment
- Physical Comfort/Maintenance
- Rules & Consequences
- Support
- Disorder

(Bradshaw et al., 2014; J. of School Health)
What kind of school do you want your school to be?

MDS3 CLIMATE SURVEY

Complete the MDS3 Climate Survey and tell us what you think.
It only takes a few minutes and is anonymous.

This survey will help us better understand how staff, students and parents perceive your school and to develop ways to help improve school climate.
Crime Prevention through Environmental Design (CPTED) Applied to Schools

- **Natural surveillance** refers to the placement of physical features that maximize visibility.
  - The strategic use of windows that look out on the school entrance so that students can see into the school and know that others can see them.

- **Access management** involves guiding people by using signs, well-marked entrances and exits, and landscaping. It may also include limiting access to certain areas by using real or symbolic barriers.
  - Landscaping that reduces access to unsupervised locations on the school grounds.

- **Territoriality** is defined by a clear delineation of space, expressions of pride or ownership, and the creation of a welcoming environment.
  - Posting of behavioral expectations, motivational signs, displays of student art, and the use of school colors to create warmth and express pride.

- **Physical maintenance** includes repair and general upkeep of space.
  - Removing graffiti in restrooms in a timely manner and making the necessary repairs to restrooms, light fixtures, and stairways to maintain safety and comfort.

- **Order maintenance** involves attending to minor unacceptable acts and providing measures that clearly state acceptable behavior.
  - Maintaining an obvious adult presence during all times that students transition from one location to another. (CDC, 2016)
CPTED Principles Can Potentially Benefit Schools by

• Creating a warm and welcoming environment
• Fostering a sense of physical and social order
• Creating a sense of ownership by students
• Sending positive messages to students
• Maximizing the presence of authority figures
• Minimizing opportunities for out-of-sight activities
• Managing access to all school areas

(CDC, 2016)
Application of CPTED to Schools
School Assessment for Environmental Typology: SAfETy

- Tool for independent observers to rate the school physical environment
  - Draws from previously validated measures including CPTED School Security Assessment (Wilcox et al., 2006) and NIfETy (Furr-Holden et al., 2010)
- 9 different locations: Entrance to the School Grounds, Entrance to the School Building, Physical Layout, Hallway, Stairwell, Cafeteria, Playing Field, Staff Parking Lot, Student Parking Lot
- 8 scales capturing the domains of school ownership, disorder, surveillance, and student/staff interactions (Bradshaw et al., 2015)
## Administrator Walk-through Tool

<table>
<thead>
<tr>
<th>School Grounds - Walk the perimeter of the school buildings</th>
<th>LOOK FOR</th>
<th>RESULTS</th>
<th>ACTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there signs clearly posted to indicate the entrance to the school grounds?</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the condition of the landscaping around the building?</td>
<td>No landscaping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not maintained</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintained</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well-maintained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count evidence of school-ownership. Look for things with the school name or logo prominently displayed.</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count graffiti. This includes gang or other self-promoting tags as well as profanity.</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count vandalism. Look for things that you believe have been intentionally broken or bent.</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count trash.</td>
<td>About 1 or less grocery bags</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>About 2 grocery bags</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>About 3 or more grocery bags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count bottles or cans that once contained alcohol.</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking Lots - Walk both the student and staff parking lots</td>
<td>Count evidence of school-ownership. Look for things with the school name or logo prominently displayed.</td>
<td>None</td>
<td>1 or more</td>
</tr>
<tr>
<td></td>
<td>Count graffiti. This includes gang or other self-promoting tags as well as profanity.</td>
<td>None</td>
<td>1-7</td>
</tr>
<tr>
<td></td>
<td>Count trash.</td>
<td>None a few pieces</td>
<td>About 1 grocery bag</td>
</tr>
<tr>
<td></td>
<td>Count bottles or cans that once contained alcohol.</td>
<td>None</td>
<td>1 or more</td>
</tr>
</tbody>
</table>
Positive Behavioral Interventions and Supports

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

(www.PBIS.org)
SEL: the process through which **children** and **adults** acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
A Multi-tiered System of Supports: A Public Health Approach to Prevention

Students within Schools

Universal Prevention
Core Instruction, all students, preventive, proactive

Selective or Targeted Intervention
Supplemental, some students, reduce risk

Indicated or Intensive Intervention
Individualized, functional assessment, highly specific for few

(IOM, 2009; Walker et al., 1996; PBIS.org)
Multi-tiered System of Supports (MTSS): Tiers and Sample Interventions

**Tier 3: Supports for the highest need students (~3–5% of students)**
- Functional behavioral assessment and person-centered planning
- Wraparound services
- Coordinated care for youth with multi-system involvement (e.g., juvenile justice, child welfare)

**Tier 2: Supports for students at risk (~5–15 percent of students)**
- Targeted social skills instruction
- School-based health center-provided brief clinical interventions
- Daily note home

**Tier 1: Supports for all students**
- Set behavioral expectations collaboratively with students
- Teach and reinforce positive behavior
- Engage families

Meishka L. Mitchell, AICP, PP is Vice President at Camden Community Partnership (formerly Cooper’s Ferry Partnership), a community and economic development nonprofit organization in her hometown of Camden, New Jersey. Meishka played a key role in broadening Camden Community Partnership’s mission to address planning and redevelopment efforts in Camden’s neighborhoods with a resident-driven approach. Meishka has managed the implementation of numerous critical infrastructure and park improvement projects and is instrumental in Camden’s innovative placemaking initiatives. Meishka has led efforts on water equity and established several award-winning replicable sustainability collaborations.

Meishka has a Master of City Planning from the University of Pennsylvania. Meishka is also certified by the American Institute of Certified Planners and maintains a Professional Planners license with the State of New Jersey.
Arts & Cultural Interventions to Community Violence in Camden, New Jersey

Community Violence Intervention (CVI) Webinar Series Part 2: Place-based Approaches to CVI

Meishka L. Mitchell, AICP, PP
Vice President

7.21.21
Camden 1957
“A Symbol of Promise for the Nation”
North Camden
CONNECT THE LOTS IS A COMMUNITY-DRIVEN INITIATIVE TO ACTIVATE CAMDEN, NEW JERSEY’S VACANT AND UNDERUTILIZED SPACES
Resident-Driven Planning & Implementation
3/4 of attendees from Camden City

92% said the events promote positive community interactions
Illegal Dumping & Violent Crime
- Transform 6 High-Impact, Prominent Sites
- Inclusive Community Representation
- Art Co-Creation
- Artist Apprenticeship Program
- Art-Inspired Community Dialogue
- Illegal Dumping Education
Illegal Dumping at
Whitman Ave & W. Pershing St.
Whitman Park Neighborhood
“Invincible Cat”

By Don Kennell and Lisa Adler
Illegal Dumping at
512 Erie St.
North Camden Neighborhood
“Touching the Earth”
By Athena Steen & Josh Sarantitis
Donna Griffin, President,
Community Capacity Builders
Donna Griffin is a community economic development professional committed to empowering communities for social and economic change. She is the President of Community Capacity Builders (CCB), a professional consulting company whose focus is to improve the ability of individuals, organizations, businesses, and government in their efforts to learn, acknowledge a community’s present conditions, and develop relationships to carry out decisions for a safe and healthy future. In addition to serving as the project coordinator for the Byrne Criminal Justice Innovation project, she spent 7 years as the Executive Director for the Philadelphia Weed & Seed Project, Inc.
COMMUNITY VIOLENCE INTERVENTION (CVI)
VACANT LAND STABILIZATION IN MANTUA

Donna Griffin, President
Community Capacity Builders
Philadelphia, PA
CONTEXT

Mantua Community Concerns

- Abandoned residential and commercial properties
- High crime rates
- Abundance of vacant land
- Low owner-occupied housing
- Increasing student housing developments
- High unemployment
- Access to healthy foods
- Lack of resources
- Lack of youth recreational and job opportunities
Source: City of Philadelphia Crime Maps, K&A analysis
Data collected from Jan 1 - June 30 2012

We Are Mantua!

Vacant Land
Vacant Land Stabilization In Mantua
Vacant Land Stabilization In Mantua

Mantua Urban Peace Garden
Neighborhood-claimed vacant land to promote social cohesion, safety, health, economic development
Vacant Land Stabilization In Mantua

Mantua Greenway
Activating vacant land to promote culture/history, safety, health and wellness, economic development, access
Vacant Land Stabilization In Mantua

38th and Melon St. Pocket Park

Neighborhood vacant lot promotes safety, mental health and youth development

Before

After
Progress in Mantua

- 2015–2016 9 homicides (BCJI)
- 2017–2018 1 homicide (post BCJI)
- <15% decrease aggravated assaults (2015–2018)
- >21% increase in robberies (2015–2018)
- <43% decrease burglaries (2015–2018)
- Litter Index: 3.4 (2011) to 2.3 (2017)

Source: PPD 16th District, Mantua Part 1 Crimes; City of Philadelphia Streets Department
Dr. Eugenia C. South, Assistant Professor, School of Medicine, University of Pennsylvania
Eugenia C. South, MD MS is an Assistant Professor of Emergency Medicine at the Perelman School of Medicine at the University of Pennsylvania, the Vice Chair for Inclusion, Diversity, and Equity in the Department of Emergency Medicine, and the Faculty Director of the Urban Health Lab. As a physician-scientist, her broad vision is to improve health and quality of life for residents in Black communities through both research and clinical work. Dr. South’s research agenda is focused on developing and testing individual and neighborhood level interventions to better understand the ways in which the physical and social attributes of where people live, work, and play influence physical and mental health, and community safety. She has worked with the Pennsylvania Horticulture Society for over a decade to conduct a series of studies on vacant lot greening, including the first prospective experimental analysis of a community greening intervention. This randomized controlled trial found a decrease in violent crime, increased perceptions of safety, and a positive impact on social cohesion and mental health. She is particularly passionate about leveraging urban nature as a community health tool. Her research is funded by the Robert Wood Johnson Foundation and the Centers for Disease Control and Prevention. Her work has been published in JAMA, PNAS, and AJPH, as well as been covered by national and international media outlets such as the Washington Post, NPR, and Time Magazine.
Place matters.

Eugenia C. South, MD MS
Faculty Director, Urban Health Lab
Assistant Professor of Emergency Medicine
Penn Medicine

White House Community Violence Intervention Webinar
July 21, 2021
Gun violence is a place-based problem.
Structural determinants of gun violence

• Residential segregation
• Concentrated poverty
• Lack of economic opportunity
• Failing public schools
• Mass incarceration and the police surveillance state
• Deteriorating neighborhood physical environments
Place impacts people

“It makes me feel not important. Like I think that your surroundings like your environment [vacant land] affects your mood, it affects your train of thought, your thought process, your emotions, and seeing vacant lots and abandoned buildings, to me that’s a sign of neglect. So I feel neglected.”

- West Philadelphia resident

Garvin 2012
Place-based interventions are **vital** to gun violence prevention

- Structural repairs to occupied homes
- Trees
- Abandoned house remediation
- Vacant lot greening
Structural repairs to occupied homes

• 6 million US families live in substandard housing
• Structural issues linger and worsen for low-income owners

• Our study:
  • Basic systems repair program (BSRP) repairs structural issues for low-income owners
    • Electricity, plumbing, heating, roofing, mold remediation, etc.
  • Quasi-experimental study of the impact of BSRP on crime
  • 13,632 houses, average waitlist of 2.58 years
  • Owners: 56.5 yr old, 78.8% Black, Monthly income $993
BSRP associated with 21.9% reduction in crime
Trees

• Trees are a vital aspect of neighborhood infrastructure:
  • Social connections
  • Heat
  • Air pollution
Trees are patterned by race + income

Baltimore, MD
Median income: $31K
Median income: $154K

Portland, OR
Median income: $39K
Median income: $161K

Source: NYT
@Eugenia_South
Trees associated with reduced violence

Adolescent gun assault
(OR = 0.70; 95% CI 0.55-0.88)

• Co-benefits:
  • Improved mental health
  • Lower rates of hypertension, diabetes
  • Maternal health outcomes

Kondo, 2017
Abandoned house remediation

• Citywide RCT of 258 abandoned houses:
  • Remediation
  • Trash cleanup only
  • No-intervention control

• Neighborhoods: majority Black

• Police-reported crime 18 months pre/post

@Eugenia_South
House remediation reduces violent crime

<table>
<thead>
<tr>
<th></th>
<th>House Remediation</th>
<th>Trash Cleanup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weapons Offenses</td>
<td>$\downarrow$ 8.6%, $p&lt;0.001$</td>
<td>$\downarrow$ 1.3%, $p = 0.74$</td>
</tr>
<tr>
<td>Gun Assaults</td>
<td>$\downarrow$ 13.8%, $p&lt;0.001$</td>
<td>$\downarrow$ 7.7%, $p = 0.004$</td>
</tr>
<tr>
<td>Shootings</td>
<td>$\downarrow$ 7.4%, $p = 0.01$</td>
<td>$\uparrow$ 2.5%, $p = 0.29$</td>
</tr>
</tbody>
</table>

South 2021, under review
Citywide RCT of vacant lot greening

• Neighborhoods: majority Black

• 445 people (majority Black) living nearby interviewed 19 months pre/post

• Police reported crime

Random assignment (541 lots):
- Cleaning + Greening + Maintenance
- Cleaning + Maintenance
- Control lots

Neighborhoods: majority Black
445 people (majority Black) living nearby interviewed 19 months pre/post
Police reported crime
Vacant lot greening reduces gun violence

- +76% Go Outside More
- +58% Relax Outside More
- -39% Report That Vandalism Is Common
- -37% Report There Is a Lot of Crime
- -41% Self-Report Depression
- -28% Nuisance Calls
- -29% Gun Violence

Branas 2018, South 2018
Vacant lot greening + house remediation are **low cost, high value** interventions in preventing gun violence

$1 \text{ investment} \rightarrow \begin{align*} 
& \text{Taxpayer return} \\
& \text{Societal return} \\
& $26 \quad $333 \\
& $5 \quad $79 
\end{align*}$

Branas 2016

@Eugenia_South
Why do place-based interventions prevent gun violence?

1. **Biologic response** with less stress, fear, and aggression

2. **Visual cues** that someone cares, creating “busy streets” and fostering social connections

3. **Removal of physical location** to store illegal guns and conduct other illegal activity
Place matters.
Place impacts people.

Gun violence will be prevented with simple, low-cost, structural changes to neighborhood environments.
Thank You!