

# CURRICULUM VITAE

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## **Dr. Eleni Didaskalou (Ph.D)**

*Associate Professor, Pedagogical Department of Special Education, University of Thessaly, Greece*

*Adjunct Professor, School of Education, Psychology & Social Work, Flinders University, South Australia.*

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## **DOCTORAL & MASTER STUDIES**

**1997-2000:** Doctor of Philosophy (Ph.D), University of Newcastle Upon Tyne, Department of Education, England. Title of Doctoral Thesis: “Emerging Teacher Perspectives in relation to Emotional and Behavioural Problems in Greek Primary Schools”.

**1994-1995:** Master of Arts (M.Ed.), University of Newcastle upon Tyne, Department of Education, England (Merit).

## **TEACHING EXPERIENCE**

### ***Master’s Programs (Master Degree)***

**2009-to date:** Key Instructor in the Master’s Degree course (M.Sc), on Counselling & Counseling Psychology 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-to date:** Key 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”.

### ***Undergraduate Programs (Bachelor Degree)***

**2002-2020:** Pedagogical Department of Special Education, University of Thessaly, Volos, Greece. Modules 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”.

## **RESEARCH PROJECTS**

**2021-2022:** 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.

**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 Unit, 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 Flinders 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).

**August, 2000-April, 2001:** Research Associate - Special Needs Research Centre, at the University of Newcastle Upon Tyne- Department of Education, UK.

## **INTERNATIONAL ACADEMIC ACTIVITIES**

**2018-2022:** Awarded Adjunct Academic Status as a Senior Lecturer in the School of Education, Psychology & Social Work, at Flinders University, South Australia.

**2020-2021:** Appointed as a Visiting Scholar, in the Department of Applied Psychology at Northeastern University, Boston, USA.

**2019:** Appointed as a Visiting Scholar, in the Department of Applied Psychology at Northeastern University, Boston, USA (30<sup>th</sup> March 2019-9<sup>th</sup> May 2019).

**2018:** Appointed as a Visiting Scholar, in the Department of Applied Psychology at Northeastern University, Boston, USA.

**2018:** Appointed as Honorary Visiting Scholar, in the School of Education, Psychology & Social Work, at Flinders University, South Australia.

**2018:** Awarded the Visiting International Research Fellowship to Flinders University, South Australia.

**2015-2018:** Awarded Adjunct Academic Status as a Senior Lecturer in the School of Education, Psychology & Social Work, at Flinders University, South Australia.

**2015:** Appointed as Honorary Visiting Scholar in the School of Education at Boston University, U.S.A.

**2014:** Appointed as Honorary Visiting Scholar, in the School of Education, Faculty of Education, Humanities and Law, at Flinders University, South Australia.

### **INVITED LECTURES BY 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 6<sup>th</sup> 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”.

## **HONOURS & AWARDS**

**2021-2022:** Honour award by the Onassis Foundation for conducting a research project.

**1997-2000:** Award of scholarship, by the ‘Onassis Public Benefit Foundation’ for Doctoral Studies (PhD Degree) on Special Education.

**1997-2000:** Award of scholarship, by the ‘Vardinogiannis Public Benefit Foundation’ for Doctoral Studies (PhD Degree) on Special Education.

## **PUBLICATIONS**

### ***Doctoral Thesis***

**Didaskalou, E.** (2000). “*Emerging teacher perspectives in relation to emotional and behavioural problems in Greek primary schools*”. Unpublished PhD Thesis. University of Newcastle upon Tyne, Department of Education, Newcastle Upon Tyne, UK.

### ***Master’s Thesis***

**Didaskalou, E.** (1995). “Behaviour difficulties in Greek mainstream primary classrooms”. Unpublished M ED. Thesis. University of Newcastle upon Tyne, Department of Education, Newcastle Upon Tyne, UK.

### **Peer-Reviewed Journals**

#### ***Publications in peer-reviewed International Journals***

**1. 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.

**2. Didaskalou, E.** (2002). Current obstacles to change in Greek primary schools: implications for managing behaviour problems. *European Journal of Education*, 37, 4, 473-482.

**3. 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.

**4. 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.

**5. Kleftaras, G., & Didaskalou, E.** (2006). Incidence and teachers’ perceived causation of depression in primary school children in Greece. *School Psychology International*, 27, 3, 281-315.

**6. 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.

**7. Didaskalou, E., & Millward, A.** (2007). Rethinking assessment: managing behaviour and reducing disaffection. *Emotional and Behavioural Difficulties*, 12, 3, 191-203.

**8. 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.

**9. Didaskalou, E., Vlachou, A., Andreou, E., & Mati-Zisi, E.** (2007). Educational counseling intervention program for managing aggressiveness and bullying in elementary schools {in Greek}. *Counseling and Guidance Journal*, 80-81, 65-81.

**10. 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.

**11. Didaskalou, E., Andreou, E., & Vlachou, A.** (2009). Bullying and victimization in children with special educational needs: implications for inclusive practices. *INTERACCOES*, 13, 249-274.

12. Vlachou, A., **Didaskalou, E.**, & Voudouri, E. (2009). Mainstream teachers' instructional adaptations: implications for inclusive responses. *Journal Revista de Educacion*, 349, 179-203.
13. Didaskalou, E. (2010). Depressive symptomatology and self-esteem of primary education students receiving special education support provision within mainstream schools {in Greek. *Tribune of Social Science*, 58, 259-285.
14. 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.
15. 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.
16. **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>
17. 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
18. 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
19. **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>
18. 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//doi.org>
19. 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.
20. **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
21. 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*.
22. Roussi-Vergou, C., Andreou, A., & **Didaskalou, E.** (2019). "Coping with School Bullying: A preventive supportive program for secondary schools students. *Psychology*, 24(1), 73093.
23. 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>
24. Andreou, E., Roussi-Vergou, C., **Didaskalou, E.**, & Skrzypiec, (2020). School bullying, subjective well-being, and resilience. *Psychology in the Schools*, 1-15. doi: 10.1002/pits.22409
25. 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
26. **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

## Book

27. Skrzypiec, G., Wyras, M., & **Didaskalou, E.** (2020). *A Global Perspective of Young Adolescents' Peer Aggression and Wellbeing: Beyond Bullying*. Australia: Routledge.
28. **Scientific Editing into Greek of the book** by David M. Hulac and Amy M. Briesch (2017). *Evidence-Based Strategies for Effective Classroom Management*. New York: Guilford Press.  
Editing into Greek by Eleni Didaskalou (2020). Athens: Pedio Publishing Company.

## Book Chapters

### *Publications in Peer-Reviewed International Books*

29. Roussi-Vergou, C., Andreou, E., & **Didaskalou, E.** (2020). *Greece*. In G. Skrzypiec, M. Wyras, & E. Didaskalou (Eds.), *A Global Perspective of Young Adolescents' Peer Aggression and Wellbeing: Beyond Bullying* (pp.195-206). Australia: Routledge.
30. Skrzypiec, G., **Didaskalou, E.**, & Wyras, M. (2020). Peer Aggression and Bullying. In G. Skrzypiec, M. Wyras, & **E. Didaskalou** (Eds.), *A Global Perspective of Young Adolescents' Peer Aggression and Wellbeing: Beyond Bullying* (pp.3-23) Australia: Routledge.
31. Skrzypiec, G., & Didaskalou, E. (2020). Global Results and Comparisons. In G. Skrzypiec, M. Wyras, & **E. Didaskalou** (Eds.), *A Global Perspective of Young Adolescents' Peer Aggression and Wellbeing: Beyond Bullying*(23-41). Australia: Routledge.
32. **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](https://doi.org/10.1007/978-3-319-60013-0_149-1)
33. 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.
34. **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.
35. 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.

### *Publications in Peer-Reviewed Greek Books*

36. **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.
37. 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.
38. 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. Klefтарas, & M. Zafiropoulou (Eds.), *Applied Child Clinical Psychology*, (pp. 65-107). Athens: Greek Letters Publications.

### ***Publications in peer-reviewed Proceedings of Conferences***

39. **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 11<sup>th</sup> Biennial International Conference of Greek Studies, Flinders University, Adelaide SA, 26-27 June 2015.
40. **Didaskalou, E.**, Andreou, E. & Vlachou, A. (2011). “Dimensions of the social inclusion of students attending resource room settings”. In P. Giavrimis, E. Papanis, & A. Viki (Eds.) *Research and Practice in Special Education* (pp.79-90). Thessalonica: Kiriakidis Publishers.
41. Vlachou, A., **Didaskalou, E.**, & Patrika, P. (2009). “The educational ecology of behavioural problems: students’ hermeneutic approaches and inclusive prospects”. In A. Trilianos, & I. Karaminas, (Eds.), *Proceedings of the 6<sup>th</sup> Pan-Hellenic Conference of the Greek Pedagogical Association*, Volume B. (pp.1032-1040). Athens: Atrapos Publications.
42. **Didaskalou, E.** & Klefтарas, 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.

### ***Presentations at International & European Conferences***

1. 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 19<sup>th</sup> European Conference on Developmental Psychology, Divani Caravel Hotel, Athens, Greece. <https://globalevents.eventsair.com/QuickEventWebsitePortal/19th-ecd/agenda/Agenda/AgendaItemDetail?id=497ee450-366d-40b0-8773-7557549cd828>
2. 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&presentations=show](https://www.conftool.org/wera2019/index.php?page=browseSessions&form_session=26&presentations=show)
3. Skrzypiec, G., Alinsug, E., Nasiruddin, U., Andreou, E., Brighi, A., **Didaskalou, E.**,...et al., (2018). A Multi-Country Study of Peer Aggression. Presented at the 7<sup>th</sup> World Conference on “Violence in Schools and Public Policy”, that was held in Canada, (Quebec City, 25-27 April 2018).
4. Skrzypiec, G., **Didaskalou, E.**, Andreou, E., Amri, U., Wyra, M., Sikorska, I, Kwon, S., Kang, S., Romera, E.M., Ortega-Ruiz, R., Yang, C., Alinsug, E. (2017) Peer Aggression and Well-Being: A Multi-country study. Presented at the Well-being in Education Conference, The Ministry of National Education, Higher Education and Research, 2nd, 3rd & 4th of October 2017, Paris.

5. Roussi-Vergou, C., Andreou, E., **Didaskalou, E.**, Slee, P., & Skrzypiec, G. (2017). Evaluation of the “Coping with Bullying” program in Greek secondary schools: A repeated measure approach. Presented at the Conference of Contemporary perspectives on aggressive behavior: Exploring trends across the lifespan, that was held at Limassol, Cyprus (23<sup>rd</sup>-25<sup>th</sup> November 2017).
6. **Didaskalou, E.**, Vlachou, A., & Stavroussi, P. (2015). “Greek Teachers’ Sentiments, Attitudes & Concerns towards Inclusive Education: Implications for promoting inclusive practices”, presented at the 11th International Conference on Greek Research, that was held at Flinders University, South Australia, from the 26<sup>th</sup> – 27<sup>th</sup> June 2015.
7. **Didaskalou, E.**, Skrzypiec, G., Slee, P., & Andreou, E. (2015). “Taking action against victimization: Australian middle school students’ experiences”, presented at the the 11th International Conference on Greek Research, that was held at Flinders University, South Australia, from the 26<sup>th</sup> – 27<sup>th</sup> June 2015.
8. **Didaskalou, E.**, Stavroussi, P., & Vlachou, A. (2014). “Greek teachers’ understanding of and responding to students’ with SENs social skills difficulties”, presented at the Research in Special Education (RISE) Conference, that was held at Flinders University, South Australia on the 1<sup>4th</sup> of November, 2014.
9. **Didaskalou, E.**, Andreou, E., & Roussi, C. (2014). “Bullying/victimization among Greek secondary education students: Implications for school-wide anti-bullying interventions”, presented at Flinders Educational Futures Research Institute Conference “Turnaround Pedagogies”, that was held at Flinders University, South Australia, on the 24<sup>th</sup> of November, 2014.
10. Andreou, E., **Didaskalou, E.**, & Roussi, C. (2014). “Bullying/victimization among secondary education students: Individual and peer-related factors”. Presented at the 6<sup>th</sup> International Conference on Education and New Learning Technologies, Barcelona, Spain, 7-9 July 2014.
11. Vlachou, A., **Didaskalou, E.**, & Stavroussi, P. (2013). “Responding to students’ with SENs social needs: The special education teachers’ approaches”. Presented at the European Research Association’s Conference –EERA-ECER, that was held in Istanbul, Turkey, 10-13 September, 2013.
12. Roussi-Vergou, C., Andreou, E., **Didaskalou, E.**, Statheas, C., & Keletsidou, K. (2013). “The effectiveness of an anti-bullying intervention program in Greek secondary schools”. Presented at the European Research Association’s Conference –EERA-ECER, that was held in Istanbul, Turkey, 10-13 September, 2013.
13. **Didaskalou, E.**, Vlachou, A., & Stavroussi, P. (2012). “Identifying critical social skills in the realm of inclusive education”. Keynote Speaker at the 6<sup>th</sup> International Scientific Conference- “Special Education and Rehabilitation Today” that was held in Belgrade, 14-16 September, 2012.
14. Vlachou, M., Botsoglou, K., Andreou, E., & **Didaskalou, E.** (2012). “Bullying/victimization in preschool children: Intra-personal and Environmental Factors”. Presented at the 3<sup>rd</sup> International Conference in Early Childhood Education “Identifying the new research landscape”, 11-13 May 2012, Ioannina, Greece.
15. **Didaskalou, E.**, Andreou, E., & Vlachou, A. (2011). “Bully/victim Problems and Self-Efficacy for Peer Interactions Among Children with Special Educational Needs in Mainstream Schools”. Presented at the International Conference on Education and New Learning Technologies, Barcelona (Spain), 4-6 July, 2011.
16. Stavroussi, P., **Didaskalou, E.**, & Vlachou, A. (2011). “The Personal and Social Difficulties of Students with Special Educational Needs Attending Resource Room Settings: Special Teachers’ Perspectives”. Presented at the International Conference on Education and New Learning Technologies, Barcelona (Spain), 4-6 July, 2011.
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### **MEMBER OF ACADEMIC ORGANIZATIONS & REVIEWER IN INTERNATIONAL JOURNALS**

- **Consulting Editor** of the *Journal of Disability Policy Studies (JDPS)*, Published by the Hammill Institute on Disabilities and SAGE Publications, [jdps.sagepub.com](http://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](http://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/>).
- **International Member of BRNET**, College of Education and Human Sciences, University of Nebraska-Lincoln (<http://cehs.unl.edu/BRNET/>)
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- **Peer Reviewer** of the Journal of School Violence, Published by Taylor and Francis Group.