Safety from the Inside Out (#)
Unfortunately, skills are not enough. Most kids already know how to listen, how to help, and how to assert themselves. The question is why they sometimes lack the

The finding that schools become less safe as a result of adopting zero-tolerance policies will sound paradoxical only to ... – and be known and trusted by – adults.[12] Those bonds, however, are ruptured by a system that's about doing things

First, we Americans love to imagine that technical fixes will take care of complicated problems. (Remember the V-chip, ... doorway or monitor every screen. The number of cameras at one Washington, D.C. high school was recently doubled, from 32

Zero-tolerance is bad enough, but the situation becomes even worse when the punishments in question are so harsh that students are turned into criminals. Across the country, the

A reliance on old-fashioned discipline, with threats of punishments for offenders, not only distracts us from dealing with the real causes of aggression, but in effect

Physical safety, the most obvious kind, has understandably been the top priority, particularly where it seems to be in ... of connection to one another and to adults, a place where they come to think in the plural and feel a sense of belonging.

These efforts take place in individual classrooms and also as a matter of school policy. Proactive efforts to build ... things that may be going on. One teacher spoke up after a math lesson, for example, to talk with her students about

When we're preoccupied with behaviors, we're less likely to dig deep in order to understand the reasons, values, and ... an idea from the military.) But any time we talk about changing students' “behaviors,” we run the risk of ignoring the

A skills-based approach is also compatible with behaviorism, whose influence over our schools – and, indeed, over all of ... popular approaches to character education, classroom management, and our practices with students who have special needs.

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4. This section is adapted from my article "The Limits of Teaching Skills" (Education Week, January 1999, pp. 372-76, 381-82).

5. This quotation is from Robert Blum of the University of Minnesota. The study, to which he contributed, was published in the

19. Paul Cobb, Erna Yackel, and Terry Wood, "Young Children's Emotional Acts While Engaged in Mathematical Problem Solving." In

9. This quotation is from John H. Holloway, "The Dilemma of Zero Tolerance," Beyond Discipline: From Compliance to Community

6. This section is adapted from my article "The Dilemma of Zero Tolerance," Beyond Discipline: From Compliance to Community

11. A report by a civil rights group called The Advancement Project, based on an analysis of federal statistics, was described in Kenneth J. Cooper, "Group Finds Racial Disparity in Schools' 'Zero Tolerance,'"


1. There is a tendency, upon hearing about stunning cases of school violence, to infer that adolescents are Public Enemy

* When school violence does occur, low-income students of color are disproportionately likely to be the victims, ... period in the 1990s, for example, about eighty homicides took place on school grounds . . . while more than eight

* There is a tendency, upon hearing about stunning cases of school violence, to infer that adolescents are Public Enemy

12. For example, see Deborah Meier, In Schools We Trust

2. The article, by Debbi Wilgoren, appeared in the

17. Jesse Katz, "Taking Zero Tolerance to the Limit," Education Week

13. Russ Skiba and Reece Peterson, "The Dark Side of Zero Tolerance: Can Punishment Lead to Safe Schools?"

18. These findings are based on in-depth interviews conducted among crisis team members at twenty-five schools during the

14. These findings are based on in-depth interviews conducted among crisis team members at twenty-five schools during the

15. In a 1998 study of crisis team members at sixty schools, Warren Carter and others found that while most respondents


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