

ELENI DIDASKALOU (Ph.D.)

Associate Professor

Department of Special Education

University of Thessaly, Greece

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Academic Appointments

- 2002-2007 Lecturer
Department of Special Education, University of Thessaly, Greece
- 2007-2011 Assistant Professor
Department of Special Education, University of Thessaly, Greece
- 2011-2016 Assistant Professor (with Tenure)
Department of Special Education, University of Thessaly, Greece
- 2016-present Associate Professor
Department of Special Education, University of Thessaly, Greece
- 2015-2022 Adjunct Professor
School of Education, Psychology & Social Work, Flinders University, Australia
- 2019 Honorary Visiting Professor
School of Applied Psychology/Division of School Psychology, Northeastern University, U.S.A.
- 2021-2022 Honorary Visiting Professor
School of Applied Psychology/Division of School Psychology, Northeastern University, U.S.A.
- 2015 Honorary Visiting Professor
Wheelock College of Education & Human Development, Boston University, U.S.A.

Research Interests

- School-based prevention and interventions for students with EBDs.
- School-based anti-bullying interventions
- Promoting students' wellbeing.
- Assessment of student behavior problems.
- Providing training to teachers to apply inclusive strategies for students with SENs and EBDs.
- Students with ADHD within mainstream classrooms.
- Inclusive education policies and class-wide interventions.
- Training special and mainstream teachers on how to assess students' EBDs.
- Implementing universal screening in schools
- Classroom behavior management
- Teacher training

Education

- 1997-2000 Ph.D. Department of Education, University of Newcastle Upon Tyne, England
- 1994-1995 Master of Arts (M.Ed) Department of Education-Special Education, University of Newcastle Upon Tyne, England
- 1987-1991 BA, Educational Studies, National University of Athens, Greece

Honors & Awards

- 1997-2000 Scholarship Award by the Alexander Onassis Public Benefit Foundation for Ph.D studies abroad
- 1997-2000 Scholarship Award by the Vardinogiannis Public Benefit Foundation for Ph.D studies abroad
- 2018-2019 Awarded the Visiting International Fellowship to Flinders University

Publications in peer-reviewed International Journals

- Didaskalou, E., Briesch, A., & R. Volpe (2026). Classification Accuracy of the Greek Language Integrated Teacher Rating Form (ITRF-GR). *Assessment for Effective Intervention*. doi: 10.1177/15345084261481157

- Didaskalou, E., & Briesch, A. (2025). Universal screening to improve early identification of students at risk for emotional and behavioral problems in the Post-Covid era. *International Journal of Changes in Education*, 1-7. doi: 10.47852/bonviewIJCE52023769
- Grace Skrzypiec, G., Wyra, A., Topcu-Uzer, C., Sikorska, I., Sandhu, D., 4 · Romera, E.,...& Amri1, U. (2024). A global study of the wellbeing of adolescent students during the COVID-19 2020 lockdown. *School Mental Health*, 16, 1120-1140. <https://doi.org/10.1007/s12310-024-09678-2>
- Didaskalou, E., Briesch, A. M., Volpe, R., & Roussi-Vergou, C. (2024). A preliminary investigation of the psychometric properties of the Integrated Teacher Rating Form (ITRF) in Greek school children, *International Journal of School & Educational Psychology*, 12(1), 1-11. doi: 10.1080/21683603.2023.2252374. <https://doi.org/10.1080/21683603.2023.2252374>
- Didaskalou, E., Briesch, A. M., Volpe, R., & Roussi-Vergou, C. (2023). A preliminary investigation of the psychometric properties of the integrated Teacher Rating Form (ITRF) in Greek school children. *International Journal of School and Educational Psychology*. doi: 10.1080/21683603.2023.2252374. <https://doi.org/10.1080/21683603.2023.2252374>
- Didaskalou, E., Stavroussi, P., & Green, J. (2023). Does primary school teachers perceived efficacy in classroom management/discipline predict their perceptions of inclusive education? *Pastoral Care in Education*. <https://doi.org/10.1080/02643944.2023.2287215>
- Shute, R., Didaskalou, E., & Dedousis-Wallace, A. (2022). Does emotional intelligence play a role in teachers' likelihood in intervening in students' indirect bullying? A preliminary study. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2022.103851>
- Didaskalou, E., Briesch, A., Volpe, R., & Roussi-Vergou, C. (2020). Psychometric properties of the classroom observation of engagement, disruptive, and disrespectful behavior (COEDD) in Greek school children, *International Journal of School & Educational Psychology*: <https://doi.org/10.1080/21683603.2020.1776180>
- Skrzypiec, G., Alinsug, E., Amri Nasiruddin, U., Andreou, E., Brighi, A., Didaskalou, E., Guarini, A., Heiman, T., Kang, S., Kwon, S., Olenik-Shemesh, D., Ortega-Ruiz, R., Romera, E., Roussi-Vergou,

C., Sandhu, D., Sikorska, I., Wyra, M., Juzhe Xi & Chih-Chien Yang (2020). Harmful Peer Aggression in Four World Regions: Relationship between Aggressed and Aggressor. *Journal of School Violence*. doi: 10.1080/15388220.2020.1808789 <https://doi.org/10.1080/15388220.2020.1808789>

○ Andreou, E., Roussi-Vegou, C., Didaskalou, E., & Skrzypiec, (2020). School bullying, subjective well-being, and resilience. *Psychology in the Schools*, 1-15. doi: 10.1002/pits.22409. <https://doi.org/10.1002/pits.22409>

○ Stavroussi, P., Didaskalou, E., Green, J. (2020). Are Teachers' Democratic Beliefs about Classroom Life Associated with Their Perceptions of Inclusive Education?, *International Journal of Disability, Development and Education*, doi:10.1080/1034912X.2020.1716961 <https://doi.org/10.1080/1034912X.2020.1716961>

○ Roussi-Vergou, C., Andreou, A., & Didaskalou, E. (2019). Coping with School Bullying: A preventive supportive program for secondary schools students. *Psychology*, 24(1), 73093.

○ Skrzypiec, G., Alinsug, E., Amri, U., Andreou, E., Brighi, A., Didaskalou, E., Guarini, A., Kang, S., Kwon, S., Ortega-Ruiz, R., Romera, E., Roussi-Vergou, C., Sandhu, D., Sikorska, I., Wyra, M., & Yang, C. (2018). Self-reported Harm of Adolescent Peer Aggression in Three World Regions. *Child Abuse and Neglect*. <https://doi.org/10.1016/j.chiabu.2018.07.030>

○ Didaskalou, E., Andreou, E., Roussi-Vergou, C., & Skrzypiec, G. (2018). Are Greek students flourishing? *Pastoral Care in Education Journal*. doi: 10.1080/02643944.2018.1480185. <https://doi.org/10.1080/02643944.2018.1480185>

○ Vlachou, A., Stavroussi, P., & Didaskalou, E. (2017). Problem-solving training: An intervention program for enhancing interpersonal problem-solving skills in children with intellectual disabilities. *Hellenic Journal of Psychology*, 14, 114-138.

○ Green, J.G., Guzmán, J., Didaskalou, E., Harbaugh, A.G., Segal, N., & LaBillois, J. (2017). Teacher identification of student emotional and behavioral problems and provision of early supports: A vignette-based study. *Journal of Emotional and Behavioral Disorders*, 1-18. doi: <https://doi.org/10.1177/1063426617740879>

- Didaskalou, E., Skrzypiec, G., Andreou, E., & Slee, P. (2016). Taking action against victimization: Australian middle school students' experiences. *Journal of Psychologists and Counsellors in Schools*, 1-18. doi 10.1017/jgc.2016.3. <http://dx.doi.org/10.1017/jgc.2016.3>
- Vlachou, A., Stavroussi, P., & Didaskalou, E. (2016). Special teachers' educational responses in supporting students with special educational needs (SEN) in the domain of social skills development. *International Journal of Disability, Development and Education*, 63, 1, 79-97. doi: 10.1080/1034912X.2015.1111305. <https://doi.org/10.1080/1034912X.2015.1111305>
- Vlachou, A., Didaskalou, E., & Kontofryou, M. (2015). Roles, duties and challenges of special/support teachers at secondary education: implications for promoting inclusive practices. *European Journal of Special Needs Education*, 30, 4, 551-564. doi: 10.1080/08856257.2015.1060073. <https://doi.org/10.1080/08856257.2015.1060073>
- Didaskalou, E., Roussi-Vergou, C., & Andreou, E. (2015). Greek adolescents' victimization experiences, reactions, ability to cope and sense of school safety. *American Journal of Psychology and Behavioral Sciences*, 2, 2, 41-51. doi: <http://www.openscienceonline.com/journal/archive2?journalId=727>
- Andreou, E., Didaskalou, E., & Vlachou, A. (2013). Bully/victim problems among Greek pupils with special educational needs: associations with loneliness and self-efficacy for peer interactions. *Journal of Research in Special Educational Needs*. doi: 10.1111/1471-3802.12028. <https://doi.org/10.1111/1471-3802.12028>
- Vlachou, M., Andreou, E., Botsoglou, K., & Didaskalou, E. (2011). Bully-victim problems among preschool children: a review of current research evidence. *Educational Psychology Review*, 23, 3, 329-358.
- Vlachou, A., Didaskalou, E., & Voudouri, E. (2009). Mainstream teachers' instructional adaptations: implications for inclusive responses. *Journal Revista de Educacion*, 349, 179-203.
- Didaskalou, E., Andreou, E., & Vlachou, A. (2009). Bullying and victimization in children with special educational needs: implications for inclusive practices. *INTERACCOES*, 13, 249-274.

- Andreou, E., Didaskallou, E., & Vlachou, A. (2008). Outcomes of a curriculum-based anti-bullying intervention program on students' attitudes and behaviour. *Emotional and Behavioural Difficulties*, 13, 4, 235-248. <https://doi.org/10.1080/13632750802442110>
- Andreou, E., Didaskalou, E., & Vlachou, A. (2007). Evaluating the effectiveness of a curriculum-based anti-bullying intervention program in Greek primary schools. *Educational Psychology*, 27, 5, 693-711. <https://doi.org/10.1080/01443410601159993>
- Didaskalou, E., & Millward, A. (2007). Rethinking assessment: managing behaviour and reducing disaffection. *Emotional and Behavioural Difficulties*, 12, 3, 191-203. <https://doi.org/10.1080/13632750701489949>
- Vlachou, A., Didaskalou, E., & Argyrakouli, E. (2006). Preferences of students with general learning difficulties for different service delivery modes. *European Journal of Special Needs Education*, 21, 2, 201-216. <https://doi.org/10.1080/08856250600600919>
- Kleftras, G., & Didaskalou, E. (2006). Incidence and teachers' perceived causation of depression in primary school children in Greece. *School Psychology International*, 27, 3, 281-315.
- Andreou, E., Vlachou, A., & Didaskalou, E. (2005). The roles of self-efficacy, peer interactions and attitudes in bully-victim incidents: implications for intervention policy-practices. *School Psychology International*, 26, 5, 545-562.
- Didaskalou, E., & Millward, A. (2002). Breaking the policy log-jam: comparative perspectives on policy formulation and development for pupils with emotional and behavioural difficulties. *Oxford Review of Education*, 28, 1, 109-121.
- Didaskalou, E. (2002). Current obstacles to change in Greek primary schools: implications for managing behaviour problems. *European Journal of Education*, 37, 4, 473-482. <https://www.jstor.org/stable/1503812>
- Didaskalou, E., & Millward, A. (2001). Greek teachers' perspectives on behaviour problems: implications for policy makers and practitioners. *European Journal of Special Needs Education*, 16, 3, 289-299. <https://doi.org/10.1080/08856250110074427>

Books

- Skrzypiec, G., Wyr, M., & Didaskalou, E. (2020). *A Global Perspective of Young Adolescents' Peer Aggression and Wellbeing: Beyond Bullying*. Australia: Routledge.

Chapters in international peer-reviewed books

- Skrzypiec, G., Yang, C., Xi, J., Wyr, M., Sikorska, I., Sandhu, D., Roussi-Vergou, C., Romera, E., Ortega-Ruiz, R., Olenik-Shemesh, D., Kwon, S., Kang, S., Heiman, T., Guarini, A., Didaskalou, E., Brighi, A., Nasiruddin, U., & Alinsug, E. (2023). Cultural values, happiness, and harmful peer aggression reported by adolescents in 12 world regions. In: L. Ebersohn & I. Gogolin (Eds), *Global Perspectives on Education Research*. <https://doi.org/10.4324/9781003147145>
- Roussi-Vergou, C., Andreou, E., Didaskalou, E., Slee, P., & Skrzypiec, G. (2018). Evaluating the “Coping with Bullying” program in Greek secondary schools: a repeated measure approach. In J. Gordon (Ed.), *Bullying Prevention and Intervention at School: Integrating Theory and Research into Best Practices*. Springer Publishing Company.
- Skrzypiec, G., Didaskalou, E., & Wyr, M. (2020). Peer Aggression and Bullying. In G. Skrzypiec, M. Wyr, & E. Didaskalou (Eds.), *A Global Perspective of Young Adolescents' Peer Aggression and Wellbeing: Beyond Bullying* (pp. 3-23) Australia: Routledge.
- Skrzypiec, G., & Didaskalou, E. (2020). Global Results and Comparisons. In G. Skrzypiec, M. Wyr, & E. Didaskalou (Eds.), *A Global Perspective of Young Adolescents' Peer Aggression and Wellbeing: Beyond Bullying* (pp. 23-41). Australia: Routledge.
- Roussi-Vergou, C., Andreou, E., & Didaskalou, E. (2020). Peer aggression and bullying in Greece. In G. Skrzypiec, M. Wyr, & E. Didaskalou (Eds.), *A Global Perspective of Young Adolescents' Peer Aggression and Wellbeing: Beyond Bullying* (pp.195-206). Australia: Routledge.
- Didaskalou E. (2019) Assisting Students with Attention Deficit Disorder Through Technology. In: Tatnall A. (eds) *Encyclopedia of Education and Information Technologies*. Springer, Cham. https://doi.org/10.1007/978-3-319-60013-0_149-1

- Andreou, E., Vlachou, A., & Didaskalou, E. (2007). “Emerging aspects in understanding bullying in schools: implications for research and intervention”. In E. M. Vargios (Ed.), *Educational Psychology Research Focus*, (pp. 185-189). New York: Nova Science Publishers.
- Didaskalou, E., Stavroussi, P., & Vlachou, A. (2015). “Defining, identifying and assessing social and personal skills difficulties of students with special educational needs: the special education teachers’ perspectives”. In E. Kourkoutas & A. Hart (Eds.), *Innovative Practice and Interventions for Children and Adolescents with Psychosocial Difficulties and Disabilities* (pp.295-325). UK: Cambridge Scholars Publishing.

Chapters to Peer-Reviewed Greek Books

- Didaskalou, E., Vlachou, A., & Andreou, E. (2013). “Bullying and pupils with SENs: contemporary hermeneutic approaches and possibilities for intervention {In Greek}”. In H. Kourkoutas, & T. Thanos (Eds.), *School Violence and Juvenile Delinquency* (pp. 241-262). Athens: Topos Publications.
- Vlachou, A., Didaskalou, E., & Papannanou, I. (2012). “Conceptual approaches to disability and their implications for the education of persons with disabilities {In Greek}”. In A. Zoniou-Sideris, E. Deropoulou-Derou, & A. Vlachou (Eds.), *Disability and Educational Policy* (pp.65-93). Athens: Pedio Publications.
- Vlachou, A., Didaskalou, E., & Beliou, V. (2004). “The need to establish support networks and collaborative structures to improve the operation of resource room settings: the views of special educators {In Greek}”. In G. Kleftras, & M. Zafiropoulou (Eds.), *Applied Child Clinical Psychology*, (pp. 65-107). Athens: Greek Letters Publications.

Publications in Peer-Reviewed Proceedings of Conferences

- Didaskalou, E., Roussi – Vergou, C. J., & Andreou, E. (2017). School belongingness and coping with victimization in bullied and non-bullied students: a discriminant analysis approach. In M. Tsianikas, G.. Couvalis, & M. Palaktsoglou (Eds.), *Living in a Cultural Wilderness, Special Issue of Modern Greek Studies (Australia and New Zealand)*, (pp. 110-124). Proceedings of the 11th Biennial International Conference of Greek Studies, Flinders University, Adelaide SA, 26-27 June 2015.

- Didaskalou, E., & Kleftaras, G. (2007). “Greek Pupils’ and Teachers’ perceptions concerning Depressive Symptomatology”. *Proceedings of the European Conference: The European Dimension on Special Education*, (pp. 266-276). Thessalonica: University Studio Press.

Psychometric Instruments Adaptation

- Kleftaras, G., & Didaskalou, E. (2012). “Children’s Depression Inventory (CDI) [The Greek version]”. In: A. Stalikas, S. Triliva, & P. Roussi (Eds.), *The Psychometric Instruments in Greece* (pp.183-184). Athens: Pedio Publications.
- Kleftaras, G., & Didaskalou, E. (2012). “Culture-Free Self- Esteem Inventory for Adults [CFSEI-AD] [The Greek version]”. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *The Psychometric Instruments in Greece* (pp.569-570). Athens: Pedio.
- Didaskalou, E., & Kleftaras, G. (2012). “Culture-Free Self-Esteem Inventory for Children [CFSEI-B] [The Greek version]”. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *The Psychometric Instruments in Greece* (pp.571-572). Athens: Pedio.
- Kleftaras, G., Nikolarazi, M., & Didaskalou, E. (2012). “Relational Provision Loneliness Questionnaire [RPLQ] [The Greek version]”. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *The Psychometric Instruments in Greece* (pp.706). Athens: Pedio.
- Didaskalou, E., & Kleftaras, G. (2012). “The Louvain Loneliness Scale for Children and Adolescents [LLCA]) [The Greek version]”. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *The Psychometric Instruments in Greece* (pp.763). Athens: Pedio.

Invited Lectures at Universities Abroad

- **April 2019:** Invited Lecture to the Research and Teaching personnel of the Faculty of Applied Psychology of Northeastern University, U.S.A. Title of the Lecture: “Adolescent students’ mental health in a period of economic recession”.
- **February 2018:** Invited Lecture to the Wellbeing Research Group Centre in the Department of Education, Psychology and Social Work, at Flinders University, South Australia. Title of the Lecture: “Coping with Bullying” program in Greek secondary schools: A repeated measure approach”.

- **February 2018:** Invited Lecture to the Research and Teaching personnel in the School of Education, of South Australia University. Title of the Lecture: “Greek students’ wellbeing”.
- **May, 2015:** Invited Lecture, to the Research and Teaching personnel of the Pedagogical Department, in Boston University. Title of the Lecture: “Identifying and meeting the needs of students with Special Educational Needs (SENs) in the domain of personal/social skills development: Implications for social inclusion research and practice”.
- **November, 2014:** Invited Lecture, to the Research and Teaching personnel in the School of Education, Flinders University, Australia. Title of the Lecture: “Bullying/victimization among students with SENDs: Implications for inclusive practices”.
- **October, 2014:** Invited Lecture to the Wellbeing Research Group from the Centre for Research in Education, in the Department of Education, University of South Australia. Title of the Lecture: “Bullying and victimization among students with SENDs: Inclusive Responses”.
- **September, 2012:** Invited Key note speaker, in the 6th International Scientific Conference of Special Education and Rehabilitation Today, Belgrade, 14-16 September. Title of Lecture: “Identifying critical social skills in the realm of inclusive education”.
- **October, 2003:** Lectures given to Undergraduate students of the Department of Education- College of Education and Human Services- Oshkosh, University of Wisconsin, USA. Titles of Lectures: 1. “Special Education in Greece”, 2. “Students with behaviour problems in Greek schools: educational responses”.

Participation in Funded Research Projects

- **2021-2025:** Onassis Foundation: Honour sponsorship to Eleni Didaskalou for the funding of the research project titled: “Evaluation of Greek students’ Emotional and Behavioral Difficulties for implementing class-wide prevention programs” with the scientific cooperation of the Department of Applied Psychology of the Bouve College of Health Science of Northeastern University, USA.
- **2020-2022:** Member of the research team of the International Research Project (20 participant countries): “Study of the impact of COVID-19 lockdown on student wellbeing and experiences of aggression”. The Research Project is led by Dr Grace Skrzypiec, School of Education, Flinders University, South Australia.

- **2022-2023:** Member of the International Research Alliance for Teachers and member of the International Research Project “Study of the impact of COVID-19 lockdown on teachers’ wellbeing”. The Research Project is led by Dr Grace Skrzypiec, School of Education, Flinders University, South Australia.
- **2018-2019:** Principal Researcher of the Research Project funded by the Research Committee of the University of Thessaly, entitled: “Adaptation of the Classroom Observation of Engagement, Disrespect, & Disruptive Behavior –(COED) instrument in Greek Primary Schools. Participant Researchers: Amy Briesch and Robert Volpe, Department of Applied Psychology, Northeastern University, USA.
- **2017-2019:** Principal Researcher of the International Research Project: “Peer Aggression and wellbeing”. The countries involved in this project include: Australia, Greece, Italy, Indonesia, China, India, South Korea, The Philippines, Poland, Spain, Portugal and Taiwan. The Research Project is led by Dr Grace Skrzypiec, School of Education, Flinders University, South Australia.
- **2016-2019:** Member of the research team: “Addressing peer victimization among school students: The role of teachers’ emotional intelligence”. Participant Researchers: Shute, R., Adjunct Prof. School of Psychology, Flinders University, Australia, Dedousis-Wallace, A., Health Psychology Unity, UTS , Sydney.
- **2015:** Member of the research team: school-based mental health provision and anti-bullying policies, directed by the Professors Green Jennifer and Holt Melissa, in the School of Education of Boston University, U.S.A.
- **2014:** Member of the research team: Bullying in schools, directed by Professor Philip Slee, School of Education, Humanities and Law, Flinders University, South Australia.
- **2011-2014:** Member of the research team of the project funded by the Research Committee of the University of Thessaly entitled: “Intervention program for preventing and counteracting bullying in Greek secondary schools” (Project Code: 4290.01.44).
- **2011-2014:** Member of the research team of the project funded by the Research Committee of the University of Thessaly entitled: “Implementing actions for building a model supportive network for children with disabilities attending special schools and living in the orphanage of the city of Volos” (Project Code: 4290).

- **2011-2014:** Member of the research team of the project funded by the Research Committee of the University of Thessaly entitled: “Dimensions of the adaptive behaviour of children and adolescents with Down syndrome” (Project Code: 4290.01.02).
- **2011-2013:** Member of the research team of the project, funded by the Research Committee of the University of Thessaly entitled: “Network Development of professionals for supporting children with disabilities living in orphanage located in the city of Volos” (Project Code: 4290.01.43).
- **2011-2013:** Member of the international research team, in collaboration with the Fielders University, Australia: “Intervention program for preventing and addressing bullying and victimization in secondary education institutions”, funded by the Research Committee of the University of Thessaly (Project Code: 4290.01.44).
- **2010-2011:** Scientific Principal of the research project, funded by the Research Committee of the University of Thessaly, entitled: “Personal and social difficulties of students attending resource room settings: The Special Teachers’ Perspectives” (Project Code: 4088.08.01).
- **2008-2009:** Scientific Principal of the research project, funded by the Research Committee of the University of Thessaly, entitled: “Students’ with behaviour problems views about schooling and their learning and social experiences” (Project Code: 3740).
- **2007-2008:** Member of the research team of the project, funded by the Research Committee of the University of Thessaly, entitled: “Social Inclusion and bullying /victimization of students with Special Educational Needs” (Project Code: 3541).
- **2003-2005:** Member of the research team of the research project funded by the Research Committee of the University of Thessaly entitled: “Implementation of a curriculum-based anti-bullying program in schools” (Project Code: 2925).

Courses Taught

1. Master’s Programs (Master Degree)

- **2010-2015:** Instructor in the Master’s Degree course (M.Sc), on Counselling in Special-General Education and Health. Pedagogical Department of Special Education, University of Thessaly, Greece. Course title: “Counselling teachers on addressing pupils’ emotional and behavioural difficulties”.
- **2009-2016:** Instructor in the Master’s Degree course on Special Education, Pedagogical Department of Special Education, University of Thessaly, Greece. Course title: “Strategies for managing students’ behavioural difficulties”.

2. Undergraduate Programs (Bachelor Degree)

- **2011-to date:** Department of Special Education, University of Thessaly, Volos, Greece. Subjects taught: 1. “Students with EBDs: Educational interventions”, 2. “Special Education: the education of students with EBDs”, 3. “Students with ADH/D: Educational Interventions”, 4. “Classroom Behaviour Management”.

- **2007-2011:** Department of Special Education, University of Thessaly, Volos, Greece. Subjects taught: 1. “Students with EBDs: Educational interventions”, 2. “Special Education: the education of students with EBDs”, 3. “Students with ADH/D: Educational Interventions”, 4. “Classroom Behaviour Management”.

- **2002-2007:** Department of Special Education, University of Thessaly, Volos, Greece. Academic Coordinator of the Undergraduate Students Practicum. Subjects Taught: 1. “Students with EBDs: Educational interventions”, 2. “Students with learning difficulties and behavioural problems”, 3. “Student Teachers’ Practicum in Special Education I”, 4. “Student Teachers’ Practicum in Special Education II”.

Adults’ Education Programs (In-Service & Training Programs)

- **2007-2010:** Teaching fellow in the specialized seminar for secondary education teachers, in the area of Special and Inclusive Education. Pedagogical Department of Special Education, University of Thessaly, Volos, Greece.

- **2006:** Teaching fellow in the in-service training program, in the area of Behaviour Management, in the Pedagogical Institute, Ministry of Education, Athens, Greece.
- **2006:** Teaching fellow in the in-service training program, in the area of Inclusive Education, in the University of Macedonia, Department of Social and Educational Policy, Thessaloniki, Greece.

- **2005:** Teaching fellow in the specialized seminar for secondary education teachers in the area of Special and Inclusive Education. Department of Special Education, University of Thessaly, Volos, Greece.

- **2004:** Teaching fellow in the specialized seminar for secondary education teachers in the area of Special and Inclusive Education. Department of Special Education, University of Thessaly, Volos, Greece.
- **2003-2004:** Teaching fellow in the undergraduate program of upgrading primary education teachers' degree. Department of Primary Education, University of Thessaly, Volos, Greece. Subject Taught: "Educating children with behavioural problems".
- **2002-2003:** Teaching fellow in the in-service training program for newly qualified primary and secondary education teachers, organised by PEK, in the area of Inclusive Pedagogy for Students with Behaviour Difficulties.
- **2001-2002:** Teaching fellow in the in-service training program for newly qualified primary and secondary education teachers, organised by PEK, in the area of Inclusive Pedagogy for Students with Behaviour Difficulties.
- **2001-2002:** Teaching fellow in the post-graduate training program on special education for teachers in-service, organized by the Department of Primary Education of the University of Athens. Subject taught: "Students with behaviour problems: current educational trends and interventions".

Presentations in Peer-Reviewed European & International Conferences

- Didaskalou, E., Stavroussi, P., & Gennifer Greif Green (September 2024). *Does Primary School Teachers' Perceived Efficacy in Classroom Management/Discipline Predict their Perceptions of Inclusive Education?* Oral Presentation in the 9th ENSEC Conference (7-9/9/2024), Chania, Greece.
<https://symvoli.com/portfolio/ensec/>
- Andreou, E., Rousi – Vergou, C, Didaskalou, E., & Skrzypiec, G. (August, 2019). *Experiences of school bullying and perceptions of wellbeing among adolescents: resilience as a moderator among their interrelations*. Presentations in the Symposium 3 (Aggression directed towards peers and parents during childhood and adolescence), in 19th European Conference on Developmental Psychology, Divani Caravel Hotel, Athens, Greece.
<https://globalevents.eventsair.com/QuickEventWebsitePortal/19th-eecd/agenda/Agenda/AgendaItemDetail?id=497ee450-366d-40b0-8773-7557549cd828>

- Skrzypiec, G., Alinsug, E., Nasiruddinc, U. A., Andreou, E., Brighie, A., Didaskalou, E., Guarinie, A., Heiman, T., Kang, S-W., f, Kaur, K., Kwonh, S., Olenik-Shemeshl, D., Ortega-Ruiz, R., Romera, E. M., Roussi-Vergou, C., Sandhug, D., Sikorskaj, I., Wyraa, M., & Yang, C-C (2019). *Cultural Values, Happiness and Harmful Peer Aggression Reported by Adolescents Across 12 World Regions*. Paper presentation in the World Education Research Association (WERA, 2019), Focal Meeting in Tokyo, 10 Years Anniversary Future of Democracy and Education: Realizing Equity and Social Justice Worldwide, University of Tokyo and Gakushuin University, Tokyo, Japan. <https://wera-tokyo.com/>, https://www.conftool.org/wera2019/index.php?page=browseSessions&form_session=26&presentation=show
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Member of Academic Organizations & Reviewer

- Consulting Editor of the *Journal of Disability Policy Studies (JDPS)*, Published by the Hammill Institute on Disabilities and SAGE Publications, jdps.sagepub.com, ISSN 1044-2073.
- Reviewer of the *Journal of Disability Policy Studies (JDPS)*, Published by the Hammill Institute on Disabilities and SAGE Publications, jdps.sagepub.com, ISSN 1044-2073.

- International Member of the student Wellbeing and Prevention of Violence (SWAPv) Research Centre, at Flinders University, South Australia (<http://www.flinders.edu.au/ehl/swapv/>).
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