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 apporaches 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



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



	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

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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

2nd meeting

- the guidelines in the Handbook were explained and discussed
- teachers' concerns for the intervention were clarrified
- actions that can be undertaken were discussed
- 3rd 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" schoolsOnline collection
- 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
- ✓ 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 & perncil)
- ✓ 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

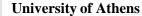
– email report on the Dutch overall results on school policy & bullying



- 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!



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