

MANUAL FOR TRAINERS

Implementation and Training
Manual

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Foreword

This manual aims at giving information to licensed Bullying in Institutional Care (BIC) partners who will implement the BIC program in their own country.

BIC was developed within a European Program (BIC - Bullying in Institutional Care – JUST/RDAP/AG/BULL/7625, Funded by the Daphne Program – European Commission), involving five countries: Italy (leading country), Bulgaria, France, Greece and Romania.

The program is based on scientific evidence and has a strong theoretical ground, being based on the most recent literature regarding the phenomenon of bullying in Institutional care settings.

The overall goals of the program are preventing and contrasting bullying among children and adolescents living in Residential Care settings (RCs).

In this manual, you can find four sections, giving general information regarding the BIC program, as well as specific indications about how to implement the program successfully.

In the **first section**, we provide general information regarding bullying in Residential Settings (RCs) and its consequences on children's and adolescents' wellbeing.

The **second section** aims at giving information about the characteristics of the BIC program.

The **third section** provides practical information about the management of the training for professionals (i.e., educators, pedagogists, social workers, psychologists working in RCs). Information about the contents of the training, together with examples of activities are provided.

Finally, the **fourth section** provides the guidelines for maintaining fidelity during the implementation of the program.

Section 1

Characteristics of Bullying

What's bullying?

According to the definition by Olweus (1993)

“A child is being bullied, or picked on, when one of his/her peer or a group of children say nasty or unpleasant things to him or her. It is also bullying when a boy/girl is hit, kicked, threatened, locked inside a room, sent nasty notes, or when no-one ever talks to him/her and things like that. These facts can happen frequently, and it is difficult for the victim to defend herself. It is also bullying when a boy/girl is teased repeatedly in a nasty way. But it is not bullying when two children of about the same strength have the odd fight or quarrel”.

As stated in the definition above, bullying is a form of aggressive behavior, occurring when one or a group of stronger peers deliberately attacks a weak and vulnerable child, or youth.

Bullying has three main characteristics:

1) Intentionality: bullying is a form of proactive behavior, meaning that it is unprovoked. Children who bully have the intention of deliberately harm their peers.

2) Unbalance of power: those who bully are stronger than the victim, meaning that they have more physical and psychological strength (e.g., the peer group often supports them). Victimized children are not able to defend themselves from bullying attacks and are often weak and younger than the bully.

3) Repetitiveness: Bullying occurs repeatedly (e.g., several times within a week, or a month) and over time (e.g., for several months and even throughout several years).

Bullying occurs in several contexts, such as school, family (i.e., bullying among siblings), residential care settings, prison and the workplace (Monks et al., 2009; Nocentini, Camodeca & Menesini, 2010). Bullying at school is one of the most studied types of bullying.

According to the Health Behaviours in School-aged Children (HBSC), a large survey carried out in 43 Western countries, including all EU Members States (Inchley et al, 2016), bullying among children and adolescents is a widespread phenomenon all over Europe.

In the Diagrams below, we report the rates of children and adolescents – according to the abovementioned HBSC - who have been bullied and of those bullying others, at ages 11 and 15 respectively, in the five European countries involved in the BIC (Bullying in Institutional Care) project.

Diagram 1. Percentage of girls and boys reporting having being bullied in years 2013-2014 in five European countries at age 11.

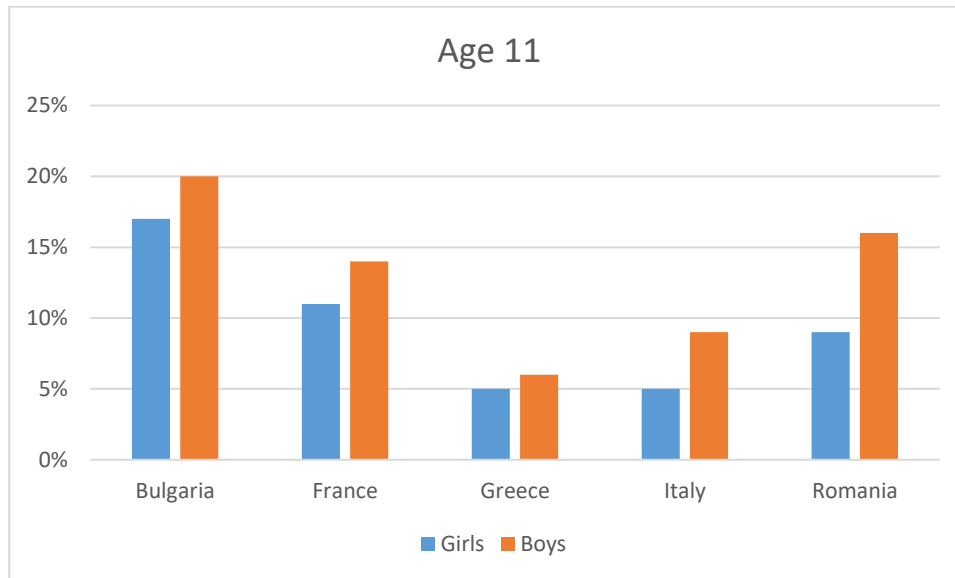


Diagram 2. Percentage of girls and boys reporting having being bullied in years 2013-2014 in five European countries at age 15.

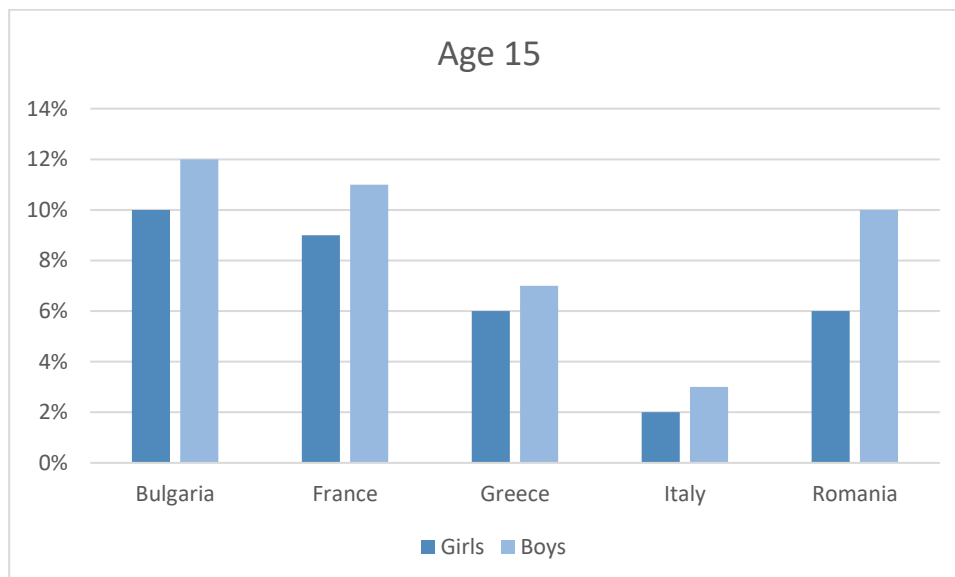


Diagram 3. Percentage of girls and boys reporting having bullied their peers in years 2013-2014 in five European countries at age 11.

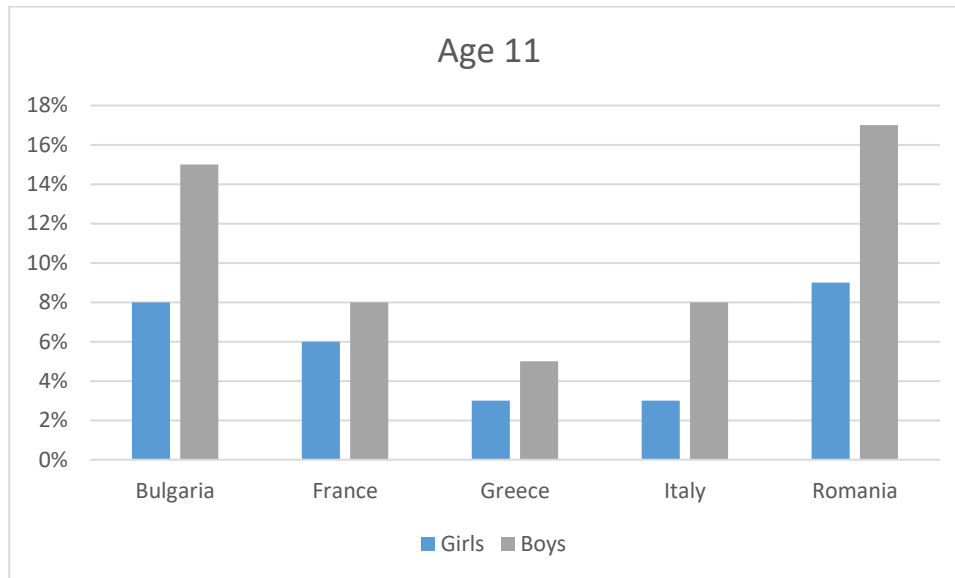
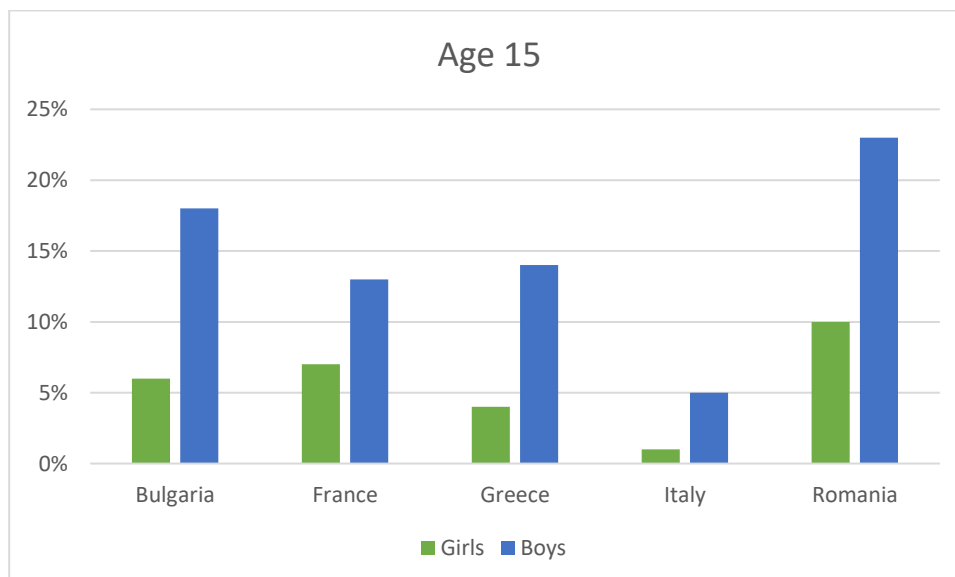


Diagram 4. Percentage of girls and boys reporting having bullied their peers in years 2013-2014 in five European countries at age 15.



Bullying is not a joke

It is important to distinguish bullying from arguments, discussions, quarrels and jokes.

Bullying is not rough play. When two or more children of the same physical strength quarrel, or fight, it is not bullying. It is important to note that in these kinds of situations all children are playing and having fun and no one is harmed, or distressed.

Bullying is not having a discussion, or an argument. This kind of situations could be quite normal in a social relationship. The intention behind discussions and arguments is not harming, or causing distress to a peer.

Bullying is not making jokes. It is quite normal to make funny jokes among children. If all of them are having fun and no one is hurt, or upset, there is no bullying.

Table 1. Differences between bullying and other behaviors

	Bullying	Rough play, Arguments, Jokes
Characteristics	<p>Intentionality: bullying aims at hurting others.</p> <p>Unbalance of power: the bully is physically and psychologically stronger than the victim.</p> <p>Repetitiveness: bullying occurs repeatedly and over time.</p>	<p>Children have fun and no one is distressed.</p> <p>Children have the same strength.</p> <p>Rough play, arguments and jokes do not happen systematically.</p>

Bullying Roles

Beyond the bully and the victim, generally, some other peers are present during bullying situations.

Supporters. Some children either help the bully, or approve bullying in some other way. For instance, they also hit, or exclude the victim, or they cheer and laugh at bullying. Even just cheering and laughing encourage bullying, as those who bully realize that their peers are enjoying bullying.

Bystanders. Some other children witness bullying situations without taking sides, namely they pretend nothing has happened, or they shy away when bullying occurs.

Defenders. Some children defend the victim of bullying, by confronting the bully and tell him/her to stop, or by comforting the victim.

Defending the victim may be a risky behavior, especially within closed social environments, such as residential settings, where defenders are particularly exposed to revenge by the bully.

A subgroup of children experience both bullying and victimization. This subgroup of children is referred as **bully-victims**. They react to bullying and also provoke bullying behavior. Bully-victims may unintentionally prompt their peers to bully them by reacting very emotionally to teasing, threats, or physical aggression and may have difficulties in controlling their feelings of anger and frustration, which lead them to retaliatory aggression.

Picture 1. Bullying: The peer group



Bullying takes several forms:

Physical Bullying. This form of bullying includes physical attacks, such as beating, pushing, hitting, kicking and destroying or stealing another's property.

Verbal Bullying. Insulting, threatening, verbal offences, name-calling and hostile teasing are also bullying.

Indirect Bullying. Bullying also includes saying nasty things behind someone's back, malicious gossip, ignoring, isolating and excluding a peer from the group. These forms of bullying aim at isolating and ruining the victims' reputation and social relationships.

Cyberbullying. A child could also be electronically bullied. This form of bullying is called: cyberbullying. It occurs when electronic devices (e.g., smartphone, tablet, laptop) and communication tools, such as social media (e.g., social networks like Facebook and instant messaging services like WhatsApp) are used to hurt a targeted victim. For instance, nasty and false information about the victim could be posted online and a fake victim's profiles could be created over social media. Some more examples of cyberbullying are spreading embarrassing pictures and videos depicting the victim, over social media.

Sexual bullying. It involves unwanted sexual comments, suggestions, advances or threats. It includes also gestures and actions that are intended to offend, intimidate, or harm another person. The focus may be on things like a person's appearance, body parts, sexual orientation, or sexual activity. Sexual bullying may also be electronic, including sending inappropriate text messages, pictures or videos.

Racial Bullying. Children can be bullied both verbally, physically, indirectly and electronically because of their ethnicity, color, beliefs and religion.

Bullying in Residential settings

Bullying in RS has been defined as a phenomenon with peculiar characteristics, which slightly differs from bullying at school, due to various factors. For instance, the characteristics of the social context (e.g., structure and size of the residential homes; lack of clear placement, aims and activities; children of mixed ages living together) make bullying in RS a distinct phenomenon. Specifically, RS make it easier the creation of a **peer cultures and peer hierarchies**, which increase the likelihood of bullying (Sekol, 2016). This in turn, makes victims more vulnerable to the aggressor (Sekol & Farrington, 2009).

The characteristics of the **closed social environment** make children who live in residential settings more vulnerable to bullying. Indeed, they may potentially be bullied at each moment of day and night. These children fear future victimization.

In addition, harming may not be the intention of those who bully, whereas, they might be more interested in gaining status and power over the peer group, as well as material goods (Sekol & Farrington, 2009). Finally, due to the characteristics of the closed social environment, bullies have easier access to personal information of their victims, which make it easier to intimidate and control them (Sekol, 2016).

Bullying seems to be considered as part of the normal life within the RS and most of children believe that professionals are not aware of bullying episodes. Furthermore, they consider the victim as responsible for bullying (e.g., victims deserve to being bullied due to their provocative behavior, or inability to adjust themselves to the rules).

There seems to be a high degree of overlap between bullying and victimization in Institutional care settings. Indeed, some studies in the literature document that up to 50% of children in residential care settings commit bullying and are also victimized themselves. The subgroup of **bully-victims** seems to be the most prevalent one in RS (Sekol & Farrington, 2010). Indeed, there seems to be a high overlap between bullying and victimization in RS, which might indicate a feature of bullying within closed social environment (Sekol & Farrington, 2010). More clearly, this overlap could be due to the characteristic of the social context, rather than to the individual characteristics of children.

Bullying occurs particularly when professionals' supervision is poor and when older and more aggressive children are not separated from the younger ones. Worryingly, professionals sometimes permit, or encourage bullying among children.

Bullying in RS seems to be justified due to normalization of violence. The most common forms of bullying documented in residential care are: Verbal bullying; invasion of privacy; property damage; threats of physical injury and coercive control mechanism (Barter, Renold, Barridge & Cawson 2004).

Gender and age differences have also been found in respect to the forms of bullying perpetrated. Younger children seem to be more at risk of being victimized (Khouri-Kassabri & Attar-Schwartz, 2014).

Boys have been found to suffer physical forms of bullying, whereas girls are more likely to being relationally victimized (Khouri-Kassabri & Attar-Schwartz, 2014; Monks et al., 2009). Girls are more involved, both as victim and as perpetrator in indirect forms of bullying and in general, they are more likely than boys to admit involvement in bullying (Sekol & Farrington, 2009).

Peer group hierarchies represent a central mechanisms in the dynamics of bullying within residential care settings (Parkin & Grinn, 1997). In particular, a minority of youth, especially young males, seem to exert power over their peers by actual or perceived physical strength and manipulation tendencies.

Peer culture in RS is characterized by: a) Poor relationship with professionals; b) Strong anti-grassing culture (i.e., professionals should not be warned when bullying occurs; residents are willing to pretend they do not know about bullying episodes), (Sekol, 2013). The anti-grassing peer-culture may reflect the importance of boundaries among residents in the community. However, it also reflects fear of revenge by the bullies (Sekol, 2013).

When and where bullying in RS occurs. Bullying seems often to occur during the night hours, between dinner and sleeping. Reported locations for bullying are: Bedrooms; living room; yards and corridors (Sekol & Farrington, 2009).

Prevalence of Bullying in RS. According with some research findings, bullying and peer abuse seem to be a major problem in RS, with some studies documenting half of the children living in residential care reporting bullying others or being bullied themselves (Farmer & Pollock, 1998; Sekol, 2016). Some other studies documented even higher rates of bullying in RS, with three quarters of residents experiencing bullying as either a bully, or a victim at least two, or three times a month (Sekol & Farrington, 2009). Nevertheless, this phenomenon has been undetected for a long time.

Table 1. Characteristics of bullying in Residential Care settings

CHARACTERISTICS	GENDER AND AGE DIFFERENCES	GROUP DYNAMICS	TIMING AND PLACE OF BULLYING	PREVALENCE
	Younger children are more at risk of being victimized. Boys are involved in physical forms of bullying, whereas girls are involved in relational forms of bullying.	A minority of children exert power over their peers by actual or perceived physical strength and manipulation tendencies.	Bullying occurs especially during the night hours. Reported locations are: bedrooms; living room; yards and corridors.	Official statistics are missing, however, some studies documented that up to half of children living in RS are victimized by their peers. Bullying and victimization often overlap each other.

Implementing the BIC program in Residential settings

In order to tackle the phenomenon and contrast its negative effects on children's and adolescents' psychosocial wellbeing, anti-bullying intervention programs in RS are warned. Intervention programs should aim at increasing the awareness of bullying among both children and professionals. Children should consider bullying as a wrong behavior, which is dangerous for the whole community.

Professionals need to be adequately trained for delivering the program. They should also be trained to identify problematic behaviors.

In parallel with the actions aimed at preventing and contrasting bullying episodes among children, standardized protocols (i.e., complaint system) for managing the single cases of bullying should be developed. Up to now, the BIC program does not include complaint system; however, it will be developed, together with trainers, during the training phase. Each country involved in the project will tailor its own complaint system, in order to develop an effective complaint and helping system in each context.

Section 2

Characteristics of the BIC anti-bullying program

Main Characteristics of the BIC program

The Bullying in Institutional Care (BIC) anti-bullying intervention program aims at preventing and contrasting bullying among children and adolescents living in Residential Care settings. The BIC program is inspired to the best practices adopted to contrast bullying in school, such as **KiVa** in Finland and **Notrap!** in Italy ((Kärnä et al., 2011; Palladino, Nocentini & Menesini, 2015). We reasoned that some of the core components of these good practices, such as working with a systemic approach, involving teachers and peers, promoting positive behaviors in the so called "silent majority" (i.e., children who witness passively bullying) could be relevant to change the bullying situation also in RCs.

KiVa and Notrap! are evidence-based anti-bullying programs, with a strong theoretical basis. The two programs adopt a whole school approach, meaning that they involve in the program all children and adolescents, rather than only the bully and the victim. The goal is changing the school-climate, encouraging children to consider bullying as unacceptable behavior. Therefore, when bullying occurs, all students should feel responsible to help their victimized peers. Overall, KiVa and Notrap! are based on the idea that the way peer bystanders (i.e., children who are neither victims nor bullies) react to bullying is crucial for perpetuating, or putting an end to bullying.

KiVa (an acronym for the Finnish words *Kiusaamista Vastan*, "against bullying". The Finnish adjective *kiva* means "nice") is based on teacher education and requires the commitment of all school personnel. Therefore, teachers have a crucial role in the program, being trained for preventing and intervening in bullying. Specifically, KiVa includes a series of students' lessons delivered by teachers. KiVa is meant to be part of the school's ongoing anti-bullying efforts, rather than lasting for a short time-span. Through students' lessons, teachers have the central role of scaffolding children's ability to contrast bullying, rather than passively witness bullying situations. In order to do so, teachers are trained through a two days face-to-face training and receive support by experts during the whole school year. KiVa has three units (i.e., manuals): Unit 1 includes lessons for children aged 6-9. Unit 2 includes lessons suitable for children aged 10-12 and Unit 3 includes lessons designed for children aged 13 or older. Manuals contain detailed information for teachers, about how to carry out the workshops.

KiVa also include specific actions (i.e., Indicated actions) aimed at tackling the single cases of bullying. Indicated actions are carried out by the KiVa team, consisting of three teachers, or other school personnel in each participating school. The main task

of the KiVa team is tackling the cases of bullying, together with the classroom teachers.

Notrap! (acronym for "Not fall into the trap") program aims at contrasting bullying among adolescents aged 14-18. The program adopts peer education, namely education of young people by young people. In peer education models, peer educators (i.e., adolescents who assume a role of responsibility, providing help to their peers) are supposed to influence their peers' behaviors, by behaving themselves in a positive way. Peer educators are supposed to be positive models for their peers. Therefore, they are generally selected on the basis of their prosocial and empathic skills. Alternatively, their peers nominate them. Peer educators lead a series of activities with their peers during school-hours. In order to do so, they are trained by experts through eight hours face-to-face training. The aim of the Notrap! is changing adolescents' behavior through positive models delivered by their peers, who constitute a relevant source of influence, especially during adolescence. Detailed information about peer education can be found in the following section.

Given the characteristics of KiVa and Notrap! we reasoned that adaptation of the KiVa program could be more suitable for children aged 6 to 11, whereas adaptation of the Notrap! could be useful with adolescents aged 14 to 18.

Peer education

As pointed out above, the BIC program for teenagers (youth aged 12-18) is based on peer education model. Peer education is education of young people by their peers. Potential strengths of this model are multiple, especially with teenagers and adolescents. Peer education is based on the assumption that during adolescence, the peer group becomes a remarkable source of influence, providing independence, recognition and identity. Indeed, it is easier for adolescents to identify themselves with their peers, rather than with adults (i.e., professionals). Furthermore, peers are considered a plausible source of influence. It derives that peer educators might be able to positively affect their peers' behavior. Peer education also empowers peer educators, increasing their self-efficacy and sense of responsibility.

Peer-led intervention have been successfully adopted in many areas, from health intervention, to bullying prevention. Within the BIC model, peer educators will be trained after launching phase of the program. During the workshops, peer educators should also help their peers to reflect upon the meaning of the activities. In order to do so, they will find a few questions at the end of each activity.

Within the BIC program, **all teens aged 12-18 will be trained as peer-educators**. There are several reasons for training all teens, rather than the peer-nominated ones, or the ones indicated by professionals.

In the following, we report the reasons for involving all teens in the peer-education process.

- 1) Bullying dynamics within RCs are characterized by high levels of group-hierarchies. We reasoned that using peer nomination to selecting peer educators would be inadequate.
- 2) Selecting some children, rather than others may even escalate bullying. For instance, the children who have not been chosen as peer educators may potentially bully peer educators due to envy and resentment.
- 3) Given that bullying is a widespread phenomenon in RCs, it is important to increase general skills and the individual sense of responsibility among all children. Therefore, allowing all children to take in turn the role of peer educators would encourage them to become active agents of change in the peer group.

Goals of the BIC program

The **overall goal of the BIC program** is making residential care settings for children a safe and warming place. BIC anti-bullying program aims at increasing the awareness of bullying among professionals and children and contrasting the phenomenon. The project also aims at promoting positive social relationships among children and adolescents and improving their quality of life within residential settings.

Table 1. Specific goals of the BIC anti-bullying intervention program.

The specific goals of the program	
✓	Increasing knowledge and understanding of bullying among professionals and children
✓	Increasing professionals' self-efficacy to handle bullying situations
✓	Increasing interpersonal skills (social and emotional in particular) among all children and adolescents
✓	Enhancing problem-solving strategies and adaptive coping skills among all children
✓	Encouraging bystanders' to help the victim

- ✓ Reducing bullying and electronic forms of bullying among children and adolescents

Phases of the BIC program

The BIC program is not meant to last for a defined period. Instead, it should be part of the ongoing Institutional anti-bullying policy and can be a permanent program carried out in the education plan of the RCs.

The intervention is structured in the following **phases**:

1. LAUNCH OF THE PROGRAM

1a. Launch of the project with professionals: trainers arrange a meeting (2 hours) with professionals with a double **goal**: a) increase awareness of bullying in general, as well as of bullying in institutional care; b) inform professionals about the goals of the project.

1b. Launch of the project with professionals, children and adolescents: trainers and professionals arrange a meeting (2 hours) with children, adolescents and the staff of the structure. The **goals** are: a) increasing the awareness of bullying among children and adolescents; b) presenting the BIC project.

2. TRAINING

2.a BIC FOR KIDS: Training for professionals: trainers arrange the training for professionals working with children aged 6-11. The training lasts 10 hours. The **goals** of professionals' training are: a) providing theoretical notions about bullying and bullying in RCs; b) Explaining the contents of Universal and Indicated actions of the BIC program.

2.b BIC FOR TEENS: Training for professionals: professionals working with adolescents aged 12-18 will be trained by the experts (5 hours) for implementing universal and indicated actions. Besides, they will participate to the peer education training (1 full-day). The **goals** of professionals' training are: a) providing theoretical notions about bullying and bullying in RCs; b) providing information about the contents of Universal and Indicated actions; c) explaining characteristics and goals of the peer education model; d) explaining their role during the teens' workshops.

2.c BIC FOR TEENS: Training for peer educators: all adolescents will be trained to become peer-educators (1-full day). The **goals** of peer educators' training are: a) providing information about bullying and its characteristics; b) giving practical knowledge about their role as peer educators; c) increasing their communication, empathic and relational skills (e.g., listening ability; openness; problem-solving).

3. UNIVERSAL ACTIONS: IMPLEMENTATION

3.a BIC FOR KIDS: 4 workshops (2 hours each) conducted by professionals with children aged 6-11. The **goals** of the workshops are: a) Let children understand the characteristics of bullying and increase their ability to tackle bullying episodes; b) increase emotional regulation ability; c) increase their ability to solve conflictual situations using positive strategies (i.e., strategies alternative to counter-aggression and revenge); d) increase prosocial behavior and sense of community among children.

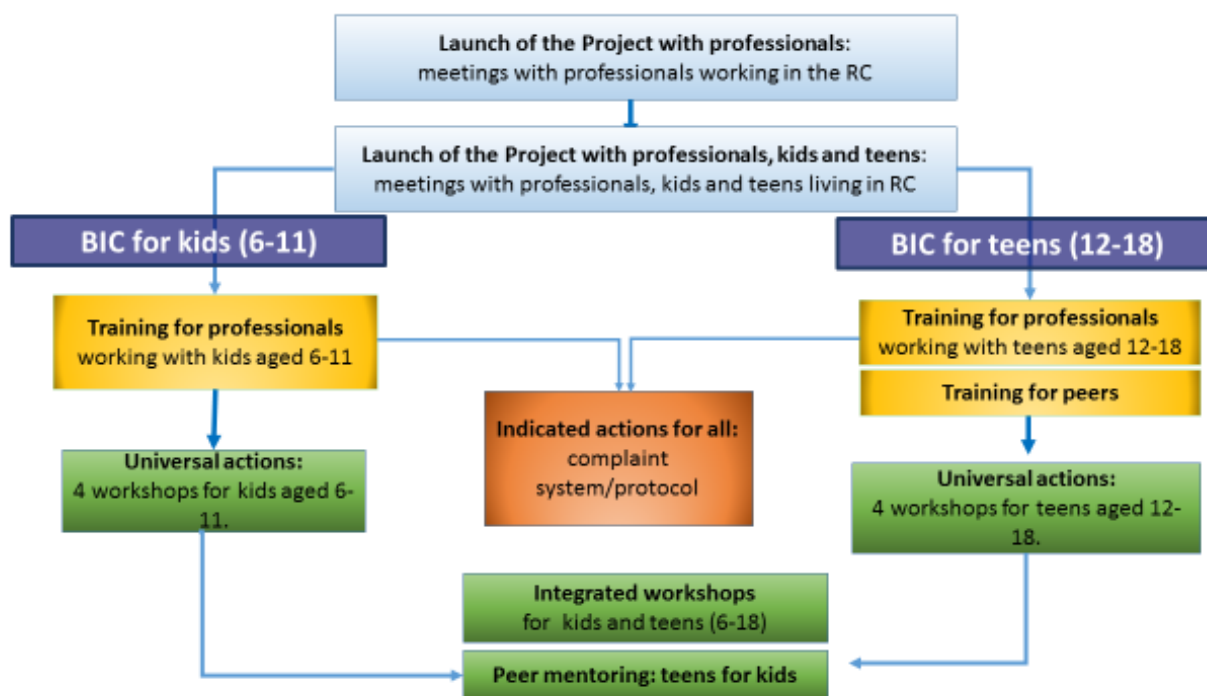
3.b BIC FOR TEENS: 4 workshops (2 hours each) conducted by peers educators with adolescents aged 12-18, monitored by the professionals. The **goals** are the same as above. In addition, workshops for teens aim at encourage teens to act as positive models for their peers, through peer education.

3.c INTEGRATED WORKSHOPS: 2 workshops (2 hours each) where all children and adolescents will be involved, monitored by the professionals. The **goal** of integrated workshops are creating videos, drawings, or other kind of materials about bullying. These workshops aim at increasing cooperation between children and teens.

3.d PEER MENTORING SYSTEM: a structured and controlled system where older children will mentor the younger ones (e.g., in order to guide, to give advises, to give support and help, suggestions, information). The **goal** of integrated action is increasing cooperation and prosocial behavior among children and teens.

4. INDICATED ACTIONS/COMPLAINT SYSTEM: IMPLEMENTATION

After the trainings and in parallel to the universal actions, the indicated actions will be carried out and the complaint system will be activated. The **goal** of Indicated actions is to tackle specific cases of bullying coming to the attention of professionals, giving support to the victim and stop the bullying episode.

Figure 1. Phases of the BIC

Universal Actions: Workshops

The **general goal** of Universal Actions is discouraging bullying and encouraging children to feel responsible when a bullying incident occurs and help their victimized peers. All children should be aware that bullying is wrong and that it is unacceptable behavior.

Workshops are part of **Universal actions**. The **workshops** involve stories, role playing activities, games and short videos about bullying. Given that bullying is a widespread phenomenon among children in RCs, we decided to start both manuals (Unit 1 and 2) from the bullying workshop. Beyond specific topics related to bullying, its dynamic and consequences, the contents of the workshops also include more general topics, such as emotions, problem-solving, coping strategies, respect, friendship and prosocial behavior. Materials and activities of the BIC program are differentiated for younger and older children.

Professionals' manual: Unit 1. Include workshops delivered by professionals working with children aged 6-11.

Teens' and Professional's Manual: Unit 2. Include workshops delivered by teens (peer educators) and professionals. They are addressed to both teens (aged 12-18) and professionals. In each workshop, teens and professionals will find detailed

explanations about how to conduct the activities. During the teens workshops, some members of the group will be selected to take the role of peer educators. Peer educators should be selected randomly, in order not to give rise to conflicts among teens.

Table 2. Goal and characteristics of Universal Actions.

Goal	Leading	Workshop Activities	Number of workshops	Number of children and teens attending each workshop	Total duration of workshop
Increasing children's and teens' awareness of bullying and encouraging them to take action against bullying	Workshop for children are delivered by professionals, whereas workshop for teens are delivered by teens, together with professionals (peer education model)	Stories, Games, Videos, Role-playing.	Four workshops for children (6-11) and four workshops for teens (12-18)	No more than 20 – 25	8 hours

Some of the activities should be carried out in a group, whereas some other could be carried out individually, or by two children/teens coupled. It is important that children/teens who are not friends, or who are not used to spent time together are grouped together. Therefore, groups can be formed randomly (for example, based on the shoes number, or clothes colors).

During each workshop, each child/teen should have at hand the BIC Learning Toolkit.

Workshops are meant to last two hours. However, if there is not enough time to carry out all the activities included in each workshop, professionals can carry out just some of them. In this last case, they can choose the ones that are supposed to work better (being more interesting and funny) with the specific group of teens. Workshops could be even split in two or more sessions.

Contents of each workshop

The manuals are supposed to be handy tools to keep at hand during the workshops. Manuals (both Unit 1 and Unit 2) include four workshops. Some of the activities in the workshops for children are differentiated according to children's age. In particular, some of the activities are addressed to children aged 6-8 and some of the activities are suitable for children aged 9-11. The detailed information about the contents of the workshops can be found in the following:

Workshop 1. Bullying: This workshop is supposed to provide information about bullying and its characteristics. Children should learn the differences between bullying and jokes, as well as the roles involved in bullying.

Workshop 2. Emotions and Emotional Regulation: The second workshop aims at increasing children's ability to recognize emotions and express them adequately. Children should learn what emotions are and that emotions are caused by internal and situational factors. Another goal of the workshop is learning how to handle emotions.

Workshop 3. Problem-solving and Coping strategies: The problem-solving workshop aims at teaching that social stressful events, such as conflictual situation may be solved by actively thinking about a solution. Children should also learn that different solutions may exist for a problem. The workshop includes general problem-solving activities, as well as problem-solving related to bullying episodes (i.e., which strategies are useful when confronted with bullying). Children should also learn to reflect upon the advantages and consequences of each solution.

Workshop 4. Respect, friendship and prosocial behavior: This workshop aims at teaching children what respect is. In addition, the workshop is supposed to increase friendship and prosocial behavior through a series of group activities. For instance, in this workshop it is suggested to create a welcome committee for including the newcomers.

Integrated workshops: during the integrated workshops, teens will mentor children through the creation of short videos, poster, or drawings, about bullying. The goal of integrated workshop is increasing cooperation between older and younger children.

The specific goals of each workshop are summarized in Table 2.

Table 2. Goals and contents of the workshops

WORKSHOP	Themes	Main Goal	Specific Goals
WORKSHOP 1	Bullying	Raise the awareness of bullying among children	1) Understand bullying characteristics 2) Understand bullying types 3) Understand bullying roles
WORKSHOP 2	Emotions and Emotional Regulation	Help children to understand what emotions are and how to regulate them appropriately	1) Recognize emotions 2) Express Emotions 3) Learn emotional regulation strategies
WORKSHOP 3	Problem-solving and coping strategies	Learning the problem-solving technique and help children to reflect upon ways to solve conflictual situations	1) Learn the problem-solving technique 2) Think about alternative strategies to solve conflicts and bullying 3) Use the problem-solving technique
WORKSHOP 4	Respect, Friendship and Prosocial behavior	Promote respect and friendship and encourage children to help each other	1) Understand the meaning of respect 2) Understand the difference between friends and acquaintances 3) Understand prosocial behavior and being cooperative
INTEGRATED WORKSHOPS	Practical activities	Using peer-mentoring to Increase cooperation among children and teens	Shared activities, such as creating short-videos about bullying: Teens will mentor younger children through these activities

Indicated actions or Complaint System Protocols

The BIC also includes **Indicated Actions**, namely specific actions needed to tackle the single cases of bullying, coming to the attention of professionals. Indicated actions are addressed to children and adolescents who were already involved in the phenomenon as bullies or victims or who are at risk to be involved.

The aim in this case is: 1) to handle the acute cases of bullying, to give support to the victim and to stop bullying episodes; 2) to indicate (to detect and report) a high-risk bullying situation and activating a procedure to prevent further episodes. Given the specificities of the structures across countries, we will co-define more in depth this procedure during the second transnational meeting.

Guidelines for professionals

Indicated actions are supposed to help children directly involved in bullying episodes.

Victims need support for their situation and their suffering. Bullies need to understand that bullying is harmful for their peers and should change their behavior (i.e., stop bullying their peers).

Though indicated actions have not been defined so far, we provide some general guidelines:

- 1) Increasing monitoring;
- 2) Identifying children at risk of bullying and victimization

It is needed to structure a complain and intervention system where both children and professionals can access anonymously and reporting the bullying episode (i.e., providing a timely warning notice)

- 3) Deepen Evaluation of the situation after the warning notice. This evaluation need to be conducted in collaboration with external and professionals (i.e. psychologists). The aims are: evaluating the level of seriousness of the situation and to plan an effective intervention.

It is needed to create a working team, consisting of an internal and an external professional (such as a psychologist). A protocol of evaluation and intervention should be also created.

- 4) Put the intervention into practice, i.e., stop bullying episodes and help the victim.

Table 3. Summary of Universal Actions and Indicated actions

	Goals	Characteristics	Target
<i>Universal</i>	Discouraging bullying and	Workshops	All children and

<i>actions</i>	encouraging anti-bullying attitudes	including different activities	teens
<i>Indicated actions</i>	1) Increasing monitoring; 2) Identifying children at risk of bullying and victimization; 3) Anonymous system to which report bullying cases; 4) Evaluating each single case of bullying and planning a specific intervention protocol	Working team defining the intervention protocol	Children involved in bullying situations
<i>Notes</i>		Indicated actions will be defined in detail, together with the trainers	Separate workshops for children and teens

Section 3

Trainings for professionals and peer-educators

In the following, you can find a table with the trainers' tasks.

Table 1. Trainers' tasks

Task	Goals	Target	Duration
Training for professionals working with children aged 6-11	Providing information about bullying and the BIC program. Explaining how to deliver the workshops and how to implement the Indicated actions.	Professionals working with children aged 6-11	10 hours
Training for professionals working with teens aged 12-18	Providing information about bullying and the BIC program. Explaining how to monitor the workshops and how to implement the Indicated actions.	Professionals working with teens aged 12-18	5 hours
Training for peer educators	Providing information about bullying and the BIC program. Increase teens' social and emotional skills. Explaining how to deliver the workshops.	Teens and professionals supervising the workshops for teens	1 full-day
Supervision of professionals and peer educators	Help professionals and teens to solve possible problems raised during the workshops. Ensure that professionals and peer-educators are delivering the workshops adequately and that a complaint system has been implemented.	Professionals and peer educators	Monthly (one supervision per month)

Training for professionals

The first stage, before the implementation of the BIC project is training the professionals. The **main goal** of the training is providing professionals with practical indications for the implementation of the BIC project. During the training, professionals will be provided with general information regarding bullying, as well as with specific indications about how to implement the BIC program efficiently.

During the training, we recommend to try out some activities included in the manual. This will give professionals some practical indication about the management of the workshops.

The recommended minimum time used for the pre-implementation training is **10 hours for professionals working with children aged 6-11 and 5 hours for professionals working with children aged 12-18**. Besides, professionals working with teens should also participate in the training for peer educators.

Goals and contents of the pre-implementation training for professionals

The training for professionals working with children aged 6-12 has the following goals:

- 1) **Bullying**: Providing information about the characteristics and dynamics of bullying.
- 2) **BIC program**: The features of the BIC program should be explained in detail and by using simple words.
- 3) **Universal actions - Workshops**: explaining that the activity of the BIC program will be carried out through four workshops. Presenting the Manual for professionals and the learning toolkit for children.
- 4) **Practical examples of activities**: practicing activities may be useful.

The training for professionals working with teens aged 12-18 has the following goals:

- 1) **Bullying**: Providing information about the characteristics and dynamics of bullying.
- 2) **BIC program**: The features of the BIC program should be explained in detail and by using simple words.
- 3) **Characteristics of peer education**: providing information about the features and goals of the peer education model.
- 4) **The role of professionals**: explaining the role of professionals during the workshops (i.e., they should monitoring the workshops, without giving answers to

problems; teens should be encouraged to reflect upon each theme; professionals should intervene and provide help when it is needed)

Table 1. Characteristics and goals of the training for professionals

PROFESSIONALS	Goals	Duration	Number of professionals attending the training
<i>Professionals working with children aged 6-11</i>	<i>Giving theoretical notions about bullying, and practical indications about how to conduct the workshops</i>	10 hours (5 hours per day)	To be defined according to the staff categories participating in the training
<i>Professionals working with teens aged 12-18</i>	<i>Giving theoretical notions about bullying and peer education. Providing practical indications about how to monitor the workshops</i>	5 hours	To be defined according to the staff categories participating in the training
<i>Team of complain and intervention</i>	<i>Activate the system</i>	2 hours	At least 2: psychologist and 1 professional

The contents of the pre-implementation training can be found in Table 2 (next page).

Table 2. Contents of the pre-implementation training for professionals working with children aged 6-11 and with teens 12-18

Training for professionals working with children 6-11	Training for professionals working with teens 12-18
✚ Bullying: characteristics, group dynamics and consequences	✚ Bullying: characteristics, group dynamics and consequences
✚ What makes bullying different from arguments and jokes	✚ What makes bullying different from arguments and jokes
✚ Prevalence and forms of bullying	✚ Prevalence and forms of bullying
✚ Bullying in RCs: characteristics and consequences	✚ Bullying in RCs: characteristics and consequences
✚ Overview of the BIC program: characteristics and implementation strategies	✚ Overview of the BIC program: characteristics and implementation strategies
✚ Universal actions: The characteristics of the workshops	✚ Peer education and its characteristics and the role of professionals during the workshops
✚ Universal actions: manuals and toolkit	
✚ Examples of activities to carry out during the workshops and group discussion	

Peer educators' training

During the peer educators' training, teens should learn about bullying and its dynamics. Short videos about bullying could be also used to let children understand the characteristics of bullying.

The characteristics of the BIC program should also be explained.

Further, the contents of peer educators' training should be based on the ability to listen and respect others and on prosocial behavior (e.g., the importance of helping victimized peers).

It is important to include some practical activities during the workshops. For instance, children could learn what role-playing is and start to practice it.

Most importantly, teens should learn about their role as peer educators. It is important to deliver the following messages:





- 1) **Bullying is not acceptable** for the following reasons: It affects negatively social relationships among all children living in RCs, by creating a negative social climate;
- 2) **Peer educators are supposed to act as positive models for their peers**, therefore they should manifest positive behaviors, such as helping the victimized peers and warning professionals when bullying occurs;
- 3) **Peer educators are supposed to alternate each other** randomly during the workshop;
- 4) **Communications, relational and problem solving skills** of peer educators will be improved during the training;
- 5) Peer educators should **learn about the activities included in each workshop**, before delivering the workshop itself;
- 6) During the workshop, **peer educators are supposed to collaborate with their peers** and reflecting together with them upon the contents of each workshop;
- 7) **Professionals will be present during the workshop**. Peer educators can ask for their help when it is needed.

The peer educators' training has the following **goals**:

- 5) **Bullying**: Providing information about the characteristics and dynamics of bullying.
- 6) **BIC program**: The features of the BIC program should be explained in detail and by using simple words.
- 7) **Peer educators' skills**: communication skills, openness and problem solving are some of the skills to be fostered.
- 8) **Workshops**: explaining that the activity of the BIC program will be carried out through four workshops. Give also some information about the characteristics of the workshops (e.g., they should alternate each other in the role of peer-educator, while conducting the activities included in the workshops).
- 9) **Practical examples of activities**: practicing activities may be useful. In such a way, teens should also learn how to conduct the activity included in each workshop.

The contents of the pre-implementation training for teens can be found in the table below.

Table 3. Contents of the pre-implementation training for peer-educators

Peer educators training	
	Bullying: characteristics, group dynamics and consequences
	Overview of the BIC program: characteristics and implementation strategies
	Peer educators' skills: communication strategies, relational openness, problem solving skills
	Workshops and activities

Supervising Professionals and Peer-educators

Trainers are responsible for supervising professionals and peer educators. Supervisions are supposed to help professionals and peer educators about possible difficulties in delivering the activities included in the program. Furthermore, during the supervisions, trainers should ensure that professionals and peer-educators are delivering the workshops adequately and that a complaints system protocol has been implemented.

Supervisions should be carried out monthly.

Section 4

Guidelines for maintaining fidelity to the program

The importance of fidelity

The **effectiveness** of intervention programs depends on **implementation fidelity**, which is the degree to which program providers implement programs and components as intended by program developers (Durlak & DuPre, 2008).

Professionals should be aware that the success of the program depends on their effort to put into practice the contents of the BIC program.

As already pointed out, the BIC program is not meant to last for a defined period. Instead, it should be part of the ongoing Institutional anti-bullying policy.

In order to make the program effective, professionals should follow a series of indications. The workshops should be prepared in advance. Therefore, it is expected that professionals read the contents included in each workshop, before the workshop is carried out. Materials needed for each workshop should also be prepared in advance.

Time is another important aspect of the implementation. Professionals should dedicate enough time to prepare the workshops: The contents of each workshop should be read carefully and the plan of the activities to carry out should be clear in mind. It is important to dedicate enough time to the activities included in each workshop: Children should have enough time to do the activities, as well as to reflect upon their meaning.

Quantity and **quality** of activities carried out through the workshops are both important. Professionals should ensure that they are carrying out a sufficient number of activities. In case they do not have enough time, they could carry out the activities through different days. The way activities are carried out (i.e., how well the activities are carried out) is important too. In order to reach this goal, professionals should adhere to the indications included in each workshop. In addition, they should also pay attention to the way children react to the activities. For instance, it is possible to repeat some of the activities in case children are particularly motivated and interested in them. It is also possible to repeat some of the activities, in case professionals realize that children need to better understand their meaning.

Finally, it is important to raise supervision of children and pay attention to their behaviors. Thus, indicated action should be put in place to tackle the single cases of bullying.





The fidelity guidelines can be found in the table below.

Table 1. Guidelines for maintaining fidelity to the program

Fidelity guidelines	
✓	Encourage professionals to adhere to the BIC program indications
✓	Motivate professionals to prepare their workshops in advance
✓	Motivate professionals to dedicate a sufficient time to prepare the workshops
✓	Encourage professionals to dedicate a sufficient time to the activities included in each workshop
✓	Quantity: encourage professionals to deliver a sufficient number of activities included in each workshop
✓	Quality: encourage professionals to deliver accurately the contents of the workshop
✓	Encourage professionals to recognize bullying cases and putting in place Indicated actions

General Summary

Manual for trainers in a nutshell

TOPICS INCLUDED IN THE MANUAL	SHORT SUMMARY
Goal of this Manual for Trainers	The purpose of this manual is giving information to licensed Bullying in Institutional Care (BIC) partners who will implement the BIC program in their own country.
Manual Sections	The manual is articulated in four sections, giving respectively theoretical notions about bullying, as well as practical indications regarding how to conduct the training for professionals.
Bullying: characteristics, dynamics and forms	<p>Bullying is a form of aggressive behavior, occurring when one or a group of stronger peers deliberately attacks a weak and vulnerable child, or youth.</p> <p>Different forms of bullying exist: physical, verbal, relational, sexual, racial and cyberbullying.</p> <p>Bullying is a group phenomenon, involving several children: some support the bully, some witness bullying passively and a few children defend the victim. Bullying differs from rough play, arguments and jokes, which are not meant to cause distress to anyone.</p>
Bullying in Residential Care settings (RCs)	Bullying in Residential Care settings (RCs) is a widespread phenomenon. According to research findings, up to half of children living in RCs have being bullied. Individual (young age; maltreatment by family and professionals) and contextual factors (size of residential settings; poor supervision by professionals) put children at risk of being victimized. Victimization has negative consequences on children's and adolescents' wellbeing.
The Bullying in Institutional Care (BIC) program	The BIC program aims at preventing and contrasting bullying among children in RCs. The program is articulated through Universal Actions aimed at discouraging bullying among all children and teens and Indicated actions aimed at tackling the single cases of bullying.
Workshops	Workshops are part of Universal Actions. Workshops for children aged 6-11 are delivered by professionals. Workshops for teens aged 12-18 are delivered by teens (i.e., peer educators) and monitored by professionals.
Universal actions	<p>Universal actions are structured in four workshops, each about a specific topic:</p> <ul style="list-style-type: none">  Bullying  Emotions and Emotional Regulation  Problem-solving and Coping strategies  Respect, Friendship and Prosocial Behavior

Indicated actions or Complaint System Protocol	<p>Indicated actions are specific actions needed to tackle the single cases of bullying, coming to the attention of professionals. Indicated actions are addressed to children and adolescents who perpetrate bullying and to those who are victimized. In order to implement the Indicated actions it is need to: 1) Increasing children's monitoring; 2)Identifying children at risk of bullying and victimization; 3)Establishing an anonymous system to which report bullying cases; 4)Evaluating each single case of bullying and planning a specific intervention protocol. A working team constituted by an internal and an external professional (i.e., a psychologist) should plan the intervention protocol.</p>
Pre-implementation Trainings	<p>Professionals and peer educators must be trained before the implementation of the BIC project.</p> <p>Training for professionals working with children aged 6-11 is articulated in 10 hours (2 day sessions or 1 full day). During the training, professionals will be provided with general information regarding bullying, as well as with specific and practical indications about how to implement the BIC program efficiently.</p> <p>Training for professionals working with teens aged 12-18 is articulated in 5 hours. During the training, professionals will be provided with general information regarding bullying and BIC program, indications about peer educations and how to monitor peer educators during workshops sessions.</p> <p>Training for peer educators is articulated in 1 full day. The aim of the training is to give general information about bullying and BIC program, to improve specific skills on communication and problem solving strategies, and to plan workshops activities. Professionals working with teens, will also participate in this training.</p>
Supervision	<p>Supervisions are supposed to help professionals and peer educators about possible difficulties in delivering the activities included in the program. Trainers should ensure that professionals and peer-educators are delivering the workshops adequately. Supervisions should be carried out monthly. If there are changes these should be recorded and reported to the University of Florence.</p>
BIC implementation guidelines.	<p>The success of the program depends upon the adherence to the BIC guidelines. Therefore, it is of main importance to motivate professionals to implement the BIC program according to its guidelines.</p>

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