

Contents

| | |
|---|-----|
| About the Authors | ix |
| Foreword | xi |
| <i>Peter Fonagy, Ph.D., F.B.A.</i> | |
| Preface and Introduction | xv |
| <i>Stuart W. Twemlow, M.D.</i> | |
| <i>Frank C. Sacco, Ph.D.</i> | |
| Acknowledgments | xix |
| Source Credits | xxi |
| 1 School Violence: Range and Complexity of the Problem | 1 |
| 2 The Family–School–Community Connection | 25 |
| 3 Providing Mental Health Consultation to Agencies Intervening With Violent Children | 49 |
| 4 Case Studies in School Violence: A Staging Paradigm | 77 |

| | | |
|-----------|--|-----|
| 5 | Bullying Is a Process, Not a Person: Inviting the Community Into the School . . . | 111 |
| 6 | Children Need to Feel Safe to Learn | 147 |
| 7 | Assessment of At-Risk Children | 181 |
| 8 | Activating Community Resources Through Therapeutic Mentoring | 207 |
| 9 | Role of Medical Leadership in Unlocking Resources to Address School Violence. . . . | 233 |
| 10 | Risk and Threat Assessment of Violent Children | 257 |
| 11 | Effortless Wellness and Other Afterthoughts. | 287 |
| | Index. | 305 |