RESPONDING TO BULLYING SELF-ASSESSMENT FOR ADMINISTRATORS
SPECIAL EDUCATION - GUIDANCE BRIEF

This self-assessment tool is designed to assist administrators in responding to incidences of bullying, with a focus on students with disabilities. The questions begin with an overview of your school's current practices, environment, and bullying prevention implementation. The remaining questions should be used to help guide administrators in their response to incidences of bullying. Information gathered from this self-assessment should be used to determine an appropriate response to individual instances of bullying and to inform changes in practice or policy regarding bullying prevention.

Resources

Student Perception Survey
pbis.org/common/pbisresources/presentations/Student_Perception_Survey.doc

CDC Developed Student Surveys
sde.ok.gov/sde/sites/ok.gov.sde/files/BullyCompendium.pdf

Staff Bullying Survey
sde.ok.gov/sde/sites/ok.gov.sde/files/BullyingSurvey-SchoolStaff.doc

School-wide

1. Does your school have a bullying policy that makes a clear distinction between "bullying" and "harassment"?
2. Is the school district policy included in the student handbook (both in print and online)?
3. Are there times of day with less adult supervision and less structure where bullying is more likely to occur?
4. Are there places in the building where bullying is more likely to occur?
5. What are the school's strengths in responding to bullying situations?
6. What are the school's weaknesses in responding to bullying situations?
7. Does the school frequently gather student feedback using tools such as the Student Perception Survey (see Resources)?
8. Are staff surveyed regarding bullying (see Resources)?

Student level

1. Are any other teachers or staff aware that the student is a target of bullying?
2. Do teachers and staff believe the student could potentially become a target? Why?
3. Is the family aware of incidents of bullying against the student? If yes, when and where did the incidents occur?
4. Does the student engage in behavior others may identify as bullying?
5. Are there concerns about any new or emerging behaviors that others may identify as bullying?
6. Given the specific nature and extent of the student's disability, is the student able to conform to the school's code of conduct as it relates to bullying prevention and intervention?

7. Is the student able to access the general education curriculum, including the bullying prevention and intervention curriculum?

8. Does the student have sufficient self-advocacy skills to obtain help/know what to do if someone is bullying him/her?

9. What skills does the student need to develop to guard against becoming a target or to stop aggressive behaviors?

10. Does the student have friends at school/in the community who would report bullying or defend the student if someone is bullying the student?

11. Is the student socially isolated?

12. Does the student spend time physically removed from his or her peers?

13. What have the IEP team members done to ensure the student's integration into the social life of the school during the school day and during extracurricular activities?

14. Does the student have an aide? If so, is this aide present during high-risk periods of time (e.g., recess, lunch)?