

CHECKLIST 8.4 Using Prevention and Intervention Strategies for Bullying

Rate yourself regarding the following statements.

	Consistently	Inconsistently	Never
I strive to have all participants feel a sense of connection in my program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create a sense of community in my class, group, or team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I strive to make all participants feel they are valued members of the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create ways for participants to work together on group projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide adequate supervision in geographical areas where bullying chronically occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I place paraprofessionals, when available, close to those participants who are generally victims of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide safe places for victims of bullying to go to get protection and to talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide a safe contact person's phone number so that victims, onlookers, and even parents and guardians can call for help and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage awareness of bullying through social media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put up posters identifying no bullying zones in my setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I post no tolerance for bullying rules in my setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I involve those who are well accepted by others as role models of good behavior and have them befriend and/or be peer tutors for possible victims of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage participants to support each other and praise efforts at collaborating and gaining skills rather than winning games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assist participants in joining a club on campus or off campus that provides opportunities for enjoyable activities and supportive peer relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use strategies in my class or group to develop personal and social responsibilities of all participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use cooperative learning activities to promote individual contributions and to acknowledge the contributions of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I incorporate character education into my program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am involved in implementing positive behavioral supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not emphasize winning; instead, I praise participants who play fairly, help others succeed, are respectful to all, encourage others, are good sports, play safely, have fun, and enjoy physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach problem-solving and conflict management skills and expect participants to manage conflict on their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am vigilant in recognizing bullying by learning characteristics of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am vigilant in recognizing the signs of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I discuss with victims why they think they are being bullied and what can be done differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach the victims of bullying the appropriate social skills to protect themselves from being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assist in developing friendships for students who are at risk of being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a positive role model of good character skills, provide consistent consequences, and act as an authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a good role model and display caring, compassion, and empathy to the participants in my program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am proactive, have a positive attitude, and provide a caring environment that is cohesive and emphasizes peer friendships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the introduction or the closing of a class or session to discuss behaviors, emphasize expectations, and praise those who demonstrated cooperative, collaborative, and positive prosocial behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not use competitive, high-contact activities in the curriculum, because those are often where bullying occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I choose teams at random instead of allowing participants to select teammates, because that often leads to social exclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make time to address skill development with appropriate practice for all participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use noncompetitive, small-group activities such as group obstacle courses and stations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not encourage participants to engage in rough physical play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I use teams to build a sense of respect, trust, and protection for fellow teammates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not have participants demonstrate skills in front of a group unless I know they are competent performing that skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid elimination games in which participants who are less skilled will be the ones sitting out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I protect sensitive information, such as scores on physical fitness or sport skills tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I design and have all participants sign a bullying-prevention contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I design and use a form for participants to use to report bullying behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I develop behavioral contracts for participants who are bullies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I promote awareness of bullying through videos, newsletters, assemblies, posters showing appropriate behavior, websites, and other social media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am never an adult bully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I never allow parents or guardians to bully others when they are spectators in my program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am vigilant about gender bullying in my program and intervene appropriately if it does occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am vigilant about others bullying participants who are lesbian, gay, bisexual, or transgender (LGBT) in my program and intervene appropriately if it does occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I implement interventions that promote a positive educational experience for participants who are LGBT in my program by making sure there is a student club that addresses LGBT issues; a curriculum that includes positive representations of LGBT people, history, and events; educators who are supportive of LGBT participants; comprehensive policies that explicitly address bias-based bullying; and suicide prevention programs available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am vigilant about others bullying participants who are overweight or obese in my program and intervene appropriately if it does occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I focus on parents, guardians, teachers, and society to change attitudes toward those who are overweight or obese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I never demonstrate a negative attitude toward participants who are overweight or obese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I teach participants effective coping strategies and ways to develop supportive peer and family relationships so they can buffer the effects of victimization by a bully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am vigilant about others bullying participants with disabilities in my program and intervene appropriately if it does occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learn the characteristics of people with disabilities that make them more vulnerable to bullying so I am aware of bullying behaviors toward them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am vigilant about those participants who appear to be ostracized and implement interventions to include them in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I modify the curriculum to meet the needs of <i>all</i> participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach communication skills, independence, and assertiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach awareness of disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use criterion-referenced tests, not norm-referenced tests, to determine each participant's present level of performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have found out what my state's policy is regarding school discipline and bullying and I follow that policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have found out what my school district's policy is regarding school discipline and bullying and I follow that policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>