

Corporal Punishment Papers

Patrick Vollmar

Corporal Punishment in the Schools Ontario. Ministry of Education, 1981

Corporal Punishment in U.S. Public Schools Elizabeth T. Gershoff, Kelly M. Purtell, Igor Holas, 2015-01-27 This Brief reviews the past, present, and future use of school corporal punishment in the United States, a practice that remains legal in 19 states as it is constitutionally permitted according to the U.S. Supreme Court. As a result of school corporal punishment, nearly 200,000 children are paddled in schools each year. Most Americans are unaware of this fact or the physical injuries sustained by countless school children who are hit with objects by school personnel in the name of discipline. Therefore, Corporal Punishment in U.S. Public Schools begins by summarizing the legal basis for school corporal punishment and trends in Americans' attitudes about it. It then presents trends in the use of school corporal punishment in the United States over time to establish its past and current prevalence. It then discusses what is known about the effects of school corporal punishment on children, though with so little research on this topic, much of the relevant literature is focused on parents' use of corporal punishment with their children. It also provides results from a policy analysis that examines the effect of state-level school corporal punishment bans on trends in juvenile crime. It concludes by discussing potential legal, policy, and advocacy avenues for abolition of school corporal punishment at the state and federal levels as well as summarizing how school corporal punishment is being used and what its potential implications are for thousands of individual students and for the society at large. As school corporal punishment becomes more and more regulated at the state level, Corporal Punishment in U.S. Public Schools serves an essential guide for policymakers and advocates across the country as well as for researchers, scientist-practitioners, and graduate students.

Corporal Punishment in Schools United States. Department of Health, Education, and Welfare, National Institute of Education (U.S.),

Corporal Punishment in Schools Sally Castell-McGregor, 1984

Corporal Punishment Patrick Lenta, 2017-09-14 The aim of this book is to assess the moral permissibility of corporal punishment and to enquire into whether or not it ought to be legally prohibited. Against the widespread view that corporal punishment is morally legitimate and should be legally permitted provided it falls short of abuse, Patrick Lenta argues that all corporal punishment, even parental spanking, is morally impermissible and ought to be legally proscribed. The

advantages claimed for corporal punishment over alternative disciplinary techniques, he contends, are slight or speculative and are far outweighed by its disadvantages. He presents, in addition, a rights-based case against corporal punishment, arguing that children possess certain fundamental rights that all corporal punishment of them violates, namely the right to security of the person and the right not to be subjected to degrading punishment. Lenta's approach is unique in that it engages with empirical literature in the social sciences in order to fully examine the emotional and psychological effects of corporal punishment on children. *Corporal Punishment: A Philosophical Assessment* is a philosophically rigorous and engaging treatment of a hitherto neglected topic in applied ethics and social philosophy.

Corporal punishment Peter Wilby, United Kingdom Association for the International Year of the Child, 1979
Education of Women: Miscellaneous Papers. Corporal Punishment, 2020

Corporal Punishment in Schools Suzanne Harper, Julianne Epstein, 1989

Papers relating to corporal punishments in the East Indies Great Britain. Parliament. House of Commons, 2006

The Impact of Punishment on Student Learning: Experiences from Basic and Secondary Education in Tanzania Godlove Lawrent, 2012 Wissenschaftlicher Aufsatz aus dem Jahr 2012 im Fachbereich Pädagogik - Pädagogische Psychologie, University of Dodoma (Department of Educational Foundations and Continuing Education), Sprache: Deutsch, Abstract: This paper examines various issues regarding to punishment and learning. In the introductory part, the paper clearly describes the concept of punishment. The behaviorism and social cultural theory perspectives to punishment are also discussed in this paper. The reformation, retribution, deterrence, attribution and social control theories of punishment are also identified and comprehensively explained. On the other hand, the paper points out the arguments put forward by those who support and oppose the use of punishment in both homes and schools. The important tips in using punishment, the impacts of punishment on student learning as well as various alternatives to corporal punishment are also examined in this paper. The paper concludes that, corporal punishment should be eliminated because it does not enhance positive student learning instead it brings a lot of negative consequences to both teachers and students.

The Case Against Corporal Punishment New York State School Boards Association, 1985

Corporal Punishment in Child Care Nancy Von Bargen, 1991

A Review of Literature Regarding Corporal Punishment in Public Schools David M. Hennings, 1982

Punishments in Education. [A paper read at the Social Science Congress, 1872.] William Francis Collier, 1872

International Prevalence and Cross-national Consistency of Sociodemographic Risk Factors for Corporal Punishment and Harsh Verbal Punishment of Children Dustin Wakefield Currie, 2018 Corporal punishment has been an accepted and nearly ubiquitous parenting behavior across varied cultures and historical periods, but a growing body of research has raised questions about both the ethics of the practice and its ability to achieve desired effects. Notably, corporal

punishment is associated with a variety of negative outcomes, including aggression, antisocial behavior, and escalation to physical child abuse. Harsh verbal punishment has also been associated with poor outcomes including increases in externalizing behaviors (e.g. aggressive and delinquent behavior), depression, and poor grades. In fact, the limited research on harsh verbal punishment suggests that its negative consequences are quite similar to those of corporal punishment, and may be even more severe. As forms of physical and mental violence towards children, both corporal and harsh verbal punishment are violations of Article 19 of the United Nations Convention on the Rights of the Child, which has been signed and ratified by every United Nations member nation with the exception of the United States. However, available studies suggest that both forms of harsh punishment remain relatively widespread. The three papers presented below comprising this dissertation explore international patterns of corporal and harsh verbal punishment, as well as non-violent forms of discipline. The introduction and background chapters define each of these forms of punishment, provide an overview of theoretical research related to corporal and harsh verbal punishment, present descriptive epidemiology of each of these forms of punishment provided in the literature to date, and review both risk factors and consequences of each form of punishment. This is followed by a methods chapter, describing the study design and analytic plan for each of the three dissertation papers. Following the introductory, background, and methods chapters, the three papers of the dissertation are presented as chapters. The first paper provides nationally representative past-month period prevalence estimates of corporal punishment, harsh verbal punishment, and non-violent discipline used within households of 36 countries that participated in the Child Discipline Module of the Multiple Indicator Cluster Survey - 4th Round. Prevalence is characterized by world region as well as corporal punishment prohibition status. The second and third papers examine sociodemographic risk factors (including child age, child gender, number of children in the household, household wealth, and household location) of both corporal and harsh verbal punishment, respectively. Associations between risk factors and outcomes are examined in overall models, and the possibility of effect modification by country of associations between risk factors and harsh punishment outcomes are examined in each of these chapters. The final chapter synthesizes the content of each of the papers, compares and contrasts the relationship between risk factors and corporal punishment versus harsh verbal punishment, and provides some implications of the dissertation for policy and practice.

An Essay on Flogging in the Navy John A. Lockwood, 1849

The Politics of Corporal Punishment Terry King, 1987-06-01

Corporal Punishment of Children: A Human Rights Violation Susan Bitensky, 2006-06-14 The core of this book is a detailed analysis of the status of corporal punishment of children, including Areasonable spankings by parents, under international human rights law. The analysis leads compellingly to the conclusion that such punishment is indeed a human rights violation, consonant with modern norms about right and decent treatment of juveniles. The book further provides a

comparative analysis between the domestic laws of the seventeen nations that ban all corporal punishment of children (Sweden, Finland, Norway, Austria, Cyprus, Denmark, Germany, Iceland, Bulgaria, Croatia, Latvia, Hungary, Romania, Ukraine, Israel, Italy, and Portugal) and examples of the domestic laws in the countries that still permit some physical chastisement of children (United States and Canada). Because it is anticipated that a good number of readers will be surprised to learn that this disciplinary practice has become a human rights law violation, the book also engages in an in-depth exegesis of the psychological evidence and historical and philosophical reasons warranting prohibition of all corporal punishment of children as an imperative policy choice. The work probes as well why, once that choice is made, it is essential to use legal bans on the punishment inasmuch as they have uniquely effective pedagogical and therapeutic roles and give some permanence to humanity's hard won understanding about protecting the young from violence. Published under the Transnational Publishers imprint.

Report of the Departmental Committee on Corporal Punishment Great Britain. Home Office. Committee on Corporal Punishment, 1963

Corporal Punishment in Schools, 1989

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