Skills for Bullying Prevention
International Seminar of Narrative Psychology and Education (1)

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Ritsumeikan University

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Effectiveness of the ViSC Social Competence Program in Austria

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13:30-15:00｜Room 303・304 Soshikan Hall

Speaker: Takuya Yanagida
University of Applied Sciences Upper Austria (Austria)

Translation and comment: Yuichi Toda
Osaka University of Education, (Japan)

In 2008, the Austrian Federal Ministry for Education, Culture, and Cultural Affairs commissioned a national strategy for violence prevention in the Austrian public school system including the application and evaluation of the ViSC Social Competence Program in secondary schools.
The main goal of the ViSC program is to reduce aggressive behaviour and bullying in schools via one year school development project. To implement the program, a cascaded train-the-trainer model has been developed and applied. Researchers trained ViSC coaches; ViSC coaches trained teachers and teachers trained their students.
The program effectiveness was evaluated via randomized pretest-posttest control group design. 1377 adolescents (52% boys) participated in the program, 665 adolescents (54% boys) were in the control group. Data were collected using internet-based questionnaires including self and peer measures. The analytic strategy is based on variable- and person-centered approach examining mean-level change of aggression and victimization as well as patterns of change among bully-victim groups. Multiple imputation was used to deal with missing data, i.e., incomplete variables were imputed under fully conditional specification resulting in 50 imputed data sets.
As for the variable-centered approach, a multiple group latent change score model comparing control and intervention group was applied for statistical analysis. In accordance to the main goals

of the ViSC program, aggression and victimization could successfully be reduced in participating children. As for the person-centered approach, a series of latent class analysis were applied to determine the number of latent classes. In line with the theory, a four-class solution fit the data best: bullies (B), victims (V), bully-victims (BV) and uninvolved (U). Next, a multiple group latent transition analysis was conducted resulting in transition probabilities for control and intervention group. Bayesian model selection using (in)equality constraints analyzing patterns of change among bully-victim groups revealed intervention effects for victims and bullies with higher probability moving from V to U and BV to U in the intervention group. However, no intervention effects were found for bullies.

In sum, the ViSC program successfully reduces aggression and victimization in Austrian schools showing intervention effects for victims and bully-victims. However, goal attainment is only the first step in the present research program. Future studies will in-depth investigate the theoretical model and underlying mechanisms of the intervention effects.

How to understand and tackle "Smart" online problems

15:30-16:30 ｜ Room 303・304 Soshikan Hall

Speaker: Kazuo Takeuchi
University of Hyogo (Japan)

To tackle online violence and related issues, it is critical to approach those issues involving parents, schools and beyond. However, there should be a question, "Is this issue hardware based or software based?" Advancement of both hardware and software seems faster than law- making occurs, displaying the necessity of educating their users to reduce online violence, rather than creating regulation corresponding to each piece of technological advance that comes and goes. The Internet literacy education should go toward creating an educational framework to help the youth learn a safe and healthy way to benefit from smartphones and the Internet. One of the questions to be explored would be "Do the situations of online violence depend on varying socioeconomic backgrounds?" We should identify what kind of inputs we need in order to develop educational frameworks suitable for different socioeconomic communities.

Exchange of Information

18:00- ｜ Room 405 Soshikan Hall