

Questions about Bullying

People are thinking about bullying and want to make sure that things get better for young people. These questions will give you a chance to tell us what you think and what has happened. If you do not want to answer any of the questions, this is fine.

Think of a time when you were really angry at someone and thought about doing something hurtful, but stopped yourself. Why did you decide not to be hurtful?

- How I would feel about myself.
- How I would feel if someone did this to me.
- What my friends would think about me.
- How this would affect my reputation.
- What my parents or guardians would think.
- What my teachers or principals would think.
- That I might get in trouble at home.
- That I might get in trouble at school.
- That I might be arrested.
- Other.

In the last three months, has any student at your school done any of the following hurtful things to you?

- Said hurtful things to me.
- Sent me hurtful messages by text or online.
- Said hurtful things about me to others.
- Publicly posted hurtful things about me online.
- Sent hurtful things about me to others by text.
- Acted in a disrespectful way physically (eye-rolling, mean mugging, and the like).
- Intentionally excluded me from activities.
- Physically hurt me.
- Physically damaged my property.
- Threatened to hurt me.
- Threatened to damage my property.
- None of these things have happened to me.
- Other hurtful things have happened.

In the last three months, has any staff member at your school done any of the following hurtful things to you?

- Said hurtful things to me in private.
- Said hurtful things about me in public to other students.
- Disciplined me in way that was very disrespectful.
- Laughed when another student said hurtful things to me.
- Appeared to support students who were being hurtful.
- Physically hurt me.
- Physically damaged my property.
- Threatened to hurt me.
- Threatened to damage my property.
- None of these things have happened to me.
- Other hurtful things have happened.

If these hurtful things have happened to you, please also answer the questions on the back of this page.

In the last three months have you ever done any of the following hurtful things to another student?

- Said hurtful things in person.
- Sent hurtful messages by text or online.
- Said hurtful things about the student to others.
- Publicly posted hurtful things about the student online.
- Sent hurtful things about the student to others by text.
- Acted in a disrespectful way physically.
- Intentionally excluded another student from activities.
- Physically hurt another student.
- Physically damaged another student's property.
- Threatened to hurt another student.
- Threatened to damage another student's property.
- Did not do any of these things.
- Did something else hurtful.

Think of the most hurtful incident you saw at school or online in the last three months. What did you do?

- Encouraged the one being hurtful.
- Joined in.
- Just watched with interest.
- Just ignored the situation.
- Reached out to be kind to the one being hurt.
- Privately told the person being hurtful to stop.
- Publicly said, "stop."
- Told an adult who could help.
- Other.

Think about a time when you saw someone being hurtful to another student and you really wanted to help, but you didn't. Why didn't you?

- I did not know what I could do.
- Others thought the one being hurtful was "cool."
- It was not my business.
- School staff should have responded.
- The one being hurtful could have retaliated against me.
- Others might have teased me if I tried to help.
- Others thought it was funny.
- I decided it wasn't really that bad.
- The one being hurt wasn't a friend of mine.
- The one being hurtful was a friend of mine.
- I might have failed.
- I might have embarrassed myself.
- Other.

How often have these hurtful things happened?

- Once or twice in the last three months.
- Once or twice a month.
- Once or twice a week.
- Almost daily.

How many students have been hurtful to you?

- One other student.
- 2-3 students.
- 4-7 students.
- 7 or more students.

How often did you report this at adult at school?

- Never.
- Once.
- 2 to 3 times.
- 4 to 7 times.
- More than 7 times.

How upset were you by this situation?

- Very upset.
- Upset.
- Not that upset.
- Not at all upset.

How effective were you in getting this to stop by yourself?

- I was easily able to get this to stop by myself.
- It was challenging, but possible, to get this to stop by myself.
- It was very difficult to get this to stop by myself.
- I felt powerless to get this to stop by myself.

Have you frequently have any of these thoughts?

- I am no good and deserved what happened to me.
- I think about the bad things that have happened, even though I don't want to.
- When I think about what has happened to me, I get very upset all over again.
- I am scared that I will get so angry I will hurt someone.
- Sometimes I am so depressed I think about hurting myself.
- Nothing is fun any more.
- I always have to watch my back.
- I can't concentrate.
- Something is seriously wrong with me.

How has this effected your learning?

- Skipped school one or more days.
- Skipped a class one or more times.
- Difficulties concentrating in class.
- Hard to complete assignments.
- Received lower grades.
- Did not feel comfortable participating in class discussions.
- Did not feel comfortable participating in class activities.
- This has not affected my learning.
- Other similar effect on your learning, please explain.

How has this effected your school activities?

- Avoided riding the bus.
- Avoided certain areas of the school building.
- Avoided using the bathroom.
- Avoided using the locker room.
- Avoided going into the cafeteria.
- Avoided participating in school clubs.
- Avoided participating on a school sports team.
- Avoided attending school activities, like dances or games.
- This has not affected my school activities.
- Other similar effect on my school activities.

How would you describe the student or students who have been hurtful?

- Popular, hangs out with other popular students, being hurtful to prove they are "cool," very intentional.
- Outcast, hangs out with students who get into trouble, appears angry, acts impulsively.
- Sort of both of these.
- Not either of these.

If you reported to an adult at school, who did you report this to?

- Principal or assistant principal.
- Counselor, psychologist, or social worker.
- Police officer who works in the school.
- School nurse.
- Teacher.
- Other.

If you reported to an adult at school, what happened?

- Things got better.
- Things stayed the same.
- Things got worse.

If you didn't report to an adult at school, why didn't you?

- Was a minor incident.
- Resolved the situation by myself.
- Resolved the situation with help from my friend(s).
- Think I should be able to resolve these situations myself.
- The person stopped.
- Did not know how to report.
- Did not think school staff would do anything.
- Thought that school staff might make things worse.
- A school staff member saw this and did nothing.
- Thought I would be blamed.
- The person being hurtful would likely have retaliated.
- Other students would have looked down on me for reporting.
- I probably deserved it.
- This would mean I can't handle my own situations.
- Other.

Additional important data that should be retained if patient indicated hurtful acts had occurred.

- Description of hurtful act or acts.
- If student has selected “other” on any of the questions, ask the student to explain further.
- Is patient a member of a protected class or perceived to be and do the hurtful acts appear related to this?
 - Race, national origin (religion), disability, and sex/gender-based (sexual orientation or identity), religion. Obesity should arguably be on this list, so assume it is.
- Is the patient who is being or engaging in bullying on an Individual Education Plan (IEP)?
- If so, has there been an IEP meeting to address the bullying/harassment concerns?

These are some questions that could be asked of students who have been hurtful:

- What happened?
- What were you trying to accomplish?
- Why, at the time, did you think this was okay? Listen for and challenge mechanisms of moral disengagement:
 - Spin it ~ It was a prank. I was just joking.
 - Blame others ~ Someone else started. Everybody does it.
 - Deny the harm ~ It really wasn't that bad.
 - Blame the target ~ He or she deserved it.
- Was anyone else supporting you in your thinking this was okay? If so, who and how?
- What challenges are you facing that contributed to what you did or your thinking this was okay?
- How do you think the other student felt?
- What are your thoughts now about what you did?
- How would you feel if someone treated you like you treated this other student?
- What could do now to help make things right?

An Accountability Agreement approach could be recommended for the parent or guardian of the patient who has engaged in hurtful acts:

- Acknowledges wrongdoing.
- Agrees to safe passages requirements of the bullied student.
- Outlines strategies to address concerns raised regarding friends who have been encouraging him or her to engage in hurtful behavior.
- Agrees to take actions to remedy the harm to one who was harmed. (Eg. removing hurtful material posted online, a heartfelt written apology, an in-person meeting and expression of apology if requested or approved by the bullied student.)

- Agrees to fulfill some form of public service to the school community to remedy harm to that community.
- Agrees to avoid engaging in hurtful acts.

If a patient indicated that he or she really wanted to help, but did not, you could hold a discussion about the barriers and also make some suggestions. THE most important thing a witness can do to help is reach out to be kind to the one being bullied. This is also the safest.

Make sure all patients know when it is really important to tell an adult ~ if someone is really upset and if there is a possible threat of violence against self or others. Advise patients that if they think there is a possible threat of violence, they should treat this as if they are walking on a mountain trail and come upon a cougar. They need to treat this situation as a possible threat until it is proven otherwise. If the threat is not real but it was reported, no harm will come from reporting. But if the threat is real and is not reported, great harm could come.

Guidance to support the use of this document is available at: <http://www.embracecivility.org/positiverelationsatschool/>.

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