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Title: Teacher Attunement to Bullies and Victims: Effects on Perception of Bullying, Social-Emotional Well-Being and Academic Outcomes.

Abstract: With students spending so much of their time in schools, and bullying negatively affecting many students in a multitude of ways, this study examined the relationship between teacher attunement during the fall term of the students sixth-grade year, to academic competence through the way students perceive the bullying ecology within their school, and how the students report their social-emotional well-being. This study used structural equation modeling in order to assess the relationship between these variables with a subsample of student and school data from twenty schools that participated in the Rural Early Adolescent Learning (REAL) project. The results demonstrated how high attunement to bullies led to higher levels of the student perception of the bullying ecology as protective, and also how higher levels of the perceived bullying ecology predicted higher levels of student social-emotional well-being. Implications of these findings is discussed.