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EDG 547
SAVE - Violence Prevention

1) Response to "School Violence Prevention" Video

School shootings have unfortunately become more common as a response from students who are bullied. This has led to schools and police responders to train accordingly to prepare for such shootings. But the video shows that all the shooting incidents have the same root cause and it is because of the school culture and environment that allows bullying to happen in the first place. "The most important role may belong to the teacher." This quote is true because it is up to the teachers to assess the situation of their students and make sure that everyone is acting in socially positive behaviors. Teachers are able to observe student relationships and assess problems. They are able to address problems with students that are involved and give help where it is needed. Teachers and school staff can implement pro-social, anti-bullying programs to help students become aware of the implications bullying can have to all students. Teachers can essentially address the issue before it escalates to any form of violence.

2) Response to "Evan" Video

It was shocking to watch this video and see the twist of events at the ending. This story begins to be about two normal teenagers exchanging notes in a library but ends with a gunman entering the school premise out of

nowhere. But the video shows that the gunman, a fellow student, was in the background all along. It shows how different students can have drastically different school experiences even if they attend the same school with the same student body. It also showed that most students who are not the victim of bullying can be quite oblivious to what the victim is going through. This obliviousness from fellow students and teachers could be the problem that school shooters seek attention through use of violence. This video shows that in order to notice signs of gun violence before it happens, the school culture towards bullying needs to change. Students who are victims of bullying are usually marginalized and ignored by bystanders. But the bystanders are the ones with the power to prevent bullying and furthermore gun violence. Students need to show more empathy and interest to all fellow students and there needs to be a pro-social, anti-bullying policy that is actively participated by students and teachers to prevent tragic incidents of gun-violence.

3) Response to “Second Steps Curriculum”

Years	Anger Mangement and Assertiveness
Early Childhood	Being angry is a natural emotion but there are behaviors that are okay and not okay when dealing with angry emotions. Demonstrate relaxing techniques.
Kindergarten	Knowing the phsycial signs of anger. Playing the “calm-down” game.
First Grade	Learning situational and physical clues of anger. Learning proper belly breathing techniques to calm down strong emotions.
Second Grade	Anger is a natural feeling but hurting others’ feelings or bodies is not okay. Learning to calm down angry feelings. Learning assertive

	communication skills to get what they want.
Third Grade	Use counting to calm down responses to scenarios. Being assertive is a respectful way to get what they want.
Fourth Grade	Identify the situations in which they might need to calm down. Demonstrate the technique for deep centered breathing. Identify and demonstrate other ways to calm down.
Fifth Grade	Being assertive means asking for what you want in a calm and respectful way. Being assertive helps you be successful in variety of academic and social situations. Identify passive aggressive responses and assertive responses. Demonstrate assertive responses.
Sixth Grade	Self-talk is key in managing strong emotions. Identify calming down strategies that works best for them.
Seventh Grade	Understand that out of control emotions can lead to destructive outcomes. Understand what happens in their brains and bodies when dealing with strong emotions. Recognize the physical and mental signs that lead to strong emotions. Use strategies for staying in control of their emotions.
Eighth Grade	Understand how spectator's response can also escalate or de-escalate anger or aggression and conflict. Identify how to deal they deal with stress.

Yes, I believe the topic was adequately covered by age and developmental stage. Anger is learned as a natural emotion that needs to be responded with appropriate behaviors. In the early stages, calming down strategies are taught as well as imagining scenarios where anger can arise. Then alternative ways to respond to anger are explored such as assertive speaking, and positive self-talk. In advanced grades, anger is broken down into the physiological effects on the brain and body to further educate the student what happens when angry emotions arise.

4) Response to "School Safety What Really Works"

Principle: “Enhance efforts to create and maintain positive school climates that promote learning, psychological health, and student success.”

In order to create and maintain a positive school culture, every student must be considered because usually the victims of bullying that leads to acts of school violence are the students who are not of the majority but the marginalized ones in the student body. Therefore, the school must actively promote inclusiveness and pro-social behaviors among all students and be particularly attentive to the ones that are most vulnerable in order to address the issues of bullying. Having a positive school culture that punishes bullying behaviors rather than condoning it can be a great way for schools to prevent senseless acts of violence. School- aged children can either be encouraged or deterred to participate in bullying behaviors depending on how the school authorities react to bullying behaviors. The preventative measures of addressing students’ mental health is extremely important as well because acts of school violence are extreme responses to psychological stress. If the schools can provide adequate monitoring and help for students that need these services the most, such violent acts can be prevented. All these measures can help the safety and success of the school.

5) Response to “SAVE Bulletin 2001”

1. Under what circumstances can a teacher remove a disruptive student?

- Teachers have the authority to remove disruptive students from their classrooms when the teacher determines that the behavior of the student interferes with the educational process or with the teacher's authority. According to this legislation, teachers are not inhibited to using various behavior management strategies or interventions for students whose behaviors do not warrant removal from the class. A teacher's decision for removal of a student may not be overturned by the principal unless the charges are not supported by substantial evidence, the conduct is so severe it requires suspension from the school or if the student's removal is in violation of the law. The student must be an elementary or secondary student under 18 years of age.

2. What are the teacher's responsibilities given a removal?

- The teacher has the responsibility to determine the removal of a student and the period of time of the removal. The removal is based on school's code of conduct and must either be disruptive of the educational process or the authority of the teacher over the classroom. The teacher must notify the student and principal (preferably in writing) the reason for the removal, the period of time of removal and also provide substantial evidence of the reason for the decision. If the student does not pose an ongoing threat to the disruption of the classroom, the teacher can allow the student to give a reason of their account of events. If there is a threat of disruption to the classroom, the teacher allows the student an informal opportunity to give their explanation of events.

3. Under what circumstances can a teacher remove a student with a disability who is being disruptive?

- A student with a disability can be removed if they do not have a behavior intervention plan or an IEP that includes specific strategies to address students' behavior precipitating the removal. They can also be removed if a student does have a behavior intervention plan or IEP which has been implemented towards their disruptive behavior but it has not been successful. A student can also be removed if new disruptive behaviors arise that have not been addressed with the existing IEP. The removal of the student could either result in revising of the IEP for the student or reviewing the existing plan for the student with disability.