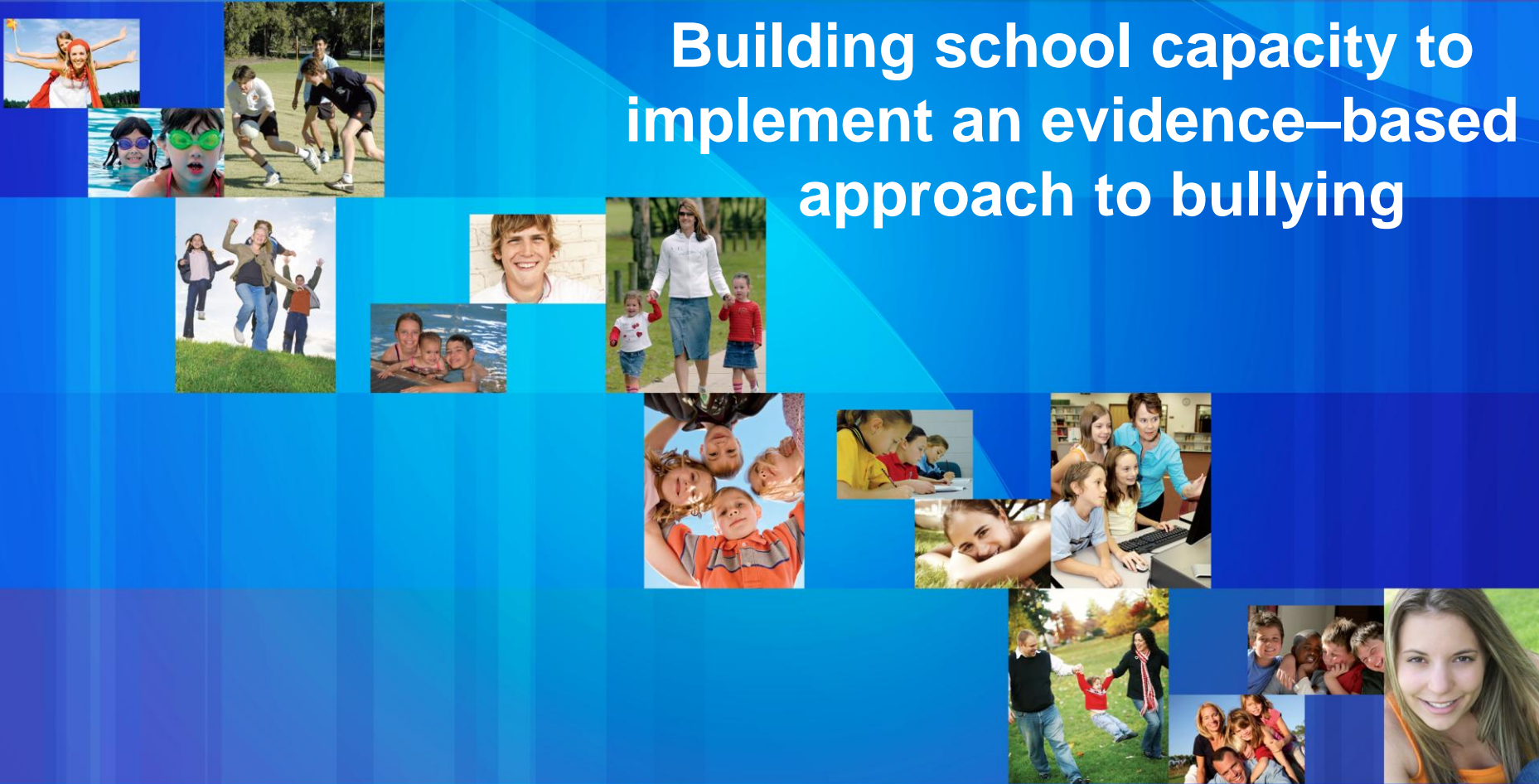


Building school capacity to implement an evidence-based approach to bullying





Child Health Promotion
Research Centre

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Current research:

- Student bullying behaviours and whole-school intervention
- Knowledge to practice gap
- Strong Schools Safe Kids – case study research (Natasha)
- Evidence-based practices and implementation support tools (Shane)
- First year qualitative interviews results: Installation (Narelle)

What we know about student bullying behaviours?

- Bullying occurs mostly within the school context for young people - school during break times or at home via mobile phone that impacts at school the next day
- Prevalence: 25% of young people aged 8-14 years in Australia report being bullied on a regular basis (Cross et al., NCBPS, 2009)

Bullying is NOT a normative stage of development that all children pass through – clear marker of further violent behaviour

What we know about student bullying behaviours?

- Research into the significant short and long term health impacts of bullying and the associated risk and protective factors are well established
- Complex relationship issue with many individual, family, school and systemic factors at play
- Rapidly changing technology has added a new dimension to understanding bullying behaviours that has created a need for new knowledge into 'cyber bullying'

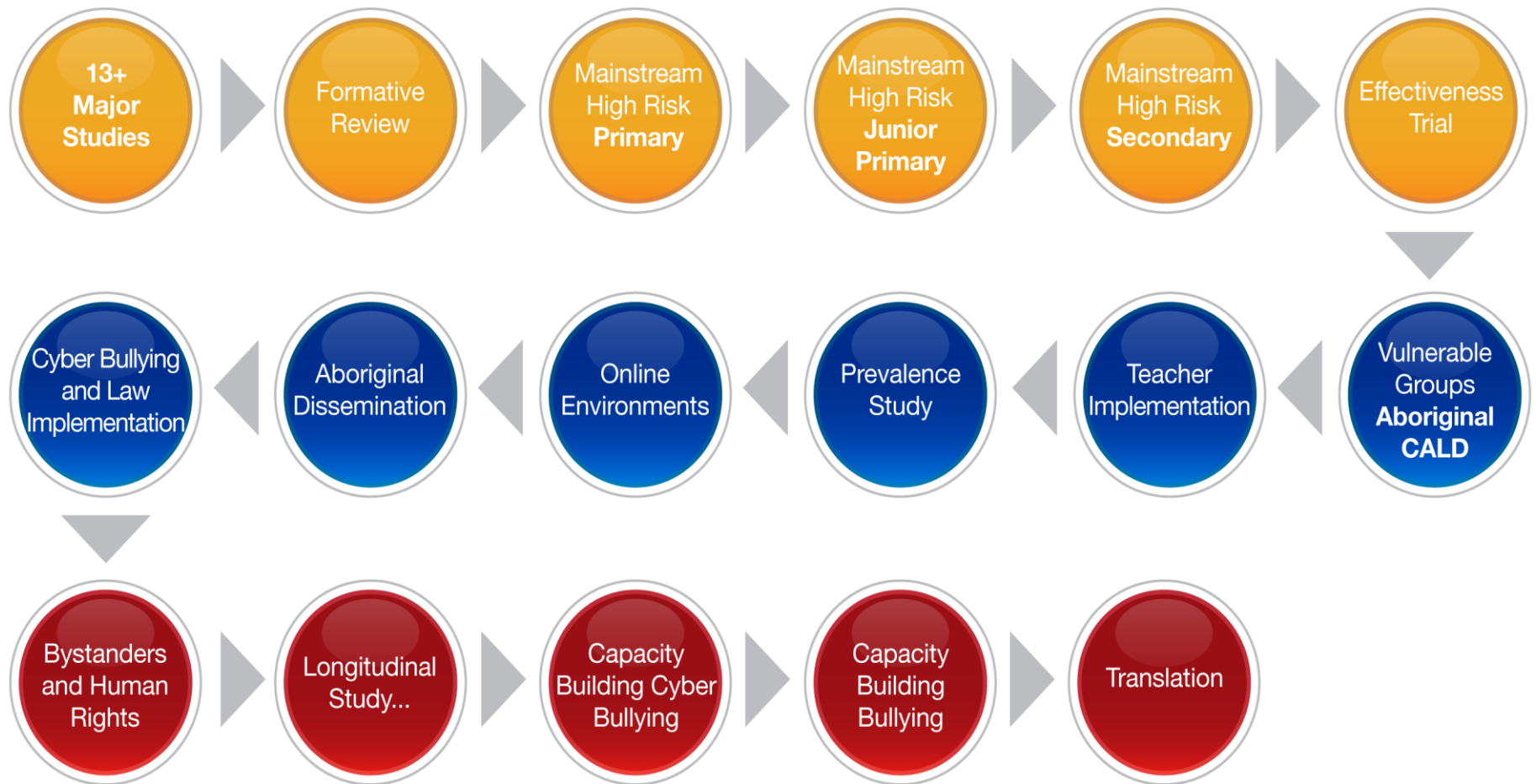
What we know about intervention?

- Bullying is a complex, systemic problem with many influencing factors and hence requires multi-dimensional prevention and intervention strategies at all levels of the school community (school, classroom, home and individual)

...a whole-school approach works!

CHPRC Bullying prevention research 1999-2012 – 6 RCT's

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Significant barriers to implementation:

- Principal/leadership team not engaged
- Lack of local data to support school decision making
- Lack of organisational capacity – policy, funding, staff, time
- Lack of support for staff implementing new practices
- Competing demands on teacher time – system policy driven
- Low credibility of health/social and emotional outcomes

Knowledge to practice gap

- Majority of evidence is under ‘research conditions’ to test efficacy and effectiveness and not in real world conditions
- Majority of interventions concentrate on resource materials with limited capacity support for implementation
- Schools often implement ‘bullying programs’ reactively in response to an incidence or policy priority change – duration and intensity...sustainability?
- Trying too squeeze EBP’s into an existing school system not necessarily developed for implementation



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Current Study



Research Question?

How school capacity to effectively implement evidence-based action to prevent and reduce bullying can be built and sustained in a 'real world' school setting?

Why a capacity building approach?

Effectiveness = evidence + infrastructure + implementation

(Lin and Fawkes, 2005)

- Participatory methods with system level policy and service delivery stakeholders
- Case study design – 7 demonstration schools across different contexts
- Qualitative data on school context, interviews with school leaders, quantitative student and staff online surveys and parent focus groups

Develop sustainable mechanisms that assess and build on school needs, strengths and capacities to embed evidence-based practices to reduce bullying into local school contexts



Getting ready for implementation:

- Determine school, student and staff needs
- Fit assessment to current practices
- Capacity/Readiness assessment
- Addressing implementation drivers (leadership, organisational and competency)
- Creating school implementation teams
- Pre-implementation coaching for SIT/staff training
- School implementation plans

Organisational Driver Focus: Data driven decision making



**What does this look like
in practice for schools?**

In practice...7 step implementation cycle



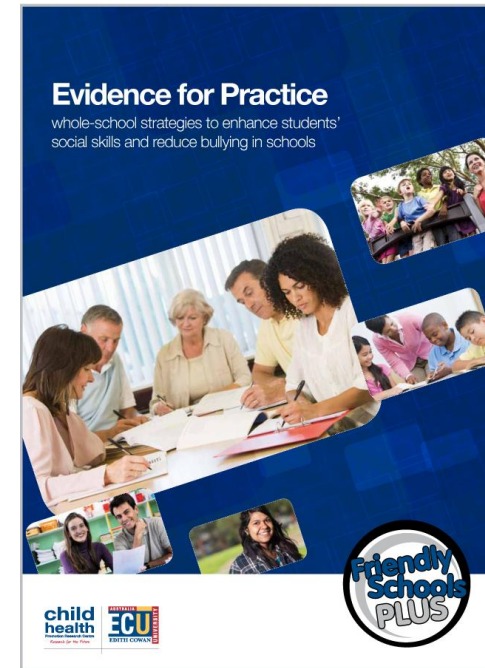
Installation Phase Steps 1 – 3

Building capacity for
local data driven
decision making



Evidence-based practice guidelines

- Building whole-school capacity
- Supportive school culture
- Proactive policies, procedures and practices
- Key understandings and competencies
- Protective physical environment
- School-family-community partnerships



(Pearce et al, 2011)

Step 1 – Online survey students, staff and parents

Last term, how often were you bullied (INCLUDING cyberbullying) by another student from your school in the following ways?

	This did not happen to me	Once or twice	Every few weeks	About once a week	Several times a week or more
a I was TEASED in nasty ways	1	2	3	4	5
b SECRETS were told about me to others to hurt me	1	2	3	4	5
c I was hurt by someone trying to BREAK UP A FRIENDSHIP	1	2	3	4	5
d I was MADE TO FEEL AFRAID by what someone said he/she would do to me	1	2	3	4	5
e I was deliberately HURT PHYSICALLY by someone and/or by a group GANGING UP on me	1	2	3	4	5
f I was CALLED NAMES in nasty ways	1	2	3	4	5
g Someone told me he/she WOULDN'T LIKE ME UNLESS I DID what he/she said	1	2	3	4	5
h My THINGS were deliberately DAMAGED, DESTROYED or STOLEN	1	2	3	4	5
i Others tried to hurt me by LEAVING ME OUT of a group or NOT TALKING TO ME	1	2	3	4	5
LIES were told and/or FALSE RUMOURS spread about me by someone, to make my friends or others NOT LIKE me	1	2	3	4	5

Step 2 – Assess whole-school practices



Map the gap – online screening tool

Hi, admin: [profile](#) [sign out](#)

[Evidence4Practice](#)

[FAQ](#)

[Contact Us](#)

[Dashboard](#)

Screening Tool

[Planning Tool](#)

My Results

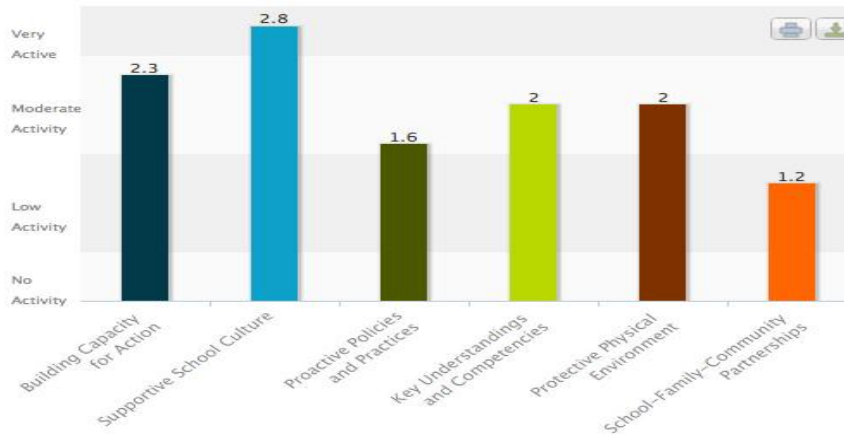
[School Average](#)

[School Report](#)

2012 ▾

My Results [edit](#)

1. Graph



Result Details

created by: *admin*
 teacher group: *Other leadership role*
 school: *Super Admins*
 created on: *June 07, 2012 - 11:54 AM*
 last updated: *June 07, 2012 - 07:59 PM*
 screen id: *474*

2. Table

Whole-school Component	Activity Value	
School-Family-Community Partnerships	1.2	Low Activity
Proactive Policies and Practices	1.6	Moderate Activity
Key Understandings and Competencies	2	Moderate Activity
Protective Physical Environment	2	Moderate Activity
Building Capacity for Action	2.3	Moderate Activity
Supportive School Culture	2.8	Very Active

Step 3 – Plan priorities using data



Online Planning and Action Tool

Dashboard | Screening Tool | **Planning Tool**

My Results | School Average | School Actions | 2012 ▾

School Actions - Building Capacity for Action

Committed and engaged leadership | Planning for system and resource support | Ensuring compatibility with school community needs

To make changes: hover over the table cells and click the edit link.

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments/Reflection
		Beginning	End	Status		
The principal and the leadership team communicate to the whole-school community, a clear vision for increasing social skills and reducing bullying as a priority commitment School Average: Fully in place (4.0)						
The principal and the leadership team develop and promote an effective and clear whole-school policy to reduce bullying School Average: In planning (1.0)						
The principal and the leadership team are actively engaged in leading school action to reduce bullying School Average: In planning (1.0)						
The principal and the leadership team enable and encourage all members of the whole-school community (staff, students, families) to actively participate in planning and decision-making about school action to reduce bullying through regular, planned monitoring and feedback School Average: In planning (1.0)						
Key staff interested in pastoral care, led by a coordinator, take responsibility for helping other staff to implement school strategies to reduce bullying School Average: In planning (1.0)						
The principal and the leadership team engage the support of wider systems to provide leadership, mentoring and support						

Results of first year installation stage Interviews with School Implementation Teams

How useful was the creation of local school data
to drive school decision making : 4 core themes

1. Facilitates longer term planning that is embedded in wider school planning processes – duration!

“Since we received the data from last year, the college has actually made the decision to include the project in the strategic plan for the next four years”

2. Identify priorities and needs - demonstrate to whole-school community the need for action

“We were able to look at what the school community was telling us were the issues”

3. Defines leadership roles and responsibilities

“It also makes it easier to assess the roles of leadership team and where they’re going and what they’re doing and what they need to look at. So it validates the fact that we need to do something about it”

4. Raises importance of bullying and call to action. Allows in-depth knowledge of issue that results in more tailored solutions

“It was very important – it clearly raised the profile of bullying and gave impetus to action. Moreover, it helped to show a way forward and added resolve to do so”

“It also highlighted to us that we need to take name calling as seriously as cyber bullying”

Capacity for implementation challenges...

- Advice on evidence-base for programmes and practices
- Support for knowledge brokers(leadership team) to achieve all staff 'buy-in'
- Need more professional development for all staff
- Improvement of school's IT capacity (survey admin)
- Reallocation of time – school team
- Establish their school policy and implement well
- Build student, staff and parent competencies
- **Challenge for researchers: measuring implementation of EBP's – dose and fidelity!**

“When you come to a roadblock,
take a detour.”

May Kay Ash



Thank you!

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