



IPSE srl – European Psychological Institute of Varese. Psychological and clinical centre, Training and Psychosocial Research. SCHOOL PSYCHOLOGY AREA



**From a careless play
to a fair play:
bullying, aggressiveness
and disease at school.
Prevention and intervention.
Second part.**

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School Psychologists

FROM A CARELESS PLAY TO A FAIR PLAY PROJECT

A project to prevent and counter bullying...
in a primary and secondary prevention level
in a social perspective
in its features of aggressiveness and
disease
in a long term perspective (from 2009 to
2011)
in 12 different schools of the same area
(Varese district)

FIRST YEAR PERSPECTIVES

First year project has been presented in Malta Colloquium...

Final perspectives were:

- Carrying on the consultation service with the same teachers, trained and involved in the implementation, to **ensure a long term process**
- Involving teachers trained at a first level in a second level training in order to create a **task force in the district**
- Implementing training with other teachers and parents in the same schools **in order to have a whole school policy**

WHAT ABOUT FIRST YEAR PERSPECTIVES?

Carrying on the consultation service with the same teachers, trained and involved in the implementation, to **ensure a long term process**

- ... in second year there has been one official school request, but unluckily it couldn't be implemented because of the school budget
- ...in third year there have been three official school requests, but only one of them could be implemented because of the school budgets
- ...in both years the district decided to invest in new schools rather than to carry on project in the same schools of first year

WHAT ABOUT FIRST YEAR PERSPECTIVES?

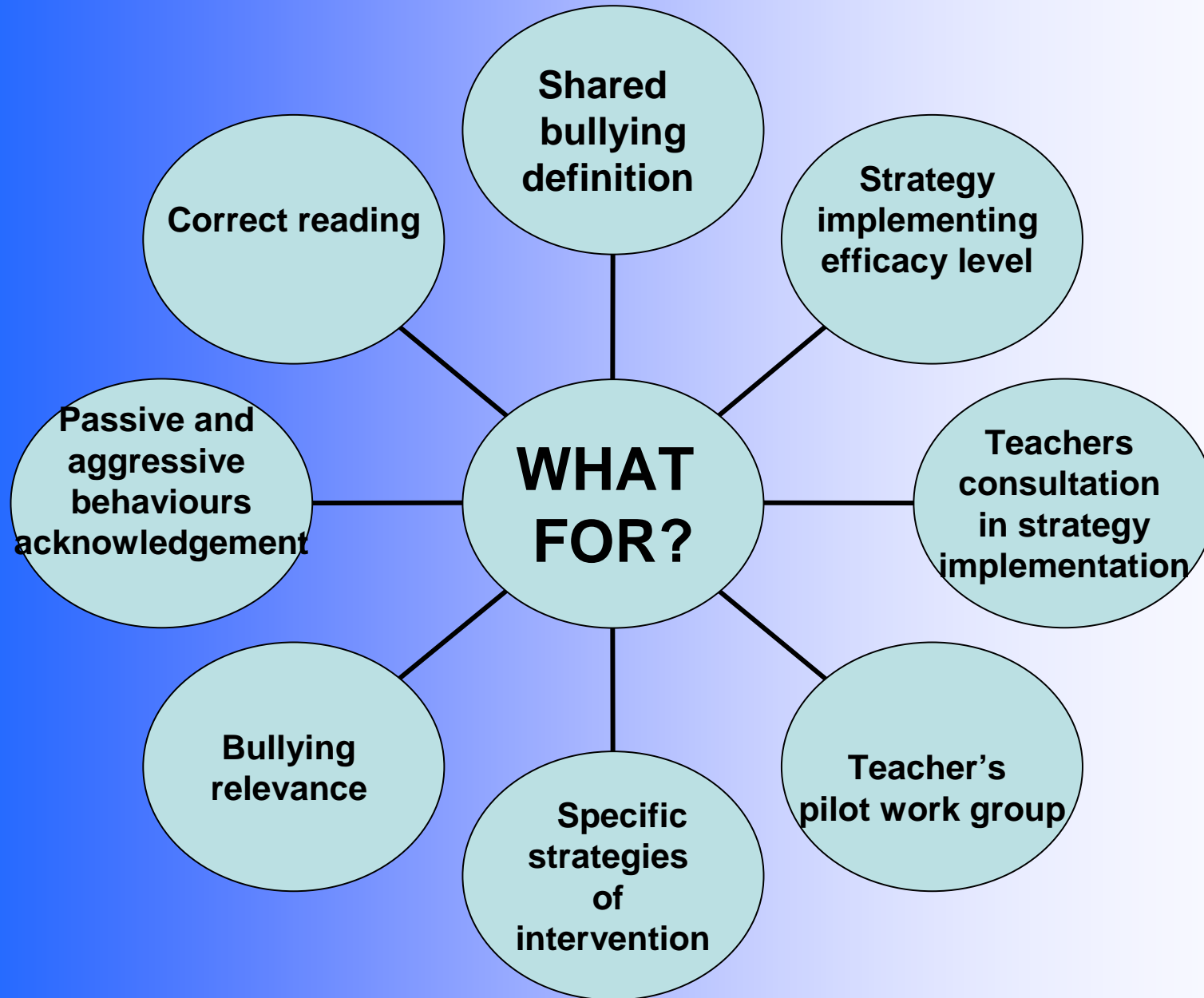
Involving teachers trained at a first level in a second level training in order to create a **task force in the district**

...couldn't be carried on in second year as well as in the third year because of school budgets and district choices

WHAT ABOUT FIRST YEAR PERSPECTIVES?

- Implementing training with other teachers and parents in the same schools **in order to have a whole school policy**
- ...in second year training with other teachers and parents, and strategies implementation have been possible only in different schools
- ...in third year strategies implementation has been possible only in one of second year schools

GOALS



PROJECT STEPS

PRESENTATION

TEACHER TRAINING

PARENT TRAINING

**STRATEGY IMPLEMENTATION IN
CLASSES WITH TEACHERS
CONSULTATION**

EVALUATION

SECOND YEAR PARTICIPANTS, TIME AND GEOGRAPHIC AREA

WHO?

- 38 Secondary (first and second level) school teachers
- 32 Secondary (first and second level) school parents
- 115 Secondary (first and second level) school students of 5 classes (from 11 to 15)

WHEN?

- From march to June 2010

WHERE?

- Italian district of Varese

PRESENTATION MEETINGS

Seminar for teachers and headmasters:

different experienced speakers in different fields around psychology and education needs talked on bullying and individual disease (first part year 2009)

Evening Meetings for parents in different district areas:

school psychologists presented the project, informed parents on bullying and discussed with them on the theme

TEACHERS TRAINING

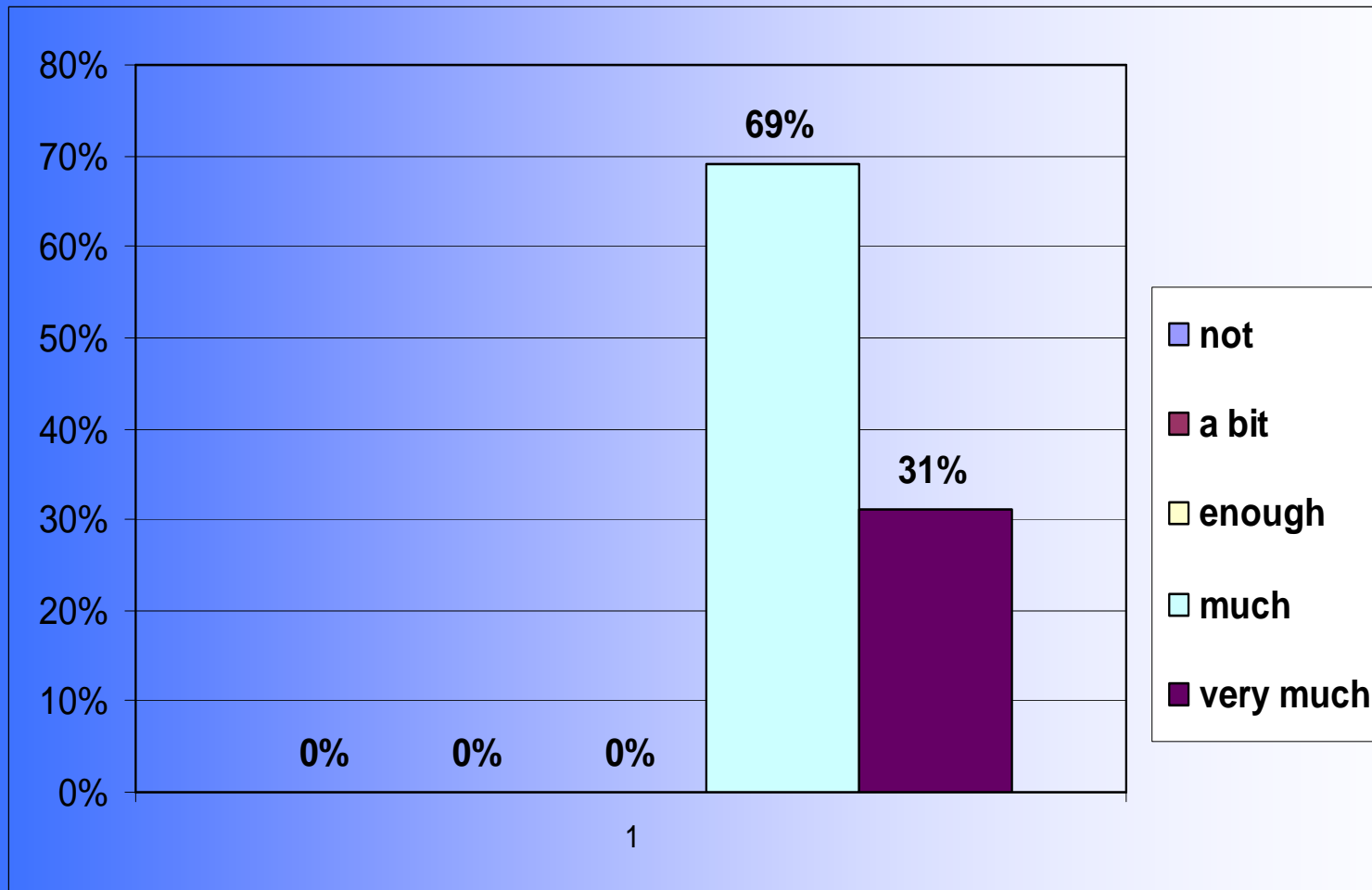
15 hours in 4 intensive sessions on

- Myths and facts on bullying
- Bullying as social phenomenon and the whole school policy to counter it
- Anti bullying strategies for different prevention levels as Cooperative Learning, RET, Curricular Method, Assertiveness Training, Method of Shared Concern and **Group Support Method**

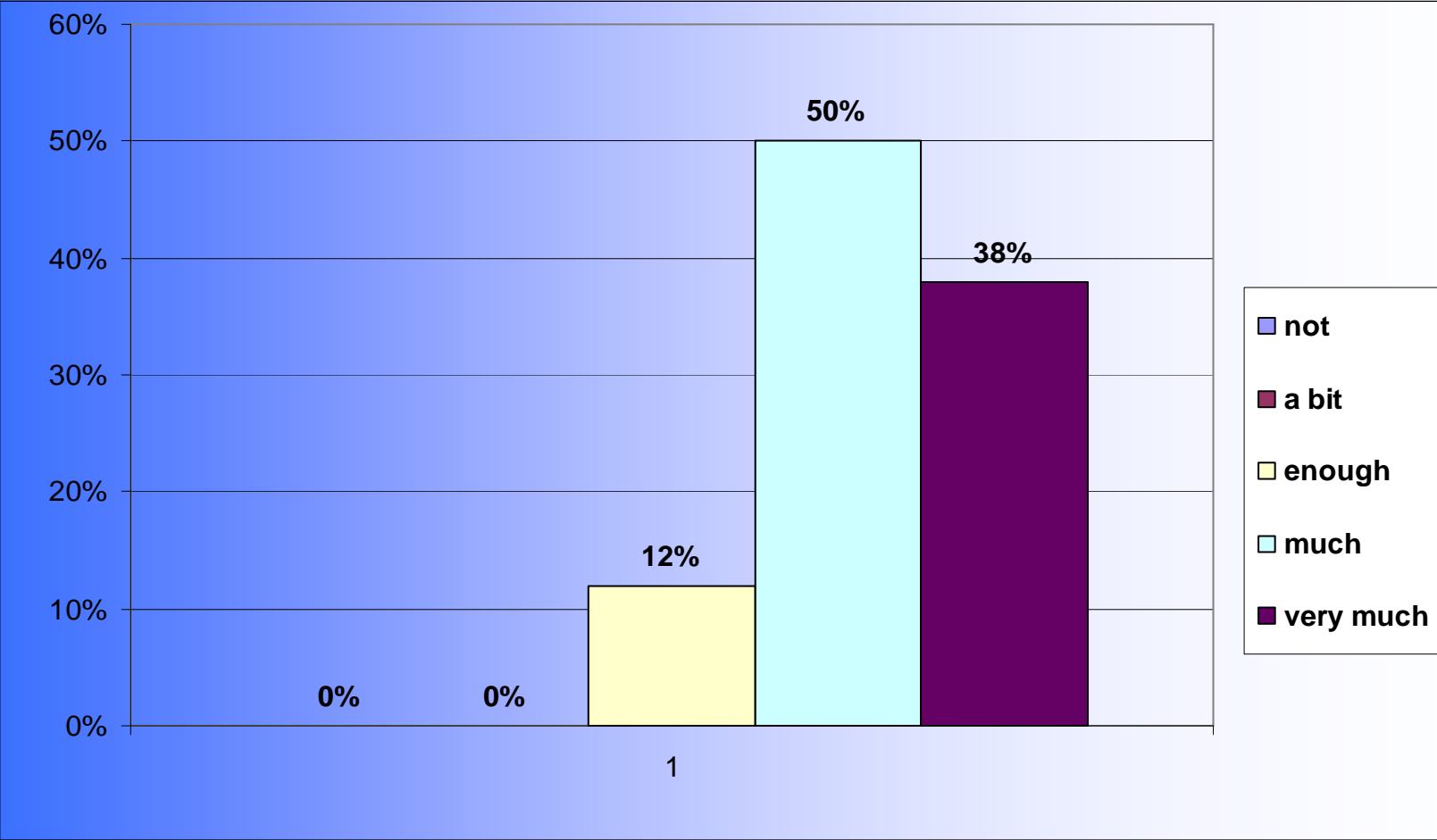
... MORE

- Teachers were involved in an **interactive learning** by individual and group activities as **Cooperative Learning and Role Play**
- They were also asked to give their own **evaluation** by a **Client Satisfaction Questionnaire**

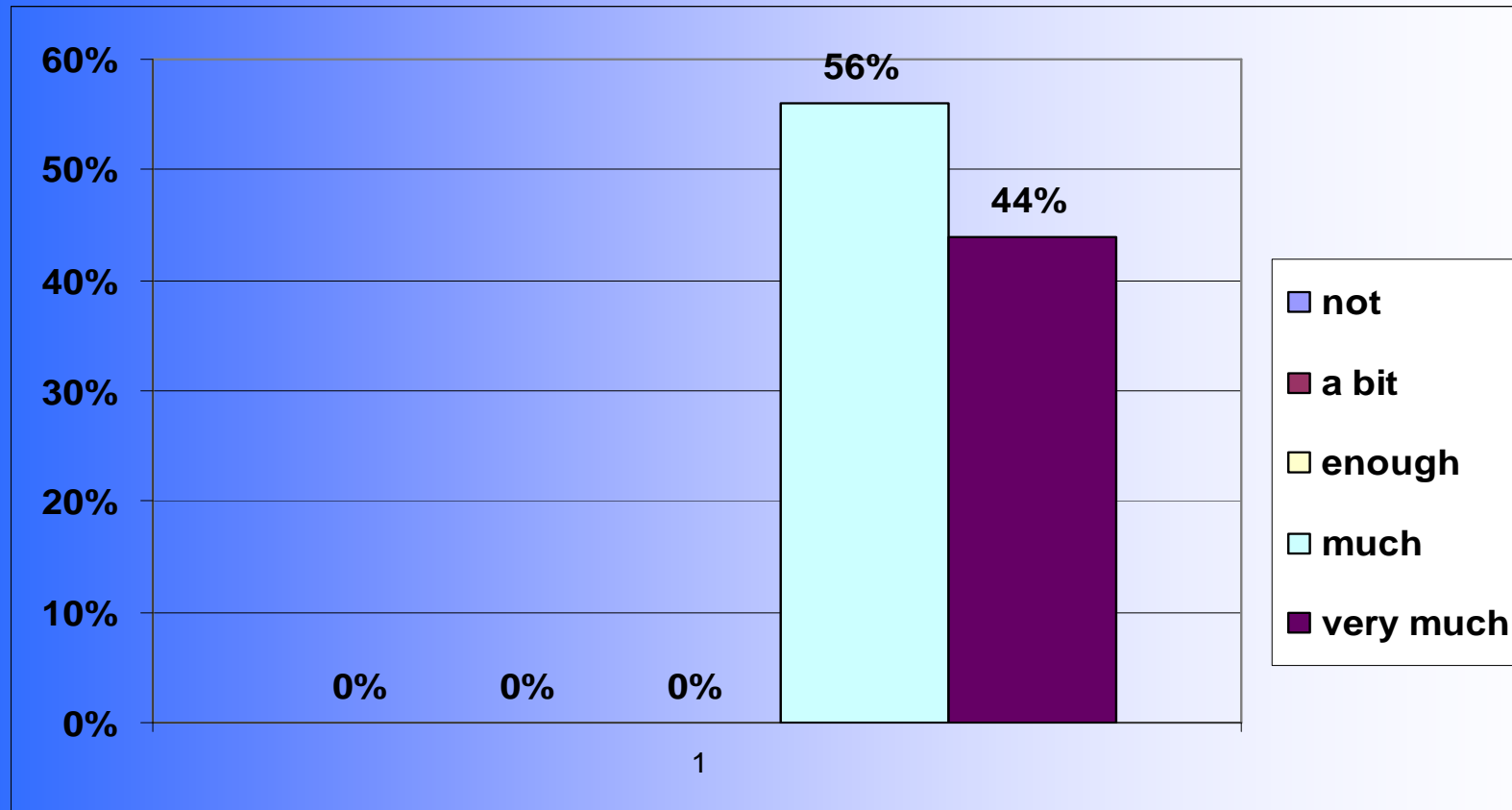
TEACHER TRAINING EVALUATION: Trainers Specific Competence



TEACHER TRAINING EVALUATION: Relationship with participants



TEACHER TRAINING EVALUATION: Time given to questions and specific requirements



PARENT TRAINING

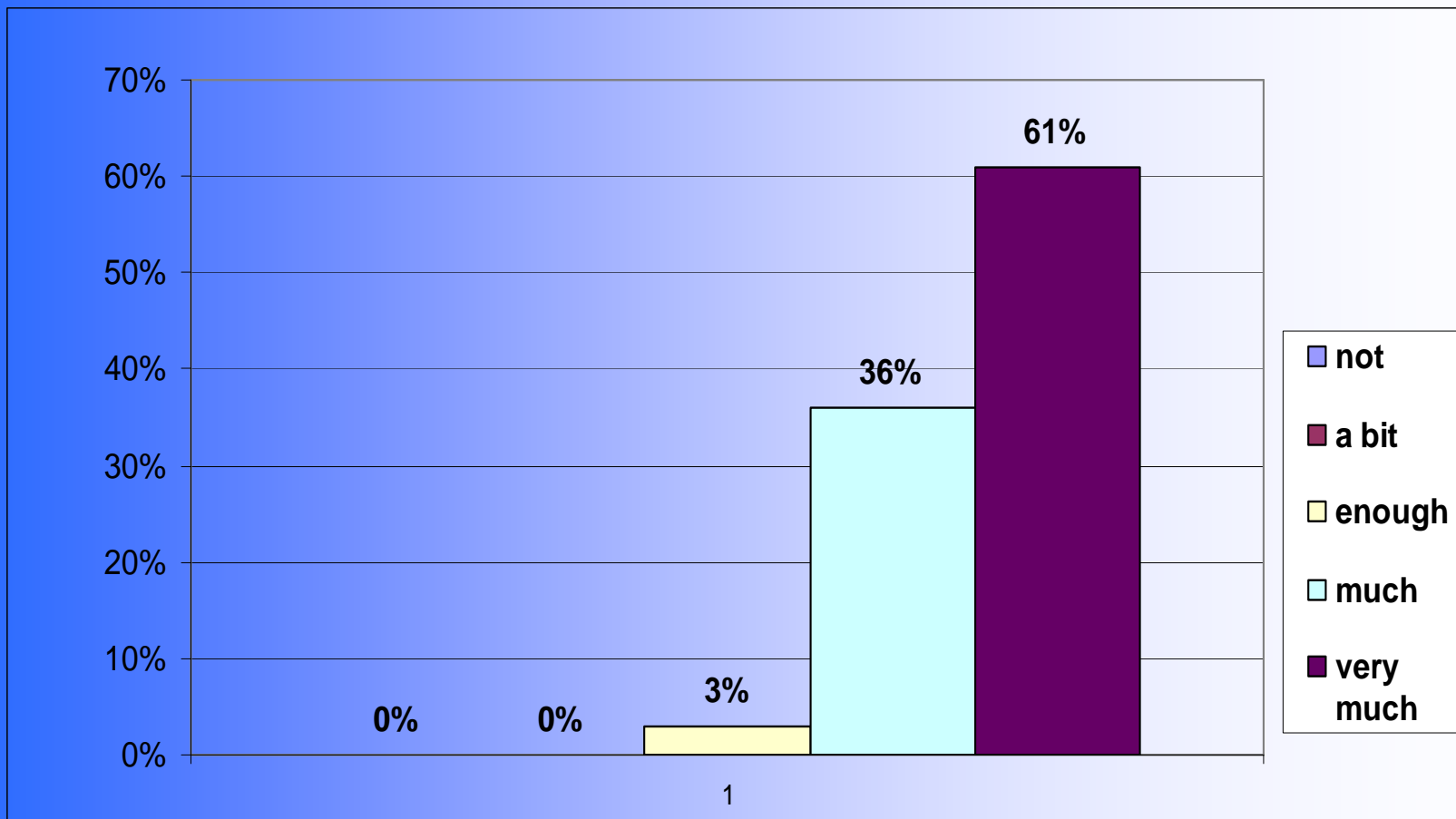
7h30 hours in 3 sessions on

- Bullying
- Strategies countering Bullying **as Assertiveness and Group Support Method**

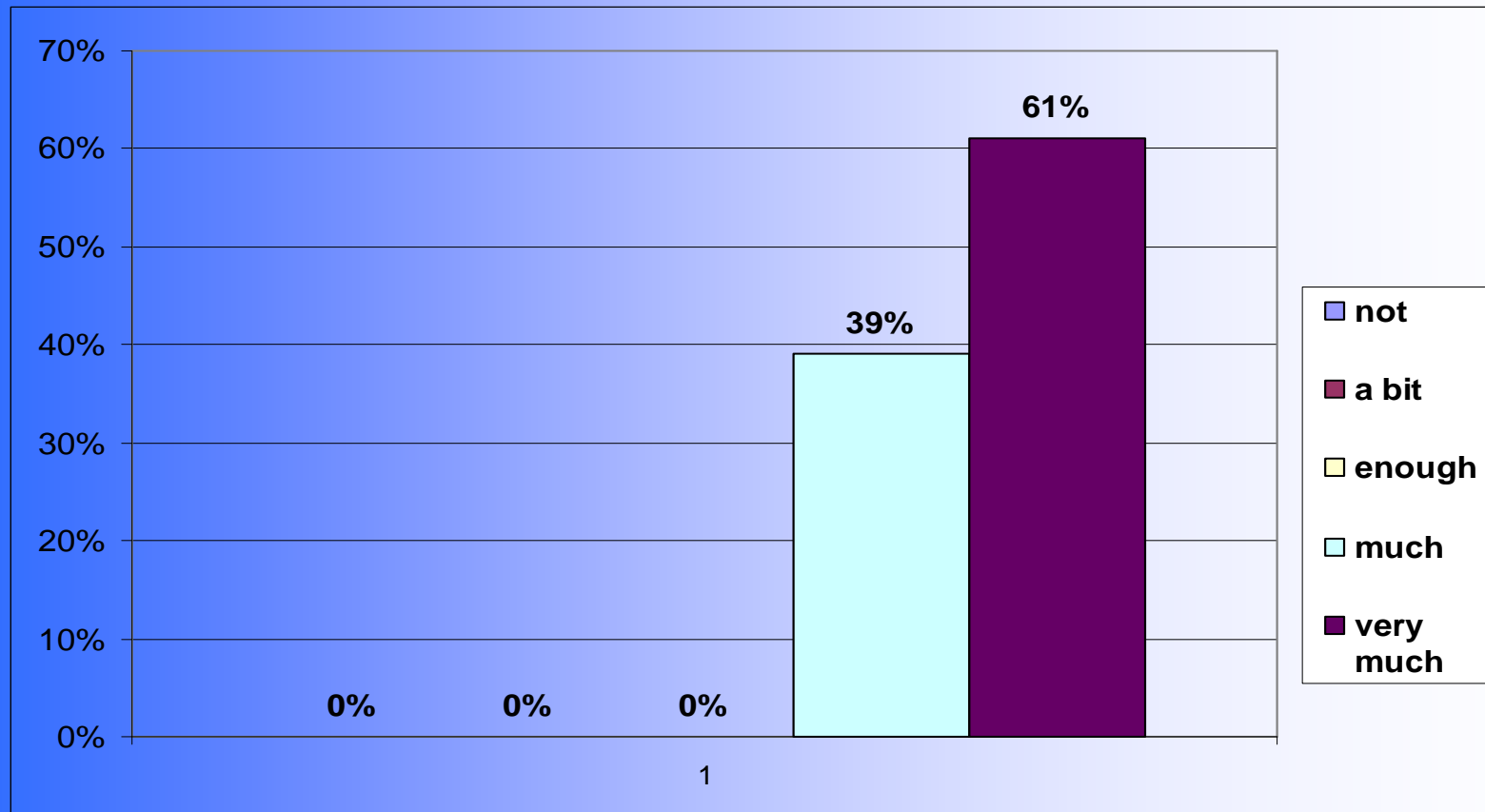
... MORE

- Parents were involved in an **interactive learning** by individual and group activities as **Cooperative Learning and Role Play**
- They were also asked to give their own **evaluation** by a **Client Satisfaction Questionnaire**

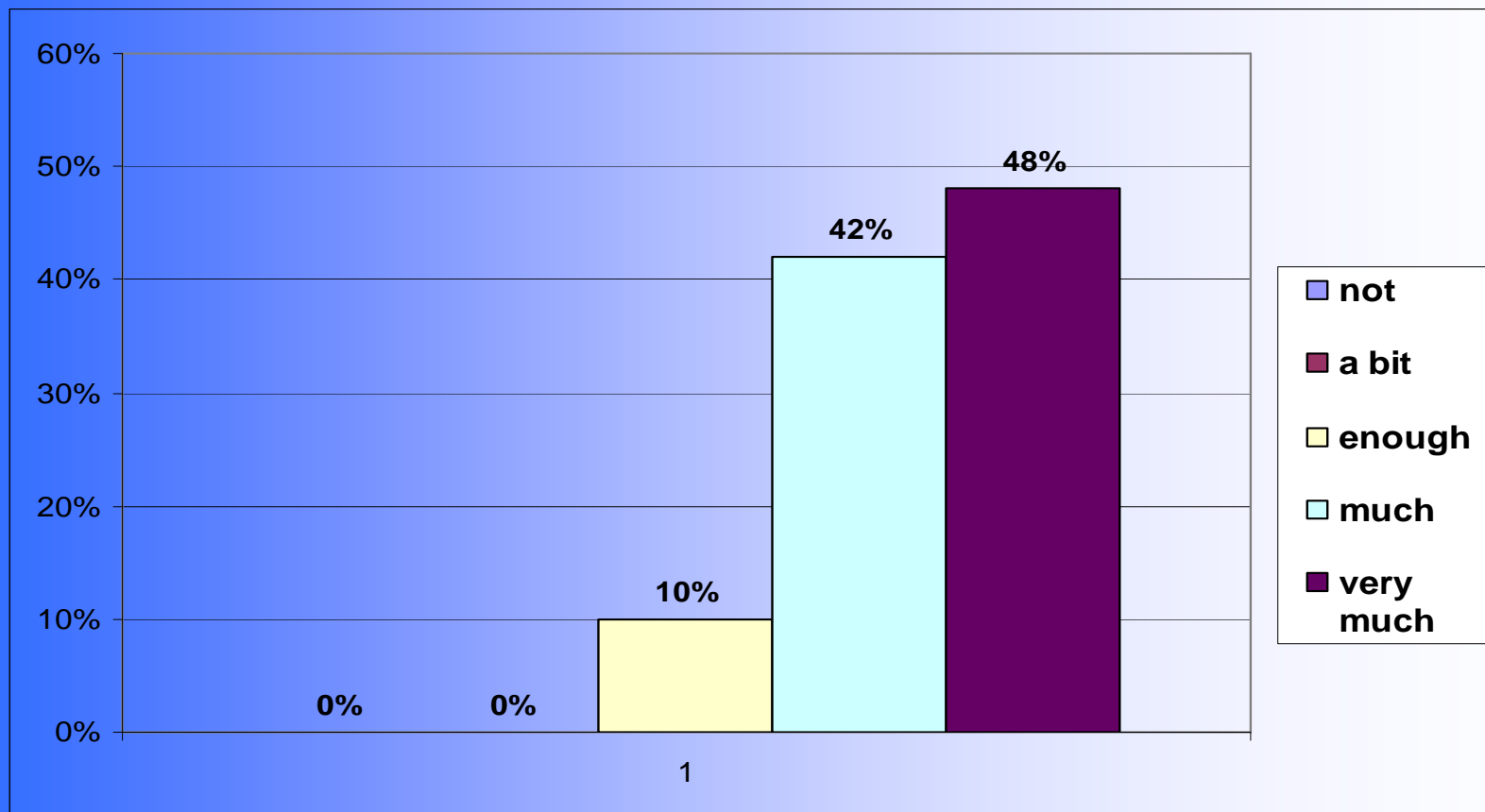
PARENTS TRAINING EVALUATION: Trainers Specific Competence



PARENTS TRAINING EVALUATION: Relationship with participants



PARENTS TRAINING EVALUATION: Time given to questions and specific requirements



THE SUPPORT GROUP METHOD

A **seven steps method** which

- starts with an individual colloquium with the target (the victim)
- continues with small group meetings in order to **stimulate behavioural changes towards the target by classmates**

What is important?

- A **no blame approach**
- To **increase** the peers support in **understanding and empathy** about the fact that ***“X (the victim) is having a very hard time at school”***

This strategy is aimed at stimulating students to

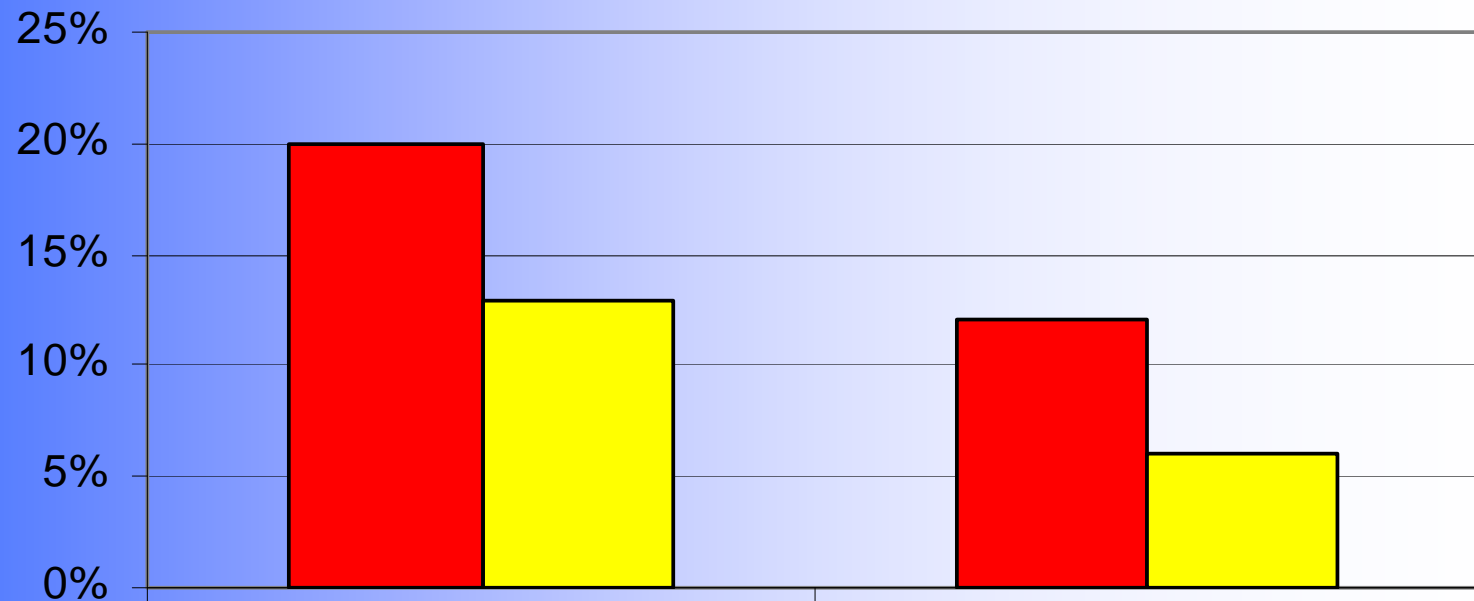
- **an active problem solving process to reduce victim sufferance**
- **practical implementation of their proposals**

Robinson G. & Maines B. (2008) **Bullying A complete guide to the support Group Method**, Lucky Duck Book, Bristol.

STRATEGY IMPLEMENTATION IN CLASSES

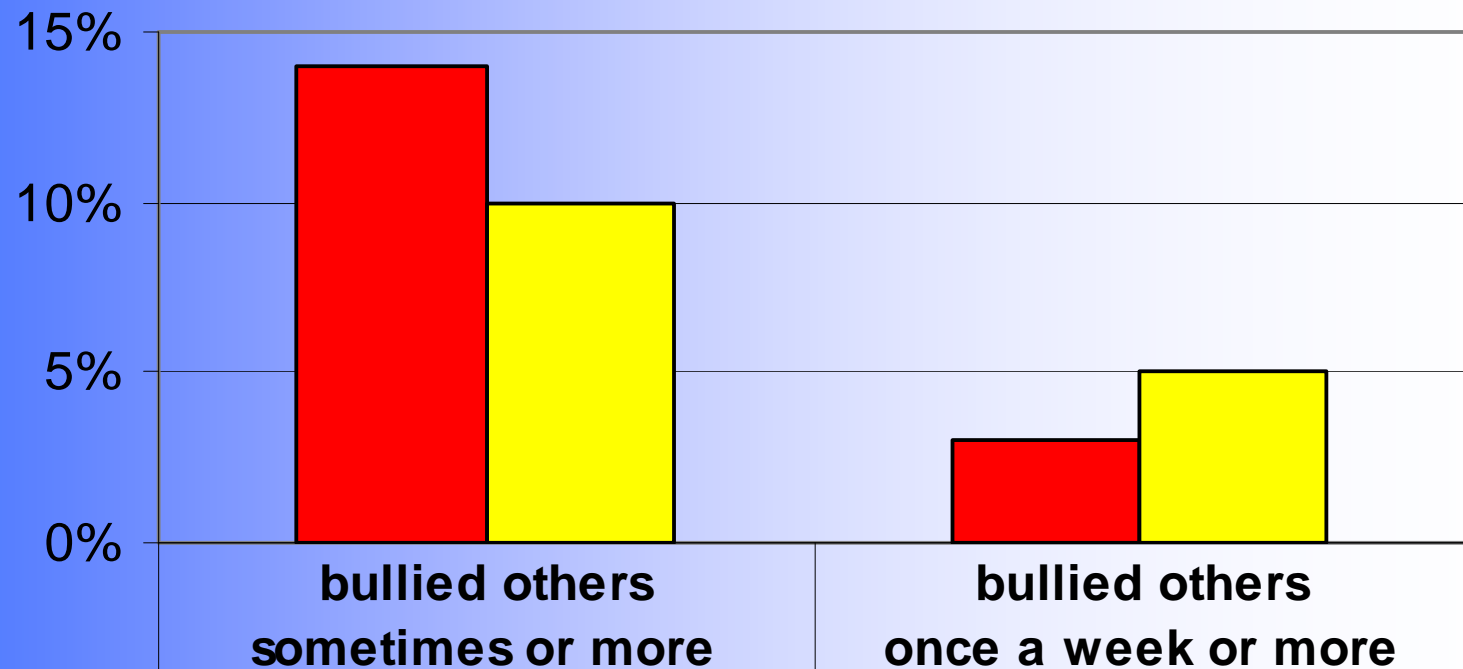
- **4 Italian First and Second Level Secondary Schools in Varese district**
- **5 classes** were chosen according to teachers proposals:
 - 1 First class of first level secondary school
 - 2 Second classes of first level secondary school
 - 2 First classes of second level secondary school**115 students in all**
- **8 trained teachers implemented Support Group Method on the basis of questionnaire data and time resources**
- **In five classes the strategy was correctly fulfilled, but**
 - In one class the victim didn't give his agreement about the Support Group Method, so the strategy stopped after the first colloquium with him

“BEING BULLIED” PERCENTAGES (Self-evaluation)



| | | |
|----------------------------|------------|------------|
| ■ pre-intervention | 20% | 12% |
| ■ post-intervention | 13% | 6% |

“BULLYING OTHERS” PERCENTAGES (Self- evaluation)



| | | |
|-------------------|-----|----|
| pre-intervention | 14% | 3% |
| post-intervention | 10% | 5% |

THIRD YEAR

PARTICIPANTS, TIME AND GEOGRAPHIC AREA

WHO?

- 2 teachers of second level secondary school trained in previous year
- 1 class of second level secondary school
- 21 students (15 years)

WHEN?

- From March to June 2011

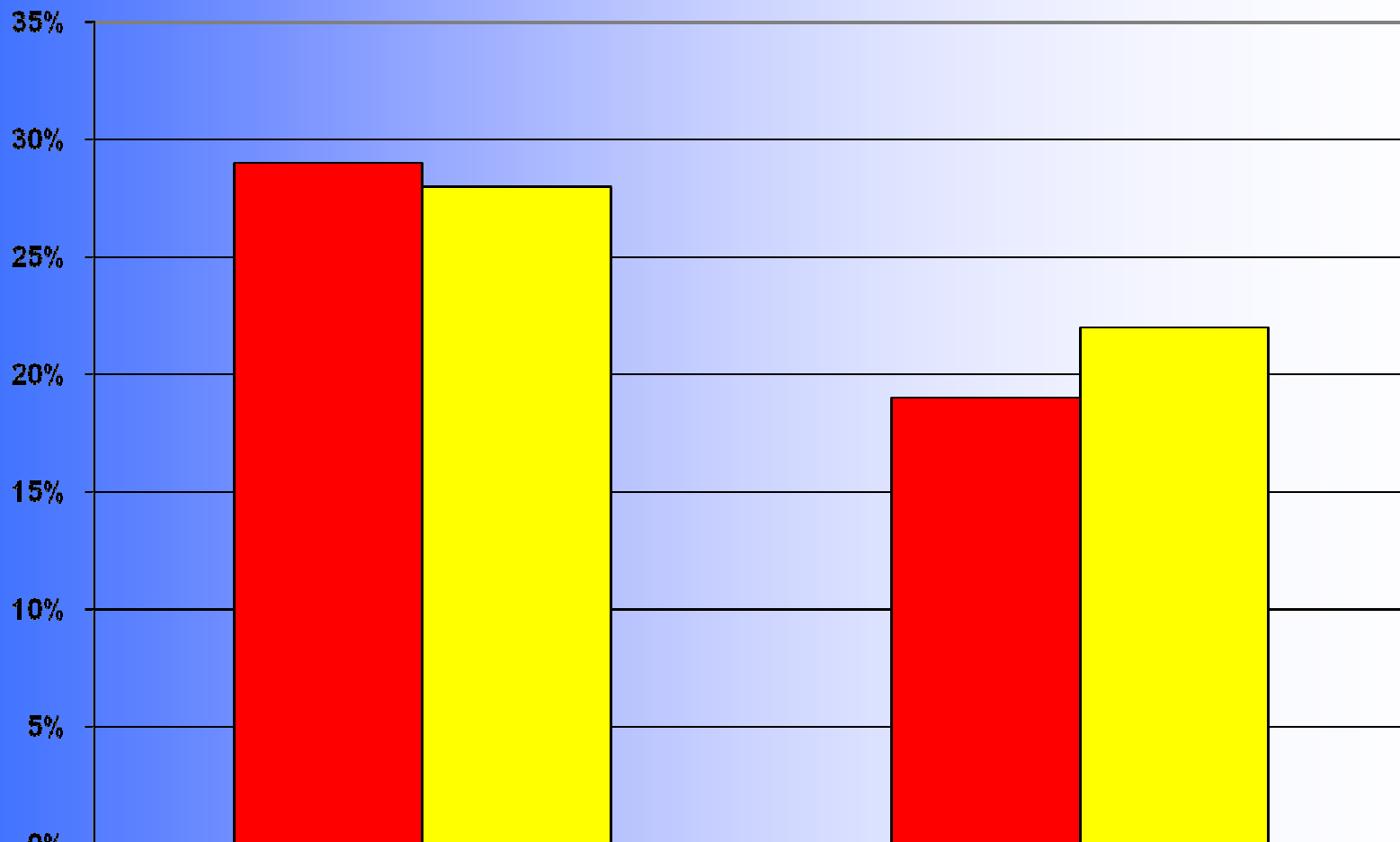
WHERE?

- One second level secondary school in the same Varese district involved in previous year project

“BEING BULLIED” PERCENTAGES (Self-evaluation)



“BULLYING OTHERS” PERCENTAGES (Self- evaluation)



■ pre-intervention

29%

19%

■ post-intervention

28%

22%

THREE YEARS GLOBAL SAMPLE: CLASSES BY SCHOOL LEVELS

| Project years | First Level Secondary School (11- 14 years) | Second Level Secondary School (14-15 years) | Overall |
|---------------------------|--|--|----------------|
| First year (2009) | 8 | 0 | 8 |
| Second year (2010) | 3 | 2 | 5 |
| Third year (2011) | 0 | 1 | 1 |
| Overall | 11 | 3 | 14 |

THREE YEARS GLOBAL SAMPLE: STUDENTS BY GENDER

| | First Level Secondary School (11- 14 years) | Second Level Secondary School (14-15 years) | Overall |
|----------------|--|--|------------------|
| Boys | 130 (59%) | 56 (85%) | 186 (65%) |
| Girls | 90 (41%) | 10 (15%) | 100 (45%) |
| Overall | 220 (100%) | 66 (100%) | 286* (100%) |

*8 missing gender answers

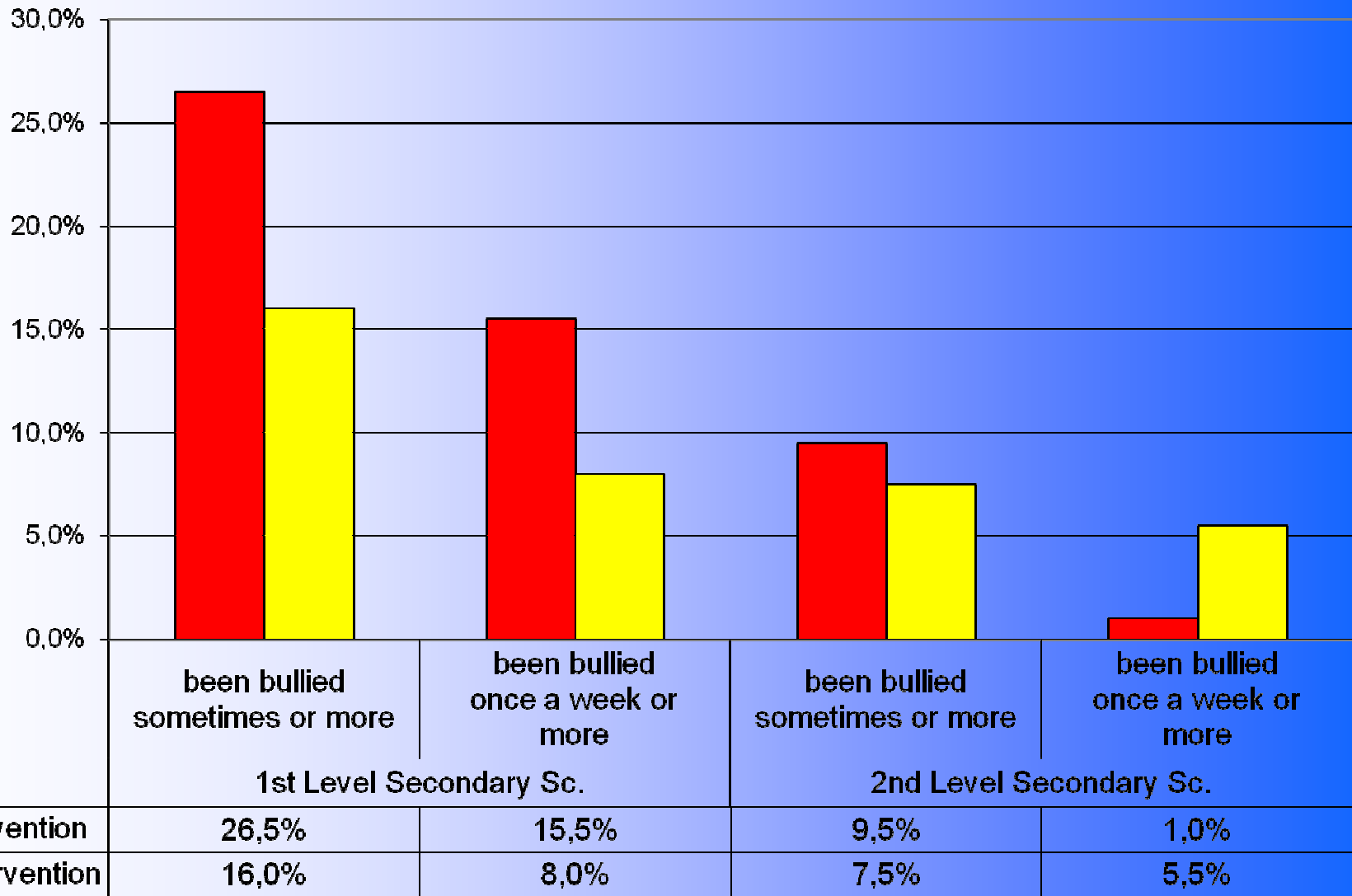
THREE YEARS GLOBAL SAMPLE: STUDENTS BY SCHOOL LEVELS

| Project years | First Level Secondary School (11- 14 years) | Second Level Secondary School (14-15 years) | Overall |
|---------------------------|---|---|-------------------|
| First year (2009) | 158 | 0 | 158 |
| Second year (2010) | 66 | 49 | 115 |
| Third year (2011) | 0 | 21 | 21 |
| Overall | 224 (76%) | 70 (24%) | 294 (100%) |

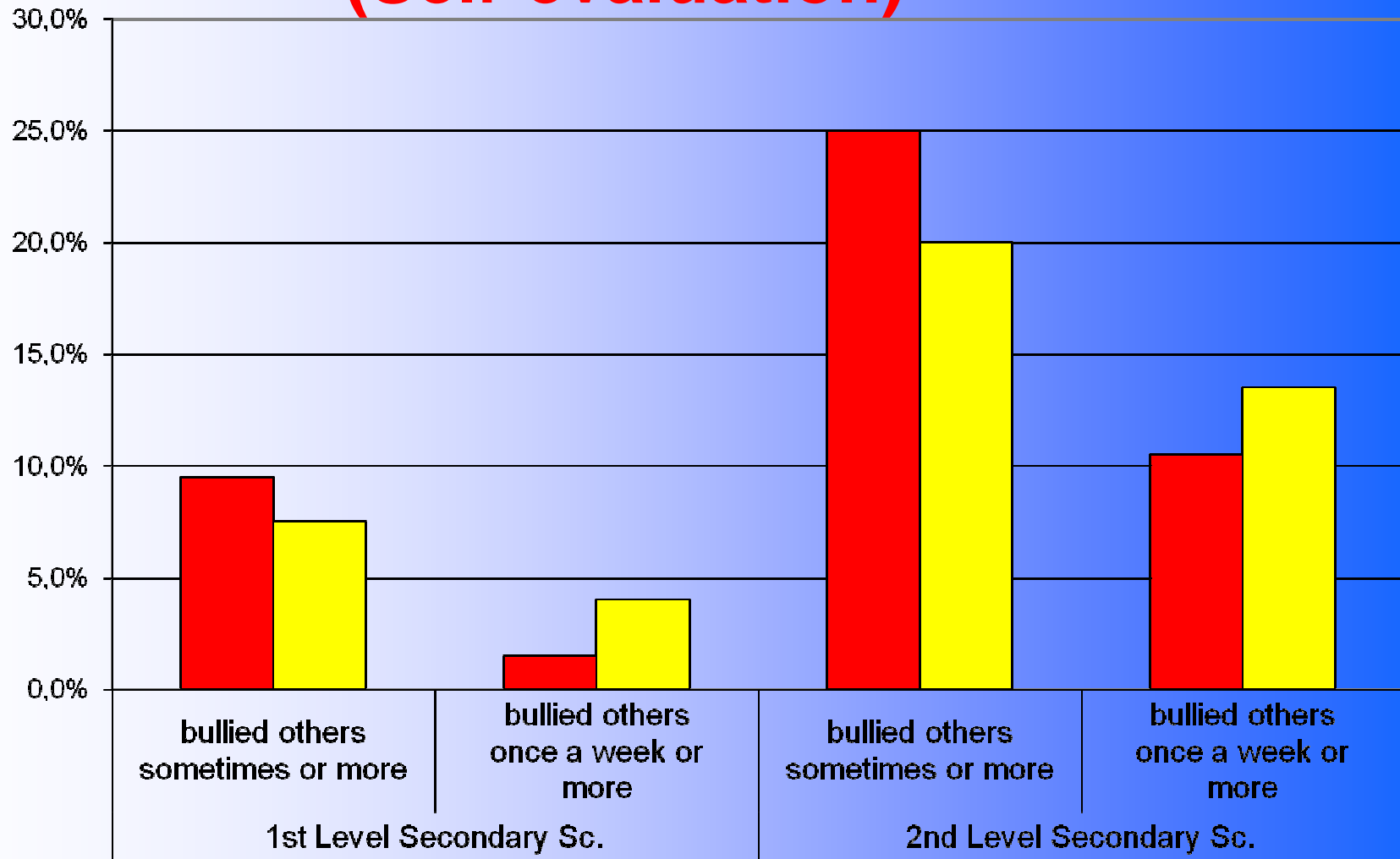
PHENOMENA INCIDENCES COMPARISON

| Surveys | Question | 8-11 years | 11-14 years | 14-16 years |
|---|-----------------|------------|---------------|-------------|
| Olweus (1993) Norway (N=83.300) | Being bullied | 14% | 7% | 5% |
| | Bullying others | 7% | 7% | 8% |
| Whitney&Smith (1993) U.K. (N=6.700) | Being bullied | 27%(10%) | 12%(5%) | 8%(4%) |
| | Bullying others | 12%(4%) | 5%(1%) | 7%(1%) |
| Fonzi (1997) Italy (N=7.000) | Being bullied | 38%(15%) | 22%(9%) | 18%* |
| | Bullying others | 27%(9%) | 19%(7%) | 14%* |
| Buccoliero et al. (2005) Italy (6 towns) (N=3244) | Being bullied | | | 24% |
| | Bullying others | | | 11% |
| Maggi et al. (2006) Italy (Torino) (N=2.310) | Being bullied | 44% | 28% | |
| | Bullying others | 13% | 13% | |
| Favini- Pollice (2005) IPSE Italy (Varese) (N=341) | Being bullied | 23% (8%) | 22.5% (11%) | |
| | Bullying others | 10.5% (4%) | 9% (4%) | |
| Favini- Pollice (2011) IPSE Italy (Varese) (N=294) | Being bullied | | 26.5% (15.5%) | 9.5% (1%) |
| | Bullying others | | 9.5% (1.5%) | 25% (10.5%) |

“BEING BULLIED” PERCENTAGES (Self-evaluation)



“BULLYING OTHERS” PERCENTAGES (Self-evaluation)



| | | | | |
|-------------------|------|------|-------|-------|
| pre-intervention | 9,5% | 1,5% | 25,0% | 10,5% |
| post-intervention | 7,5% | 4,0% | 20,0% | 13,5% |

OVERVIEW

- By comparison with Fonzi Italian research, in this project there are more victims in first level secondary school and less in second level secondary school; vice versa, there are more victimizers in second level secondary school than in the first level.

CRITICAL UNDERSTANDINGS

- Results must be taken with caution for two reasons:
 1. paper aim is to describe a project of training and consultation to counter bullying, not properly a research
 2. there isn't an experimental methodology
- Sample has been taken for bullying problems standing by the classes involved
- Second level secondary school sample is small (only three first grade classes) with prevalence of boys and technical institute students
- Limitation of time didn't allow to implement Group Support Method for all the victims
- Bullying others once a week or more percentage has in general a small increase; to be bullied once a week or more percentage has a increase in second level secondary school

CONCLUSIONS

- The project seems to have **positive results on reducing victimization, especially in the First Level Secondary School (but small sample of Second Level Secondary School is a strong limit to generalise results)**
- Reducing bullying acting is resulted more problematic, perhaps because of **the necessity of more time to spread an anti-bullying culture and involve more students in more peer support groups**
- During supervision meetings all **teachers reported having gained a new way of noticing bullying and dealing with it** in their classes after training course
- Teachers expressed their **satisfaction in strategy implementation** and a **positive perception of social improvement** in the group-class **of the victim** involved in the strategy
- A lot of teachers expressed their **desire to continue this experience during the next scholastic year**