

# Parents' re-education to improve students in risk of Scholastic misbehaviour & school failure

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**Abstract:** How the disruption and indiscipline impact more and more in schools, causing school violence and failure, the authors studied documents to prevent it: the family. It consist in an action, type single case research (N = 1), using the phenomenology and the participant evaluation. The aim is to verify a model of addressing situations of educational risk, but this time, not by a teaching, but from the educational orientation. Concretely, the purpose is to re-educate the parents for they can train the students at risk in school of failure and misbehaviour, in order to improve their performance and achieve a positive climate of teaching-learning. Slides on key situations of family life, promoting a reflection on each of their ordinary life, which could be similar to the scene in relation to their children, values involved, and so on. Then, every matrimony will make proposals of relationships' optimization in the home, on base to put into life the human and social values were could be used for this. Experience evaluated has proposed conclusions that summarized in these principles: "re-educating parents for to they can better educate their children" and "to demand for to educate without mistreating".

**Keywords:** School Violence, Family at Risk, School Failure, Parents Re-Education

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## 1. Introduction

Although the violence appears in adolescence, it does not emerge mysteriously in the secondary school. These misbehaviours can be seen in preschool (1). But its roots are not a single explanation. The current society is characterized to have a deep crisis that apparent several facets: economic, ethical, school failure, disvalues, poverty, etc. In this context, the violence is present in the daily life (robberies, aggressions, disappearances): we are attending many abuse forms against children, women, old men, weakest. Such injuries are of diverse types, those are: physical, psychological, sexual, abandonment or negligence, and so on (2). It is also given the violence from the children to the parents, when the parents are these small tyrants' victims that harass them and they threaten and behind everything they hide resentments, prejudices.

The climate of those mentioned critical familiar relationships are incorporates in the educational institutions through the psychic background of the scholars. That is impacting on the teaching-learning climate of the education centers. Although outside of the educational establishments, the rates of delinquency and violence are much bigger (3);

then, the conflict is introduced inside the educational institutions, then the atmosphere offers a image of confrontation between these and the individuals (4). School's violence and low results in to get the academic's yields are related (5). So, if disruption and indiscipline aren't resolved, could after produce severe injuries. This violence is manifested mainly against its class partners, also, it is creating social alarm for the early age in that the children begin to perpetrate.

The importance of the family shall grasp by a pedagogic-axiological way. The harassed parents are usually sensitive and insecure people when making clear decisions, undecided with maintaining some norms, positive habits, and limits in the education of their children. This interpretation of the facts can make when we proceed comparing the attitudes manifested by the conflicting students with relationship to the normal ones. The research exposes the differences among the stockings with regard to human, social and democratic values. The conflicting students are lower than the non-conflicting ones (6). Those features shape the character of each student.

As the formation of the character (their attitudes) begins to be conquered in the home, it is deduced that the family

has great importance to prevent the scholar indiscipline and violence. The parents' example models the virtues of its children, being adults an essential source of the morality of the children. Therefore, it is in the home where the children begin to cultivate his moral intelligence and the formation of the character and, for it, he needs solid models. So, it can grow up and to develop to the maximum his cognitive, intellectual, physical, emotional, ethical and as well moral capacities. So, it is necessary to improve the family education models. Davies says (in a preface to Krasnow 1990) that school reform should be seen as "a slow, collaborative developmental process." He adds that for schools to change in their ability to share the responsibility for children's development with families—and especially at-risk families and communities—individuals must become more connected to one another. Those because the family is the most important factor. We conceive of the family as a community of father, mother and children, a place where they shall live in values. This model is consistent with the Constitution, The Human Rights and UNICEF studies (López, 1990). Thus, it was conducted collaborating among schools, other community and human service agencies, because the community model is necessary to help at-risk children and their families (7).

There are some solutions. Is not a whole solution, like the Canadian Ministry of Education, some Spanish (10), to exclude parents on the disciplinarian school troubles, but only to notify their. Others, as Nicolau & Ramos (8), found that parents who became involved and attended school activities became familiar with the school system; their discomfort and fear then evaporated and they began to feel they belonged. But, we think that this proposal is insufficient, because the parent's implications couldn't consist in only collaborate in the intellectual duties. The reasons above mentioned point us the importance of improve the living familiar values. Others, as Sánchez, are for children without considering cooperation with the school. We also have models that cater only to the relationship (Jiménez, 2008)(9). Then, the view of community education is decisive overall to prevent through humanistic values or virtues, where parents are aware of being models to imitate (11).

From such premises come off a logical consequence: it will be necessary to "re-educate" the parents of the students in situation of risk (misbehaviours, failure), for that they can better educate their children. Nevertheless, it would not be to pass a permissive or neglecting model, because we have another maxim: if you want to educate, you could do it without mistreating. So, the authoritarian style is equally counterproductive. The best is doing with participation. These both assertions need to verify. This takes us to wonder for the sense that would take this model's application.

It is indispensable a global and combined focus in the performance of the parents, understanding them like their children's educative influence, and skills to develop at home and competences in teachers for to implement in the

classrooms. The re-education of the parents should be understood as reflection, planning of action and behaviour changes in its work of parents. This aim enters inside the learning during a lifetime, since it is necessary to go learning how to develop abilities with the children as they go growing up and in a special way in the stage of the adolescence.

The parents' educational program implies the development of some abilities and dexterities in the personal aspect, besides to self-control in opposite the memory adaptive methodology. Adapting the methodology in formation to parents, it is necessary to think that the parents have motivations different to the child. Therefore, it would be necessary to value and to discover the previous baggage and the experiences of life that it takes. We get when this formation begins. For this objective, it is necessary that each vital situation could be considered, to the effects of valuing such motivations and attitudes of the climate of the home.

To tackle and prevent school failure and family violence, the research team applied this model to special groups at risk, in the form of school parents for a rural population (12) and in a small town adult education center (13). Therefore, the heuristic question consists on to know if this model would prevent the disruption, indiscipline, school failure and violence. Therefore, the objectives of the research are: a) Check whether the model used in adult school and parents' school, works in educational guidance. This will be verified if... b) To improve the family mode of education, and c) To see the naughty student behaviors and school failure are changing.

## 2. Research

### 2.1. Methodology

To develop the model, we follow the research-in-the-action, focused on qualitative way, through a quasi-experimental method, funded on phenomenological approach: experiential-rational, using dynamic of groups. It is an apply-operative research that tries to solve arisen problems of the daily coexistence, with effective and specific interventions & for concrete situations:  $N = 1$  (14). This kind of research provides empirical data about scholars attitudes learned from their families, about learning slides (above mentioned), adapting whole class interaction, supporting personal care needs, developing social skills, etc., are important components of the knowledge and skills needed by key school personnel as they struggle to be more inclusive of all students. But such communicative and interactive practices can be understood only in the light of how the teachers and the learners perceive what they are doing (15).

We used a case study as an in-depth research of a single individual (14), because all are social cultural processes (16), group, incident, or community, all of them occurs in the school-families (17). This case study involves an in-

depth, longitudinal examination of each family (18). It provides a systematic way of looking at events, collecting data, analyzing information, making decisions, implementing and reporting the results. As a result we may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. Each session lend themselves to both generating and testing hypotheses. This research strategy investigates families as a phenomenon within its real-life context (19) as it's the school and the parents' children at risk.

## 2.2. Experience

The experience was developed in an IES –high school– with respect to problematic students' parents' re-education. Co-author developed the design, below briefly described, using slides. She acted as the College's counselor.

The number of families for year that have followed sessions has been 20 for each course, that means that we was acted with a total of 60 families in the three courses that has been carried out the advice. The duration of the study was 3 years. And, in every year, from October to June, that is to say, during the whole school course, and making a pursuit with continuous evaluation.

We carry out this program starting on the reality and concrete necessities, that are generated inside a near context, we carries out this managed program to the parents of students with social difficulties, inside the own educational Centre (IES) during the afternoons and after the school schedule. The program has had four following phases: A) In the preparation step, we establish concrete and high-priority goals. There is the knowledge toward where we are going, want we wish to get; etc. We structured the tasks divided in parts. Then the parents are invited to participate in the project, by means of interview, explaining the outlined objectives in a clear, concise and concrete way. Then there is carried out a first combined meeting with all the parents to put a timetable and to begin the parents' school. B) For the formation of attitudes, we works with ten sheets, previously prepared and elaborated, we use the language of the image to be an intuitive-motivational language. The development of the process is made by means of sessions and for thematic units. Each session consists on, first of all, reflecting on what says each slide about their life at home, which mentioning it and to value those; ten, to develop activities in class, with questionnaires and texts making reference to the theme that is learning for later each family should do mutual self-reflection. Each session ends developing proposals to be carried out by each marriage in their home. C) After the learning, each unity has activities for house, what we have called "In family". This is for to implement the mentioned proposal and to evaluate it. D) Baking at the class-room, there are a welcome phase and setting in practice of the same one, consist on to analyze the changes of students' behaviours and parents (their-self) and interactions that take place in the home.

## 2.3. The Pedagogical Model

The before theory, blending intuition, phenomenology and each parents personality, we take advantage of previous program developed by Peiró (1993, 1995, 1997), using as a tools 10 slides. The each sheet was presented in power point, treating the main aspects of the family life. Those are the following sessions by each slide:

*1<sup>st</sup>. Affectivity: emotions and feelings.* With this theme we seek the development of the affectivity in family, concerning the attachment up explained. The goals are: the parents trust their son's capacity to look for solutions, to be aware that the feelings are transitory and not permanent, that they see the boy as a unique being and be able to put on in their place, to understand their children empathic. As activities to the class we propose: to use the window of Johari; as well as music tapes have more than enough sounds of the nature for relaxation; cocktails with exercises visualization-and breathing. To work at home we purposed: to manifest the son that the feelings of rage are normal, acceptable, but it is not permissible to discharge those feelings toward other or toward oneself; to teach to the children to control their behaviour and in the face of emotions negatives to take out them in the gym running or playing soccer. To exercise in this way, telling him: "I can understand and to accept all your feelings, but you should learn how to control your behaviour." Whenever they feel dear and accepted, manifesting the emotions. A debate is also included: to Check as a program of emotional education elevates school yield, satisfaction personal, good behaviour. In all the sessions repeat each father or mother thinks of her own son and they adjust the purpose or more convenient purposes in its case, that parents will work in her house. In the following session of the training, is devoted a time to expose that improved in the home and to meditate and to see the execution of each purpose.

*2<sup>nd</sup> Family Communication.* The objectives of this unit are: to grow up in the dialogue processes, to narrow relationship among all members of the family, to acquire habits of peaceful coexistence, to make decisions. These shall be developed by the following strategies: to develop skills for an effective communication, by means of the active form of listening; to teach and to learn how to listen and to be listened; to keep the shift and to manifest opinions in a positive family atmosphere that give them security. Premeditations are formulated to work at home, ideas of purposes are given. The parents agree to work the following ones: 1) I will practice positive messages with my son, because the positive messages are those that transmit acceptance and respect. 2) In the daily coexistence I will take advantage to tell to the children messages like: "you have the right to say how you feel", "I respect you as a person with your beliefs and feelings", "for me it is important what spends in you, although I have another point of view; "son, I desire to know you better."

*3<sup>th</sup> The responsibility.* Here we intend to help to an

appropriate personal and social adjustment that they recognize the problems, generating good solutions and evaluating consequences. The important question consists on accepting norms. To get this goal, it would be necessary to differentiate discipline and punishment clearly, the discipline helps pupils to acquire the self-control and to emblem to make the things well; the punishment notices what is going bad. We carry out a practical exercise, consisting on to read in group and to choose the most convenient sentence. At the end of the session the parents agree as purposes for house: Previous family meeting, to negotiate and to reach agreements that each one must implement; to put a list of behaviours that each one will make; to give them concrete domestic responsibilities, fomenting the respect among siblings and of parents and children; to argue not before the son. To debate into class room: to describe and to value the isolation and the lack of dialogue that there are in the families; then, to contribute solutions jointly to improve the relationships parent-children.

*4<sup>th</sup> Values - disvalues.* The entire program consists of rating attitudes, but this is more specific on values. We start from the motto: The children learn their parents' values or misbehaviour. After, we spend to meditate about this motto and envelope the value-base of the current society and of their countervalues. The purpose is to perform in values for to develop personal, social and school family abilities. In this context is introduced the necessity of respecting ethical-moral and social norms. To guide the reflection, we worked: 1<sup>o</sup>) I am different. 2<sup>o</sup>) Moral reasoning and values clarification versus only countervalue. 3<sup>o</sup>) To know how to display positive values and teaching parents to educate the character. The actions end making proposals for house by each matrimony: to demonstrate, before the children, the scale of values that one has in the face of the life; to preach with the example; to work situations to foment the basic values that unite the family relationship and the social relationships, & to meditate all members' family united.

*5<sup>th</sup>. To study.* The parents will learn how to develop the capacity to ask questions and to look for answers. To foment the interest for the culture, to visit libraries, to converse on some concrete book. To do these inside of the class-room: to debate, to analyse the factors that influence positive or negatively in the school yield of the children. To role-play about this behaviours. For as purposes and work in the home: to ask to the son for their duties, for the book that is reading and to say because he likes. To read in a reflexive way an article of the newspaper about the study. To discover the son's preferences and to give them autobiographical of people highlighted in the society. All in the family request the identification card of the council local library, if they don't have it.

*6<sup>th</sup>. The time of leisure.* Experts advise us how to avoid disvalues in the leisure. If it doesn't it could appear a very wrong situation defined by the three D: depression-drug-delinquency. With this sheet it is sought to help to the achievement of an appropriate social adjustment and some

basic social abilities. The specific objectives are: a prevention of addictions and to achieve self-control before the same ones; to learn how to enjoy the time of leisure, as human necessity, developing constructive likings; to combine leisure; to live the free times; to analyse aptitudes and to develop them (manual, creative, sport physical aptitudes); to find answers to the necessities of the children TV - video, internet. As strategies, like these, reading text in the class: the drug to debate; leisure not well expert; reflection and comment; to discover formative documental programs, and so on. As purpose to live at home: to select video movies to see together in family, on the noxious effects of the alcohol or the drug; to carry out a family trip for the castles of the near towns; go to fish together; to prepare the picnic, each one of the family has to take the responsibility of contributing something for the food (plate or appetizer). To take advantage of moments to tell the children well it that, we feel all together enjoying the family moments, and so on.

*7<sup>th</sup> The self-esteem.* We are about to analyse concretely behaviours that reinforce or inhibit the self-perception that their children have about their-self. Attitudes concerning to values are developed in family, and the consecutive habits of life influences them in the way of facing to the life. Strategies: To comment in class the sentence: the man is not distorted by the events but for the vision that he has of them; to exercise the father's self-control; to understand the importance of fomenting the self-esteem in the education of the children; to know how to confront critical; to make the parents to meditate on their lifestyle, behaviour and as this it can be including in their children and that coherence is among what they say and that they makes, to pass of the questionnaire: self-esteem; lecture of the dossier: "to educate in the self-esteem to grow as people". Purposes for house: to comment with the son the risks of the drop, self-esteem, delinquency, anorexy, depression. To help the son for to make self-perceptions, and to be accepted, the procedure is developed by means of a reflection process and personal structuring, to correct that that he doesn't like. Why do I make it? I can always improve it. To value and to be valued before the other ones. To foment the positive thought gets same. To get trust in themselves and an autonomy. To praise the positive thing, reinforcing the appropriate facts and meditating on what is not well.

*8<sup>th</sup> The puberty and adolescence.* It is to approach, by means of intimate conversations mother/daughter and father/son on topics as: physical and psychic changes; adolescence: hygiene and health, feeding, sport, etc. The sheet exhibits: "The adolescence". We pass a video: physiologic changes. The parents should count their children separately what a problems they had and the way of approaching them, as well as how results achieved. As proposals at home: to speak with the children of the main difficulties in the adolescence. To answer to a questionnaire (parents and children stuff it for separate). After, we will debate openly on: main difficulties in the adolescence, the parents' opinion and of the children by means of a

questionnaire (for separate, children in the classroom in tutorship).

*9<sup>th</sup> Social participation.* Objective of the theme: to develop critical spirit before the media, policies, etc. Means: Use of the press and the TV, exposing current daily news. To compare the same information in diverse means. To stand out the news related with the aggression. To recognize ways of preventing violence and to establish conditions to achieve it. As a proposal for their house it was proposed: to gather news and opinion articles for topics: poverty, violence, marginality, situations of risk that cause emotional troubles. To celebrate parties of the neighborhood being implied and participating in the same ones, family parties of birthday and parties with friends at home. To debate: to compare treatments in different newspapers or chains TV.

*10<sup>th</sup> Commitments.* The objectives for this thematic one are: to work with the parents the norms to live in family; to give rules and boosts; to meditate on the types of prizes and punishments. Strategies: to comment and dialogue about the following sentence in the group of parents: the norms must put on from childhood, but what it happens in the adolescence if in the childhood they have not put on the rules? It's to introduce these concepts: in the daily life there are norms and laws. The acquisition of the aggressive behaviour depends on certain reward of the environment. To eulogize the good behaviour probability increases the same one. When the parents pay remiss attention to the bad behaviour, this diminishes to educate their sons. The smile of an adult indicates that it is very probable that the boy's petition or deeds are satisfied. As work or purposes to carry out at home: to elaborate performance rules to develop the solidarity; to create a positive attitude in the face of the personal commitments in family and socially, to study the possibility to belong to an association or ONGs.

Finally in the *last session* each father and mother makes a short term action plan thinking of that he and she makes and he or she will make day by day regarding the son's education (theirs educating style). The way of evaluation consists on meditating globally on the ten slides; the question is: what it is necessary to reinforce more, with the son; communication, responsibility, values, study, commitments, leisure, social participation, move, feelings, reflecting on what has been gotten in the relationships family parent-children, and can getting a constant, concise and open feed-back.

### 3. Results

We evaluate to improve in concepts, procedures, attitudes and values. The tool to undertake it was the participative observation with making annotations for to input on the next session. It is made in a continuous way and along the whole course. The procedure has flexibility way, being changed and modifying those aspects that are considered inadequate in each work session. In the three courses that the work sessions have lasted with parents the

following results they have been obtained:

A) The 45 met families have modified their way to educate at home. They have been the parents that have gone to speak on time with the professors and to the Cabinet of Orientation, and they have completed purposes proposed by themselves in the carried out sessions. They have followed some approaches unified in their style of educating, saving discrepancies and carrying out the effort that requires it, developing with their children a bigger self-control's level in critical situations at home.

B) The 15 families, that did not want to participate, have not modified their way to educate at home. Due to serious problems in the environment family at risk, bad shaping of the parents and of the friends, emotional-affective dysfunctions, to delegate the son's education in bigger relatives, to leave it freely in the street many hours, and mainly the belief on the part of the parents that their son is not the one that has to change attitudes, him as adult.

C) 45 students (the same that the above 45 mentioned families) since have had a narrow collaboration family educational centre. The improvement has resided in a bigger companionship and respect toward the other students and professors. They have not registered big changes at level of success in the studies.

D) The 15 students have not modified their behaviour, coincide with those parents that have not been implied in carrying out weekly purposes in family (that is to say: to share more time with the children, to guide their leisure with healthy activities, to show a bigger communication level and listens effective before problems). All demanding changes even sometimes in the schedule of entrance at home on the part of the parents, or in the schedule of work, sometimes changing shifts to be with the children; that should be willing to model.

*Values concerning each slide.* The procedure consistson not to inculcate the values that follows below, but notes how generated those in the meetings and have proposed by parents to implement them in their homes. These values are observed as the tip of the iceberg, meaning that each value contains others not mentioned, for example: solidarity contains as previous: understanding, generosity, humility, etc.

*1<sup>st</sup>. Affectivity:* Feelings. Emotions. Organizing pleasant surprises. Sharing secrets.

*2<sup>nd</sup> Family Communication:* How? , When? Parent-child relations. Education's styles. Self-reflection.

*3<sup>th</sup> The Responsibility:* Rules. Critical sense. To apologize. Discipline. Negotiation - agreements.

*4<sup>th</sup> Values-disvalues in community:* Effort and will. Respect. Efficiency. Perseverance. What do we prioritize?

*5<sup>th</sup>. To study:* Truth. Will. Order. Studiousness. Cleaning. Good finish of the school-work. Critical judgment. How learn how to learn.

*6<sup>th</sup>. The time of leisure:* His abilities. Select readings, travel, internet. Handling television, video-games, preventing tele-addictions.

*7<sup>th</sup> The self-esteem:* initiative, self-awareness, self-acceptance, self-confidence .

8<sup>th</sup> *Puberty and adolescence*: Moving from what it meant for each father and mother? The empathy: how he lived and how your children live, and what to do and what / how to tell? Understanding changes. Self-control.

9<sup>th</sup> *Social participation*: Coexist and peaceful-living: take part. At parties: what the parents did before and what children could be done now? At neighborhood meetings. Decision making at home. Participation in politics: citizenship.

10<sup>th</sup> *Commitments*: Respect. Solidarity. Volunteering. Associations. NGOs.

## 4. Conclusion

If the father and mother develop positive thoughts, and they are good models in its behaviour with appropriate self-regulation, the son could also be it. Consequently, the final valuation has been positive, being reached the proposed objectives: we go toward the improvement of the students, improving the family coexistence and the attitudes of the parents.

a. The biggest causation in the poor coexistence is due for to depreciate them learned in the home. The school can do little if the families don't collaborate in its model's improvement of educating the children, mainly the adolescents.

b. The parents that have an emotional balance know how to confront the education of their children in a positive and appropriate way. For that reason it is necessary the family orientation by means of schools of parents' formation mainly, in families in crisis for prevention or re-education of the same ones. So that these begin to achieve this, they must make a valuation-reflection on their way of proceeding, to each other (all the members of the home).

c. In our present and future perspectives, we bet for pedagogic virtues' models more vital and participative, able to respond to the new necessities in the family formation, as measure to reduce the school violence, beginning helping the parents in cases of family problem.

d. The search toward a balance, from the perspective of a humanistic formation, is our main objective. Understanding the formation like a personal and social learning, as a development along the life. So, the most important objective is to re-educate of the members of each family, for they can meditate critically on its practices and they decide combined purposes to improve the human relationships of their home.

In definitive, it is necessary to give a new focus to the education with the performance of the parents, that it is expandable also this formation to the teachers, to the media and, among all, to get that the new generations have a personal autonomy, of their capacities and to form them appropriately if we want to get a human development every better time. We should stimulate for the solidary pedagogy, of respect to the other ones among all, coordinating and working together. Because, as recent experiences manifest (20) to outline the substantive base for family education

and family therapy in the necessary interaction of family members to secure uniquely human needs –to create a secure and safe base, to belong, to communicate, to have choices within an ethical, relational framework, to grow, to interact, to care for others and to love. Family interaction, if it is successful, creates the context for human development and human care of vulnerable persons –all of us (see the end of “3. Results”).

## Limitations

As all phenomenological reflectional activity, which produces the researcher in the action-research, is not automatically generalizable. Every reader could interpret the process and conclusions understanding the language and the constructs that refers the source which produced the report. It is a good way to apply the analogy and to think at the same time in the case of those who reads the article, because each case is does not directly apply to another case, but can serve to develop attitudes and procedures of institutional optimization.

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## Abbreviations

ECER : European Conference of educational Research.

IES: Secondary & High School Center.

N = 1 : Single case ( for research or teaching, on this case it means researching).

ONGs: Non Gubernamental Organizations.

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- [8] There are a lot of experiences concerning the cooperation parents-school. See in web site of BERNAD VAN LEER FOUNDATION: [http://www.bernardvanleer.org/English/Home/General\\_Pages/Meta\\_Pages/Search.html?q=parents&id=465](http://www.bernardvanleer.org/English/Home/General_Pages/Meta_Pages/Search.html?q=parents&id=465) I knew this foundation in 1984 and, since then, I have applied the model, although this research has another specificity. Also: Nicolau, Siobhan, and Carmen Lydia Ramos. *Together Is Better: Building Strong Partnerships Between Schools and Hispanic Parents*. New York: Hispanic Policy Development Project, Inc., 1990. 76 pages. ED 325 543.
- [9] Bernard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. Western Centre for Drug-Free Schools and Communities. Washington, Dept. of Education. Aug. Also, We have a range of global experiences, such as those sponsored by movements as the International Community Education Association, respect which I was a member since 1989 <http://www.ncea.org/>, that promoted Community Schools:
- [http://www.communityschools.org/aboutschools/what\\_is\\_a\\_community\\_school.aspx](http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx) Sánchez, M. (no year). *Hábitos familiares para educar bien a los hijos*. Instituto valenciano de Pedagogía Creativa. <http://www.padresonones.es/noticias/ampliar/1226/habitos-familiares-para-educar-bien-a-los-hijos> Jiménez, I. (2008). *La relación familia escuela*. Jaén, Publicatuslibros.com: <http://centros.educacion.navarra.es/caps/primaria2/files/La%20relaci%C3%B3n%20familia%20escuela.pdf>
- [10] *Ministry of Education*. Progressive discipline and promoting positive Student behaviour. Policy/Program. Memorandum. No. 145. December 5, 2012. In Spain, promoted by governments, for example: Rodrigo, M.J. et alii. Programa "educar en familia", Junta de Castilla y León. <http://www.jcyl.es/web/jcyl/binarios/735/585/PROGRAMA%20EDUCAR%20EN%20FAMILIA->, that is more comprehensive than the previous one, but the school has not present. Similarly: Ayuntamiento de Burgos: *Programa "Educar en Familia"*. <http://www.aytoburgos.es/perfiles/burgos-en-familia/programa-educar-en-familia>
- [11] The relationship between community education and human virtues are explained by García de Madariaga, M. (2009). La educación en Alasdair MacIntyre, Doctoral Dissertation. University of Navarra (Spain). <http://dspace.unav.es/dspace/bitstream/10171/5034/4/La%20educaci%C3%B3n%20en%20A.%20MacIntyre.pdf> Educational experiences with human virtues are explained in University of Navarra's ICE, on familiar guidance: <http://educabilia.es/varias/q/orientacion-familiar?eq=orientacion+familiar&g=orientaci%C3%B3n&gclid=CO21tPWntboCFXDIItAodd0gA7wF> From another perspective there is the following research: HARVARD FAMILY RESEARCH PROJECT (2007). *Family Involvement in Middle and Highschool Students' Education*, N° 3 in a series spring 2007. Escudero, R. (undated). *Educar en valores. Los padres como modelos*. Aula de padres. Institución educativa SEK. [http://www.sek.es/files/pdf/servicios/aula\\_padres\\_educar\\_en\\_valores.pdf](http://www.sek.es/files/pdf/servicios/aula_padres_educar_en_valores.pdf)
- [12] Peiró, S. (1995). *Familia, educación de adultos y hogares en riesgo*. Granada, Ediciones Adhara.
- [13] Peiró, S. (1993). *Educación el niño en riesgo*. Granada, Adhara-Unesco.
- [14] Vázquez, G. (1981) N = 1. Un nuevo paradigma de investigación pedagógica. *Revista Española de Pedagogía*, Vol. 39, N° 151.
- [15] Pring, 2004 (p. 110) is mentioned by Bourke, P. *Inclusive education research and phenomenology*, <http://publications.aare.edu.au/07pap/bou07556.pdf> (12/10/2013).
- [16] Hamel, J. & Dufour, S., & Fortin, D. (1993). *Case study methods*. Newbury Park, CA: Sage
- [17] Simons, H. (1980). *Towards a science of the singular: Essays about case study in educational research and evaluation*. Norwich, UK: University of East Anglia, Centre for Applied Research in Education.
- [18] Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

- [19] Lipka, J. (1991) Toward a Culturally Based Pedagogy: A Case Study of One Yup'ik Eskimo Teacher, *American Anthropological Association*.
- [20] Martínez-Ferrer, B. et alii. (2009). Conflicto marital, comunicación familiar y ajuste escolar en adolescentes (Marital conflict, family communication, and school adjustment in adolescents). *Revista Mexicana de Psicología*, Enero, 2009, Vol.26, Núm.1, 41-50. The

precedents are in the research's team of Granada's University. On the ICEA International Congress in Trinidad & Tobago, 1989, when Dr. Peiró picked up the model to insert this in some researches: implemented it in adultat Linares (Jaen, Spain), 1990, when was introduced the model through the normal curriculum, like a transversal theme; a school's parents in a primary school at Montejicar (Granada, Spain), 1992. About these, see notes [12 & 13].