



Teachers Can Make a Difference in Bullying: Effects of Teacher Interventions on Students' Adoption of Bully, Victim, Bully-Victim or Defender Roles across Time

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Abstract

School bullying is a serious problem worldwide, but little is known about how teacher interventions influence the adoption of bullying-related student roles. This study surveyed 750 early adolescents (50.5% female; average age: 12.9 years, $SD = 0.4$) from 39 classrooms in two waves, six months apart. Peer ratings of classmates were used to categorize students to five different bullying-related roles (criterion: $>1 SD$): bully, victim, bully-victim, defender, and non-participant. Student ratings of teachers were used to obtain class-level measures of teacher interventions: non-intervention, disciplinary sanctions, group discussion, and mediation/victim support. Controlling for student- and class-level background variables, two multilevel multinomial logistic regression analyses were computed to predict students' bullying-related roles at wave 2. In the static model, predictors were teacher interventions at wave 1, and in the dynamic model, predictors were teacher intervention changes across time. The static model showed that disciplinary sanctions reduced the likelihood of being a bully or victim, and group discussion raised the likelihood of being a defender. Mediation/victim support raised the likelihood of being a bully. The dynamic model complemented these results by indicating that increases in group discussion across time raised the likelihood of being a defender, whereas increases in non-intervention across time raised the likelihood of being a victim and reduced the likelihood of being a defender. These results show that teacher interventions have distinct effects on students' adoption of bullying-related roles and could help to better target intervention strategies. The findings carry practical implications for the professional training of prospective and current teachers.

Keywords Bullying · Teacher interventions · Teacher strategies · Anti-bullying · Disciplinary sanctions · Group discussions

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Introduction

Healthy and safe schools play a critical role in positive youth development (D'Urso et al., 2021). However, bullying affects students worldwide and has been shown to have potentially serious and long-lasting effects on health, well-being, academic performance, and occupational success (Burger & Bachmann, 2021), not only for victims but for all students involved (Hysing et al., 2021). This is particularly true for students in early adolescence where bullying peaks (Swearer et al., 2017) and where students are even at a higher risk for developing mental health disorders due to changes in social dynamics, biology, and cognition (Salminen et al., 2021). It has been demonstrated that teachers can stop bullying (Troop-Gordon & Ladd, 2015) and that teacher interventions have a central role in the fight against bullying (Colpin et al., 2021). But there is debate about which teacher interventions are effective (Bauman et al.,

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Accounts and Papers of the House of Commons Great Britain. Parliament. House of Commons,1862 Read to Achieve Teacher's Resource ,2015-06-08 The Read to Achieve Teacher s Resource Guide provides complete instruction for the defined standards but also provides scaffolded instruction for the standards leading up to 3rd grade **The Prussian Elementary Schools** Thomas Alexander,1918 A Teacher's Guide to Conversational AI David A. Joyner,2024-05-27 A Teacher s Guide to Conversational AI explores the practical role that language based artificial intelligence tools play in classroom teaching learning experiences and student assessment Today s educators are well aware that conversational and generative AI chatbots intelligent tutoring systems large language models and more represent a complex new factor in teaching and learning This introductory primer offers comprehensive novice friendly guidance into the challenges and opportunities of incorporating AI into K 12 schools and college classes in ways that are appropriate nourishing to students and outcomes driven Opening with an informative overview of the foundational properties key terminology and ethical considerations of these tools the book offers a coherent and realistic vision of classrooms that are enhanced rather than stymied by AI systems This includes strategies for designing assessments that are conducive to students beneficial use of AI while mitigating overreliance or dishonesty using AI to generate lesson examples for student critique or custom content that reinforces course principles leveraging chatbots as a co instructor or a tutor a guide during student driven learning a virtual debate or brainstorming partner and a design project and creating course content lesson plans and activities expanded language and accessibility options and beyond Through the depth of understanding and applied approach provided in these chapters teachers and leaders in training and in service alongside private tutors college instructors and other educators will be better prepared to future proof their efforts to serve new generations of learners **Teacher's Guide to Aviation Education Resources** ,1985

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