Bullying and Harassment Prevention in Positive Behavior Support:

Expect Respect

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Bullying Prevention in Positive Behavior Support: Expect Respect

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Bullying Prevention in Positive Behavior Support: Expect Respect

Introduction

Purpose

The purpose of this handbook is to improve the success of schools as effective learning environments. Aggression, violence, threats, intimidation, and isolation compromise the ability of students to learn and perform in school. Establishing a school-wide expectation for common respect, teaching what that means, and ensuring that all students and faculty and staff members share in the responsibility of making schools respectful settings can make a difference.

This handbook presents procedures that have been demonstrated to be practical and effective. At their core, however, the lessons and recommendations in this handbook all revolve around five key messages:

1. Everyone in the school should know what it means to be respectful.
2. Bullying is disrespectful and is maintained by attention from recipients, bystanders, and peers.
3. Everyone in the school should have a strategy that stops attending to and acknowledging bullying. When someone is not respectful, ask them to stop. Don't allow bullying to be rewarded.
4. Everyone asked to stop should have a common strategy for moving on without escalation.
5. Every school is different, and time should be taken to adapt the core features of Expect Respect to fit the local context. Collect information from students regularly to assess the safety and health of the school-wide social culture. Use the information to improve.

Who Should Use this Handbook

Expect Respect has been developed with, by, and for middle and high schools. It builds from a long history of establishing **school-wide** positive behavioral interventions and supports, and is based on procedures that have been documented to be effective in reducing bullying in elementary schools. The procedures in the handbook, however, have been adapted to acknowledge and take advantage of the developmental level of middle and high school students, the organization of faculty and staff members, and the common commitment of a school community to creating a learning environment that is safe, respectful, and encouraging.

School personnel should consider using Expect Respect if:

1. Bullying and harassment are identified as a major concern by faculty members, students, families, or staff employees.
2. The school is already using school-wide positive behavioral interventions and supports (SWPBIS) and has already taught everyone in the school (a) that being

respectful is expected, and (b) what it means to be respectful of others.

3. The faculty and administration are prepared to:
    a) Establish and support a team with the responsibility of implementing Expect Respect;
    b) Allocate the time
        (1) For the team to be trained,
        (2) For the students and faculty and staff members to adapt the Expect Respect curriculum to the local needs and context of the school,
        (3) To conduct the student forums and lessons, and
        (4) To collect and use information on a regular basis.

What are the Objectives?

Expect Respect is designed to achieve the following objectives:

A. Students will Acquire and Use the Five Core Skills

1. Discriminate respectful from nonrespectful behavior.
2. Use a "stop" phrase if someone is not respectful to them
3. Use a "stop" phrase and remove a recipient if they are a bystander (physically or virtually)
4. Use a "stop strategy" (stop what you are doing, take a breath, move on, no-big-deal) if asked to stop by another.
5. Get help from an adult safely (if someone is disrespectful, if you witness disrespect)

B. Adults will

1. Discriminate respectful from nonrespectful behavior
2. Label and interrupt nonrespectful student behavior when encountered
3. Use student and faculty forums to adapt Expect Respect to the local context 4. Teach the five core student skills
5. Mediate conflict if presented with a problem situation
    * Did the reporting student deliver the "stop" signal?
    * Did the perpetrating student "stop" when signaled?
    * Protect the safety of all
6. Collect and use information to continually improve the social climate of the school.

Bullying Prevention in Positive Behavior Support: Expect Respect

Introduction

Definitions and Steps for Expect Respect Strategies

Stop Strategy: In a situation where disrespectful behavior occurs, it is important for student recipients to utilize the following steps in an effort to stop the problem behavior before it escalates.

If someone treats you or someone else in a way that feels disrespectful:

- ***Step 1*****:** *Use the school-wide "stop phrase."*
- ***Step 2*****:** *If the person stops, say "cool" or "OK" and move on with your day*
- ***Step 3:*** *If the person does not stop, decide whether to ignore the person or seek support.*
- ***Step 4:*** *If you decide to ignore, don't look at or talk to that person. If you decide to seek support, select a school adult to approach and ask for support.*

Bystander Strategy: In a situation where a student observes another student being treated disrespectfully, it is important for that student (the bystander) to utilize the following steps in an effort to stop the problem behavior before it escalates and to provide the recipient support.

If you observe someone using the stop strategy, and the perpetrator doesn't stop, do one or all of the following three things:

- Use the stop strategy toward the perpetrator.
- Ask the recipient to go with you, and leave the area.
- Comfort the recipient later by saying something like "I'm sorry that happened. It wasn't fair."

Stopping Strategy: In a situation where a student asks another student to stop behaving disrespectfully, it is important for the accused student to utilize the following steps in an effort to de-escalate the situation.

If someone uses the school-wide stop phrase toward you:

- ***Step 1*****:** *Stop what you are doing, even if you don't think you are doing anything wrong.*
- ***Step 2*****:** *Remind yourself "No big deal if I stop now."*
- ***Step 3*****:** *Say "OK" to the person who asked you to stop and move on with your day.*

If you observe someone using the stop strategy, and the perpetrator doesn't stop, do one of three things:

- ***Step 1*****:** Use the stop strategy toward the perpetrator
- ***Step 2*****:** Ask the recipient to go with you, and leave the area.
- ***Step 3*****:** Comfort the recipient later by saying something like "I'm sorry that happened.

It wasn't fair."

Seeking Support Strategy: In a situation where the recipient of disrespectful behavior has attempted to stop the behavior, yet the problem behavior continues, it is important for the student recipient to take the following steps to recruit support for de-escalating the conflict.

If you use the school-wide stop phrase and the person doesn't stop:

- ***Step 1:*** *Decide whether to ignore it or seek support.*
- ***Step 2:*** *If you seek support, select a school adult to report to.*
- ***Step 3:*** *Approach the adult immediately following the incident and say, "I'm having a problem with _____. I asked her to stop and she continued."*
- ***Step 4:*** *If the adult doesn't have time to help solve the problem right then, ask the adult when they will have time and make an appointment.*

Providing Support Strategy: *In a situation where a student comes to you with a conflict that he or she cannot resolve on his or her own, it is important to take the following steps in order to help the student resolve the situation.*

If a student approaches you with a problem involving disrespectful behavior:

- ***Step 1:*** *Say "Thanks for telling me."*
- ***Step 2:*** *Listen empathetically. Ask if this is the first time; determine who, what, when, and where.*
- ***Step 3:*** *Ask the student if the person who didn't stop is likely to retaliate if confronted.*
- ***Step 4:*** *Help the student select a course of action. Possibilities include:*
  - *o Filing a report*
  - *o A safety plan for minimizing contact*
  - *o Letting it go ("I just needed someone to listen to me")*

Bullying Prevention in Positive Behavior Support: Expect Respect

Introduction

Overview

The key ideas leading to the lesson plans and coaching components for Expect Respect are:

- A high percentage of socially aggressive behavior is maintained or reinforced by attention from peers. Peer attention can come in the form of encouragement or joining in from bystanders, but also in the form of reactions from the recipient that the perpetrator finds reinforcing. An effective bullying and harassment prevention program must remove the social events that reinforce socially aggressive behavior.
- An effective bullying and harassment prevention program must target the behavior of bystanders, who play a key role in supporting socially aggressive behavior.
- Students often do not send clear social signals to one another when they are participating in a socially aversive interaction. An effective program must provide students with some simple strategies they can use to interrupt socially aggressive behavior. These behaviors must interrupt the behavior without contributing to an escalation cycle.
- A high percentage of socially aggressive behavior in secondary schools is covert (i.e., does not come to the attention of adults). To be effective, a bullying and harassment prevention program must appeal to the vast majority of students. The authors of Expect Respect believe the program must be "student driven" with facilitation and guidance from trusted adults.
- Students must have frequent opportunities to discuss socially aggressive behavior and practice using strategies to interrupt these behaviors. Interrupting socially aggressive behavior is a skill many adults struggle to master. The authors of Expect Respect believe it is naïve to think that middle and high school students could master these complex skills after one or two role-play or practice sessions. One of the Expect Respect authors led a focus group of middle school students to get their input on what would be effective. The students were very clear in stating, "There must be an ongoing conversation, with lots of opportunities to talk."

Lesson Plans

There are three primary lesson plans included in Bully Prevention within PBIS: Expect Respect. The first lesson is didactic, with presentation of key concepts and class discussion. This lesson is designed to help students identify the scenarios that most often lead to delivery of socially aggressive behavior; to recognize the recipient and bystander responses that often reinforce socially aggressive behavior; and to teach them strategies they can use to interrupt these behaviors. Lessons 2 and 3 are more experiential, with role-play scenarios or videos

that provide students with practice in interrupting socially aggressive behavior. The Seeking Support Lesson is focused on helping students identify specific strategies they can use in the event of ongoing bullying and harassment.

Coaching

Effective coaching is a necessity for effective prevention and intervention of bullying and harassment behaviors. Key features of our coaching model include:

- All adults who work in the school must learn the coaching steps. Students will report to whichever adult in the school they see as supportive, whether that be the assistant principal, school counselor, teacher, custodian, bus driver, or cook.
- Empathetic listening is the first step to effective coaching. Do not assume the student is telling you the whole story. Many students will "test the waters" before deciding how much to tell. Assume what the student is telling you the tip of the iceberg. Ask follow up questions—who, what, when, where. Are there other times or places where similar events have happened?
- There is usually not an easy solution. If there were, it is likely the student will have already tried it. Our focus group meetings suggested that students usually do not want the adult to solve the problem for them. They usually want the adult to listen and help them generate possibilities. They respond better if the adult helps them evaluate the pros and cons of potential solutions, and then respects the decision the student makes. If the situation is actually dangerous, then more direct, adult-driven action is appropriate, but in most instances, it is psychological safety at stake. Student input is a critical component of effective coaching.
- Follow up is critical. Just because we have agreed on a solution and taken action does not mean the situation is over. It is usually not. In many instances, retaliation is likely, particularly if disciplinary action toward the perpetrator is taken. The possibility of retaliation should be planned for and interrupted. Continue checking in with the student during the next several weeks to determine if the situation is actually resolved.

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Teacher and Staff Coaching

Teacher and Staff Orientation: Opening Conversation

Before you teach your staff the Expect Respect Program, it is important to establish why it is imperative that adults interrupt harassment. Some staff members may have different feelings and opinions about this; the opening conversation is a time for all staff members to hear about district expectations in this area, and make agreements about how to interrupt bullying and harassment of various kinds.

Opening Conversation Agenda

1) **Start with group discussion:**
   - How do we as a staff become role models of respect?
   - How do we create more safe spaces and safe adults (places and people students feel comfortable with when they have a problem) in our building?
   - How many students have observed bullying and harassment in the last month? How many have been harassed?
   - How many students indicated that they would report to staff members if staff members would listen and help?

2) **Activity:** Discuss common forms of bullying and harassment we see at school—student to student, student to staff members, staff member to student, and staff member to staff member.
   - **Step One:** Divide staff members into small groups and have each group identify the most common forms of bullying and harassment that they have observed in the school. Take about 8–10 minutes to do this.
   - **Step Two:** Have each group share their ideas while the facilitator writes them on a white board, poster, or similar surface for the whole group to see.
   - **Step Three:** Categorize the identified bullying and harassment behaviors into three groups:
     - Behaviors to ignore.
     - Behaviors to politely interrupt.
     - Behaviors that result in an office referral.

     For example, whistling in the hallway is a behavior to ignore, saying "this assignment is gay" is a behavior to politely interrupt, and a student locking another student in the bathroom is a behavior that should generate an office referral.

     Note: *It is likely that there will be some disagreement about which behaviors go in which categories. When you observe disagreement you can do a tally (how many people feel the behavior goes in one category versus another) or look at what your*

district policy states regarding behaviors staff must respond to, that is, behaviors that should not be ignored. For instance, in School District 4J, there will be no negotiation about phrases like "that's so gay" because the district policy says that staff members must interrupt that behavior. When a situation is not clearly defined by policy, encourage discussion about the differences of opinion. A uniform response to bullying and harassment is vital to changing school climate.

3) Using Scripted Phrases to Interrupt Harassment: When inappropriate language and phrases are ignored, it creates an atmosphere in which bullying and harassment are common and accepted. They become the norm and may create a situation in which recipients of bullying or harassment feel that they are not worthy of respect. For this reason, a staff commitment to developing effective strategies for interrupting bullying and harassment is critical. Examples of phrases that can be used to interrupt bullying and harassment include:

- "Your language is hurtful and offensive. Use another word."
- "Did you mean that as an insult? My friend is gay and I don't appreciate your using him or her as an insult."
- "I'm sorry, I don't understand what's homosexual about this assignment?"
- "Please use respectful language."
- Ask staff members for additional ideas.

4) Discuss how staff members should respond when students escalate as a result of receiving an interrupting phrase from a staff member or another student(s). Examples of responses to student escalation may be:

- "Here are your choices. You can choose to be respectful now or we'll need to have
- a longer discussion."
- "So far, all you've done is use disrespectful language, but if you refuse to follow
- direction it falls under the category of defiance and I'm going to write you up."
- "Be smart—you're better than this."
- Ask staff members for additional ideas.

5) **Wrap up:** Summarize what has been covered in your meeting and seek a commitment from the staff to interrupt bullying and harassment behaviors as agreed upon. An example of a wrap-up script is as follows:

> "Today, we've identified and categorized most of the socially aggressive behaviors that we routinely observe in our school. We've identified behaviors that can be ignored, behaviors that need to be interrupted, and behaviors that should result in an office discipline referral. Each of us needs to know that we are supported by each other. I acknowledge that, at times, it is hard to interrupt these behaviors. Anyone who has ever walked into a group of eighth graders to correct their behavior knows that middle school kids can be intimidating. However, even though

it's difficult, this is exactly the kind of work we need to be doing to create a safe climate for all students. It's the kind of work you can't do on your own and we need to support each other. Ask for help from your administrators and your colleagues. Don't assume things will work the first time you try them. We are creating a culture change here, and that takes time.

So, I'd like each of us to indicate the extent to which we can support this commitment to changing our school climate. No shame, no blame, no judgment, heads down. When I say go, show of hands. Five fingers in the air means I will totally support this, one finger means this is the worst idea ever."

Note: *If there are mostly fours and fives, with very few ones and twos, you have enough staff agreement to move forward. If there are several ones and twos and lots of threes, this signals the need for more staff development.*

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Teacher and Staff Coaching

Coaching Adults to Respond to Student Reports

In order for a bully prevention system to work, staff members must show students that they support the program. Staff members can show their support of the bully prevention program in many ways; responding appropriately when students report bullying and harassment is perhaps the most important way to show your support.

Sometimes staff members feel underprepared to handle student reports of harassment. This is not rocket science! It's important to do a few key things: Use the scripted support strategy each time a student reports disrespectful behavior, make students feel heard, and direct students through the appropriate next steps.

Use the support strategy each time a student reports disrespectful behavior

- If a student approaches you with a problem involving disrespectful behavior
  - Step One: Say "Thanks for telling me"
  - Step Two: Listen empathetically. Get the who, what, when, and where. Ask if this is the first time the problem occurred.
  - Step Three: Ask the student if the person who didn't stop is likely to retaliate if confronted by an adult about their behavior.
  - Step Four: Help the student select a course of action. Possibilities include:
    - Filing a harassment report
    - Talking with the counselor or administrator
    - A plan for minimizing contact between the student and the person who didn't stop
    - A mediated discussion between the two students with the adult as facilitator
    - Letting it go ("I just needed someone to listen to me")

When using the support strategy, it's important to

1) Let students know that their report is important to you and that you're listening

- Use ***reflective statements*** to let a student know that you're really listening to them Reflective statements are the restating of the student's comment. You may use the exact same words used by the student, repeat part of the student's comment, or reword the student's statement. Reflection lets the student know that you are listening and encourages the student to keep talking. Reflective statements are NOT a time to state your opinion or problem-solve.
- You can also use simple ***supportive statements*** to let the student know that you care about what they're saying.

Examples of supportive statements:

- I can tell you're really upset right now
- This is really bothering you
- I hear you
- This must be really hard for you
- Thank you for telling me
- Your report could be helping someone else
- Let me help you figure out what to do next

2) Direct students through the appropriate next steps

- Using your best judgment given the situation, help the student figure out what to do next. **Examples:**
  - Find an appropriate time to listen to the concern if you are not available when the student initially wants to talk.
  - Offer the student a bullying and harassment report sheet, and help them fill it out. Direct them to turn it in to the office, or have them fill it out immediately and deliver it to the office.
  - Send the student to the office or to the counselor if the situation needs to be addressed immediately say: "This sounds pretty complicated. Let's have you talk to the counselor now."
  - If a student is not sure how they want to proceed, list possible solutions and help them choose.
  - Check in with the student the next day to make sure they feel like the issue has been or is being dealt with, and that there has been no retaliation.

What other questions or concerns do staff members have about taking reports or supporting students experiencing harassment?

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Student Coaching

Student Advisory Meeting: Pre-Intervention

Objectives

Students will discuss the implementation of Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect at their school. Students will be asked to provide input on the problem-solving strategies that are included in the program.

Group Composition

A group of eight to fifteen students is recommended. It is recommended to select older students (i.e. seventh and eighth graders) who have shown leadership qualities and interest in social justice issues. Ideally this is a diverse group of students who are respected by their peers.

Time Needed

45 minutes to one hour. This meeting should take place before implementation of Expect Respect has begun in your building.

Materials Needed

Handout – Rules and Strategies (included in this document)

Agenda

Step One: Say, *"We have some information that tells us that students and staff members don't always feel safe and respected at school (at this point you may share survey data if you have it). We want to create a school where everyone feels safe from bullying and harassment. In order to do that, we are going to begin a program called Expect Respect at our school this year. The goal of the program is to teach everyone to stand up for themselves and others against bullying and harassment.*

Student participation is the most important part of the program. We asked you to be here today because we've noticed that each of you have shown leadership qualities during the time you've attended our school. Other students respect you. Your opinions on how we can best do this program are very important to us.

We want to make it easy for students to communicate clearly with each other when they're not feeling respected and we have a few simple rules and strategies to help with that. We want to know what you think about them and if you have suggestions for making them better."

Step Two: Read each rule aloud as students follow along on their handout. The rules are not up for negotiation; they are the "Golden Rules" of Expect Respect. Students will have an opportunity to discuss why it's important to have these rules at school.

Read the Rule 1 and use the following questions to guide your discussion. Read Rule 2 and use the same questions to guide your discussion:

- Why is this rule important?
- How could this rule change how people treat each other?
- Will it be easy or hard to follow this rule?

Rule 1: If someone is feeling disrespected, they have the right to ask the person to stop what they are doing.

Rule 2: If someone asks you to stop, you have to stop what you were doing, even if you don't think you were doing anything wrong.

Step Three: Say, ***"Expect Respect gives students and staff members different strategies to use in bullying or harassment situations. We want to go over those with you and get your feedback on them."***

Read each strategy aloud as students follow along on their handout. Use the following questions to guide your discussion:

- What do you like about this strategy?
- What do you think of the school-wide stop phrase?
- What would make this strategy better?

1. Stop Strategy

In a situation where disrespectful behavior occurs, it is important for student recipients to utilize the following steps in an effort to stop the problem behavior before it escalates.

If someone treats you or someone else in a way that feels disrespectful:

- ***Step 1:*** *Use the school-wide "stop phrase."*
- ***Step 2:*** *If the person stops, say "cool" or "OK" and move on with your day.*
- ***Step 3:*** *If the person does not stop, decide whether to ignore the person or seek support.*

- ***Step 4:*** *If you decide to ignore, don't look at or talk to that person. If you decide to seek support, select a school adult to approach and ask for support.*

2. Stopping Strategy In a situation where a student asks another student to stop behaving disrespectfully, it is important for the accused student to utilize the following steps in an effort to de-escalate the situation.

If someone uses the school-wide stop phrase toward you:

- ***Step 1:*** *Stop what you are doing, even if you don't think you are doing anything wrong.*
- ***Step 2:*** *Remind yourself "No big deal if I stop now."*
- ***Step 3:*** *Say "OK" to the person who asked you to stop and move on with your day.*

3. Bystander Strategy If you see someone using the stop strategy, and the perpetrator doesn't stop, do one of three things:

- ***Step 1:*** *Use the stop strategy toward the perpetrator*
- ***Step 2:*** *Ask the recipient to go with you, and leave the area.*
- ***Step 3:*** *Comfort the recipient later by saying something like "I'm sorry that happened. It wasn't fair."*

4. Seeking Support Strategy In a situation where the recipient of disrespectful behavior has attempted to stop the behavior, yet the problem behavior continues, it is important for the student recipient to take the following steps to recruit support for de-escalating the conflict.

If you use the school-wide stop phrase and the person doesn't stop:

- ***Step 1:*** *Decide whether to ignore it or seek support.*
- ***Step 2:*** *If you seek support, select a school adult to report to.*
- ***Step 3:*** *Approach the adult immediately following the incident and say, "I'm having a problem with _____. I asked her to stop and she continued."*
- ***Step 4:*** *If the adult doesn't have time to help solve the problem right then, ask the adult when they would have time and make an appointment.*

5. Providing Support Strategy If students need adult support, we are asking all school

adults to follow these steps to help resolve the situation.

If a student approaches you with a problem involving disrespectful behavior:

- ***Step 1:*** *Say "Thanks for telling me."*
- ***Step 2:*** *Listen empathetically. Ask if this is the first time; determine who, what, when, and where.*
- ***Step 3:*** *Ask the student if the person who didn't stop is likely to retaliate if confronted.*
- ***Step 4:*** *Help the student select a course of action. Possibilities include:*
  - Filing a report
  - A safety plan for minimizing contact
  - Letting it go ("I just needed someone to listen to me")

Step Four: Say, *"Thank you for taking the time to help make our school a better place for everyone."*

Report student-generated ideas and comments to your building's Expect Respect team. Based on the student feedback, make changes to your stop phrase, strategies, and so forth as you see fit.

Step Five: Say: *"One way to make this real for students would be for us to do a project together. For example, in some schools, student committees have created some amazing YouTube videos. I have some to show you (show them several student-made YouTube videos like the Roosevelt Middle School STOP video; Use Another Word video from Springfield High School, and so on). In other schools, students have written plays with an antibullying message. Or, we could put together an all-school assembly that you would plan and deliver. Are there any other ideas? How many of you would have some interest in doing this?"* (If there is interest; identify another time to meet and explore the idea in more detail. If there is not much interest, table the idea until a later time, but consider bringing it up again later in the year).

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Student Coaching

Years 1 and 2, Lesson 1: Introduction

Objectives

1. Students will identify examples of respectful and disrespectful behavior.

2. Students will identify motivations or "functions" of disrespectful behavior.

3. Students will identify strategies to "interrupt" and to avoid reinforcing disrespectful behavior.

4. Students will be able to deliver the school-wide stop phrase

5. Student will know how to respond if someone else says the stop phrase to them.

Time Needed

Forty-five minutes is typical. Allow more time and repeat the lesson if students need more time to express their feelings about what is currently happening. However, at some point, the adult facilitator should say something like *"It is clear that students are frustrated, and that we need to make some changes. We are going to start talking about how to change it right now."* The facilitator should then start introducing the strategies.

Materials

Poster board, white board, or document camera (some method of projecting brainstorm ideas), markers for writing, strategy sheet (Telling Someone to Stop, If Someone Asks You to Stop, If You Tell a Person to Stop and They Don't).

Strategies

Explain to students that today we are going to learn about a school wide program called ***Expect Respect.***

Step 1: Remind students of classroom expectations for class discussion. Examples:

"Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today's discussion.

Here is what I want to see and hear:
1. Listen respectfully to others.
2. Share your honest opinions.
3. Take it seriously.
4. Please do not use anyone's name. Talk about events, not people.
Does anyone else have ideas?"

Step 2: Ask if anyone can remember the school-wide rules (e.g., Be Safe, Be Responsible, Be Respectful)?

Step 3: Say, *"Thanks. Now, let's talk about what it looks like when people are treating each other with respect. Without using names, tell me some examples of how students and adults show respect toward one another.*

Step 4: *We all know there are times people do not treat each other respectfully. Without using names, tell me some examples of disrespectful behavior you have seen at school."* List examples students give on the whiteboard or whatever other technological means you have at your disposal. Keep this discussion going for about 15 minutes or until students run out of ideas.

If students forget any of the ground rules (especially the one about not naming specific students), gently remind them after the first offense. If the same student forgets twice, deliver a warning statement.

Step 5: *Say, "Why do we think people are sometimes disrespectful toward one another? In other words, why bother? What does the person who is being disrespectful get out of it?"*

Students will probably list all sorts of reasons:

"They are mean."
"They want power or status."
"They are having a bad day."
"They are retaliating for something else."
"They want something the victim has."
"They want attention."

Write down their ideas and encourage discussion. Pay particular attention to statements such as, "they want attention from peers." Encourage more discussion about what that looks like. What kinds of things do bystanders do and say that encourages bullying and harassment?

Step 6: Say, *"What is the best way for students who are not being treated with respect, and for bystanders, to react, so that disrespectful behavior stops?"* Write down whatever they say regardless of whether it is acceptable from an adult point of view.

Examples of things students might say include:

"Return insults"
"Fight back"
"Tell an adult"
"Don't react—just ignore it"
"Ask a friend for advice"
"Tell them to stop"

Encourage discussion of the pros and cons of each suggested action. Also emphasize during this part of the lesson that **bystanders have a great deal of power.** Consider using a T Chart or Table to record their responses (below):

Action	Pros	Cons
Return insults		
Fight Back		
Tell an Adult		
Don't react—just ignore it		
Ask a friend for advice		
Tell them to stop		

Also, if students have not already identified the following behaviors for interrupting disrespect, introduce these yourself:

Take the recipient away from the situation

Comfort the recipient later by saying something like: "I'm really sorry

that happened to you. I felt bad, but I was afraid I'd make it worse if I said anything."

Ask them to stop

Ask an adult to help you solve the problem

Step 7: Introduce the school-wide stop phrase and stop routine. Place the strategy sheet under the document camera so students can see the "Telling Someone to Stop" section. Say, *"We want to try something. Every student in our school has the right to be treated with respect. Here is the rule: If someone asks you to stop doing something that they think is disrespectful, you have to stop—whether you were doing it on purpose or not. The stop phrase at our school is:*

(Demonstrate the school-wide stop phrase—say, "stop")

Here are the steps to follow (the stop routine) if someone is treating you in a way that does not feel respectful.

- *Step One: If someone treats you in a way that feels disrespectful, use the school-wide "stop phrase" – say, "stop" in an assertive tone.*
- *Step Two: If the person stops, say "cool" or "OK" and move on with your day.*
- *Step Three: If the person does not Stop, decide whether to ignore the person or seek support.*
- *Step Four: If you decide to ignore, don't look at or talk to the perpetrator. If you decide to seek support, select a school adult to approach and ask for support.*

Step 8: Show students the "If Someone Asks You to Stop" section of the strategy sheet. Say, *Here are the steps to follow if someone asks you to stop:*

- *Step One: Stop what you are doing, even if you don't think you are doing anything wrong*
- *Step Two: Remind yourself "No big deal if I stop now"*
- *Step Three: Say "OK" to the person who asked you to stop and move on with your day*

Step 9: Show students the "Helping Others" section of the strategy sheet. Say, *"If you see someone using the stop strategy and the perpetrator doesn't stop, use the bystander strategy."*

- *Step 1: Use the Stop Strategy toward the perpetrator*
- *Step 2: Ask the recipient to go with you, and leave the area.*
- *Step 3: Comfort the recipient later by saying something like "I'm sorry that happened. It wasn't fair."*

Step 10: Show students the "If You Tell a Person to Stop and They Don't" section of the strategy sheet. Say, "*Here are the steps to follow if you tell someone to stop and they don't*:"

- *Step One: Decide whether to ignore it or seek support*
- *Step Two: If you seek support, select a school adult to report to*
- *Step Three: Approach the adult, and say "I'm having a problem with _____. I asked her to stop and she continued."*
- *Step Four: If the adult doesn't have time to help solve the problem right then, ask the adult when she or he will have time and make an appointment.*

Step 11: Encourage discussion and problem solve with students around important "what ifs."

"What if the person being disrespectful is your best friend? How can you still support the student who is being treated disrespectfully without jeopardizing your friendship?" (This is a great question that has come up. Students may have difficulty answering this question. A suggestion for the adult facilitator is to say: "You can let the person who is being disrespectful know you still like them, but you want them to stop doing what they are doing right know. There are several phrases that could be used:

"You're better than this. Please stop"
"Come on, (student's name) let it go. It's not worth it".

"What if they won't stop?" (Another good question. Remind students of their choices. They can either seek support or decide it is not that big of a deal and let it go.)

"What if the person being disrespectful retaliates later?" (If this

happens, the students should be highly encouraged to report retaliation to an adult. Adults need to realize that retaliation is likely, and all students should be taught that retaliation is a serious offense that will result in disciplinary action.)

"What if it reaches a level of being not safe for students?" (It is likely students will quickly agree that if the behavior becomes unsafe, with the possibility of injury, it should be reported to an adult immediately. It is important to make this explicit.")

"Who can you talk to if it happens and you can't get it to stop?"

Wrap-up

"Today we have made a commitment to using a school-wide stop phrase. Remember, if someone asks you to stop, the rule is: You stop. We will have another Expect Respect lesson next week. Between now and then, think about what we've discussed and learned today. Remember, there are four things you can do to make our school a place where all are treated with respect:

1. Use the stop phrase if you are being treated in a way that does not feel respectful.

2. Use the stop phrase to interrupt the behavior of others if you see someone else being treated disrespectfully.

3. If someone uses the stop phrase toward you, stop what you are doing, even if you didn't think you were being disrespectful.

4. Look for examples of people stopping when they are asked, and thank them for helping to make our school safe and respectful.

Bullying Prevention in Positive Behavior Support: Expect Respect

Student Coaching

Year 1, Lesson 2: Getting on the Bus

Objectives

1. Students will discuss the role of the bystander and how bystanders can interrupt harassment or bullying.

2. Student will identify and practice three critical skills for harassment and bullying prevention:

   1. Using the stop phrase
   2. Bystander use of interruption phrases
   3. Perpetrators following the stopping strategy

Time Needed

Approximately 45 minutes. You will need 2 minutes before class begins to talk with the perpetrator and recipient volunteers (see step four).

Materials

Even number of chairs (six to ten), set up in pairs, like one side of aisle of a bus (set up before class starts, if possible), a baseball hat, a conversation between you, the "perpetrator" and the "recipient". Instructions:

- Identify a student who will play the role of recipient in front of the class.
- Pull the student who is to play the recipient aside and tell him or her that you need his or her help. Let the student know that he or she is an important player in a demonstration of how to interrupt bullying and harassment.
- Ask the student who will be the "perpetrator" if she or he is open to playing the role. Let her or him know that students will use strategies to interrupt her or his bullying and harassment, and that these strategies may include yelling at the perpetrator, and so forth.
- Ask the student who is playing the "recipient" if he or she is comfortable being the target of the bullying/harassment.
- Check in with the recipient to make sure they are comfortable playing this role. Have other students in mind in case the first student isn't comfortable.

Strategies

Explain to students that today we are going to be working on a role-

play called ***Getting on the Bus.***

Step 1: Remind students of classroom expectations for class discussion. Examples:

"Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today's discussion.

Here is what I want to see and hear:

1. Listen respectfully to others.
2. Share your honest opinions.
3. Take it seriously.
4. Please do not use anyone's name. Talk about events, not people.

Does anyone else have ideas?"

Step 2: Have a brief review of last week's lesson. Ask students to name as many strategies for interrupting bullying and harassment as they can remember. Fill in the gaps if they've forgotten some important ones. Write the strategies on the board. Review the school-wide stop phrase.

Step 3: Introduce today's lesson:

"Today we are going to take a closer look at the role of the bystander, and learn how powerful the bystander can be in a situation where someone is being harassed."

"Before we start our activity, I want to tell you a story about a student in our district named Zach, who was a student at a high school. Zach was in the school parking lot hanging out with his friends. A car suddenly came streaking toward the group, swerved toward Zach, and bumped into him hard enough that he fell to the ground. The passengers in the car were yelling at Zach, and calling him the "N" word and other racist words and phrases. Then the car zoomed away. Zach was shocked when he looked up at his group of friends to find they were all silently staring at him. Zach said, 'Why are you looking

at me? Those guys in the car are the crazy ones! Why didn't you say anything to them? Why didn't you do anything?' Zach felt really alone."

"I want you all to think about Zach's story as we begin our activity."

Step 4: Set up the "bus." Set up the chairs (if not already set up), and then ask for volunteers in the following order (knowing that you've already tapped your recipient)

1. *I will sit in the back of the bus. I am going to make fun of (name of the recipient volunteer). (Name of the recipient) will sit in the front of the bus.* Give the recipient volunteer the hat and ask him or her to put it on.
2. *"I need ____ volunteers to fill the rest of the seats."* Pick as many students as you need to fill the bus.
3. Tell the rest of the students in the class that they are the witnesses, and you will be asking them some important questions about what they see.

Step 5: Begin the simulation. Say:

"You are all on a bus. _____ is wearing a hat, and I will make fun of him or her for wearing the hat. Just for wearing the hat, not for anything else. Go!"

Allow the simulation to go on for a short while. Then say:

"Stop!" Ask the student wearing the hat, the recipient, *"How did that make you feel?"* Ask the perpetrator, the student in the back of the bus, *"How did that make you feel?"* Ask the witnesses, the members of the class who are not on the bus, *"What did you see?"* Witnesses will probably point out which "bus" passengers laughed, which passengers did nothing, which passengers looked at the recipient, and so on.

Tell the students they are going to do the simulation again. Say:

"This time I'm going to ask everyone on the bus to respond to the perpetrator, using whatever strategy you are most comfortable with. Remember, if we all stand up together against harassment, we create safe spaces for everyone."

Restart the simulation; ask the student in the back of the bus to begin harassing the student in the hat again.

Allow the simulation to go on for a short while. This time, it may stop on its own when the "bus" riders interrupt the harasser. If not, say:

"Stop!" and go through the same questions as before, noting the differences between the second and first times through the simulation.

It is possible that it could take more than two simulations for students to comfortably demonstrate the interrupting strategies. Do as many run-throughs as needed to allow students to practice the interrupting strategies.

If time permits, simulate other areas (i.e. the cafeteria, hallway, before or after school, and so forth).

Step 6: Discuss the power of the bystander. How did this activity illustrate the power that bystanders have to interrupt harassment? How would Zach (from the story at the beginning of the lesson) have felt if his friends had interrupted the harassing behavior? How did it feel to stand together to interrupt harassment? Was it easy or hard? Would it be easier or harder if you had to stand up to a harasser by yourself?

Wrap Up

"Today we have discussed and practiced ways to interrupt harassment. In order to make our school, buses, and other places safe for everyone, we must stand together against harassment. As you go through the week, look out for situations where you can stand together to interrupt harassing or disrespectful behavior. I would love to hear about your successes and to give you extra support. Remember that you can talk with me, or another adult you feel comfortable with, if you are having a problem or have any questions."

Bullying Prevention in Positive Behavior Support: Expect Respect

Student Coaching

Year 1, Lesson 3: YouTube Reflections and Seeking Support

Objectives

1. Students will view video examples of bullying and harassment. They will discuss the perspectives and motivations of the perpetrator, recipient, and bystander, and then relate them to their own experiences at their school.

2. Students will examine and discuss their own ideas about how they themselves would respond if they were the perpetrator, recipient and bystander.

3. Students will brainstorm, discuss, and role-play various ways that bystanders can obviously or subtly interrupt bullying and harassment.

4. Students will complete the Seeking Help form and paste it in the front of their planner.

Time Needed

Approximately 50 minutes. Use with whole class. Allow approximately 30 minutes for the YouTube videos and reflection papers. Allow approximately 20 minutes for the Seeking Help part of this lesson.

Materials

Access to the Internet; a projector; speakers; paper and pencils.

Part 1: YouTube Reflections

Strategies

Explain to students that today we are going to be working through a lesson called ***YouTube Reflections.*** All students will view a set of YouTube videos relating to bullying and harassment. Students will then get into small groups and use their own experiences with bullying and harassment to create storyboards for videos like the ones they watch today. Following that activity, students will write ***Reflection Papers*** discussing their reactions and personal experiences.

Step 1: *"Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today's discussion."*

"Here is what I want to see and hear:

1. Listen respectfully to others.
2. Share your honest opinions.
3. Take it seriously.
4. Please do not use anyone's name. Talk about events, not people.

Does anyone else have ideas?"

"We are going to watch some YouTube videos. In each video, there is a message about bullying and harassment. We will watch each video and have a short discussion about it."

Step 2: Show several videos (three or four is a recommended number to show). You may select videos from the list below, or choose other videos you discovered on your own.

Following each video, encourage discussion around these questions:

"What do we think the perpetrator wanted? What did they gain from their behavior?"

"How do you think the person who was targeted was feeling?"

"What could the person who was targeted do that might help?"

"What should the person who was targeted avoid doing, that could make it worse?"

"What could bystanders do to make it help the person who was targeted?"

Step 3: Assign students into groups of three to four. Make sure that you have pre-assigned the groups so that you do not waste time. Pass out two copies of the Storyboard Graphic Organizer and one copy of the Sample Storyboard to each group. Tell the groups that the group member with the birthday closest to today is the group facilitator.

Say, *"Each of you should think of instances of bullying and harassment you have witnessed and think about how it might look in*

a video similar to what we just watched. Share your ideas with the group, discuss them for 5 minutes and then vote on which idea the group would like to make into a story board. The facilitator needs to make sure everyone gets a chance to speak and to vote on their favorite idea. It is OK to combine ideas if that makes sense to the group. If the group cannot pick an idea when I call that it is time, the facilitators need to get me so that I can help."

"Use the story board sheets to show your group's idea for a video like the ones you saw. The story board has a box to show an image of a target student or students, a second box to show an image of a perpetrator or bully, a third box to show the bystander, and two final boxes to show the actions."

"You have two Storyboard sheets so that you can make a rough draft and write all over it. The second sheet is a final copy. The final product does not need to be artistic—stick figures are fine—but it does need to be neat and legible. Take a look at the Sample Storyboard to get you started and feel free to ask me questions. OK, get started."

When groups are finished, they can elect a reporter to share the storyboard with the class. The teacher should collect the storyboards and tell students that they can use them again in the future to create an actual video or skit.

"Each of you is to write a Reflection Paper. Your paper should be at least two paragraphs long. Write about a personal experience you have had with bullying and harassment. Explain what happened and how it made you feel. You may include names of others involved if you want to, but you do not have to include names. If you want to talk to me about your Reflection Paper, now or sometime in the future, I will make time to talk with you. You have 20 minutes to write. If you are not finished and want to take it home and bring it back tomorrow, you may do so. Are there any questions?

Begin."

Wrap Up

"Today we have discussed and practiced ways to interrupt harassment. In order to make our school, buses, and other places safe for everyone, we must stand together against harassment. As you go through the week, look out for situations where you can stand

together to interrupt harassing or disrespectful behavior. I would love to hear about your successes and to give you extra support. Remember that you can talk with me, or another adult you feel comfortable with, if you are having a problem or have any questions."

Bullying Prevention in Positive Behavior Support: Expect Respect

Part 2: Seeking Support

Objective

Students will complete the seeking help form and paste it in the front of their planner.

Time Needed

Approximately 20 minutes.

Materials

Seeking Support worksheet, scissors, glue, school planner

Strategies

The instructor or facilitator models for students how to complete a plan for seeking support. The objective is to show that it's important for all of us (adults and students alike) to know what to do if we, or someone we see, is being harassed. Explain to students that today we are going to be working on building a *plan for* ***seeking support***.

Step 1: Pass out the worksheet.

Say, *"This is our last Expect Respect lesson for a while. You all have learned about what bullying and harassment look like, how to interrupt harassment, and how powerful bystanders can be if they stand together. Today we are going to fill out a plan for seeking support if you should ever need it. This will help us remember how to get help if we, or someone we see, is being harassed. The support plan will also help us remember what strategies we can use to interrupt harassment. I'll show you how I'm filling out my plan, and then you'll get to work on yours. When you're done, you'll paste the plan into your planner."*

Demonstrate filling out the plan. This will help students take the activity seriously.

Step 2: Students fill out the plan. Teacher walks around the room, helping students who are stuck, answering questions, and so on. When students have completed their plan (or as much as they are able to complete at that time), they will paste the safety plan into their planners.

Step 3: Invite students to an upcoming forum on a date identified by the Expect Respect team.

Say, *"Student forums are the next event for Expect Respect. All students and staff members are invited to the forums, which will take place at lunch or after school. (Expect Respect team member) will lead the forums. The forums are a time for students and teachers to come together to talk about what's happening with bullying and harassment at our school. The forums are a time for students to come up with creative ideas about how to prevent bullying and harassment at our school. Students can create artwork, videos, plays, and songs or find other ways to express their ideas. I hope you all will attend the forums! Listen to announcements and look for posters with more details."*

Wrap Up

Say, *"Please see me if you need help or more time to fill out your safety plan. It's really important that we've all thought through how to keep everyone safe."*

This is our last Expect Respect lesson. Every student, and most teachers, have done this important work. We have all learned to recognize and interrupt harassment. I know this is not an easy task, but remember: by standing together against harassment, by speaking up, by saying "stop" when you or someone you see is being harassed, you are helping to create a safe school for everyone."

Bullying Prevention in Positive Behavior Support: Expect Respect

Reference List of YouTube Videos

Teaching Respect—Example of Kobe Bryant and LeBron James. (3:01).
www.youtube.com/watch?v=gNN000Od_s&feature=player_embedded
(This would be a great video for a reflection paper; there is room for a lot of different interpretations. Displays Kobe and LeBron talking about respect.)

Example of Correct Responses to Disrespect—Red Hair Example (0:50).
www.youtube.com/watch?v=nWJut7KQhI4&feature=player_embedded
(Touches on what other people can do to combat bullying behavior.)

Effect of Verbal Disrespect—Words Hurt (0:32)
www.youtube.com/watch?v=1j6YA03hm4k&feature=player_embedded
(Displays words attacking a child and the overall effect they may have.)

Example of a Narrative of the Effects of Bullying (5:01)
www.youtube.com/watch?v=JnHraVRBfL8&feature=player_embedded
(Displays clips from "Freaks and Geeks" that show a story of someone being bullied, and being hospitalized due to it. Clip was approved for individual awareness only, with excessive preteaching and explanation of the content. Not appropriate for class wide setting.)

www.youtube.com/watch?v=PtFtbaKIYyg
"Hero in the Hallways" depicts students in the halls of their schools with antibullying messages. Excellent way to wrap up a lesson.

www.youtube.com/watch?v=ax96cghOnY4
Joel Burns tells gay teens it will get better.

www.youtube.com/v/zg47LjCfEn8?fs=1&hl=en_US
Little boy speaks out against using the N-word.

news.yahoo.com/s/yblog_thelookout/20101115/us_yblog_thelookout/gay-michigan- student-defends-suspended-teacher
Fourteen-year-old boy speaks on behalf of a teacher who was suspended for standing up for gay students.

www.msnbc.msn.com/id/3032600/vp/41928090#41928090

Bullying Prevention in Positive Behavior Support: Expect Respect

Storybook Graphic Organizer

Target

Perpetrator

Bystander

Expect Respect—Seeking Support

If a friend, someone I don't know, or I am being bullied, the four adults at school I can report to are:

1. _____ 2. _____

3. _____ 4. _____

The two adults I can report to outside of school are:

1. _____ 2. _____

If I'm feeling too upset or nervous to make a report by myself, or I need to talk to someone about what's going on, two friends I can count on are:

1. _____ 2. _____

If I see someone being bullied, here are three strategies I can use to interrupt the bully's behavior:

1.

2.

3.

If my family or I need to contact someone at school about bullying, here is some information we can use:

School Phone Number: _____

Principal's E-mail and Phone: _____

Assistant Principal's E-mail and Phone: _____

Counselor's or Team Leader's E-mail and Phone: _____

Bullying Prevention in Positive Behavior Support: Expect Respect

Student Coaching

Supplemental Lesson: Creating a Pledge

Objectives

1. Students will identify derogatory terms that are often used to hurt feelings.

2. Students will create and sign a pledge (under the guidance of a teacher or adult facilitator) pertaining to the creation of a school without harassment, discrimination, and hate.

Time Needed

Approximately 45 minutes. Use with whole class. Some tasks will be completed as a large group, some tasks individually by students.

Materials

Lots of balloons (not inflated), markers, and pins.

Strategies

Explain to students that today we are going to be working on ***creating a pledge.***

Step 1: Say, *"Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today's discussion.*

Here is what I want to see and hear:

1. Listen respectfully to others.
2. Share your honest opinions.
3. Take it seriously.
4. Please do not use anyone's name. Talk about events, not people.

Does anyone else have ideas?"

(Listen for and acknowledge ideas)

"There's an old proverb: Sticks and stones may break my bones, but words will never hurt me. I don't agree. Words do hurt. Today, we're going to talk about words that hurt."

"Each of you has some balloons, and a marker. I want you to think of

all the words that you have been called that hurt. Blow up some balloons; tie them; and write the words on your balloons. Do this silently at your desk."

Monitor behavior closely. Enforce the silent rule. If needed, remind students of the class rule about taking the lesson seriously. Allow 5–10 minutes. Don't stop the activity when students are clearly engaged and producing good work, but don't allow the activity to continue once students have run out of ideas.

Step 2: Say, *"Now you're going to do the same thing, but this time, write down words that you have used, yourself, to insult others. It's OK to be honest—you won't be in trouble."*

Step 3: Say: *"Each of us wants to be treated with respect. That's fair, and it should be everyone's right—if we are willing to treat others with respect." Raise your hands if you can agree."*

It is likely most students will raise their hands. There may a few who do not. If this happens, allow at least a moment of silence before moving on.

If some hands remain down, say, *"This is great. Most of you want to create a school where respect is the norm."*

It is recommended that the teacher seek out, in semiprivacy, any students who did not raise their hands. *Say, "I'm very interested to know why your hand stayed down. Let's find a time to talk."* It is likely the student will recant and apologize. If the student has a serious reason why, be respectful and listen carefully to what the student says. Or if the student is simply ambivalent and says something like "I don't know" say, *"It's OK."*

Step 4: Say, *"Let's find out if we are really serious about this. One way would be to create a pledge. Those who are willing would sign the pledge, how many of us would be willing to do this?"* Ask for a show of hands. The majority of students are likely to raise their hands. If that in fact is the case, help them create a pledge.

Say, *"What would our pledge say? Ideas?"*

Below is an example of what might be used as a pledge. Use this as a guide if students have trouble finding words for a pledge. The exact wording is not critical. The big idea is: If you want others to treat you with respect, you must be willing to treat them with respect.

Sample Pledge: *As a student at _____ Middle School, I have the right to be treated with respect. I expect respect. I know that claiming this right means I must do my best to treat others with respect. I will try my best to not do things that make others feel belittled or bad about themselves. I will do my best to not call people unkind names, spread rumors, gossip, or use physical force against others. I will do my best to support others who are the targets of disrespect.*

Step 5: Say, *"Now comes the fun part! We've agreed to get rid of all of the bad names on the balloons. Time to pop them!! Everyone gets a pin. When I say "Go" we will throw all of the balloons in the air and start popping them. Have fun, but: "Be Careful!!!" Watch your pins at all times. Be extremely careful not to poke anyone with your pin. This needs to be fun, but safe.*

Ready? Go!"

Wrap Up

"Today we have made a commitment to ending bullying and harassment in our school. Remember, if someone asks you to stop, the rule is: You stop. We will have another Expect Respect lesson next week. Between now and then, think about what we've discussed and learned today. I ask you to keep your eyes and ears open for situations where you or someone else is being harassed or treated disrespectfully. If you do run into those situations, I challenge you to use the stop phrase to interrupt the harassment. Don't be a bystander; if we all stand together against harassment, we will make our school a safe place for everyone."

Bullying Prevention in Positive Behavior Support: Expect Respect

Student Coaching

Year 2, Lesson 2: Interrupting Bullying and Harassment in the Classroom

Objectives

1. Students will discuss the role of the bystander and the power a bystander has to interrupt bullying and harassment

2. Student will identify, practice, and evaluate specific strategies bystanders can use to interrupt bullying and harassment

Time Needed

Approximately 45 minutes. You will need 3 minutes or so to talk with the perpetrator and recipient volunteers (see Materials Needed section) sometime before you teach this lesson. You will also need approximately five minutes to set up your classroom for the role-play.

Materials Needed

A "Glee" item (for example, a "G" made out of paper and stuck to the recipient's shirt); "Glee" video: (www.youtube.com/watch?v=6pmqlVhEYkE&feature=related); a conversation between you, the "perpetrator," and the "recipient." Instructions:

- Identify two students who will role-play in the class. Have several choices in case the first students aren't comfortable.
- Pull these two students aside and tell them you need their help with an Expect Respect lesson. Tell the students that they are important players in a demonstration of how to interrupt bullying and harassment.
- Ask the student who will be the "perpetrator" if he or she is open to playing the role and give him or her an overview of the role-play. Let him or her know that students will use strategies to interrupt his or her "bullying" behavior. Explain to the "perpetrator" that you will be role-playing with him or her, and that you would like him or her to begin his or her part of the role-play when you have moved away from his or her table.
- Ask the student who is playing the "recipient" if she or he is comfortable being the target of the "bullying" and give her or him an overview of the role-play.
- Classroom set-up: create two groups; one where the "perpetrator" will sit with three other students and one where the "recipient" will sit with three other students. The rest of the classroom should be set up so the remaining students can see the role-play fish bowl style.

Bullying Prevention in Positive Behavior Support: Expect Respect

Lesson

Step One: Remind students of the ground rules for classroom discussion:
1. Listen respectfully to others.
2. Share your honest opinions.
3. Take it seriously.
4. No names.

Step Two: Have a brief review of last week's lesson. Ask students to name as many strategies for interrupting harassment as they can remember. Fill in the gaps if they've forgotten some important ones. Write the strategies on the board. Review the school-wide stop phrase.

Step Three: Introduce today's lesson: *"Today we are going to take a closer look at the role of the bystander, and learn how powerful the bystander can be in a situation where someone is being harassed."*

"Before we start our activity, let's talk about the TV show "Glee." How many have seen "Glee"? For those that haven't seen it, can someone tell the class what "Glee" is about?

Allow students to give a brief summary of the show then add your own summary:

"Thank you. "Glee" is a show about high school students who sing in the school glee club. Their group is made up of all different kinds of students—some from popular groups like the cheerleaders—but on the whole the glee kids are treated poorly by the rest of the school and called names like "nerd," "geek," and "lady" (this name is applied to boys only). In this video, you'll see scenes of the glee kids getting "slushied" (having slushie drinks thrown on them) by the students who consistently bully them at school.

Step Four: Show video
www.youtube.com/watch?v=6pmqlVhEYkE&feature=related

Step Five: 15–20 minutes
Ask your pre-identified recipient and perpetrator to take their seats. Ask for six volunteers to participate in the role-play and explain that they will play members of the class. Seat three volunteers with the recipient and three with the perpetrator.

Begin the simulation. Say:

"For our role-play today, we are going to imagine that (recipient) is a member of the glee club. Students sitting with (recipient) and (perpetrator) you are members of my class. I'm the teacher and I'm helping students with their work. The rest of you are witnesses. (perpetrator), I want you to make fun of (recipient) for being a member of the glee club. Go!"

Allow the simulation to go on for a short while. Then say:

"Stop!" Ask the recipient, *"How did that make you feel?" A*sk the perpetrator, *"How did that make you feel?"* Ask the witnesses, *"What did you see?"* Witnesses will probably point out which "members of the class" laughed, which "members of the class" did nothing, which "members of the class" looked at the recipient, and so forth.

Tell the students they are going to do the simulation again. Say: *"This time I'm going to ask all the members of the class to respond to the perpetrator, using whatever strategy you are most comfortable with. Remember, if we all stand up together against harassment, we create safe spaces for everyone."*

Restart the simulation; ask the perpetrator to begin harassing the recipient again.

Allow the simulation to go on for a short while. This time, it may stop on its own when the students interrupt the harasser. If not, say:

"Stop!" and go through the same questions as before, noting the differences between the second and first times through the simulation. Remind students of the interrupting strategies written on the board.

It's possible that it could take more than two simulations for students to comfortably demonstrate the interrupting strategies. Do as many run-throughs as needed to allow students to practice the interrupting strategies. If time permits, allow other volunteers to play members of the class and practice interrupting strategies.

Step Six: 5–10 minutes

Discuss the power of the bystander.

- How did this activity illustrate the power that bystanders have to interrupt harassment?
- Last year, 32 percent of Madison students reported that bullying and harassment occur in classrooms. How easy or hard is it to interrupt disrespectful behavior in the classroom?

Wrap Up

Say, *"Today we have discussed and practiced ways to interrupt harassment. In order to make our school safe for everyone, we must stand together against harassment. As you go through the week, look out for situations where you can stand together to interrupt harassing or disrespectful behavior. I would love to hear about your successes and to give you extra support. Remember that you can talk with me, or another adult you feel comfortable with, if you are having a problem or have any questions."*

Bullying Prevention in Positive Behavior Support: Expect Respect

Student Coaching

Year 2, Lesson 3: "It Gets Better" Reflection and Seeking Support

Objectives

1. Students will view "It Gets Better" videos. They will discuss the perspectives and motivations of the adult spokespeople and the intended audience.

2. Students will construct a timeline illustrating and analyzing how issues of bullying and harassment change through the years, from kindergarten to adulthood.

3. Students will use their timelines to discuss why bullying and harassment develops into a serious problem in the middle school years and what can be done to limit it based on what they know about elementary school, high school, and adulthood.

4. Students will complete the seeking support form and paste it in the front of their planner.

Time Needed

Approximately 50 minutes. Use with whole class. Allow approximately 35 minutes for the "It Gets Better" videos, timeline construction, and discussion. Allow approximately 15 minutes for the seeking support part of this lesson.

Materials

Access to the Internet, a projector, speakers, paper and pencils, Bullying and Harassment Chronology for each student.

Part 1: "It Gets Better" Reflections

Step 1: *"Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today's discussion.*

Here is what I want to see and hear:

1. Listen respectfully to others.
2. Share your honest opinions.
3. Take it seriously.

4. Please do not use anyone's name. Talk about events, not people.

Does anyone else have ideas?"

"We are going to watch some YouTube videos that are part of a project called "It Gets Better." There are hundreds of these videos online all made by adults and designed to be watched by young people. The videos were made in response to several teenagers who killed themselves because they were harassed for being gay, or because people thought they were gay. The key message is that bullying and harassment is a big problem in middle school, but that it gets better as you grow up. In each video, there is a message about bullying and harassment. We will watch each video and then you will individually complete a worksheet.

Step 2: Show the "It Gets Better" videos. After watching all the videos, say:

"These videos are made by adults for students to watch"

"Who do you think would benefit by watching this video?"

"Why are adults making these videos?"

Step 3: Pass out one copy of the Bullying and Harassment Chronology and one copy of the Sample Storyboard to each student.

Say, *"This handout is a way for you to show how the issues of bullying and harassment are the same or different depending on how old you are. Please look at your worksheet. For each time of life—elementary school, middle and early high school, and high school to adult—you are asked to think about the following:*

- *Who is the recipient, or who gets bullied? Why are they bullied? How do they respond?*
- *Who is the perpetrator, or bully? Why do they bully?*
- *What do bystanders do when they witness bullying or harassment?*

Part of the handout is already filled in to help you get started. You are responsible to fill out at least two separate ideas in each square in the chronology. You can use your own experience and what you have heard from other students and adults."

Give students about 7 minutes to fill out the chronology worksheet.

Step 4: Ask the students to get into groups of three or four.
Say, *"Share what you have written on your chronology with your group. Compare your ideas and as a group pick two reasons why there is less bullying in elementary school and two reasons why there is less bullying among adults. Circle those ideas on your chronology sheets."*

The intent is to have students recognize the unique factors that make bullying and harassment so prevalent in middle school. Social pressures cause students in middle school to do things that they perhaps would not have done in elementary school or would not do in adult life (such as not report a problem, not tell someone to stop being disrespectful, and so on). Circulate while students are working in groups. If students are struggling with thinking about why there is less bullying in elementary school and among adults, suggest the following:

"In elementary school, students who are the target of bullying and harassment are more likely to report the problem. There is less pressure from other students not to tell and more support of the idea that you should report to adults when you have a problem. As adults, bullying and harassment happens less because many adults refuse to put up with someone who behaves that way toward them or another adult. In other words, they quickly put an end to bullying and harassment by telling the perpetrator to stop."

Discussion:
- Have the groups share their best ideas with the class.
- Ask students to share how we could use this information at our school to decrease bullying and harassment.

Wrap Up

"Last year at our school, __% percent of our students reported that they had observed harassment based on sexual orientation. Students also observed harassment based on gender, appearance, race, and disabilities. I know you all hear this kind of disrespect in the halls nearly every day. The next time you hear it, I challenge you to do something about it. Interrupt that disrespectful behavior; don't be a bystander. Help things get better NOW for all students."

Bullying Prevention in Positive Behavior Support: Expect Respect

Reference List of YouTube Videos

Ellen DeGeneres: www.youtube.com/watch?v=_B-hVWQnjjM
San Francisco Giants: www.youtube.com/watch?v=A1TcD95kmGQ
President Obama: www.youtube.com/watch?v=HzcAR6yQhF8&feature=related

Bullying Prevention in Positive Behavior Support: Expect Respect

Part 2: Seeking Support

Objective Students will complete the seeking support form and paste it in the front of their planner.

Time Needed Approximately 15 minutes.

Materials Seeking Support worksheet, scissors, glue, school planner

Strategies The instructor or facilitator models for students how to complete a plan for seeking support. The objective is to show that it's important for all of us (adults and students alike) to know what to do if we, or someone we see, is being harassed. Explain to students that today we are going to be working on building a plan for **seeking support.**

Step 1: Pass out the worksheet. Say, *"You all have learned about what bullying and harassment look like, how to interrupt harassment, and how powerful bystanders can be if they stand together. Today we are going to fill out a plan for seeking support. You all did this last year. This will help us remember how to get help if we, or someone we see, is being harassed. The support plan will also help us remember what strategies we can use to interrupt harassment. I'll show you how I'm filling out my plan, and then you'll get to work on yours. When you're done, you'll paste the plan into your planner."* Demonstrate filling out the plan. This will help students take the activity seriously.

Step 2: Students fill out the plan. Teacher walks around the room, helping students who are stuck, answering questions, and so on. When students have completed their plan (or as much as they are able to complete at that time) they will paste the seeking support worksheet into their planners.

Wrap Up Say, *"Please see me if you need help or more time to fill out your safety plan. It's really important that we've all thought through how to help everyone get support if they need it.*

This is our last Expect Respect lesson. Every student and teacher in our school has done this important work. We have all learned to recognize and interrupt harassment. I know this is not an easy task, but remember: by standing together against harassment, by speaking up, by saying "stop" when you or someone you see is being harassed, you are helping to create a safe school for everyone."

Expect Respect–Seeking Support

If a friend, someone I don't know, or I am being bullied, the four adults at school I can report to are:

1. _____ 2. _____

3. _____ 4. _____

The two adults I can report to outside of school are:

1. _____ 2. _____

If I'm feeling too upset or nervous to make a report by myself, or I need to talk to someone about what's going on, two friends I can count on are:

1. _____ 2. _____

If I see someone being bullied, here are three strategies I can use to interrupt the bully's behavior:

1.

2.

3.

If my family or I need to contact someone at school about bullying, here is some information we can use:

School Phone Number: _____

Principal's E-mail and Phone: _____

Assistant Principal's E-mail and Phone: _____

Counselor's or Team Leader's E-mail and Phone: _____

Bullying Prevention in Positive Behavior Support: Expect Respect

Student Coaching

Repeat and Repair

Objectives To reteach the stop and stopping strategies and to discuss what to do if the stop strategy doesn't work.

Time Needed 20 minutes total, broken into 5-minute lessons once a week for four weeks.

Materials None

Lesson

Step One: Reteach the strategies.

1) **Stop Strategy:** Say, *"In our school we have a strategy to use when someone speaks to us in a way we find disrespect. Who can raise their hand and tell me what you say in that situation?"* Students should answer with "stop" (or your school's variation of the stop signal). Say, *"Right, you say stop."*

2) **Stopping Strategy:** Say, *"Great. Now, if someone tells you to stop, what should you do?"* Students should answer with, "Take a deep breath, think 'it's OK if I just stop now' and then walk away."

Step Two: Discuss what to do if the stop strategy doesn't work. Say, *"As you all know, there will be times when you use the stop strategy but the other person doesn't stop. What are some examples of times when this happened? In those situations, what are some ideas of things you could do to address the problem?"* Have about 2 minutes of discussion, and quickly outline the pros and cons of each idea. Use one of the Most Common Stop Strategy problems (listed below) to elicit further discussion. For each situation ask:

- What would you do if you were the recipient?
- What would you do if you were a bystander?

Most Common Stop Strategy Problems

You say "stop" but it doesn't work because:

- Perpetrator is with a large group of students who support his or her behavior
- Perpetrator laughs at recipient when she or he says stop
- Recipient doesn't say stop in an assertive tone (either under-does or over-does the stop strategy)
- Recipient says stop and perpetrator answers with, "What, am I bothering you?" or some other continuation of the disrespectful behavior. Recipient then gives up and says, "Never mind" or tries to go along with it, even though he or she still feels upset.

You don't say "stop" because:

- Recipient doesn't say stop at all. She or he tries to laugh it off, acts like it doesn't bother her or him, and so forth but still feels upset
- Perpetrator is popular or intimidating and recipient is scared to say stop.

Bullying Prevention in Positive Behavior Support: Expect Respect

Student Coaching

Student Forums

Note to team: In the event that there are enough students who are passionate about reducing harassment and bullying in their school, we suggest reconvening the Student Advisory Council members who met at the beginning of the year to determine if there is interest in a project to make Expect Respect more visible. If so, convene the meeting and say:

"We met at the beginning of the year and you all gave us some valuable feedback about how to make this meaningful for students".

"One way to make this real for students would be for us to do a project together. For example, in some schools, student committees have created some amazing YouTube videos. I have some to show you (show them several student made YouTube videos like the Roosevelt Middle School STOP video; Use Another Word video from Springfield High School; etc.). In other schools, students have written plays with an anti-bullying message. Or, we could put together an all school assembly that you all would plan and deliver. Are there any other ideas? How many of you would have some interest in doing this?" (If there is interest; identify another time to meet and explore the idea in more detail. If there is not much interest, table the idea until a later time, but consider bringing it up again later in the year).

Facilitate discussion around this topic. If there is interest, begin identifying tasks and scheduling follow-up activities.

Bullying Prevention in Positive Behavior Support: Expect Respect

Monitoring Implementation Tools

Overview

Collecting data to support implementation of any intervention is vital to sustaining support for effective programs. The authors of Expect Respect encourage schools and districts to collect data on the implementation of this bullying and harassment prevention program, to see if it is helping your staff and students create a safer school environment. Before implementation of Expect Respect, schools are encouraged to complete the Readiness Checklist, found on page 54. This checklist will help schools determine if they have the necessary resources to implement this intervention successfully. Next, you will find a Letter to Parent(s) or Guardian(s), which can be used to inform families of the bullying intervention being implemented at school as well as the main components of the intervention, which they may use at home. After that, you will find a Fidelity Checklist for Expect Respect Trainers, to track the implementation of the different components of the intervention throughout the school year. Also included is a Fidelity Checklist for Staff Members, which can be completed quarterly during regularly scheduled staff activities (e.g. staff meetings). This checklist also serves as a reminder of the different steps staff members may take when bullying incidents occur. The Lesson Preparation Evaluation is designed to give teacher feedback by a peer coach on presenting lessons from the Expect Respect curriculum. It can also be used by teachers for self-evaluations. Last, the Student Survey, is a tool that schools can use to assess students' perceptions of their school environment and their responses to bullying and harassment behaviors. It may also be used to collect pre- and postintervention data, to assess if implementation of Expect Respect had an effect on the way students view school safety.

Bullying Prevention in Positive Behavior Support: Expect Respect

Monitoring Implementation Tools

Readiness Checklist for Trainers

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect Readiness Checklist

This readiness checklist is designed for use by school and district administrators considering implementing bullying prevention efforts in their school. Schools that have these five features in place are more likely to be successful in their implementation of *Expect Respect.*

Our school is ready to adopt Expect Respect when…

Item	Data Source	Scoring Rubric	Score (circle)
School Need			
1. Bullying is identified by our faculty and administration as an issue in need of intervention.	* Office discipline referral (ODR) data * Survey data * Comments from teachers, students, and parents * Staff vote	**Yes** = Data indicate a level of need **No** = Data does not indicate a level of need	**Yes** **No**
Team Support			
2. We have a team that can follow through with implementation and adaptation of Expect Respect.	* School-wide system already implemented * Team established * Team vote	**Yes** = Data indicate team readiness **No** = Data does not indicate team readiness	**Yes** **No**
3. The team has time to (a) receive training, (b) adapt Expect Respect to fit its school, (c) deliver the Expect Respect lessons, and (d) meet at least monthly to manage on-going improvement.			**Yes** **No**
District and School Support			
4. We have access to district coaching that will work with the school team to adapt and implement Expect Respect after training.	* Contact information for district coaches * School-wide data system being used * Staff vote * Part of school improvement plan for next year	Yes = Data indicate availability of district and school support No = Data do not indicate availability of district and school support	**Yes** **No**
5. We have a data system that will help us determine if we are implementing Expect Respect with fidelity and that it is having a meaningful impact on student behavior.			**Yes** **No**

Nese and Horner, 2012

Bullying Prevention in Positive Behavior Support: Expect Respect

Monitoring Implementation Tools

Letter to Parent(s) or Guardian(s)

Dear Parent(s) or Guardian(s):

_____ Middle School has been implementing a program, Positive Behavior Support, for many years. This program focuses on social climate and teaches students the core values of respect, safety, and responsibility.

One of the more challenging obstacles for schools relates to socially aggressive behavior, also known as bullying and harassment. Bullying and harassment includes taunting, rumor spreading, humiliation, name-calling, exclusion, and physical aggression. These behaviors can be particularly challenging for school staff members to address because they are often covert.

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect is a program designed to empower students to positively impact the social environment in their school. We help students accomplish this by teaching them specific skills and including them in discussions about how these issues can best be addressed.

There are three strategies we want students to learn, and there is one strategy for staff members to learn, as part of Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect. They are:

Stop Strategy: In a situation where disrespectful behavior occurs, it is important for student recipients to utilize the following steps in an effort to stop the problem behavior before it escalates.

If someone treats you in a way that feels disrespectful:

- ***Step 1:*** Use the school-wide stop phrase.
- ***Step 2:*** If the person stops, say something like “Cool” or “OK” and move on with your day.
- ***Step 3:*** If the person does not stop, decide whether to ignore the person or seek support.
- ***Step 4:*** If you decide to ignore, don’t look at or talk to that person. If you decide to seek support, select a school adult to approach and ask for support.

Stopping Strategy: In a situation where a student asks another student to stop behaving disrespectfully, it is important for the accused student to utilize the following steps in an effort to de-escalate the situation.

Bullying Prevention in Positive Behavior Support: Expect Respect

If someone uses the school-wide stop phrase toward you:

- ***Step 1:*** Stop what you are doing, even if you don't think you are doing anything wrong.
- ***Step 2:*** Remind yourself "No big deal if I stop now."
- ***Step 3:*** Say "OK" to the person who asked you to stop and move on with your day.

Recruiting Support Strategy: In a situation where the recipient of disrespectful behavior has attempted to stop the behavior, yet the problem behavior continues, it is important for the student recipient to take the following steps to recruit support for de-escalating the conflict.

If you use the School wide stop phrase and the person doesn't stop:

- ***Step 1:*** Decide whether to ignore it or seek support.
- ***Step 2:*** If you seek support, select a school adult to report to.
- ***Step 3:*** Approach the adult and say, "I'm having a problem with _____. I asked her to stop and she continued."
- ***Step 4:*** If the adult doesn't have time to help solve the problem right then, ask the adult when she will have time and make an appointment.

Providing Support Strategy (for adults): In a situation where a student comes to you with a conflict that they cannot resolve on their own, it is important to take the following steps in order to help the student resolve the situation.

If a student approaches you with a problem involving disrespectful behavior:

- ***Step 1:*** Say "Thanks for telling me."
- ***Step 2:*** Listen empathetically. Ask if this is the first time; determin who, what, when, and where.
- ***Step 3:*** Ask the student if the person who didn't stop is likely to retaliate if confronted.
- ***Step 4:*** Help the student select a course of action. Possibilities include:
  - Filing a harassment report
  - Creating a safety plan for minimizing contact
  - Letting it go ("I just needed someone to listen to me")

Here's how you can help: If your student reports a situation that sounds like bullying or harassment, please do two things: 1) Try using the steps in the Providing Support Strategy (above), 2) Please contact a school adult to report the situation. Since a high percentage of incidents are covert, the school adults may not be aware of a bullying situation. By contacting us, you will be helping us to take actions that will help to create a supportive and inclusive school climate. Your involvement in helping us create a safe school environment for all students means so much to our staff, teachers, and community.

Thank you for your assistance,

_____ Middle School

Bullying Prevention in Positive Behavior Support: Expect Respect

Monitoring Implementation Tools

Fidelity Checklist for Trainers

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect		
Implementation Checklist: To be completed weekly by the Expect Respect trainer.		
Task	**Target Date**	**Date Completed**
1. Staff training completed		
2. Student Advisory Council meeting held		
3. Lesson 1 delivered to all students		
4. Lesson 2 delivered to all students		
5. Fidelity Check 1 (self-assessment) completed		
6. Repeat and Repair 1 completed		
7. Lesson 3 delivered to all students		
8. Lesson 4 (optional) delivered to all students		
9. Fidelity Check 2 (self-assessment) completed		
10. Repeat and Repair 2 completed		
11. Student Work Group formed to create project (some schools will choose not to do this). Additional meetings scheduled and tasks assigned.		
12. Fidelity Check 3 (self-assessment) completed		
13. Student Surveys administered		
14. All Data (Fidelity Checks and Student Surveys) collected		
15. All Data analyzed		

Bullying Prevention in Positive Behavior Support: Expect Respect

Monitoring Implementation Tools

Fidelity Checklist for Staff Members

Bully Prevention in Positive Behavior Support: Expect Respect					
Staff Self-Assessment: To be completed at least quarterly by all staff members (e.g. at staff meetings or online).					
Item	**Always**	**Mostly**	**Some of the time**	**Never**	**NA**
1. To what extent have I interrupted bullying and harassment behaviors I have observed in or around the school since our last staff meeting?					
2. To what extent have I reflectively listened when students have reported bullying and harassment incidents to me?					
3. To what extent have I praised the student for reporting the bullying and harassment incident?					
4. To what extent have I encouraged the students to use an assertive word or phrase to interrupt the bullying and harassment incident or walk away?					
5. To what extent have I checked back in with students, following a report, to determine if the issue has been resolved from the student's point of view?					

Bullying Prevention in Positive Behavior Support: Expect Respect

Monitoring Implementation Tools

Lesson Preparation Evaluation

Lesson Preparation Evaluation: This worksheet is designed to give the teacher feedback by a peer coach on presenting lessons from the Expect Respect curriculum. It can also be used by the teacher for self-evaluations.

Teacher _____

Coach _____

Lesson number and title _____

Describe the setting and the activity that took place.

Did the teacher follow the lesson and the script? Please describe.

Did the teacher provide praise for the students' participation? Please describe.

What went well during the lesson?

What suggestions or ideas do you have for improving the delivery of the lesson?

Teacher, what do you feel were your strengths?

Teacher, what would you like to improve?

Bullying Prevention in Positive Behavior Support: Expect Respect

Monitoring Implementation Tools

Student Survey

Your school is involved in a study to learn how students feel about stopping bullying in schools. We are asking students to complete a short survey about respect at your school. If you agree to participate in the survey, please answer the following questions:

Student Assent: I agree to participate in a bullying prevention program called Expect Respect and want to take the survey:

g Yes
g No

Please answer the questions below about respect at your school.

In your school:	Strongly Disagree	Disagree	Agree	Strongly Agree
Do you feel safe?	g	g	g	g
Do other students treat you respectfully?	g	g	g	g
Do you treat other students respectfully?	g	g	g	g
Do adults treat you respectfully?	g	g	g	g
Do you treat adults in your school respectfully?	g	g	g	g

In the past week:	No	Yes
Has anyone treated you disrespectfully?	g	g
Have you asked someone to “stop?”	g	g
Has anyone asked you to “stop?”	g	g
Do adults treat you respectfully?	g	g
Have you seen someone else treated disrespectfully?	g	g

Bullying Prevention in Positive Behavior Support: Expect Respect

Strategy Sheet

Telling Someone to Stop

- **Step One:** If someone treats you in a way that feels disrespectful, use the school-wide stop phrase. Say, "stop" in an assertive tone.
- **Step Two:** If the person stops, say "cool" or "OK" and move on with your day
- **Step Three:** If the person does not stop, decide whether to ignore the person or seek support
- **Step Four:** If you decide to ignore, don't look at or talk to the perpetrator. If you decide to seek support, select a school adult to approach and ask for support.

If Someone Asks You to Stop

- **Step One:** Stop what you are doing, even if you don't think you are doing anything wrong
- **Step Two:** Remind yourself "No big deal if I stop now"
- **Step Three:** Say "OK" to the person who asked you to stop and move on with your day

If You Tell a Person to Stop and They Don't

- **Step One:** Decide whether to ignore it or seek support
- **Step Two:** If you seek support, select a school adult to report to
- **Step Three:** Approach the adult, and say "I'm having a problem with _____. I asked her to stop and she continued."
- **Step Four:** If the adult doesn't have time to help solve the problem right then, ask the adult when he or she will have time and make an appointment.

If you observe someone using the stop phrase and the perpetrator doesn't stop, or if you see someone who is clearly not being treated with respect, please do one of the following:

- Use the stop strategy toward the perpetrator
- Ask the recipient to go with you, and leave the area.
- Comfort the recipient later by saying something like "I'm sorry that happened. It wasn't fair."

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