

Schools are places where students come to learn, where they can develop their sense of self, learn to interact with other people, and feel safe in doing so. Unfortunately, this is not the case for many students, as being a victim of bullying has impeded their feelings of safety at school (Goldweber, Waasdorp, & Bradshaw, 2013). This is especially true for students from marginalized groups as these youth experience disproportionate rates of victimization compared to youth from non-marginalized groups (e.g., Brinkman, 2015). Moreover, being targeted for bullying because of facets of one's actual or perceived social identity (e.g., race, sexual orientation, dis/ability status etc.), referred to as identity-based victimization (Gower et al., 2018), is associated with negative outcomes above and beyond those associated with general victimization (Poteat et al., 2014).

Within a school, teachers and staff are seen as authority figures, responsible for protecting all students including those who are victimized, and as vital in stopping bullying. Yet, high school students who have been bullied based on their identity are reluctant to report it to teachers out of fear of inaction or ineffective action. Currently, it is unclear whether these fears are warranted, as little is known about how secondary teachers understand and react to this type of bullying. Moreover, it is possible that secondary teachers in different countries perceive and respond differently to identity-based bullying. We, therefore, need your help to explore these important questions.

We are proposing a 4 (reason for exclusion) x 2 (sex of students) between- subjects experimental study to fill this gap. Participants, high school teachers, will click on the survey link and view one of eight hypothetical scenarios involving an interaction between a student and his/her peers, depicted visually in drawings using a story board format. The scenario and depictions are the same across conditions; each takes place in the classroom and involves group members not wanting a classmate to work with them. The scenarios vary only in terms of (1) the sex of the students depicted (male, female) and (2) why group members do not want the classmate to join the group, reflecting bullying based on (a) race, (b) sexual-orientation, (c) non-identity-based characteristics or (d) typical teenage behaviour. Teachers will then be asked to respond to demographic questions (e.g., gender, ethnicity, grade(s) taught, etc.), questions about their perceptions of the situation (e.g., how serious is this situation? How likely are you to intervene in this situation?) and how they would respond to the situation, if at all, as well as how likely they would be to engage in specific responses (e.g., discussing issues of tolerance, discrimination, and diversity, punishing, seeking consultation etc.).

With this information, we will be able to better understand high school teachers' perceptions and intended responses to race-based, sexual-orientation-based, and non-identity-based bullying and how this compares to their perceptions and intended response to typical adolescent behaviour. Furthermore, with your help, we will be able to create culturally relevant scenarios to compare teachers' perceptions and intended responses internationally. Not only does this proposed study add to the existing bullying literature by expanding previous studies' general conceptualization of bullying to include three forms: race-based bullying, sexual-orientation-based bullying, and non-identity-based bullying, including a control "typical adolescent behaviour" comparison group, focusing on bullying at the high school level, and including a comprehensive list of intended responses by integrating the literature on responding to bullying, microaggressions, homophobia and racism, but, with your help, it will be the first study to compare this across countries.

An example of the male, sexual-orientation-based bullying story board:

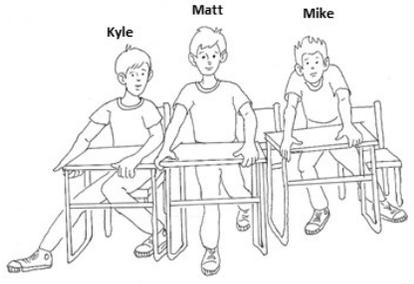
You have just finished teaching your lesson. There are still 15 minutes left before the bell, so you announce:



1

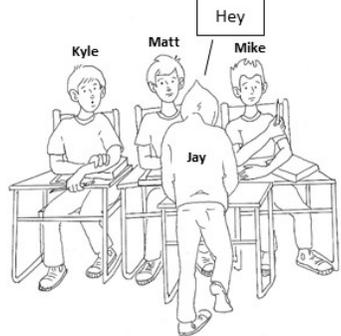
You have the rest of class to finish the group assignment you started last class. Work in groups of 4 with the students next to you.

Kyle, Matt, and Mike move their desks together and begin working.



2

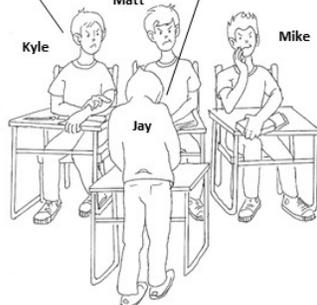
Jay approaches Kyle, Matt, and Mike to join their group



3

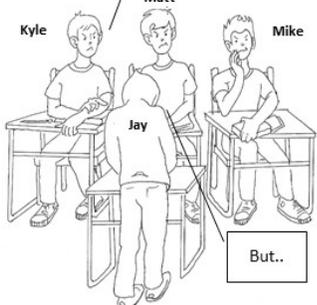
You can't work with us!

But you're only 3 people and there's supposed to be 4 in a group. I sit next to you, so I need to work with you.



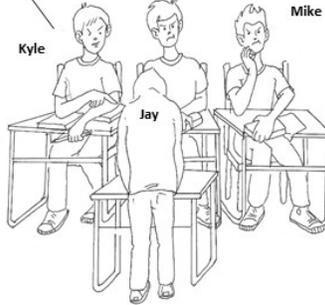
4

Find a different group! Everyone knows you're gay! We don't want you here hitting on us the whole time!



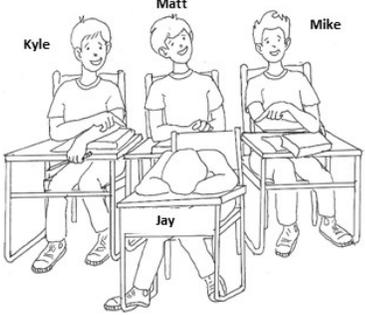
5

Leave! No homos allowed!



6

Kyle, Matt, and Mike laugh at Jay who has his head down on his desk.



7

This, or something similar, happens at least once a week.



8