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The impact of the school based strategies on Social Cognition

Lyset Rekers-Mombarg, Marije Wijnberg, Jessica Boer
Theo van Batenburg & Greetje van der Werf

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Overview

› Social cognition

› Social cognition in relation to bullying

› Impact of Daphne intervention programm on the social cognition of Dutch students.

› Implementation

Social cognition

Ability to cope for oneself >> educational learning outcome

    1. knowledge

    2. perception

    3. skills

Focus on knowledge >> **Social cognition** = _Understanding of how to deal with your own feelings and emotions, and those of others._

Piaget's Social theory (1954-1985):

    • Development of social decentralisation and perspective-taking.

    • _'Deducing of perceptions, emotions, intentions and thoughts of others and considering this in one's behaviour towards the other'._

Questions

› Has the Daphne intervention program affected the social cognition of the Dutch grade 5 students?

› How well was the Daphne intervention implemented in Dutch primary schools?

› What did the Dutch control schools do during the intervention period?

Social cognition test

Originally a video test (Westerhof, Jansen, & van der Werf, 1993)

› Chronbach's α=.76

Construct of the social cognition test:

› 5 <u>developmental</u> levels:

- comparing, perspective taking, relating, coordinating and coping
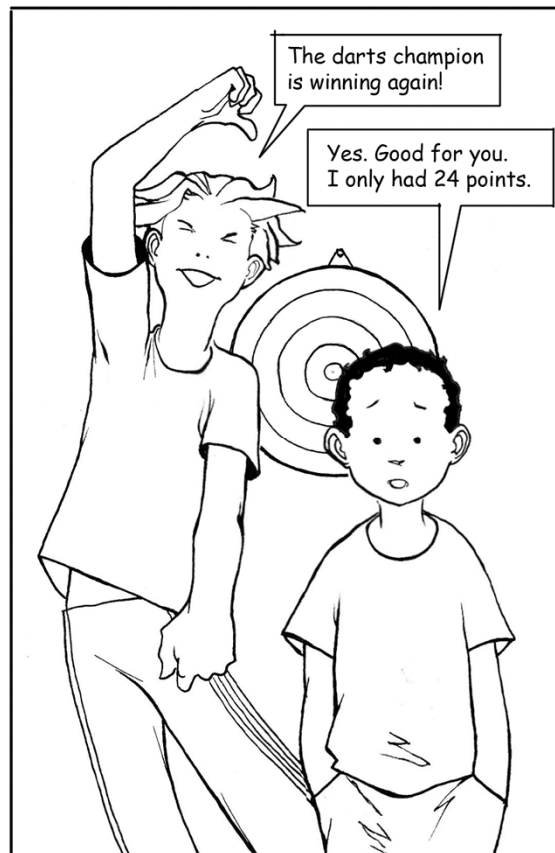
› 3 emotional content domains:

- feelings, thoughts and intentions

Picture story test:

- Belgium, Cyprus, Greece and the Netherlands
- 6 picture story's about social situations
- 90 items, 30-40 minutes

Example: Hugo and Charles are playing darts

Social cognition test

Question 20. How does Hugo feel?

(Hugo is the boy who is losing all the time)

☺ ☹ ☹

A. Hugo is angry because Charles was cheating   ☐ ☐ ☐

☺ true, ☹ partly true, ☹ not true

Social cognition test

Question 20. How does Hugo feel?

(Hugo is the boy who is losing all the time)

☺ ☻ ☹

A. Hugo is angry because Charles was cheating ☐ ☐ ☐

B. Hugo is sad because he is losing from Charles all the time ☐ ☐ ☐

Social cognition test

Question 20. How does Hugo feel?

(Hugo is the boy who is losing all the time)

	☺	😐	☹
A. Hugo is angry because Charles was cheating	☐	☐	☐
B. Hugo is sad because he is losing from Charles all the time	☐	☐	☐
C. Hugo is angry because he does not like to lose	☐	☐	☐

Social cognition test

Question 20. How does Hugo feel?

(Hugo is the boy who is losing all the time)

	☺	😐	☹
A. Hugo is angry because Charles was cheating	0	0	2
B. Hugo is sad because he is losing from Charles all the time	2	1	0
C. Hugo is angry because he does not like to lose	0	1	2

› Recoding responses: 0 (low) - 2 (high social cognitive)

› Chronbach's α=.88

› 2177 students

Study design

› Experiment: randomisation of Dutch schools

› Group 1: Dynamic model intervention (13 schools)
  - visit of school
  - discussion of school specific report on school policy
  - development and execution of action plan with strategies on school level using the project's handbook

› Group 2: Control (15 schools)
  - general report by post
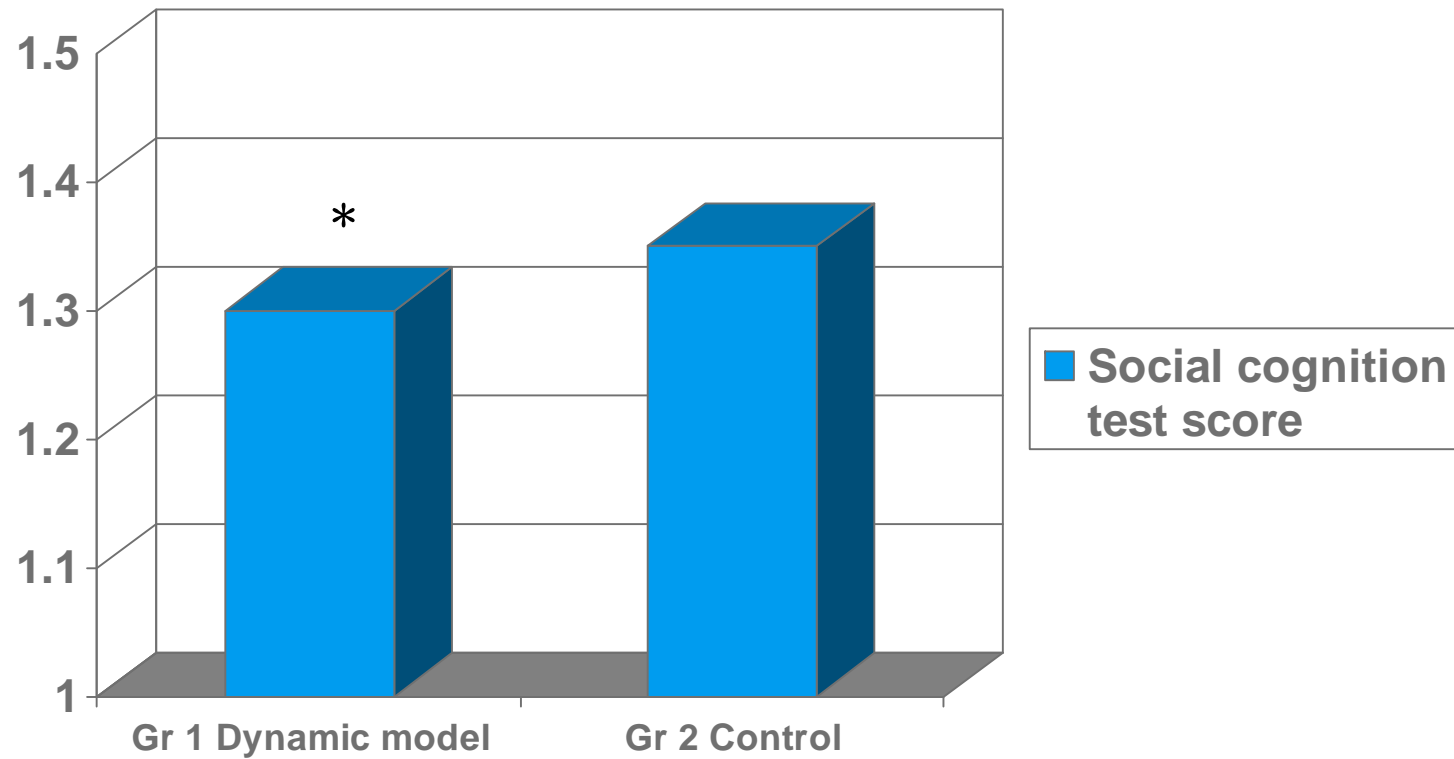 - continuation of existing school policy on bullying

Results

Background characteristics:

	Group 1 Dynamic model	Group 2 Control
N	219	314
Boys	49.5%	49.4%
Ethnic minority	**28.3%**	19.1%
No. siblings	**2.0 (1.3)**	1.6 (1.3)
Parents divorced	16.4%	20.0%

Results: Social cognition in the Netherlands

Social cognition – Multi level analysis

	Model 1	Model 2
Intercept	.064 (.100)	.163 (.119)
Boys	-.152 (.089)	-.151 (.089)
Ethnic minority	-.322 (.120)	-.306 (.121)
Group 1 Dynamic model	--	-.239 (.167)
Explained variance at student level	*3.4%*	*4.6%*
Deviance (Model fit)	*1426*	*1424*

Implementation Dynamic model group

Respons: 10/13 schools

Reports of the school management:

› 1. Policy on teaching (4)

   2. Policy on learning environment (8)

- quality of teaching,
- student behaviour outside the classroom,
- anti bullying approach,
- evaluation of the learning environment

› 3. Evalation policy (3)

Regular to intensive implementation (8)

Actually: 7 schools used school-level strategies,
       5 schools used project's Handbook

Implementation Control group

Respons: 13/15 schools

Reports of the school management
Executing the existing anti bullying policy (10):
- applying a social emotion developmental method to student(s)
- administer sociograms
- general actions <u>after</u> an bullying incident
(speak to bullly, victim, parent; discussion in classroom;
discussion with other teachers)

Regular to intensive implementation (13)

Conclusions & discussion 1

› The Dynamic model intervention program has *not* affected the social cognition of the Dutch grade 5 students.

› *Results of Greece, Belgium, Cyprus?*

› *Differences in matrix of development level by content domains?*

Conclusions 2

› The implementation of the Dynamic model intervention was in general on the school level.

› Focus on the policy on learning environment

› Only 50% of the schools used the Daphne handbook.

› The anti bullying policy of the control schools was in general a *reactive* policy, combined with social emotional training of the students and sociogram administration.

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Thank you for your attention!

l.t.m.rekers-mombarg@rug.nl

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