Flinders
UNIVERSITY

inspiring achievement

R.E.S.P.E.C.T.² & Bullying Research Network
Second Annual Conference June 13th and 14th, 2011
Bullying @ School and Online: International Experts Offer Real World Solutions

Phillip Slee
Professor in Human Development
Flinders University
Adelaide, South Australia
www.caper.com.au

Director: Flinders Centre Promotion Well-Being: Violence Prevention (SWAPv)

Bullying Research Network Think Tank
Wednesday, June 15, 2011
Nebraska's Champions Club
7 Stadium Street
University of Nebraska - Lincoln
Lincoln, NE 68508

"If we keep on doing what we have been doing, we are going to keep on getting what we have been getting". *(Wandersman et al, 2008)*

- 10:45-11:00: Dr. Phillip Slee, "Critical Challenges in the Translation of Research to Practice."

THE THREE CULTURES

- **The culture of science** - theory building - hypothesis testing- research

- **the culture of policy-** political - economic - - social imperatives

- **the culture of practice** - clinical judgement

Tensions Amongst the Three Cultures

- "Science is focussed on what we know. Social policy and the delivery of health and human services are focussed on what we should do. Scientists are interested in questions. Scholars embrace complexity. Policy makers demand simplicity. Scientists demand we stop and reflect. Service providers are expected to act" (Schonkoff, 2000,p.183

Descriptions of the gap between science and practice have long been noted in the literature (e.g., Backer et al. 1995)

1.User-based models trace the innovation from users' awareness of a need or an opportunity for change to the incorporation of the innovation into the users' behavioral repertoire.

2.Source-based models (''science push'' or supply-centere models) are based on the perspective of the innovation developer (source), and they trace the creation of a new
product or service from gestation to marketing (research, development, testing, manufacturing/packaging, dissemination).

3.Research to practice models begin with the researchers and research,

4. community-centered models begin with the world of practice.

Bridging the science-practice nexus should explicitly draw on the knowledge and expertise of prevention practitioners, funding agencies, and support agencies, as well as that of researchers from the fields of prevention and dissemination.

Promotion

Readiness

Adoption

Implementation

Sustainability

Incentives

Monitoring
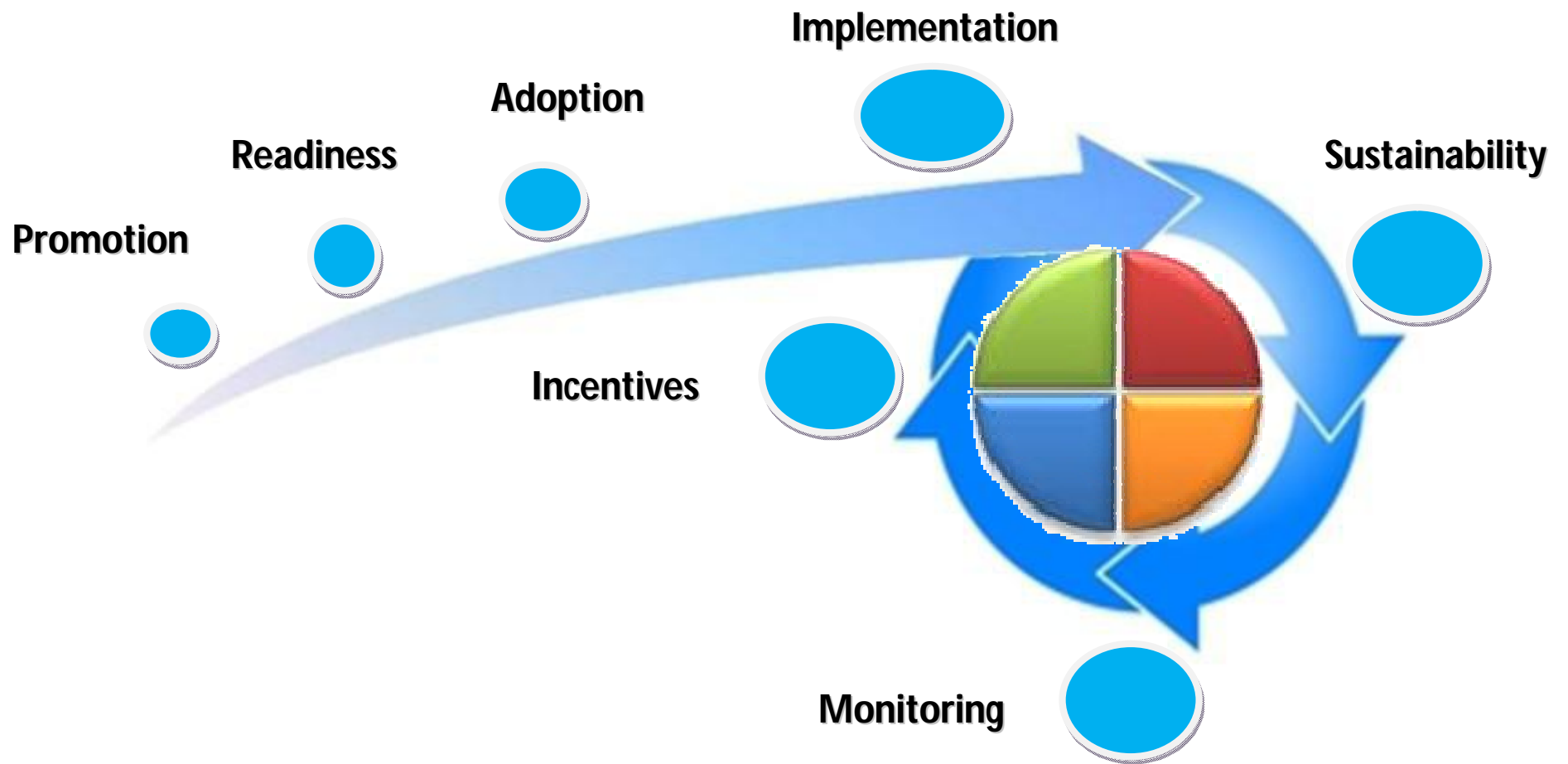
Promotion - How well information about the existence and value of the programme is promoted to new schools and the broader service community.

Readiness - This outlook refers to the extent to which the school recognises there is a problem to be addressed, is willing to address it, and has the capacity to do so.

Adoption –With the support of the staff, parents and carers, the principal commits to implementation on behalf of the school community. This stage may also be informed by the local community agency.

Implementation - The program must meet the local needs of the community in which the intervention is taking place and must be responsive to local conditions.

Sustainability - Whether the fidelity, dosage and quality are maintained over time

Monitoring - An accurate monitoring and feedback system. This aspect is central to quality assurance.

Incentive – infrastructure that provides incentives or recognition to schools and individuals within schools for achieving implementation milestones.

Slee, P.T., Murray-Harvey, R., Dix, K; van Deur, P (2011). Quality Assurance system for KidsMatter Primary: A scoping paper. Unpublished report

The Southern Schools Project

Partnerships between Schools & Universities:

 # suite of projects

 # projects match the schools needs

 # researchers & teachers working together

'Tipping Points':translating Research into Practice

critical incident
champion
responsive to local needs
meshing of cultures

The mental health and friendship status of young adolescent victims, bullies and bully-victims.

Sample

3 South Australian secondary schools, 1,320 adolescents aged 11-15 years participated in the research.

Method

The SDQ and the Peer Relations Questionnaire (PRQ, Rigby & Slee, 1993), were administered to students. Participants' PRQ scores were used to identify bullies, victims and bully-victim groups. The SDQ scores and the association between the number of reported good school friends of victims, bullies and bully-victims, was statistically analysed using General Linear Modelling.

Results

Participants involved in bullying, particularly bully-victims, were more likely to be screened as 'abnormal' on the SDQ. The likelihood of obtaining a high SDQ score decreased with an increased number of good friends, particularly for bully-victims.

Conclusions

It is recommended that early interventions for positive mental health be fine-tuned to address the specific needs of identified sub-groups of students involved in bullying, and that attention be given to explicit teaching of strategies for promoting friendships, especially for victims.

Implementation Quality of Whole-School Mental Health Promotion and Students' Academic Performance

ABSTRACT

Background

This paper argues for giving explicit attention to the quality of implementation of school-wide mental health promotions and examines the impact of implementation quality on academic performance in a major Australian mental health initiative.

Method: Hierarchical linear modelling was used to investigate change in standardised academic performance across the two year implementation of a mental health initiative in 96 Australian primary (or elementary) schools that was focused on improving student social-emotional competencies.

Results:

After controlling for differences in socioeconomic background, a significant positive relationship existed between quality of implementation and academic performance.The difference between students in high- and low-implementing schools was equivalent to a difference in academic performance of up to six months of schooling.

School bullying by one or more ways: does it matter and how do students cope?

Grace Skrzypiec*, Phillip.Slee*, Rosalind Murray-Harvey*, Beatriz Pereira[†]

Background: Four hundred and fifty students attending two South Australian metropolitan high schools participated in a survey in which they reported the number of ways they were bullied and the strategies they would use to deal with bullying.
 Results
The results showed that only a small proportion of students were bullied in three or more ways, and that males and females differed in the coping strategies they would use if bullied. Significant differences between bullied and not bullied students in their use of 'problem-focused' in contrast to 'emotion focused' or 'approach' in contrast to 'avoidance' coping strategies were also found, with bullied students more likely to use 'avoidance' strategies. The findings suggest that in terms of coping, it does matter whether or not a student is bullied in multiple ways.

ASD