



Bulings un speciālās izglītības vajadzības

Bullying and Special Educational Needs and Disabilities

Dr Julia Badger

julia.badger@education.ox.ac.uk

Bulings

Bullying

- Sabiedrības veselības problēma
 - ~ 1/3 bērnu saskaras ar pāridarījumiem (WHO, 2020)
 - Bērni ar speciālās izglītības vajadzībām (SEND) ar to saskaras 2–4 reizes biežāk (Rose et al., 2011)

Bulings izraisa dažādas negatīvas sekas

- Public health concern
 - ~ 1/3 of children are exposed to bullying (WHO, 2020)
 - 2-4 times more if children with SEND (Rose et al., 2011)

Many negative impacts from bullying involvement





Lielākā daļa bērnu saka, ka bulingot
nav pareizi. Tomēr...

Daudzi no tiem bulingu stiprina

Normāli var sākt šķīst:

Izslēgt kādu no klases aktivitātēm

Smieties par kādu klasē

Ignorēt kādu klasē

Nereagēt, kad šim bērnam dara pāri

Tas sniedz publisku gandarījumu
pāridarītājam

Un pastiprina cietušā sāpes.

Most children say bullying is wrong. But...

Most children reinforce bullying

It may become normal to:

Exclude a child in class

Laugh at a child in class

Ignore a child in class

Ignore when that child is bullied

This socially rewards the bully

This deepens the hurt of the victim.

Stand Together pētījums

Stand Together Trial



Supporting children's social and emotional wellbeing in schools

- KiVa efektivitātes novērtējums Apvienotās Karalistes kontekstā

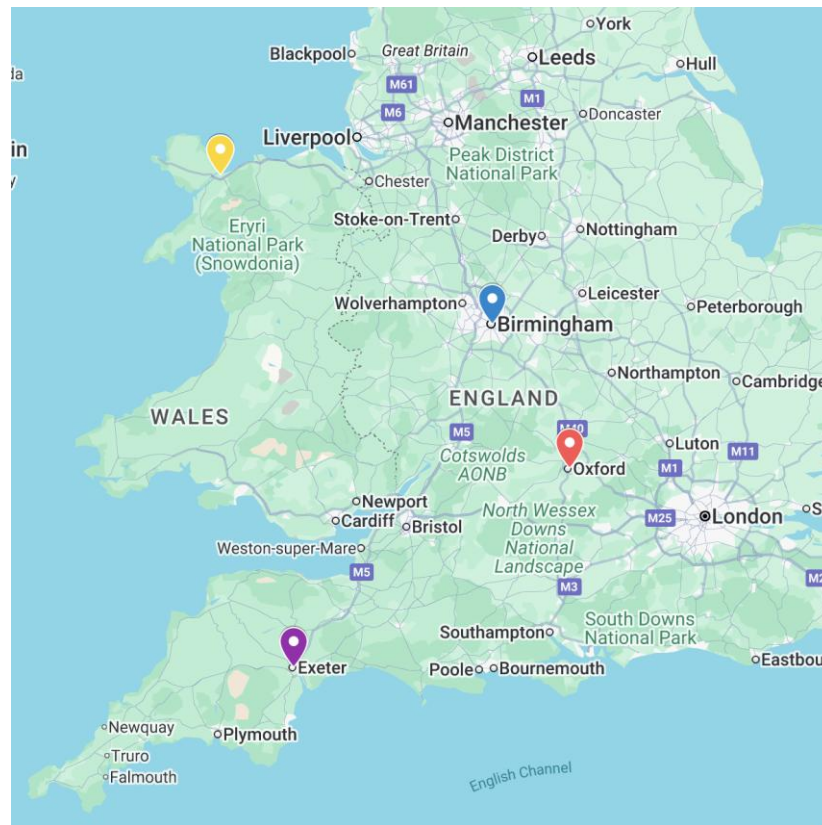
Četras vietas

- 118 skolas
- vairāk nekā 11 000 skolēnu

- Evaluation of the effectiveness of KiVa in the UK context

Four sites

- 118 schools
- 11,000+ pupils



Stand Together pētījums

Stand Together Trial



Supporting children's social and emotional wellbeing in schools

- KiVa skolās skolēniem bija zemāks viktimizācijas līmenis, augstāka empātija un mazāk ziņotu problēmu ar vienaudžiem.
 - Netika konstatētas atšķirības pāridarījumu veikšanas rādītājos.
 - Personāla viedoklis par piemērotību bērniem ar SEND...
-
- Pupils in KiVa schools had reduced rates of victimisation, increased levels of pupil empathy and fewer reported peer problems.
 - No difference in bullying perpetration rates.
 - Staff view of appropriateness for SEND...

Vajadzību kategorijas

Categories of Need

- Kategorijas:
 - Runa, valoda un komunikācija
 - Kognitīvā attīstība un mācīšanās (nozīmīgas mācīšanās grūtības)
 - Kognitīvā attīstība un mācīšanās (vidējas mācīšanās grūtības)
 - Sociālā, emocionālā un garīgā veselība
 - Sensorās vajadzības
 - Autisms
 - Fiziskās vajadzības

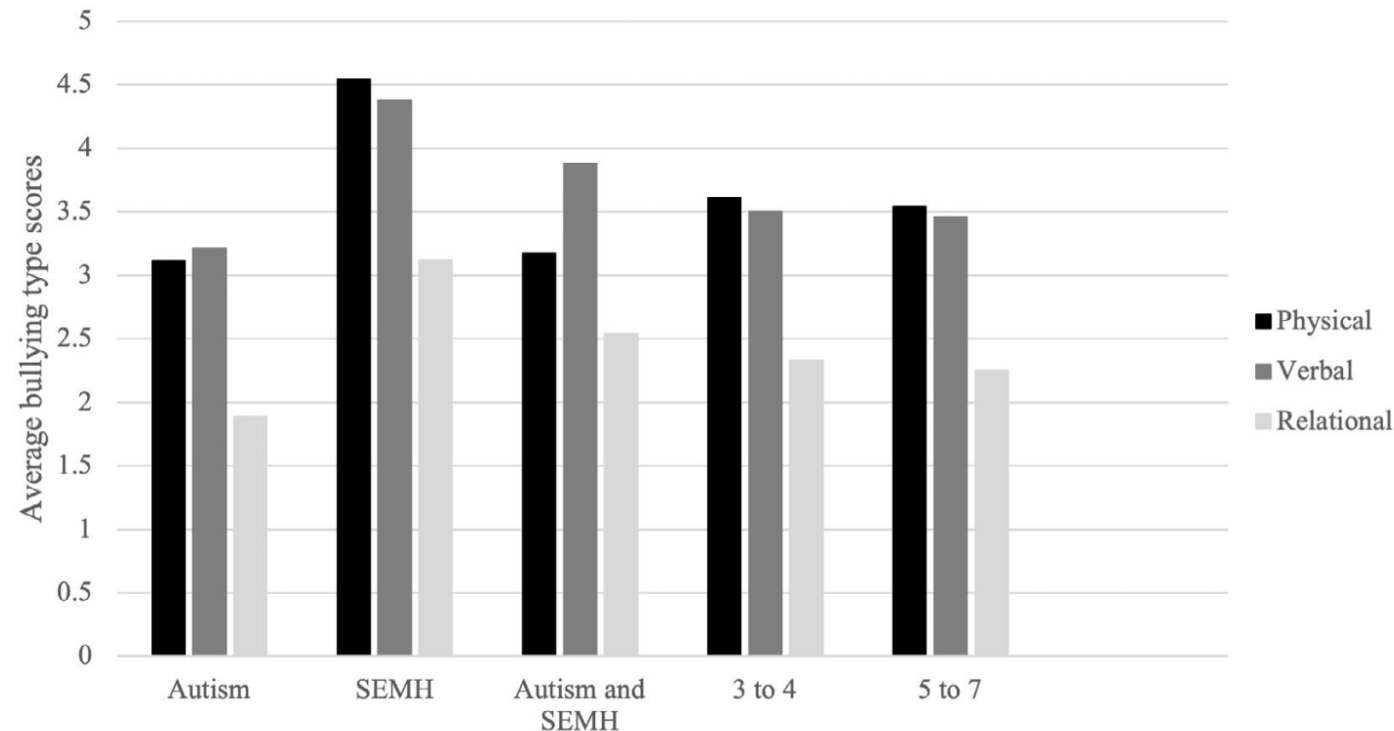
- Categories:
 - Speech, Language & Communication
 - Cognition and Learning (Significant Learning Difficulties)
 - Cognition and Learning (Moderate Learning Difficulties)
 - Social, Emotional & Mental health
 - Sensory
 - Autism
 - Physical



Bulings un SEND

Bullying and SEND

- 72 speciālo skolu darbinieki
- Darbs ar visām vajadzību kategorijām
- 72 special school staff
- Working with all categories of need



Svarīgi:

Tika konstatēta būtiska atšķirība vispārējā pašefektivitātē pāridarījumu situāciju risināšanā starp tiem, kuri bija un nebija apguvuši bulinga novēršanas apmācības.

Important:

A significant difference was found in overall self-efficacy of dealing with bullying between those who *had* and those who *had not* received anti-bullying training.

Bulinga mazināšanas programmas SEND bērniem?

Anti-bullying programmes for SEND?

- 10 datubāzes, 4 *pelēkās* literatūras avoti
 - Skolās īstenotas pāridarījumu novēršanas stratēģijas 4–18 gadus veciem bērniem ar SEND
 - 15 pētījumi (14 dažādas pieejas)
 - Metodoloģiskā kvalitāte kopumā bija vāja
 - Rezultāti:
 - 3 × pāridarījumu samazinājums (no tiem 1 = bez statistikas), 8 × viktimizācijas samazinājums (no tiem 3 = bez statistikas), 5 × izmaiņu nav...
-
- 10 databases, 4 grey literature sources
 - School-based anti-bullying strategies for 4-18 year olds with SEND
 - 15 studies (14 different approaches)
 - Methodology quality overall was weak
 - Findings:
 - 3 x bullying reduction (of which 1 = no stats), 8 x victimisation reduction (of which 3 x no stats), 5 x no change...

Bulinga mazināšanas programmas SEND bērniem?

Anti-bullying programmes for SEND?

- Ļoti maz pētījumu
- Milzīgas atšķirības pieejā, dalībnieku raksturojumā, īstenošanas intensitātē, rezultātos un iznākumos
- Nepārprotama vajadzība pēc sociālās validitātes, RCT, kontroles grupām, tieši skolēniem ar SEND paredzētām programmām, pietiekami lielām izlasēm un skaidras SEND identificēšanas

Mums vajadzīga bulinga mazināšanas programma, kas piemērota bērniem ar SEND!

- Very few studies
- Huge variation in approach, demographics, dosage, results and outcomes
- Clear need for social validity, RCTs, control groups, programmes specifically for pupils with SEND, good sample sizes, clear SEND identification

We need an anti-bullying programme suitable for children with SEND!

Iekļaujoša bulinga definīcija

Inclusive bullying definition

Olveusa definīcija (un citas) nav pietiekami iekļaujoša. Tā neatzīst un neatspoguļo skolēnu ar SEND pieredzi...

The Olweus definition (and others) are not inclusive enough. They do not acknowledge and represent the experiences of pupils with SEND...

Iekļaujoša bulinga definīcija

Inclusive bullying definition

- Ietver uzvedības modeli, kas atkārtojas laika gaitā, *no to pašu vai citu cilvēku puses un ar tādām pašām vai dažādām metodēm.*
 - Var izpausties daudzos veidos, tostarp kā fizisks kontakts, vārdi, aizskaroši žesti, izslēgšana no grupas *vai negatīva saziņa digitālā ierīcē vai platformā.*
 - Ietver spēka vai varas nelīdzsvarotību, tostarp vecumu, fizisko spēku, augumu, *intelektuālās spējas, sociālo prasmju izpratni un emocionālo stabilitāti.*
 - Cietušajam ir grūtības sevi aizstāvēt *vai viņš neapzinās, ka pret viņu tiek vērsts bulings.*
 - Kaitējums tiek nodarīts apzināti.
-
- Involves a pattern of behaviour repeated over time, *from the same or different people, and in the same or different methods.*
 - Can take many different forms, including physical contact, words, mean gestures, exclusion from a group *or negative contact via digital device or platform.*
 - Involves an imbalance of strength or power, including age, strength, size, *intellectual capacity, social skill understanding and emotional stability.*
 - The victim has difficulty defending themselves *or is unaware of being bullied.*
 - Harm is being inflicted intentionally.

Pretkontaktēšanās

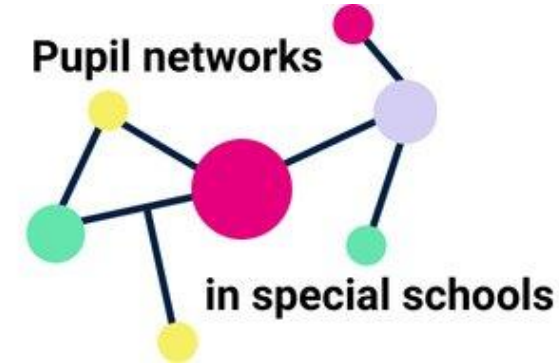
Counter-connecting



- Ietver uzvedības modeli, kas atkārtojas laika gaitā.
 - Var notikt starp vienaudžiem, bet arī starp skolēniem un skolotājiem.
 - Var izpausties daudzos veidos, tostarp kā fizisks kontakts, vārdi, aizskaroši žesti, izslēgšana no grupas vai negatīva saziņa digitālā ierīcē vai platformā.
 - Rīcība, kas netīši padara citu par upuri. Ir cietušais.
 - Kaitējums var tikt nodarīts nejauši.
-
- Involves a pattern of behaviour repeated over time.
 - Can occur peer- to- peer but also between pupils and teachers.
 - Can take many different forms, including physical contact, words, mean gestures, exclusion from a group, or negative contact via digital device or platform.
 - An act that causes unintentional victimisation of another. There is a victim.
 - Harm may be inflicted unintentionally.

Sociālo tīklu analīze

Social Network Analysis



3 Apvienotās Karalistes speciālās skolas: SEMH (vecums 11–16; n = 39), kognitīvā attīstība un mācīšanās (vecums = 10–16; n = 58), autisms (vecums 11–16; n = 59)

• Ar ko tu draudzējies?



Draudzības tīkls

• Ar ko tu spēlēies?

• Kurš pret tevi izturas nejauki?



Iesaistes pāridarījumos tīkls

• Pret kuru tu izturies nejauki?

3 UK special schools: SEMH (age 11-16; n = 39), Cognition & Learning (age = 10-16; n = 58), Autism (age 11-16; n = 59)

• Who are you friends with?



Friendship network

• Who do you play with?

• Who is mean to you?

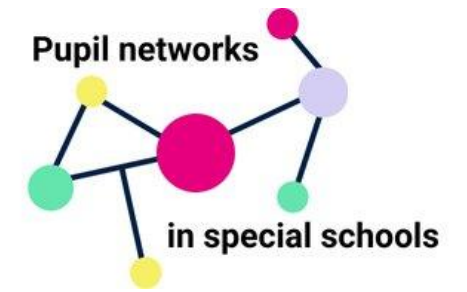


Bullying involvement network

• Who are you mean to?

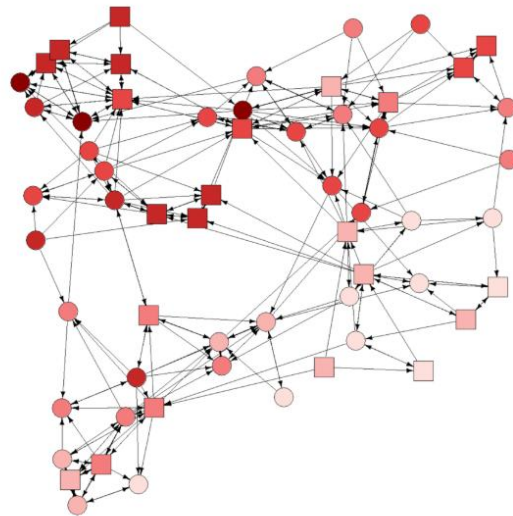
Sociālo tīklu analīze

Social Network Analysis



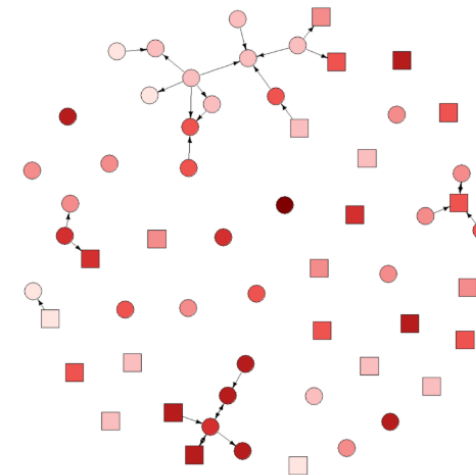
3 Apvienotās Karalistes speciālās skolas: SEMH (vecums 11–16; n = 39), kognitīvā attīstība un mācīšanās (vecums = 10–16; n = 58), autisms (vecums 11–16; n = 59)

3 UK special schools: SEMH (age 11-16; n = 39), Cognition & Learning (age = 10-16; n = 58), Autism (age 11-16; n = 59)



Draudzības tīkls

Friendship network

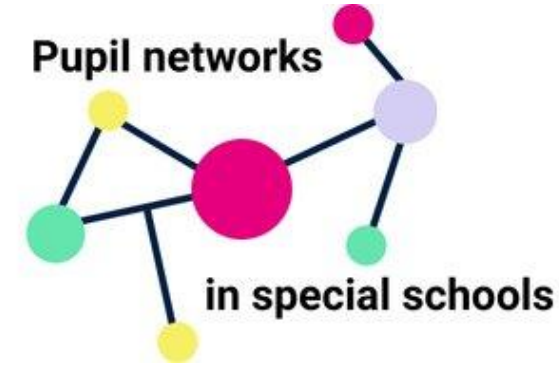


Viktimizācijas tīkls

Victimisation network

Sociālo tīklu analīze

Social Network Analysis

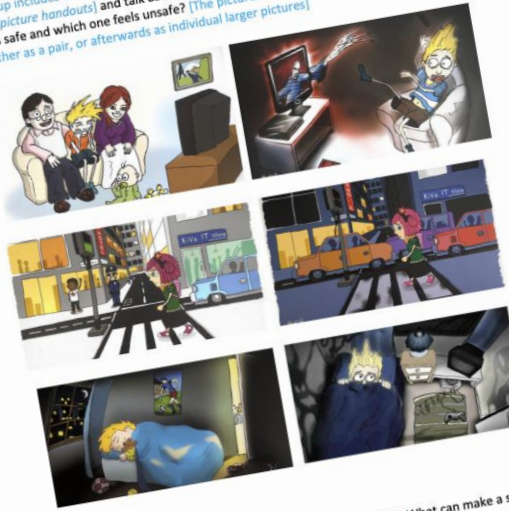


- Skaidra pozitīva un negatīva vienaudžu mijiedarbība: vienaudžu ietekme!
 - Draudzības un bulinga struktūra bija līdzīga vispārizglītošajās skolās novērotajai
 - Visās 3 skolās skolēnu nozīmīgums bija sadalīts vienmērīgāk nekā lielākajā daļā vispārizglītojošo skolu
 - Piemērota būtu visas skolas mēroga pieeja pāridarījumu novēršanai!
-
- Clear positive and negative peer interactions: peer influence!
 - The structure of friendships and bullying were similar to mainstream schools
 - All 3 schools showed more equal distribution of pupil importance, unlike most mainstream schools
 - A whole-school anti-bullying approach would be suitable!

KiVa SEND



Each day there are things that feel safe and things that feel a little scary. In your groups [each group includes an adult if possible] look at these picture pairs [Alongside presentation slide and picture handouts] and talk about how the pairs are different. In each pair, which one feels safe and which one feels unsafe? [The pictures can be seen on the presentation slides either as a pair, or afterwards as individual larger pictures]



What can make a school safe? [Alongside presentation slide title]. What can make a school unsafe? What things can make a school safer? [Teacher can be writing examples on the whiteboard (two sections: safe vs. unsafe) two pieces of paper]

Now, let's imagine that the playground was suddenly covered in lots of sharp stones [Alongside presentation slide]. Why would that be unsafe for all the children and a school? [get learners to give reason(s) as to why that would be unsafe]. So we want anyone to play outside when it was unsafe. How could we make it safe? [get learners to give examples about how to make it safe including working together and for everyone]. There are always ways we can work together to look after each other and make school situation safe again.

Bullying, accident or counter-connecting? (~10 minutes; teacher and whole class)

Today we are going to look at two other types of behaviours that sometimes people say are bullying, but they're not bullying. We're going to talk about the difference between bullying and an accident, and bullying and counter-connecting.

Bullying or an accident?

Sometimes things happen that hurt someone or makes someone upset, but it is not bullying, it was an accident. An accident is when something happens by mistake – not on purpose.

Let's add notes to our big chart [alongside presentation slide].

Bullying?	Argument?	Just playing?	Accident?	Counter-connecting?
Someone is mean (not nice) to someone more than one time.	Two people do not agree about something	Playing should be fun for everyone	A mistake	
Someone wants to hurt or upset someone on purpose.	It is equal: both people are angry	Playing should make everyone laugh	Not on purpose	
When the person being bullied doesn't like what is happening but can't make the bullying stop.	It is equal: both people can stop arguing			
Bullying can be in person				
Bullying can be behind someone's back				
Bullying can be on the computer or phone				

What about these examples? [Each example has an accompanying picture on slides].



followed the class rule and I have bullied someone. We need to be as honest as we can be – we won't get into trouble for being honest.

Have bullied someone

Sometimes kind, sometimes unkind

Have been kind and not bullied anyone

When I call out your name, go and stand on the line to show us how well you followed our rule 'we do not bully'. Stay on the line until everyone is there, including all of the adults in the room.

[Remind your class that it is good to be honest. If one of them has been unkind (based on where they stand on the line), tell them it's good that they were honest and that they can work on being kind. For those that were kind (based on where they stand on the line), tell them to keep trying to be kind.]

Okay, well done. Go back to your tables.

It can be difficult to be kind sometimes, but we must all keep trying to be kind, and to keep helping each other to be kind. Being kind makes us feel happier and makes other people feel happier. [You can look at some of the good-mood gifts].

Actions in bullying situations

We might not bully someone but sometimes we see bullying happening. We might be on the outside of a bullying situation: we are not involved. Today we will think about what we can do to stop bullying.



Picture set: at playtime/breaktime (~10 minutes; whole class)

In a bullying situation, we have 6 different roles that people play. I'm going to show you those roles now, through pictures.

KiVa SEND



Katrai nodarbībai pievienoti slaidi un izdales materiāli

All lessons have accompanying presentation slides and handouts

1 **Lesson 1**
Let's get to know each other!

2 **KiVa programme**
Our school is part of the KiVa programme – we are a KiVa school!
We'll have KiVa lessons all this year.
KiVa means be nice!

3 **Line activity**
Who has... A little sad and some angry... Lots of happy!

4 **Images of a positive school environment**
What does it mean to have a positive school environment?
What makes you happy at school?

12 **Sad**
Sad

13 **What can make someone feel this emotion?**

14 **How do you know how someone else is feeling?**

15 **Being part of a group**
In a group, you may sometimes feel:
• Shy
• Nervous
• Scared

16 **Recap**
What were we learning about today?
What can you remember from the lesson today?

2 **Review**
Let's briefly review what we discussed during the previous lesson.
We talked about emotions (feelings). Emotions can come from what we are thinking or from things that happen around us.
How can we tell what someone is feeling?
How can we control our feelings?

3 **What is a group?**
What groups or clubs are you part of?
In school: Our class
Outside school: Our families/who we live with.

4 **Working as a group**
The helium stick!

5 **Being part of a group**
In a group, you may sometimes feel:
• Shy
• Nervous
• Scared

6 **What about other people?**

5 **Our Class KiVa contract**

6 **Our Class KiVa Contract**
Everyone is welcome

7 **The first rule of the KiVa Contract**
Our first rule is: Everyone is welcome

8 **KiVa Contract**
1. Everyone is welcome

9 **Recap**
What were we learning about today?
What can you remember from the lesson today?

KiVa SEND – īstenojamības RCT

KiVa SEND – feasibility RCT



- Izstrādāta pilna programma
- 223 skolēni no 8 skolām
 - 1. SEMH, 2. C&L, 3. ASD, 4. ASD + SEMH, 5. LD, 6. SEMH, 7. vispārīga, 8. LD
 - 3. klase (7/8 gadi) – 9. klase (13/14 gadi)

Primārā vajadzība

- ASD: 128
- LD: 86
- SEMH: 50
- SL&C: 18
- Specifiski mācīšanās traucējumi: 2
- Fiziskās vajadzības: 2

- Full programme developed
- 223 pupils from 8 schools
 - 1. SEMH, 2. C&L, 3. ASD, 4. ASD + SEMH, 5. LD, 6. SEMH, 7. General, 8. LD
 - Y3 (age 7/8) – Y9 (age 13/14)

Primary need

- ASD: 128
- LD: 86
- SEMH: 50
- SL&C: 18
- Specific LD: 2
- Physical: 2

KiVa SEND — sākotnējais mērījums

KiVa SEND - baseline



Jebkad

- 53% skolēnu ziņoja, ka ir cietuši no pāridarījumiem
- 30% skolēnu ziņoja, ka ir darījuši pāri citam skolēnam

Šajā mācību gadā:

- 43% skolēnu ziņoja, ka šajā mācību gadā ir cietuši no pāridarījumiem
- 26,5% skolēnu ziņoja, ka šajā gadā ir darījuši pāri citam skolēnam

Ever

- 53% of pupils reported having been bullied
- 30% of pupils reported having bullied another pupil

This year:

- 43% of pupils reported having been bullied this school year
- 26.5% of pupils reported having bullied another pupil this year

KiVa SEND



- Kas tālāk?
 - Procesa izvērtējums
 - Pēcpārbaude
 - Galīgais pētījums: vai ar pāridarījumu novēršanas programmu, kas vērsta uz vienaudžiem, varam samazināt pāridarījumus speciālajās skolās?
-
- What's next?
 - Process evaluation
 - Follow-up
 - Definitive trial: can we reduce bullying in special schools through an anti-bullying programme targeting peers?



**Paldies!
Thank you!**

Dr Julia Badger

julia.badger@education.ox.ac.uk