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EMPIRICAL RESEARCH

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 (Salmivalli 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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Helen M. Shields

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Table of Contents Teacher Articles

1. Understanding the eBook Teacher Articles
    - The Rise of Digital Reading Teacher Articles
    - Advantages of eBooks Over Traditional Books
2. Identifying Teacher Articles
    - Exploring Different Genres
    - Considering Fiction vs. Non-Fiction
    - Determining Your Reading Goals
3. Choosing the Right eBook Platform
    - Popular eBook Platforms
    - Features to Look for in an Teacher Articles
    - User-Friendly Interface
4. Exploring eBook Recommendations from Teacher Articles
    - Personalized Recommendations

- Teacher Articles User Reviews and Ratings
- Teacher Articles and Bestseller Lists

5. Accessing Teacher Articles Free and Paid eBooks
   - Teacher Articles Public Domain eBooks
   - Teacher Articles eBook Subscription Services
   - Teacher Articles Budget-Friendly Options
6. Navigating Teacher Articles eBook Formats
   - ePub, PDF, MOBI, and More
   - Teacher Articles Compatibility with Devices
   - Teacher Articles Enhanced eBook Features
7. Enhancing Your Reading Experience
   - Adjustable Fonts and Text Sizes of Teacher Articles
   - Highlighting and Note-Taking Teacher Articles
   - Interactive Elements Teacher Articles
8. Staying Engaged with Teacher Articles
   - Joining Online Reading Communities
   - Participating in Virtual Book Clubs
   - Following Authors and Publishers Teacher Articles
9. Balancing eBooks and Physical Books Teacher Articles
   - Benefits of a Digital Library
   - Creating a Diverse Reading Collection Teacher Articles
10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
11. Cultivating a Reading Routine Teacher Articles
    - Setting Reading Goals Teacher Articles
    - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Teacher Articles
    - Fact-Checking eBook Content of Teacher Articles

- Distinguishing Credible Sources

13. Promoting Lifelong Learning
    - Utilizing eBooks for Skill Development
    - Exploring Educational eBooks
14. Embracing eBook Trends
    - Integration of Multimedia Elements
    - Interactive and Gamified eBooks

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