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Making Your School Safe: Strategies to Protect Children and Promote Learning (The Series on Social Emotional Learning) (Social Emotional Learning (Hardcover))

John Devine, Jonathan Cohen

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John Devine, Jonathan Cohen : Making Your School Safe: Strategies to Protect Children and Promote Learning (The Series on Social Emotional Learning) (Social Emotional Learning (Hardcover)) before purchasing it in order to gauge whether or not it would be worth my time, and all praised Making Your School Safe: Strategies to Protect Children and Promote Learning (The Series on Social Emotional Learning) (Social Emotional

Learning (Hardcover):

1 of 1 people found the following review helpful. Covering widespread concerns from bullying to major catastrophic events
By Midwest Book Review
Over the past couple of decades, violence in American schools has become one of the biggest concerns in modern society. "Making Your School Safe: Strategies to Protect Children and Promote Learning" suggests measures of social and emotional learning alongside character education and crisis-preparedness programs. Covering widespread concerns from bullying to major catastrophic events, "Making Your School Safe: Strategies to Protect Children and Promote Learning" is recommended to educators everywhere and should be on every community library education shelf.

In this practical manual, the authors demonstrate the important relationship between social emotional and ethical education and school safety. They combine traditional crisis management and emergency planning with all of the principles that have become the cornerstones of the field of evidence-based, social emotional learning and character education. Featuring real-life examples and best practices, they cover widespread concerns, ranging from student behavioral issues such as bullying and social exclusion to gang-related violence and other tragic events. This essential resource will help schools be proactive in preventing tragedies, as well as effectively reactive when they occur.

"A must-have book that shares strategies to protect children and promote learning. Each chapter tackles a new dilemma. Readers will be forced to think about their own schools and what needs to be done to improve them. An administrator or school board member could read the last chapter and be ready to implement a new school safety plan with relative ease." --American School Board Journal, June 2008
From the Publisher "Among the many books you will read about school safety, this one will make you think, feel, and act in ways that are likely to improve the conditions of the school you are in." -- From the Foreword by Maurice Elias, Rutgers University, co-author of Emotionally Intelligent Parenting "I strongly recommend this book to all who care about the well being of children and the future of our society." -- Nicholas M. Michelli, Presidential Professor in Urban Education, City University of New York "I hope that this important book will be read, and its lessons applied, by school boards, teachers, administrators, politicians, voters, and parents across the country." -- James Gilligan, M.D, author of Violence: Reflections on a National Epidemic and Preventing Violence "A wonderful tool. . . . Devine and Cohen give educators clear direction on what to do about creating the climate and teaching the skills that promote safe and successful students and schools!" -- Merle Schwartz, Director of Education and Research, Character Education Partnership "A much needed look at the broader context of social-emotional development in considering practical approaches to insuring our children's safety, growth and learning." -- Steven Marans, Director, National Center for Children Exposed to Violence, and Professor of Child Psychiatry and Psychiatry, Yale University Child Study Center
About the Author John Devine is the director of The School Safety Project at the Center for Social and Emotional Education in New York. Jonathan Cohen is the co-founder and president of the Center for Social and Emotional Education. He is also adjunct professor in Psychology and Education at Teachers College, Columbia University and adjunct professor in Education at the School of Professional Studies, City University of New York.