

This is the **author's version** of the journal article:

Zubiri, Harkaitz [et al.]. «Dialogue with educators to assess the impact of dialogic teacher training for a zero-violence climate in a nursery school». *Qualitative Inquiry*, Vol. 26, Num. 8-9 (2020), p. 1019-1025 DOI 10.1177/1077800420938883

This version is available at <https://ddd.uab.cat/record/324353>

under the terms of the  BY ^{IN} COPYRIGHT license.

QUALITATIVE INQUIRY

Authors: Alfonso Rodríguez, Harkaitz Zubiri, Igone Arostegui, Olga Serradell, Paquita Sanvicen

Title: Dialogue with educators to assess the impact of dialogic teacher training for a zero-violence climate in a nursery school

Research has revealed the importance of preventing violence from early childhood. Some quantitative analyses have studied the persistence of being an aggressor throughout the different educational stages and its relationship with criminal behavior in youth and adulthood. However, there is a need for qualitative methodologies that deepen the impact of preventive actions from early childhood. Dialogic teacher training (DTT) is based on reading and discussing scientific evidence based on egalitarian dialogue, and it helps educators implement only successful actions in schools. The dialogues and reflections with two experienced educators in an urban nursery that implements DTT are presented, through which the impact of this action on their practice is evaluated. As a result, it is identified that educators have modified their practices in relation to the situations of aggression that occurred in their nursery, achieving a zero-violence climate perceived by educators, families and researchers.

Keywords: Dialogue, teacher training, preventing violence, early childhood, nursery school

Introduction

Bullying and aggression are suffered by children worldwide regardless of their age and country. According to UNICEF (2014), teenagers between 9 and 18 are commonly bullied by their peers at school, with 27% of the students in Australia self-reporting as victims, 28% in the US, and 28% in Brazil. However, violence is learned and experienced long before students reach these ages. Aggressions among peers are already usual in early childhood (Slaby, Roedell, Arezzo, & Hendrix, 1995), for instance, in the form of hitting, biting or taking objects by force (Tremblay, Japel, Perusse, McDuff, Biovin, Zoccolillo, & Montplaisir, 1999), and they are often used to negotiate social dominance (Hawley, Johnson, Mize, & McNamara, 2007). Furthermore, contrary to common belief, research shows that the period in life in which people display more physical aggressions to others is the preschool age (Tremblay, Gervai & Petitclerc, 2008). Accordingly, while non-scientific discourses normalize and tolerate these behaviors, scientific approaches are studying ways to create zero-violence environments – schools free of any form of violence – from early childhood (Oliver, 2014), the age when interventions to prevent aggressions are more effective (Tremblay et al., 2008).

The scientific literature shows that aggressive behaviors need to be approached starting with the first signs of their appearance to prevent the long-term negative consequences that they have on their victims and the perpetrators. Bullied children, on one hand, commonly suffer psychological and physical health problems that can persist into adulthood (Espelage, Low, & De La Rue, 2012; Ttofi, Farrington, Lösel, & Loeber, 2011). Victims develop greater social difficulties (Hart & Ostrov, 2013) and face enhanced school failure that hinder their academic future (Cornell, Gregory, Huang, & Fan, 2013; Juvonen, Yueyan Wang, & Espinoza, 2011; Twemlow & Sacco, 2013), and

in the worst cases, they can even hurt themselves or commit suicide (Kaltiala-Heino, Rimpelä, Marttunen, Rimpelä, & Rantanen, 1999; Mayes, Cohen, Schowalter, & Granger, 2002). On the other hand, children who perpetrate bullying and aggressions also tend to suffer many long-term consequences. Perpetrators tend to suffer psychological problems (Glew, Fan, Katon, & Rivara, 2008; Ttofi & Farrington, 2008), engage in juvenile delinquency and criminal behavior (Bender & Lösel, 2011; Farrington, Loeber, Stallings, & Ttofi, 2011), and engage in other risk behaviors, (Broidy et al, 2003; Williford, Brisson, Bender, Jenson, & Forrest-Bank, 2011).

Fortunately, the scientific community now provides many insights on how to identify and overcome violence, aggression and bullying in educational environments from early childhood (e.g., Kiuru, Poikkeus, Lerkkanen, Pakarinen, Siekkinen, Ahonen, & Nurmi, 2012; Mayes et al., 2002; Slaby et al., 1995; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013; Tremblay et al., 2008). More specifically, different investigations have studied the impact of preventive interventions in preschool and school-aged children (e.g., the Chicago Child-Parent Center Program: Niles, Reynolds, & Roe-Sepowitz, 2008; or the Early Childhood Friendship Project: Ostrov et al., 2009) as well as in the later stages of childhood and adolescence (e.g., the Expect Respect Project: Meraviglia, Becker, Rosenbluth, Sanchez, & Robertson, 2003; or the Green Dot project: Coker et al., 2017). However, there is a need for qualitative research that deepens the impact of similar preventive actions and the mechanisms that lead to their positive outcomes in the prevention of violence and aggression, particularly in early childhood.

The present article aims to contribute to the body of research on the qualitative impact evaluation of preventive interventions of violence and bullying in early childhood by

presenting the analysis of an intervention implemented in a Spanish nursery school that is achieving zero-violence environments owing to an evidence-based action called dialogic teacher training (DTT). For that purpose, the article is structured as follows: First, the functioning of DTT is presented. Second, the case of the Cappont Nursery school is contextualized. Third, the communicative methodology used in this analysis is outlined. Fourth, the main results of the analysis, derived from dialogues with two of the nursery's educators, are presented. Finally, the conclusions and final remarks are presented.

Dialogic teacher training: sharing science to transform educational realities

One of the investigations that is contributing the most to improving the results of schools in Spain, and in other countries in Europe and Latin America, is the 5-year integrated project INCLUD-ED *Strategies for inclusion and social cohesion in Europe from education* (CREA 2006-2011), funded by the Sixth Framework Programme of the European Commission, which was highlighted by the Commission as one of the 10 success stories of its Framework Programme of Research (European Commission, 2011). As its main result, the INCLUD-ED project identified a series of successful educational actions (SEAs) that are useful for overcoming school failure, promoting social cohesion and improving coexistence for all children in any given context where they are implemented (Flecha, 2015). One of these SEAs is DTT, which consists of implementing evidence-based training in schools interested in improving their educational results. DTT brings together the voices of all the agents involved in the educational process, namely, teachers, families and members of the community, who collectively analyze the scientific evidence and contrast it with their personal or professional experience to create new knowledge that is useful for transforming their own contexts (Garcia-Carrion, Gomez, Molina, & Romiro Virgili, 2017).

One of the most common ways of implementing DTT is by carrying out dialogic pedagogical gatherings (DPGs), also known as ‘Seminars on the Shoulders of Giants’ (Campos, Gómez, & Burgués, 2015). In DPGs, teachers, often together with families and other educational agents, meet periodically to read and debate the world’s best scientific foundations and theories in the field of pedagogy and education. DPGs base their functioning on the theory of dialogic learning (Garcia-Carrion et al., 2017), according to which interactions mediated by egalitarian dialogues promote the creation of knowledge that is useful for the improvement of the quality and effectiveness of the educational process. The texts read in DPGs range from multidisciplinary books written by the best authors in the field of educational science (e.g., Lev Vygotsky or Paulo Freire) to articles published in the highest-ranked scientific journals, publications by the best universities and research centers worldwide, and publications that summarize the findings of the best research projects in the field of education. Through the egalitarian dialogue established in the DPGs around the scientific evidence, the teachers and other agents involved in the encounters enrich their educational practices after learning and agreeing on what practices are most efficient for overcoming the situations that they face in their schools (Campos et al., 2015).

DPGs can be used to tackle specific topics, such as how to effectively create a zero-violence environment at school. For that purpose, schools that implement this SEA read and debate the world’s most important scientific evidence on the matter. They include guides to prevent violence by top research centers on childhood development (e.g., Mayes, Tremblay et al., 2008) as well as scientific articles in journals, indexed in Journal Citation Reports and other databases, that analyze successful strategies for stopping aggressions and bullying, such as the bystander intervention approach for breaking the silence and protecting victims (Saarento & Salmivalli, 2015; Thornberg, Tenenbaum,

Varjas, Meyers, Jungert, & Vanegas, 2012; Twemlow, Fonagy, & Sacco, 2004) or the participation of the community in the prevention of violence (Gómez, Munte, & Sorde, 2014; Gottfredson, Gottfredson, & Hybl, 1993). School staff may also analyze specific interventions that put in practice these successful approaches, such as the Early Childhood Friendship Project (Ostrov et al., 2009), the Expect Respect Project (Meraviglia et al., 2003) or the dialogic model of conflict prevention and resolution (Oliver, 2014). In line with the latter, many schools include in their DPG the study of the pioneering research line on the preventive socialization of gender violence (Gómez & Puigvert, 2014), which analyses how schools can increase violence by justifying it, trivializing it or praising the aggressors and how, instead, they can eradicate it by creating a safe environment where no violence is tolerated and aggressions of any kind are rejected by peers and adults using the language of desire, thus shaping children's behavior (Valls, Puigvert, & Duque, 2008).

The Cappont Nursery case study

The Cappont Nursery is a municipal school for children from 1 to 3 years of age located in the city of Lleida, Spain. It receives more than 50 children annually, and approximately 40 of them are 2 years of age. Some of the children, reflecting the socio-cultural diversity of the neighborhood, come from migrant backgrounds. Six educators, who have from 13 to 30 years of service, form the nursery staff.

The nursery implements the Schools as Learning Communities project, which consists of carrying out an evidence-based SEA with the aim of improving academic achievement, reducing school dropout and promoting social cohesion (Flecha, 2015). This educational model, developed by the Community of Researchers on Excellence for All (CREA), a research center at the University of Barcelona, is in line with the theories that stress the importance of interactions and community involvement for improving education (Gatt,

Ojala, & Soler, 2011). There are currently more than 200 schools implementing the Schools as Learning Communities project in Spain and more than 400 in Latin America, at all educational levels from early childhood education to adult education.

Since its transformation into a learning community in 2004, the nursery has opened its doors to the participation of the community and implemented the SEA, among them the DPG. As a result of the success of the project, the nursery has been awarded different prizes and recognitions, such as 2nd place in the prestigious Evens Prize for Peace Education 2015 for international initiatives for children that awaken and strengthen ‘skills that facilitate a constructive attitude towards conflict’ (Evens Foundation, 2015).

Egalitarian dialogue with educators as a qualitative tool for analyzing the impact of dialogic pedagogical gatherings for a zero-violence climate

The communicative methodology of research (CM) (Gomez, Puigvert, & Flecha, 2011; Puigvert, Christou, & Holford, 2012) is a methodological approach particularly suited for investigating the social impact of interventions such as the DPG. The CM is grounded in a communicative perspective that considers that scientific knowledge useful for transforming social realities (not only for describing them) emerges from the egalitarian dialogues established between the researchers and the people participating in investigations, who discuss the most relevant scientific evidence to date and contrast it with their everyday lives. Thus, based on the points of view and reflections of the participants, the focus of the CM becomes identifying elements that reproduce the existing inequalities and those that contribute to overcoming them (Puigvert et al., 2012).

With the aim of learning the impact that the DPG has had on the creation of a zero-violence climate in the Cappont Nursery, a qualitative analysis was carried out following the CM. Two female educators, whom in the following section we will refer to as Jessica and Maria, who have worked in the nursery since 1994 and 1999, respectively, and who are both the main promoters of the transformation of the school into a learning community and regular participants in the nursery's DPG, agreed to participate in the analysis. Following the CM, in the two-hour interview with a communicative approach that was carried out and recorded, the researcher brought to the dialogue evidence of the success of the DPG, while the participants reflected on matters such as the methodology of the DPG as well as its impact on the prevention of conflicts and the creation of a zero-violence environment in the nursery. Thus, in this dialogic process, the interpretation of the social reality was carried out by contrasting the theories and analyses brought to the conversation by the researcher with the interpretations of the educators that emerged from their daily professional experience.

The impact of dialogic pedagogical gatherings for a zero-violence climate in the Cappont Nursery: a communicative analysis

The focus of the communicative analysis of information carried out in the CM is to identify elements that reproduce the existing inequalities – exclusionary elements – and those that contribute to overcoming them – transformative elements (Puigvert et al., 2012). However, in the present analysis, the focus is placed on the transformative elements of the DPG that have contributed to promoting a zero-violence climate in the Cappont Nursery since no exclusionary elements were identified. Thus, the following are the main transformative elements identified through the communicative analysis carried out with the nursery educators.

Overcoming school violence through dialogic training

The transformation of the Cappont Nursery into a school as learning community back in 2004 marked a deep change in its organization because the implementation of the SEA entailed carrying out new evidence-based practices and opening the school to the broad participation of the community. The DPG is an example of this participation. For almost two decades now, the nursery staff has included the families in their own dialogic training, and together, they have debated many scientific publications such as books (e.g., Flecha, 2000; Freire, 2000; Gómez & Puigvert, 2014; Habermas, 1984), scientific articles (e.g., Sancho Longas & Pulido Rodríguez, 2016), and reports containing the results of research projects (e.g., Burgués de Freitas et al., 2015). The discussion of this scientific evidence helped find ways to improve the relationship with the families, as highlighted by Maria, who noted that in the DPG, the nursery staff learned to empower the families by reinforcing positive attitudes and minimizing negative attitudes, leading to an improvement of the school climate:

Maria: We used to harp on the families about norms, continuously repeating to them that they were not doing things right. ‘You didn’t bring this or that, and the kid needs it’... Continuously. One day, after a reading, we noticed that it was useless and that, instead, it created malaise. In the end, we sat, talked about it and found the objectives we truly wanted to achieve. And we radically changed the approach. Since then, we have improved the climate a lot.

The educators in Cappont have studied in their DPG some of the world’s top research in early childhood violence prevention, including that which emphasizes the importance of using the language of desire, instead of the language of ethics, to shape children’s behavior and eradicate violence in schools (Gómez & Puigvert, 2014; Oliver, 2014; Valls,

Puigvert, & Duque, 2008). As a result of the debate over such readings, the school staff has undertaken a radically different approach to addressing violent and abusive situations: instead of paying too much attention to the negative attitudes and labels that children may have, the educators now place the focus on the positive traits that they want to promote both in front of the children and with their parents, which has resulted in an improvement in the children's behavior.

Jessica: We have learned very well that it is important not to label anybody. The children can reach their maximum if you show them trust, and so can the families... It is a matter of having high expectations. If a child goes to school carrying a label like being a 'crybaby' or that 'he hits all the time' or others... That used to influence us [the educators] a lot. Not any more, to the contrary: we systematically highlight more the positive actions that the children do when their parents come to pick them up. Now, we never address them using the labels that they bring from home, nor do we ever use those labels. That idea is strengthened with the readings. That's because you witness that very diverse people advance, and that strengthens your trust in people. You help them to go as far as they want to go, already in their very first years.

Reading and sharing books in the DPG such as those of the world's most historically renowned pedagogue, Paulo Freire, have provided the staff and families with valuable lessons to prevent violence in the nursery. For example, Maria highlighted that by reading Freire (2000), they learned the importance of teaching by example since all their actions (and inactions) teach the children different behaviors and attitudes:

Maria: The basis of preventing violence is to agree on actions... to agree as a team that it is important to prevent it and, most of all, to be conscious that everything you do educates. That is [Paulo] Freire's. Reading Freire is essential if you feel that you have a responsibility in education. You educate with what you do and what you don't do. Everything you do says something, you are showing the children behaviors,

attitudes... To prevent violence, it is essential that both individually and as a team you are conscious of everything you do or not. As a teacher with the children, with the families... it all has consequences. You learn all this reading articles and discussing successful experiences; discussing, listening to others, respecting their interpretations...

The dialogic learning that occurs in the DPG, which involves all members of the school staff in the process and not only a few of them, contributes to creating a shared view of the ideal school climate and to making agreements on how to achieve it. Such coherence in the actions of the entire staff was highlighted in the interview as a positive aspect that has contributed to eradicating aggressive behaviors in the nursery. According to Jessica, the DPG has contributed to aligning their values and attitudes towards violence, thus sending a unanimous message to the children that prevents conflicts:

Jessica: When trainings are given to people separately, they never improve the cohesion of the group. But cohesion and coherence in the actions of the adults are crucial to prevent violence with children between 0 and 3. The values and high expectations can't be shared if we all don't share the training and learning. (...) The coherence with which we work to achieve the objective of zero violence, of reaching agreements to deal with any matter and do it all in the same way, is the product of the dialogic learning that is shared as a team. Just with seeing us all acting the same way, the child changes. That prevents conflicts, improves the climate.

Furthermore, the dialogic methodology of the DPG, which opens doors to the participation of families and other members of the community in the dialogic training, has made it possible to align not only the school staff but also the rest of the adults who interact with the children in the common objective of stopping violence. Thus, the Cappont Nursery achieved a climate of rejection of aggressive behaviors when the

educational community (staff, families and children themselves) shared the same dream of zero violence within the nursery:

Jessica: The more you read and discuss with others, the more you understand the process of learning. And that has a lot to do with violence. You pass from convincing to sharing. (...) How do we reach the objective of zero violence? How do we act? If it is only me wanting it, I won't achieve anything. But if I share it with my team, with the families, with the children, and we all agree that we don't want violence... We then can work together at once for that purpose... and it works, it works!

Discussion and final remarks

The international scientific community stresses the importance of preventing bullying, violence and aggressions from early childhood if children are to avoid their harmful long-term consequences. The negative effects may range from school failure to psychological problems or suicide, and they affect both victims and aggressors, frequently persisting into adulthood. While some investigations have studied the impact of specific preventive interventions for different school ages, there is a lack of qualitative studies that deepen the mechanisms that cause such interventions to be truly effective.

With the aim of contributing to the scientific literature in this line, this article presented a communicative impact analysis of an educational practice that is contributing to eradicating violent behaviors in a Spanish school. The DPG, which consists of implementing evidence-based training for teachers based on the principles of dialogic learning, is carried out in the Cappont Nursery school, a municipal nursery in the city of Lleida, Spain. Since 2004, both the school staff and families have participated in this dialogic training, gaining access to and sharing the top international evidence in education, which includes the latest research on violence prevention.

The communicative methodology followed in this investigation made it possible to identify the impacts of the DPG that quantitative methodologies alone would not have been able to capture. Owing to its communicative approach, which is characterized by the egalitarian dialogue established between researchers and participants who debate the latest scientific evidence and contrast it with their everyday lives, the analysis of the communicative interview identified elements of the DPG that led to the creation of a zero-violence climate in the Cappont Nursery. The dialogic learning and the methodology of the DPG were found to contribute to improving the relationship between the school staff and the families as well as to aligning the entire educational community (including educators, families and children) in the objective of eradicating aggressive behaviors and violence from the nursery.

Furthermore, the egalitarian dialogue established with the educators and the communicative analysis carried out in this study showed that the methodology of the DPG enriched the educational practices of the nursery staff, providing it with insights and strategies that are useful for creating a zero-violence environment, such as shaping the children's behavior using the language of desire to promote positive attitudes. Thus, it was by using the communicative methodology that the deep impact that the DPG has on the Cappont nursery's organization and functioning was identified, particularly in terms of its contribution to the creation of a safe and peaceful environment for all the children of the school.

References:

Bender, D., & Lösel, F. (2011). Bullying at school as a predictor of delinquency,

- violence and other anti-social behaviour in adulthood. *Criminal Behaviour and Mental Health*, 21(2), 99–106. <http://doi.org/10.1002/cbm.799>
- Broidy, L. M., Nagin, D. S., Tremblay, R. E., Bates, J. E., Brame, B., Dodge, K. A., ... Vitaro, F. (2003). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*, 39(2), 222–245. <http://doi.org/10.1037/0012-1649.39.2.222>
- Burgués de Freitas, A., Castro Sandúa, M., Cortés Camacho, M., Flecha García, R., Giner Gota, E., Catalin Mara, L., ... Villarejo Carballido, B. (2015). *IDEALOVE&NAM. Socialización preventiva de la violencia de género*. Retrieved from <https://sede.educacion.gob.es/publiventa/idealovenam-socializacion-preventiva-de-la-violencia-de-genero/violencia-de-genero/20538>
- Campos, E. R., Gómez, A., & Burgués, A. (2015). Luisa, Transforming Personal Visions to Ensure Better Education for All Children. *Qualitative Inquiry*, 21(10), 843–850. <http://doi.org/10.1177/1077800415614026>
- Coker, A. L., Bush, H. M., Cook-Craig, P. G., Degue, S. A., Clear, E. R., Brancato, C. J., ... Recktenwald, E. A. (2017). RCT Testing Bystander Effectiveness to Reduce Violence. *Am J Prev Med Am J Prev Med American Journal of Preventive Medicine*, 5252(55). <http://doi.org/10.1016/j.amepre.2017.01.020>
- Cornell, D., Gregory, A., Huang, F., & Fan, X. (2013). Perceived prevalence of teasing and bullying predicts high school dropout rates. *Journal of Educational Psychology*, 105(1), 138–149. <http://doi.org/10.1037/a0030416>
- CREA. (2006-2011). *INCLUD-ED: Strategies for inclusion and social cohesion in Europe from education* (6th Framework Program, Citizens and Governance in a Knowledgebased Society, CIT4-CT-2006-028603). Brussels, Belgium: Directorate-General for Research, European Commission

- Espelage, D. L., Low, S., & De La Rue, L. (2012). Relations between peer victimization subtypes, family violence, and psychological outcomes during adolescence. *Psychology of Violence, 2*(4). Retrieved from <http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2012-04353-001>
- European Commission. (2011a). Added value of research, innovation and science. MEMO/11/520. Accessed July 3rd 2017. Retrieved from http://europa.eu/rapid/pressrelease_MEMO-11-520_en.htm.
- Evens Foundation. (2015). Evens Prize for Peace Education 2015. Accessed July 3rd 2017. Retrieved from <http://www.evensfoundation.be/en/prizes/peace-education/2015>
- Farrington, D. P., Loeber, R., Stallings, R., & Ttofi, M. M. (2011). Bullying perpetration and victimization as predictors of delinquency and depression in the Pittsburgh Youth Study. *Journal of Aggression, Conflict and Peace Research, 3*(2), 74–81. <http://doi.org/10.1108/17596591111132882>
- Flecha, R. (2000). *Sharing words: Theory and practice of dialogic learning*. Rowman & Littlefield Publishers.
- Flecha, R. (2015). *Successful Educational Actions for Inclusion and Social Cohesion in Europe*. Cham: Springer International Publishing. <http://doi.org/10.1007/978-3-319-11176-6>
- Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury Publishing.
- Garcia-Carrion, R., Gomez, A., Molina, S., & Ionescu, V. (2017). Teacher Education in Schools as Learning Communities: Transforming High-Poverty Schools through Dialogic Learning. *Australian Journal of Teacher Education, 42*(4). <http://doi.org/10.14221/ajte.2017v42n4.4>
- Gatt, S., Ojala, M., & Soler, M. (2011). Promoting social inclusion counting with

- everyone: Learning Communities and INCLUD-ED. *International Studies in Sociology of Education*, 21(1), 33–47.
<http://doi.org/10.1080/09620214.2011.543851>
- Glew, G. M., Fan, M.-Y., Katon, W., & Rivara, F. P. (2008). Bullying and School Safety. *The Journal of Pediatrics*, 152(1), 123–128.e1.
<http://doi.org/10.1016/j.jpeds.2007.05.045>
- Gómez, A., Munte, A., & Sorde, T. (2014). Transforming Schools Through Minority Males' Participation. *Journal of Interpersonal Violence*, 29(11), 2002–2020.
<http://doi.org/10.1177/0886260513515949>
- Gomez, a., Puigvert, L., & Flecha, R. (2011). Critical Communicative Methodology: Informing Real Social Transformation Through Research. *Qualitative Inquiry*, 17(3), 235–245. <http://doi.org/10.1177/1077800410397802>
- Gómez, J., & Puigvert, L. (2014). *Radical Love: A revolution for the 21st century*. Peter Lang Pub Incorporated. Retrieved from
https://books.google.com.mx/books/about/Radical_Love.html?id=0cOWoAEACA&redir_esc=y
- Gottfredson, D. C., Gottfredson, G. D., & Hybl, L. G. (1993). Managing Adolescent Behavior A Multiyear, Multischool Study. *American Educational Research Journal*, 30(1), 179–215. <http://doi.org/10.3102/00028312030001179>
- Habermas, J. (1984). *The Theory of Communicative Action*. Boston, Mass.: Beacon Press.
- Hart, E. J., & Ostrov, J. M. (2013). Functions of aggressive behavior and future functional impairment. *Early Childhood Research Quarterly*, 28(4), 683–691.
<http://doi.org/10.1016/j.ecresq.2013.05.005>
- Hawley, P. H., Johnson, S. E., Mize, J. A., & McNamara, K. A. (2007). Physical

attractiveness in preschoolers: Relationships with power, status, aggression and social skills. *Journal of School Psychology*, 45(5), 499–521.

<http://doi.org/10.1016/j.jsp.2007.04.001>

Juvonen, J., Yueyan Wang, Y., & Espinoza, G. (2011). Bullying Experiences and Compromised Academic Performance Across Middle School Grades. *The Journal of Early Adolescence*, 31(1), 152–173. <http://doi.org/10.1177/0272431610379415>

Kaltiala-Heino, R., Rimpelä, M., Marttunen, M., Rimpelä, A., & Rantanen, P. (1999). Bullying, depression, and suicidal ideation in Finnish adolescents: school survey. *BMJ*, 319(7206). Retrieved from

<http://www.bmj.com/content/319/7206/348?variant=full-text>

Kiuru, N., Poikkeus, A.-M., Lerkkanen, M.-K., Pakarinen, E., Siekkinen, M., Ahonen, T., & Nurmi, J.-E. (2012). Teacher-perceived supportive classroom climate protects against detrimental impact of reading disability risk on peer rejection. *Learning and Instruction*, 22(5), 331–339.

<http://doi.org/10.1016/j.learninstruc.2011.12.003>

Mayes, L. C., Cohen, D. J., Schowalter, J. E., & Granger, R. H. (2002). *The Yale Child Study Center guide to understanding your child: healthy development from birth to adolescence*. Little, Brown. Retrieved from

<https://www.publishersweekly.com/978-0-316-95432-7>

Meraviglia, M. G., Becker, H., Rosenbluth, B., Sanchez, E., & Robertson, T. (2003). The Expect Respect Project: Creating a Positive Elementary School Climate. *Journal of Interpersonal Violence*, 18(11), 1347–1360.

<http://doi.org/10.1177/0886260503257457>

Niles, M. D., Reynolds, A. J., & Roe-Sepowitz, D. (2008). Early childhood intervention and early adolescent social and emotional competence: second-generation

- evaluation evidence from the Chicago Longitudinal Study. *Educational Research*, 50(1), 55–73. <http://doi.org/10.1080/00131880801920395>
- Oliver, E. (2014). Zero Violence Since Early Childhood. *Qualitative Inquiry*, 20(7), 902–908. <http://doi.org/10.1177/1077800414537215>
- Ostrov, J. M., Massetti, G. M., Stauffacher, K., Godleski, S. A., Hart, K. C., Karch, K. M., ... Ries, E. E. (2009). An intervention for relational and physical aggression in early childhood: A preliminary study. *Early Childhood Research Quarterly*, 24(1), 15–28. <http://doi.org/10.1016/j.ecresq.2008.08.002>
- Puigvert, L., Christou, M., & Holford, J. (2012). Critical Communicative Methodology: including vulnerable voices in research through dialogue. *Cambridge Journal of Education*, 42(4), 513–526. <http://doi.org/10.1080/0305764X.2012.733341>
- Saarento, S., & Salmivalli, C. (2015). The Role of Classroom Peer Ecology and Bystanders' Responses in Bullying. *Child Development Perspectives*, 9(4), 201–205. <http://doi.org/10.1111/cdep.12140>
- Sancho Longas, E., & Pulido Rodríguez, C. (2016). El club de valientes de la comunidad de aprendizaje CPI Sansomendi PI. *Padres Y Maestros. Publicación de La Facultad de Ciencias Humanas Y Sociales*, (367), 38–41. <http://doi.org/10.14422/pym.i367.y2016.007>
- Slaby, R. G., Roedell, W. C., Arezzo, D., & Hendrix, K. (1995). *Early violence prevention: Tools for teachers of young children*. Washington D.C.: National Association for the Education of Young Children. Retrieved from <https://eric.ed.gov/?id=ED382384>
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 83(3), 357–385. <http://doi.org/10.3102/0034654313483907>

- Thornberg, R., Tenenbaum, L., Varjas, K., Meyers, J., Jungert, T., & Vanegas, G. (2012). Bystander Motivation in Bullying Incidents: To Intervene or Not to Intervene? *Western Journal of Emergency Medicine*, 13(3), 247–252. <http://doi.org/10.5811/westjem.2012.3.11792>
- Tremblay, R. E., Gervais, J., & Petitclerc, A. (2008). *Early childhood learning prevents youth violence*. Montreal: Centre of Excellence for Early Childhood Development.
- Tremblay, R. E., Japel, C., Perusse, D., McDuff, P., Boivin, M., Zoccolillo, M., & Montplaisir, J. (1999). The search for the age of “onset” of physical aggression: Rousseau and Bandura revisited. *Criminal Behaviour and Mental Health*, 9(1), 8–23. <http://doi.org/10.1002/cbm.288>
- Ttofi, M. M., & Farrington, D. P. (2008). Bullying: Short-Term and Long-Term Effects, and the Importance of Defiance Theory in Explanation and Prevention. *Victims & Offenders*, 3(2–3), 289–312. <http://doi.org/10.1080/15564880802143397>
- Ttofi, M. M., Farrington, D. P., Lösel, F., & Loeber, R. (2011). Do the victims of school bullies tend to become depressed later in life? A systematic review and meta-analysis of longitudinal studies. *Journal of Aggression, Conflict and Peace Research*, 3(2), 63–73. <http://doi.org/10.1108/17596591111132873>
- Twemlow, S. W., Fonagy, P., & Sacco, F. C. (2004). The role of the bystander in the social architecture of bullying and violence in schools and communities. *Annals of the New York Academy of Sciences*, 1036, 215–232. <http://doi.org/doi:10.1196/annals.1330.014>
- Twemlow, S. W., & Sacco, F. C. (2013). Bullying Is Everywhere: Ten Universal Truths About Bullying As A Social Process In Schools & Communities. *Psychoanalytic Inquiry*, 33(2), 73–89.

<http://doi.org/10.1080/07351690.2013.759484>

UNICEF. (2014). *Hidden in Plain Sight: A statistical analysis of violence against children* | *UNICEF Publications*. Retrieved from

https://www.unicef.org/publications/index_74865.html

Valls, R., Puigvert, L., & Duque, E. (2008). Gender Violence Among Teenagers.

Violence Against Women, 14(7), 759–785.

<http://doi.org/10.1177/1077801208320365>

Williford, A. P., Brisson, D., Bender, K. A., Jenson, J. M., & Forrest-Bank, S. (2011).

Patterns of Aggressive Behavior and Peer Victimization from Childhood to Early

Adolescence: A Latent Class Analysis. *Journal of Youth and Adolescence, 40*(6),

644–655. <http://doi.org/10.1007/s10964-010-9583-9>