

1. **Ali-Saleh, D. N., Giwertz, A., & Marsalis, S. (2020). Psychological intervention and prevention programs for exposure to community violence: A systematic review. *Clinical child & Family Psychology Review*. DOI: 10.1007/s10567-020-00315-3.**

### **Abstract**

The purpose of this article is to systematically review the existing literature regarding intervention and prevention programs that ameliorate the negative effects of exposure to community violence (ECV) on children and adolescents. Using the Preferred Reporting Items for Systematic Review (PRISMA) Guidelines, we conducted a systematic review of the literature aimed at providing a synthesis of the extant Randomized Control Trials (RCT) and peer-reviewed empirical literature on intervention and prevention programs for those affected by ECV. Nine randomized controlled trials were identified: seven studies with elementary school students in the USA, one study with elementary school students in Colombia, and one study with middle school students in the USA. Most trials compared intervention and no-treatment control groups; three studies compared active interventions. The intervention and prevention trials conducted in school settings in the USA showed most impact on reducing internalizing and PTSD symptoms. The evidence base of intervention and prevention programs for child and adolescent exposure to community violence is very limited. This systematic review synthesizes extant evidence of the effectiveness of intervention programs in reducing internalizing and externalizing symptoms, PTSD, exposure to community violence, and in enhancing academic performance. More studies are needed to provide a better understanding of how interventions might ameliorate the adverse consequences of exposure to community violence.

**Keywords** Community violence · Witnessing violence · Experiencing violence · Victim · Prevention and intervention · Children and Adolescents

2. **Ali-Saleh, D. N. (2020). Israeli Palestinian adolescents' exposure to community violence and their academic achievements: The indirect effects of internalizing and externalizing symptoms and parental psychological well-being. *Journal of Child and Family Studies*. DOI: 10.1007/s10826-020-01841-y**

### **Abstract**

Rates of exposure to community violence (CV) are alarmingly high for youth in many countries, and associated with negative consequences. The present study examines the rates and consequences of exposure to community violence among Palestinian adolescents from Israel, age 14-18 years. Specifically, it examines whether exposure to community violence is indirectly related to academic achievement through internalizing and externalizing symptoms among adolescents; and whether the impact of internalizing and externalizing symptoms on academic achievements depends on parental levels of psychological well-being (PWB). *Method:* A semi systematic random sample of 760 Palestinian adolescents in Israel, (320 boys, and 440 girls) completed a self-administration questionnaire. Most of the adolescents had witnessed community violence during the last year and during their lifetime; more than one third had directly experienced lifetime violence compared with 19.6% during the last year. Path analysis was used to examine a moderated mediation model, with internalizing and externalizing symptoms as a mediator of the relationship between exposure to CV and academic achievement, and PWB as a moderator of the path between internalizing/externalizing symptoms and academic achievement. *Results:* Externalizing, but not internalizing, symptoms mediated the association between exposure to CV and academic achievement. Moreover, parental psychological well-being (PWB) moderated the relationship between externalizing symptoms and academic achievements. *Conclusion:* Findings highlight the importance of targeting adolescent externalizing symptoms and academic achievement following exposure to community violence. Study limitations, implications for practice, and recommendations for future research are discussed.

**Key words:** Community violence, witnessing violence, direct personal experiencing, academic achievement, psychological well-being, Palestinian adolescents.