

## **Age-related differences in emotion regulation of teachers facing demanding classroom situations**

This project explores the effects of emotion regulation of teachers in demanding classroom situations on their health and work ability, taking into account age-related differences. Pilot studies have shown noticeable differences between healthy and non-healthy older teachers regarding their emotion regulation strategies in difficult classroom situations. The significance of these findings will be explored in depth by conducting three different studies on teacher emotion regulation, including older and younger teachers in the sample. During the first funding period, the emotion regulation of teachers of different age groups facing common, yet emotionally very demanding situations in class is studied. For this purpose, two longitudinal studies using different stimulus material (vignettes/verbal descriptions) (study 1) and video tapes of demanding situations (study 2) are conducted. Based on the results of these studies, a field study (study 3) will be carried out during the second funding period. Real classroom situations will be videotaped and analysed for teachers' emotion regulation strategies, and these situations will be used as the basis of video stimulated recall with the participating teachers. In a final intervention study (study 4), strategies for the effective regulation of one's emotions and for the improvement of cooperation between different age groups in teaching staff will be trained and evaluated.