

1. Record Nr.	UNINA9910585970703321
Titolo	Violence prevention in education, school, and club / / Rudi Heimann and Jürgen Fritzsche, editors
Pubbl/distr/stampa	Wiesbaden : , : Springer Fachmedien, , [2022] ©2022
ISBN	3-658-38551-0
Descrizione fisica	1 online resource (285 pages)
Disciplina	371.58
Soggetti	School violence - Prevention School violence Violència escolar Programes de prevenció educatius Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	<p>Intro -- Preface -- Contents -- Editors and Contributors -- I Basics --</p> <p>Contents -- 1 Phenomenology -- 1.1 Introduction -- 1.2 Violence --</p> <p>1.2.1 Types of Violence -- 1.2.2 Aggression -- 1.2.3 Conflict -- 1.3</p> <p>Typology of Violence -- 1.3.1 Domestic Violence -- 1.3.2 Violence in Care Facilities and School -- 1.3.3 Violence in Other Social Environment -- 1.3.4 Violence in Virtual Space -- Unwanted Publicity --</p> <p>References -- 2 Statistical Considerations -- 2.1 Introduction -- 2.2 Bright Field -- Statistics and Time of the Crime -- 2.3 Dark Field --</p> <p>2.3.1 Methods of Dark Field Research -- 2.3.2 Size of the Dark Field --</p> <p>In the Pedestrian Zone -- 2.4 Sexualized Violence -- 2.4.1</p> <p>Exhibitionist Actions -- 2.4.2 Distribution, Acquisition and Possession of Child Pornographic Writings -- 2.4.3 Sexual Abuse of Children --</p> <p>Exhibitionist on the Regional Train -- 2.5 Violent Crime -- 2.5.1</p> <p>Assault -- 2.5.2 Kidnapping -- 2.5.3 Killing Offenses -- 2.6 Use of Weapons -- 2.7 Abduction of Minors -- 2.8 Means of the Internet --</p> <p>2.9 Perpetrator-Victim Relationship -- References -- 3 Aetiology --</p> <p>3.1 Introduction -- 3.2 Biological Approaches -- 3.2.1 Genetic Causes -- 3.2.2 Hormonal Causes -- 3.3 Psychological Approaches -- 3.3.1</p>

Frustration-Aggression Hypothesis -- 3.3.2 Learning Theories --
3.3.2.1 Theory of Differential Contacts -- 3.3.2.2 Observational
Learning -- 3.3.2.3 Neutralisationstheorie -- 3.3.3 Other Theories --
3.4 Media and Delinquency -- 3.4.1 Effects of Media -- 3.4.1.1
Catharsis Theory -- 3.4.1.2 Cognitive Support Theory -- 3.4.1.3
Habitualization Theory -- 3.4.1.4 Cultivation Thesis -- 3.4.1.5
Suggestion Thesis -- 3.4.1.6 Stimulationsthese -- 3.4.2 Depiction of
Real Violence -- 3.4.2.1 High Attention Value -- 3.4.2.2 Asynchronous
Reporting -- 3.4.2.3 Preferred Consumption.
3.4.2.4 Escalation by Media -- 3.4.2.5 Secondary Victimization --
3.4.2.6 Positive Aspects -- 3.5 Integration Model -- 3.5.1 Person --
3.5.2 Situation -- 3.5.3 Social Control -- References -- 4 Victimology
-- 4.1 Introduction -- 4.2 Victim Disposition and Typology -- Behavior
of Victims or Perpetrators -- 4.3 Víktimology in Individual Offenses --
4.3.1 Child Abuse -- 4.3.2 Sexual Abuse and Rape -- 4.3.3 Fraud and
Extortion -- 4.3.4 Bullying and Violence -- 4.3.4.1 Victim Signs First
Order -- 4.3.4.2 Second-Order Victim Signs -- 4.3.5 Cyberbullying --
From a Criminal Complaint -- Money for Nothing -- Victim Type II --
4.4 Stages of Victimization -- 4.4.1 Primary Victimization -- 4.4.2
Secondary Victimization -- 4.4.3 Tertiary Victimization -- 4.5
Revictimization -- 4.6 Reporting Behavior -- References -- 5 The
Offenders -- 5.1 Introduction -- 5.2 Findings -- 5.2.1 Neglect and
Child Abuse -- 5.2.2 Sexual Abuse and Rape -- 5.2.3 Bullying and
Violent Acts -- 5.3 Power -- Victims and Power -- 5.4 Violence by
Groups -- References -- 6 Development of Children and Adolescents
-- 6.1 Introduction -- 6.2 Genes vs. Environment -- Another
Perspective -- 6.3 Resilience -- 6.4 Developmental Phases -- 6.4.1
Prenatal Phase -- 6.4.2 Toddlers -- 6.4.3 Preschoolers -- 6.4.4
Elementary School Children -- 6.4.4.1 Authoritarian Style -- 6.4.4.2
Permissive Style -- 6.4.4.3 Authoritative Style -- 6.4.4.4 The Role of
Teachers -- 6.4.5 Youth -- Insufficient Sensory Integration -- Sally-
Anne-Test (Wimmer & Perner, 1983) -- Autonomy Promotion?
-- Permissive Parenting and Symbiosis -- Procedure of Pedophile
Offenders -- 6.5 Emotions -- References -- 7 Legal Aspects -- 7.1
Introduction -- 7.2 Legal Basis for Liability -- 7.3 The Offence -- 7.3.1
Types of Offenses -- 7.3.1.1 Intention & Negligence.
7.3.1.2 Perpetrator & Participation -- 7.3.2 Relevant Offenses
in Childhood and Adolescence -- 7.3.2.1 Insulting Offenses -- 7.3.2.2
Property Damage -- 7.3.2.3 Crimes Against Physical Integrity --
7.3.2.4 Coercion -- 7.3.2.5 Threat -- 7.3.2.6 Property and Asset
Crimes -- 7.3.2.7 Sexual Offenses -- 7.3.2.8 "Right of correction" of
the Persons Entitled to Education -- Accomplice -- (Simple) Assault (223 para. 1 StGB) -- Dangerous Bodily Harm (224 StGB) -- Grievous
Bodily Harm (226 StGB) -- Coercion -- Threat -- Theft (242 para. 1
StGB) -- Robbery (249 para. 1 StGB) -- Blackmail (253 para. 1, 2 StGB)
-- 7.4 Guarantors & Omissions -- 7.4.1 The Omission Offense
-- 7.4.2 The Guarantor Position -- 7.4.3 323c para. 1 StGB: Failure to
Render Assistance -- Omission of Assistance -- Failure to Report
Planned Crimes -- Teacher and Guarantor Obligations -- 7.5 Self-
defence & First Aid -- 7.5.1 Key Ideas -- 7.5.2 Self-defence --
7.5.3 Self-defence/Emergency Aid -- 7.5.4 Excessive self-defence --
The Screwdriver -- 7.6 Criminal Law Emergencies -- 7.6.1 Necessity as
justification -- 7.6.2 Necessity as defence -- Driving Home After the
Party -- Booze or Slaps -- 7.7 Self-help -- At the Movies -- In School
-- 7.8 Civil Law Emergencies -- The Dog Bite -- 7.9 Right to One's
Own Image and One's Own Word -- 7.10 Legal Options After the Crime
-- 7.10.1 Criminal Complaint & Criminal Application -- 7.10.2
Legal Aid -- 7.10.3 Adhesion Procedure -- 7.10.4 Private Prosecution

-- 7.11 Consequences -- 7.11.1 Imprisonment & Fine --
7.11.2 Pain and Suffering & Damages -- 7.12 Victim
Protection/Victim Rights -- 7.12.1 Subsidiary Complaint -- 7.12.2
Victim-offender mediation -- 7.13 Witnesses -- 7.14 Compensation
for Assistance -- References -- II Prevention -- Contents.
8 Those Responsible for Education -- 8.1 Introduction -- 8.2 Primary
Instances -- 8.2.1 Parents -- 8.2.1.1 Non-violent Education -- 8.2.1.2
Penalties -- 8.2.1.3 Consistent and Consistent Parenting Behavior --
8.2.1.4 Support -- 8.2.1.5 Active Listening and I-Messages -- 8.2.1.6
Praise and Recognition -- 8.2.1.7 Success Experiences -- 8.2.1.8
Sports -- 8.2.1.9 Media Competence -- 8.2.2 School -- 8.2.2.1
Consistent Interference -- 8.2.2.2 Code of Conduct and Evaluation of
Teachers -- 8.2.2.3 Sports -- 8.2.2.4 Media Literacy -- 8.2.2.5
Intervention Projects -- 8.2.3 Relatives, Acquaintances -- 8.2.4 Trainer
-- 8.2.5 Observer -- Punishments -- Logical Consequences -- Natural
Consequences -- You- and I-Messages -- Praise and Recognition-A
Trap -- False Protection Against Failure -- Media Use and Education in
Germany 2019 -- Common Reactions to Bullying in Schools -- Possible
Intervention Against Perpetrator -- Observers of Conspicuous Behavior
-- 8.3 Secondary Instances -- 8.3.1 Youth Office -- 8.3.1.1 Protective
Mandate -- 8.3.1.2 Duty to Advise -- 8.3.1.3 Educational Orientation
-- 8.3.1.4 General Promotion of Education in the Family -- 8.3.1.5
Help with Education -- 8.3.1.6 Inobhutnahme -- 8.3.2 Police and
Public Prosecutor's Office -- 8.3.2.1 Police and Victims of Crime --
8.3.2.2 Police and Witnesses of Crime -- 8.3.2.3 Offender-Victim
Compensation -- 8.3.2.4 Danger Prevention -- 8.3.3 Courts -- 8.3.3.1
Educational Measures -- 8.3.3.2 Breeding Means -- 8.3.3.3 Measures
of Improvement and Security -- 8.3.3.4 Youth Sentence -- A Job for
the Police or Not? -- 8.4 Tertiary Instances-Re-socialization --
References -- 9 Educational and Training Institutions -- 9.1
Introduction -- 9.2 Care of Toddlers -- 9.3 Kindergarten -- 9.4
Transition to School -- 9.5 Legal Mandate -- 9.5.1 School Law.
9.5.2 School Rules-Possibilities and Limits -- 9.5.3 Contacts at School
-- Measures Taken without Warning (Hoegg, 2016) -- 9.6 Youth Office
-- 9.7 Social Office -- 9.8 School Psychology -- 9.9 Out-of-School
Support and Counseling Services -- 9.9.1 Projects and Training --
9.9.2 Pedagogical Days -- 9.9.3 School Sports -- References -- 10
Sports Clubs -- 10.1 Introduction -- 10.2 Responsible Persons in
Clubs -- 10.2.1 Board -- 10.2.2 Trainer -- 10.2.3 Parents -- 10.3
Primary Prevention by Association and Club -- 10.3.1 Guidelines --
10.3.2 Behavioral Rules -- 10.3.3 Code of Honor -- 10.3.4 Extended
Certificate of Good Conduct -- 10.3.5 By-laws -- 10.3.6 Seminars and
sensitization of the persons responsible -- 10.4 Secondary Prevention
-- 10.4.1 Intervention -- 10.4.2 Checklist -- The Photographer --
10.5 Tertiary Prevention -- 10.5.1 Aftercare -- 10.5.2 Repression --
References -- 11 Self-assertion -- 11.1 Introduction -- 11.1.1
Differentiation Between Self-assertiveness and Self-defense -- 11.1.2
Basic Principles of Human Behavior in Crisis Situations -- Ad hoc-
Situation and Time Lag -- Ad hoc-Situation -- Time Lag -- 11.2
Recognizing One's Own Limits -- 11.2.1 Feelings -- 11.2.2 Social
Programs -- 11.3 Body Language -- Watzlawick's Thesis -- 11.4
Language -- 11.4.1 Language Set (Quantity) -- 11.4.2 Content of the
Language (Quality) -- 11.4.3 Paraverbal Communication -- Stages of
Escalation -- 11.5 Methods -- 11.5.1 Interactive Training -- 11.5.2
Picture Books and Comics -- 11.5.3 Guided Classroom Conversations
-- 11.5.4 Unspecific Training -- References -- 12 Self-defense -- 12.1
Introduction -- 12.2 Basics -- 12.3 Attacks -- Headlock -- The Perfect
Hold? -- 12.4 Methodical Construction of a Self-defense Seminar --

12.4.1 At What Age Self-defense?.

12.4.2 Time Management, Group Structure and Number of Trainers.
