

Bully Prevention

Is Your School Bully Proof?



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Goals

- ▶ Define why bullying is worth addressing
- ▶ Provide a comprehensive model for bully prevention
- ▶ Provide description of core elements of UNIVERSAL level bully prevention

The Logic:

Why invest in Bully Prevention?

- ▶ The National School Safety Center (NSSC) called bullying the most enduring and underrated problem in U.S. schools.
(Beale, 2001)
- ▶ Nearly 30 percent of students have reported being involved in bullying as either a perpetrator or a victim.
(Nansel, et al., 2001; Swearer & Espelage, 2004).
- ▶ Victims and perpetrators of bullying are more likely to skip and/or drop out of school.
(Berthold & Hoover, 2000; Neary & Joseph, 1994)
- ▶ Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings.
(Carney & Merrell, 2001; NSSC, 1995).

Why invest in **School-wide** bully prevention?

- ▶ **Most Bully Prevention programs focus on the bully and the victim**
 - ▶ Problem #1: Inadvertent “teaching of bullying”
 - ▶ Problem #2: Blame the bully
 - ▶ Problem #3: Ignore role of “bystanders”
 - ▶ Problem #4: Initial effects without sustained impact.
 - ▶ Problem #5: Expensive effort

- ▶ **What do we need?**
 - ▶ Bully prevention that “fits” with existing behavior support efforts
 - ▶ Bully PREVENTION, not just remediation
 - ▶ Bully prevention that is sustainable.

Bully Prevention in Positive Behavior Support: The Foundation

- ▶ Bullying behavior occurs in many forms, and locations, but typically involves student-student interactions.
 - ▶ Bullying is seldom maintained by feedback from adults

- ▶ What rewards Bullying Behavior?
 - ▶ Likely many different rewards are effective
 - ▶ Most common are:
 - Attention from bystanders
 - Attention and reaction of “victim”
 - Access to resources (materials, activity)
 - Self-delivered reward

Bully Prevention in Positive Behavior Support: The Foundation

- ▶ Consider the smallest change that could make the biggest impact on Bullying...
- ▶ Remove the “pay off” (e.g. praise, attention, recognition) that follows bullying.
- ▶ Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying.

Bully Prevention in Positive Behavior Support

ESTABLISHING CONTINUUM of SWPBS

**SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT**

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

~80% of Students

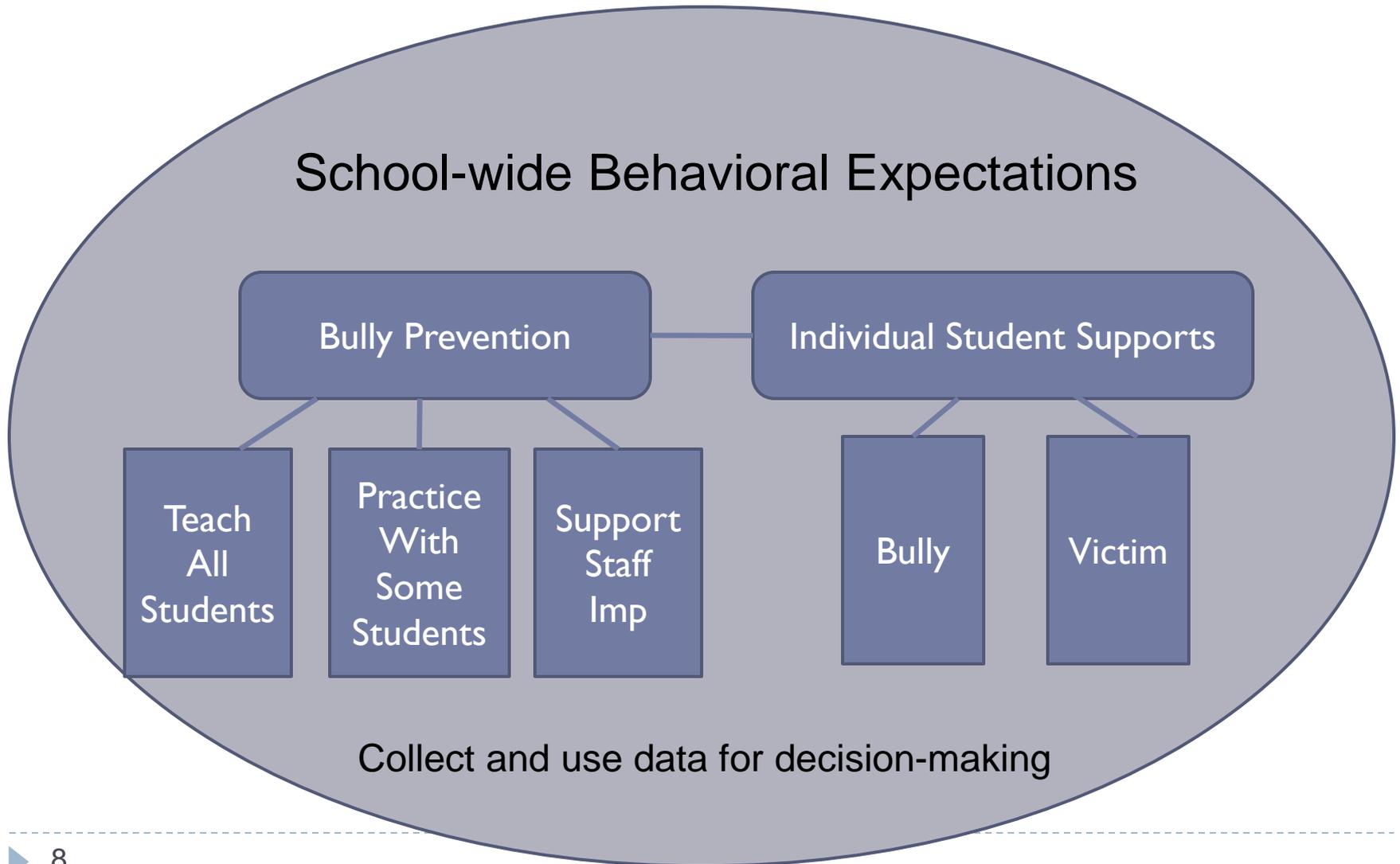
~5%

~15%

Main Ideas:

- 1. Invest in prevention first**
- 2. Multiple tiers of support intensity**
- 3. Early/rapid access to support**

A Comprehensive Bully Prevention Model



Common Understandings

- ▶ **Definition of "Bullying"**
 - ▶ For staff, parents and kids
- ▶ **Call conflicts what they are**
- ▶ **Report with fidelity**
- ▶ **You have to teach kids**

Activity

- ▶ 1. Identify an example of bullying you have encountered



- ▶ Context/Situation → **Bullying Behavior** → Rewarding
Consequence



- ▶ 2. Identify a problem behavior that would NOT be bullying.

Assumptions About Behavior Change

▶ Teach New Skills:

- ▶ Bullying behavior will change if we teach students appropriate ways of interacting, and clarify that bullying behavior is not acceptable.

▶ Insight:

- ▶ Bullying behavior will change if students gain a sense of personal insight about the impact of their behavior, and how their behavior is linked to their personal values.

▶ Performance:

- ▶ Bullying behavior will change if (a) the student has the skills to behavior appropriate, (b) the context sets up appropriate behavior not bullying behavior, (c) bullying behavior is NOT rewarded, and (d) appropriate behavior is rewarded.

Core Features of an Effective Bully Prevention Effort

Five Student Skills

- ▶ School-wide behavioral expectations (respect others)
- ▶ **Stop routine** when faced with disrespectful behavior
- ▶ **Bystander stop routine** when observing disrespectful behavior
- ▶ **Stopping routine** if someone tells you to “stop”
- ▶ A **recruit help routine** to recruit adult help if you feel unsafe.

For Faculty/Staff

- ▶ Agreement on logic for bully prevention effort.
- ▶ Strategy for teaching students core skills
- ▶ Strategy for follow-up and consistency in responding
- ▶ Clear data collection and data use process
- ▶ Advanced support options

Core Elements of an Effective Bully Prevention Effort

- ▶ Establish School-wide expectations (be respectful of others)
- ▶ Teach a common response for students to use when they encounter behavior that is not respectful...
 - ▶ Remove the praise, attention, recognition that follows bullying.
 - ▶ Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying.
- ▶ Make more intensive supports available for the few who need it.

Bully Prevention in Positive Behavior Support



Bully Prevention

In Positive Behavior Support



Giving students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.

Scott Ross, Ph.D, Rob Horner, Ph.D, & Brianna Stiller, Ph.D



Giving students the tools to reduce bullying behavior by blending school-wide positive behavior support, a simple response to problem behavior, and a functional approach to the bullying construct.

Bully Prevention

In Positive Behavior Support

Scott Ross, Ph.D, Rob Horner, Ph.D, & Brianna Stiller, Ph.D



Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



Available at
www.pbis.org



UNIVERSITY OF OREGON

Teach a ***Three-Step Skill*** that can be used in all places at all times. Keep it simple

If you encounter behavior that is NOT respectful

Stop ----- Walk ----- Talk

Say and Show
"STOP"

Walk Away

▶ Talk to an
Adult

Build an Approach that will Avoid Common Pit Falls

- ▶ Students have not been taught “be respectful”
- ▶ Students do not feel like the “stop routine” is age or context appropriate.
- ▶ Students are not taught a “stopping routine”
- ▶ Students are not taught that “bystander” is important
 - ▶ -----
- ▶ Students who engage in bullying attempt to dismiss the process
- ▶ Students in groups (gangs) continue to reward bullying
 - ▶ -----
- ▶ Teachers/adults are perceived to ignore student bullying
- ▶ Teachers/adults do not follow up after the training

Elements of Bully Prevention within SWPBIS

▶ 1. The Logic:

- ▶ Why does bullying occur? What are key features of a school that reduces bullying?
- ▶ Student focus group (forum): Why, What, How

▶ 2. Student Orientation

- ▶ Establish a positive school-wide social culture (respect, responsible, safe)
- ▶ Teach a common response to “behavior that is not respectful”
 - As a victim
 - As a bystander
- ▶ Teach how to respond if you are asked to stop
- ▶ Teach how to recruit adult support

▶ 3. Adult Orientation

- ▶ How to conduct the student training
- ▶ How to respond to instances of bullying or reports of bullying



Elements of Bully Prevention within SWPBIS

▶ 4. Data Use

- ▶ Measure if we have Bully Prevention in place (fidelity)
- ▶ Measure if Bully Prevention effort is effective (student outcomes)

▶ 5. Advanced Support

- ▶ Students/families who need more intensive support

▶ 6. Steps to Implementation



SKILL #1: Teach the “Stop Signal”

- ▶ If someone is directing problem behavior to you, **or someone else**, tell them to “stop.”
- ▶ Because talking is hard in emotional situations... always include a physical “signal” to stop.
- ▶ Review how the stop signal should look and sound
 - ▶ Firm hand signal
 - ▶ Clear voice



PITFALL:
Discuss how
showing/saying
“stop” could be
done so it still
rewarded
disrespectful
behavior



Advertising



Activity

- ▶ Discuss what “stop” signal might be most appropriate for your school.
- ▶ How would you include students in defining the appropriate “stop” signal?

Skill #2: Teach how to respond if someone says “Stop”

- ▶ Eventually, every student will be told to stop. When this happens, they should do the following things
 - ▶ Stop what you are doing
 - ▶ Take a deep breath
 - ▶ Go about your day (no big deal)
- ▶ These steps should be followed even when you don't agree with the “stop” message.

"Stop" means stop.



The rule is:
If someone asks
you to stop, you
stop.

SKILL #3: Teach “walk away”

Sometimes, even when students tell others to “stop”, problem behavior will continue. When this happens, students are to “walk away” from the problem behavior.

- ▶ **Remember that walking away removes the reinforcement for problem behavior**
- ▶ **Teach students to encourage one another when they use the appropriate response**

Skill #4: Saying stop when **someone else** is being treated disrespectfully

- ▶ **Remember:** Even if all you do is “watch” a bad situation, you are providing attention that rewards disrespectful behavior.
- ▶ If you see someone else being treated disrespectfully:
 - ▶ Say and show “stop” to the person being disrespectful
 - ▶ Offer to take the other person away for a little bit.
 - If they do not want to go, that is okay...just walk away.

SKILL 5: Teach “getting help”

Even when students use “stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “talk” to an adult.

- ▶ Report problems to adults
 - ▶ Where is the line between tattling, and reporting?
 - ▶ **“Talking”** is when you have tried to solve the problem yourself, and have used the “stop” and “walk” steps first:
 - ▶ **Tattling** is when you do not use the “stop” and “walk away” steps before “talking” to an adult
 - ▶ **Tattling** is when your goal is to get the other person in trouble

Getting Help Works

- ▶ Research indicates that if you are submissive or aggressive when faced with disrespectful behavior you are **MORE** likely to suffer prolonged social problems. “Getting help” is associated with reduction experiencing relational and physical aggression.
- ▶ Kochenderfer-Ladd, 2004
- ▶ Mahady-Wilton, Cragi, & Pepler, 2000

Activity

- ▶ What are the appropriate ways for students to recruit “help” in your school?
- ▶ Do they do it?
 - ▶ Why or Why Not?

Extra Practice with Some Students

- ▶ For students with high rates of physical and verbal aggression.
 - ▶ Precorrection
 - ▶ On-site practice
- ▶ For students who are more likely to be victims who reward physical and verbal aggression.

Supporting Staff Behavior

When any problem behavior is reported, adults follow a specific response sequence:

Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")

Ask who, what, when and where.

Ensure the student's safety.

- ▶ Is the bullying still happening?
- ▶ Is the reporting child at risk?
- ▶ Fear of revenge?
- ▶ What does the student need to feel safe?
- ▶ What is the severity of the situation

"Did you tell the student to stop?" (If yes, praise the student for using an appropriate response. If no, practice)

"Did you walk away from the problem behavior?" (If yes, praise student for using appropriate response. If no, practice.)

When the child did it right...

Adults initiate the following interaction with the Perpetrator:
Reinforce the student for discussing the problem
with you

"Did _____ tell you to stop?"

- If yes: **"How did you respond?"** Follow with step 2
- If no: Practice the 3 step response.

"Did _____ walk away?"

- If yes: **"How did you respond?"** Follow with step 3
- If no: Practice the 3 step response.

Practice the 3 step response.

- The amount of practice depends on the severity and frequency of problem behavior

Rewarding Appropriate Behavior

- ▶ **Effective Generalization Requires the prompt reinforcement of appropriate behavior, the **FIRST** time it is attempted**
 - ▶ Look for students that use the 3 step response appropriately and reward
 - ▶ Students that struggle with problem behavior (either as victim or perpetrator) are less likely to attempt new approaches.
 - ▶ Reward them for efforts in the right direction.

Roles of BP-PBS Implementation at Your School

▶ **PBS (behavior) Team**

- ▶ Takes the Lead with implementation
- ▶ Determine a School-wide Stop Signal
- ▶ Develops Schedule for student training (initial/follow-up)
- ▶ Ongoing support of Supervisors/ Teachers planned
- ▶ Evaluates student outcome data (ODR's)
- ▶ Implementation Checklist
- ▶ Faculty Follow Up
- ▶ Working with the district to maintain efforts

Teachers

- ▶ Reads Manual
- ▶ Delivers Initial Lessons and Follow up lessons
- ▶ Incident Reports
- ▶ Practice with Students
- ▶ Reinforce Appropriate Behavior
- ▶ Give feedback to PBS team

▶ **Admin**

- ▶ Reads Manual
 - ▶ Practice with students
 - ▶ Check-ins
 - ▶ Incident Reports
 - ▶ Reinforce!
-

Activity

- ▶ How would you establish “staff buy-in”
- ▶ How would you deliver orientation to all faculty/staff?
- ▶ How would you ensure “responding routine” was followed by supervisory staff?
- ▶ How would you schedule the follow up events?

Summary

- ▶ **Universal-Level Bully Prevention**
 - ▶ Establish school-wide expectations
 - ▶ Teach students how to respond to behavior that is NOT respectful
 - ▶ Provide extra review and precorrection for students with more extensive need
 - ▶ Provide support for staff implementation fidelity
 - ▶ Collect and use data to improve implementation and impact.

- ▶ **Manuals available at www.pbis.org**

Questions...comments...discussion?

Contact Information

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- ▶ sdpbis.wikispaces.com

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