

Implementing the project: Establishing school-based programmes for facing bullying in schools and classrooms by considering and combing the current knowledge-bases on bullying and educational effectiveness

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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
- Conclusions

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)

- School-based self-evaluation

Intervention - classroom 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

Intervention



- Training and provision of guidelines to schools (handbook)
- Establishing a network of schools
- <http://www.ucy.ac.cy/goto/jls/en-US/Home.aspx>
- 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

Overview



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Implementation



Phase I:

- appr. 35 schools, purposive sampling
- pre-intervention measures

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

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



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

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
- **2nd meeting**
 - the guidelines in the handbook were explained and discussed
 - teachers' concerns for the intervention were clarified
 - actions that can be undertaken were discussed
- **3rd meeting**
 - feedback based on the pre-intervention data
 - designing and developing school plans (tailor-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
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- ✓ 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 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 on bullying & 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)

Conclusions



- Evidence-based, theory-driven approach
- Common intervention strategies (e.g., handbook)
- Pre-, post-measures, intervention-control design
- The implementation was adapted to the specific conditions of each country (e.g., allocation of schools to intervention/control, data collection)
- Purpose: to test the validity of the framework in different contexts

Thanks for listening!