

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. (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., Wyra, 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., Wyra, 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., & Wyra, M. (2020). Peer Aggression and Bullying. In G. Skrzypiec, M. Wyra, & 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. Wyra, & 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. Wyra, & 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. Klefтарas, & 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., & 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.

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-ecdp/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&presentationns=show

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