

TeachME Professional Development

Reducing Bullying Behaviors in the Classroom

Trainer Resources-Trainer Terminology

1. Experts recommend avoiding the terms “bully” and “victim” when addressing bullying behaviors because these are negative labels that may make changing behavior difficult.

- A. True
- B. False

2. Each of the following is an accurate statement about bullying and harassment EXCEPT:

- A. Bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion, which is covered under federal civil rights laws
- B. When bullying and harassment overlap, federally funded schools have an obligation to resolve the harassment
- C. Harassment represents a violation of federal law and so it may require districts to respond to incidents differently than they would respond to other types of bullying that are not based on membership in a protected class
- D. Currently there are no federal, state, or district laws or provisions that directly address bullying behaviors

Before the Workshop: Special Preparations

3. When hosting a bullying workshop, it is helpful to have visual reminders of ongoing bullying strategies posted throughout the room, such as reminders to immediately stop the behavior, use the school’s policy to guide actions, and to impose consequences for any students who were bullying.

- A. True
- B. False

Activity 2: What is Bullying

4. According to the authors, bullying is a form of youth violence that includes unwanted, aggressive behavior, an observed or perceived imbalance of power between the student(s) doing the bullying and the student(s) being bullied, and:

- A. That demeans or threatens the victim
- B. That is repeated multiple times or is highly likely to be repeated

- C. That puts the person in fear of his or her safety
- D. That creates a contentious environment

5. Bullying may include those who are directly involved and those who actively or passively assist the behavior or defend against it, which is referred to as the “cycle of imbalance.”

- A. True
- B. False

Activity 3: What Might Bullying Behaviors Look Like?

6. Social or relational bullying is that which involves teasing, name calling, inappropriate sexual comments, taunting, or threatening to cause harm.

- A. True
- B. False

7. Which of the following is NOT a correct statement about unique concerns caused by cyberbullying?

- A. Electronic and social media have become so widespread, it is now possible for anyone to post content about someone that is viewed by both acquaintances and strangers
- B. Cyberbullying can be persistent because digital devices allow 24-hour communication, making it difficult for students experiencing cyberbullying to find relief
- C. Cyberbullying can be permanent because most information remains electronically and publicly available if not reported and removed and this can harm many aspects of students' lives
- D. With the popularity of social media, cyberbullying is becoming easier to recognize than other forms of bullying, so strategies to combat this type of bullying are becoming a priority

8. Myths about bullying include that bullies are loners, those who bully have low self-esteem and are insecure, they bully others because they want attention, bullying is a normal part of kids being kids, and only boys bully others.

- A. True
- B. False

Activity 4: Addressing Bullying Behavior

9. Zero tolerance policies, which are typically exclusionary, do not help solve bullying because suspensions and expulsions fail to address the underlying causes of the behavior and students often return to school with the same behavioral patterns.

- A. True
- B. False

Activity 5: Trauma Awareness

10. Symptoms of trauma that may overlap with some of the indicators that a student may be prone to bullying behavior or to being bullied include difficulty paying attention and learning, trouble building relationships with teachers and peers, spending more time out of class, increased chances of failing, lower test scores, and:

- A. Unexplained irritability and anger
- B. Participating in risky behaviors
- C. Being more likely to be suspended or expelled and having higher rates of referral to special education
- D. Acting out in social situations

Forms of Bullying

11. In one survey of 24 million students, the greatest number of bullying experiences occurred with students who had been:

- A. Made fun of, called names, or insulted
- B. The subject of rumors
- C. Pushed, shoved, tripped, or spit on
- D. Excluded from activities on purpose

Impact of Bullying

12. Youth who report any involvement with bullying behavior are more likely to report high levels of suicide-related behavior than youth who do not report any involvement with bullying behavior.

- A. True
- B. False

Support the Students Involved

13. When supporting a student who has been bullied, the most important question to ask may be:

- A. What happened during the incident?
- B. What do you need from me?
- C. Has this happened before?
- D. What would you like the outcome to be?

Turn Down the Heat

14. When intervening in a bullying situation, it is important to maintain eye contact with the perpetrator, face the student by standing in front of him or her, and use humor such as smiling or laughter when possible.

- A. True
- B. False

Important Reporting Considerations

15. To help track any hot spots for bullying that should be monitored, an incident report should include information on the identities of the students involved, the location of the incident, the dates, and any other relevant information that documents patterns involving the same students.

- A. True
- B. False

Module 1 Handout 4: Warning Signs of Students Who Bully and Those Who Are Being Bullied

16. According to the report Preventing Bullying Through Science, Policy, and Practice, more than one half of bullied students do not report being bullied for each of the following reasons EXCEPT:

- A. Bullying can make a student feel helpless, they may want to handle it on their own to feel in control again, or they may fear backlash from the student or students who bullied them
- B. Children may fear being rejected by their parents who will be disappointed with them for not fitting in
- C. Bullying can be a humiliating experience and students may not want adults to know what is being said about them, whether true or false, and they may also fear that adults will judge them or punish them for being weak
- D. Students who are bullied may already feel socially isolated and they may feel like no one cares or could understand

Module 1 Handout 5: Strategies for Addressing Bullying Behavior at School

17. Short-term solutions to bullying such as an assembly or workshop are generally very effective because they can help identify what bullying looks like and ways to respond.

- A. True
- B. False

18. When taking action to stop bullying behavior, it is important to focus on the personalities, reputations, and discipline histories of the people involved, as this helps to plan and implement appropriate strategies.

- A. True
- B. False

19. Students who witness bullying may suffer some of the same impacts as those who are targeted, including trauma, and it may be helpful for them to look for opportunities to contribute to the anti-bullying culture of their school through creating posters, stories, or films and by being kind to the person who is being bullied.

- A. True
- B. False

Module 1: Handout 10: Ten Things Students Wish Teachers Knew About Name-Calling and Bullying

20. Teachers can help prepare students to respond effectively to bias incidents by exploring the different roles they can take in the incidents and helping them consider responses from the perspectives of each of the roles, including the target, perpetrator, bystander, and:

- A. Educator
- B. Mentor
- C. Ally
- D. Arbitrator
