

## Chapter 1 : Causes and Effects of School Violence | LoveToKnow

*School violence is a subset of youth violence that can disrupt the learning process and have a negative effect on students, the school itself, and the broader community.*

**Causes of High School Dropouts** Media and Entertainment Many have tried to blame violent video games that children play, music with suggestive and sensitive lyrics, and movies desensitizing children to violence. However, there is little evidence to prove these sources of entertainment have long-term impacts leading to school violence. Some argue media content is not the direct cause, but the lack of adult monitoring and conversation about violent media could be a contributing factor.

**Bullying** In a world with so many different people like varying races, sexual orientations, belief systems, and nationalities, it can be difficult to feel like you fit in. It can be harder to find your place if everyone around you makes fun of you for the qualities that make you different. This intolerance, discrimination, or bullying that many face may contribute to school violence. Although fewer than one in ten bullied students head out on a shooting spree, about half of school shooters show evidence of being bullied and about half bully others. Critics of this argument highlight that every teen faces intolerance on some level and that teens who "break" must be experiencing something different. Only about half the population believes the government should control gun ownership. This debate about gun rights and legislation is present in daily media and politics for kids to see and hear.

**Mental Health Concerns** Roughly half of all adolescents in the U. Of these kids, about half suffer from severe mental health impairment. Psychological disorders and mental health concerns, such as depression and anxiety, have been on the rise for decades.

**Effects of School Violence** A little more than 1 out of seven of all school-age children have been the victims of a physical assault at school. Some of the most damaging effects of school violence are the frequency of occurrence, which can cause fear and the loss of innocent lives. However, the impact of school violence is even less understood than the causes because research on this topic tends to focus on perpetrators and prevention.

**Detracts From Education** Teachers are not only victims of school violence on some occasions, but they are tasked with being on the lookout for troubled students and taking great measures to connect on a personal level with students. This heightened attention to school safety is unfortunately necessary, but it indicates a shifting perspective in American viewpoints of school. Part of this can be explained by the finding sleep disruption from the incident could be the culprit.

**Creates Mental Health Concerns** After an incidence of violence, many students end up feeling fearful of other students or of going to school. Some of these issues may not present for days, weeks, or even years after exposure to a traumatic event.

**Prevention Is Key** No one will ever know the exact reason as to what causes more extreme cases of school violence. However, no matter the expert, one thing everyone can agree on is that violence in schools needs to stop. Rather than focusing on what is behind violence in schools or what can happen as a result of it, everyone needs to become focused on preventing school violence. Was this page useful?

**Chapter 2 : What are the Effects of School Violence on Families? | Healthfully**

*In this lesson, we will learn the definition and history of school violence. We will also discuss the causes and effects of school violence. There will be a quiz at the end of the lesson.*

Neglect Physical violence is the intentional use of physical force, used with the potential for causing harm, injury, disability or death. This includes, but is not limited to: This type of violence does not only lead to physical harm, but can also have severe negative psychological effects – for example, if a child is frequently a victim of physical violence at home, he or she can suffer from mental health problems and be traumatised as a consequence of this victimisation. Sexual violence involves a sexual act being committed or attempted against a victim who has not freely given consent, or who is unable to consent or refuse. A perpetrator forcing or coercing a victim to engage in sexual acts with a third party also qualifies as sexual violence. This type of violence can also lead to physical harm, and in most cases has severe negative psychological effects too. Psychological violence also referred to as emotional or mental abuse includes verbal and non-verbal communication used with the intent to harm another person mentally or emotionally, or to exert control over another person. The impact of psychological violence can be just as significant as that of other, more physical forms of violence, as the perpetrator subjects the victim to behaviour which may result in some form of psychological trauma, such as anxiety, depression or post-traumatic stress disorder. This not only leads to mental health problems, but also to severe physical problems, such as psychosomatic disorders. Neglect, or deprivation, is a type of abuse which occurs when someone has the responsibility to provide care for an individual who is unable to care for him- or herself, but fails to do so, therefore depriving them of adequate care. Neglect may include the failure to provide sufficient supervision, nourishment, or medical care, or the failure to fulfil other needs for which the victim cannot provide themselves. Neglect can lead to many long-term side effects such as: These four types of violence can occur in each of the previously mentioned broad categories, and their subcategories except for self-directed violence. The graphic below illustrates these links between types of violence and the nature of violent acts. Horizontally the graphic shows who is affected, while vertically it describes how they are potentially affected. This typology of violence provides a useful framework for understanding the complex patterns of violence in the lives of individuals, families and communities. It captures the nature of violent acts, the relevance of the setting, the relationship between the perpetrator and the victim, and – in the case of collective violence – possible motivations for the violence. One should keep in mind that this is just a model and in reality the dividing lines between the types or nature of violence are not always this clear - they can easily overlap, and influence or reinforce each other. Direct and indirect structural violence The typology of violence clearly distinguishes between perpetrators of violence across different levels. There are situations, however, when violence cannot be attributed to a specific actor but rather to structures put in place that exert violence in any of its forms on individuals or communities. The system of apartheid and its overt discrimination against a large part of the South African population is one example. In this context, Norwegian sociologist Johan Galtung provides a useful distinction: Violence is rather built into the structures, appearing as unequal power relations and, consequently, as unequal opportunities. Structural violence exists when certain groups, classes, genders or nationalities have privileged access to goods, resources and opportunities over others, and when this unequal advantage is built into the social, political and economic systems that govern their lives. Structural violence requires both political and social change in order to transform the existing, discriminatory structures and patterns that govern the lives of citizens. They should, however, not be confused. Some types of crime are violent as per definition such as armed crime or contact crimes, including murder, assault and rape , while other crimes involve no direct violence at all such as tax evasion or illicit drug use. Similarly, not all types of violence are criminal, such as the previously mentioned structural violence, or many forms of psychological violence. In other words, not every case of violence is a crime, and not every crime is violent. Therefore it is important to distinguish between violence and crime as two different terms that can overlap each other and often do , but need not necessarily do so. Example Smacking a woman or child is a violent act. In some countries, laws classify

corporal punishment as a criminal act. While in many other countries, it is not a crime and justified as a necessary disciplinary measure. Whether an act is classified as a crime or not depends on the laws of a country. Crime can therefore be defined as a violation of the law and an act of deviance from established rules, or a non-commission of an action that is required by law. Violence, on the other hand, is an act of physical aggression that in most cases results in harm. Whether a violent act is considered a crime changes from country to country, and it might change over time, as countries adapt their laws due to changing political systems and social values. Understanding the difference between these two concepts is important in responding appropriately and adopting effective prevention strategies. Work cited World report on violence and health. Geneva, World Health Organization, The Economic Value of Peace Measuring the global impact of violence and conflict. Global Status Report on Violence Prevention The Cost of Violence. Child Welfare Information Gateway. Long-term consequences of child abuse and neglect.

**Chapter 3 : School Violence - Constitutional Rights Foundation**

*Effects of School Violence A little more than 1 out of seven of all school-age children have been the victims of a physical assault at school. Some of the most damaging effects of school violence are the frequency of occurrence, which can cause fear and the loss of innocent lives.*

Causes of School Violence Causes of School Violence School violence is a many-faceted problem, making it difficult for researchers and practitioners to pinpoint its causes. Many school violence statistics, for example, do not match the norms in our larger society. Department of Justice, shows that overall crime rates in U. Simultaneously, school-based studies reveal that many violent behaviors have increased among children and adolescents. Department of Education and the U. Department of Justice, reveals that public schools experiencing violent incidents increased from 71 to 81 percent over a five-year period The same study reports that the percentage of students who reported gang presence at school increased from 21 percent in to 24 percent in Although no direct connection between gang activity and school violence can be established, the initiation of gang activity in neighborhoods and schools does frequently coincide with increased violence reports. School violence does not limit itself to the student population. Eight percent of teachers say they are threatened with violence on school grounds at least once a month. Two percent report being physically attacked each year. Although the specific incidents of school-based fatalities are too numerous to list, there were 48 school-associated deaths in elementary and secondary schools in one year alone, from July, , through June, Statistics indicate that efforts to curb school violence are making some headway since , a high point for school-based violence. From to , violent incidents occurred less frequently in school than away from school, according to the above listed study by the Bureau of Justice Statistics and the National Education Center. In the context of school violence, it is critical to recognize that a large majority of young people are not violence-prone, do not have criminal attitudes or criminal records, and can be "demonized" by legislators, the media, and the general public. Michael Males, a professor at University of California at Santa Cruz, points to another source beyond the attitudes and behaviors of children. Poverty, disownment, and messed-up adults are by far the biggest problems kids face, and the mystery is why only a relatively small fraction of modern kids are acting dangerously. Most educators and education researchers and practitioners would agree that school violence arises from a layering of causes and risk factors that include but are not limited to access to weapons, media violence, cyber abuse, the impact of school, community, and family environments, personal alienation, and more. More teens began to acquire and carry guns, leading to a sharp increase in gun deaths and injuries. In two recent academic years, a total of 85 young people died violently in U. Seventy-five percent of these incidents involved firearms. Forty-two percent of students claimed "they could get a gun if they wanted, 28 percent have handled a gun without adult knowledge or supervision, and 17 percent have carried a concealed gunâ€. Teens can also acquire handguns in illegal sales. Following the Virginia Polytech shootings, the U. S House of Representatives passed a measure that would, according to the Los Angeles Times, "streamline the system for keeping track of criminals, mental patients, and others [including youth under 18] barred from buying firearmsâ€" Currently, the bill has yet to pass into law, although many legislators believe the bill will be approved by both House and Senate. By the time the average American child reaches seventh grade, he or she will have witnessed 8, murders and , acts of violence on television. Some people say that so much violence on television makes American society--including its children--more violent. Discussion regarding the impact of the media on youth behavior is not new. In , researchers compared the behavior of 24 children watching either a violent cartoon episode Woody Woodpecker or a non-violent cartoon The Little Red Hen. During subsequent observed interactions, children who watched the violent cartoon were more likely to hit other children and break toys than those who watched the nonviolent cartoon. In , professors A. Ross studied the effect of exposure to real-world violence, television violence, and cartoon violence. They divided preschool children into four groups. Group one watched a real person shout insults at an inflatable doll while hitting it with a mallet. Group two watched the incident on television. Group three watched a cartoon version of the same scene, and group four watched nothing. When the same children were later exposed to a frustrating

situation, groups one, two, and three responded with more aggression than did group four. Surgeon General under the Nixon Administration, released a report concluding that "televised violence. According to this report, this new research base is large and consistent in overall findings. The evidence is clearest in research on television and film violence but a growing body of video-game research yields "essentially the same conclusions" that "exposure to these media increases the likelihood of physically and verbally aggressive behavior, thoughts, and emotions. Cyber Abuse Since the s, the Internet, blogging, e-mail, and cell-phone text messaging have grown to play significant roles in the erosion of school safety. Violent, Internet-based video games have also grown in popularity as cyber technology becomes more sophisticated. Computerized video games were first introduced to the public in the s. Today, many popular video games feature high levels of realistic violence. How do children respond to video games? In research conducted by Ohio State University, psychologists explored the effects of violent video game exposure on children and adolescents. The Ohio State researchers found that high school students who had more exposure to violent video games held "more pro-violent attitudes, had more hostile personalities, were less forgiving, believed violence to be more normal, and behaved more aggressively in their everyday lives. Cyberbullying occurs when young people use electronic media to taunt, insult, or even threaten their peers. Environmental Impact Race and ethnicity, income levels, and other measurable elements have often been singled out by public health experts as risk factors that can contribute to anti-social behavior, from smoking and drinking to violent behavior and suicide. However, according to a survey of U. In , 24 percent of students ages reported that there were gangs at their schools. However, relatively few young people join gangs; even in highly impacted areas, the degree of gang participation rarely exceeds 10 percent and less than two percent of juvenile crime is gang-related. Researchers at the National Center for Education Statistics found that discipline problems are often related to school enrollment size. Large schools tended to yield more discipline problems than small schools. Thirty-four percent of schools with 1, or more students reported student disrespect for or assaults on teachers at least once per week, compared with 21 percent of those at schools with students, 17 percent of those at schools with students, and 14 percent of those at schools with less than students. Middle school students are more than twice as likely as high school students to be affected by school violence. Seven percent of eighth graders stay home at least once a month to avoid a bully. Twenty-two percent of urban and year-olds know at least one person their age in a gang. The typical victim of an attack or robbery at school is a male in the seventh grade who is assaulted by a boy his own age. Studies suggest two reasons for the higher rates of middle school violence. First, early adolescence is a difficult age. Young teenagers are often physically hyperactive and have not learned acceptable social behavior. Second, many middle school students have come into contact for the first time with young people from different backgrounds and distant neighborhoods. Community Environments As with schools and families, communities can neglect children. If our communities are not responsive to the needs of families and their children, this neglect can develop into school violence. After-school and summer programs are not always available. A child who starts acting violently will often do so during periods of unstructured and unsupervised time. Juvenile-justice statistics show that, lacking after-school supervision, youth violence rises to above average rates between 3 and 7 p. School violence has also been linked to the transformation of communities. Constantly shifting school demographics often reflect larger upheavals as communities undergo changes in size, economic well-being, and racial and ethnic mix. The current economy, for example, often demands that both parents work; more children are raised by single parents including teenage mothers; and some children are subjected by their parents to neglect or physical, sexual, and substance abuse. Ideally, parents nurture and reinforce positive behavior. When parents fail to do so, children may develop negative--and often violent--behavior patterns. In addition, neglectful or abusive family environments can inhibit the development of communication skills; self-esteem can be seriously damaged. In homes where positive behavior is not the norm, exposure to violence through popular culture may have a more profound impact. Regardless of family and community dependence on schools to educate, shelter, and discipline their children, most schools have difficulty playing multiple roles as educators, surrogate parents, social service, or law-enforcement agencies.

*School violence is a traumatic occurrence that touches students, teachers, parents and society at large. When violence occurs in your child's school, your child will likely be affected, whether or not she is directly victimized.*

School violence in the form of mass shootings has forced the country to seek answers that explain the aggression of certain students. Though it is easy to point to the accessibility of guns and other weapons, as well as the rise in gang culture, the causes and effects of school violence tend to center on the psychological welfare of the students.

**Mental and Behavioral Causes** People gathered at the Columbine memorial. Students with disorders such as bipolar disease or depression find it hard to see anything positive in their day to day lives. When they become hurt by events or activities that happen at school, such as being turned down for a date or being ridiculed by other members of their class, they tend to obsess over what they perceive as their own faults and shortcomings. Because these students find little hope in their existence, they may begin to dream of ending their own lives as well as the lives of those who have hurt them. This was partly the case for one of the Columbine killers, Dylan Klebold, who began to express overwhelmingly negative feelings about the world in his journals, according to an article written by Dave Cullen in Slate Magazine. Cullen discusses the other Columbine killer, Eric Harris, as a psychopath who raged on in his journals about everything he hated in the world, including "Star Wars geeks" and "stupid people. Students with these disorders express destructive and aggressive behaviors against authority members.

**External Causes** Some believe violence in the media, such as on television shows, has contributed to violence. It is a popular claim that violence in the media, namely TV shows, music and movies, has contributed to the rise in school violence. Because violent images and scenarios have become more prevalent in contemporary culture, some psychologists believe that children and teens have gone through a desensitization process that keeps them from thinking violence is rare. The Alabama Coalition Against Domestic Violence states that children learn most of their behaviors and characteristics from their family, especially those displayed by their parents. If parents consistently use physical abuse against a child, he may use violence against others at his school because he sees it as a power that he does not have at home.

**Effects of School Violence** Bullying may lead to students lashing out. It is typical of school violence to mainly affect those who are victimized by bullying classmates. The depression that breeds anger and hostility leading to violent tendencies in school bullies can, in turn, lead to victimized students becoming depressed and disinterested in school activities and academia altogether. Witnessing violence also leads to students becoming less inclined to study for tests, and they may fail classes as a result. As students begin to feel uncomfortable at school due to violence, they may avoid class or drop out of school completely just to escape the negativity. When victimized students are consistently targeted by bullies, the resulting depression and low self-esteem can lead to tragedy. The National Center for Children Exposed to Violence states these students may turn to thoughts of suicide if they do not feel they can discuss their feelings with family members or counselors due to shame or fear. They may also decide to take their anger out on the bullying classmates in further displays of school violence.

**Chapter 5 : Violence in Schools: Causes and Solutions – Voices of Youth**

*School violence in the form of mass shootings has forced the country to seek answers that explain the aggression of certain students. Though it is easy to point to the accessibility of guns and other weapons, as well as the rise in gang culture, the causes and effects of school violence tend to center on the psychological welfare of the students.*

The CDC puts these levels of violence in statistical perspective: There was approximately one homicide or suicide of a school-age youth at school per 2. Preparation levels vary by setting, according to National Center for Education Statistics data: But it is unclear if school shootings can be sufficiently distinguished and defined from other violence in America. Hype and exaggeration may distract from formulating effective school policies, some commentators believe, even as horrifying incidents such as the school shootings in Littleton, Colo. It is worth noting, too, that more mundane and routine forms of physical violence plague some schools, and non-gun related violence – such as the mass stabbings at Franklin Regional High School in Murrysville, Penn. Below are studies and articles that bring a research perspective to these issues. For more information, see other research reviews on rampage violence , firearms-related violence , global comparisons of firearms and homicides and the relationship between violence and psychotic behavior. Such programs can be divided into different phases: Although best practices for crisis intervention have been developed and rolled out nationally, interventions for early and longer-term recovery tend to be disseminated in a piecemeal fashion without the benefit of organized training and funding. Dissemination has most typically occurred following specific community-wide or school crises, or in inner city schools where violence exposure is endemic. Evaluations of program effectiveness have focused on the longer-term recovery interventions, and those that contain cognitive behavior elements have been the best tested to date. Future directions include research that measures educational gains, improvements in attendance, and reduction in behaviors associated with expulsion and suspension. Youth Violence and Juvenile Justice, February , doi: General strain theory GST and procedural justice theory suggest that when students perceive unfairness in school rules or treatment from teachers, they will be more likely to participate in violence. GST proposes that the strength of these relationships may be reduced by social support. Data from the School Crime Supplement of the National Crime Victimization Survey show that students who perceive unfair treatment from teachers are more likely to bring a weapon to school and fight at school than are students who believe that their teachers are fair. Students who perceive that rules are unfair are more likely to bring a weapon to school than are students who believe rules are fair. June , Publication No. Further, State laws and practices do not uniformly ensure that information on persons prohibited from possessing firearms is appropriately collected and made available for the National Instant Criminal Background Check System. The resources and accessibility of mental health services for mentally ill persons living in communities are often insufficient in providing care, privacy, and safety. Recommendations pertinent to each of the aforementioned findings are divided into those to be implemented by State and local institutions and Federal institutions. The recommendations focus on interagency, intergovernmental, and public-private cooperation in integrating preventive and intervention services as well as information-sharing. Attention is given to integrated planning and implementation of plans through practice and effective communication. American Behavioral Scientist, May , Vol. The college shooters are bent on notoriety, but they appear less ambivalent about the attack. This is critical because it impacts the lead-up to the shooting. Because high school shooters are looking to attract attention, they let off warning signals that could – at least potentially – enable those who are within earshot to notify authorities who can intervene. Indeed, post- Columbine, our data Newman et al. But college shooters have no reason to let off warnings, and they generally do not. They may even delight in an interior, secretive knowledge of what is to come, while their victims are in the dark. The number of crime in school-related incidents was highest in October. Offense records were also most likely to include the use of personal weapons hands, fists, feet, etc. Reported offenders of crime in schools were most likely year old white males who the victims reportedly knew; however, there was nearly an equally large number of year old reported offenders. Arrestees had similar characteristics to the reported offenders, most likely being reported as year old white non-Hispanic males who were residents of the

community of the school location where the incident was reported. *Journal of School Violence*, July , Vol. It is hoped that the information contained in this article will complement and add to existing crisis response models and published guidelines while perhaps filling in some gaps. Following is a summary of important considerations. Crisis preparedness is key to an effective response. Schools and districts must have crisis teams and crisis plans in place. All crisis responders on these teams need training in school-based crisis response. In addition, each team should know what additional resources are available in their respective communities. Crisis plans ought to include potential reunification and safe haven sites, means for monitoring and following up with impacted individuals, and steps for evaluating the response. *Education Theory*, July , Vol. Such an approach might with time not only lead to a better understanding of the cause of school shootings, it may also suggest ways of dealing with school shootings that involve the construction of counterrituals that offer alternative solutions to the ritual problem. These proposals are mostly exploratory and conjectural in nature, but they at least seem worthy of more extended consideration. *American Behavioral Scientist*, June , Vol. The outstanding question, however, concerns the effectiveness of these policy decisions. It is unclear whether these security measures work and to what extent they might generate negative consequences for students and schools. To more effectively respond to events like Columbine, school administrators and public officials should have a better appreciation for public reactions to highly publicized acts of extreme violence, especially with regard to increased fear and risk assessment. In this situation, better communication may be needed to express convincingly that effective policies might not embody the most visible changes. In addition, officials need information about the actual costs and benefits of a policy so that informed decisions can be made. Although such incidents are rare, they do occur. School administrators and other public officials must be able to quickly respond in an appropriate manner and not misdirect scarce resources from effective remedies. This article examines the cases of 10 rampage school-shooters in an effort to find out not only how they are alike, but also how they differ. Based on available information, these youths are categorized into three types: Out of the 10 shooters discussed, three were traumatized, five were psychotic, and two were psychopathic. The three traumatized shooters all came from broken homes with parental substance abuse and parental criminal behavior. They all were physically abused and two were sexually abused outside of the home. The five psychotic shooters had schizophrenia-spectrum disorders, including schizophrenia and schizotypal personality disorder. They all came from intact families with no history of abuse. The two psychopathic shooters were neither abused nor psychotic. They demonstrated narcissism, a lack of empathy, a lack of conscience, and sadistic behavior. Most people who are traumatized, psychotic, and psychopathic do not commit murder. Beyond identifying the three types of rampage shooters, additional factors are explored that may have contributed to the attacks. These include family structure, role models, and peer influence. Callous and brutal, school shootings seem to make no sense. However, case comparisons and anecdotal reports are beginning to show patterns that provide clues for understanding both the individual factors motivating shooting events and the characteristics of schools where shootings have occurred. We describe these factors and characteristics as the bases for six prevention strategies: As will be discussed, a major distinction surrounds the motivation and age of the shooter, which are important differences for consideration when fashioning appropriate steps for prevention. In addition, differences in the school environment—that is, a single building versus a sprawling campus—means that a reasonable response to shootings at middle or high schools for example, lockdown may not be feasible at colleges and universities. Thus, college administrators should not hastily adopt preventive measures simply because they appear effective at lower level schools. In fact, administrators should think very carefully before adopting many measures that are popular among colleges and universities these days, as some common strategies are not necessarily productive and may even potentially have negative consequences. Less than one year later, the Virginia legislature improved the emergency evaluation process, modified the criteria for involuntary commitment, tightened procedures for mandatory outpatient treatment, and increased state funding for community mental health services. The unanswered question, however, is whether the necessary political momentum can be sustained for the long-term investment in community services and the fundamental legal changes needed to transform a system focused on managing access to scarce hospital beds to a

community-based system of accessible voluntary services. Resource officers were on guard at Northern Illinois University and Columbine High School, but they were not able to reach the mass killers in time to avert disaster. To this end, the focus must also be on long-term prevention techniques to ensure that students do not develop the desire to engage in a school massacre in the first place. Our analysis suggests that incidents of multiple-victim shootings aimed at students and teachers might be deterred early on by reducing the chronic strains experienced by students who are likely to turn violent. The problem is that teachers, school psychologists, and counselors do not always react to troubled students until they become troublesome and are seen as a threat to others. Many campuses have expanded their emergency communication systems using multiple notification routes, such as text, e-mail, and phone alerts Hamblen, , though a recent survey of five hundred campuses using a particular emergency alert system found that only about 40 percent of students had registered for the service Mark, Other initiatives in place or under consideration include the use of campus lockdowns, increasing security personnel, student profiling, and allowing students, faculty, and staff to carry concealed firearms on campus Fox, As Fox notes, however, these responses may not be consistent with the actual threat to members of the university community and they may have detrimental consequences for the life of college campuses. Instead of making students feel safer about their surroundings, these new policies may, in fact, make students more fearful and less engaged in their college campuses. It is unclear whether the trend in campus shootings will continue to increase, level off, or decline, but clearly research on the effects of campus shootings is warranted. Journal of Adolescence, October , 34 5 , Data come from a randomly sampled survey conducted in of over 1, high school students in Boston, MA. Students substantially overestimated the percentage of their peers who carried guns; the likelihood that a respondent carried a gun was strongly associated with their perception of the level of peer gun carrying. Most respondents believed it was easier for other youth to obtain guns than it was for them. Review of the details of both Columbine and other contemporary school shootings indicates, however, that the specific gun control measures proposed in their aftermath were largely irrelevant and almost certainly could not have prevented the incidents or reduced their death tolls. These measures included restrictions on gun shows, child access prevention laws mandating locking up guns, and bans on assault weapons. Thus, mass school shootings provided the worst possible basis for supporting gun control. The Counseling Psychologist, May , Vol. Seung-Hui Cho, a senior at Virginia Tech, shot 49 students and faculty, killing 32, before killing himself. The authors are psychologists and directors of university counseling centers; they examine the many implications of this tragedy on mental health counseling. The mental health response to a traumatized community of families, friends, colleagues, and peers is reviewed.

## Chapter 6 : Coping in the Aftermath of a Shooting

*A public service announcement in which the causes and effects of school shootings are examined among students, parents, and education staff; while also trying to answer the question: "Why is it."*

Home Effects of School Shootings Jonesboro, Littleton, West Paducah, Springfield, and Newtown are just a few of the locations that have fallen victim to the tragedy of school shootings. However, one life lost is one too many. School shootings affect children, teachers, and other school staff members. The effects are numerous and can be long-term. Witnessing a school shooting can have emotional, psychological, and physical effects. These effects include nightmares, resisting the return to school, headaches, stomach problems, and sleeping problems Sweet, nd. Children are not the only ones affected by school shootings. School personnel can develop psychological problems. After the Dawson College shooting, results from a study that included students, faculty and staff showed that college support staff members were overlooked and their psychological damage was underestimated Medical News Today, Post-traumatic stress disorder can result in teachers becoming withdrawn and emotionally unstable, and teacher absenteeism can increase CNN. There are individuals who think arming teachers and other school staff is the answer. Some people prefer hiring armed guards with a background in law enforcement. There is no easy solution, but parents can steps to help keep their children safe. In order to prepare a child for a school shooting, parents can talk to them about what to do. Discussing the actions to take in case of a school shooting might give the child a better sense of security. Teaching a child how to stay safe by hiding under a desk, calling , and locking the door to the classroom are all things that a child can do to lower the chance of being hurt. Schools can help by having safety drills and asking law enforcement officers to talk to students about ways to remain safe. However, it is a fine line between preparing a child for possible violence, and frightening the child. Having a child psychologist available at school might help with any anxiety caused by discussions of a possible school shooting. Children, as well as adults, should not have to deal with such a horrible issue, but being prepared could mean the difference between being a survivor and being a statistic. After school violence, traumatized teachers need help. Columbine massacre changed school security. The impact of school violence on school personnel: Research and Practice, 38 6 , The effect of high school shootings o schools and student performance. Study on psychological impact of mass shootings. Psychological effects of a school shooting. Talking to your children about the recent spate of school shootings. This entry was posted on Monday, March 24th, at 9: You can follow any comments to this entry through the RSS 2. You can leave a comment , or trackback from your own site.

*The effects of school violence can lead to division and severe mental and physical trauma for both perpetrators and victims alike. The main cause of school violence is a combination of weak community relations and a lack of a firm hand within both schools and communities.*

School Violence School violence is a major problem around the world. The effects of school violence can lead to division and severe mental and physical trauma for both perpetrators and victims alike. The main cause of school violence is a combination of weak community relations and a lack of a firm hand within both schools and communities. To effectively deal with the issue, both of these need addressing. The beginnings of school violence often stem from differences between teenagers. Children are natural herd creatures and will gravitate towards people who are similar in looks, mentality, and those who have the same interests. Other groups are seen as enemies, and this is where conflict begins. A lack of education is one of the main causes of school violence. Education must occur in the home, alongside parents, and in the classroom. Furthermore, when violence does happen, a lack of will to punish the perpetrators encourages them to participate in it again later. Teachers and law enforcement officers must stamp down on violence. A punishment says mentally and physically violence is wrong. This is a trend we have seen replicated in UK prisons and the high reoffending rates. Weak community relations start school violence. Inter-racial schools where students come from different backgrounds sow the seeds of conflict. Divisive communities are more likely to suffer from violence than harmonious ones. Too often, schools act on violence within schools, but they fail to work with other schools and community representatives to tackle the problem between academic facilities. Parental guidance in the home has a large effect on school violence. Children make mistakes and it will happen. To stop it happening again, schools and community officers must act.

Chapter 8 : School violence - Wikipedia

*School violence is not confined to urban schools; it is also prevalent in suburban schools. [3] Violence is most common in large schools, and middle school students are the most likely targets of violent behavior.*

Clearinghouses Coping in the Aftermath of a Shooting Over the course of the last few weeks, reports of mass violence and shootings have plagued the news. Although people are resilient and often bounce back after difficult times, these events nearly always interrupt our sense of order and safety. The impact often extends to individuals who live far outside of the affected area with no personal connections to the event. This is especially true when the event is human-caused with the intent of harming others. Even counselors with advanced training can become overwhelmed by the intensity of these tragic events. In the aftermath of recent shootings, ACA would like to provide some tips and resources for counselors and those they serve: Attend to self care. While it may seem counterintuitive to think about taking care of yourself first, you cannot be of service to others if you are unstable. Monitor all of your physical health needs - being sure to eat, sleep, exercise, and if possible maintain a normal daily routine. Pay attention to your emotional health. Remember that a wide range of feelings during these difficult times are common. Know that others are also experiencing emotional reactions and may need your time and patience to put their feelings and thoughts in order. Try to recognize when you or those around you may need extra support. It is not uncommon for individuals of all ages to experience stress reactions when exposed even through media to shootings or mass violence. Changes in eating and sleeping habits, energy level, and mood are important signs of distress. Watch for regressed behaviors, such as clinging in children and intense emotional reactions, such as anxiety or a strong need for retribution in adults. When necessary, point individuals to licensed professional counselors who can provide needed support. Avoid overexposure to media. While it is important to stay informed, media portrayals of shootings and mass deaths have been shown to cause acute stress and posttraumatic stress symptoms. Limit your exposure and take a break from news sources. Maintain contact with friends and family. These individuals can provide you with emotional support to help deal with difficult times. Focus on your strength base. Maintain practices that you have found to provide emotional relief. Remind yourself of people and events which are meaningful and comforting. Talk to others as needed. It is important to ask for help if you are having trouble recovering and everyday tasks seem difficult to manage. Here are some resources counselors can use to find out more about coping with mass violence: Some useful fact sheets for crisis and disaster response: Impact of mass shootings on survivors, families and communities:

**Chapter 9 : The Causes and Effects of School Violence | How To Adult**

*Causes of School Violence School violence is a many-faceted problem, making it difficult for researchers and practitioners to pinpoint its causes. Many school violence statistics, for example, do not match the norms in our larger society.*

Teens face many obstacles and many do not cope well with the struggles, instead lashing out in violence causing problems for families and others. This article explains the effects of youth violence. While in that difficult transition from childhood to becoming an adult, teens often encounter many struggles and instead of finding a healthy way to release the built up energy surrounding these issues, they can become violent. They are put in a dangerous situation being around someone who might become violent at any moment. Why are teens violent? Teens become violent when they feel threatened acting on pure instinct. Violent youth may feel threatened in a social or academic situation or at home by peers, parents and authority figures. To "protect" themselves against the threat of social ostracism or punishment from parents or teachers, the teen becomes violent in whatever way they know how. What are the effects of youth violence? No one wants to be around someone that might lash out in a violent episode after being upset by something. It is a dangerous situation to be placed in. Teens who are violent and face negative effects of violent behaviors like severely injuring someone or damaging property can end up serving time in an adolescent detention facility. If the crime committed by the act of youth violence is serious enough, the teen may face more serious charges and be tried as an adult. They may serve serious jail time as a consequence of the effects of youth violent behaviors. Youth violence is often a public safety issue and often times are considered dangerous to their community. Unfortunately, family members and friends of the violent teens are the ones who end up physically injured as a result of the effects of youth violence. Treatment for youth violence: The best way to treat these harmful effects of youth violence is to start solving the problem. Many teens may need to seek therapy for their issues to help resolve the underlying issues that caused the violent behavior in the first place. Some teens must be removed from the threatening situation to help them calm down their violent behaviors. There are many high schools specifically equipped to handle teens who have been in trouble with the law due to drug and alcohol abuse as well as youth violence and assault. Many teens are more likely to behave violently when under the influence of alcohol or drugs. Removing them from the situation where these substances are readily available and entering them in some sort of rehabilitation facility is another step to treat the effects of youth violence. Teen community service programs or support groups are a great way to get teens involved and to more constructively outlet their frustrations and struggles. It also can get them involved with mentors who can assist them in dealing with the issues they are facing that may cause the violent outbreaks in the first place. Seeking treatment immediately is important to help stop these effects of youth violence.