

What makes anti-bullying program effective ? A research protocol

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1. Introduction

- Given the serious short- and long-term negative consequences of school bullying and victimization on children health (Smith, 2013), several anti-bullying programs have been developed and evaluated all around the world (Ttofi & Farrington, 2011).
- Even if some of them have been found effective to reduce bullying and victimization, almost no research has studied the underlying mechanisms that leads to this reduction. The aim of our project is to better understand **how** these anti-bullying programs work.
- Perceived norms, empathy, attitudes towards bullying, and self-efficacy are some of the most studied factors in association with bullying and defending behaviors (Zych et al., 2015 ; Meter & Card, 2015). However, very few studies have tested if changes in those factors following the implementation of an anti-bullying could explain change in student social behaviors.

2. Aims

- Does the implementation of KiVa program in the French-speaking part of Belgium reduce bullying?
- Does KiVa modify pupil's empathy, attitudes towards bullying, self-efficacy to defend and norms perception?
- Do these changes mediate the effects of KiVa on bullying behaviors?

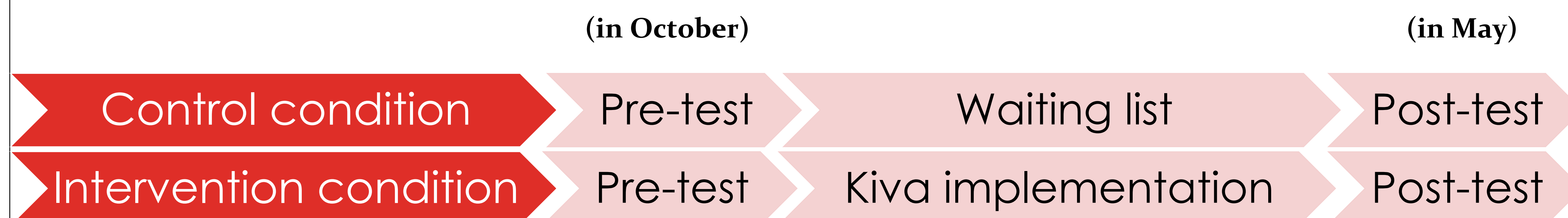
3. Method

Sample :

20 elementary schools from Fédération Wallonie-Bruxelles. Half of them will be assigned to a waiting list.

Design :

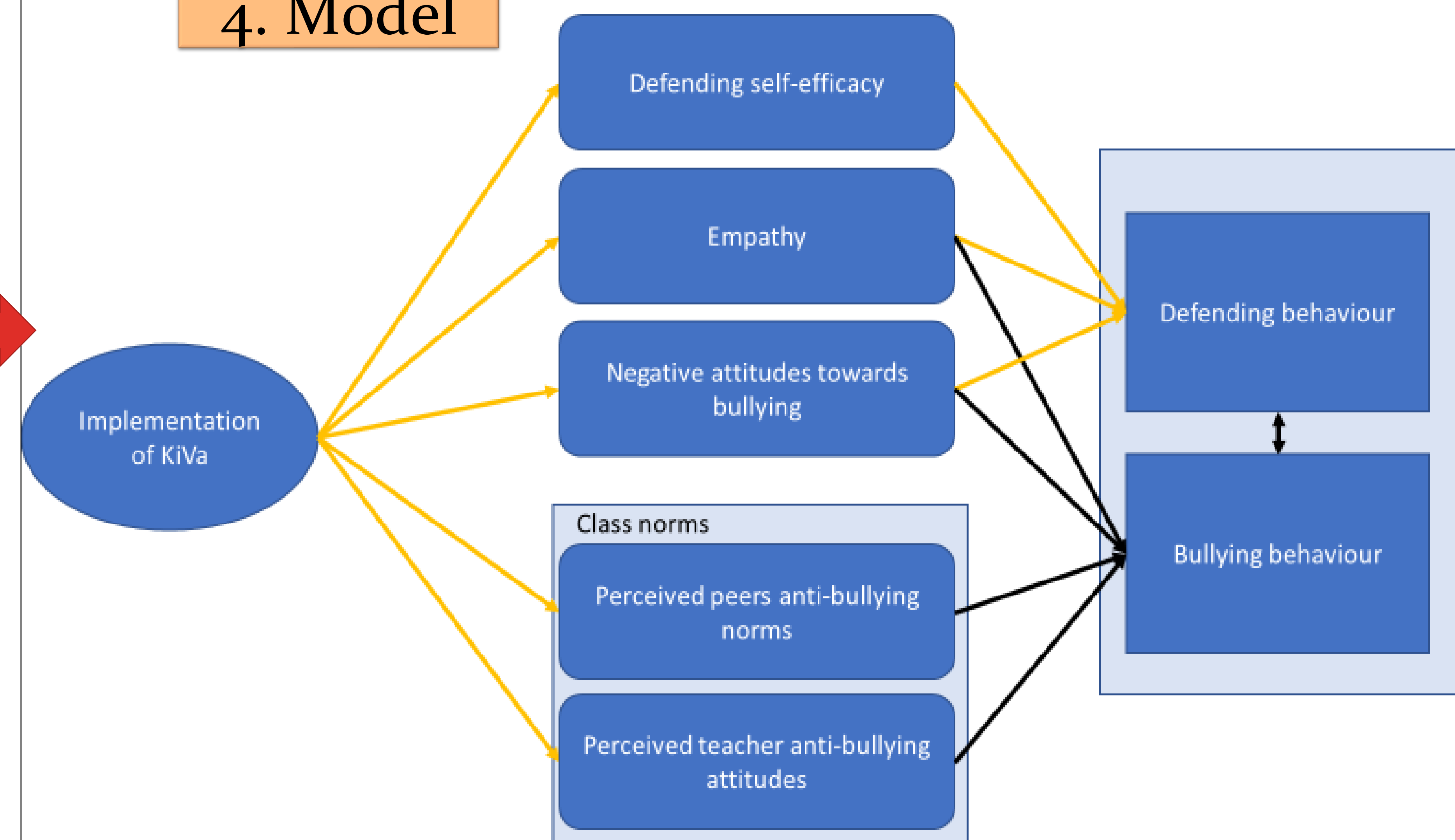
short-term longitudinal study, self and peer reported questionnaires.



Measures

Outcomes	Personal factors	Norms perceptions	Covariates
• Bullying (self and peer reported) (Galand & Hospel, 2014) • Victimization (self and peer reported) (Galand & Hospel, 2014)	• Defending self-efficacy • Empathy (BES - French) • Negative attitudes towards bullying	• Perceived peers anti-bullying norms • Perceived teacher anti-bullying norms	• Gender • Age

4. Model



Note : orange link are positive and black link are negative

References

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5. Discussion

With this study we will :

1. Verify if factors associated with bullying can be changed by an anti-bullying program and can explain change in school bullying
 - Asses the respective contribution of empathy, attitudes towards bullying, defender self-efficacy, and perceived norms.
2. Bring an insight on anti-bullying programs by determining how bullying could be reduced.
3. Give directions for future prevention programs.