

The Effect of Accepting Diversity Psychoeducation Program on Teasing of Children*

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Abstract

Teasing is a type of bullying which is seen in children at very early ages and considered as devastating for the victim. The skill of coping with this behavior is considered as important in terms of learning peer relations of children and being adapted to in-group relations. The aim of this study is to analyze the effects of Accepting Diversity Psychoeducation Program on teasing. The study was conducted with a pretest, posttest, and follow-up test model with experimental and control groups. The study was carried out with primary school students in grades 1-5 in Kayseri, in accordance with the project no: 118B525 in TUBITAK 4004 program. The data were collected using "Child-Adolescent Teasing Scale". While experimental group was given instruction through Accepting Diversity Psychosocial Education Program, control group was not given instruction. Follow-up data were collected one month after posttest. Mann Whitney U and Wilcoxon tests were used to analyze the data. The results of the study revealed that there was a significant difference ($p < .05$) between the posttest scores of the experimental and control groups. The applied program decreased discomfort felt by children in experimental group. The effects diminished but continued in following month.

Keywords. Teasing, Child, Psychoeducation Program, Diversity

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Introduction

Teasing behavior is an important phenomenon and problem that can be seen in social relations. Children have educational experiences in schools by starting from very young ages and lasting for many years. Negative experiences in the school environment can adversely affect the development process of children. For this reason, the studies have focused on behaviors abusing children in recent years (Smith, Ananiadou, and Cowie, 2003). One of these behaviors is bullying and teasing behavior. Teasing is a type of bullying in children, is seen from very young ages, and is considered as the most destructive emotion psychologically for the victim. Teasing behavior is more complicated than bullying. Children may exhibit teasing behaviors for various reasons such as attracting attention, imitation, feeling of superiority or power, acceptance, inability to understand differences, media influence, joking, socializing, spending fun time, resolving conflicts, and developing a coping mechanism. (Topaloğlu, 2014). Teasing can sometimes have dimensions such as humiliation and reach more disturbing dimensions. The ability to cope with the status and feeling of being teased seems important for children to learn their peer relationships and to adapt to their in-group relationships, but also it can become a damaging feeling for children who cannot cope with this situation (Hayden-WadeH, Stein, Ghaderi et al., Prevalence, 2005; Macklem, 2003; Özen and Aktan, 2010).

Teasing can be used under the names such as humor, sarcasm, and bullying etc. Therefore, although it does not have a definite definition, it is a subjective concept and arises from instant interactions (Keltner, Capps, Kring, Young and Heerey, 2001). Teasing is a form of communication with anger, humor and uncertainty directed towards the goal and teasing takes place at every stage of life due to reasons such as flirting, socializing, having fun, solving conflicts and developing a coping mechanism. In some cases, it has dimensions such as humiliation and abasement (Keltner et al., 2001). Teasing behavior has characteristics of challenging, aggression, humor and play, and uncertainty. In other words, these four elements are specific to teasing behavior (Mills and Carwile, 2009). In teasing behavior, learning is dominant, that is, children learn to teasing from their environment by imitation or living. Children tend to teasing every difference they see in their friends. Some of the reasons for teasing behavior can be listed as follows; drawing attention, imitation, the desire to be strong or superior, inability to understand the differences, the effect of kits and communication tools, and acceptance (Freedman, 1999).

Teasing is a dimension of bullying and verbal violence (Pişkin 2002). It is common for young children to perceive even the words spoken in good faith in a hostile and distressing manner (Shapiro, Baumeister and Kessler, 1991). Situations that start as a small teasing among children turn into constant bullying and increasing verbal violence. In a study conducted between 1982-2001 in the USA, it was found that children who attended 28 events in the schools were exposed to constant teasing by their friends in the past (Hayden-Wade et al., 2005). The status of students, attending in

secondary schools in 2006-2007 academic year in Turkey, to encounter with violence within last three months was examined and it was determined that 22% of the students were exposed to physical violence, 53% to verbal violence, 36.3% to emotional violence, and 15.8% to sexual violence (TBMM, 2015). In a study conducted on 685 students in Diyarbakır (Atalay, 2010), it was observed that the subjects in the pre-adolescent group at three socioeconomic levels exhibited more behaviors such as teasing and open attack than the subjects in the moderate adolescent group. Shapiro, Baumeister and Kessler (1991) stated that the most common form of teasing (39.0%) was criticism about the physical appearance of the person.

When examining the literature in Turkey, it is seen that the concepts of school bullying and teasing have been investigated by many occupational groups. The researches conducted these occupational groups include educators (Aslan, 2011; Dölek, 2002; Kocatürk, 2014; Seğer, 2014), psychologists (Dindar, Özen, Türkmen and Akbaş, 2005; Gültekin and Sayıl, 2005; Totan and Yöndem, 2007), nurses (Özgür, Yörükoğlu and Arabacı, 2011; Uysal and Temel, 2009; Yekeler, 2010), child psychiatrists (Sabuncuoğlu et al., 2006), and public health professionals (Sipahi, 2008). The issues addressed in these studies are generally bullying behavior, peer bullying, victims and bullies in peer bullying and their characteristics. The studies on matter of being teased have been mostly in the form of scale development and adaptation studies (Çankırı, 2016; Kartal, 2009; Kepenekçi, 2006; Topaloğlu, 2014). The number of descriptive studies on teasing is very limited. No empirical studies on teasing have been found. This experimental study, which aims to evaluate the effectiveness of the Psychoeducation program prepared to reduce the negative emotions caused by teasing and to gain the ability to cope with this behavior, is thought to contribute to the field of psychological counseling and guidance in terms of the use of the education program in guidance courses in schools.

The research question of this study;

Does the Psychoeducation program prepared to reduce the negative emotions caused by teasing have a significant effect on reducing the perceived sense of teasing of children?

Purpose of the Research

The aim of this study was to examine the effect of the Accepting Diversity Psychoeducation Program on the teasing of children. For this purpose, the following hypotheses were tested in the study.

Hypothesis 1) Child-Adolescent Teasing Scale posttest mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than their pretest mean scores.

Hypothesis 2) There is no significant difference between the Child-Adolescent Teasing Scale pretest and posttest mean scores of the children in control group.

Hypothesis 3) The Child-Adolescent Teasing Scale posttest mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than the posttest mean scores of the control group who does not participate in this program.

Hypothesis 4) The Child-Adolescent Teasing Scale follow-up mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than their pretest mean scores (the change is permanent).

Method

Research Model

A pretest, posttest, and follow-up test experimental model with control group which is frequently used in social sciences was used in this study. In this model, the first factor is experimental process groups (experimental-control) and the second factor is repeated measures for the dependent variable (pretest-posttest- follow-up test) (Büyüköztürk et al., 2009). The aim of this study is to investigate the effect of the Psychoeducation program prepared to reduce the negative emotions caused by teasing on levels of children to be affected by teasing. The independent variable of the study was the Psychoeducation program applied only to the experimental group between pretest and posttest. The dependent variable was children's level of being affected by teasing. Table 1 shows the design of the study.

Table 1. Design of the Study

| Groups | Pretest | Process | Posttest | Follow-up Test |
|--------------|---|--|--|---|
| Experimental | <i>Measurement I</i> Child-Adolescent Teasing Scale | 8 Sessions Accepting Diversity Psychoeducation Program | <i>Measurement II</i> Child-Adolescent Teasing Scale | <i>Measurement III</i> Child-Adolescent Teasing Scale |
| Control | <i>Measurement I</i> Child-Adolescent Teasing Scale | - | <i>Measurement II</i> Child-Adolescent Teasing Scale | |

Sample Group

The students included in the study were the fifth-grade students attending 14 primary schools in Develi district of Kayseri. Since the age group of 11-14 years is a high age group with a high risk of teasing, this age range constitutes the population of the study. The sample group consisted of 30 primary school students who participated in this project in the scope of 4004 TUBITAK project number 118B525 in Kayseri, were disadvantaged, received high scores from the Teasing Scale, and agreed to participate in this study and project. After the students were informed about the content and duration of the program and what to do, the scale was applied. Thirty students who participated in the study were assigned to experimental and control groups by using random method.

Thirty students participated in the study. While experimental group consisted of 15 students including 8 females and 7 males, control group consisted of 15 students including 8 females and 7 males. The occupations of mothers of the students who participated in psychoeducation were worker (34%), housewife (53%), and civil servant (13%). On the other hand, their fathers were worker (46.67%), civil servant (23.33%), farmer (20%), employer (3.33%), and tailor (3.33%). Additionally, the father of one child died (3.33%).

Data Collection Tools

In this study, “Personal Information Form” and “Child-Adolescent Teasing Scale (CATS)” were used to collect data.

Personal Information Form

The form was prepared by the researcher and includes Information about demographic characteristics (gender, age, parental profession, etc.) of the primary school students who participated in the study.

Child-Adolescent Teasing Scale (Cats)

The scale was developed by Vessey et al., (Vessey et al., 2008) in 2008 and adapted to Turkish by Çankırı (2016). It is a 32-item tool used in the age group of 11-14 years. The scale includes four conceptual categories of teasing and teasing (teasing about my body, personality and behavior teasing, family-environment teasing and school-related teasing). The scale provides diagnostics in two domains. While the first domain questions how often the child is teased, the second domain questions how uncomfortable the child is due to the teasing . Both parts are rated on a 4-point Likert-type scale and the scoring is classified as “1 = none, 2 = sometimes, 3 = often, 4 = quite high”. The total score is obtained by multiplying each subscale with unit point. Since the scale has 32 subcategories, the lowest score is 32 (1*1*32) and the highest score is 512 (4*4*32). Higher scores signify increasing teasing status (Çankırı, 2016).

Process

Data Collection

Within the scope of 4004 TUBITAK project number 118B525 in Kayseri, experimental and control groups included the disadvantaged students who participated in this project and obtained higher scores than the teasing scale. After the students were assigned to the experimental and control groups, the “Accepting Diversity Psychoeducation Program” was applied to the experimental group; on the other hand, no procedures were applied to the control group. After the process, the scales applied as pretest were applied again to the experimental and control groups and it was examined whether or not there was a significant difference between the pretest and posttest scores of the experimental group and the posttest scores of the groups. If the results of the study were found to be effective, follow-up measurements were performed to show that this result was independent of effects of time and

expectations. The scale was applied again as the follow-up study two months after the end of the application.

The Program

Psychoeducation Program is a group intervention with “Psychoeducational” content (Brown, 2013). Psychoeducation is used for educational and preventive or healing and developing purposes. Psychoeducational group is instructive and programmed, uses planned and structured activities, and focuses on prevention. In this group, the leader determines the goals set by the members in group counseling (Brown, 2013). The formal structuring of the psychoeducation program was based on Brown's (2013) *Guidance on Preparing and Implementing Psychoeducational Groups for Psychological Counselors*. The purpose of Psychoeducation is to prevent a series of educational and psychological difficulties before they occur. Because of the physical, psychological, and emotional characteristics of the students, psychoeducational group application was preferred instead of group counseling. The main purpose of this study is to reduce the sense of teasing. The program to be applied to the experimental group was structured based on principles of Cognitive Behavioral Therapy. Before starting training in psychoeducation groups, the needs of the group should be studied for a long time. In order to achieve the aim of the study, the following processes were conducted while preparing the content of Accepting Diversity Psychoeducation Program. The students were interviewed so that their situation, general desires and expectations were determined. Parents and teachers of the students were interviewed, the literature was reviewed, and general characteristics, situations and sensitivities of the students were collected. An extensive literature review about teasing and being teased was performed and books and research results were taken into consideration and utilized in determining session topics. Cognitive change was tried to be formed by considering the reasons and results of teasing. In order to reduce the emotions caused by teasing it was aimed to develop social skills, to provide social support, to increase social interaction, to develop positive self-perception, to increase the level of self-acceptance and life satisfaction, to provide anger control, to provide effective communication and relationship skills, and develop hobby and social activities. The sessions and activities that constituted the content of the eight-session education program were planned as follows:

SESSION 1: **Beginning**; Meeting - Introduction

SESSION 2: **Recognition**; Self Recognition – Teasing /Being Teased

SESSION 3: **Skills of Coping with Emotion**; Self-Acceptance - Positive Self-Perception

SESSION 4: **Skills of Coping with Emotion**; Life Satisfaction

SESSION 5: **Skills of Coping with Emotion**; Sense of Anger and Anger Management

SESSION 6: **Coping Skills**; Communication Skills (Effective communication, Empathy, I language)

SESSION 7: **Coping Skills**; Hobby - Developing Individual Pleasures

SESSION 8: **Termination**; Time to say goodbye

Preliminary interview and preparation stage: Before starting the implementation of the education program, the students were informed during the first day of the project and the Child-Adolescent Teasing Scale was implemented.

Data Analysis

The sample group of the study consisted of 30 students including 15 in experimental group and 15 in control group (Experimental group; 8 females and 7 males; Control group; 7 females and 8 males). However, during the application process, 1 subject was excluded from the control group due to various reasons. Since the study was an experimental study with a low number of subjects and the data of the study were not normally distributed, all the hypotheses were tested with non-parametric statistical tests in the study. Mann Whitney U test was used for unrelated measurements and Wilcoxon Signed Rank Test was used in related samples (Büyüköztürk, Çokluk and Köklü, 2013). Packaged software was used to analyze the data and the value of .05 was taken as the level of significance.

Findings

The results and comments obtained as a result of the statistical analyses conducted to determine the effect of the Accepting Diversity Psychoeducation Program, which was applied to reduce the negative emotions related to teasing, on students' skills of coping with teasing as well as were presented in order of writing.

Table 2 shows descriptive statistics related to the scores of the individuals in experimental and control groups.

Table 2. Descriptive Statistics on the CATS Scores of Experimental and Control Groups

| Group | Pretest | | Posttest | | Follow-up Test | |
|-------------------|-----------|------|-----------|------|----------------|------|
| | \bar{X} | S | \bar{X} | S | \bar{X} | S |
| Experiment (n=15) | 320.11 | 0.62 | 198.22 | 0.58 | 210.46 | 0.47 |
| Control (n=15) | 320.41 | 0.61 | 316.34 | 0.56 | - | - |

As can be seen in Table 2, the pretest mean scores of the students who participated in the Accepting Diversity Psychoeducation Program were 320.11 but this value was 198.22 after the experiment. When the mean scores of the students who did not receive the education were 320.41 in pretest, this value was 316.34 in posttest.

At the beginning of the experimental process, there was no significant difference in terms of the examined variable. In other words, pretest results of experimental and control groups were compared. The Mann Whitney U Test was used to determine the significance of the difference between the groups, considering the number of people in the groups and the fact that the CATS scores of the individuals were not normally distributed ($p < .05$). Table 3 shows the results.

Table 3. Results of Mann Whitney U-Test for CATS Pretest Scores of Experimental and Control Groups

| Group | N | Mean Rank | Total Rank | U | p |
|--------------|----|-----------|------------|--------|------|
| Experimental | 15 | 312.26 | 400.50 | 180.70 | 0.91 |
| Control | 15 | 312.74 | 410.50 | | |

As seen in Table 3, there was no significant difference between the CATS scores of the students in experimental and control groups. This indicated that the teasing scores of the experimental and control groups can be considered as statistically equal ($U = 280.50, p > 0.05$).

Hypothesis 1) Child-Adolescent Teasing Scale posttest mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than their pretest mean scores.

Table 4 shows the results of the Wilcoxon Signed Rank Test for testing Hypothesis 1.

Table 4. Results of Wilcoxon Signed Rank Test for Pretest and Posttest Scores of Experimental Group

| Pretest-Posttest | N | Mean Rank | Total Rank | Z | p |
|------------------|----|-----------|------------|--------|------|
| Negative Rank | 15 | 8 | 183.00 | -7.63* | 0.00 |
| Positive Rank | 0 | 0 | 0 | | |
| Equal | 0 | | | | |

*Based on negative ranks.

According to Table 4, there was a significant difference between the pretest and posttest scores of the experimental group ($z = -7.63, p < .001$). The difference was in favor of the pretest scores of the experimental group. Thus, in this case, the Hypothesis 1 was accepted and it can be asserted that through the psychoeducation education, the status of the students to be disturbed by sense of teasing decreased.

Hypothesis 2) There is no significant difference between the Child-Adolescent Teasing Scale pretest and posttest mean scores of the children in control group.

Table 5 shows the results of the Wilcoxon Signed Rank Test for testing Hypothesis 2.

Table 5. Results of Wilcoxon Signed Rank Test for CATS Pretest and Posttest Scores of Control Group

| The Posttest-Pretest | N | Mean Rank | Total Rank | Z | p |
|----------------------|---|-----------|------------|-------|------|
| Negative Rank | 6 | 15.68 | 51.00 | -0.65 | 0.77 |
| Positive Rank | 4 | 18.25 | 34.00 | | |
| Equal | 5 | | | | |

According to Table 5, there was no significant difference between the pretest and posttest scores of the control group ($z = -0.65, p > 0.05$). Thus, in this case the hypothesis 2 was accepted. The findings indicated that there was no statistically significant difference between the pretest and posttest scores in control group.

Hypothesis 3) The Child-Adolescent Teasing Scale posttest mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than the posttest mean scores of the control group who does not participate in this program.

Table 6 shows the results of the Wilcoxon Signed Rank Test for testing Hypothesis 3.

Table 6. Results of Mann Whitney U Test for Posttest Scores of Experimental and Control Groups

| Group | N | Mean Rank | Total Rank | U | p |
|--------------|----|-----------|------------|---|------|
| Experimental | 15 | 15 | 442.00 | 0 | 0.00 |
| Control | 14 | 58 | 898.00 | | |

According to Table 6, there was a significant difference between posttest scores of the experimental and control groups ($U = 0, p < .001$). When the mean ranks were taken into consideration, it was seen that the children participating in the education were less disturbed by the sense of teasing compared to the children not participating in the education. In this case, the hypothesis 3 was accepted. Accordingly, it can be stated that the psychoeducation given to children reduced the status of the children to be disturbed due to sense of teasing.

Hypothesis 4) The Child-Adolescent Teasing Scale follow-up mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than their pretest mean scores (the change is permanent).

Table 7 shows the results of the Wilcoxon Signed Rank Test for testing Hypothesis 4.

Table 7. Results of Wilcoxon Signed Ranks Test for Pretest and Follow-up Test Scores of Experimental Group

| Pretest-Follow-up Test | N | Mean Rank | Total Rank | Z | p |
|------------------------|----|-----------|------------|--------|------|
| Negative Rank | 15 | 8.00 | 193.00 | -7.68* | 0.00 |
| Positive Rank | 0 | 0.00 | 0.00 | | |
| Equal | | | | | |

*Based on negative ranks.

According to Table 7, there was a significant difference between the pretest and follow-up test scores of the experimental group ($z = -7.68, p < .001$). Considering the mean and total ranks of the difference scores, it was observed that significant difference was in favor of negative ranks. In other

words, it can be asserted that the difference was in favor of the pretest scores of the experimental group. In this case, the hypothesis 4 was accepted and it can be asserted that the feeling of being disturbed by the sense of teasing decreased between pretest and follow-up test in experimental group and the education was permanent.

The CATS pretest, posttest, and follow-up test mean scores of the experimental group and the CATS pretest and posttest mean scores of the control group are shown in Figure.

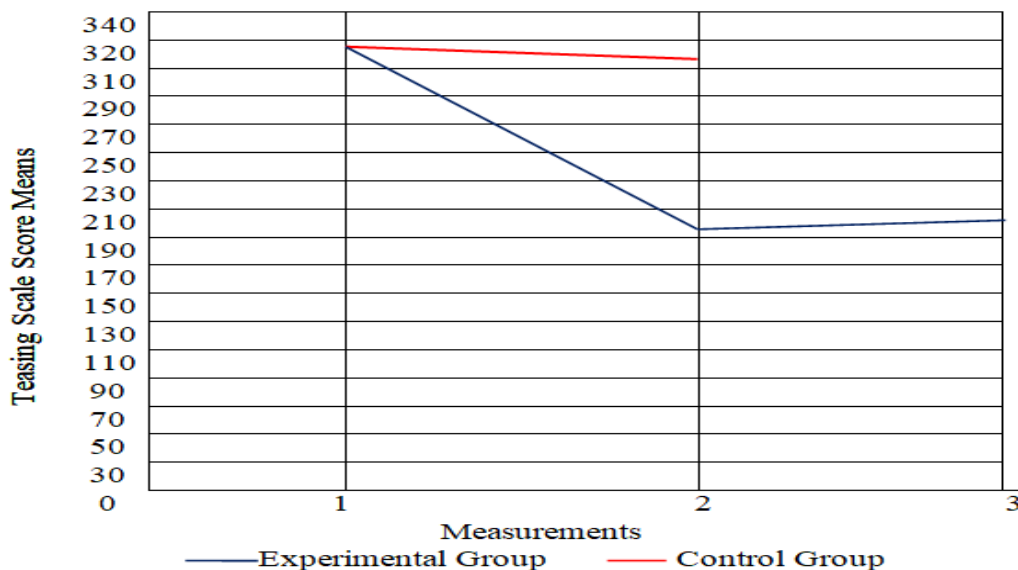


Figure 1. The mean scores of the experimental and control groups according to the measurements

Discussion, Conclusion and Recommendations

As a result of the study, it was determined that there was a significant decrease in the disturbance scores of children who participated in the Accepting Diversity Psychoeducation program compared to those who did not participate in this program. While there was no change in the scores of children, especially in the domain of the frequency of teasing the Child Adolescent Teasing Scale; their scores for the domain of extent to which this situation bothers itself were very low. This was an important result that significantly differentiated the posttest scores of the experimental group. The Psychoeducation Program shows that when the event cannot be changed, thoughts and perspectives about the event can be changed and emotions can be changed more easily. Even though children cannot control their teasing behavior, they can control their status of being affected by this behavior and thus they are not disturbed by teasing as they used to be. In other words, they gained the ability to get rid of the emotions that affected them negatively by changing their thoughts. This situation is supported by the decrease in the second domain of the scale “how uncomfortable the child is due to teasing”. As a result of the follow-up study, it was found out that this decrease continued after the completion of the study. This result supports the aim of the study.

In the study, a student in control group who participated in the Psychoeducation program withdrew from the study. There was no subject loss in experimental group and the study was completed with a total of 29 students including 15 students in experimental group and 14 students in control group in the project process. As a result of the feedback received from the children in the last session, they said that it was comforting that they realized that everyone was making fun of everyone, they understood that everyone was being teased, namely they were not just teased . But when they were teased, they showed the same behavior for defensive purpose and realized that their friends were upset while they were upset about it at home. Afterwards, when they were teased, they said that instead of answering it with a teasing, they learned to say that it hurts too much. They stated that they were very astonished that all of their peers were experiencing this situation. They said that it was nice to talk to their peers about this matter without being teased and they were comfortable. By means of these feedbacks, the program can be said to be effective. The studies describe peer bullying, negative and repetitive physical or verbal action that leads to mental distress at the victim (Craig and Pepler, 2003). Teasing and being teased are traumatic behaviors for their children. Teasing, which is a traumatic behavior, is seen in children from very young ages. Children exhibit the teasing behavior they learn from adults within the group from the age of five (Maclem, 2003). This behavior can be used to suppress the feeling of embarrassment in the bully, and it can be used to create the feeling of embarrassment on the opposite party (Maclem, 2003). These statements are compatible with the responses of the children participating in the study and the feedback they gave when evaluating education. Teasing can also be considered as a way for children to adapt to group culture of learning peer relationships (Maclem, 2003), but for children who cannot cope with this, this can turn into a traumatic and painful situation. The effectiveness of the program increased since the psychoeducation was based on gaining skills, informing, improving and experiencing, as well as being supported with weekday activities and sessions. Children can be said to have acquired the skill to cope with teasing, which is a traumatic behavior. An environment where children could learn by playing with fun and could acquire skills was created by adding the related fun children's games, stories, jokes, and pop songs into content of psychoeducation. Each session provided information on the topic of the session and this information was supported by mini-exercises and activities. It was observed that children liked exercise, activities and games, which increased their participation in psychoeducation. The psychoeducation program applied informed the students about teasing and being teased .

As a result of the statistical analyses applied to the data obtained from the measurements, it was revealed in the study that the first hypothesis of the study “Child-Adolescent Teasing Scale posttest mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than their pretest mean scores”; the second hypothesis of the study “There is no significant difference between the Child-Adolescent Teasing Scale pretest and posttest mean scores of the children in control group.”; the third hypothesis of the

study “The Child-Adolescent Teasing Scale posttest mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than the posttest mean scores of the control group who does not participate in this program.”; and the fourth hypothesis of the study “The Child-Adolescent Teasing Scale follow-up mean scores of the children in experimental group receiving the Accepting Diversity Psychoeducation Program are significantly lower than their pretest mean scores (the change is permanent)” were verified. It was found that the Accepting Diversity Psychoeducation Program reduced the discomfort caused by the students' sense of teasing and is an effective program for coping with the sense of teasing.

The results of the study were intended to be compared with the results of the related studies conducted in Turkey but when the literature is examined, it is seen that the studies have conducted mainly on peer bullying and have focused on bullying in schools (Alikaşifoğlu et al., 2004; Alikaşifoğlu et al., 2007; Arslan, Hallett, Akkaş and Akkaş, 2012; Kartal, 2009; Kartal and Bilgin, 2012; Kepenekçi and Çınkır, 2005;). It can be asserted that this is the first attempt in Turkey that investigates teasing status of children in primary school. School and classroom are environments where the students are most frequently exposed to teasing behavior (Baldry and Farrington, 1999; Craig and Pepler, 2003; Wolke et al., 2001) and negative emotions experienced in childhood increase depression and anxiety disorder complaints in the future (Heim and Nemeroff 2001; Weiss et al. 1999); therefore, it is of prime importance to conduct prevention studies about such emotions in the schools.

Based on the results obtained from the research, it can be recommended to implement the Psychoeducation Program, prepared for the study, in schools through psychological counselors and thus enable the program to reach more children. This study was conducted with disadvantaged children with high level of sense of teasing. However, the Psychoeducation Program prepared and used for this study can be applied to children under 11 years of age for protective and preventive guidance. In this study, the effect of Accepting Diversity Psychoeducation Program on students' teasing levels was examined. A similar study may be planned to investigate the effect of different intervention methods (group counseling, drama, play centered counseling) on the sense of teasing. Psychoeducation programs can be prepared to provide indirect contributions to the status of being teased in subjects such as recognizing, expressing and managing other emotions for children (raising happiness, anger control, respect, empathy, fears, friendship, measures for bullying, problem solving) and their effects can be tested. Accepting Diversity Psychoeducation program can be used to create research designs that will involve parents, families, and teachers of children in the risk group by making necessary adaptations.

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