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Teachers needed to participate in study of interventions in student bullying

The University of Ottawa Research Department is asking OECTA members to complete an on-line survey designed to study teachers' intervention in bullying situations. This is an innovative study that the university has developed that promises to shed light on factors that influence teachers' decisions about intervening in bullying.

The starting point for this study is that the complex nature of bullying relationships among children, necessarily make the task of identifying and intervening in bullying a very challenging one for adults, especially teachers.

The primary objective of this study is to identify the contextual factors of indirect aggression that influence teachers' intervention behaviour. The secondary objectives are to determine what contextual factors of bullying incidents and what individual teacher characteristics influence teachers' willingness to intervene.

The results of the research can help determine:

- if teachers can discern incidents of bullying across a range of hypothetical classroom scenarios depicting bullying in different forms (direct, indirect, cyber-bullying)
- how teachers' perceptions of bullying affect their anticipated responses to bullying incidents
- how teachers' levels of preparedness to address bullying affect their perceptions of bullying and intervention strategies
- what information, resources or support teachers need to meet new requirements to report bullying to school authorities.

The results will help OECTA identify, advocate for and develop strategies for assisting teachers in their continued efforts to address bullying situations in the most effective manner possible in the workplace.

Survey participants will remain anonymous and the individual results will remain completely confidential.

The survey can be found at:

<http://psych.mcmaster.ca/bullying-en>