

# Daphne III: Intervention and Implementation

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# Overview



- Intervention
- Implementation
  - University of Athens, Greece
  - University of Cyprus, Cyprus
  - University of Antwerp, Belgium
  - University of Groningen, The Netherlands
  - University of Manchester, UK

# Intervention



- Evidence-based, theory-driven approach
- Framework based on the *dynamic model of educational effectiveness*
- Strategies & actions to face & prevent bullying among students of diverse socio-ethnic backgrounds
- Purpose: to test the validity of the framework in different contexts

# Intervention - school level



- School policy on the learning environment
  - Student behaviour outside the classroom
  - Cooperation and interaction between teachers
  - Partnership policy - collaboration with other stakeholders
  
- School policy on teaching
  - Quality of teaching
  - Quantity of teaching
  - Provision of learning opportunities (e.g., achievement of cognitive aims, understanding of social values, emotional recognition)

# Intervention - class level



- Student-student interaction, teacher-student interaction
- Time management
- Classroom as a learning environment
  - Discussion of the behavior code and adaptation to the specific needs of each class
  - Theatre techniques (role play and discussion of characters - critical discussion of bullying incidents)
- Classroom assessment
  - Students' meetings with the teacher for feedback concerning bullying

# Intervention



- Training and provision of guidelines to schools (handbook)
- Establishing a network of schools
- Using SSE approaches to develop the schools' strategies and actions (pre-measures & the schools' own input)
- Research team providing support for the implementation of strategies and actions / acting as critical friends
- School-based self-evaluation

# Implementation



**Phase I:** pre-intervention measures (appr. 35 schools, purposive sampling)

## **Phase II:**

- allocation of schools into intervention/control groups (appr. 10 schools each)
- intervention / no intervention
- post-intervention measures

# Implementation - instruments



- The *Junior Revised Olweus Bully/Victim Questionnaire*: bullying
- The *School Quality Questionnaire*: quality of school life as perceived by the students
- The *School Policy Questionnaire*: policies on bullying
- The *Social Cognition Test*: cognitive and affective outcomes of schooling
- *Logbooks & interviews*: formal, evaluating self-report mechanism



# Implementation - Greece



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|                                            | <b>Students<br/>(boys:girls)<br/>N</b> | <b>Schools<br/>N</b> | <b>Classes<br/>N</b> | <b>Teachers<br/>N</b> | <b>Headmasters<br/>N</b> |
|--------------------------------------------|----------------------------------------|----------------------|----------------------|-----------------------|--------------------------|
| <b>PHASE I</b>                             | 712 (348:364)                          | 28                   | 44                   | 54                    | 28                       |
| <b>PHASE II<br/>Intervention<br/>Group</b> | 305 (143:162)                          | 11                   | 17                   | 72                    | 11                       |
| <b>PHASE II<br/>Control<br/>Group</b>      | 269 (130:139)                          | 8                    | 13                   | 28                    | 8                        |

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# Implementation - Greece



## ■ Pre-intervention:

- The *Junior Revised Olweus Bully-Victim Questionnaire* (students)
- The *School Quality Questionnaire* (students)
- The *School Policy Questionnaire* (headmasters & teachers)

## ■ Post-intervention:

- The *Junior Revised Olweus Bully/Victim Questionnaire* (students)
- The *School Quality Questionnaire* (students)
- The *School Policy Questionnaire* (headmasters & teachers)
- The *Social Cognition Test* (students of the intervention group)
- *Log books & semi-structured interviews* of school coordinators

# Implementation - Greece



- **20-hour training seminar**
  - conflict resolution advice
  - extensive briefing on the phenomenon of bullying and its subtypes
- **2<sup>nd</sup> meeting**
  - the guidelines in the Handbook were explained and discussed
  - teachers' concerns for the intervention were clarified
  - actions that can be undertaken were discussed
- **3<sup>rd</sup> meeting**
  - feedback based on the pre-intervention data
  - designing and developing school plans (taylor-made according to the different needs and conditions in each school)
- **3 additional meetings** during which any problems/concerns that teachers encountered were discussed

➡ The control group received no support from the research team.

# Implementation - Cyprus



- Phase I:
  - 53 schools
  - 1818 students
  - 313 teachers and headmasters
  
- ✓ The *Junior Revised Olweus Bully-Victim Questionnaire* (students)
- ✓ The *School Quality Questionnaire* (students)
- ✓ The *School Policy Questionnaire* (headmasters & teachers)

# Implementation - Cyprus



- Phase II:
  - Intervention/control group: 15 schools each
  - 805 students
  - 150 teachers and headmasters
  
- ✓ The *Junior Revised Olweus Bully/Victim Questionnaire* (students)
- ✓ The *School Quality Questionnaire* (students)
- ✓ The *School Policy Questionnaire* (headmasters & teachers)
- ✓ The *Social Cognition Test* (students of *both* the intervention and control groups)
- ✓ Log books & semi-structured interviews of school coordinators

# Implementation - Belgium



## ■ Phase I:

- 45 schools (drop-outs later on), representing three educational networks in Flanders
  - 27 “free subsidized education” schools
  - 11 “official subsidized education” schools
  - 7 “official education” schools
- Online data collection

- ✓ The *Junior Revised Olweus Bully-Victim Questionnaire* (790 students, 27 schools)
- ✓ The *School Quality Questionnaire* (790 students, 27 schools)
- ✓ The *School Policy Questionnaire* (210 headmasters & teachers, 28 schools, parts A & B)

# Implementation - Belgium



## ■ Phase II:

- Intervention group: 9 schools
  - Control group: 19 schools
  - 600 students
  - Online data collection
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- ✓ The *Junior Revised Olweus Bully/Victim Questionnaire* (students)
  - ✓ The *School Quality Questionnaire* (students)
  - ✓ The *Social Cognition Test* (students of both the intervention and control groups/ paper & pencil)
  - ✓ Log books & semi-structured interviews of school coordinators

# Implementation - The Netherlands



- 2 intervention groups:
  - dynamic model (14 schools/ 519 students/ 90 teachers): school-broad approach
  - social network approach (18 schools/ 798 students/ 97 teachers): social network of the class is analysed and the teacher makes a plan of action based on the results of this analysis
  
- control group (18 schools/ 714 students/ 90 teachers)



# Implementation - The Netherlands



- **dynamic model group:**
  - school specific report & data on general school policy
  - Dutch version of the hand book “*Guidelines for designing Strategies and Actions to face Bullying*” explained and handed over, together with a summarizing brochure
  - school action plan by the school for dealing with and preventing bullying at the *school* level
  
- **network model group:**
  - school specific report on bullying & network data
  - school action plan by the grade 5 teacher for dealing with and preventing bullying at the *classroom* level.
  
- **control group**
  - email report on the Dutch overall results on school policy & bullying

# Implementation - UK



- 2 intervention groups:
  - dynamic model: school-broad approach (17 schools)
  - other interventions (18 schools)
    - working with parents
    - respect for difference
    - network intervention
- (no non-intervention group)

*Thanks for listening!*