

# Schools And The Problem Of Crime

**School Zone** Pamela Wilcox, Graham C. Ousey, Marie Skubak Tillyer. 2022-05-20 Schools should be safe--but they are not always safe for everybody. Authors Pamela Wilcox, Graham Ousey, and Marie Skubak Tillyer studied crime among students located across diverse middle- and high-school settings to investigate why some students engage in delinquency--but others do not--and why some students are more prone to victimization. School Zone focuses on the three key interactional elements--context, victims, and offenders--to understand and explain the impact of common crimes such as theft, weapon carrying, drug possession and the verbal, physical, and sexual harassment of classmates. The authors also consider how individual students and schools respond to crime and threats. They analyze the variables that schools can control in planning and practice that explain why some schools have higher crime rates. School Zone uses empirical studies to provide a comprehensive understanding of the patterns and causes of variation in individual- and aggregate-level school-based offending and victimization experiences while also addressing the adequacy of wide-ranging criminological explanations and crime prevention policies. In their conclusion, the authors assess the extent to which currently popular strategies of school crime prevention align with what they have discovered through their problem-analysis framework and scientific understandings of student offending and victimization.

**Guide to Using School COP to Address Student Discipline and Crime Problems** Tom Rich. 2001

**Drugs in Our Schools: Los Angeles, Calif. December 8, 9** United States. Congress. House. Select Committee on Crime. 1972

**Crime in the Schools** Dennis Jay Kenney. 1998

*Schools, Violence, and Society* Allan M. Hoffman. 1996-05-30 This book is designed to examine issues related to schools, violence, and society. Since the 1960s, crime and violence have been increasing in America's schools. This violence is not limited to inner-city schools, but has struck virtually every strata and socio-economic level of American culture and society. The prevalence of crime and violence occurring in our nation's schools has become the concern of policymakers on the national and state levels. Concern has spread to parents, educators, and students themselves. This edited volume reviews violence in society, school violence, and crime. Coverage includes past trends in school violence and describes the current extent of the problem, as well as aspects of its causes and prevention. The influence on the students and community of gang activity, gang-related issues, drugs, alcohol, and weapons on campus is discussed.

*Education and Delinquency* National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on Law and Justice and Board on Children, Youth, and Families, Panel on Juvenile Crime: Prevention, Treatment, and Control. 2000-10-04 The Panel on Juvenile Crime: Prevention, Treatment, and Control convened a workshop on October 2, 1998, to explore issues related to educational performance, school climate, school practices, learning, student motivation and commitment to school, and their relationship to delinquency. The workshop was designed to bring together researchers and practitioners with a broad range of perspectives on the relationship between such specific issues as school safety and academic achievement and the development of delinquent behavior. *Education and Delinquency* reviews recent research findings, identifies gaps in knowledge and promising areas of future research, and discusses the need for program evaluation and the integration of empirical research findings into program design.

*Education and Delinquency* Institute of Medicine, National Research Council, Commission on Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Committee on Law and Justice, Panel on Juvenile Crime: Prevention, Treatment, and Control. 2000-11-04 The Panel on Juvenile Crime: Prevention, Treatment, and Control convened a workshop on October 2, 1998, to explore issues related to educational performance, school climate, school practices, learning, student motivation and commitment to school, and their relationship to delinquency. The workshop was designed to bring together researchers and practitioners with a broad range of perspectives on the relationship between such specific issues as school safety and academic achievement and the development of delinquent behavior. *Education and Delinquency* reviews recent research findings, identifies gaps in knowledge and promising areas of future research, and discusses the need for program evaluation and the integration of empirical research findings into program design.

**Crime in Schools and Colleges** Federal Bureau of Investigation. 2015-06-25 Schools and colleges are valued institutions that help build upon the Nation's foundations and serve as an arena where the growth and stability of future generations begin. Crime in schools and colleges is therefore one of the most troublesome social problems in the Nation today. Not only does it affect those involved in the criminal incident, but it also hinders societal growth and stability. In that light, it is vital to understand the characteristics surrounding crime in schools, colleges, and universities and the offenders who reportedly commit these offenses so that law enforcement, policy makers, school administrators, and the public can properly combat and reduce the amount of crime occurring at these institutions. Tremendous resources have been used to develop a myriad of federal and nonfederal studies that focus on identifying the characteristics surrounding violent crime, property crime, and/or crimes against society in schools. The objective of such studies is to identify and measure the crime problem facing the Nation's more than 90,000 schools and the nearly 50 million students in attendance.<sup>1</sup> The findings of these studies have generated significant debates surrounding the actual levels of violent and nonviolent crimes and the need for preventative policies. Some research indicates there has been an increase in school violence activities, such as a study from the School Violence Resource Center which showed that the percentage of high school students who were threatened or injured with a weapon increased from 1993 to 2001.<sup>2</sup> Other research notes decreases in student victimization rates for both violent and nonviolent crimes during a similar time period (1992-2002).<sup>3</sup> Moreover, the circumstances surrounding crime in schools, colleges, and universities are not always the ones that gain wide notoriety. The most significant problems in schools are not necessarily issues popularly considered important as most conflicts are related to everyday school interactions.<sup>4</sup> Furthermore, the National Center for Education Statistics notes that it is difficult to gauge the scope of crime and violence in schools without collecting data, given the large amount of attention devoted to isolated incidents of extreme school violence.<sup>5</sup> These conflicting conclusions concerning the ability to measure the overall situation of crime in school, college, and university environments make it difficult for policy makers to assess the effectiveness of policies and their impact on this phenomenon.

*School Crime & Violence* James A. Rapp. 1986 While schools at one time appeared to be immune from criminal liability and courtroom litigation, cases involving virtually every aspect of education have been, or are currently, in court at some level. This monograph is designed to help school lawyers, trial lawyers who represent victims of campus crimes, and educators and administrators engaged in planning risk and liability prevention programs and campus crime prevention programs. Issues discussed include: (1) school crime, the victims' rights movement, and the right to safe schools; (2) victims' rights litigation; (3) classifications of litigation involving victims as victims, victims against perpetrators, and victims against third parties; (4) schools as victims rights litigation defendants and the question of school immunity; (5) claims for failure to protect against or prevent non-student crime or violence; (6) claims for failure to protect against or prevent student crime or violence, including the possibility of negligence; and (7) the various responsibilities of schools, students, parents, and the community to provide safe schools. Primary court citations and state and federal code provisions involving victims' rights and safe schools are indexed. (PPB)

*Crime, Anti-Social Behaviour and Schools* C. Hayden, D. Martin. 2011-05-27 The behaviour and safety of children and young people in and around schools is a topic of world-wide concern. From school shootings and deaths on school premises to the everyday behaviour of young people in school, this book explores what is happening in schools in Britain and links it with evidence from elsewhere in the world.

*Wide Scope, Questionable Quality* .2002

**School Crime -- the Problem and Some Attempted Solutions** National Institute of Law Enforcement and Criminal Justice.1979

**School Crime and Disruption** National Institute of Education (U.S.).1978

**Crime in the Schools** Dennis Jay Kenney,Steuart Watson.1999

**School crime -- the problem and some attempted solutions** National Institute of Law Enforcement and Criminal Justice.1979

**Schools Under Surveillance** Torin Monahan,Rodolfo D Torres.2009-10-13 Schools under Surveillance gathers together some of the very best researchers studying surveillance and discipline in contemporary public schools. Surveillance is not simply about monitoring or tracking individuals and their data; it is about the structuring of power relations through human, technical, or hybrid control mechanisms. Essays cover a broad range of topics including police and military recruiters on campus, testing and accountability regimes such as No Child Left Behind, and efforts by students and teachers to circumvent the most egregious forms of surveillance in public education. Each contributor is committed to the continued critique of the disparity and inequality in the use of surveillance to target and sort students along lines of race, class, and gender.

**Acts of Violence in the School Setting** Kimberly A. McCabe.2020-01-08 Since the year 2000, there have been approximately 200 school shootings in the United States. Unfortunately, this is not simply a U.S. problem. In 2017, a 15-year-old Canadian male student committed suicide after shooting two other students and a teacher. During that same year, in Brazil, a private school student fatally shot two classmates and injured four. In 2018, a 13-year-old Russian girl opened fire with a gas pistol and injured seven 7th graders. Hence, school violence is a problem of global concern. Acts of School Violence in A School Setting addresses this international problem from a crime and criminal justice perspective. The history of school violence follows the pattern of what most would consider the history of education. According to the U.S. Department of Justice, current research has shown a decline in the rates of school violence over the past three years; however, the few high-profile cases broadcast repeatedly in the media lead the public to other conclusions. All individuals agree that a child attending school should be concerned with the process of learning, not with avoiding victimization and that the school environment should be a safe and secure location for both students and teachers. In addition, and most central to this text, without a safe school environment, students and teachers may be assaulted, injured, or killed. Included in this textbook are definitions related to the types and categories of school violence (including bullying, stalking, and crimes against students that involve the internet), discussions on victims and offenders, and case examples. Also included in this textbook is information on criminal justice system responses to school violence from both a national and international perspective. Finally, this textbook discusses adult perpetrators of school violence and the explanations for such attacks.

**Violence in America's Schools** R. Murray Thomas.2006-10-30 The problem of violence in schools has not gone away despite radical reductions in violent crimes throughout the country over the last decade. Students continue to harass, haze, and harm each other in a variety of ways, disrupting classrooms and whole schools. In the wake of the Columbine massacre, many focused on the worst kind of school violence: deadly assaults with dangerous weapons. But other forms of violence are more persistent, common, and just as destructive in many ways: fighting, sexual abuse, carrying weapons to school, vandalism, and assorted other crimes that happen behind the closed doors of elementary, middle, and high schools across the country. The consequences range from violent victimization and death, to the disruption of learning and fear among student bodies and teaching staffs. Here, Thomas provides a foundation for understanding why the violence occurs, preventing it from happening, and treating both offenders and victims after it happens. Using scores of case descriptions to illustrate the types of school violence and their treatment in recent years, the author skillfully shows readers how the problem of violence and crime in schools is an insidious issue that cannot go untreated. He offers both tested and proposed methods for dealing with a host of violence issues and a guide to planning treatment of the problem and its associated consequences. He answers the questions: What are prominent types of violence in American schools? What conditions contribute to those types of violence? What methods can be applied in an effort to reduce school violence? Readers will come away from this book with a greater understanding of the scope of violence in America's schools, and the myriad ways of addressing it.

**Community Education and Crime Prevention** Carolyn Siemens Ward.1998-10-01 Paperback released by IAP in May, 2008 Scholars in various disciplines are recommending comprehensive measures to solve multiple societal as well as individual problems. The philosophy of community education has been overlooked but is a workable, comprehensive approach to addressing crime. As used in this book, community education is a philosophy, process, and program comprised of three overriding and interrelated elements: community empowerment, community problem-solving, and the effort to involve all community members in the pursuit of lifelong learning. The Hyde Park neighborhood in St. Louis has one of the highest rates of reported drug sales and high rates of homicide, robbery, aggravated assault, arson, and burglary. The community lays claim to several crime-inducing variables including population loss, a high percentage of population shift resulting in a higher percentage of black population and boarded-up housing units, a high rate of unemployment, a very low per capita income and a high percentage of citizens living below the poverty line, and a high percentage of female-headed households. Nevertheless, the people of Hyde Park are participating in a crime prevention approach that is applicable to all communities. Insights to urban life and problem solving are provided by community members, covering such topics as policing and how it can be improved. These insights and others offered by the author are supported by theories and philosophies found in the literature. In the process of solving their own problems, community members involve themselves in lifelong learning activities and leadership development. Written in a style that is appealing to the general public as well as academics, it is of special interest to educators, community leaders, criminologists, academics in urban affairs and sociology, social workers, law enforcement agents, and politicians.

**Preventing Violence and Crime in America's Schools** William L. Lassiter,Danya C. Perry.2009-06-08 A thorough overview of violence and crime in America's schools explores which solutions work and which don't, providing a framework for prevention at every level. Although it is major incidents like Columbine or Virginia Tech that grab the headlines, everyday occurrences of bullying, harassment, and physical intimidation in schools impact entire communities, driving kids out of public schools and destroying faith in public education. Preventing Violence and Crime in America's Schools: From Put-Downs to Lock-Downs provides educators, parents, law enforcement officials, and other youth-serving professionals with a unique perspective on the topic of school violence. More important, it offers solutions to the problems facing all schools when it comes to violence and safety. Two expert authors examine specifics relating to school violence, opportunities to prevent and intervene, and the importance of planning for a crisis. Most other books about school violence either highlight the research or highlight practitioner viewpoints. This revealing book presents both, balancing insights gained through real-world experiences with research on best practices. The result is a fuller understanding of the problem—understanding that will enable solutions.

**Schools and the Problem of Crime** Stephen Boxford.2013-01-11 What causes young people to offend? What influence do schools have on young peoples' offending behaviour in relation to other possible causal factors? These critical criminological and educational questions are addressed in Schools and the Problem of Crime. The book examines the causes of offending in the school context among 3,103, male and female, Year 10 pupils (age 14-15), in twenty state schools in Cardiff. The findings of one of the largest empirical studies of its kind in the UK are used to examine the role of schools, family background, neighbourhood, young peoples' social situation and dispositions, and lifestyles on pupils' offending behaviour. Critically, the interplay and relationships between these causal factors are disentangled in gaining a greater understanding as to why some young people offend in the school context and why some young people do not, as well as examining why some schools experience higher offending rates than others. The book employs an integrative analytical approach which is theoretically led. Through gaining an understanding of the factors that cause young people to offend it is envisaged that future crime prevention strategies can be better informed and targeted. major contribution to understanding youth crime and delinquency on basis of major Cambridge University research study focus on lifestyle factors important policy implications

**Violence and Discipline Problems in U. S. Public Schools, 1996-97** Shelley Burns.1999-05 The results of a survey on school violence, which was conducted with a national sample of 1,234 public elementary,

middle, & secondary schools in all states in 1997. It requested information on 4 main topics: the incidence of crime & violence that occurred in public schools during the 1996-97 academic year; principals' perceptions about the seriousness of a variety of discipline issues in their schools; the types of disciplinary actions schools took against students for serious offenses; & the kind of security measures & violence prevention programs that were in place in public schools. Charts & tables.

**Crime, Violence, Discipline, and Safety in U.S. Public Schools** Samantha Neiman.2009

*Crime in the Schools* Dennis Jay Kenney.1998

*Wide Scope, Questionable Quality* .2002

**School Crime and Juvenile Justice** Richard Lawrence,Richard A. Lawrence.2007 Publisher description

**Social Problems and Education** Ernest Rutherford Groves.1925

*The Pedagogy of Pathologization* Subini Ancy Annamma.2017-11-15 WINNER OF THE 2018 NATIONAL WOMEN'S STUDIES ASSOCIATION ALISON PIEPMEIER BOOK PRIZE Linking powerful first-person narratives with structural analysis, *The Pedagogy of Pathologization* explores the construction of criminal identities in schools via the intersections of race, disability, and gender. amid the prevalence of targeted mass incarceration. Focusing uniquely on the pathologization of female students of color, whose voices are frequently engulfed by labels of deviance and disability, a distinct and underrepresented experience of the school-to-prison pipeline is detailed through original qualitative methods rooted in authentic narratives. The book's DisCrit framework, grounded in interdisciplinary research, draws on scholarship from critical race theory, disability studies, education, women's and girl's studies, legal studies, and more.

**School Crime and Policing** William L. Turk.2004 This one-of-a-kind book opens by exploring the problem of school crime in America today--stating in explicit and understandable terms the exact nature of juvenile and school crime as described in national and state statistics, and examines various methods and techniques for solving the problem. In short, anyone who reads this book will understand the reality of school crime and what to do about it. KEY TOPICS Chapter topics provide an overview of school crime in the U.S., school crime in California and Texas, how to prepare for safe schools, recommended practices for safe schools, the police response to school crime, the classroom teacher's and school administrator's perspectives on school violence, the appropriate and effective use of security technologies in schools, and school-based prevention programs that work. For public school teachers, administrators, and staff.

**Schools and Delinquency** Denise C. Gottfredson.2000-11-20 *Schools and Delinquency*, first published in 2001, provides a comprehensive review and critique of the current research about the causes of delinquency, substance use, drop-out, and truancy, and the role of the school in preventing these behavior patterns. Examining school-based prevention programs and practices for grades K-12, Denise Gottfredson identifies a broad array of effective strategies improving the school environment, as well as some that specifically target youths at risk of developing problem behaviors. She also explains why several popular school-based prevention strategies are ineffective and should be abandoned. Gottfredson analyzes, within the larger context of the community, the special challenges to effective prevention programming that arise in disorganized settings, identifying ways to overcome these obstacles and to make the most troubled schools safer and more productive environments.

**Schools and the Problem of Crime** Stephen Boxford.2013-01-11 What causes young people to offend? What influence do schools have on young peoples' offending behaviour in relation to other possible causal factors? These critical criminological and educational questions are addressed in *Schools and the Problem of Crime*. The book examines the causes of offending in the school context among 3,103, male and female, Year 10 pupils (age 14-15), in twenty state schools in Cardiff. The findings of one of the largest empirical studies of its kind in the UK are used to examine the role of schools, family background, neighbourhood, young peoples' social situation and dispositions, and lifestyles on pupils' offending behaviour. Critically, the interplay and relationships between these causal factors are disentangled in gaining a greater understanding as to why some young people offend in the school context and why some young people do not, as well as examining why some schools experience higher offending rates than others. The book employs an integrative analytical approach which is theoretically led. Through gaining an understanding of the factors that cause young people to offend it is envisaged that future crime prevention strategies can be better informed and targeted. major contribution to understanding youth crime and delinquency on basis of major Cambridge University research study focus on lifestyle factors important policy implications

**Violent Schools, Safe Schools** National Institute of Education (U.S.).1977

*Crime in Schools and Colleges* U. S. Department Of Justice,Federal Bureau of Investigation.2007-10-01 Schools and colleges are valued institutions that help build upon the Nation's foundations and serve as an arena where the growth and stability of future generations begin. Crime in schools and colleges is therefore one of the most troublesome social problems in the Nation today. Not only does it affect those involved in the criminal incident, but it also hinders societal growth and stability. In that light, it is vital to understand the characteristics surrounding crime in schools, colleges, and universities and the offenders who reportedly commit these offenses so that law enforcement, policy makers, school administrators, and the public can properly combat and reduce the amount of crime occurring at these institutions. Tremendous resources have been used to develop a myriad of federal and nonfederal studies that focus on identifying the characteristics surrounding violent crime, property crime, and/or crimes against society in schools. The objective of such studies is to identify and measure the crime problem facing the Nation's more than 90,000 schools and the nearly 50 million students in attendance.<sup>1</sup> The findings of these studies have generated significant debates surrounding the actual levels of violent and nonviolent crimes and the need for preventative policies. Some research indicates there has been an increase in school violence activities, such as a study from the School Violence Resource Center which showed that the percentage of high school students who were threatened or injured with a weapon increased from 1993 to 2001.<sup>2</sup> Other research notes decreases in student victimization rates for both violent and nonviolent crimes during a similar time period (1992-2002).<sup>3</sup> Moreover, the circumstances surrounding crime in schools, colleges, and universities are not always the ones that gain wide notoriety. The most significant problems in schools are not necessarily issues popularly considered important as most conflicts are related to everyday school interactions.<sup>4</sup> Furthermore, the National Center for Education Statistics notes that it is difficult to gauge the scope of crime and violence in schools without collecting data, given the large amount of attention devoted to isolated incidents of extreme The Nation's need to understand crime as it occurs at schools, colleges, and universities was officially placed into law by the US Congress with the passage of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act<sup>6</sup> (Clery Act). Prompted by the 1986 rape and murder of a 19-year-old Lehigh College student in her dorm room, the Clery Act requires universities and colleges to report crime statistics, based on Uniform Crime Reporting (UCR) definitions, to the Department of Education (ED) and to disclose crime statistics to nearly 16 million students attending any one of the Nation's approximately 4,200 degree granting, post-secondary institutions.<sup>7</sup> The Clery Act, most recently amended in 2000, demands stiff financial penalties from post-secondary institutions found to misreport crime statistics to the ED. Such penalties are currently set at \$27,500 per incident.<sup>8</sup> Though the Clery Act requires colleges and universities to report their crime data to the ED, neither it nor any other Federal legislation requires these institutions to report the data to the UCR Program. Situations surrounding crime at school locations vary based on the offender's motive and the intended victim.

**The Palgrave International Handbook of School Discipline, Surveillance, and Social Control** Jo Deakin,Emmeline Taylor,Aaron Kupchik.2018-06-07 Truly international in scope, this Handbook focuses on approaches to discipline, surveillance and social control from around the world, critically examining the strategies and practices schools employ to monitor students and control their behavior. Bringing together leading scholars from a range of disciplinary backgrounds, the chapters scrutinize, analyze and compare schools' practices across the globe, providing a critical review of existing evidence, debates and understandings, while

looking forward to address emerging important questions and key policy issues. The chapters are divided into four sections. Part 1 offers accounts of international trends in school discipline, surveillance and punishment; Part 2 examines the merging of school strategies with criminal justice practices; Part 3 focuses on developments in school technological surveillance; and Part 4 concludes by discussing restorative and balanced approaches to school discipline and behavior management. As the first Handbook to draw together these multiple themes into one text, and the first international comparative collection on school discipline, surveillance and social control, it will appeal to scholars across a range of fields including sociology, education, criminology, critical security studies and psychology, providing a unique, timely, and indispensable resource for undergraduate educators and researchers.

**The Real School Safety Problem** Aaron Kupchik.2016-07-12 Schools across the U.S. look very different today than they did a generation ago. Police officers, drug-sniffing dogs, surveillance cameras, and high suspension rates have become commonplace. The Real School Safety Problem uncovers the unintended but far-reaching effects of harsh school discipline climates. Evidence shows that current school security practices may do more harm than good by broadly affecting the entire family, encouraging less civic participation in adulthood, and garnering future financial costs in the form of high rates of arrests, incarceration, and unemployment. This text presents a blueprint for reform that emphasizes problem-solving and accountability while encouraging the need to implement smarter school policies.Ê

**Homeroom Security** Aaron Kupchik.2012-08-01 Police officers, armed security guards, surveillance cameras, and metal detectors are common features of the disturbing new landscape at many of today's high schools. You will also find new and harsher disciplinary practices: zero-tolerance policies, random searches with drug-sniffing dogs, and mandatory suspensions, expulsions, and arrests, despite the fact that school crime and violence have been decreasing in the US for the past two decades. While most educators, students, and parents accept these harsh policing and punishment strategies based on the assumption that they keep children safe, Aaron Kupchik argues that we need to think more carefully about how we protect and punish students. In Homeroom Security, Kupchik shows that these policies lead schools to prioritize the rules instead of students, so that students' real problems--often the very reasons for their misbehaviour--get ignored. Based on years of impressive field research, Kupchik demonstrates that the policies we have zealously adopted in schools across the country are the opposite of the strategies that are known to successfully reduce student misbehaviour and violence. As a result, contemporary school discipline is often unhelpful, and can be hurtful to students in ways likely to make schools more violent places. Furthermore, those students who are most at-risk of problems in schools and dropping out are the ones who are most affected by these counterproductive policies. Schools and students can and should be safe, and Homeroom Security offers real strategies for making them so.

*School Crime in Texas* William Lowell Turk,ProQuest Dissertations and Theses (Electronic resource collection),University of Texas at Arlington. School of Urban and Public Affairs.1997

*Crime in the Schools* Dennis Jay Kenney,T. Steuart Watson.1998 Schools are the primary means by which society transmits skills, values, and concepts about self to youth. Without a safe and secure environment, it becomes virtually impossible for students to learn. This book reports on one project to change the atmosphere of fear in a high school. Eleventh grade students were taught the SARA (Scanning, Analysis, Response, Assessment) model of problem solving. Students took on the primary responsibility of addressing problems of fear and disorder; teachers acted as facilitators and resources along with the police resource officer. Implemented in the 1993-94 school year, the program described not only reduced crime but taught students valuable skills for life. Chapters include (1) Crime in Our Schools; (2) The Police Response to School Crime; (3) The Charlotte School Safety Program; (4) Evaluating the Impact: The Research Design; (5) Constructing a Problem-Solving Model for Schools; (6) Effecting Change for School Safety; (7) What Works? Measuring the Impact on Students; (8) What Works? Crime, Fear and Teacher Satisfaction; (9) Comparing the Options: Modeling Responses to School Crime and Disorder. Presentations from the principal and the police resource officer to the junior class are appended along with information about the Police Executive Research Forum. (EMK)

**The Causes of Exclusion** Cedric Cullingford.1999-10-01 This report synthesizes two approaches to a topical problem: the concern with social deviancy and crime which focuses on failure; and research on educational development which focuses on success. The book explores how environmental experiences (including parenting and bullying) play a role.

*School Crime and Violence* Joseph I. Greal.1979

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