

# Preventing Violence in Schools

A Challenge to  
American Democracy

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# Preventing Violence In Schools A Challenge To American Democracy

**Larry W. Hughes**



## **Preventing Violence In Schools A Challenge To American Democracy:**

**Preventing Violence in Schools** Joan N. Burstyn, Geoff Bender, Ronnie Casella, Howard W. Gordon, Domingo P. Guerra, 2001-04-01 School violence is a burning issue these days This book provides an in depth analysis of violence prevention programs and an assessment of their effectiveness using data from observations individual interviews and focus groups as well as published data from the schools It is distinguished by its focus on the cultural and structural context of school violence and violence prevention efforts Where most other researchers use quantitative measures such as surveys to assess the effectiveness of violence prevention programs the authors of this book use qualitative research and ethnography to study the environment where such programs take place Thus this work one of only a few ethnographic studies of violence prevention programs in schools links previous quantitative research on the topic and critical ethnography Preventing Violence in Schools A Challenge to American Democracy includes voices of school students accused of practicing violence who have been participants in violence prevention programs analyzes a citywide peer mediation program who benefits and who does not who is mediated and who mediates and what the implications of these findings may be examines the kinds of violence recognized in schools and the ways schools themselves may perpetuate violence and describes a violence prevention program for students at an alternative school Preventing Violence in Schools A Challenge to American Democracy is highly relevant for students in courses on urban education foundations of education education and social policy youth and the law and qualitative research and for teachers administrators and other professionals such as school psychologists and guidance counselors at the middle and high school levels

**Preventing Violence in Schools** Joan N. Burstyn, Geoff Bender, Ronnie Casella, Howard W. Gordon, Domingo P. Guerra, 2001-04 Examines the complex problem of school violence using qualitative ethnographic data from observations individual interviews focus groups as well as published data Analyzes violence prevention programs assesses their effectiveness

*Violence* Alex Alvarez, Ronet Bachman, 2008 Violence comprises a historical and contemporary discussion of the origins patterns and causes of violence in society Through the use of contemporary and historical sources this book explore a variety of individual and collective types of violent crimes It incorporates a broad interdisciplinary approach to analyzing the patterns and correlates of violence using the most up to date research and theories and presents them in a style intended to be accessible to a wide audience of readers

Current Issues in School Leadership Larry W. Hughes, 2005-01-15 Current Issues in School Leadership examines controversies about and affecting school practices Focusing on two essential questions what is important to today s school leaders and what is interfering with schooling processes it includes chapters by a broad range of authors with expertise on their specific topic The text is organized in three sections Social and Political Issues Curriculum and Learning Issues and Organization and Management Issues The goal of this text designed for school leadership educational administration and foundations of education courses is to challenge readers to think carefully and critically about each of the issues presented leading to

positive action and leadership      **Bullying in American Schools** Dorothy L. Espelage, Susan M. Swearer, 2004-02-04 Much of our knowledge about bullying behaviors comes from research conducted over the past several decades in Europe Australia and Canada Until the past decade research in the United States has lagged behind our European Australian and Canadian counterparts This book seeks to fill this void by forwarding research on bullying across contexts conducted with American participants This book is an exciting compilation of research on bullying in school aged youth conducted across the United States by a representative group of researchers including developmental social counseling school and clinical psychologists As such it presents a picture of the complexity of bullying behaviors and offers suggestions for using data based decision making to intervene and reduce bullying behaviors in our nation s schools Given the complexity of bullying and victimization this book gives guidance for schools as they develop prevention and intervention programming for bullying Providing a source through which school administrators can utilize the research findings the book is divided into five parts Part I illustrates the importance of individual characteristics across bully victim subtypes Part II addresses how peer groups relate to bullying across the school years Part III explores how teachers and classrooms influence bullying and aggression during the school years Part IV implicates ecological systems in fostering and maintaining bullying in schools It also highlights the potential for these systems to work in combating bullying Part V focuses on specific aspects of prevention and intervention planning      *Expelling Hope* Christopher G. Robbins, 2008-07-15 Winner of the 2008 Critics Choice Award presented by the American Educational Studies Association *Expelling Hope* raises critical questions about the effects of punitive policies particularly zero tolerance and repressive social relationships on youth of color and public schooling It argues convincingly that zero tolerance is a catchword or linchpin for an array of discourses and social practices that support the criminalization of youth the militarization of public schooling and culture and the marketization of public life Politically impassioned and intellectually rigorous the book provides the framework for an alternative vision of youth and schooling one rooted in hope that calls for youth to be treated as agents of a democratic future      Handbook of Emotional and Behavioural Difficulties Peter Clough, 2005 The book reveals itself to be both a scholarly and practical resource that will be indispensable to anyone seeking insight and direction for understanding and responding to EBD in the 21st century Professor Paul Cooper The University of Leicester      **School Violence, the Media, and Criminal Justice Responses** Kimberly A. McCabe, Gregory M. Martin, 2005 This book provides a foundation for the study of school violence beginning with an analysis of the shootings at Columbine and going on to discuss all forms of aggression in schools      Aggression and Adaptation Patricia H. Hawley, Todd D. Little, Philip Craig Rodkin, 2007 First Published in 2007 Routledge is an imprint of Taylor Francis an informal company      **Socially Constructed School Violence** Kimberly M. Williams, 2005 *Socially Constructed School Violence Lessons from the Field* argues that the way we understand what constitutes violence is socially constructed and that people from different social locations that is gender race social class geographic location and so on will have varied perspectives on

what is violent Based on ethnographic work at an urban alternative school for students expelled for bringing weapons to school and an affluent suburban school eighteen miles away this book describes various ways violence can be constructed Specifically this book discusses personal and structural forms of violence that students teachers administrators and other school staff encounter Using powerful examples from the ethnographic analysis this book describes some of the valuable lessons learned about how we can work to prevent school violence

**Re-Envisioning Education and Democracy**  
Ruthanne Kurth-Schai, Charles R. Green, 2006-09-01 The fate of public education and therefore the future of our democracy is at risk Powerful forces are eroding commitment to public schools and weakening democratic resolve Yet even in deeply troubling times it is possible to broaden social imagination and empower efforts toward systemic progressive reform This book is an invitation for widespread participation in a complex process re envisioning education and democracy To reenvision to envision and then envision again is to join with others in imagining new possibilities and bringing these into existence Re envisioning is a radically social process Although distinct and varied individual contributions are required transformative visions cannot be advanced through the agency of one charismatic person or bound by one influential perspective The process of re envisioning like all forms of democratic living and learning draws energy and insight when connection and communion are sustained across dimensions of difference Re envisioning is an intensely creative and exploratory process It is not accomplished through careful construction of best laid plans aimed at attaining certainty and control Re envisioning is instead experienced and evolved by preparing for and then acting on informed and strategic glimpses These brief and fleeting impressions multimodal and multi sensory incomplete and ambiguous always in motion offer potentials but no definitive answers Re envisioning is a profoundly ethical and aesthetic process centered in prospects for social justice compassion reform and renewal Social movements are rarely motivated by commitments to narrow objectives aimed at solving specific problems Across time and cultures we are drawn to persons and processes to ideas and images that call us back to remember our highest principles and move us forward to respond with acts of integrity and grace Recurrent themes of beauty and power here mirrored in chapter titles inspire guide and liberate collective vision and principled action Re envisioning although accessible to all remains largely undeveloped and underutilized Our collective ability to realize progressive aspirations for education and democracy can be significantly enhanced by integrating the process of re envisioning with other more familiar educational and political reform strategies

*The SAGE Handbook of Conflict Communication* John G. Oetzel, Stella Ting-Toomey, 2006-01-18 The SAGE Handbook of Conflict Communication Integrating Theory Research and Practice is the first resource to synthesize key theories research and practices of conflict communication in a variety of contexts Editors John Oetzel and Stella Ting Toomey as well as expert researchers in the field emphasize constructive conflict management from a communication perspective which places primacy in the message as the focus of conflict research and practice

*Research Anthology on School Shootings, Peer Victimization, and Solutions for*

*Building Safer Educational Institutions* Management Association, Information Resources, 2020-09-10 Though decades ago school shootings were rare events today they are becoming normalized Active shooter drills have become more commonplace as pressure is placed on schools and law enforcement to prevent the next attack Yet others argue the traumatizing effects of such exercises on the students Additionally violence between students continues to remain problematic as bullying pervades children's lives both at school and at home leading to negative mental health impacts and in extreme cases suicide Establishing safer school policies promoting violence prevention programs building healthier classroom environments and providing better staff training are all vital for protecting students physically and mentally The Research Anthology on School Shootings Peer Victimization and Solutions for Building Safer Educational Institutions examines the current sources of violence within educational systems and it offers solutions on how to provide a safer space for both students and educators alike Broken into four sections the book examines the causes and impacts that peer victimization has on students and how this can lead to further violence and investigates strategies for detecting the warning signs The book provides solutions that range from policies and programs that can be established to strategies for teaching nonviolence and promoting coexistence in the classroom Highlighting a range of topics such as violence prevention school climate and bullying this publication is an ideal reference source for school administrators law enforcement teachers government and state officials school boards academicians researchers and upper level students who are intent on stopping the persisting and unfortunate problem that is school violence

**Invisible Children in the Society and Its Schools** Sue Books, 2015-04-24 The authors in this book use the metaphors of invisibility and visibility to explore the social and school lives of many children and young people in North America whose complexity strengths and vulnerabilities are largely unseen in the society and its schools These invisible children are socially devalued in the sense that alleviating the difficult conditions of their lives is not a priority children who are subjected to derogatory stereotypes who are educationally neglected in schools that respond inadequately if at all to their needs and who receive relatively little attention from scholars in the field of education or writers in the popular press The chapter authors some of the most passionate and insightful scholars in the field of education today detail oversights and assaults visible and invisible but also affirm the capacity of many of these young people to survive flourish and often educate others despite the painful and even desperate circumstances of their lives By sharing their voices providing basic information about them and offering thoughtful analysis of their social situation this volume combines education and advocacy in an accessible volume responsive to some of the most pressing issues of our time Although their research methodologies differ all of the contributors aim to get the facts straight and to set them in a meaningful context New in the Third Edition Chapters retained from the previous edition have been thoroughly revised and updated and five totally new chapters have been added on the topics of young people pushed into the school to prison pipeline the environmental landscape of two out of school Mexican migrant teens in the rural Midwest the perceptions and practices in and outside schools that construct African

American boys as school failures negative portrayals of blackness in the context of understanding the collateral damage of continued white privilege and working class pregnant and parenting teens efforts to create positive identities for themselves Of interest to a broad range of researchers students and practitioners across the field of education this compelling book is accessible to all readers It is particularly appropriate as a text for courses that address the social context of education cultural and political change and public policy including social foundations of education sociology of education multicultural education curriculum studies and educational policy

*Children at Risk* Arthur V. Carrington, 2002 There was a day when society shielded its children from the often cruel world At least in the so called developed countries the exposure of children to the worst perversions society can conjure up has never been greater Children have reached the exalted level of being treated seduced and targeted to as a market This bibliography brings together the literature providing access by subject groupings as well as author and title indexes

**Handbook of Research on Promoting Peace Through Practice, Academia, and the Arts** Lutfy, Mohamed Walid, Toffolo, Cris, 2018-09-07 Academic disciplines perceive tranquility and a sense of contentment differently among themselves and therefore contribute to peace building initiatives differently Peace is not merely a function of education or a tool that produces amicable systems but rather a concept that educational contributions can help societies progress to a more peaceful existence The Handbook of Research on Promoting Peace Through Practice Academia and the Arts aims to provide readers with a concise overview of proactive positive peace models and practices to counter the overemphasis on merely ending wars as a solution While approaching peace building through multiple vantage points and academic fields such as the humanities arts social sciences and theology this valuable resource promotes peace building as a cooperative effort This publication is a vital reference work for humanitarian workers leaders educators policymakers academicians undergraduate and graduate level students and researchers

Transforming Education for Peace Jing Lin, Edward J. Brantmeier, Christa Bruhn, 2008-06-01 Currently peace education remains marginalized in our education system however a united front can be formed and powerful paradigms can empower educators to play a critical role in peace building through scholarship practice and activism Indeed educators around the world are developing effective strategies to transform education as a powerful force for global peace The diverse array of contributors in the book demonstrate that educators as peace makers can be and have been instrumental in transforming social forces the self and others for the construction of global peace The book aims to broaden the educational discourse in order to make room for new visions to educate future generations for peace Local and global efforts to build a long lasting peace are presented through the lens of education The timeliness of peace education surely renders this book relevant to educators and the general public alike as individuals communities and organizations struggle to find pathways to peace in a global world In other words this book will interest scholars and the general public concerned about the building of global peace The book can be source book for educators at elementary secondary and postsecondary institutions to explore multiple ways to

conduct effective peace education at all levels of education The book may also be used as a textbook by instructors of multicultural education of comparative international education and of undergraduate and graduate peace education courses

**Peace Education from the Grassroots** Ian Harris, 2013-09-01 Historians often ignore the day to day struggles of ordinary people to improve their lives They tend to focus on the accomplishments of illustrious leaders Peace Education from the Grassroots tells the stories of concerned citizens teachers and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations Belgium Canada El Salvador Germany India Jamaica Japan Mexico the Philippines South Korea Spain Uganda and the United States A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans Iran Senegal and the United States These chapters describe a variety of schools colleges peace movement organizations community based organizations and international nongovernmental organizations engaged in peace education

**Reenvisioning Peacebuilding and Conflict Resolution in Islam** Qamar-ul Huda, 2024-03-18 Reenvisioning Peacebuilding and Conflict Resolution in Islam examines the variety of strategic peacebuilding and conflict resolution activities conducted by Muslim practitioners and nongovernmental organizations in Muslim majority communities Qamar ul Huda explores ways that Muslim scholars civil society members and communities interpret violence and nonviolence peacebuilding and conflict resolution in an interconnected globalized age focusing on methods practices and strategies He shows how a faith based commitment can empower effective social political and intellectual action that results in meaningful change The book sheds light on a variety of vital topics including how the state utilizes hard and soft power in global religious diplomacy ways in which civil society organizations and NGOs maximize networks to engage in peacebuilding and conflict resolution the role of civil society in soft power politics and how some peacebuilding organizations are out of step with local Muslim cultures religious customs and why that matters Qamar ul Huda charts a vision of contemporary ethics of peacebuilding pluralism reconciliation and dialogue

**Child Development and Education** Teresa M. McDevitt, Jeanne Ellis Ormrod, Glenn Cupit, Margaret Chandler, Valarie Aloa, 2012-08-21 Child Development and Education is a comprehensive child development text written especially for educators It helps students to translate developmental theories into practical implications for teaching and caring for youngsters with diverse backgrounds characteristics and needs The text draws from innumerable theoretical concepts research studies conducted around the world and the authors own experiences as parents teachers psychologists and researchers to identify strategies for promoting young people s physical cognitive and social emotional growth In this Australian edition contemporary Australian and New Zealand research has been highlighted and local educational structures philosophies and controversies have been reflected



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