

**Module B: VISTA: The Whole School Approach (WSA)**  
**Unit B4: Working with Parents**

Astrid Mona O'Moore and Stephen James Minton  
Ireland

**Objectives of Unit B4**

- To understand and appreciate the key role that parents have in the application of the 'whole school approach' in addressing school violence
- To be familiar with the skills involved in planning and conducting work with parents in school communities
- To consider strategies for engaging parents in activities that will support them in taking their part in the promotion of non-violence and the reduction of violence
- To be able to motivate and support parents in developing an understanding of the central role that parents themselves and young people play in countering and preventing violent and bullying behaviour in schools
- To enable parents themselves to work productively at home with their children/teenagers in promoting anti-violence/pro-social attitudes
- To consider, and to facilitate, parental and school collaboration against violent and bullying behaviour amongst young people in school communities

**Facilitation skills to be developed through this Unit**

*Knowledge and understanding of:*

- the VISTA whole school approach
- the range of underlying causes of challenging, aggressive and anti-social behaviour
- the importance of creating a supportive and caring school community
- how to include parents/carers in decisions about their child
- up-to-date knowledge of current thinking in the area of the promotion of non-violence
- effective promotion of non-violence interventions, systems and management approaches

*Personal qualities and attributes include:*

- being an effective communicator
- being an effective trainer of and adviser to staff, governors, parents, carers and pupils
- being a strategic thinker
- having empathy for and providing specialist support to parents and carers
- managing time effectively and being well organised
- being an effective communicator
- being able to facilitate and value parents' opinions about their children's/teenager's education

## Pre-unit reading

Elliot, M. (1997). *101 ways to deal with bullying: A guide for parents*. London: Hodder & Stoughton.

O'Moore, A. M., & Minton, S. J. (2004). *Dealing with bullying in schools: A training manual for teachers, parents and other professionals*. London: Paul Chapman Publishing (chapter four).

Rigby, K. (2002). *New perspectives on bullying*. London: Jessica Kingsley.

Smith, P. K., & Thompson, D. (1991). *Practical approaches to bullying*. London: David Fulton Publishing.

## Summary of current thinking and knowledge about working with parents

Work with parents may be correctly identified as being an absolutely essential part of a whole-school approach towards the prevention and countering of violence and bullying behaviour in schools. Indeed, in the first application of a whole-school approach to school bullying behaviour, the Nationwide Campaign Against Bully/Victim Problems in Norwegian Schools (Olweus, 1983), 'awareness and involvement on the part of adults' was seen as the 'general prerequisite' of the programme, and 'class parent-teacher association meetings and 'teacher and parent use of imagination' were seen as 'highly desirable components' of the programme's measures at the class and individual levels respectively (Olweus, 1999). Active work with parents has been a part of all subsequent whole school intervention programmes against school bullying and violent behaviour applied on a broad scale since (Ljungström, 1990; O'Moore & Minton, 2004a; Ortega, 1997; Ortega & Lera, 2000; Roland & Munthe, 1997; Slee, 1996; Smith, 1997; Stevens, De Bourdeaudhuij, & Van Oost, 2000; see also Rigby & Slee, 1999; Roland, 2000; Smith, 2003; Smith & Brain, 2000; Smith, Pepler, & Rigby, 2004; Smith & Shu, 2000, for reviews).

Every responsible parent is concerned for the protection, safety and well-being of his or her child. It has also been argued, that in order for whole-school intervention programmes to be effective, that along with school personnel, parents have a responsibility to ensure that their children/teenagers are not involved in inappropriate behaviours such as bullying or harassing other school students (O'Moore & Minton, 2004b). Empirical research, too, has pointed to the critical role that parents have in a school community's efforts to counter and prevent violent behaviour. Research into bullying behaviour evidences that bullied young people are more likely to report having been bullied to their parents rather than to staff at their school (O'Moore, Kirkham, & Smith, 1997).

Nothing within the last twenty years' literature concerning intervention programmes can convince us that parents do not have an important role to play in whole-school approaches against school bullying and violence, or that Olweus (1983, 1997, 1999; and, thereby, everyone since who has followed his general approach) was misguided in according parents an important position within such processes. Indeed, social scientists of every persuasion can at least find consensus upon the general rule that one's experience of being

parented is a major influence upon one's childhood and subsequent attitudes and behaviour. Hence, the question *whether* parents should be involved within whole-school approaches against school violence is settled rather readily, in the affirmative. The question that remains, and one which is addressed by the rest of this Unit, is *how* parents should be involved.

Therefore, the purpose of this Unit is to facilitate VISTA participants to work with parents in a variety of practical ways. In preparing to do this, it is essential that VISTA participants come to understand the concerns parents have around violence in schools (this is approached in *Activity 1*). Further activities include looking at how victimisation may manifest itself behaviourally in the home (*Activity 2*), which is deemed important because of the veil of secrecy that surrounds aggressor-victim problems amongst young people. *Activity 3* addresses the question that the authors, in their everyday professional capacity, have been asked most frequently by parents themselves: what can or should parents do if they find out that their child/teenager has been victimised? *Activity 4* addresses the question that is far less frequently asked, but no less important to consider: what can or should parents do if they find out that their child/teenager has been involved in victimising others?

## **Responsibilities of the Unit facilitators**

Your tasks within this Unit are to:

- send to all participants information about when and where the session will be held and details of preparatory reading to be done
- familiarise yourself with the Unit text and the facilitators' notes
- plan the session to meet the needs of the participants
- ensure that all relevant resources/materials are copied and/or prepared
- lead the session and all the activities

## **Sequence of activities for Unit B4**

### **Introduction**

The activities in this Unit follow a logical sequence, and one that is based on the way in which the authors of this Unit typically work with parents who are concerned about bullying behaviour in Irish schools. We would contend that in order to work effectively with parents who are concerned about violence in schools, VISTA participants should be prepared through the following phases:

- (i) Understanding and empathising with the parent's unique position in the process of countering and preventing violence in schools (or, to put it into a potential parent's question, '*What do I think?*');
- (ii) Being able to meet the concern of parents that exists around understanding and recognising the patterns of behaviour that result in young people from having been victimised ('*How will I know?*');
- (iii) Being able to meet the concern of parents that exists around helping and supporting a child/teenager who reports having been victimised to them ('*What should I do?*'); and,

(iv) Being able to meet the concern of parents that exists around helping and supporting a child/teenager who has been involved in victimising others ('*How will I cope?*').

To this end, this Unit has been divided into four sections (A – D), each with an activity (activities one to four) of around one hour's duration designed to raise awareness and skills amongst VISTA participants concerning these points. This Unit represents a one-day training plus breaks.

#### **A – Understanding the Parent's Position: 'What Do I Think?'**

As was reflected upon in the 'Summary of Current Thinking' section of this Unit (see above), parents have an important role to play in the countering and prevention of aggressive behaviour in schools. However, we have also argued that it is important to try and understand the problem of violence in schools from the parent's own perspective. In other words, if we, as practitioners and policy-makers, are to fully utilise parents as a resource in our efforts to tackle violence in schools, we must first attempt to put ourselves in the parent's position.

Because of parents' natural protectiveness towards and responsibility for their offspring, we must be aware of the emotional component that the issue of violence in schools raises. This component, along with others, may be brought to the awareness of VISTA participants through the implementation of Activity 1 (directly below).

#### **Activity 1 Understanding Parents' Concerns and Perspectives around Violence in Schools (around 60 minutes)**

##### **Purpose**

- This activity is designed for a group of approximately twenty to twenty-five participants. The purpose of the activity is to generate an understanding amongst the group participants of what parents' concerns around violence in schools. In the first place, and through the first part of the activity, participants should come to recognise that how parents think about school violence for themselves is not necessarily how the research experts or school policy makers define it. In the second place, participants are put into a position of thinking about school violence from the perspectives of different parenting positions

##### **Materials**

The facilitator will require only the instructions for this activity, and a board or flipchart and appropriate marker for use in presenting written summaries of the group's responses.

##### **Procedure**

There are two parts to this activity.

###### **Part One:**

- (i) The participants, working alone, should be given some time by the facilitator to adopt the role of a parent. As this may not be such a stretch for many participants, who will of course be parents themselves, the role could perhaps be one of 'a typical parent at your school', or 'a typical parent of a school-going child in your area'.

- (ii) Working from this role, and alone at first, each participant is asked to come up with a definition (of fewer than fifty words) of 'violence'.
- (iii) The whole group can then be divided up into smaller sub-groups (of four to six members each). The members of the sub-groups compare their definitions, and try to achieve consensus on how they believe that parents of school students would define 'violence'.
- (iv) Each sub-group elects a spokesperson, who feeds the sub-group's findings back to the facilitator, who, using the board/flipchart, summarises the findings of the whole group.
- (v) The facilitator then relays the anti-bullying expert Dan Olweus' definition of violence to the group:

*'Aggressive behaviour where the actor or perpetrator uses his or her own body or an object (including a weapon) to inflict (relatively serious) injury or discomfort upon another individual'* (Olweus, 1999, p. 12).

The whole group then discuss if, and then perhaps how and why, their definitions differ from this expert standpoint (see also Unit A1).

#### Part Two:

- (i) Four potential parenting positions are introduced to the group by the facilitator (these can be elaborated into mock case histories by the facilitator if this is likely to assist with the participants' understanding):

- (a) *a parent whose child who has been victimised at school;*
- (b) *a parent whose child has been indisputably identified as having been involved as having victimised others at school;*
- (c) *a parent whose child has been accused of having victimised others at school, although the parent is unsure as to the accuracy of his or her child being so identified;*
- (d) *a parent whose child is not involved in problems of violence at school, remains concerned about such problems within schools.*

- (ii) The whole group (i.e., all the participants together) splits into four sub-groups of six or so members. Each sub-group is allotted one of the four 'parenting positions' outlined above (point (i)).
- (iii) Each sub-group has to discuss how their allotted 'parent' might respond to the following prompts:

- *what is the role of external authorities in preventing and countering violence in schools?*
- *what is the role of the school management authorities in preventing and countering violence in schools?*
- *what is the role of the school's teaching and non-teaching staff in preventing and countering violence in schools?*
- *what is the role of the school's parents in preventing and countering violence in schools?*
- *what is the role of the school's students in preventing and countering violence in schools?*
- *what should the school do in dealing with perpetrators of violence in schools?*

- *what should the school do in dealing with bystanders to/witnesses of violence in schools?*
- *what should the school do in dealing with victims of violence in schools?*

(iv) Each sub-group then elects a spokesperson, who feeds the sub-group's discussion back to the facilitator.

(v) After re-forming the whole group (i.e., all the participants together) from the smaller sub-groups, the facilitator should aim to summarise the outcomes of the activity (using the board/flipchart) and reflect upon its meaning. The facilitator should seek to address the following:

- *which concerns are constant between different parenting positions?*
- *which concerns/responses differ between the different parenting positions?*
- *what can be learnt (by the participants) from this type of activity?*

### **Debrief**

As a means of both debriefing and further reflection, a handy final think-piece for policy-makers might be the discussion of the following question:

- *In terms of school policy and practice, how important is it for the different groups within the school community (i.e. policy-makers, school management, teaching and non-teaching staff, parents and students) to have a common understanding of school violence, and how may such a common understanding be fostered?*

### **B – Identifying the Effects of Victimisation: ‘How Will I Know?’**

Although research demonstrates that bullied students are more likely to report having been bullied to their parents than they are to their teachers, it also shows that most bullied students are unlikely to report having been bullied at all (e.g., in O’Moore et al., 1997). Indeed, much violent behaviour would seem to thrive under conditions of secrecy (be this school bullying, domestic violence or organised crime). Parents are, by and large, aware of this ‘code of silence’; and many parents consequently suspect or worry about their child or teenager having been victimised long before they are ever told (if indeed that ever happens).

The authors of this Unit have frequently been asked the question that heads this section – ‘how will I know?’ – just as, we suspect, many of the VISTA participants will have been. Parents can find themselves worried about the violence in schools they read about in the newspaper, see on television, or hear about in their local communities, worrying about whether their child will have been victimised – no matter how positive or open their relationship with their son or daughter might be. So they adopt what the authors refer to as a ‘detective’ role. Activity 2 (immediately below) is designed to help those in the position of working with such parents, and, subsequently, those parents themselves.

## **Activity 2 Understanding the Signs and Symptoms of Being Victimised (around 60 minutes)**

### **Purpose**

- This is designed for a group of approximately twenty to twenty-five participants. The activity is based on the premise that much aggressor-victim behaviour, perhaps most especially bullying behaviour, is shrouded in secrecy. If parents do, as suggested above, find themselves in a position of having to 'play detective', this activity is an attempt to help them

### **Materials**

Following the research findings recorded in the text immediately above this activity (i.e., that young people are more likely to report having been victimised to their parents than to their teachers), in *Dealing with Bullying in Schools*, O'Moore and Minton (2004b) presented a list of 'signs and symptoms' of being victimised for parents, which is reproduced in condensed form below. This list can either be printed out on cards or worksheets, or else be projected overhead for the benefit of all the participants.

- '*The young person looks distressed or anxious, and yet refuses to say what is wrong*';
- '*Unexplained cuts and bruises*';
- '*Damage to clothes, books, and school equipment*';
- '*Doing worse at school than before*';
- '*Requests for extra money, possessions, or even lunch vouchers*';
- '*Reluctance to go to school*';
- '*Changes in mood and behaviour*';
- '*Lower confidence and self-esteem*';
- '*Complaints of headaches and stomach aches*'; and,
- '*Problems sleeping*' (O'Moore & Minton, 2004b, pp. 51–53).

A further sign is that:

- *the child/teenager is likely to have very few friends and appears to be socially isolated from peers.*

As O'Moore and Minton noted, 'this is not a fail-proof checklist' (2004b, p. 53); however, it does present a reliable enough starting off point for this activity.

### **Procedure**

- (i) The facilitator presents this list to the entire group of participants, illustrating each point with examples (according to his or her experience), or elucidating responses from the group to illustrate each point (if this latter tactic is taken, more time should be allotted to this activity).
- (ii) The whole group can then be split into sub-groups of between four and six members, for the purposes of discussion and consequent generation of ideas and examples (ten minutes should be allowed for this part of the activity).
- (iii) After re-forming the group, each point is discussed in turn. Discussion points can be along the lines of:
  - *Why would this 'sign or symptom' be likely to manifest? How does it make sense in terms of the child's/teenager's experience of having been victimised?*

- *Precisely how is this particular 'sign or symptom' likely to manifest itself in the home? Who is most likely to notice it?*
- *What should one do if one notices such a 'sign or symptom'? In one's capacity as an educator, what should one advise a parent to do who reported noticing this?*
- *How one could 'rank' these 'signs and symptoms', what criteria would you apply? If you feel you could, how would you rank them? If you could not, or would not, why not?*

#### **Debrief**

The participants should be asked to bring their past experience to bear on answering the following question (which can be put to the entire group, and then discussed):

- *What did we miss? Are there any other patterns of behaviour/discriminable effects on the individual that are consistent with being victimised?*

#### **C - Helping Young People Who Have Been Victimised: 'What Should I Do?'**

To find out that one's son or daughter has been victimised is a time when emotions are turbulent. There can be sadness, as one empathises with the injury, suffering or humiliation that one's offspring has had to endure. There can be guilt, as one blames oneself for not having realised that something was wrong, or not having done something sooner. There can be one's own residual pain, in the case that such a revelation re-opens one's own psychological wounds of having been victimised in perhaps a similar way. There is often anger at the perpetrators of the violence, or those in authority whom one believes should have acted to prevent or stop it. In short, a complex array of emotions – none of which are pleasant – is typically involved on a parent hearing such news.

After this immediate emotional response, there is, on the part of a caring parent, an overwhelming urge to *do* something – here, one's deep love for one's offspring (and deep protective instincts, as viscerally experienced as in any lower mammalian species) kicks in – one feels utter compulsion to protect, nurture (and even on a more negative slant, sometimes to revenge) our son or daughter.

So when, as a researcher or practitioner within the field of school violence or bullying, a parent asks us, 'What should I do?', the advice we give must be concrete, individually formatted to the case at hand, and practically orientated, leading to an immediate alleviation of the suffering of the victimised child or teenager in the shortest possible timeframe. Activity 3 (immediately below this text) involves a review and a 'thinking-through' for VISTA participants on some possible strategies that are sometimes recommended to parents of victimised children or teenagers.

#### **Activity 3 Considering what Parents Can Do if their Children/Teenagers Report Having Been Victimised (around 60 minutes)**

##### **Purpose**

- The purpose of this activity is to encourage participants to think through the advice that is generally given to parents who find themselves in the distressing situation of their children/teenagers reporting having been victimised

### Materials

Resource 1 *Answer grid*, which should be copied and enlarged to approximately A3 paper size.

### Procedure

In *Dealing with Bullying in Schools*, O'Moore and Minton (2004b, pp. 53–58, pp. 67–68) suggested six things that parents could do if their child or teenager was involved in bullying. They also added that an understanding of such strategies was something that should be included in practical sessions undertaken with parents (p. 96). The six strategies that were mentioned are as follows:

- (A) *'Finding out what's wrong'*;
- (B) *'Impressing the fact that the aggressor has the problem, not the victim'*;
- (C) *'Impressing the fact that one shouldn't fight back physically'*;
- (D) *'Teaching coping skills for verbal harassment at home through role play (the "silent treatment", the "use of humour", and "assertiveness")'*;
- (E) *'Building self-esteem at home'*; and,
- (F) *'Reporting the problem to the school'* (O'Moore & Minton, 2004b, pp. 67–68).

- (i) The facilitator should introduce these strategies by name to the participants. This can be done by copying the above list onto cards/worksheets, or projecting the list overhead.
- (ii) The group of participants should then split into pairs of 'work partners'.
- (iii) The participants should then think about the following issues in relation to each of the above strategies (again, this list can either be copied onto cards/worksheets, or projected overhead).
  - (a) *The skills that parents would need in implementing this (be precise)*;
  - (b) *Things which parents could find difficult in implementing this*;
  - (c) *Objections young people could have if an attempt was made to implement this*;
  - (d) *Decision point: Would you feel happy in implementing this, or advising someone else to do so? If 'yes', answer question (v); if 'no', answer question (vi), and return to the pre-unit reading*;
  - (e) *How I would implement this, or advise someone else to do so; or,*
  - (f) *The information/skills I would need before attempting to implement this myself, or advising someone else to do so;*
  - (g) *Then, regardless of whether you answered (e) or (f), answer the following: What other considerations could there be in recommending/implementing this strategy?*
- (iv) Working alone, each participant should fill in the relevant (partner 1) sections of 'answer grid' specified in the 'materials' section of this activity (see Resource 1 *Answer grid*). Allow in the region of twenty minutes for this phase

of the activity. *Before they write anything*, the participants *must* be made aware that part of the overall activity involves the ‘swapping’ of these sheets with a partner, and the discussion of emerging group themes based on the feedback they have given. Therefore, they should only record what they feel comfortable recording.

(iv) The participants swap their worksheets with a work partner, who fills in the relevant (partner 2) sections of ‘answer grid’ specified in the ‘materials’ section of this activity (see below). The idea is that each participant (a) constructively augments the suggestions made in his or her work partner’s responses to questions (i) and (v); and (b) comes up with constructive suggestions for overcoming the potential ‘difficulties’ raised by his or her work partner in responses to questions (ii), (iii) and (vi). Allow in the region of twenty minutes for this phase of the activity.

(v) The pairs of work partners then engage in a ten-minute dialogue with each other, about the feedback they have given each other and shared.

(vi) The ‘whole group’ (i.e., all the participants together) is re-formed.

#### **Debrief**

The facilitator leads a discussion of the activity, posing the following prompts:

- (i) *What points of similarity were there between the partners? And, having fed this back to the ‘whole group’, what can be said concerning this about the whole group?*
- (ii) *What points of difference were there between the partners? And, having fed this back to the ‘whole group’, what can be said concerning this about the whole group?*
- (iii) *Speaking only for oneself, what is the most important/useful thing that the participants have learnt through undertaking this activity?*

#### **D - Helping Young People Who Have Been Involved in Victimising Others: ‘How Will I Cope?’**

We have seen previously (see text of sub-section C, above) that finding out one’s son or daughter has been victimised is invariably an emotionally turbulent experience. It is sometimes the case that it is assumed that a parent of a child who is involved in victimising others is emotionally unaffected by hearing the news that his or her child is so involved. That is to say, that such a parent, by the very fact that he or she has produced a child who has been involved in victimising others, must be negligent, and therefore doesn’t care, or will invariably lie, about his or her child’s involvement. Quite simply, this is not the case. Although it is the authors’ experience that parents are far less likely to seek help from practitioners about their victimising offspring as opposed to their victimised offspring, those who fall into the former category have taught us that it is no less upsetting for a caring parent to have an aggressor for a child than a victim of violent behaviour.

So in this case, a parent might feel anger – at his or her child/teenager, or at the child’s/teenager’s behaviour; at the child’s/teenager’s friends, or friends’ parents (if the parent has formed the opinion, as is often the case, that their child/teenager has been somehow led astray by others). The parent might feel disappointment, or shame, at the child/teenager, or his or her own failure to instil his or her (say) democratic and peaceful values in his or her child. Or,

if one feels (as many parents do) that one's child/teenager has been unjustly accused, one may feel a need to fight his or her child's corner. In short, it is neither a less complex nor a less negative array of emotions to cope with. If one is still in doubt that parents of children and teenagers who engage in perpetrating violence can also be caring parents, consider the fact that there are many more influences on a young person's peer-group behaviour than his or her parents. One could also answer for oneself a very simple question: '*Have you always acted in ways in which your parents would wish you to do so?*'

Activity 4 (immediately below this text) is an intentional doubling of the previous activity, underlining the authors' consistent message that '....people who are involved in bullying, aggressive behaviour and harassment – whether as victims or perpetrators (or indeed, both) – need the support and intervention of the school community' (O'Moore & Minton, 2004b, p. 8). Activity 4 offers participants a thinking-through of advice that may be given to parents of those young people who do engage in violent behaviour.

#### **Activity 4 Considering what Parents Can Do if their Children Teenagers Have Been Involved in Victimising Others (around 60 minutes)**

##### **Purpose**

- In an activity that deliberately parallels Activity 3 (see above), the purpose here is to encourage participants to think through the advice that is generally given to parents who find that their child or teenager has been involved in victimising others

##### **Materials**

Resource 2 *Answer grid*, which once more should be copied and enlarged to approximately A3 paper size.

##### **Procedure**

In *Dealing with Bullying in Schools*, O'Moore and Minton (2004b, pp. 59-67) suggested seven things that parents could do if their child or teenager was involved in aggressive, bullying or harassing behaviour. Once more, they also added that an understanding of such strategies was something that should be included in practical sessions undertaken with parents (p. 96). The seven strategies that were mentioned are as follows:

- (A) *Creating an accurate awareness of 'what violent, bullying and harassing behaviour is';*
- (B) *'Role-modelling positive behaviour';*
- (C) *'Finding out what's wrong';*
- (D) *'Building self-esteem at home';*
- (E) *'Teaching skills of empathy' at home;*
- (F) *"Teaching respect for differences' at home; and,*
- (G) *'Facilitating energetic children's 'catharsis' (i.e., 'letting off steam in a positive way').*

- (i) The facilitator should introduce these strategies by name to the participants. This can be done by copying the above list onto cards/worksheets, or projecting the list overhead.
- (ii) The group of participants should then split into pairs of 'work partners'.

(iii) The participants should then think about the following issues in relation to each of the above strategies (again, this list can either be copied onto cards/worksheets, or projected overhead).

- (a) *The skills that parents would need in implementing this (be precise);*
- (b) *Things which parents could find difficult in implementing this;*
- (c) *Objections young people could have if an attempt was made to implement this;*
- (d) *Decision point: Would you feel happy in implementing this, or advising someone else to do so? If 'yes', answer question (v); if 'no', answer question (vi), and return to the pre-unit reading;*
- (e) *How I would implement this, or advise someone else to do so; or,*
- (f) *The information/skills I would need before attempting to implement this myself, or advising someone else to do so;*
- (g) *Then, regardless of whether you answered (e) or (f), answer the following: What other considerations could there be in recommending/implementing this strategy?*

(iv) Working alone, each participant should fill in the relevant (partner 1) sections of 'answer grid' specified in the 'materials' section of this activity (see Resource 2 *Answer grid*). Allow in the region of twenty minutes for this phase of the activity. *Before they write anything*, the participants *must* be made aware that part of the overall activity involves the 'swapping' of these sheets with a partner, and the discussion of emerging group themes based on the feedback they have given. Therefore, they should only record what they feel comfortable recording.

(iv) The participants swap their worksheets with a work partner, who fills in the relevant (partner 2) sections of 'answer grid' specified in the 'materials' section of this activity (see below). The idea is that each participant (a) constructively augments the suggestions made in his or her work partner's responses to questions (i) and (v); and (b) comes up with constructive suggestions for overcoming the potential 'difficulties' raised by his or her work partner in responses to questions (ii), (iii) and (vi). Allow in the region of twenty minutes for this phase of the activity.

(v) The pairs of work partners then engage in a ten-minute dialogue with each other, about the feedback they have given each other and shared.

(vi) The 'whole group' (i.e., all the participants together) is re-formed.

#### **Debrief**

The facilitator leads a discussion of the activity, posing the following prompts:

- (i) *What points of similarity were there between the partners? And, having fed this back to the 'whole group', what can be said concerning this about the whole group?*
- (ii) *What points of difference were there between the partners? And, having fed this back to the 'whole group', what can be said concerning this about the whole group?*
- (iii) *Speaking only for oneself, what is the most important/useful thing that the participants have learnt through undertaking this activity?*

Finally, it should be noted that some parents – hopefully, a small minority - do not care about their children's or teenagers' behaviour. It is difficult to envision quite how one could work in an educational context with such parents, as they do not typically present themselves in a voluntary capacity within school systems. Indeed, many teachers Europe-wide have commented to the authors that one never sees the parents (say, at parent-teacher meetings) that one would most wish to see. Of course, a far larger proportion of parents are parents of those children and teenagers who are not involved at all in violent behaviour, which, in most European countries, comprises (thankfully) the majority of young people.

Having said this, with a nationwide survey revealing that around one in three primary school children is bullied within a school term (O'Moore, Kirkham & Smith, 1997), there can be scarcely one school-going child in a hundred who has not at least witnessed the victimisation of another child. Hence, we have constructed this Unit in a way that doesn't ignore apparent non-involvement, but instead makes the assumption that all parents will, or at least should, have an interest in the subject of violence in schools. We have attempted to cater for the needs of those who work with parents on this subject on this basis, and hope we have been effective in doing so.

## References

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## Further reading and additional materials

### Books

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### Websites

*Anti-Bullying Research and Resource Centre, Trinity College Dublin.*  
<http://www.abc.tcd.ie>

*BBC1 Schools: Bullying.* <http://www.bbc.co.uk/schools/bullying>

*Bullying in Schools and what to do about it.*  
<http://www.education.unisa.edu.au/bullying>

*Bullying Online.* <http://www.bullying.co.uk>

*Bully Online.* <http://www.successunlimited.co.uk>

*Childline.* <http://www.childline.org.uk>

*Department for Education and Employment.* <http://www.parents.dfee.gov.uk>

*Foreldreutvalget for grunnskolen.* <http://www.fug.no>

*National Child Protection Helpline.* <http://www.nspcc.org.uk>

*Parent Centre, The.* <http://www.parentcentre.gov.uk>

*Parentline Plus.* <http://www.parentlineplus.org.uk>

*Scottish Anti-Bullying Network.* <http://www.antibullying.net>

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### Video Films

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## Resource 1 Answer grid

‘Answer Grid’ for Activity Three.		Emerging Issues						
		a	B	c	d	E	f	g
Strategies	A (partner one)							
	A (partner two)							
	B (partner one)							
	B (partner two)							
	C (partner one)							
	C (partner two)							
	D (partner one)							
	D (partner two)							
	E (partner one)							
	E (partner two)							
	F (partner one)							
	F (partner two)							

## Resource 2 Answer grid

		Emerging Issues						
		a	B	c	d	E	f	g
Strategies	A (partner one)							
	A (partner two)							
	B (partner one)							
	B (partner two)							
	C (partner one)							
	C (partner two)							
	D (partner one)							
	D (partner two)							
	E (partner one)							
	E (partner two)							
	F (partner one)							
	F (partner two)							
	G (partner one)							
	G (partner two)							