

8/1/11

### Handling Bullying: A Staff Questionnaire

Teachers have alternative ways of dealing with incidents of bullying in a school.

To some extent, what is done depends on the circumstances in which the bullying takes place, and the severity of the bullying. It is, of course, sometimes difficult to generalize, but in answering the following questions, indicate what you think you might do.

Have in mind a medium-level intensity bullying, such as this one:

**A 14-year old male student is being repeatedly teased and called unpleasant names by another, more powerful, student who has successfully persuaded other students to avoid the targeted person as much as possible. As a result, the victim of this behavior is feeling angry, miserable, and often isolated.**

What do you think you would do if the students were in your class or a class for which you were responsible, and you had noticed what was going on?

**Circle the answer closest to what you think you would do.**

5

1. I would advise the victim to act assertively and stand up to the bully.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

2. I would tell the bully to cut it out.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

3. I would turn a blind eye to it.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

4. I would help the bully and the victim resolve their differences.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

5. I would treat the matter lightly.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

6. I would advise the victim to stay away from the bully as much as possible.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

7. I would make sure that the bully was suitably punished.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

8. I would intervene, *especially if physical aggression was involved*

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

9. I would convene a meeting of students, including the bully, tell them what was happening, and ask them to suggest ways in which they could help improve the situation.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

10. I would seek to help the bully to achieve greater self-esteem so that he or she would no longer want to bully anyone.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

11. I would encourage the victim to make more friends so that he or she would not be picked on so much.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

12. I would make it clear to the bully that his or her behavior will not be tolerated any longer.

- I definitely would
- I probably would
- I'm unsure
- I probably would not
- I definitely would not

13. I would leave it for somebody else to sort out.

- I definitely would
- I probably would
- I'm unsure
- I probably would not
- I definitely would not

14. I would share my concern with the bully about what had happened to the victim and seek to get the bully to behave in a more caring and responsible manner.

- I definitely would
- I probably would
- I'm unsure
- I probably would not
- I definitely would not

15. I would separate the bully from the victim so that there was less chance of bullying taking place.

- I definitely would
- I probably would
- I'm unsure
- I probably would not
- I definitely would not

16. I would suggest that the victim not show that he or she was bothered by what was happening.

- I definitely would
- I probably would
- I'm unsure
- I probably would not
- I definitely would not

17. I would contact the parent(s) of the bully and insist that their child's bullying behavior must stop.

- I definitely would
- I probably would
- I'm unsure
- I probably would not
- I definitely would not

18. I would let them sort it out themselves.

- I definitely would
- I probably would
- I'm unsure
- I probably would not
- I definitely would not

19. I would discuss with the bully options from which he or she could choose to remedy the situation.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

20. I would find the bully something more interesting to do.

I definitely would    I probably would    I'm unsure    I probably would not    I definitely would not

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## Questionnaire Scoring Key

Score your responses as follows and enter the scores against the question numbers:

- Definitely would 5
- Probably would 4
- I'm unsure 3
- Probably would not 2
- Definitely would not 1

Enter results below and add:

	A	B	C	D	E
	1) 4	2) 4	3) 2	4) 3	5) 3
	6) 4	7) 3	8) 4	9) 4	10) 4
	11) 3	12) 5	13) 2	14) 4	15) 5
	16) 4	17) 4	18) 1	19) 4	20) 3
<b>Totals</b>	70				

16  
19  
19  
16

In discussing the results, establish the range of scores for each sub test, between 5 and 20. Then discuss why some of you score relatively high and some relatively low on the measures.

Scores on the sub test are intended to reflect different approaches to addressing bullying issues.

- Ascribing responsibility to the victim. High scorers tend to see the remedy to bullying as lying principally with the victim, who needs to develop the capacity to resist being bullied or in some way prevent it from happening.
- Ascribing responsibility to the bully. High scorers want to blame the bullies and treat them in an uncompromising and tough manner so as to deter their behavior.
- Ignoring bullying. High scorers tend to ignore or belittle the issue of bullying and feel that it is generally not their responsibility.
- Problem solving. High scorers are not interested in blame, but rather in reaching a constructive outcome for both the bully and the victim.

- Smoothing approach. High scorers generally feel that bullying need not be taken very seriously and that children can be best prevented from bullying others by reducing their opportunities and/or their motivation to do so.