

Figure S1. Overview of Measures Assessing Teachers' Intervention Responses to Bullying

Online Supplements for Teachers' Attitudes Toward Bullying and Intervention Responses: A Systematic and Meta-Analytic Review

				Subscale name	Sample items
Retrospective Measures	Measure Name	Citations using this measure	Measure prompt	Response options	
	Classroom Management Policies Questionnaire (CMPQ; Troop & Ladd, 2002)	Kochenderfer-Ladd & Pelletier, 2008; Rocchino, 2021; Troop-Gordon & Ladd, 2015	"How often..."	1 (almost never) to 5 (almost always)	Separating students "When a student is being made fun of by some boys/girls in your class, how often do you separate the boys/girls and the student who they are teasing?"
	Modified Handling Bullying Questionnaire (Bauman et al., 2008)	DeSmet et al., 2015	"Reports of behavior instead of behavioral intention" (DeSmet et al., 2015, p. 194)	1 (never) to 5 (very often)	Advocating assertion "How often do you tell boys/girls to stand up for themselves when their classmates are picking on them?"
					Encourage independent coping "When boys/girls are being teased or bullied by classmates, how often do you tell the boys/girls to deal with their classmates on their own?"
					Advocating avoidance "How often do you suggest that boys/girls not pay attention to classmates who are trying to hurt their feelings?"
					Contacting parents "When boys/ girls are being harassed or bullied by his/her classmates, I try to involve the parents in solving the problem."
					Punish aggressor "I discipline boys/girls if they are caught bullying a classmate."
	Student Altercation Survey (Coffee, 2004) based on Bullying Situations Identification Instrument (Hazler, Miller, Carney, & Green, 2001)	Adapted version by Coffee, 2004	"In my current teaching situation, I would primarily (choose one)"	Act	Talk with pupils "Talk to the bully and tell him/ her to stop it"
					Ignore the incident "Don't turn it into a drama and treat it lightly"
					Enlist professionals for support "Refer the bully to the school principal so disciplinary measures can be taken"
					Parental involvement "Inform the parents of the bullying"
Supportive victim advice "Advise the victims to tell their parents"					
Hypothetical Measures	Bullying Attitudes Questionnaire (BAQ; Craig et al., 2000; Yoon & Kerber, 2003; Bauman & Del Rio, 2006)	Beebout-Bladholm, 2010; Begotti et al., 2017; Byers et al., 2011; Davis, 2015; Doherty, 2009; Fischer et al., 2021; Hines, 2013; Kinan, 2010; Jordan, 2007; Lojo Novo, 2020; Psalti, 2017; Williford et al., 2021; Tremblay et al., 2020; VanZoeren & Weisz, 2018; Yoon, 2004	"How likely are you to intervene in this situation?"	1 (not at all likely) to 5 (very likely)	Assertive victim advice "Advise victims to ask the bully why he/she did these"
					Take no action
					Give a verbal reprimand, time-out, or classroom service
Hypothetical Measures	Handling Bullying Questionnaire (Bauman et al., 2008)	Şen & Doğan, 2021	"indicate what you think you might do"	1 (I definitely would not) to 5 (I definitely would)	Teach the students involved a skill such as mediation, conflict management, or anger management
					Involve other school personnel such as counselor, vice principal or security
					Contact parents of the students involved
					Working with the bully "I would share my concern with the bully about what happened to the victim and I would tell him/her to treat the victim in a more caring and responsible manner"
					Working with the victim "I would tell the victim to stand up to the bully"
Hypothetical Measures	Bystander Intervention Model in Bullying (BIMB; Nickerson et al., 2014)	Adapted version by Eldridge & Jenkins, 2020	Extent to which they agreed	1 (strongly disagree) to 5 (strongly agree)	Ignoring the incident "I would treat the matter lightly"
					Enlisting other adults "I would ask the school counselor to intervene"
					Disciplining the bully "I would make sure the bully was suitably punished"
					"If I saw a student I did not know very well being harassed or bullied at school, I would help get him or her out of the situation"
					"I would tell a student to stop using put-downs when talking about the person he or she is going with"
Hypothetical Measures	Vignettes (Dedousis-Wallace & Shute, 2009)	Dedousis-Wallace et al., 2014	"How likely..."	1 (not at all likely) to 9 (extremely likely)	"I would say something to students acting mean or disrespectful to a more vulnerable student"
					"I would tell a group of students to stop using inappropriate language or behaviors if I see or hear them"