Good Schools Are Like Good Parents: Demanding, but Supportive

Dewey Cornell, Ph.D.
Curry School of Education
University of Virginia

434-924-8929
Email: youthvio@virginia.edu

What kinds of school discipline practices are effective?

Survey of principals
Two contrasting groups
• "Get-tough" strict discipline-oriented
• "Be supportive" prevention-oriented

The survey of school principals reminded us of research on parents.

Source: Skiba & Edl, 2004

Classic study of parents
Two contrasting groups
• "Authoritarian" strict discipline-oriented
• "Permissive" lacking in discipline

One dimension....

Many people intuitively think that being tough and being supportive are opposites on a continuum.

Structure Support
"Demanding" "Responsive"
"Strict" "Warm"
"Tough"

Source: Baumrind, 1966
Good schools are like good parents
Dewey Cornell, Ph.D.

Or two dimensions?

Four types of parenting

Children of Authoritative Parents

Children of Authoritative Parents

- Well-behaved, fewer problems
- Higher self-esteem
- Better relationships with peers
- Higher school achievement

Four types of school climate?

Four types of school climate?

Virginia Secondary School Climate Study

Virginia Secondary School Climate Study

Studied 7th and 8th grade students (ages 12-13) and their teachers

Studied 7th and 8th grade students (ages 12-13) and their teachers

Virginia Secondary School Climate Study

Virginia Secondary School Climate Study

Schools – 423 (98.4%)
Teachers – 9,134 (79%)
Students - 43,805 (84.8%)

Schools – 423 (98.4%)
Teachers – 9,134 (79%)
Students - 43,805 (84.8%)
Good schools are like good parents
Dewey Cornell, Ph.D.

Structure - Strict, but Fair

Support - Care and Respect

Virginia Middle Schools

Prevalence of Teasing and Bullying Scale

How much teasing and bullying do we observe in schools with different levels of structure and support?

IV - 4 groups of schools
DV - School percentile in Prevalence of Teasing and Bullying

Multi-level multivariate analysis of peer victimization and school climate

Cornell, Shukla, & Konold, under review
Good schools are like good parents
Dewey Cornell, Ph.D.

Student Aggression Reported by Teachers

<table>
<thead>
<tr>
<th>Type of School Climate</th>
<th>Prevalence of Teasing &amp; Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Structure and Low Support (n = 156) Disengaged</td>
<td>67</td>
</tr>
<tr>
<td>Low Structure and High Support (36) Permissive</td>
<td>48</td>
</tr>
<tr>
<td>High Structure and Low Support (36) Authoritarian</td>
<td>49</td>
</tr>
<tr>
<td>High Structure and High Support (159) Authoritative</td>
<td>26</td>
</tr>
</tbody>
</table>

Prevalence of Teasing & Bullying

Student Aggression Toward Teachers across 4 Types of School Climate

<table>
<thead>
<tr>
<th>Type of School Climate</th>
<th>School Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengaged (156)</td>
<td>67</td>
</tr>
<tr>
<td>Permissive (36)</td>
<td>56</td>
</tr>
<tr>
<td>Authoritarian (36)</td>
<td>60</td>
</tr>
<tr>
<td>Authoritative (159)</td>
<td>42</td>
</tr>
</tbody>
</table>

Virginia Secondary School Climate Study

In collaboration:
- Virginia Department of Education
- Virginia Department of Criminal Justice Services and Center for School Safety

This project was supported by Grant #2012-JF-FX-0062 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the author and do not necessarily reflect those of the Department of Justice.

Our Research Team

From left to right: Patrick Meyer, Erin Nekvasil, Francis Huang, Anna Schnider, Pooja Datta, Dewey Cornell, Tim Konold, Anna Lacey

Anna Heilbrun, Kathan Shukla, Peter Lovegrove, Juliette Berg

Dcornell@virginia.edu