

How to combat bullying and cyberbullying at school?

PROF. ANNALaura NOCENTINI

UNIVERSITY OF FLORENCE – DEPARTEMENT OF EDUCATION, LANGUAGES,
INTERCULTURES, LITERATURES AND PSYCHOLOGY



Bullying: definition

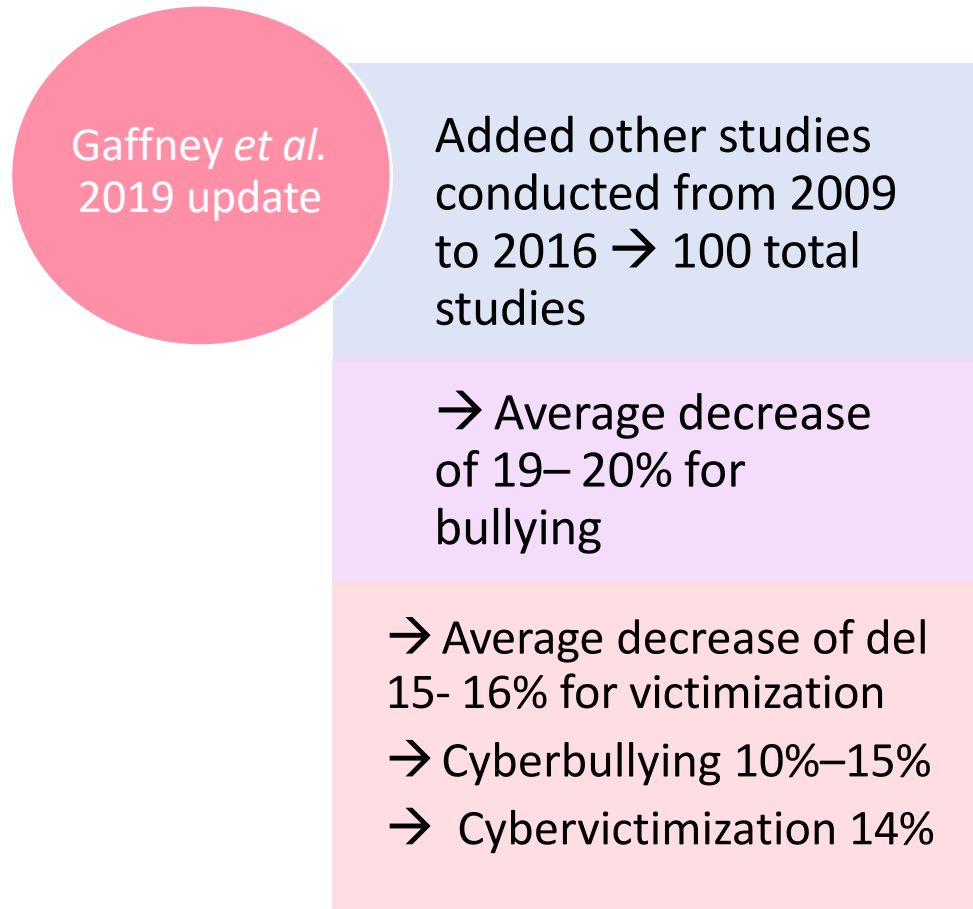
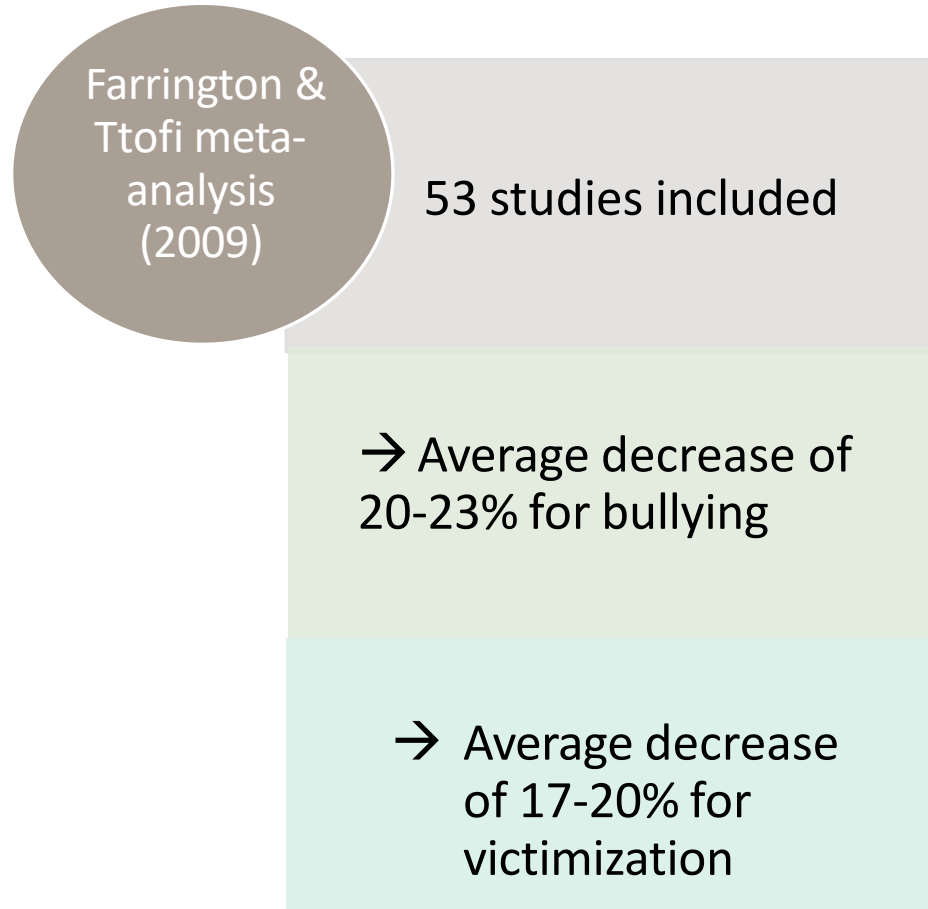


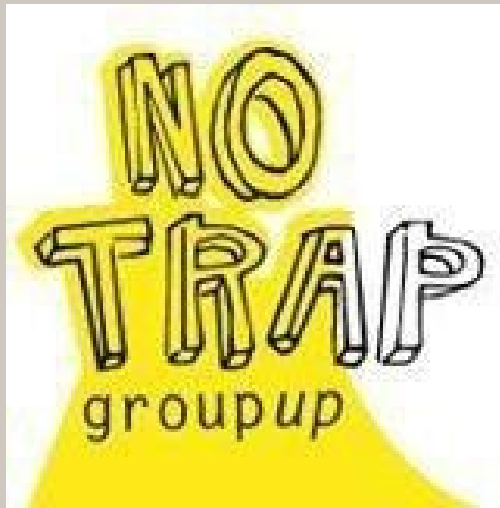
Intentional, repetitive attacks towards a victim who is unable to defend him/herself.

(Olweus, 1978; Smith *et al.* 1999; Graham and Juvonen, 2014; Menesini and Salmivalli, 2017)



Bullying: Are interventions effective?





Developing and evaluating the Notrap! program using an Evidence Based Intervention framework



Preventions program for bullying and cyberbullying



Theoretical frame:
peer education
and peer support



Target: secondary school adolescents attending
Grades 7 to 10 (13-15 y.o.).

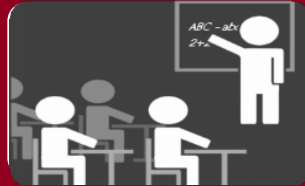
Which are the processes involved and promoted ?

The systemic perspective: the NoTrap! programme aims to involve the whole school at different levels, with actions targeted at students, class, teachers, and to the anti-bullying policy of the school in question.



INDIVIDUAL STUDENTS LEVEL

- NoTrap! intervenes directly on victims and bystanders, and indirectly on bullies



CLASS LEVEL

- Awareness campaigns
- Workshops on victims' emotions, empathy, coping strategies from the point of view of the victim and the bystander



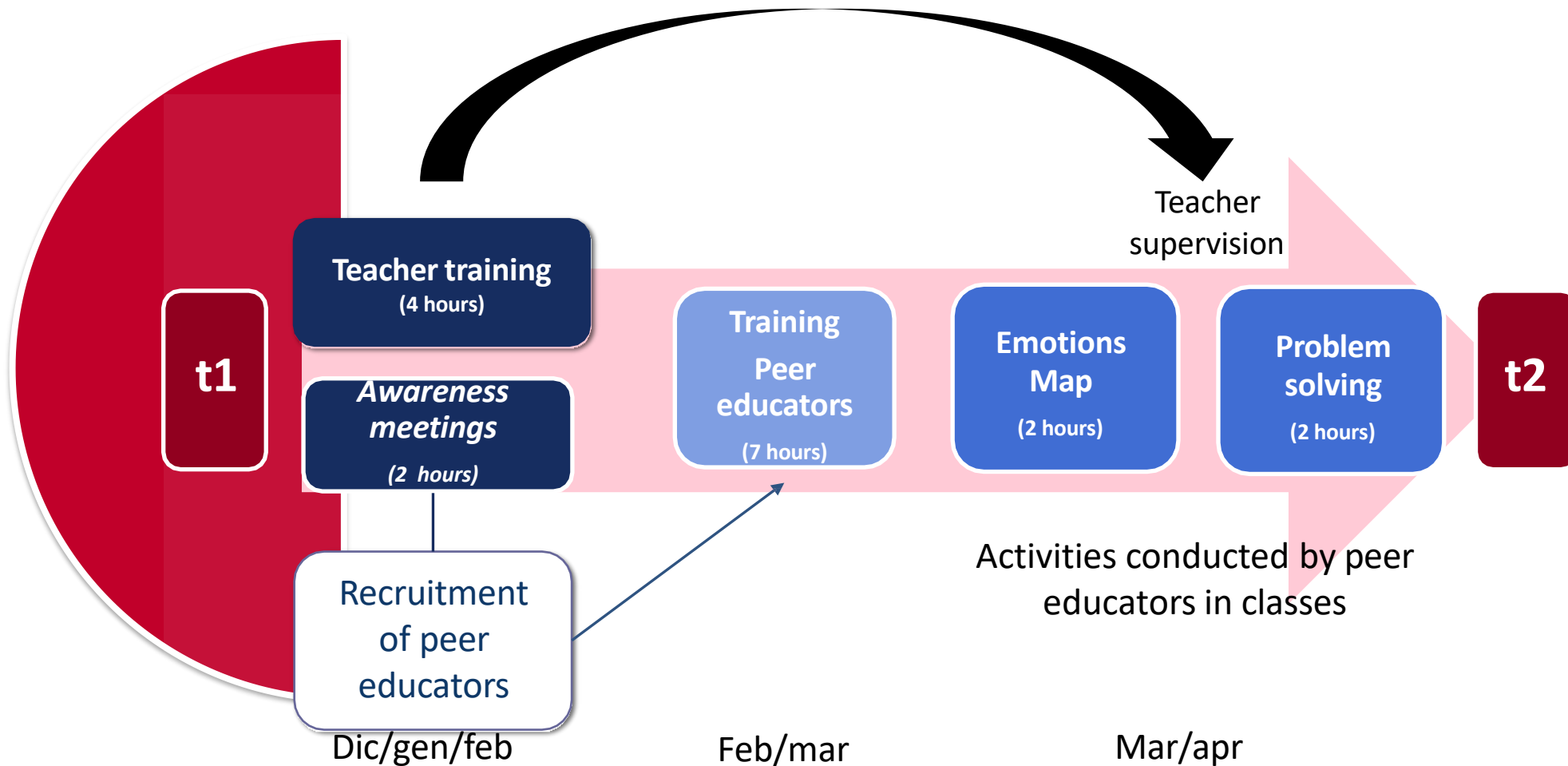
TEACHER LEVEL

- Teacher training

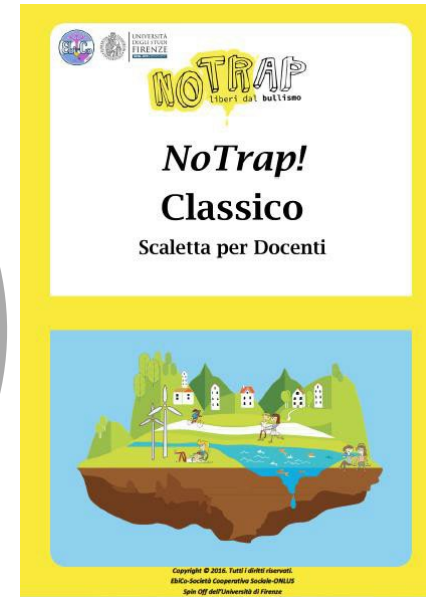
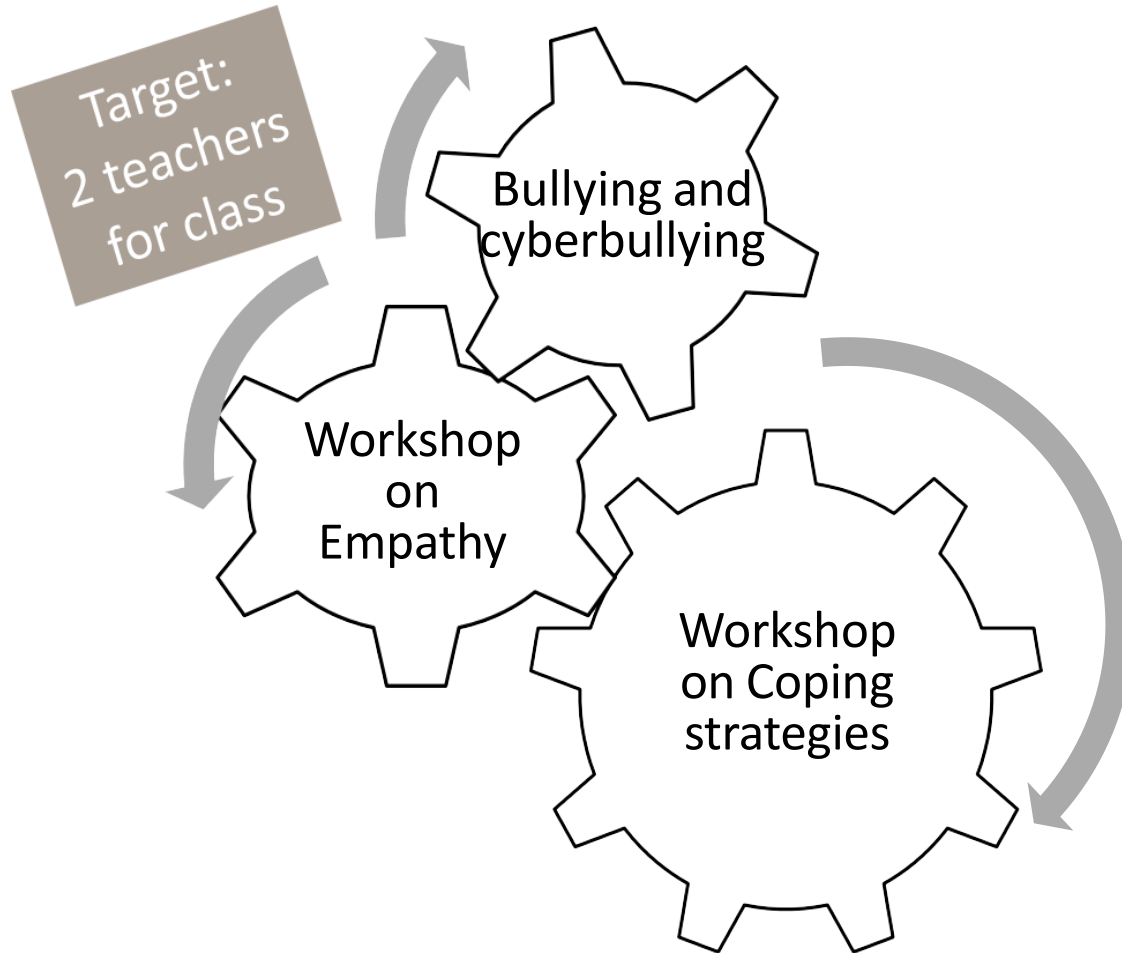


SCHOOL LEVEL

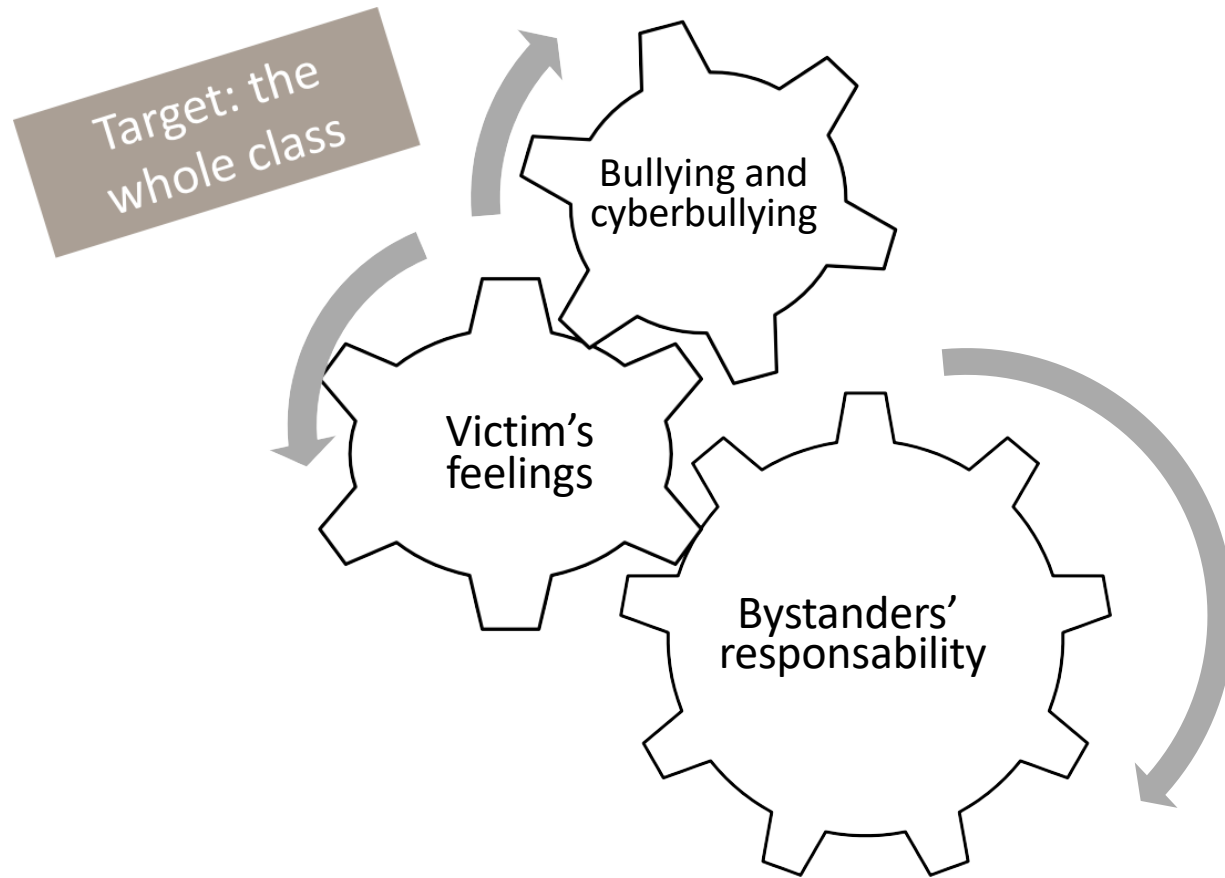
- School policy: protocol to handle bullying emergencies



Teacher training

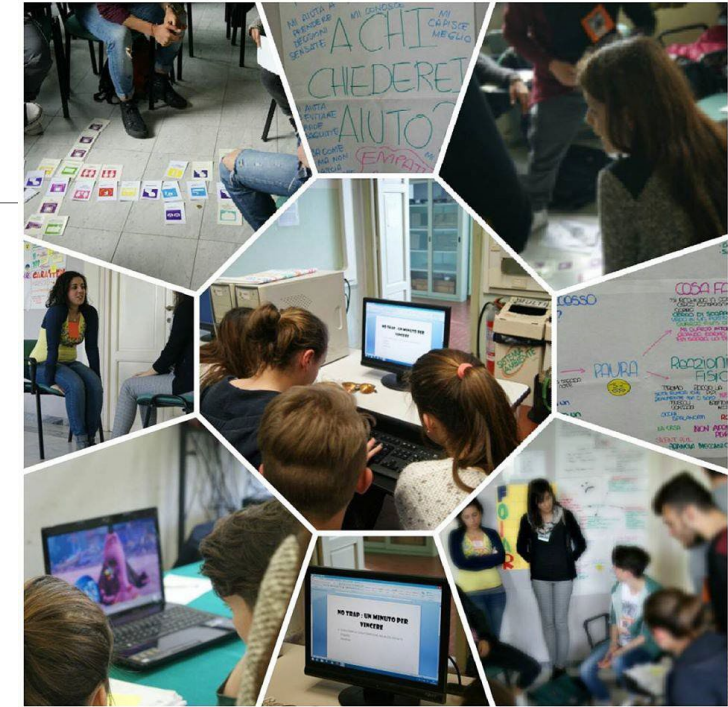
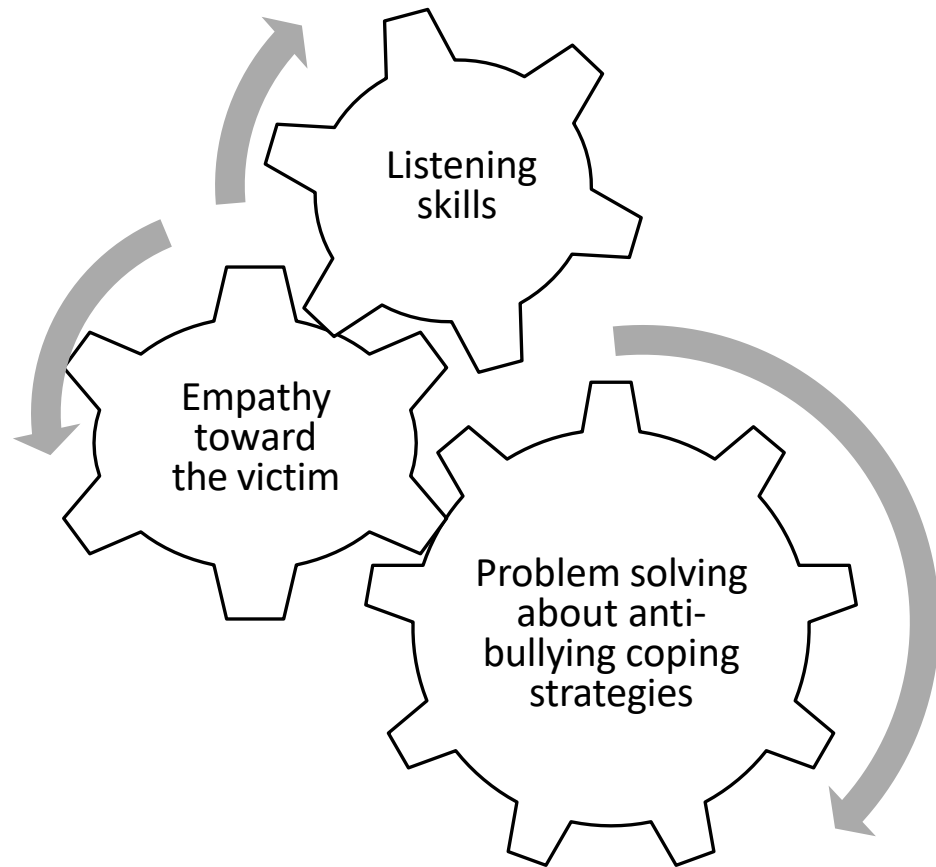


Awareness meetings



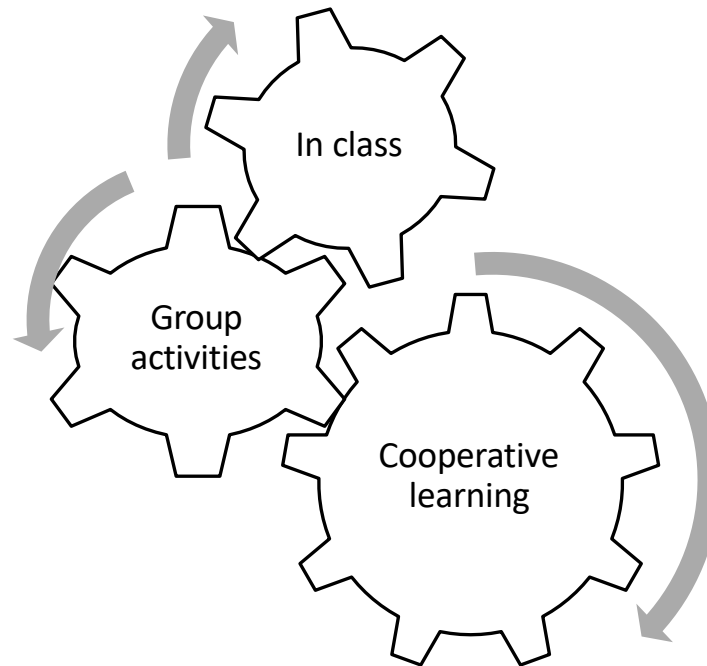
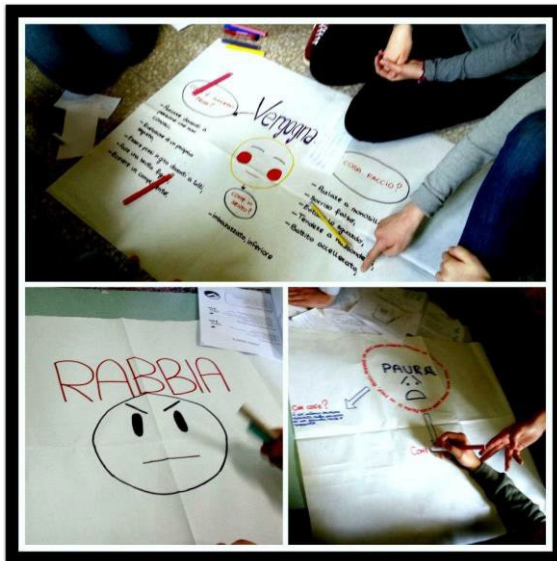
Peer educators trainings

Recruitment of peer educators: 4 or 5 students for each class, who voluntarily decide to assume a role of responsibility in class after a specific training



Workshops

EMOTIONS MAP



PROBLEM SOLVING

Diamoci dei ruoli

Ognuno di voi adesso deve scegliere il proprio ruolo tra quelli descritti sotto...ogni volta che comparirà il vostro ruolo nel quaderno fate la vostra parte!



Ruolo	Cosa fa?	Chi è? (scrivete i vostri nomi accanto al ruolo scelto)
Peer Educator	Tiene il Quaderno; Coordina il gruppo; si assicura che ognuno partecipi e sia libero di esprimere la propria opinione; collabora con il gruppo.	1
		2
Letture	Legge la storia a pagina 2 e legge il cartellone alla classe insieme al peer educator	1
Reporter	Scrivono nel "quaderno" appuntandosi cosa riportare nel cartellone	1
		2
		3
Arbitro	Tiene il tempo e fa in modo che tutti rispettano i tempi indicati per ciascuna attività	1

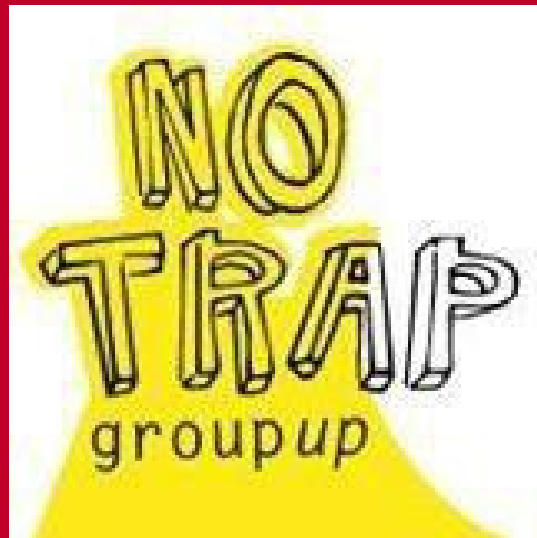
Ricordate che tutti devono scrivere nel cartellone e devono collaborare indipendentemente dal ruolo!





The development of Notrap! Programme

Institutions and organizations involved in the development and implementation of the program



UNIVERSITÀ
DEGLI STUDI
FIRENZE
FORLILPSI
DIPARTIMENTO DI FORMAZIONE,
LINGUE, INTERCULTURA,
LETTERATURE E PSICOLOGIA



Regione Toscana

Ebico

Cooperativa Social ONLUS

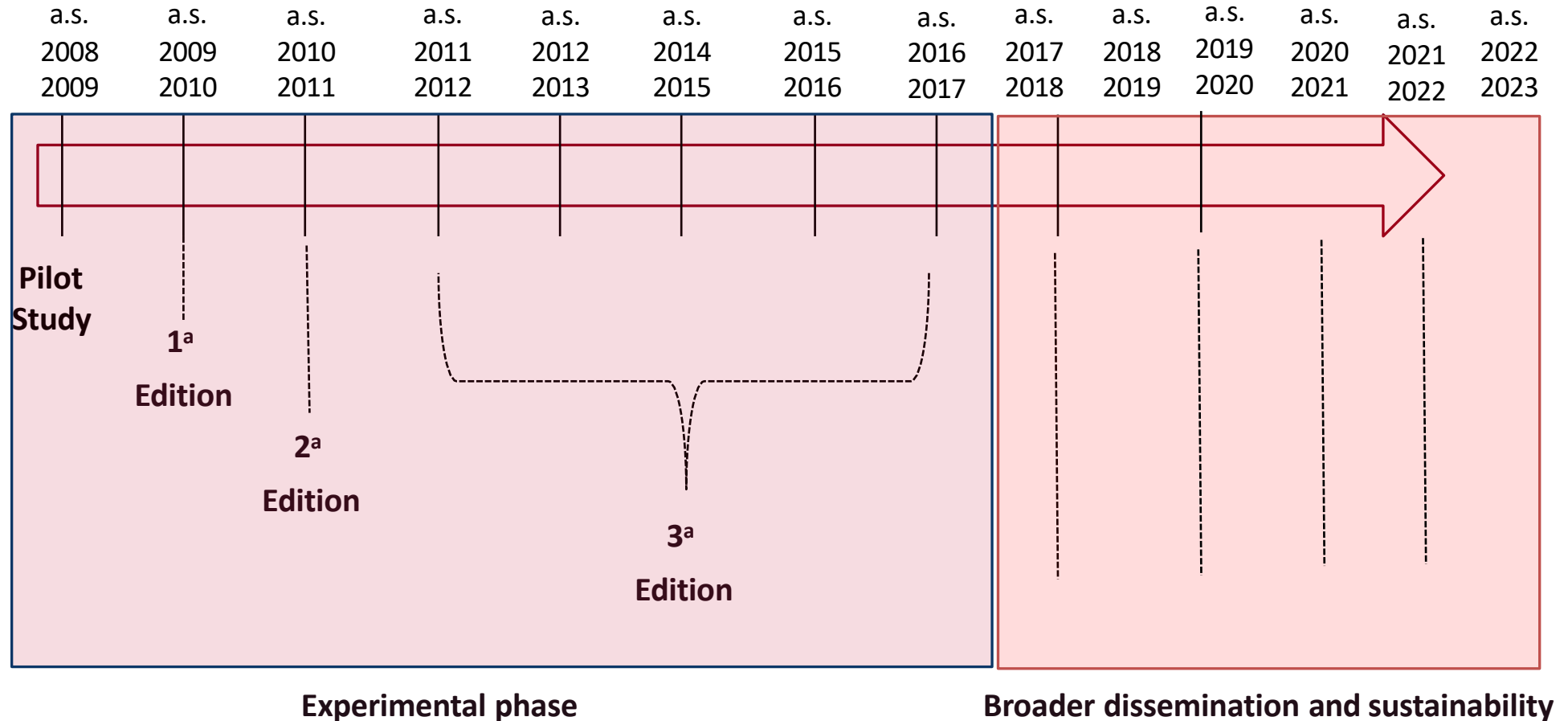
Spin Off académico

UNIFI



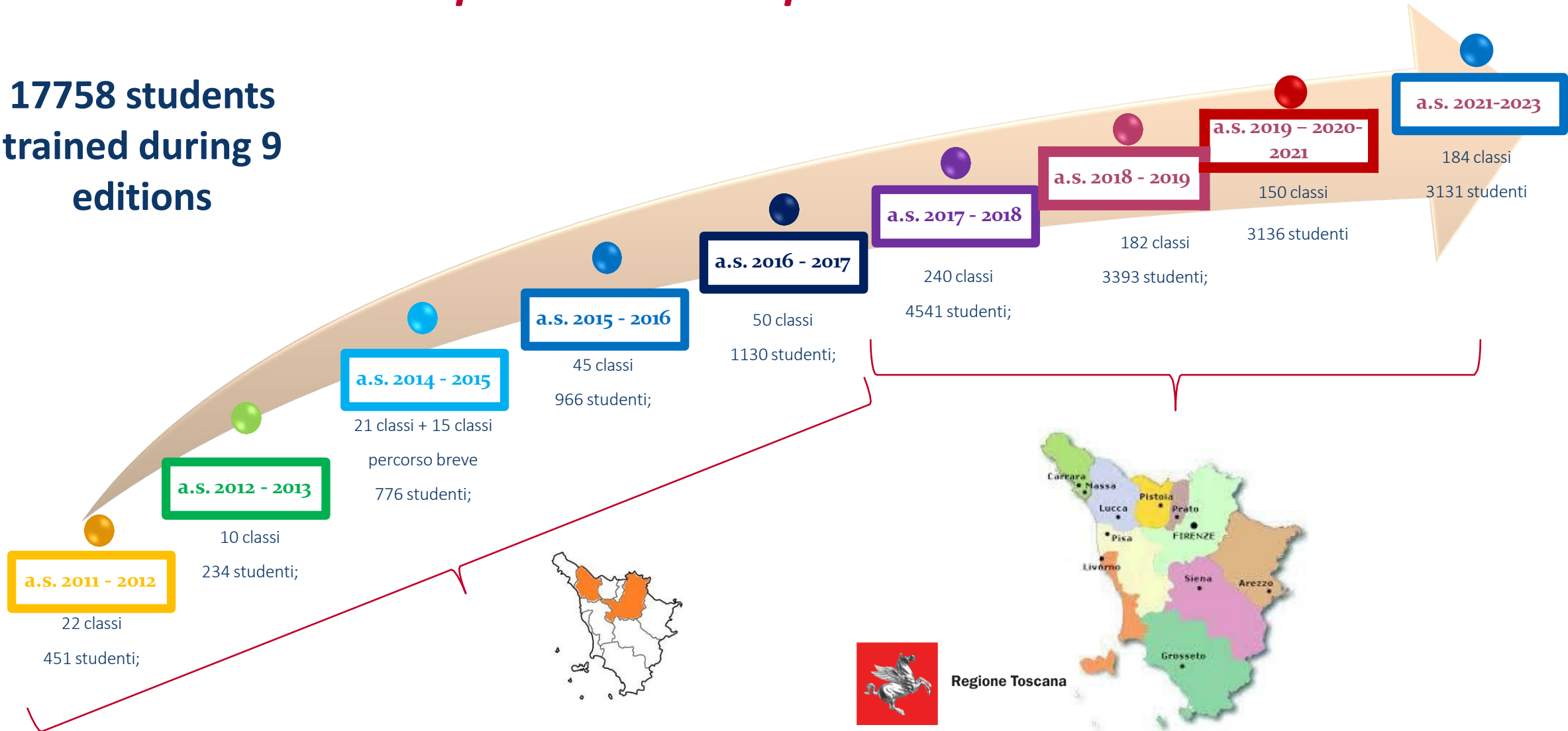
Notrap! Developmental History

from experimental trial to large scale implementation



Notrap! – Participants involved

17758 students
trained during 9
editions



Evidence based intervention

(Fly *et al.* 2005; Spiel, Strohmeier, 2012; Gottfredson *et al.* 2015)

EFFICACY

- PILOT VERSION:
- The programme was an evolution of a face-to-face peer support model (Menesini *et al.*, 2003), with the difference that now the peer support was offered in the forum of the programme's website.
 - The website was created with help of students in the pilot version, and it has been used by trained peer educators in its first version.
 - Findings: a decrease only of cyberbullying, and only for male peer educators (Menesini *et al.*, 2012).
 - Limits of this version: firstly, the lack of attention to face-to-face bullying; and secondly the low engagement of students who did not participate in the peer educators' training. –

Evidence based intervention

(Fly *et al.* 2005; Spiel, Strohmeier, 2012; Gottfredson *et al.* 2015)

EFFICACY

2ND VERSION:

- Equal attention into both bullying and cyberbullying.
- Face-to-face workshop led by peer educators with their classmates in order to involve the whole class in the programme.
- Involvement of teachers: organizing activities for the class together with peer educators.
- Findings: a significant decrease in bullying, victimization, and cyber-victimization but not for cyberbullying (Menesini *et al.*, 2012). In peer educators we found a significant increase of adaptive coping strategies and a significant decrease in maladaptive coping strategies.
- Limits: the programme had not had the same effect on the whole class: peer educators continued to benefit more from the programme.

Evidence based intervention

(Fly *et al.* 2005; Spiel, Strohmeier, 2012; Gottfredson *et al.* 2015)

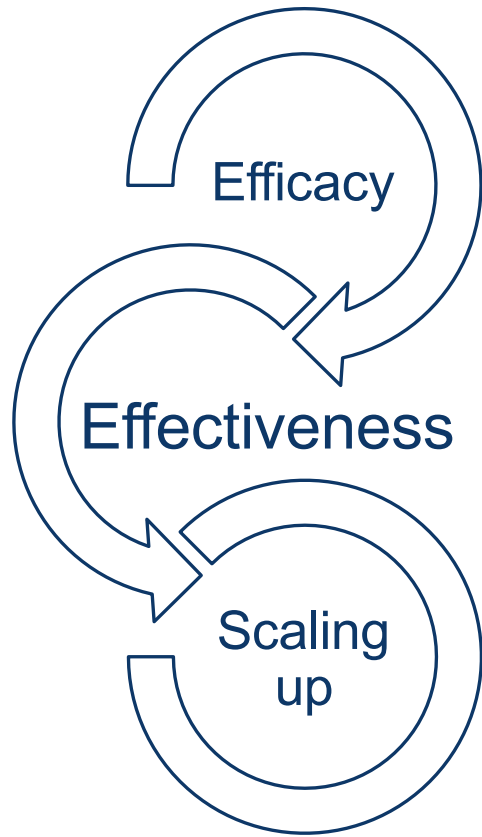
EFFICACY

3D AND FINAL
VERSION:

- All the activities maintain the double perspective of the victim and bystanders.
- A systematic work to improve empathy toward the victim.
- Standardization of the activities carried out by peer educators: the new activities were based on cooperative learning, even though it was led by peer educators.

Standard of evidence: DEMONSTRATED

(Flay *et al.*, 2001; Gottfredson *et al.*, 2015)



Intervention in an experimental context with a high level of control
Does the intervention work?

Intervention in the real context
Under what circumstances and for whom is the intervention effective?

Large-scale implementation

AGGRESSIVE BEHAVIOR
Volume 42, pages 194-206 (2016)

Evidence-Based Intervention Against Bullying and Cyberbullying: Evaluation of the NoTrap! Program in Two Independent Trials
Benedetta E. Palladino*, Annalaura Nocentini, and Ersilia Menesini
Department of Educational Sciences and Psychology, University of Florence, Florence, I

International Journal of Environmental Research and Public Health
Article
How to Stop Victims' Suffering: An Anti-Bullying Program
Benedetta Emanuela Palladino
DOI: 10.3390/ijerph15081430

Prevention Science (2020) 21:639–649
<https://doi.org/10.1007/s11211-020-01108-4>

Voluntary Vs Nominated Peer Educators: a Randomized Trial within the NoTrap! Anti-Bullying Program
Valentina Zambuto¹ · Benedetta Emanuela Palladino¹ · Annalaura Nocentini¹ · Ersilia Menesini¹

Why do some students want to be actively involved as peer educators, while others do not? Findings from NoTrap! anti-bullying and anti-cyberbullying program
Valentina Zambuto, Benedetta Emanuela Palladino, Annalaura Nocentini & Ersilia Menesini

AMERICAN PSYCHOLOGICAL ASSOCIATION
2022 American Psychological Association
SN: 0012-1649

Developmental Psychology
2022, Vol. 58, No. 6, 1176–1187
<https://doi.org/10.1037/dev0001343>

The Effect of the NoTrap! Antibullying Program on Ethnic Victimization: When the Peer Educators' Immigrant Status Matters
Valentina Zambuto, Federica Stefanelli, Benedetta E. Palladino, Annalaura Nocentini, and Ersilia Menesini
Department of Education, Languages, Interculture, Literature and Psychology, University of Florence

The translational chain to assist practitioners, policy-makers, and administrators in determining which interventions are efficacious, effective, and ready for dissemination.



Piattaforma ELISA

www.piattaformaelisa.it



*Direzione Generale per lo Studente
l'Integrazione e la Partecipazione*



PIATTAFORMA
ELISA



UNIVERSITÀ
DEGLI STUDI
FIRENZE
FORLIPSI
DIPARTIMENTO DI FORMAZIONE,
LINGUE, INTERCULTURA,
LETTERATURE E PSICOLOGIA

National policies: ELISA PLATFORM

The Italian law about cyberbullying

2017: Italian law n°71 for the prevention and countering bullying and cyberbullying,



Italian law n°71: guide-lines for prevention efforts that schools need to adopt



Italian law n°71: shared school structure and approach on bullying



Italian law n°71: national training

Piattaforma ELISA



Direzione Generale per lo Studente
l'Integrazione e la Partecipazione



UNIVERSITÀ
DEGLI STUDI
FIRENZE
FORILPSI
DIPARTIMENTO DI FORMAZIONE,
LINGUE, INTERCULTURA,
LETTERATURE E PSICOLOGIA



DOCENTI

The e-learning platform is accessible to the teachers and head of the school.

The e-learning training was structured in 7 courses devoted to teachers, school managers, regional coordinators and school personnel.



SCUOLE

The monitoring targeted all primary and secondary schools in the national territory. Each school will be able to periodically access national surveys to monitor their situation by receiving a personalized report that will allow them to have a snapshot of the situation of their institution





Direzione Generale per lo Studente
l'Integrazione e la Partecipazione



UNIVERSITÀ
DEGLI STUDI
FIRENZE
FORILPSI
DIPARTIMENTO DI FORMAZIONE,
LINGUE, INTERCULTURA,
LETTERATURE E PSICOLOGIA

Piattaforma ELISA



The large-scale integration of monitoring and training actions will make it possible to evaluate processes of implementation on a larger and smaller scale and to adopt possible changes aimed to improve the national policy against bullying and cyberbullying.



The e-learning platform will be available for teachers and heads of schools.

The e-learning training will include courses devoted to teachers, school managers, regional coordinators and school personnel.

...ing targeted all primary and secondary schools in the national territory. Each school will be able to periodically access the platform to monitor their situation by generating a personalized report that will allow them to have a snapshot of the situation of their institution.

Laboratorio Studi Longitudinali in Psicologia Dello Sviluppo



**Giada
Fiorentini**



**Lisa
De Luca**



Ersilia Menesini



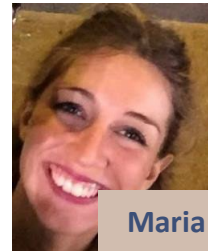
Annalaura Nocentini



**Ludovica
Di Paola**



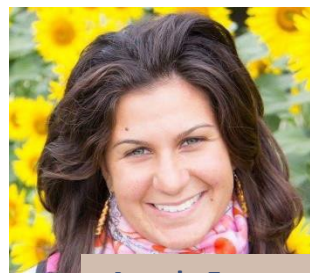
Elisa Corbo



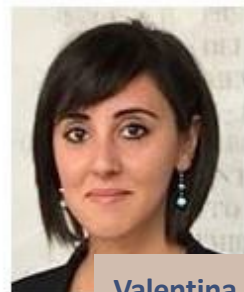
Maria Chiara Taiti



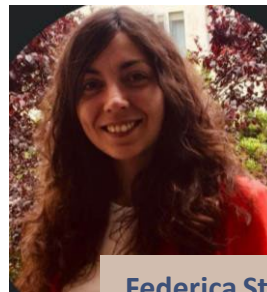
**Benedetta E.
Palladino**



Angela Franceschi



Valentina Zambuto



Federica Stefanelli



Maria Chiara Basilici



Thank you for your attention

ANNALaura NOCENTINI