THE RELATIONSHIP BETWEEN SCHOOL VIOLENCE, CHILDHOOD

ANGER, AND THE USE OF PREVENTIONS AND INTERVENTIONS

IN SCHOOLS

by

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ABSTRACT

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Abstract

School violence has been an important topic in the realm of education in the last decade, and many different acts of violence in schools have been witnessed. Most of these acts of violence have been perpetrated by students of those schools. Schools are dealing with bomb threats, students bringing weapons to school, and, in some cases students using those weapons in the schools. These issues lead us to wonder what are the thoughts and feelings of a child that would bring a weapon to school or make such threats. Our society wonders what the child that opens fire against his or her classmates might have on their mind. Are these children angry?

The purpose of this study was to examine the relationship between school violence and childhood anger, and to provide selected prevention and intervention strategies to reduce violence and handle anger. In the introduction, a definition of anger was given along with some causes. School violence was also defined and causes were provided. Following this, selected

prevention and intervention strategies were given and described. Conclusions and

recommendations from this study were aimed at educators and administration of schools.

However, parents and community members will also benefit from this study. The findings of

this study revealed that all staff, students, parents, and community members should be involved

in making the school a safer place to be.

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CHAPTER 1

Introduction

What is considered a violent act? When we think of violence we tend to only think of actions that produce physical harm. Many violence prevention programs and curriculum expand that definition to include visual, verbal, or physical acts that are intended to harm, demean, or infringe on another's civil rights. Many times we then think of school violence as acts of violence that are committed in the school. Violence may be considered school related if it occurs on the school property, on a child's way to or from school, or in traveling to or from a school-sponsored event (Kopka, 1997).

In 1995, Louis Harris and Associates conducted a survey of 2,023 students in grades seven and higher in parochial, private, and public schools across the country. This survey found that 12 percent of all the students who responded reported carrying weapons such as bats, clubs, knives, or guns to school to protect themselves. Twenty-eight percent of the same students reported that they "sometimes or never" felt safe in their school, and 11 percent stated that they have stayed home from school or skipped classes because of fear of crime or violence (Kopka, 1997).

"Many young people seem to have accepted violence as a way of life. For example, a survey found 20 percent of high school students at a suburban school saw nothing wrong with shooting someone who had stolen from them" (Day, 1996, p. 17). A crime occurs in a school every six seconds, and 11 percent of the total number of crimes committed in the United States each year happen in schools. Many of these incidents are not reported as crimes, they are treated as disciplinary problems. Much of this is due to the school's fear of negative publicity and the worry of a bad reputation (Day, 1996).

In the United States between 1996 and 1999, nine mass shootings took place in schools that ended in 35 dead and 76 wounded. Despite these staggering numbers, statistics show that violence in schools is becoming less frequent (Grapes, 2000). "A 1998 report by the U.S. Department of Justice and Education says that children have more chance of getting killed by lightning than suffering a violent death on campus, less than one chance in a million. Only one in ten schools surveyed by the government reported any serious violent crimes" (Grapes, 2000, p. 37). The peak of school-related deaths was during the1992-1993 school year with 53 and dropped from that to 24 in the 1998-1999 school year. This would have been at an all-time low for the decade at nine without Columbine. Grapes (2000) also stated that the school shootings that are resulting in higher numbers of deaths are becoming more popular and more lethal. "The school massacres that have occurred since 1996, however, have reinforced the idea that deadly violence can erupt anywhere, even in a town where the students drive to school in BMWs" (Grapes, 2000, p. 11).

Anger has many definitions. Some definitions view anger in a positive light, while others see it as negative. According to The American Heritage College Dictionary, anger is defined as "a strong feeling of displeasure or hostility" (American Heritage College Dictionary, 1993, p. 51). According to Capozzoli and McVey (2000), the definition of anger is "a feeling of indignation and hostility that involves complex emotions and depends on how we evaluate events and/or situations. Our own thought processes perpetuate anger" (p. 125). Another definition of anger is that "It is made up of different reactions that cause us to be irritated, annoyed, furious, frustrated, enraged, and even hurt. Our response to anger involves our body, our behaviors and our thought process" (Luhn, 1992, p. 3). Luhn said that it is not the event that causes us to feel angry, but it is how we view the event and provocations that cause us to respond

in a specific way (Luhn, 1992). Warren (1990) stated that: "Anger is a physical state of readiness. When we are angry, we are prepared to act" (p. 77). According to Marion, anger is said to have three components: the emotional state; the expression; and, the understanding of anger or the interpreting and evaluating (Marion, 1997). There are many different ways to define anger, but no matter how one defines it, anger is always around and we have to come up with strategies for managing it.

If we want to resolve anger peacefully, we cannot win by force. "When we inflict our will at the expense of theirs, we are simply being bullies, and although we might win the battle, we're eventually going to lose the war" (Samalin & Whitney, 1991, p. 187). Everyone can become the master of his or her own anger. Anyone can develop constructive ways of expressing his/her anger and at the same time get rid of destructive old patterns. What used to get a person into trouble with his or her anger, he or she will be able to use and learn from to solve his or her problems. Anger that was once used to be violent or harm oneself can be used to remove barriers between individuals and joyful living (Warren, 1990).

There are many things that schools, including teachers and counselors, can do to help reduce the anger in students and thus reduce violence. "Children guided toward responsible anger management are more likely than those who are not to understand and manage angry feelings directly and nonaggressively and to avoid the stress often accompanying poor anger management" (Marion, 1997, p. 1). Teachers can use strategies from child guidance to help children express angry feelings in socially constructive ways. Children need guidance from parents and teachers in understanding and managing their feelings of anger (Marion, 1997).

There are two pieces of federal legislation that have been passed that are designed to keep our schools safe. One is the Gun-Free Schools Act, and the other is the Safe and Drug-Free

Schools and Communities Act. This legislation provides aid to schools that develop violence and drug prevention programs. The government will also provide funds to schools that expel students that bring a gun to school for at least one year (Kopka, 1997).

Schools are using preventions and interventions to keep violence out of the schools. Some schools are using spiked fences, motorized gates, and covers for the windows (Easterbrook, 2000). Other schools are teaching nonviolence to reduce violence. They are using conflict resolution and peer mediation. These are both used frequently in the elementary schools. Schools are starting to realize that they cannot wait until middle or high school to reduce violence (Day, 1996).

Statement of the Problem

School violence has been an important topic in the realm of education in the last decade, and many different acts of violence in schools have been witnessed. Most of these acts of violence have been perpetrated by students of those schools. Schools are dealing with bomb threats, students bringing weapons to school, and, in some cases students using those weapons in the schools. These issues lead us to wonder what are the thoughts and feelings of a child that would bring a weapon to school or make such threats. Our society wonders what the child that opens fire against his or her classmates might have on their mind. Are these children angry?

Schools are looking to find answers. Schools are scrambling to find ways to keep their students safe and their buildings intact. Some schools are making decisions to get metal detectors and have everyone that enters wear an identification badge and pass through security to prove that they belong there. Other schools are changing by teaching conflict resolution and peer mediation. No matter how it gets accomplished, students, staff, parents, and administrators want safe schools.

Purpose of the Study

The purpose of this study is to examine the relationship between school violence and anger and to provide selected prevention and intervention strategies.

Research Objectives

There are five objectives this study addresses. They are:

1)   To examine school violence.

2)   To examine the relationship between childhood anger and school violence.

3)   To research selected preventions and interventions.

4)   To identify how schools use preventions and interventions.

5)   To formulate recommendations to schools and educators in the use of selected

prevention and intervention strategies.

CHAPTER 2

Review and Analysis of Literature

Introduction

This chapter reviews the literature relating to school violence and childhood anger. First, what school violence is, and some causes of school violence. Second, what anger is, and some causes of anger in children. Finally, this chapter concludes with selected prevention and intervention strategies for school violence and anger.

School Violence

School is a part of society, and as our society becomes increasingly violent, so do our schools (Saunders, 1994). According to Kenney and Watson (1999):

Forty years ago, surveys of public school teachers indicated that the most pressing classroom problems were tardiness, talkative students, and gum chewing. Complaints that are far more serious are currently heard from teachers, administrators, and students about the presence of drugs, gangs, and weapons on campus and the threat of assault, robbery, theft, vandalism, and rape. (p. 1)

Juvenile violence was at one time considered a social problem, and was dealt with by law enforcement and the judicial system. Violence among youth has become more prevalent in the schools, and is now recognized as a major public health problem. This problem must be addressed by administrators, educators, family and community members, lawmakers, and health care professionals (Kopka, 1997).

According to Day, (1996) school violence is a problem that is growing. In a survey by the National League of Cities 41 percent of America's large cities stated that students were seriously injured or killed because of school violence. Thirty-eight percent of the seven hundred cities surveyed said there had been a noticeable increase in school violence in the past five years. Only 17 percent of the cities stated violence had decreased or was not a problem. One fourth of the cities reported deaths of students related to school violence or hospitalization of a student due to school violence in the last year.

Kopka (1997) stated that 1994 statistics from the U.S. Department of Justice state that nearly three million crimes occur on or near the 85,000 school campuses in the United States every year. That is roughly 16,000 incidents each school day. Juveniles are most likely to commit crimes between 3 p.m. and 6 p.m., peaking from the end of the school day until dinnertime (Kopka, 1997).

In 1993, 720 school districts responded to a National School Boards Association survey entitled "Violence in the Schools: How America's School Boards Are Safeguarding Our Children" (Kopka, 1997, p. 8). The results of the survey are as follows: 82 percent of schools reported an increase of violence over the past five years, and 60 percent of the schools reported incidents involving weapons. Three-fourths of the schools surveyed reported that their schools had dealt with violent student on student attacks in the past year; and of that group, 13 percent reported a shooting or knifing (Kopka, 1997).

According to Kopka (1997) Louis Harris and Associates conducted a survey in 1995 of 2,023 students in grades seven and higher in public, private, and parochial schools across the United States. This survey found the following: 12 percent of all the students that responded reported carrying a weapon such as a club, bat, knife, or gun to school for protection. Twenty-

eight percent of students reported that they "sometimes or never" felt safe in their school building, and 11 percent stated that they stayed home from school or cut classes due to their fear of the violence at school. Twelve percent of the students surveyed stated that their fear of the violence at school had a negative effect on their grades (Kopka, 1997).

Another aspect of school life that has been seeing more attention lately, and is seen as a possible part of school violence is bullying. According to Grapes (2000): The National School Safety Center is now calling bullying "the most enduring and underrated problem in American schools" (p. 11). Most parents and teachers downplay bullying, yet it is often very violent (Grapes, 2000). Grapes (2000) stated,

> For example, Bill Head of Marietta, Georgia, thought little of the bloody noses and taunts his son Brian endured at school. "I thought it was normal kid stuff," he relates, until the day in 1994 when Brian walked into his classroom, waved a gun around, and then shot himself in front of his classmates. Many observers feel that violent episodes will continue until educators and parents take a strong stance against all forms of bullying. (p. 12)

Most of the public is unaware of the prevalence of violent bullying that takes place in many schools. School officials are often to blame for the occurrence of bullying because those officials often look the other way when bullies physically accost other students, rather than taking measures to stop the violence (Kiger, 2000). According to a survey done by the National Center for Education Statistics, in 1995, seventeen percent of high school students admitted to being victims of intimidation, physical assault, or robbery in school (Kiger, 2000). Of suburban principals surveyed between 1988 to 1993, fifty-four percent said violence had increased on the

school premises, not only in frequency of incidents, but also in the level of ferocity (Kiger, 2000).

Goldstein and Conoley (1997) found that in schools, seventh graders are most likely to be attacked when you correlate aggression and students. The least likely to be attacked are high school seniors. The risk of physical attack tends to be the greatest at the age of 13. Forty-two percent of these attacks are interracial, and the other 58 percent of attacks involve victims and attackers of the same race. It was also found that the smaller the minority group the more likely its members are to be victimized by members of larger racial groups.

More than one million students report that they have avoided a part of their school building at least once during the school year out of fear that they will be attacked. Eleven percent of teachers and twenty-three percent of students have been victims of violence near or in their school. Over one-third of all students has known someone personally who has been injured or killed by gunfire (Saunders, 1994).

The level of violence on educators in the U.S. public schools is sufficiently high that "battered teacher syndrome" has been added to the vocabulary of aggression. This condition includes a combination of stress reactions including anxiety, disturbed sleep, depression, headaches, elevated blood pressure, and eating disorders (Goldstein & Conoley, 1997). According to Goldstein and Conoley (1997) in the National Center for Education Statistics reported in 1991 that nearly one out of five schoolteachers in the United States stated that students verbally abused them. Eight percent of the teachers reported that a student physically threatened them, and two percent were physically attacked by students the previous year (Goldstein & Conoley, 1997).

Causes of school violence

Respondents to the 1995 "Annual Gallup Poll of the Public's Attitude toward the Public Schools," ranked the following as causes of increased violence in schools as very important: the increased use of alcohol and drugs by youth; the easy availability of weapons; the growth of youth gangs; a breakdown of the family; schools lacking ability to discipline; and, an increased portrayal of violence in the media (Kopka, 1997).

According to the American Psychological Association, the strongest predictor of future violence for a child is a history of violence, including being a victim of abuse. Home life is seen as one of the main causes for violence. The American family has changed. Day (1996) stated, "Currently, 57 percent of children under the age of six have two working parents or a single parent" (p. 19). Many of these children are unsupervised until a parent comes home. As stated earlier, juveniles are most likely to commit violent crimes and other criminal acts between 3 p.m. and 6 p.m. (Kopka, 1997). Along with that, there are other family problems that may lead to violence such as, divorce, drug abuse, poverty, unemployment, illness, and family violence (Day, 1996).

Children can also learn to be violent. If they witness acts of violence on someone else or are abused themselves they are more likely to model such behaviors in the future. These children may never see an adult restrain their anger, or control his or her impulses, and these children often do not experience nonviolent discipline, it is seen as a natural way of life (Day, 1996). "Teenage friends who model violent behavior are an even more powerful influence on young people than adult models" (Day, 1996, p. 21).

"Are some kids just born bad? Could there be a "violent gene" or some other biological factor that determines who will achieve and who will get into trouble" (Day, 1996, p. 27)? There has been research conducted to determine if there is a connection between criminal behaviors

and lower than average IQ. "The average IQ of convicted criminals is ninety-two, ten points lower than the average for law-abiding citizens. IQ scores are particularly low among repeat offenders" (Day, 1996, p. 28). Another indicator in children is fearless or impulsive behavior. When they show this in their younger years, they are more likely to be aggressive and violent as an adult. Are these things determined by biology or the child's environment? Some researchers feel that children who have low IQs and are impulsive may enter a downward spiral of failures and that may lead them to a life of crime. Most violence is caused by a small amount of men who are repeatedly violent. Five to six percent of young boys are committing half or more of all the serious crimes. As for having any biological basis, some researchers have suggested that some abnormal levels of noradrenaline and serotonin might be to blame for some violent behaviors, and there may be a genetic defect that may cause a person's brain to produce excess quantities of these chemicals (Day, 1996).

According to Goldstein and Conoley (1997) the nature of governance and leadership in a school can have a major connection with the violence that takes place inside its walls. A principalship style of leadership that is firm and fair has been shown to be related to low levels of student aggression. Schools experiencing high levels of student aggression tend to be schools that have a high level of arbitrary leadership and severe disciplinary actions.

Some schools may say that the violence level is high because they no longer have the ability to discipline the students as they used to. In response to school violence, some teachers want better enforcement of school rules, more authority and more support from the parents, principals and other administrators to deal with the problem immediately in the classrooms. They would also like to see stiffer penalties for serious offenses and the use of alternative settings for students who are disruptive to the class and need to be removed (Wright, 2000). The

National Education Association would like to see school officials, teachers and parents work together to show a kid who is in control at school and that no one is above the consequences of the rules. Schools do have to worry about how they are disciplining students. Administrations are fearful of parents. Parents have been given so much power that the administration is scared of a parent coming in so to avoid a conflict they do whatever the parent wants (Wright, 2000). According to Wright, (2000) children are very astute about their legal rights, and the threat of legal action colors discipline approaches. The bottom line is that there are a number of kids in school that are good and they are losing out because of the segment of students that are bad, ill-behaved, irresponsible and they don't belong in public school, yet they are running the school (Wright, 2000).

School size is another connection to school violence. There is a higher per-capita violence rate in a larger school. According to Goldstein and Conoley (1997) this may come from the idea that it is easier to identify students in smaller schools, and that in larger schools may have more severe consequences, nonparticipation in governance, impersonality, and crowding. Crowding in schools has a big connection to school violence. Acts of aggression tend to take place in areas where it is more crowded such as stairwells, cafeterias, and hallways. Some other areas where violence tends to take place are in bathrooms, entrances and exits, and locker rooms.

A cause of violence in the schools may be sheer boredom of the student. According to Day (1996):

> If schools were always challenging, perhaps there would be less school crime, but as it is, many students are bored by school-either because the work is too hard or because it is too easy. Students then may seek other challenges-often illegal ones. One researcher went

so far as to say that the wonder is not why some students commit crime, but why many

do not. (p. 90)

Students seem to agree that boredom can lead to school violence (Day, 1996).

Drugs are another cause for school violence. Where there are drugs and drug dealing

there is a high risk for violence. Crime rates are highest at schools where illegal drugs and

alcohol are easily obtained. There are some illegal drugs that are very strongly associated with

displays of aggression and can trigger violent outbursts (Day, 1996). Kopka (1997) stated:

Many cite the availability of crack cocaine, which became readily available in the mid-

1980s, as a key probable cause of youth violence both in and out of school. With the

advent of crack, drug dealing became a well-paid and violent business for many

juveniles. (p. 14)

There may also be a link between psychiatric drugs and school violence. There is some

evidence that confirms a close relationship between the use of prescribed psychotropic drugs and

the use of illegal drugs, including heroin and cocaine (O'Meara, 2000). "Twenty-eight years ago

the World Health Organization, or WHO, concluded that Ritalin was pharmacologically similar

to cocaine in its pattern of abuse and cited Ritalin as a Schedule II drug-the most addictive in

medical usage" (O'Meara, 2000, p. 53). Many believe that there is sufficient evidence that

connects prescription psychotropic drugs to violence being carried out by school-age children.

Physicians rather than erring on the side of caution by reducing their prescriptions, they are now

even prescribing to infants and toddlers (O'Meara, 2000).

The Office of Juvenile Justice and Delinquency Prevention gathered statistics and found

that the rate of gun-related juvenile homicide tripled between 1984 and 1994. Many believe that

this high homicide rate is linked to the increasing availability of firearms. Most teenagers have

excessively easy access to firearms (Grapes, 2001). "According to the Department of Education records, six thousand students were expelled during the 1996-1997 school-year for bringing firearms or explosives to school" (Grapes, 2001, p. 10). Somewhere between 100,000 and 200,000 guns are brought into the schools every day (Curwin & Mendler, 1997). Most teens say that they carry a gun for protection in the tough inner-city neighborhoods, but experts say that this is not the case, that the teens will use the gun to settle a personal dispute (Grapes, 2001).

"The statistics are staggering. More American young people have been killed by guns in the last thirteen years than were killed during the entire Vietnam War" (Day, 1996, p. 32). The number of American children killed by guns has doubled every year since 1950. Every three hours, a child between the ages of 10 and 19 is killed with a gun (Day, 1996). Fourteen United States children and teenagers are killed by a gunshot every single day (Curwin & Mendler, 1997). All incidents involving gun violence, only 13 percent are accidental (Day, 1996). Nationwide, more than one in ten students stated that they carried a gun onto school property in the last month. Forty-three percent of officials stated in a national survey that access to guns was the cause of violence (Day, 1996). "About one hundred and sixty thousand students stay home each day because they are afraid of guns and violence" (Day, 1996, p. 35).

Congress, in response to concerns about guns, enacted the Gun-Free School Zones Act of 1990. This act made it a federal crime to possess a firearm within one thousand feet of a school. In 1995, the Supreme Court overturned the law, stating that Congress had gone above its authority. Most states have laws that outlaw guns on or near school grounds, and these laws are unaffected by the ruling of 1995 (Day, 1996).

"Countless studies have determined that there is an irrefutable link between violence in the media and violent behavior in children" (Bennett, 2000, p. 57). Most of us already know that

too many of our movies, television shows, music, and video games are filled with grisly murder scenes, dismemberment, disembowelment, nonstop profanity, rape, and torture scenes. The questions are: does it matter, and if it does how much can be done about it? There are a small percentage of children who seem to be taken over by this popular culture. They see violent movies as a game plan, and hear pounding music as a hymn. There are also a small percentage of children that movies, music, television, and Internet make absolutely no difference in their lives, but for most kids the popular culture works as a desensitizer and dehumanizer (Bennett, 2000).

What society knows about the media's effects on us probably equals what society does not know. Some psychologists state that children will imitate what they see in the media; others state that the amount of violence in the media is more than what occurs in real life and leads children to believe that violence is the way to solve problems. Other psychologists stated that it might affect a child depending on if they see the violence as a punishment or a reward. It is also stated that the child's physiological and psychological make up is going to determine his or her response to the violence (Kopka, 1997).

Anger

Anger not only has many definitions, but it also has many characteristics that describe it. Some definitions view anger in a positive light, while others see it as negative. According to The American Heritage College Dictionary (1993), anger is defined as "a strong feeling of displeasure or hostility" (p. 51). According to Capozzoli and McVey, (2000) the definition of anger is "a feeling of indignation and hostility that involves complex emotions and depends on how we evaluate events and/or situations. Our own thought processes perpetuate anger" (p. 125).

Anger is also something that happens in the body. This is what happens to us physiologically: more adrenaline is secreted, we release more sugar, our heart rate increases, our blood pressure increases, and the pupils of our eyes are open wide. We are very alert, so when we are angry all of our power is available to us. Each person has anger to help them cope with a wide variety of situations. It is a biological mechanism that is interested in survival. If we had no way of being angry, we would not be able to assert ourselves in the world. Therefore, when we learn to use anger and the preparedness effectively, our lives are enhanced and preserved (Warren, 1990).

Since anger places you in a high state of readiness, it is very demanding physiologically. When you are angry, you should use that energy immediately so that your body can relax and get back to relating effectively to others around you, and to yourself. If you maintain the state of anger for too long, it may result in considerable physical damage (Warren, 1990). Some additional symptoms of what your body expresses during anger: changes of muscle tension, scowling, grinding of teeth, clenching your fists, glaring, changes of arms and position of body, flushing, paling, goose bumps, chills or shudders, numbness, prickly sensations, choking, sweating, twitching, feeling hot or cold, and losing self-control. The array of physical reactions may have to do with the array of causes of anger (Tavris, 1989).

Murphy and Oberlin (2001) made it their goal to redefine anger so that a person could use it as a basis for taking action to defuse and thus control anger. Their definition of anger is as follows: "A powerful response, triggered by another negative emotion, that results in an attack of variable intensity that is not always appropriate" (p. 16). In their book, Murphy and Oberlin (2001) broke down this definition and explained each part of it. Anger is powerful. Anger is an intense emotion that has control over the victim as well as the child who is angry. Anger is

displayed by an intense response that can intimidate others (Murphy & Oberlin, 2001).

According to Murphy and Oberlin (2001), "Anger is not a pure emotion. A broad range of

negative emotions trigger anger—pain, frustration, loneliness, boredom, fear, rejection, jealousy,

disappointment, embarrassment, depression, and humiliation, to name just a few" (p. 17). Anger

is said to have three different components: the emotional state, the expression, and the

understanding of anger (Marion, 1997).

Anger is an attack. Anger is seen as an active emotion that is directed at someone,

something, or at oneself. Some of the obvious threats are verbal attacks, insults, or physical

violence. If anger is directed inwards, it can be seen as depression, reckless and dangerous

behavior, or school failure. Anger also varies in its intensities. There are many different ways of

expressing anger and some of the intensities may even frighten the child who expresses it. When

a child is reacting to an intense situation, he/she will come back with an equally intense reaction

(Murphy & Oberlin, 2001). Anger is not always appropriate. To determine if anger is

appropriate, one should look at who the anger is aimed at, and the intensity of the anger (Murphy

& Oberlin, 2001). Murphy and Oberlin (2001) stress that, "It is sometimes okay to be angry, but

it's never okay to be mean. Every angry reaction to a difficult situation has a line that separates

the acceptable from the unacceptable" (p. 19). Another definition of anger is that "It is made up

of different reactions that cause us to be irritated, annoyed, furious, frustrated, enraged, and even

hurt. Our response to anger involves our body, our behaviors and our thought process" (Luhn,

1992, p. 3). Luhn said that it is not the event that causes us to feel angry, but it is how we view

the event and provocations that cause us to respond in a specific way (Luhn, 1992).

Everyone has angry feelings at some time (Capozzoli & McVey, 2000). Parents and

teachers tend to react differently when a girl or a boy gets angry. If a boy acts out aggressively,

we are more likely to excuse it and even expect it, just as we would expect and excuse a tantrum of crying from a girl. Eastman and Rozen also stated that it is a reality that both sexes need to learn to handle their anger and not use violence or manipulation (Eastman & Rozen, 1994).

Some characteristics of anger would be frustration, disappointment, being unable to handle stress or change, showing rage when troubled by loss, blaming others, shouting, tantrums, or aggression. Some other characteristics of anger are whining, crying, sulking, moodiness, blowups, and violence. As stated earlier, anger is sometimes justified, but along with this children sometimes show anger when they are really feeling sad, hurt, disappointed, left out, inadequate, jealous, or overwhelmed (Eastman & Rozen, 1994).

There are instances when anger becomes a problem. An example would be when a child cannot cope with the pressures of the anger, or if he/she cannot resolve conflicts peacefully. Another time when anger becomes a problem is when children do not develop the skills to be in charge of their own anger. An example of this would be if a child gets angry about something and is unable to soothe itself when he/she is at the age that he/she should be able to do so on his/her own. If used correctly anger can move you to recognize certain needs and respond to them. Anger can be an effective release of tension, and can cue to correct wrongs. When used effectively, anger can get results and thus, it can force you to grow, adapt, and change (Eastman & Rozen, 1994).

The following list of characteristics can be used to determine if a child has an anger problem. The more characteristics that match the child, the more likely he/she will have a problem with anger. Some of these characteristics are: blow-ups when pressure builds, can't handle change or stress, shows rage when troubled by pain, loss, hurt, frustration, or disappointment, can't calm down when angered, fights with others frequently, uses words as

weapons, blames others, turns anger into shouting, tantrums, or aggression, thrives on revenge, will not take responsibility, lacks self-control, has a low self-confidence, doesn't appear to care about others' feelings or rights, won't compromise, and can't negotiate (Eastman & Rozen, 1994).

Causes of anger

"When children know that grownups hear- and really understand- what they say, they become more willing to listen" (Eastman & Rozen, 1994, p. 10). Individuals are more likely to respond with aggression and anger towards the people that they love. Children who are exposed to violent adults are at greater risk of becoming violent as adults. As children, they are powerless to stop the cycle of aggressive anger. Because there is no one there to teach the child how to resolve conflict with cooperation, he/she begins to identify with the aggressor. Anger can help a child to feel strong and tough by masking his/her vulnerability. Anger becomes their reason for revenge, retaliation, and hurtful attacks against others (Eastman & Rozen, 1994). According to Eastman and Rozen (1994), "Children must learn that violence is *never* an acceptable way to deal with anger in the family" (p. 8).

Angry families have developed a pattern, a cycle of disobedience and violence, that is established early on and very quickly spins out of control in the home (Tavris, 1989). According to Carol Tavris (1989), there is a sequence of events that lead up to an angry family. Parents under particular stress become inept at being a parent—at managing the family, and specifically disciplining the children (Tavris, 1989). The parent's stress may result from a number of things such as divorce, unemployment, drug problems, illness, or other chronic issues. Sometimes the parent's stress comes from the difficult temperament of the child (Tavris, 1989).

In angry families, "children progress steadily from learning to be disobedient to learning to be physically assaultive" (Tavris, 1989, p. 307). It starts in a three-step process that happens almost everyday. First, the child is attacked, criticized, or yelled at by an exasperated adult or sibling. Then the child responds aggressively. By doing this, the third step comes into play and this is where the aggression is rewarded by the attacker withdrawing. Through this process, the child is learning manipulative and coercive tactics as a substitute for social skills (Tavris, 1989)

Tavris states this process starts with inept discipline. She stated that these parents use a great deal of punishment, but they are not making it contingent on the child's behavior (Tavris, 1989). "They do not state clear rules, require compliance, praise good behavior, or consistently punish violations" (Tavris, 1989, p. 308). Instead of doing these things they threaten, nag, and scold at the child, but along with this, they seldom follow through with those threats. Because of this, the child will continue to misbehave because he/she can get away with it. Throughout this whole time, the parent will at any given time explode verbally and physically against the child (Tavris, 1989). "This pattern of parental behavior has been repeatedly linked to children's aggressiveness in elementary school" (Tavris, 1989, p. 308).

Preventions and Interventions

School safety first and foremost involves an atmosphere of safety, a climate in which students feel happy and comfortable. Safe schools have the same problems as surrounding community, but they are quickly addressed and fixed. In a safe, school the students, teachers, and administration care. The buildings and grounds are well maintained. The discipline policy is well known and respected, drugs and weapons are kept out. Kids feel safe because they know if someone acts up, that he or she will receive a consequence for their actions. In safe schools, the students can concentrate on learning and not on staying safe or staying alive (Saunders,

1994). According to Wallace (2001), "You can't yell "fire" in a movie theatre or "bomb" in an airport and get away with it. And you shouldn't be able to threaten violence in school and just chalk it up to humor" (p. 4).

There have been two key pieces of federal legislation passed concerning school safety and security. In 1994, the Gun-Free Schools Act and the Safe and Drug-Free Schools and Communities Act were passed (Kopka, 1997). "Under the Gun-Free Schools Act (GFSA), every state receiving federal aid for elementary and secondary education must require school districts to expel from school for at least one year any student who brings a gun to school" (Kopka, 1997, p. 16). It is stated by Kopka (1997) that:

> The Safe and Drug-Free Schools and Communities Act (SDFSCA) funds violence
>
> prevention and education programs for students and training and technical assistance for
>
> teachers. It also allocates funds to develop violence and drug prevention programs that
>
> involve parents and coordination with the community. (p. 16)

Goals 2000: Educate America Act of 1994 is another piece of legislation brought about to help education. This act provides resources to states and communities for educational reforms that will help students reach occupational and academic standards. This act is made up of eight national education goals developed by the governors of the United States (Kopka, 1997). Goal number seven is in relation to "Safe, Disciplined, and Alcohol- and Drug-Free Schools." (Kopka, 1997, p. 17). Goal number seven states: "By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning" (Kopka, 1997, p. 58).

According to Goldstein and Conoley (1997), there are eight key factors that have to be in place in order for the strategies that they recommend to work, and they are: establishing clear

behavior standards; providing adequate adult presence, supervision, and involvement; enforcing rules fairly and consistently; closely supervising and consistently sanctioning offenders, getting parents on the school's side; making the school physically safer; creating partnerships with outside agencies; and believing that the school can make a difference (Goldstein & Conoley, 1997). Once a school has these factors in place they can implement strategies and they are more likely to be successful.

One of the strategies is to control campus access. There should be efforts made to minimize the number of entrances and exits to the school. Access to the school grounds should be limited and supervised by someone who knows the student body. There should also be a policy stating that parking on campus is a privilege and not a right. By driving his or her vehicle on school property the student is abiding by the rules and allowing his or her car to be searched. Perimeter fencing should be a consideration (Goldstein & Conoley, 1997). Keeping campus closed during the day will also help to reduce problems. According to Saunders (1994) ""Closing" a campus is one of the most inexpensive, effective safety measures a school can take" (p. 31). Having the students wear identification badges is one way to keep track of who should be on campus and who should not (Goldstein & Conoley, 1997).

Placing school safety on the educational agenda is another strategy. This is a beginning step, because when school administrators make a conscious decision that safety is a high priority, this commitment provides a basis for developing plans to reach that goal (Goldstein & Conoley, 1997). Along those lines, the school should also have a comprehensive and system wide safety plans. There should be a district wide plan with individual plans for each school. The development of these plans should be in collaboration with parents, students, law enforcement officials, courts, probation and social services, religious, corporate, and other community leaders,

according to Goldstein and Conoley (1997). Even with responsible planning, there are times when crisis is unavoidable. By establishing a crisis plan that focuses on crisis prevention, preparation, management, and resolution there should be specific steps to follow in the case of a crisis (Goldstein & Conoley, 1997).

"Create a climate of ownership and school pride" (Goldstein & Conoley, 1997, p. 84). This can be done by including students, staff, parents, and community members in school safety planning process. Establishing a system of extracurriculars in school for the students. Students need positive things to do, without positive, interesting, or challenging things to do students tend to fill their time with negative things (Goldstein & Conoley, 1997).

Modifying the environment to promote crime prevention is another way to make a school safe. Occasionally school violence and crime are promoted unwittingly by the way the environment is designed, maintained, or managed. Making some modifications can help in a positive way. You can trim or remove shrubbery that limits the ability to see. Provide supervision in high traffic areas; provide public telephones or dial-free connections to emergency services. Try relocating safe activities into areas where trouble occurs, such as moving the school counselor's office next to a hall of lockers where problems have occurred. There are some other ways to modify the surroundings for better supervision. Place convex mirrors in hallways and stairwells to increase supervision. Replace double-entry restroom doors with a zigzag design so it is easier to monitor (Goldstein & Conoley, 1997).

A strategy that may cause controversy, but may help with school violence is instituting a dress code. The dress code should be for staff and students. Gang attire should be prohibited, and the dress code should be consistently enforced. Students and parents should be allowed to

help establish the dress code, this will help them to support and preserve what they helped to create (Goldstein & Conoley, 1997).

Students who bring guns to school seems to be a serious problem. Goldstein and Conoley (1997) developed some strategies that schools can put into effect to help reduce the incidence of guns coming into the schools. Allow the students to only have clear or mesh book bags or no book bags at all. Get rid of lockers all together. The school should have a coat check room, where they would leave their coats for the day. Give the students two sets of books, one set for at school and another for at home. By the student not having a locker, the school can reduce the time between classes. The school can also make the class periods longer so that there is even less travel time throughout the day.

"These strategies represent the beginning of a continuing collaborative process to create safe schools for all U.S. children and youths. Making schools safe requires an ongoing commitment to the skilled and continuing implementation of such strategies" (Goldstein & Conoley, 1997, p. 89).

There are some signs that children are troubled and may show violence at school. Signs to look for are: a lack of interest in school, absence of age-appropriate anger control skills, refusal to follow the rules or a constant disregard of the rules, seeing himself or herself as the victim, artwork or writing that is often violent, bleak, or depicts anger and isolation, talking constantly about weapons or violence, mood swings or depression. Some other signs to watch for are: obsession with violent video games or television shows, a history of bullying, involvement or interest in gangs, self-isolation from friends and family, talking about bringing a weapon, or bringing a weapon to school, and unwarranted or misplaced jealousy. The more of

these signs that are seen in a student the greater the chance is that the child needs help ("Stopping School," n.d.).

A way school officials have tried to reduce school violence is to restrict gang activity in the schools, mainly by banning gang-related clothing and hairstyles. This gets into the Freedom of Speech, but school officials say that gang clothing communicates the potential for violence and could be interpreted as "imminent lawlessness" because it might provoke others through challenging symbols and words (Day, 1996).

There are some things teachers can do to help reduce school violence. One technique they can try is to have the students help them come up with norms for their behavior in the classroom, not allow violence, and ask the students to come up with consequences to enforce the rules. The teachers should know the school's policy on violence and firmly, consistently, and fairly enforce the policy. The teacher should take responsibility for areas in their classroom as well as out of their classroom ("Stopping School," n.d.).

Teachers should be able to recognize the warning signs of a student that may become violent. Along with seeing signs in students, the teacher should be communicating with parents on a regular basis. The teacher should share concerns along with celebrating accomplishments. The teachers should also encourage the students to report acts of violence that they witness ("Stopping School," n.d.).

To keep students from becoming bored, teachers should teach with enthusiasm. Students that are engaged in work that is informative, challenging, and rewarding are less likely to get into trouble. Incorporate discussions about violence in your curriculum, and talk about prevention whenever possible ("Stopping School," n.d.).

There are also some things that principals can do to help decrease school violence. In their policy about school violence, they should include a way for students to report crime-related information that will not expose them to retaliation in any way. Reward students for good behavior; and let students know when they are doing the right thing. The principals should make sure that students are learning violence prevention throughout their education, and that it is not just a one-time thing. Violence prevention can be infused into an array of subjects, and draw from established, tested curriculum whenever possible ("Stopping School," n.d.).

In the schools, principals can provide training for their staff on stress relief, anger management, mediation, and other related violence prevention strategies, and they should make sure that the teachers are passing these skills onto the students. The principals can also make it easier for parents to be involved in the schools. They can put out a list of volunteer activities. The parents can hold events at the school on weekends as well as weeknights. The principal can also work with community groups and law enforcement to make traveling to and from school safer for the students. The principals can help to eliminate neighborhood trouble spots ("Stopping School," n.d.).

There are some ways that schools and families can help children that are angry too. One thing that parents can do at home is to identify what their child's temperament is. This can help parents to predict typical tensions, prevent some tantrums, and it will help children learn healthy ways to express anger and frustration throughout their developmental years. Temperament is related to biological makeup, and remains relatively stable throughout a lifetime. There are nine elements of temperament that may be helpful in understanding the emotional development of a child. Those nine elements are: activity level, approach-withdrawal, regularity, adaptability, physical sensitivity, intensity of reaction, distractibility, positive or negative mood, and

persistence (Eastman & Rozen, 1994). According to Nancy Day (1996) Deborah Prothrow-Stith says, "if all the children born in America learned at home how to manage anger and aggression non-violently, our homicide and assault rates would decline by 50 percent-maybe even 75 percent" (p. 84).

Teachers and Guidance Counselors can help students deal with anger by guiding their understanding and management of this emotion by using the following practices: create a safe emotional climate; model responsible anger management; help children develop self-regulatory skills; encourage children to label feelings of anger; encourage children to talk about anger-arousing interactions; use books and stories about anger to help the children manage and understand anger; and communicate with parents to involve them in helping children learn to express emotions. Students that are guided toward responsible anger management are more likely to understand and manage angry feelings directly and nonaggressively and to avoid the stress that often accompanies poor anger management (Marion, 1997).

When it is appropriate and rational to be angry, we need to learn to be aware of our anger and allow ourselves to feel it. The more we experience the feeling and the changes it has on our body the more control we have over it, and the less control it has over us. Importantly, we need to learn to express our anger in a way that does not hurt others or ourselves. We need to use our anger to let others know how deeply we feel about an event or issue. We do not want to escalate the quarrel so we need to learn how to talk to the other person without insulting them. Anger will help us to make changes (Huggins, 1998).

Children encounter as many anger-inducing frustrations and hurts as adults do. Children need to be taught that anger is not good or bad, but that there are acceptable and unacceptable ways to express it. A goal for educators is to help students express their anger in words. If you

think a student is angry, but is having a hard time discussing it, you can show them a series of facial expressions and once they pick out the one they are feeling encourage him or her to discuss their anger (Huggins, 1998).

Whenever possible try to have the student talk honestly, about what he or she is angry about. A child's anger is very likely to escalate if asked to turn it off and do something else. When strong anger does occur, the student should not be taught to "get rid" of it through hitting, kicking, or getting involved in any physical actions that simulate aggressive behavior; such as punching a pillow, or hitting a punching bag. Students should learn to avoid chronic hostility, and to do this they should try to see the other person's point of view. This will help the student realize that not everything irritating and frustrating is worth getting angry over (Huggins, 1998).

There are many strategies and activities to try with students in the classroom when they get angry. According to Day (1996), "One of the most successful ways to avoid violence is to walk away from an angry confrontation" (p. 82). If possible, it is best to remove either the child or the audience if they are getting aggressive with their anger. Angry children disrupt classes, and therefore they may need to be removed so the students can learn and the teacher can teach. Allow the student to have a set number of "Escape Passes" so when they feel themselves getting angry they can grab a pass and leave the room to calm down. Teach the child self-talk, this way they can start to calm themselves down. Give the student the chance to tell their side of the story and let them know that they may be right, do not blame or jump to conclusions. Teach the students how to use "I messages". This will help them to take responsibility for their actions (Carr, 2000).

If you have to give out consequences make sure that they are consistent, make sure you can actually administer them and keep your word and follow through. Model for the students

how to act in a conflict. A good strategy for working with angry students is to get parent volunteers to come in and they can devote time to the students who are typically angry and disruptive. As a teacher, you are going to want to share with the other teachers that the student goes to throughout the week what that student struggles with. Make them aware of what works and what does not (Carr, 2000). By defusing a student's anger, early most potentially violent situations can be avoided before tensions have a chance to build (Day, 1996).

Anger control training is another strategy for helping students who have anger problems. Anger control training is used when an event may trigger aggression, not because of the event, but because the event is followed by physiological cues that signal anger to the individual. Anger control training focuses on the triggers and cues, determining reminders and reducers, and self-evaluation by the student. The triggers are the external events and the internal interpretations that serve to provoke anger arousal. The internal physiological experiences that signal anger for the student are the cues. Reminders and reducers are self-control strategies that help the student reduce anger in any situation. The self-evaluation allows the student to determine how well they used the reminders and reducers (Goldstein & Conoley, 1997).

Another technique is to teach the student self-relaxation techniques. Modeling calmness through body language and a quiet voice, and allowing the student to vent can help the student to reduce anger. Open-ended questions without judgment about what happened, being an active listener, and providing support shows the student that the adult is willing to show an alternative to aggression (Goldstein & Conoley, 1997). According to Goldstein and Conoley, (1997) it is important for the person helping the child to know what they are doing when they are using these techniques. "In-building collaborative, and multidisciplinary problem-solving teams can serve a valuable role in the process" (Goldstein & Conoley, 1997, p. 121).

There have been many programs developed to address school violence. They include security measures, conflict resolution training, peer mediation programs, disciplinary actions, parent involvement, educational programs, support groups, and sensitivity training (Day, 1996). There is no magic answer. According to Day (1996):

There is no one program, no silver bullet, so if you can get one program up and say,

'Here it is-if you put this program in your school, you are going to resolve violence.'

[The schools] are going to have to work with families and the communities. (p. 73)

Immediate measures that may help to make a school a safer place are tough, no-nonsense security measures. They may make a difference, not always, but sometimes. A good security system can delay attacks and perhaps give the school time to alert authorities in time to prevent a tragedy (Winn, 2000). After Columbine, in an attempt to prevent the same thing from happening at their schools many schools hired armed guards, installed metal detectors, and issued identity cards to be worn at all times (Winn, 2000). Along with this, some schools are removing lockers and controlling entrances. American society cannot rely independently on these measures. America needs better gun control, les media violence, counseling for the mentally unbalance, and a greater awareness of threats posed against schools; these will require years to see results though (Winn, 2000).

Heightened measures also make us question if we have gone too far. The change most apparent to the students is the move to punish those using violent language. Many of the young killers of the past have stated such things as how cool it would be to go on a shooting spree, or how they have killed animals at home. The case of Robby Stango who wrote a poem for a school assignment about a divorced man jumping off a cliff to end his life. Robby was forced against his mother's wishes to spend five nights in a psychiatric ward. Troy Foley was

suspended for five days for writing two essays that were violent in nature. Troy had no history of violent or even disruptive behavior, but was suspended for making a terrorist threat (Easterbrook, 2000).

School officials must balance the students' right to privacy against the school's need to maintain order. School officials have more rights than law enforcement, as they do not need a warrant or even probable cause to search a student's property. School officials have stated that the Fourth Amendment requirements would seriously harm their ability to maintain a safe environment and maintain discipline in the schools (Day, 1996).

At Heath High School in West Paducah, Kentucky, a fourteen year old gunned down classmates and ended up killing three girls. Now, at Heath, they require visitors, teachers, and students to wear identification cards around their necks at all times, all of the staff have two-way radios that they are to carry at all times. Heath has hired an armed security guard, and all the students have signed a waiver stating that they can have their backpacks and cars searched for weapons. Each morning the students line up to have their bags searched, and the school has placed emergency medical kits and disaster instruction manuals in each classroom (Easterbrook, 2000).

Many parents are very upset about what they are doing at Heath, but the principal mentions that he has restrictions on everything that we do. He stated that even though he has never thought about carrying a bomb onto a plane he still goes through airport security just like everyone else (Easterbrook, 2000). According to Easterbrook (2000), "The very concept of security is always going to reduce freedom. That is a trade-off people have been dealing with since the beginning of time" (p. 136).

More schools than ever are buying into increasing security. They are installing devices such as; spiked fences, motorized gates, and blast-proof metal covers for windows and doors. They are turning schools into prisons. Psychologists are saying that this heightened security is going to drive students to take the fantasies underground, where they may grow more exaggerated and extreme. Educators are beginning to look for better ways of dealing with school violence. They are beginning to open schools up to hold community events and the students are more receptive to this and are actually feeling nurtured (Easterbrook, 2000).

Another technique in trying to reduce school violence is through teaching nonviolence. Conflict resolution and peer mediation are both forms of curriculum that are widely used to reduce violence. Schools cannot wait until middle school or high school years if they want to prevent problems rather than react to them (Day, 1996). Both peer mediation and conflict resolution are frequently used in the elementary level.

In 1972, New York City schools were the first to introduce school-based conflict resolution programs. Today between 35,000 and 40,000 schools across the United States are using conflict resolution programs. Schools can teach conflict resolution in different ways. It can be taught to everyone, or the schools can use peer mediation. Peer mediation is when they teach conflict resolution to a few students and those students become the mediators of other students' conflicts (Nathan, 1999).

In order for children to develop skills of a positive conflict resolver, they need help from adults and a lot of practice solving conflicts positively. Before a child can solve a conflict positively, they have to learn what their conflicts are and what problems create them. One of the essential abilities a child must develop is being able to see things from a different point of view. This can be a very long and slow process. Many times the child's head is full of his or her own

needs and desires, and that makes it difficult to see anyone else's view (Carlsson-Paige & Levin, 1998).

Recognizing feelings, his or her own and the other person's, is another part of conflict resolution. Along with this, the child has to care about how the other person is feeling. Adults need to help children identify and understand their feelings. This involves finding out what contributes to feelings and then the adult can help the child connect those feeling to actions and situations. Another step in this process is being able to help the children determine what they can do to help his or her feelings change. The goal is to try to get children to empathize with each other. Children begin to understand the feelings of others by recognizing concrete manifestations first, like facial expressions and specific actions. This recognition helps the child to start feeling others' emotions; from there, they can try to figure out what to do (Carlsson-Paige & Levin, 1998).

In conflicts, things will tend to get worse before they get better. An essential part of conflict resolution is learning what makes the conflict get worse. Some things that could occur during the escalated stage of a conflict are put-downs, bias statements, and physical fighting. Put-downs are mean, critical or rejecting comments made that hurt feelings. Bias statements are put-downs that refer to an aspect of one's identity, like their race or gender. Any form of aggressive physical contact is physical fighting, like hitting or kicking (Carlsson-Paige & Levin, 1998).

The de-escalation comes next, and this is very difficult for children. According to Carlsson-Paige & Levin (1998), "De-escalation requires children to develop and use impulse control to stop what they are doing, delay getting their immediate needs met, and shift to a different approach" (p. 15). To accomplish this the child has to be able to control his or her

anger, and this is very difficult for some children. An "I" statement usually starts the de-escalation process (Carlsson-Paige & Levin, 1998). A statement starting with the word "you" can sound like an attack on the other person (Nathan, 1999). Making an "I" statement requires the child to identify and talk about his or her feelings, and then to make connections between his or her feelings and the situation (Carlsson-Paige & Levin, 1998). There are four parts to an "I" statement. First, the student says how he or she feels, then the student is going to state what event makes him or her feel that way, third, the student will explain how that affects him or her, and finally the student will state what change would make things better (Nathan, 1999).

Another way to de-escalate a conflict is to be an active listener. Active listening is giving full attention to the other person and showing them in some tangible way that you are paying attention (Carlsson-Paige & Levin, 1998). In order to be an active listener, the student first needs to face the other person and make eye contact. Do not interrupt, or give advice. Encourage the other person to talk by nodding your head, and you might need to ask a question to help you understand completely or remember more. When that person pauses use that time to paraphrase what he or she said. You do not have to agree with the other person, you just need to listen. Once the other person is done talking, the student should sum up what was said and then that student gets a turn to tell his or her side of the story (Nathan, 1999). The goal of conflict resolution is to find a solution that everyone can agree on (Carlsson-Paige & Levin, 1998).

Some conflicts are too big and difficult for the students involved to solve on their own; many of these conflicts in school are solved through peer mediation. There are specially trained students known as "mediators" or "conflict managers" that help other students solve conflicts (Nathan, 1999). The mediators bring both sides of the conflict together, and encourage both sides to talk out the problem and come up with a solution. The mediators do not take sides and

what is said in a mediation meeting is kept confidential. In some schools, children who get into conflicts are given two choices: try mediation or face suspension. There are some issues that peer mediators do not work with, and those would be conflicts involving drugs, weapons, or illegal actions. Those conflicts are handled by adults (Nathan, 1999).

There are rules to peer mediation, and that is usually how a session starts. The rules usually include taking turns talking, stay seated, and no name-calling. Each person gets a turn telling his or her side of the story. When both sides have said their side then the mediators sum up both sides, and try to get both sides to see the other person's point of view. From there they have both sides brainstorm ideas and determine if any of them would work, and both sides are encouraged to choose an idea that would work for both sides (Nathan, 1999).

According to Day (1996), "In the United States, five thousand elementary students and secondary schools are teaching students how to resolve conflicts nonviolently" (p. 84). School administrators report that conflict resolution and peer mediation programs seem to reduce the number of incidents at their schools (Day, 1996).

CHAPTER 3

Introduction

After reviewing the literature on the subjects of school violence, anger, and selected prevention and intervention strategies, this chapter addresses three concluding points. First, a summary of findings presented in the research. Second, a critique of the findings. Finally, recommendations for educators and counselors.

Summary

The purpose of this study was to review literature about school violence and anger. This study then supplied selected preventions and interventions that could be used to reduce the incidence of school violence and help children to manage their anger.

There was a large amount of information on what school violence is, including statistics on the topic. Violence is now seen as an issue that all schools need to pay attention to. One of the main problems associated with school violence is the abundance of bullying. A number of causes were looked at, including; family situations, schools lacking the ability to discipline, boredom of the students, drugs, weapons, and the media.

This study discussed the topic of anger, and anger in children. There were many definitions and characteristics of anger. Anger is an issue that has many connections to the family, as that is seen as where most of the problems with anger stem from. Children who are seeing adults in their lives react to anger inappropriately will often themselves react to anger inappropriately.

This study also focused on preventions and interventions that schools can choose to utilize to reduce violent acts, and to help students deal with their anger. There has been federal legislation to end violence in the schools. That means no weapons, drugs, and instilling a feeling

of safety in the schools. Getting the community, families, students, staff, and administration involved in making changes is also an important part of stopping violence in schools.

Conflict resolution and peer mediation are two effective programs that help students to manage anger and handle conflicts when they arise. This is a way to get the students invested in the issue of making the school a safer and better place to be.

Critique

This researcher found the review of literature regarding school violence and childhood anger to be very relevant and fascinating. Schools are trying desperately to implement strategies and techniques to decrease the amount of violence and anger in the schools. This leads this researcher to believe that safety is very important to the schools. It is also this researcher's belief that schools, communities, and the federal government think that violence has gone too far. Examining the causes of anger and seeing that most of the students that are exhibiting anger problems are coming from homes that have anger problems has lead this researcher to believe that what schools need to do is teach students how to handle and respond to anger. In addition, this research has expanded the researcher's knowledge of how to work with children who have anger problems, and how to work with schools on reducing violence.

Recommendations

The results of this comprehensive review of literature have led the researcher to make the following recommendations regarding school violence and childhood anger.

1.   It is recommended that schools implement conflict resolution and peer mediation programs to encourage students to understand anger and how to manage it appropriately.

2.	It is recommended that educators and counselors become aware of individual students whom may have anger problems, so that they can be helped more individually.

3.	It is recommended that schools have written policies on safety and on consequences if a policy is broken. This should include specific consequences for specific offenses.

4.	It is recommended that schools involve the community, families, students, and staff in their decisions on safety.

5.	It is recommended that schools have effective policies on bullying, weapons, and other forms of violence.

6.	It is recommended that safety training be provided to teachers and counselors in their schooling.

7.	It is recommended that professional development programs be provided in schools to train the untrained.

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