

Teacher-Bullying Survey

The purpose of this survey is to provide you with an opportunity to gauge your teacher-bullying tendencies. Answers may vary based on school climate, cultural differences and/or teacher preparation. Your responses should be candid and based on your teaching experiences and/or beliefs. It is recommended that you complete this survey at various times throughout the year to accurately reflect on your classroom practices.

Read each item carefully. Indicate the degree to which you agree or disagree by circling one of the four numbers to the right of each statement. Total your responses.

	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
1. It is not easy to ignore inappropriate behaviors.	1	2	3	4
2. Teachers make the rules. Students should follow them.	1	2	3	4
3. Put-downs are expected interactions between students.	1	2	3	4
4. Popular students use their social capital to oppress the less popular students.	1	2	3	4
5. Students should be expected to behave without incentives.	1	2	3	4
6. I cannot be too strict if I want students to learn.	1	2	3	4
7. Isolation is an effective form of punishment.	1	2	3	4
8. Students should accept whatever disciplinary method the teacher chooses.	1	2	3	4
9. It is necessary to raise my voice to get my students' attention.	1	2	3	4
10. Corporal punishment should be reintroduced into schools for certain students.	1	2	3	4

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	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
11. All students should receive the same punishment for similar behaviors.	1	2	3	4
12. Humiliation is sometimes necessary to stop disruption.	1	2	3	4
13. It's impossible to separate the "student" from the "behavior."	1	2	3	4
14. Consistency is more important than fairness when implementing discipline.	1	2	3	4
15. The teacher should have the final say-so in all classroom decisions.	1	2	3	4
16. I can predict a students' behavior based on the behavior of their siblings and/or other relatives.	1	2	3	4
17. Calling on a student that I know is not following the lesson is an effective technique used to make students more attentive.	1	2	3	4
18. Following directions is not an option in my class.	1	2	3	4
19. Students are quick to resort to violence to make a point or settle an argument.	1	2	3	4
20. Some students don't value success and recognition.	1	2	3	4
21. The number one problem in classrooms is discipline.	1	2	3	4
22. If I do not assert myself as the dominant figure, students will think I am soft.	1	2	3	4
23. The classroom should focus on academics. Students are there to learn.	1	2	3	4
24. Students will take advantage of teachers who try to have fun with them.	1	2	3	4
25. Verbally reprimanding students across the classroom (singling students out) is an effective way to deter misbehaving.	1	2	3	4

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Scoring

The score you receive on the Teacher-Bullying Survey will provide information about your management/discipline style and the way you utilize power.

POWER-DOMINANT

If you received a score of **76-100**, your management/discipline style can be considered power-dominant. Power-dominant teachers utilize management/discipline practices that place students in a subordinate position. Teachers in this category are quick to “jump” on every behavior that is not acceptable in the classroom. The benefit of this style is that the teacher frequently gets immediate compliance from students. Although kids may comply out of fear, this managing technique rarely produces behavioral changes that last over time. Disadvantages of this style include student anxiety and minimal long-term positive effects.

BALANCED

If you received a score of **51-75**, you apply a balanced management/disciplinary style in your interactions with students. Balanced teachers have a positive, supportive relationship with students and are guided by behavioral principles. High expectations of appropriate behavior, clear statements about why certain behaviors are acceptable and others not acceptable and warm student-teacher relationships are characteristics of balanced classrooms. This preferred style is student-centered, but recognizes that students need guidelines to feel comfortable.

POWER-LAX

If you scored **25-50** on the survey, you are considered a power-lax teacher. In this environment, it is difficult for students to learn socially acceptable behaviors because of inconsistent discipline practices. Disruptive behaviors may be ignored or handled with weak, soft-spoken reprimand on one occasion, and yelling on another. When students are not actively engaged in learning, or are off task, power-lax teachers are often quick to anger because they feel that the students are taking advantage and abusing the freedoms given. Disadvantages of this style include mixed expectations for students, and teacher frustration from dealing with the same behaviors multiple times.