

What do teachers need to reduce bullying?

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What do teachers need to reduce bullying?



How can an anti-bullying programs support teachers to better prevent and reduce bullying?

Why focus on teachers?

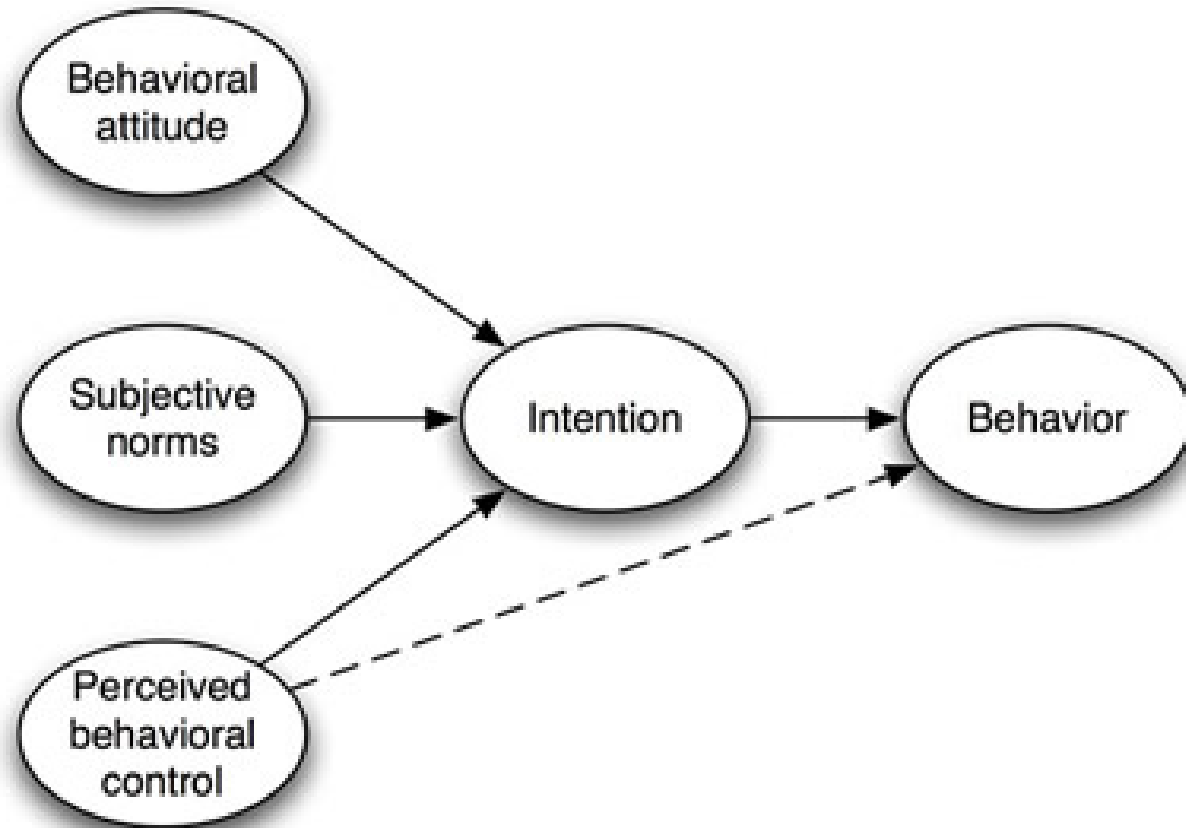
The role of teachers is important

Might underestimate bullying

Feel unprepared to respond effectively



Factors determining teacher intervention



Theory of Planned Behavior (Ajzen, 2012)

Factors determining teacher intervention



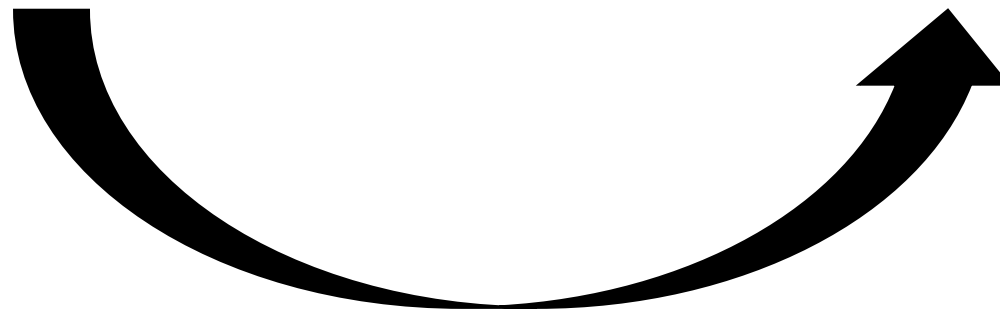
Teacher intervention

Victims

Emotional support
Good teacher-student relation
Increase social and defending skills

Perpetrators

Authoritative disciplinary style
Problem solving strategies



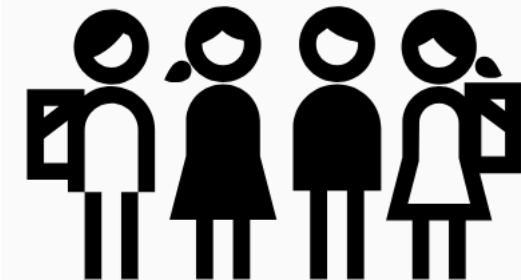
Teacher intervention

Peer ecology

Group norms

Prosocial behavior

Defending behavior



Anti-bullying programs can support teachers

Teacher training

Screening tool

Guidelines

Student lessons

School policy

Coordinator

Termly meetings



Present study

What are difficult bullying situations?

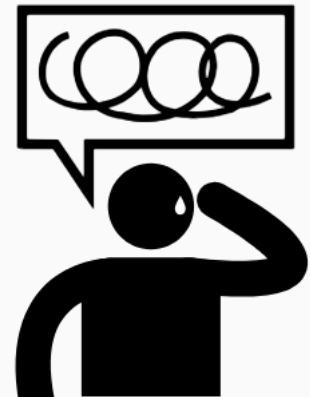
How do teachers respond?

How can anti-bullying programs support? (discussion)

38 teachers (*M* teaching experience = 13,8 year, 74% female)

Difficult bullying situations

Notice covert forms of bullying ($n = 14$)



Notice covert forms of bullying

“ It happens very **sneaky**. You have to be very **attentive** if you want to observe it.

Responses and experienced difficulties $n = 11$

No intervention; preventing future bullying

Telling students to report bullying behavior

Involve parents

“**How can I observe and analyze** bullying in my classroom?”

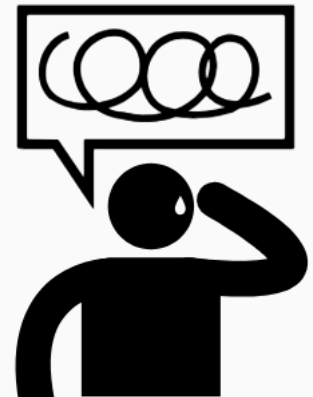
“**How do I deal** with students who deny bullying?”

“**I am afraid** to discipline the wrong student”

Difficult bullying situations

Notice covert forms of bullying ($n = 14$)

Estimate seriousness of the situation ($n = 7$)



Estimate seriousness of the situation

“ In his eyes, it was bullying. But what **is really nasty** to say to someone? And what does someone **experience as nasty**? That is difficult.

Responses and experienced difficulties $n = 9$

Increase observations victim and bully

Talking with involved children; verify what has happened

Group intervention; difference teasing/bullying

No intervention; 'don't want to make it any bigger than it is'

“**How do I deal** with conflicting stories?”

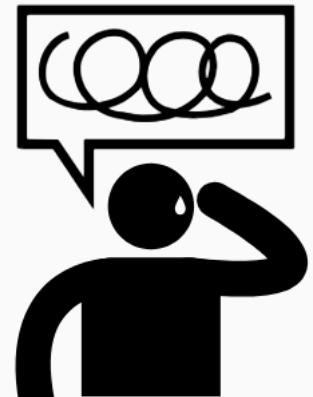
“**What is the difference** between bullying, teasing and a conflict?”

Difficult bullying situations

Notice covert forms of bullying ($n = 14$)

Estimate seriousness of the situation ($n = 7$)

Reduce persistent bullying behavior ($n = 20$)



Reduce persistent bullying behavior

“ One student cries very quickly, but **keeps provoking** and teasing other children.

Responses and experienced difficulties $n = 14$

Work with bully

Increase supervision

Group discussion and preventive measures

Consult colleagues

Work with parents

“**Keeps coming back**, nothing works?”

“**How to prevent** escalation of incidents?”

“**How to find** a structural solution?”

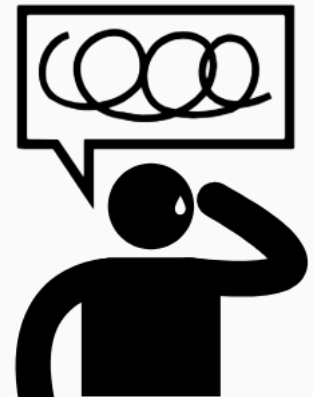
Difficult bullying situations

Notice covert forms of bullying ($n = 14$)

Estimate seriousness of the situation ($n = 7$)

Reduce persistent bullying behavior ($n = 20$)

Cooperate with parents ($n = 8$)



Main findings

Covert bullying situations are difficult to observe; depends on student and teacher reports

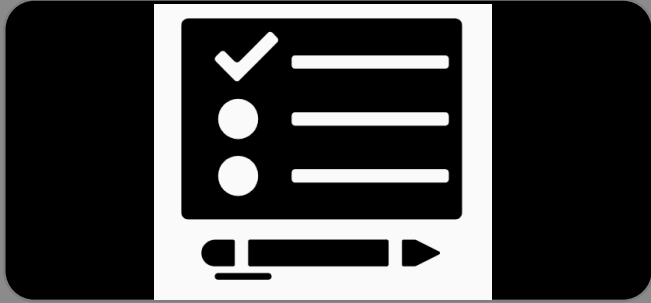
Estimating seriousness happens on an intuitive level

Responses to persistent behavior is difficult

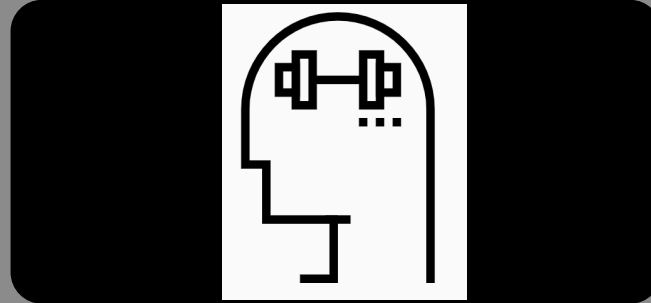
Need for teacher support

Practice-based knowledge

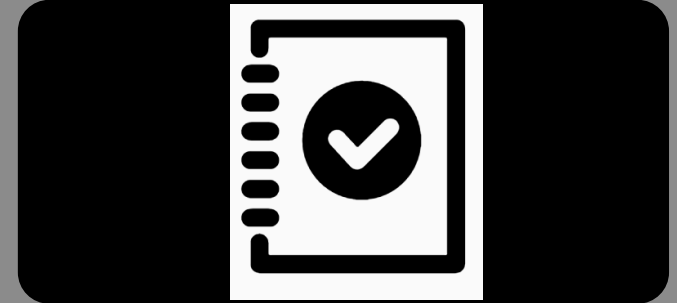
Practical implications



Screening
tool



Teacher
training



Guidelines

Future research

Screening tool → increased awareness?

Training methods → increased knowledge?

Guidelines → Increased skills and self-efficacy?

Bullying intervention just 'planned behavior'?

Or also an emotional response?

Thank you!

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