

INTERNATIONAL WORKSHOP

Designing evidence-based strategies and actions to face bullying by considering socio-ethnic diversities in school populations and evaluating their effects

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Discussant:

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- **Paper 1**

The theoretical background of the project: Using the dynamic model of educational effectiveness to develop strategies and actions to face bullying

(Leonidas Kyriakides, University of Cyprus)



- **Paper 2:**

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

(Marietta Papadatou-Pastou, University of Athens)



- **Paper 4:**

Introducing and achieving new learning outcomes: The impact of the school based strategies on Social Cognition

(Lyset Rekers, University of Groningen)



- **Paper 5:**

School level contextual factors predicting bullying

(Daniel Muijs, University of Southampton


Di Pearson, University of Manchester)



- **Paper 3**

***Evaluating the impact of the school based strategies
and actions on the reduction of bullying***

(Peter Van Petegem, University of Antwerp)

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- Despite the number of studies about bullying in recent years (Espelage & Swearer, 2003), we still lack a clear understanding of why bullying seems higher in some contexts than in others
 - most interventions intend to prevent/reduce bullying by focusing on children as individuals (**‘first-order change’**), yet very few do so by focusing on class-level or school-level variables (**‘second-order change’**)
 - **Examples:**
 - ✓ **Sheffield project** (Smith et al., 2004)
 - ✓ **SAVE project** (Ortega et al., 2004)
 - **Prevention/Intervention programs Meta-analysis** (Mytton et al., 2009):
The average reduction in bullying has been only modest, around 15–20%



Strong elements of Daphne Project

1. Methodological Design

a. Pre-post test measures

b. Intervention/Control groups

c. Advanced statistical techniques



2. Theoretical framework

(Dynamic model of educational effectiveness)

- **Emphasis on:**
 - a. safe school learning environment
 - b. self-evaluation of needs
 - c. share responsibility of the whole school community in developing and implementing strategies and actions to face bullying.
 - d. active involvement of teachers for the successful implementation of the project
 - e. active links to policy-making



2a. Safe School learning environment

- A student's perception of school atmosphere characterized as unpleasant, unfair, unwelcoming and boring, increases the predicted probability of being a bully (Barboza et al., 2008)



2b. Self-Evaluation of needs

- Takes into consideration:
 - ‘individual differences’ (schools, areas, provinces, cities, countries)
 - changing school environment
 - scientist-practitioner model



2c. Shared responsibility of the whole school community

e.g. bystanders

- In 85% of bullying incidents there are on average 4 students watching
- Bystanders' active interventions stopped bullying incident in 75% of cases.

(O'Connell et al., 1999)



2d. Active involvement of teachers

- Teacher behaviour (e.g. unfairness) can be significant predictors of involvement in bullying behaviour among early adolescents (Santinello, 2010)
- Pupils feel less inclined to use aggression in their interactions with their peers when they feel supported and cared for by their teachers (Verkuyten & Thijs, 2002)



2e. Active links to policy-making

- For example, the Daphne Project provides specific guidelines for teachers to :

(1) take an active role in promoting student welfare

(2) become interested in helping students in need

(3) allow for the possibility of alternative forms of self-expression

(4) promote cooperation, and

(5) create an equitable school environment

Some ideas...

- Additional research into those **teacher characteristics and teacher strategies** that are productive in addressing bullying situations is needed.

(e.g. Identifying the traits and skills that allow certain teachers to be more sensitive observers, have more highly developed relationships with students, and be more effective in conflict resolution and related social skills)

- Longitudinal research in this area needs to be conducted to determine if school-level variables precede incidences of racial bullying or vice versa.
- Further research into additional contributory factors to bullying phenomenon (e.g. genetic predisposition, family interactions, parent-teacher collaboration)

Thank you for your attention...!!

