

CFISD COMPLIANCE COURSE (2020-21)

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Module 8: Bullying Prevention

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Introduction



Bullying Prohibited

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Cypress Fairbanks ISD strictly prohibits all types of bullying, harassment and cyber bullying. Incidents should be reported to campus administrator immediately.

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District policy prohibits bullying and/or retaliation against anyone involved in the complaint process involving bullying.

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Timely Reporting



In accordance with state law, reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act.

A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

It is a state law requirement that school districts provide an anonymous reporting system for students to utilize in reporting bullying incidents. The Cy-Fair Tipline is available for all students, parents and school employees to anonymously report bullying incidents.

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Code of Conduct Definitions



What is harassment?

Harassment is defined as:

- Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
- Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
- Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

What is cyber/online harassment?

Cyber/Online Harassment is defined as:

- using the name or persona of another person to create a web page or to post one or more messages on a social networking site without obtaining the other person's consent, and with the intent to harm, defraud, intimidate, or threaten any person.
- It is further defined as sending an electronic mail, instant message, text message or similar communication that references a name, domain address, phone number or other item of identifying information belonging to any person without obtaining the other person's consent, with the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication, and with the intent to harm or defraud any person.

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Myth or Fact

Myth: Bullying only occurs in big city schools and is often related to gangs

Fact: Higher in rural areas/small towns

Myth: Caused by large class size

Fact: Size of class is of negligible importance

Myth: Occurs on way to/from school

Fact: The school or school grounds are where most bullying occurs

Myth: Occurs chiefly among poor/disadvantaged students

Fact: Found in all socio-economic level of students

Myth: More pervasive in upper grades

Fact: Most pervasive among older students in lower grades

Myth: All bullies are anxious and insecure with poor self-esteem

Fact: Some bullies have positive view of self with little anxiety

Myth: Bullying is a result of poor grades or failure at school

Fact: Bullies are within the average range in both marks and competitiveness

Myth: Bullies are only aggressive to peers and fellow students

Fact: Bullies are often aggressive to adults, both parents and teachers

Myth: Only boys are victims of bullying

Fact: Boys are exposed more to direct forms and open attack. Girls are exposed more to indirect acts

Myth: Girls are usually bullied by girls

Fact: Boys are the chief bullies with both boys and girls

Myth: Bullies can change by treating them kindly or punishing them

Fact: Bullies need consequences, restitution, activities for learning

Myth: Peer mediation is effective with bullies

Fact: Bullies can threaten or con their way out with peers

Myth: Bullying behaviors disappears with age

Fact: Bullying behavior can last into adulthood if no intervention is made

Myth: Bullies are unpopular kids

Fact: Bullies have followers. Victims become shunned and isolated

Myth: Bullying is more likely to be done to kids who “look funny” or who are “physically deviant or different” than others

Fact: These conditions may evoke, but do not cause bullying

Myth: Teachers can do nothing with bullies or victims

Fact: Teachers can effectively help to stop bullying by using a systematic approach

Sources: Olweus, Dan, *Bullying at School: What We Know and What We Can Do*. Cambridge; Blackwell Publishers, 1993.

Wheeler, Eugene, and S. Anthony Baron, *Violence in Our Schools, Hospitals and Public Places; A Prevention and Management Guide*, Ventura; Pathfinders Publishing of California, 19

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Question 2



Think about it...

True or False. Bullying occurs chiefly among poor and disadvantaged students.

True/false

Answer 1: False

Response 1 That is correct!

Bullying can be found in all socio-economic levels of students.

Score 1

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Answer 2 : True

Response 2 That is incorrect!

Bullying can be found in all socio-economic levels of students.

Score 0

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Question 3



Think about it...

True or False. Bullies are only aggressive to peers and fellow students.

True/false

Answer 1: False

Response 1 That is correct!

Bullies are often aggressive to adults (parents and teachers) as well.

Score 1

Jump Next page

Answer 2 : True

Response 2 That is incorrect!

Bullies are often aggressive to adults (parents and teachers) as well.

Question 3

Score 0

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Question 4



Think about it...

True or False. Peer mediation is effective with bullies.

True/false

Answer 1: False

Response 1 That is correct!

Bullies can threaten or con their way out with peers.

Score 1

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Answer 2: True

Response 2 That is incorrect!

Bullies can threaten or con their way out with peers.

Score 0

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Indicators of Bullying Behavior

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D. Clark and M. Carpenter (2003) provide the following indicators of bullying behavior:

- Average or good self-esteem
- Strong need for power and dominance
- Have a greater physical strength than their victims
- Often older and physically larger than their victims
- Average, above average, or slightly below average popularity among their peers
- More likely to engage in other problem behaviors later in life, such as criminal activity or alcohol and/or other drug abuse
- Generally oppositional, defiant, and aggressive toward adults; may even be intimidating to adults, including teachers
- May display aggressive or violent behavior toward many students, but pick a special few for regular victims
- Tough, hardened, and show little empathy for the feelings of others

Myth: Girls are usually bullied by girls.

Fact: Boys are the chief bullies with both boys and girls.

Source: D. Clark, M. Carpenter 2003-Adapted from Dan Olweus, *Bullying At School*. David Fitzgerald, *Bullying in Our Schools*.

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**Indicated below is a list of possible intervention strategies:**

Identify strengths and individual skills

Teach impulse control and anger management strategies to increase empathy

Create an atmosphere that does not tolerate bullying by raising awareness

Avoid getting defensive by bully's anger or defiance

Do not have a long discussion of the situation

Identify the victim's emotions

Ask another adult to be present during confrontations

Prevent anxiety producing situations from occurring such as reducing the number of tasks/social interactions that stimulate the student to be physically aggressive

Maximize supervision and gradually decrease over time

- Maintain visibility and eye contact at all times
- Be mobile and use close proximity as a method to reduce unwanted behavior
- Teach the student alternative ways to deal with frustration
- Make certain that all staff who interacts with the student is aware of the student's behavior and of the behavior expected in order to monitor it closely
- Limit the student's independent movement in the school environment
- Develop natural, consistent, and logical consequences for inappropriate behavior
- Use language and tone of voice that is pleasant and calming
- Separate the student from the behavior when correcting
- Do not force the student to interact with others or to apologize
- Teach the student to think before acting and ask open-ended questions
- Role-play with student appropriate verbal exchanges when in difficult situations
- Call the behavior bullying and communicate the behavior to the parents
- Intervene early with bullying behavior
- Be direct and do not mince words
- Provide the student with a predetermined signal when he/she begins to demonstrate bullying behavior

Source: D. Clark, M. Carpenter 2003-Adapted from Dan Olweus, *Bullying At School*. David Fitzgerald, *Bullying in Our Schools*.

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Students must learn to recognize the importance of body language. How they act can often tell a bully more about them than what they say.

Indicated below is a list of indicators of victim behavior:

- Unhappiness at school
- Isolated from peers
- Unexplained absences
- Reluctant to go to lunch with other students
- Reluctance to get up in the morning
- Complaining about feeling sick in the mornings without visible physical signs
- Becoming upset for the smallest reasons
- Being unusually negative about issues
- Feeling apprehensive leaving school when last period ends
- Deteriorating work accompanied by a lessening of interest in school
- Cuts or bruises on the body where the explanations are not really credible
- Making comments that downgrade self; appearing withdrawn
- Cannot account for missing school books, sports equipment, CD's, etc.
- Develops a sudden interest in self-defense activities

D. Clark, & M. Carpenter 2003-Adapted from Dan Olweus, *Bullying At School*.

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Listed below are several intervention strategies aimed at helping victims of bullying:

- Provide assertiveness training and/or social skills rehearsal
- Create an atmosphere that does not tolerate bullying by raising awareness
- Change the setting rather than the student
- Set up non-threatening way for students to report bullying incidents
- Identify strengths and individual skills
- Set up action plan with parent(s)
- Refer for additional help outside of school, if needed

D. Clark, & M. Carpenter 2003-Adapted from Dan Olweus, *Bullying At School*.

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Research provides significant support for the inclusion of bystanders in bullying intervention efforts.

A bystander's role is enormous in maintaining bullying either by responding positively by joining in, laughing, etc., or simply standing and watching; rather than intervening to help the victim.

We must include teaching bystanders specific strategies to either remove themselves from the bullying vicinity to avoid inadvertently reinforcing the behavior, or to intervene on behalf of the victim.

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Bystander Strategies for Intervening



The bystander can intervene by:

- supporting a victim in private
- offering support to a victim in the presence of the bully
- meeting with school counselor or teacher and practice ways of responding to a bully if and when an incident occurs
- alerting an adult that a bullying situation is occurring
- confronting a bully; using words to disagree
- writing a note anonymously of the incident and immediately turn it into the office
- taking a bully aside and appealing to his better nature, using humor or genuine praise to counter lack of self-esteem
- joining forces to protect a victim: teaming up with other students and caring adults and/or indirectly helping by not reinforcing the bully with laughter or verbal encouragement or repeating rumors

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Question 5



Think about it...

Students who bully can exhibit:

Multichoice

Answer 1: All of these listed characteristics/behaviors.

Response 1 That is correct!

Students who bully can exhibit all of these characteristics/behaviors.

Score 1

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Answer 2: A strong need for power and dominance.

Response 2 That is incorrect!

Students who bully can exhibit all of these characteristics/behaviors.

Score 0

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Answer 3: Aggressive or violent behavior toward many students but pick a special few for regular victims.

Response 3 That is incorrect!

Students who bully can exhibit all of these characteristics/behaviors.

Score 0

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Answer 4: A greater physical strength than their victims.

Response 4 That is incorrect!

Students who bully can exhibit all of these characteristics/behaviors.

Score 0

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Think about it...

Effective interventions for students who are bullies:

Multichoice

Answer 1: Include all of these described interventions.

Response 1 That is correct!

Effective interventions for students who are bullies include all of these described interventions.

Score 1

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Answer 2 : Limit the students independent movement in the school environment.

Response 2 That is incorrect!

Effective interventions for students who are bullies include all of these described interventions.

Score 0

Jump Next page

Answer 3 : Teach the student alternative ways to deal with frustration.

Response 3 That is incorrect!

Effective interventions for students who are bullies include all of these described interventions.

Score 0

Jump Next page

Answer 4 : Create an atmosphere that does not tolerate bullying by raising awareness.

Response 4 That is incorrect!

Effective interventions for students who are bullies include all of these described interventions.

Score 0

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Question 7



Think about it...

Indicators of students who are victims include all of the following EXCEPT:

Multichoice

Answer 1: Deteriorating work accompanied by an increased interest in school

Response 1 That is correct!

Students who are victims can display a reluctance to go to lunch with others, unhappiness at school, deteriorating work accompanied by a lessened interest in school, as well as isolation from peers.

Score 1

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Answer 2 : Isolation from peers

Response 2 That is incorrect!

Students who are victims can display a reluctance to go to lunch with others, unhappiness at school, deteriorating work accompanied by a decreased interest in school, as well as isolation from peers.

Score 0

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Answer 3 : Unhappiness at school

Response 3 That is incorrect!

Students who are victims can display a reluctance to go to lunch with others, unhappiness at school, deteriorating work accompanied by a decreased interest in school, as well as isolation from peers.

Score 0

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Question 7

Answer 4 : reluctance to go to lunch with other students

Response 4 That is incorrect!

Students who are victims can display a reluctance to go to lunch with others, unhappiness at school, deteriorating work accompanied by a lessened interest in school, as well as isolation from peers.

Score 0

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Question 8



Think about it...

Interventions for students that are victims include all of the following EXCEPT:

Multichoice

Answer 1: Creating an atmosphere that tolerates bullying by raising awareness.

Response 1 That is correct!

Bullying should never be tolerated. Interventions for students who are victims should create an atmosphere that does not tolerate bullying by raising awareness, set up non-threatening ways for students to report incidents of bullying, and include parents in the action planning.

Score 1

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Answer 2 : Setting up a non-threatening ways for students to report incidents of bullying.

Response 2 That is incorrect!

Bullying should never be tolerated. Interventions for students who are victims should create an atmosphere that does not tolerate bullying by raising awareness, set up non-threatening ways for students to report incidents of bullying, and include parents in the action planning.

Score 0

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Answer 3 : Including parents in the action planning.

Response 3 That is incorrect!

Bullying should never be tolerated. Interventions for students who are victims should create an atmosphere that does not tolerate bullying by raising awareness, set up non-threatening ways for students to report incidents of bullying, and include parents in the action planning.

Score 0

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Question 9



Think about it...

How can a bystander intervene?

Multichoice

Answer 1: All of these are options.

Response 1 That is correct!

All of these are options for intervening.

A bystander can intervene by offering support to the victim in the presence of the bully, alerting an adult that a bullying situation is occurring, and/or by indirectly helping by not reinforcing the bully with laughter or verbal encouragement or by repeating rumors.

Score 1

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Answer 2: Indirectly help by not reinforcing the bully with laughter or verbal encouragement or repeating rumors.

Response 2 That is incorrect!

All of these are options for intervening.

A bystander can intervene by offering support to the victim in the presence of the bully, alerting an adult that a bullying situation is occurring, and/or by indirectly helping by not reinforcing the bully with laughter or verbal encouragement or by repeating rumors.

Score 0

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Answer 3: Alert an adult that a bully situation is occurring.

Response 3 That is incorrect!

All of these are options for intervening.

A bystander can intervene by offering support to the victim in the presence of the bully, alerting an adult that a bullying situation is occurring, and/or by indirectly helping by not reinforcing the bully with laughter or verbal encouragement or by repeating rumors.

Score 0

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Answer 4: Offer support to the victim in the presence of the bully.

Response 4 That is incorrect!

All of these are options for intervening.

A bystander can intervene by offering support to the victim in the presence of the bully, alerting an adult that a bullying situation is occurring, and/or by indirectly helping by not reinforcing the bully with laughter or verbal encouragement or by repeating rumors.

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Methods Available to Students for Reporting Incidents of Bullying



Direct Reports

Person to Person report: Students are encouraged to report to any adult in the building such as a teacher, counselor, administrator, or coach.

Incident report: Every campus has a document for students to use when they need to write a report related to any inappropriate behavior on or off campus.

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Staff members can guide students with the following tips for safely using blogs and social networking sites:

- Never post cell phone numbers, address, social security number, or name of your school.
- Be aware that information given out in blogs could put you at risk of victimization.
- Only add people as friends to your site if known in real life.
- Think before posting pictures; personal photos should not have revealing information.
- Never respond to harassing or rude comments on your profile.
- Tell an adult you trust—parent, older sibling, teacher, etc., if you receive inappropriate messages.
- If you are being bullied, leave the area or stop the activity.
- Block unwanted or abusive e-mails or instant messages.
- If bullying includes physical threats, tell the police.
- Save any harassing messages and forward to your parents and your internet service provider.

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Have any questions about bullying? Click the link to email your CFISD contact person.

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