

Introduction

- Imm. youth experience **higher rates of BBB** due to negative intergroup attitudes toward immigrants (Gönültaş & Mulvey, 2020).
- When teachers promote **anti-bullying school climates** to stop BBB, rates of **ethnic bullying & victimization decrease** significantly (Caravita et al., 2021; Ivaniushina & Alexandrov, 2022; Özdemir et al., 2022).
- Given the increased risk of adverse outcomes for minoritized youth experiencing BBB, it's essential to evaluate the **role of school factors** in moderating imm. youth's experiences of victimization in school (Miller et al., 2022).

Objectives

Examines the relationship between teachers' responses to & acceptance of BBB with imm. and non-imm. students' judgments, justifications, & bystander responses to BBB.

Methods

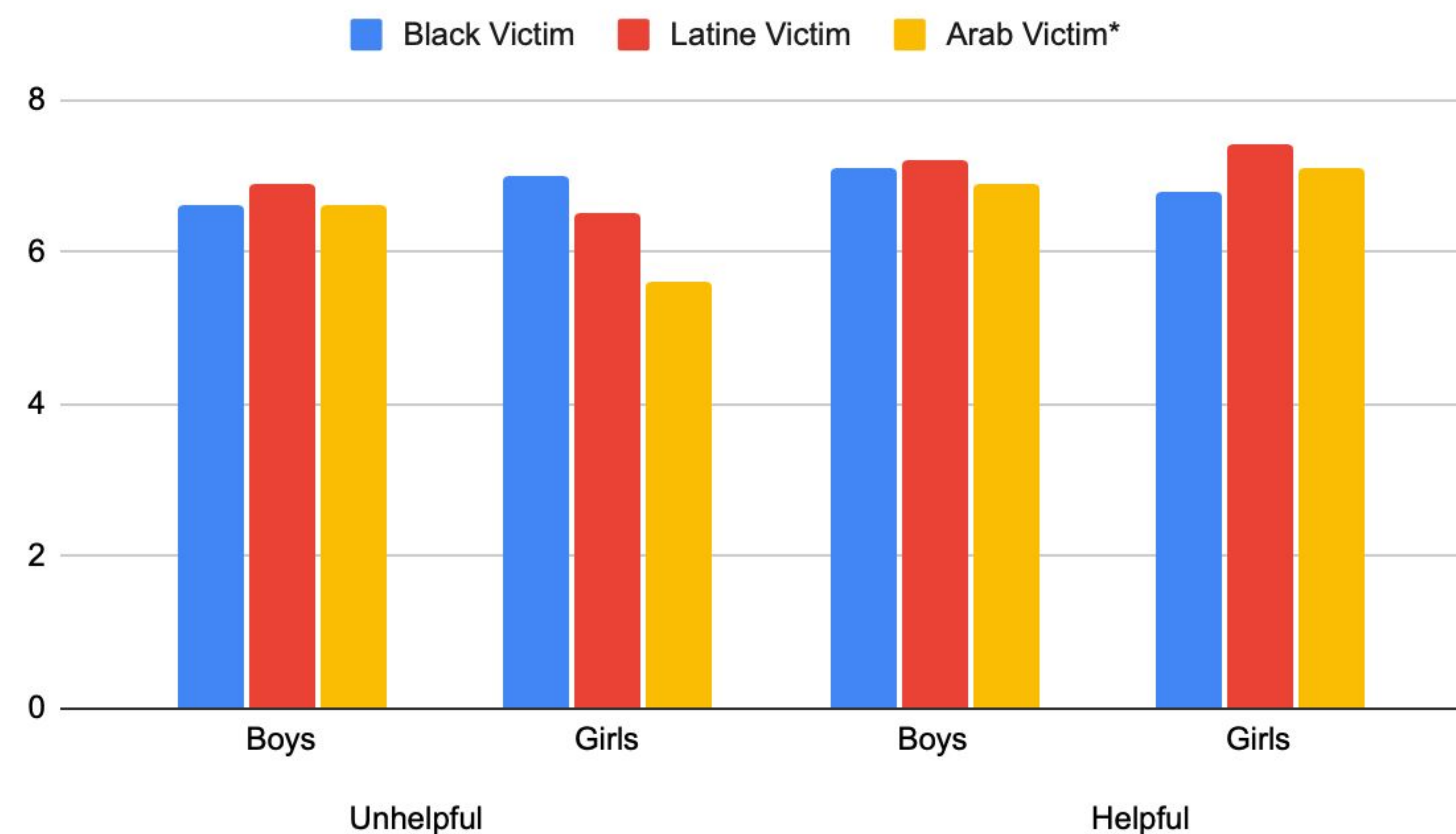
A total of 559 students from Connecticut public schools evaluated three scenarios where White youth socially excluded Latine, Arab, or Black imm/migrant students.

Participants evaluated, justified, & rated the scenario as if they were bystanders, while also rating teacher acceptance & the teacher's bullying response in school.

Results

- Justification of Scenario**
 - Non-imm. participants tended to justify social exclusion bullying w/ **group functioning**, whereas imm. participants tended to justify w/ **empathy**.
- Bystander Response to Scenario**
 - When students perceived the teacher acceptance as moderate-high yet perceived teachers' responses to bullying as unhelpful, both non-imm. & imm. background students selected more **passive** bystander choices

Unhelpful Teacher Responses - Non-Immigrant Background



Gender Differences

- Non-imm. boys & girls sig. **differ** on how they rated the Arab scenarios when teachers had **low helpfulness**, such that girls were rating the Arab scenario as more acceptable
- When teachers have **more helpful responses**, non-imm. boys & girls rated all three scenarios as **equally** as bad

Discussion & Implications

- Teacher Helpfulness/Acceptance** is important within gender differences & non-imm. backgrounds
- Teacher Responses** to bullying matter for bystander choices
- Imm. background** shapes evaluations, justifications & bystander behavior
- Implications**
 - Culturally Sensitive Teacher Engagement
 - Anti-bullying behaviors to all backgrounds -> **prosocial** bystander choices
 - Bullying Prevention Interventions
 - Take into account differences among imm. and non-imm. backgrounds with gender for training teachers & students

My Contribution

During my summer SHARE Apprenticeship with Dr. Brenick, I created a literature review and started the introduction portion for a publication to highlight these results. I also learned how to compute statistical tests for other projects in the lab. I worked with undergraduates, graduates, and professors to help me on my journey..

References

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