

Bullying Screening Dialogue: Student Probes^{1,2}

Name: _____

Date: _____

Interviewer: _____

Directions: The screening dialogue is intended to prompt information that may indicate bullying or bullying-related problems. Questions for the interviewer are in “red”; student responses are in blue for ease of use with this form. Interviewers should be familiar with the dialogue as well as bullying solutions and resources to address problems that might be raised in the conversation.

Probes	Responses/Proposed Actions	Notes/Comments
1. I'd like to hear about how school is going. Tell me about your friends in school? How many good friends to you have in school?	Use this question to get a general sense of the school experience. If the response is positive and reasonable, e.g., I have many/several friends, proceed to Q #2.	
	If “I have no friends or few friends” or the response otherwise raises a concern follow-up with further probes such as: <ul style="list-style-type: none"> • Why do you think that is? • How do you define “good friends”? Pending response, audiologist should discuss situation with parent, classroom teacher, teacher of the deaf (TOD), and/or school counselor and determine necessary follow-up actions to facilitate development of friendships.	
2. Do you ever feel afraid to go to school? Why?	If “No” or other response that indicates no fear of school, proceed to Q #3.	
	If “yes” or other response that indicates fear, formulate probe questions based on the response to “why” such as: <ul style="list-style-type: none"> • “Tell me more” • “What kind of help are you getting from school (teacher, counselor, principal)?” Make sure student understands and can identify characteristics of bullying behavior. Fear may be bullying-related or due to another reason (e.g., difficulty communicating with peers or staff, afraid or dislike of a teacher, sexual), adjust follow-up probes accordingly. Pending responses, audiologist should discuss situation with parent, classroom teacher, TOD and/or counselor and determine necessary follow-up actions. Anything abuse-related MUST be reported according to school’s policies and procedures.	
3. Do other kids ever bully you at school, in your neighborhood, or online? Who bullies you? What do they say or do?	If “no”, make sure student understands and can identify characteristics of bullying behavior; proceed to Q #4.	
	If “yes”, proceed to Q #5 to ask about resources at (school & community), if student is currently getting help, determine if additional help is needed. Discuss situation with parents, teachers, and/or school counselor to determine what follow-up actions are needed, including IEP support.	
4. What do you do if you see other kids being bullied?	If a reasonable response is provided that includes appropriate school and community resources, then no further action is needed. Be sure to follow-up at future audiology appointments.	
	If the student does not seem to be aware of resources, discuss with them the available resources (school anti-bullying program) and people they should talk with (e.g., teacher/counselor, adult who they can trust). Review IEP needs/services to address bullying needs.	
5. Who can you go to for help if you or someone you know is being bullied?	If student can identify appropriate resources, then no further actions are necessary.	
	If students do not know, be aware of school and community resources; have a list, pamphlets, referral contacts to provide students and families when needed.	

¹ Probes are adapted from *Roles for pediatricians in bullying prevention and intervention* (<http://www.stopbullying.gov/resources-files/roles-for-pediatricians-tipsheet.pdf>).

² From Squires, M., Spangler, C., Johnson, C.D., & English, K. (2013). Bullying is a health and safety issues: How audiologists can help. *Audiology Today* Sept-Oct.,18-26.

Bullying Screening Dialogue: Parent Probes³

Name: _____

Date: _____ Interviewer: _____

Directions: The screening dialogue is intended to prompt information that may indicate bullying or bullying-related problems. Questions for the interviewer are in “red”; student responses are in blue for ease of use with this form. Interviewers should be familiar with the dialogue as well as bullying solutions and resources to address problems that might be raised in the conversation.

Probes	Responses/Proposed Actions
1. Are you concerned that your child is having problems with other children at school?	If “No/No indication”, proceed to Q2
	If “Yes/Concerned”, follow-up with further probes: <ul style="list-style-type: none"> • Why do you think that is? • What specific problem is your child having? Pending response, audiologist should discuss situation with parent and ask if they would like further support/communication with school concerning issue.
2. Has your child’s teacher ever mentioned that your child is often by her/himself at school?	If “No/No indication” proceed to Q3 or ask follow-up probe question: <ul style="list-style-type: none"> • “Have you discussed your child’s school social engagement with the teacher?”
	If “Yes/Concerned”, formulate probe questions such as: <ul style="list-style-type: none"> • “Why do you think this is?” • “Have you tried to facilitate social connections for your child such as play dates, extracurricular activities?”
3. Does your child visit the school nurse frequently, or want to stay home for feigned illness?	If “No”, proceed to Q #4.
	If “Yes”, Yes/Concerned”, probe: <ul style="list-style-type: none"> • “Why do you think this is?” • “Have you discussed with your child why he/she may have feign illness?”
4. Has your child ever said that peers are bothering him/her?	If “No” or other response that child is not bothered by peers, proceed to Q5.
	If “Yes/Concerned”, probe: <ul style="list-style-type: none"> • “Why do you think this is?” • “Have you talked with your child about this?” • “Has your child indicated hearing loss as the reason peers bother him or her?” Talk to the parent about the child being an advocate for him/herself; does the child have the knowledge and confidence necessary to stand up for him/herself?
5. Do you suspect that your child is being harassed or bullied at school for any reason?	If “No” or other response that indicates no concern, confirm with parent that they understand the characteristics of bullying behavior and cyber bullying. (Provide handouts concerning bullying issues.); then no further questions.
	If “Yes/Concerned” probe: <ul style="list-style-type: none"> • “Why do you believe your child is being harassed?” • “What resources have you used to help your child?” • “Are you aware of school’s anti-bullying program?” • “Have you talked with your child about this program?” • “Do you need help or resources when communicating with school about bullying concerns? (share sample letter to address to school)”
6. Has your child had a recent decrease in grades, loss of desire to be in school or loss of interest in activities they used to enjoy?	If “No”, no further questions.
	If “Yes”, probe: <ul style="list-style-type: none"> • “Why do you think this is?” • “Have you talked to your child about the problem?” • “Have you sought professional advice about childhood depression?”

³ Probes are adapted from *Roles for pediatricians in bullying prevention and intervention* (<http://www.stopbullying.gov/resources-files/roles-for-pediatricians-tipsheet.pdf>).