

Social Research Call

Title: *TERESA: A program to improve teachers' responses to general and stigma-based bullying*



Acronym: TERESA

Project leader: Noelia Muñoz Fernández

Host organisation: University of Seville

Main purpose of the project: The main aims of this project will be to develop, implement and evaluate TERESA (an acronym for Teachers Respond to Stigma and Aggression) program. TERESA program aims to sensitize and train teachers to enhance their responses to general and stigma-based (cyber)bullying.

Design/methodology/approach: The theory of planned behavior and stigma-based bullying model will guide the design of TERESA. A RCT longitudinal study (three waves) will be used to analyze if TERESA works, comparing the results between the experimental group (teachers who receive TERESA) and the control group (teachers who do not receive TERESA).

Potential results: TERESA is expected to increase teachers' awareness of general and stigma-based (cyber)bullying, make teachers aware of the importance of their response, and increase and improve teachers' intention to intervene and to respond to general and stigma-based (cyber)bullying. As a result, we expected to reduce general and stigma-based (cyber)bullying.

Social relevance of the research: TERESA aims to prevent a social problem, (cyber)bullying from an inclusive approach, incorporating stigma-based (cyber)bullying. This type of bullying is structural, based on prejudices, and promotes social inequality in our society. For all these reasons, TERESA is socially relevant in Spain and internationally, and framed in several Sustainable Development Goals.

Originality/value of the project: TERESA is innovative because previous prevention programs have focused on preventing general or stigma-based bullying, but not both. Moreover, with TERESA we will improve our knowledge of the role of teachers in all forms of (cyber)bullying, incorporating those affected by the issue, studying teachers' and students' voices.