

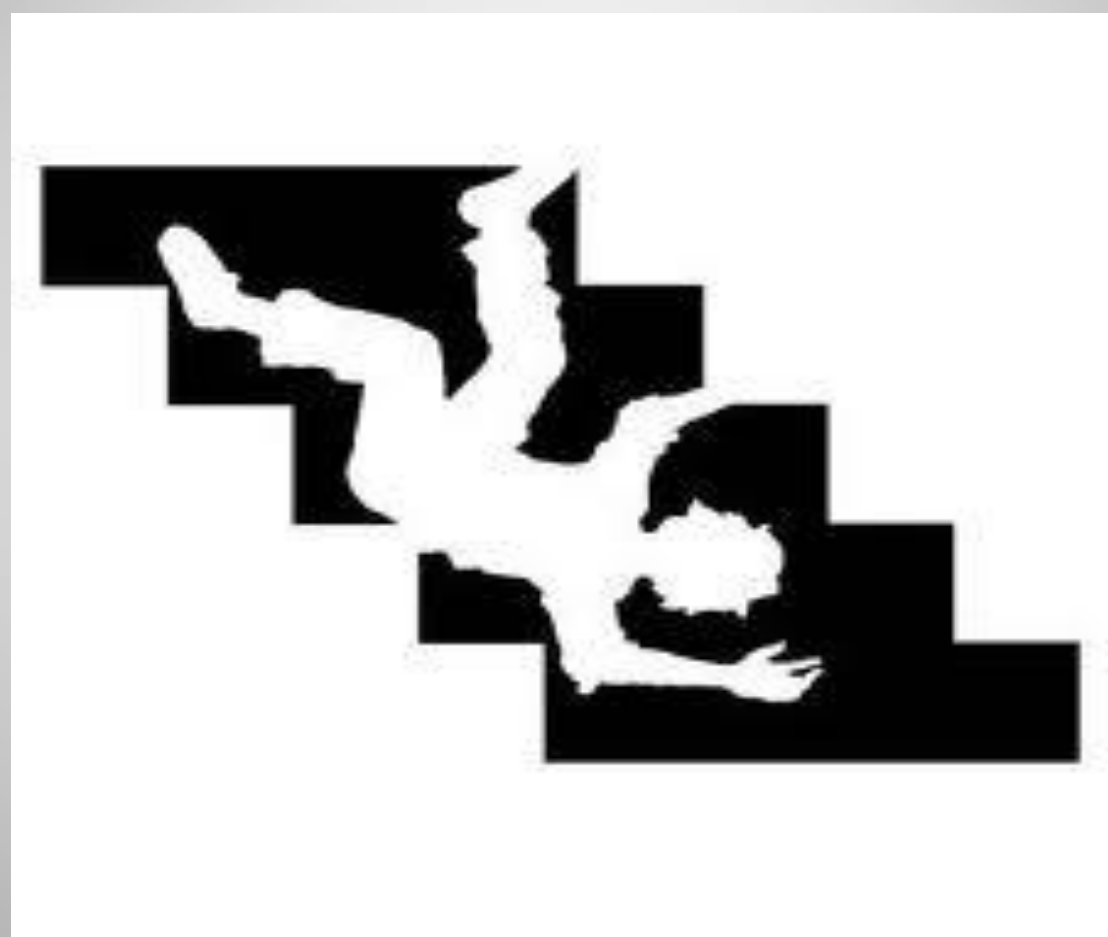
Fostering sense of community in high schools

Anne Gregory, Ph.D.

Graduate School of Applied and Professional Psychology

Rutgers, The State University of New Jersey

annegreg@rutgers.edu

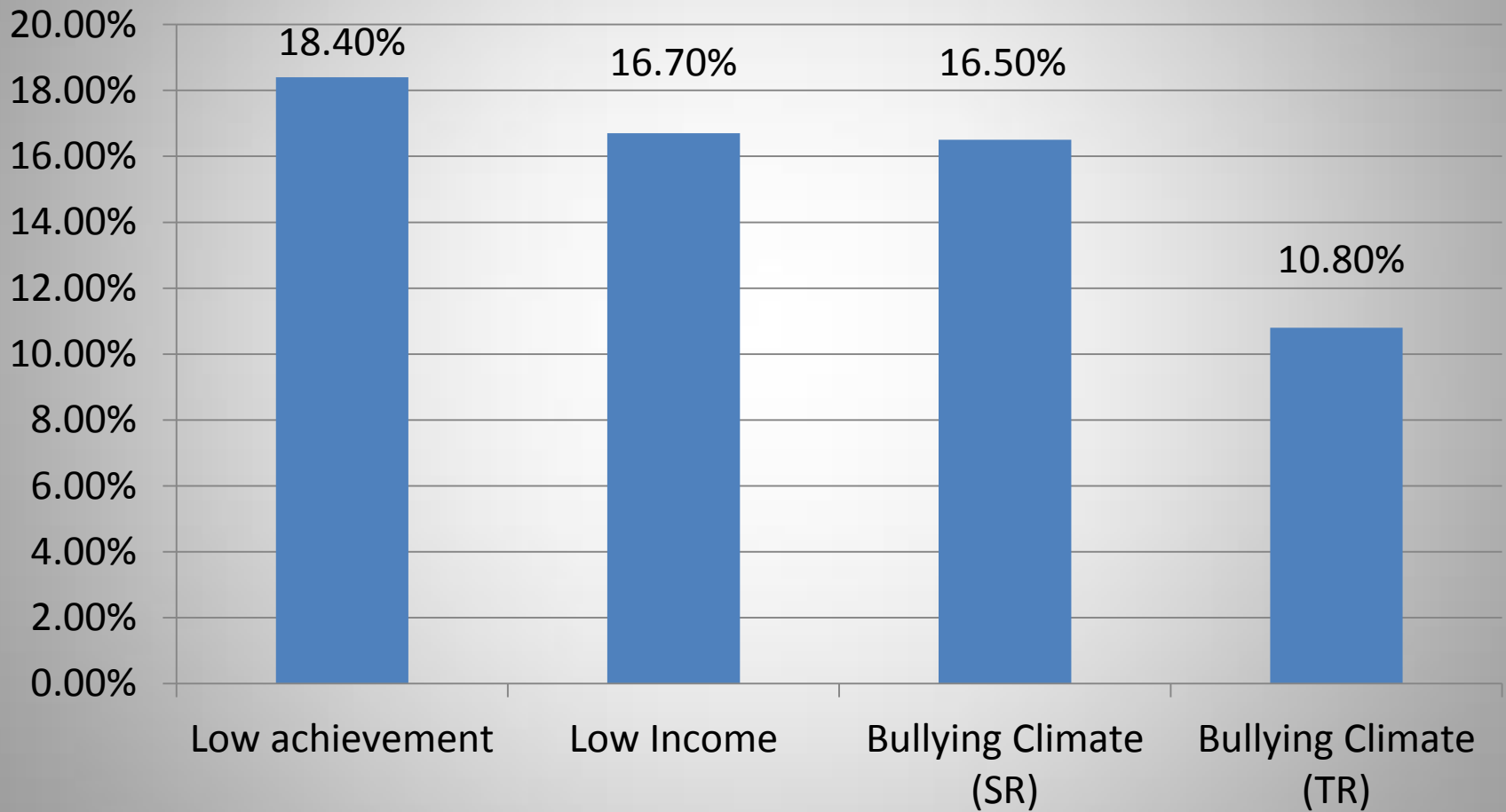


Why do some schools have higher
drop out rates than others?

low achievement

low income students

Increases in Drop Out





Virginia High School Safety Study Links Bullying to Dropout Rates

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Perceived Prevalence of Teasing and Bullying Predicts High School Dropout Rates

Dewey Cornell
University of Virginia

Anne Gregory
Rutgers University

Francis Huang
University of Virginia

Xitao Fan
University of Macau

This prospective study of 276 Virginia public high schools found that the prevalence of teasing and bullying (PTB) as perceived by both 9th-grade students and teachers was predictive of dropout rates for this cohort 4 years later. Negative binomial regression indicated that one standard deviation increases in student- and teacher-reported PTB were associated with 16.5% and 10.8% increases in the number of dropouts, respectively, after controlling for the effects of other predictors, including school size, student body poverty and minority composition, community crime rates, and performance on standardized achievement testing. The predictive values of student and teacher perceptions of PTB were comparable in magnitude to the predictive values for other commonly recognized correlates of dropout rates. These results provide new evidence that the prevalence of peer victimization in high school is an important factor in high school academic performance.



Virginia High School Safety Study

Links Bullying to Test Performance

Bullying and teasing reported by 9th grade students and teachers predicted schoolwide SOL passing rates.

- Algebra I
- Earth Science
- World history
- Biology
- Geometry

Findings controlled for the proportion of minority students in the school, student poverty, or school size. (Lacey & Cornell, 2011)

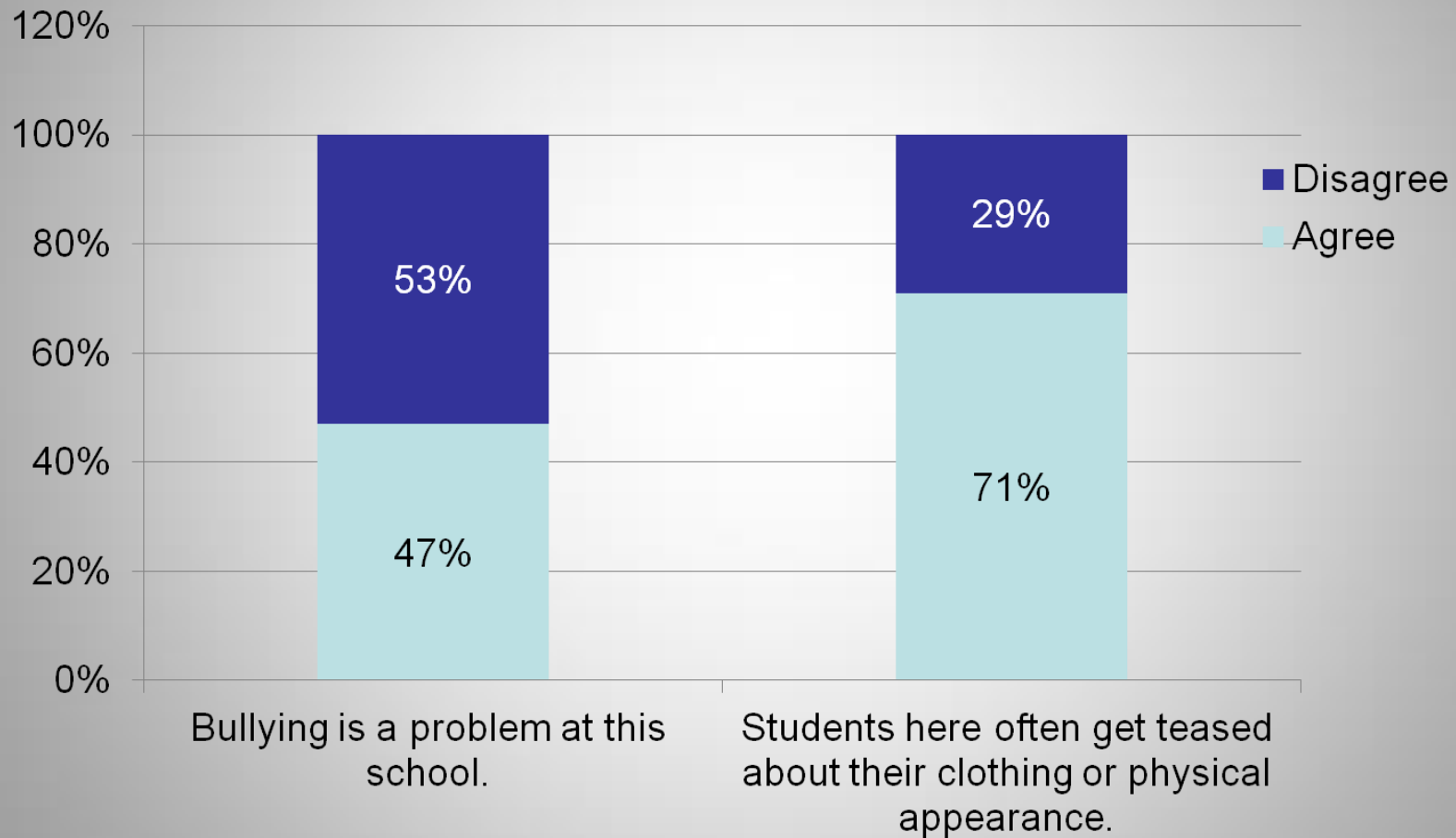
School Climate Matters

1. The prevalence of bullying and teasing in a school is related to school academic performance.
2. School climate is as powerful a predictor as the demographics of the school.
3. Unlike demographics, school climate can be changed.

Today's take home points

- 1) School climate matters
- 2) We need to improve school climate
- 3) We need to be sensitive that not all student groups experience the school climate in the same way

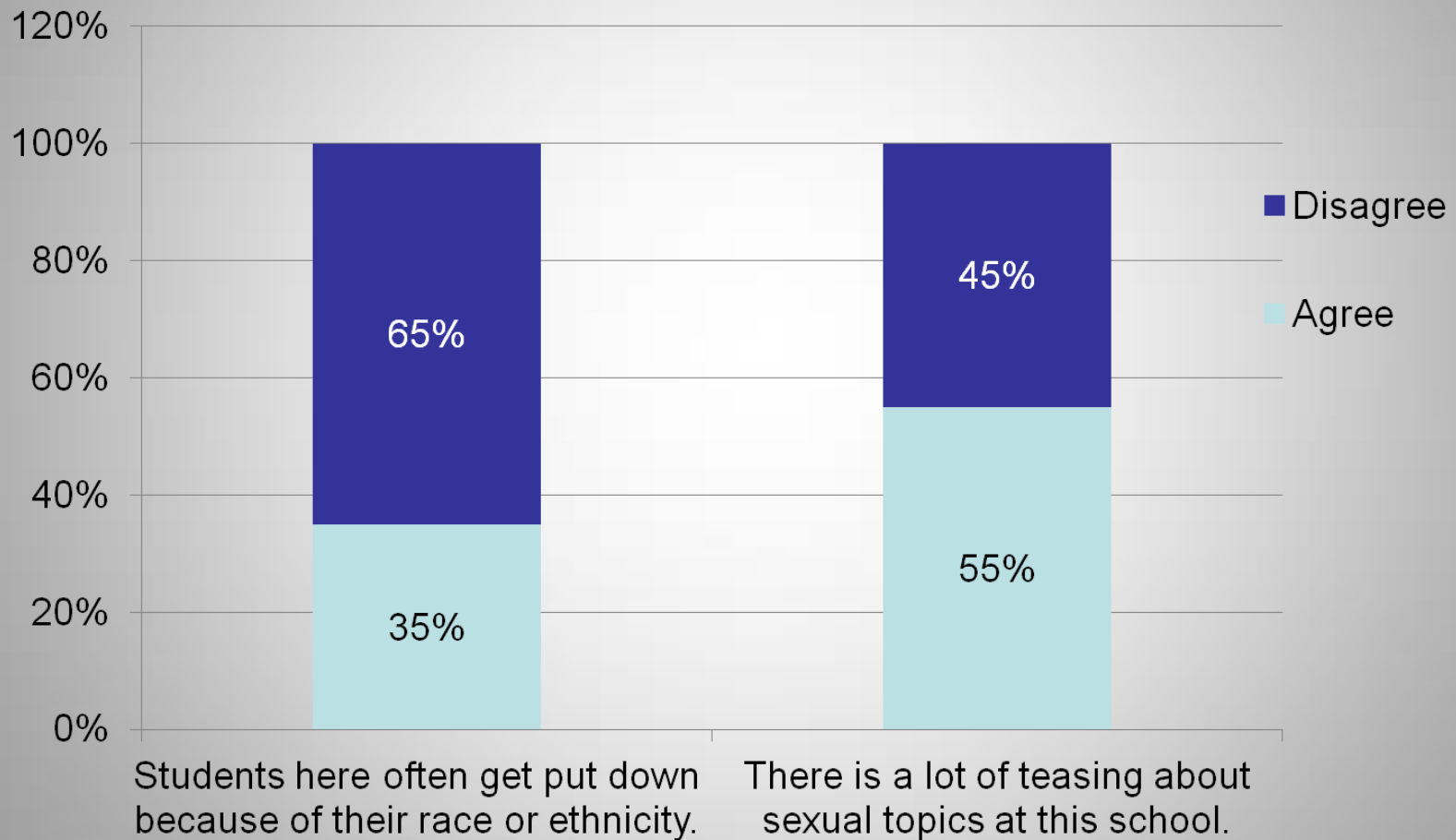
Bullying is somewhat normative



47% agree

71% agree

Bullying is somewhat normative



35% agree

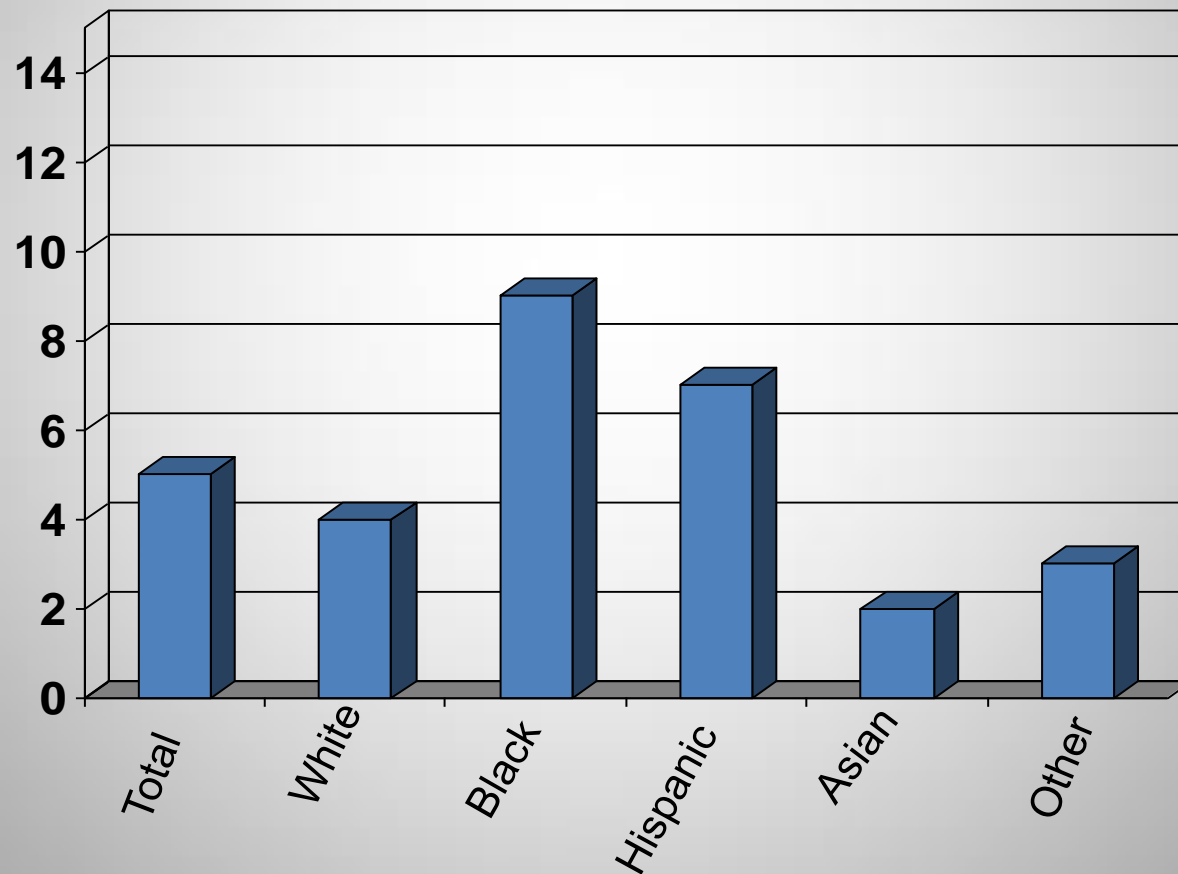
55% agree

Lesbian, Gay, Bisexual, Transgender Youth*

- 72% reported hearing homophobic remarks at school
- 61% reported feeling unsafe at school
- 40% reported physical harassment because of sexual orientation
- 64% of LGBT students reported being verbally harassed because of gender expression
- Half of LGBT middle school students (50%) had skipped at least one day of school in the past month because they felt unsafe.

* From GLSEN's 2007 & 2009 Survey

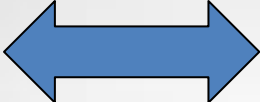


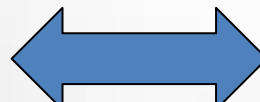
National percentage of students ages 12-18 who reported being afraid of attack or harm during the school year: by race/ethnicity: 2007



Defining school climate:

- shared norms and values of the school setting related to student and faculty social, emotional, and physical well-being (Cohen et al. 2009).
- Positive interrelationships among school constituencies (across horizontal and vertical groups)

Horizontal groups in school

- student  student
- teacher  teacher
- parent  parent
- admin.  admin.

Vertical groups in school

teacher



student

parent



student

administrator



teacher

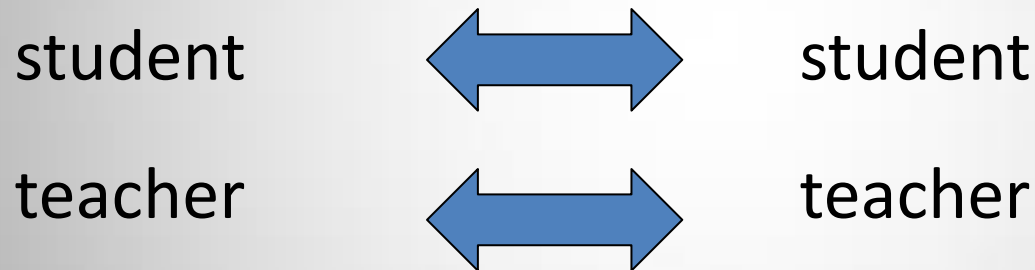
Authoritative school climate: high structure and high support

- A framework for school climate:
- Based on Baumrind's (1968) typology of parenting
- An authoritative style:
 - 1) **structure**—consistency in supervision and rules as reflected in adult monitoring and limit-setting
 - 2) **support**—the warmth, acceptance, and involvement of adults

(Herman, Dornbusch, Hen-on, & Herting, 1997; Steinberg, Lamborn, Darling, & Mounts, 1994)

Authoritative school climate: high structure and high support

- What would this look like across horizontal groups?



Structure = accountability across students and across teachers

Support = warmth/acceptance across students and across teachers

Authoritative school climate: high structure and high support

- What would this look like across the vertical groups?

teacher



student

parent



student

administrator



teacher

Structure = accountability from teacher to student

Support = warmth/acceptance from teacher to student

Evidence for an Authoritative Approach to Discipline?

Yes!

Authoritative School Discipline: High School Practices Associated With Lower Bullying and Victimization

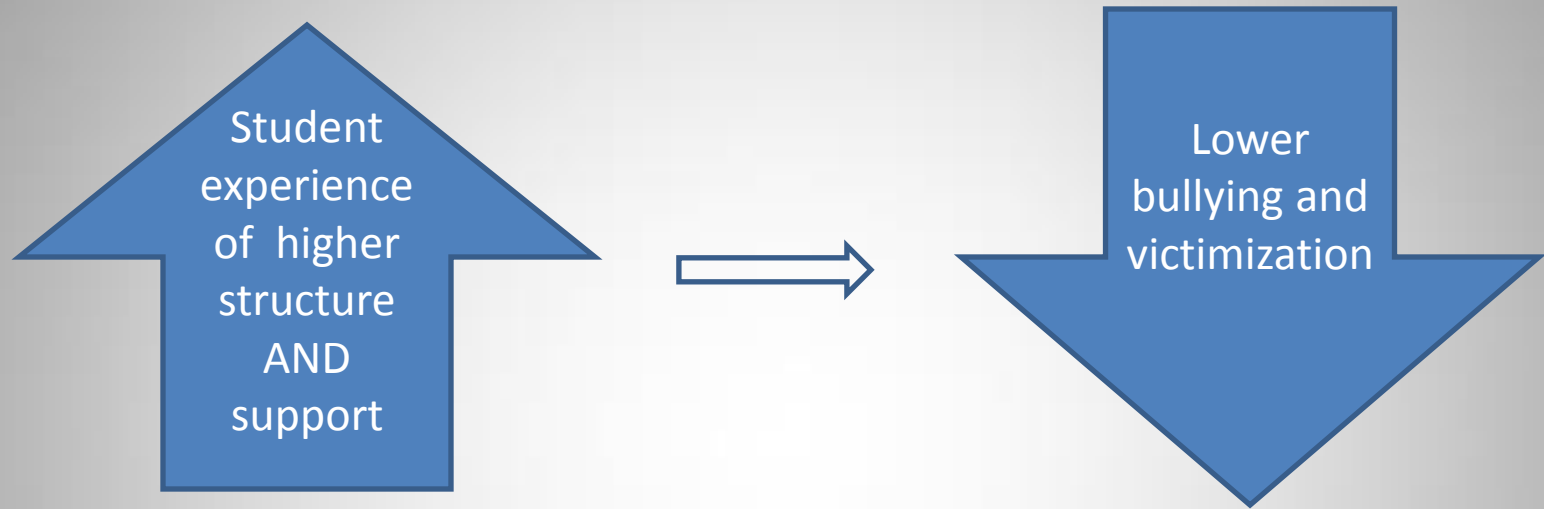
Anne Gregory, Dewey Cornell, Xitao Fan, Peter Sheras, Tse-Hua Shih, and Francis Huang
University of Virginia

In this study we examined authoritative discipline theory, which posits that 2 complementary aspects of school climate—structure and support—are important for adolescents' safety in school. Using a statewide sample of over 7,300 ninth-grade students and 2,900 teachers randomly selected from 290 high schools, we showed, using hierarchical linear modeling, that consistent enforcement of school discipline (structure) and availability of caring adults (support) were associated with school safety. Structure and support were associated with less bullying and victimization after we controlled for size of school enrollment and the proportion of ethnic minority and low-income students. These findings suggest that discipline practices should not be polarized into a “get tough” versus “give support” debate because both structure and support contribute to school safety for adolescents.

Keywords: adolescence, high schools, at-risk students, learning environments, classroom management



Virginia High School Safety Study



- Included teacher-reported and student-reported bullying.
- We accounted for school size, proportion minority, and proportion receiving free- and reduced-price meals.

Additional research on authoritative schools

- Authoritative schools had lower teacher victimization
(Gregory, Cornell, & Fan, 2011)
- Non-authoritative schools had higher suspension rates for both Black and White students
(Gregory, Cornell, & Fan, 2011)

Take home points

- 1) School climate matters
- 2) We need to improve school climate
- 3) We need to be sensitive that not all student groups experience the school safety and school climate in the same manner
- 4) We have empirically-based models of school climate (authoritative schools have high structure and support)
- 5) Approaches to school security need not be only reactive (in the face of unsafe events) but also be proactive. Consider fostering *both* structure and support to prevent unsafe conditions.

Schoolwide change

- We need to build authoritative school climates in which students feel:
 - Accountable to one another and to adults
 - Supported and respected by one another and by adults
 - A part of something bigger than themselves (e.g., a sense of community)

<http://www.safer sanerschools.org/>

SaferSanerSchools™

WHOLE-SCHOOL CHANGE

Through Restorative Practices

International Institute for Restorative Practices (IIRP)

Restorative Practices

- Restorative Practices (RP) has its roots in the restorative justice movement
- Those affected by an infraction or crime come together to identify how people were affected by the incident.
- Ted Wachtel and colleagues (1997) have adapted restorative justice to the school setting and emphasized a preventative approach, as opposed to a reactive approach

Restorative Practices (RP)

RP aims to

- a) promote support and connection,
- b) uphold structure and accountability,
- c) integrate fair process and student voice.

Another summary of a Restorative Approach

- Focuses on relationships
- Gives voice to the person harmed and the person who caused the harm
- Engages collaborative problem-solving
- Dialogue-based decision-making process
- An agreed upon plan leads to actions aimed at repairing the harm done.

(Schiff, 2013)

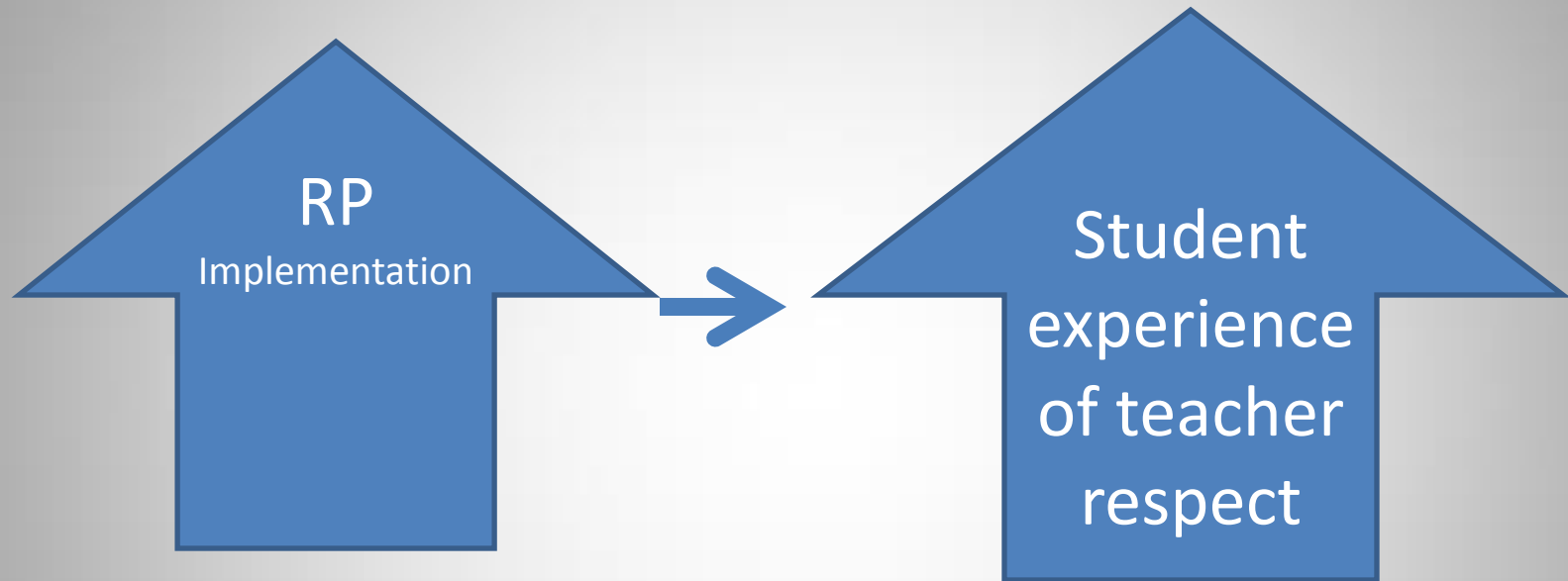
Elements of restorative practices

Domain	Elements	Description
Prevention (building relationships and developing community)	Affective Statements	Use in response to negative or positive events in the classroom and school
	Proactive Circles	Run on daily or weekly basis (e.g., students sit in a circle and discuss a topic that helps build community).
	Fair Process	Engage students in decisions, explain the rationale.
	Restorative Staff Community/ Restorative Approach with Families	Model and use restorative practices among school staff and with student families

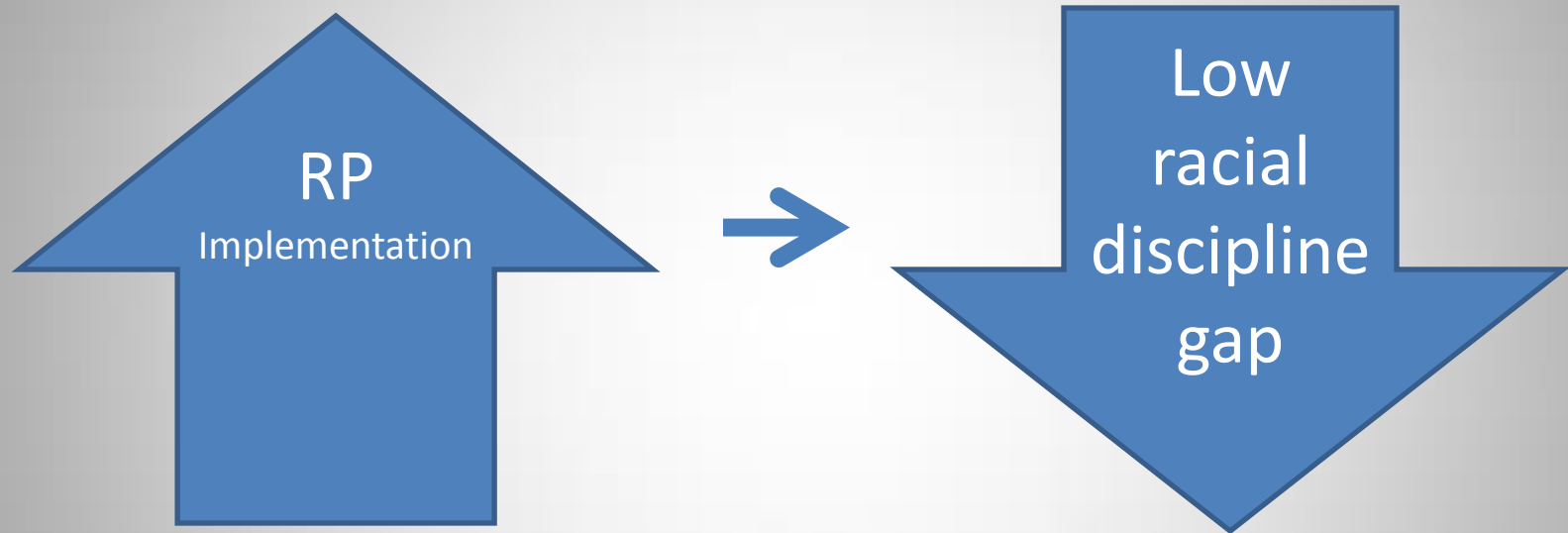
Elements of restorative practices

Intervention (Repairing harm and restoring community)	Restorative Questions	Address negative behaviors using questions (e.g., “Who has been affected by what you have done?” “What do you think you need to do to make it right?”).
	Responsive Circles	After a moderately serious incident, students sit in a circle and address who has been harmed and what needs to be done to make things right.
	Small Impromptu Circles	Address negative behaviors by asking the wrong doer and those harmed to answer restorative questions in front of each other.
	Restorative Conference Circles	Respond to a serious incident using a scripted approach to facilitate accountability and repair harm.
	Reintegrative Management of Shame	Acknowledge the emotions of the wrongdoers and those impacted by the wrong doing.

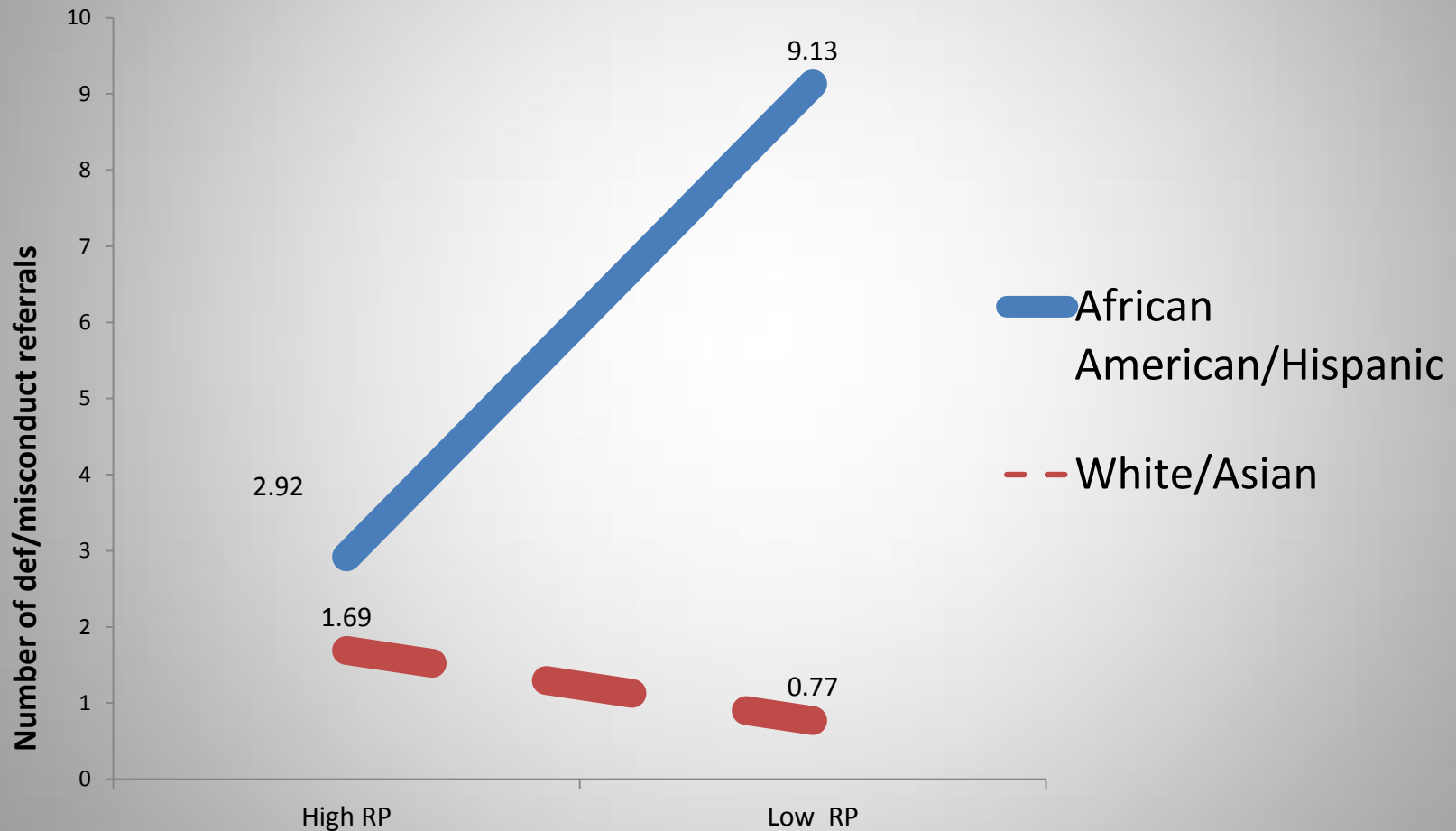
My recent RP study in two diverse high schools



RP study



Teachers above ($n = 16$) and below ($n = 13$) the mean on student-perceived RP implementation and number of misconduct/defiance referrals by race/ethnicity



Take home points

- 1) School climate matters
- 2) We need to improve school climate
- 3) We need to be sensitive that not all student groups experience the school safety and school climate in the same manner
- 4) We have empirically-based models of school climate (authoritative schools have high structure and support)
- 5) Approaches to school security need not be only reactive (in the face of unsafe events) but also be proactive. Consider *both* structure and support
- 6) There are whole school initiatives that aim to change the school climate and improve safety (re: restorative practices)

Conceptualizing school security

- School security should not just be reactive but also proactive in preventing unsafe conditions.
- For instance, we should not limit how we think about school security to surveillance and safety officers. School security includes community-building efforts.
- School security needs to be considered in terms of how schools build community and supportive relationships.
- Thus, improving school security includes efforts to develop authoritative school climates.

Questions and Comments



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Virginia High School Safety Study

Measuring Structure

1. *Experience of School Rules:*

- Measures perceptions of the school rules as fair and strictly enforced.
- 7-item scale
- Taken from School Crime Supplement to the National Crime Victimization Survey (NCES, 2005).

2. The *Daily Structure* scale:

- Measures perceptions of how strictly rules were enforced for common problems such as cutting class, coming late to class, smoking, fighting, and speaking sarcastically to a teacher
- 6-item scale (Cornell, 2006).

Measuring Support

1. *Learning/Working Environment:*

- Measures how much students perceive that adults in their school care about all students
- 8-item scale (Austin & Duerr, 2005)

2. *Help-seeking:*

- Measures student willingness to seek help from school staff members for bullying and threats of violence.
- 8-item scale; School Climate Bullying Survey (Cornell & Sheras, 2003)

What the students might experience through the RP Elements

My teacher is respectful when talking about feelings.
(Affective Statements)

When someone misbehaves, my teacher responds to negative behaviors by asking students questions about what happened, who has been harmed and how the harm can be repaired. (Restorative Questions)

My teacher uses circles to provide opportunities for students to share feelings, ideas and experiences.
(Proactive Circles)

What the students might experience through the RP Elements

My teacher asks students for their thoughts and ideas when decisions need to be made that affect the class (Fair Process)

My teacher uses circles to respond to behavior problems and repair harm caused by misbehavior (Responsive Circles)

My teacher acknowledges the feelings of students when they have misbehaved (Management of Shame)