CirclePoint

Student Survey

Version 1.0—December 2015

CirclePoint™
BULLYING PREVENTION PROGRAM

www.circlepointprogram.org

Administrator Instructions

The primary purpose of this survey is to measure the number of students in the administered group who are negatively affected by aggressive behavior (i.e., are bullied students) and these students' receptiveness to help and support. The survey also is used to determine students' interest in doing more to stop bullying, a measure of the potential for bystander activation. The survey covers five specific areas:

1. Feelings about coming to and being at school and number of friends (an indirect indicator of being a bullying target)
2. Self-reporting as being a bullied student
3. Identification (total number, not individual names) of others who may be bullied (peer nomination)
4. How the student would like to be helped if he or she is a bullied student
5. Interest in learning more about bullying and bystander intervention (an indicator for the potential for activation)

The survey results will help measure the effectiveness of the CirclePoint™ program by identifying the probable number of bullied students in the survey group and comparing that measure to the number of students who enter into the Target Support System, a component of the program. In addition, the survey will capture student attitudes toward types of help for bullying problems (empowerment vs. adult intervention) and interest in further education on bullying and how to help others with a bullying problem.

Please note that the survey questions intentionally do not use the terms "bully" or "bullying" or provide a definition for such terms. Numerous studies have shown that providing these definitions and using such terms negatively affects the results, that students view bullying differently from the commonly used definitions developed by researchers, and that the terms carry stigmas that can reduce self-reporting rates. In addition, students may have preconceived definitions they would

apply to questions containing the terms even if a definition different from their own is provided. Further, students of different ethnic backgrounds may perceive these terms differently. The questions themselves in this survey define bullying in terms that students understand, namely the behavior of the aggressor and the resulting feelings of the bullied student. The survey also accounts for the fact that students may not recognize bullying behavior occurring in their peer groups. Since the survey does not use the terms "bully" or "bullying," the survey administrator should not use the terms when explaining the survey's purpose. The survey should be positioned as the school wanting to know more about how the students interact with their peers and feel when at school.

This survey must be taken anonymously. No one should write respondents' names on any of the pages. The student should retain the top sheet as a cover to provide a greater feeling of security that peers cannot see the answers. After passing out the survey, the administrator should read the directions and all of the questions to the respondents to ensure understanding and to answer any clarifying questions the students may have. Students should circle the letter next to the best answer for each question. Please note that some questions may have multiple answers and the respondents should circle all that apply.