Frameweld

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Bullying Prevention in Positive Behavior Support

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MODERATOR: Dr. Rob Horner is an Alumni-Knight endowed professor who comes to us from the University of Oregon. There he directs the educational and community supports research unit. Also he coordinates research and technical assistance with multiple partners across the nation. During the past 20 years, he has worked diligently with schools and school administrators in the development of approaches for implementing school-wide positive behavior supports. Please help me in welcoming Dr. Rob Horner.

DR. HORNER: Okay. We'll do without, thanks. All right, thank you very much. So here it is. We're going to start firstly by talking about bullying, right? Heck of a deal. All right. The goals for this morning, the goals for this morning are really to take this whole issue of bullying and do two things. So the big things that I want you to take away, I want you to take this problem and put it in a context to school-wide positive behavior support, so the thing that all of us already have. We come from an environment where you have already in your schools identified behavioral expectations. You've already invested in the social culture.

     And yet, you still have within elementary schools, middle schools, and increasingly in high schools, you've got a small number of kids who can actually disrupt the whole social culture, right? It takes only about 3 to 5 kids in a middle school of 500 to actually disrupt the social culture of the school. So part of what I want you to be thinking about is the issue of bullying in the context of school-wide positive behavior support.

     Now the second thing, and this is really important for this context, all across the country, people are becoming more concerned and more focused on the role of what bullying does within schools and communities. We run the risk, we run the risk of spending a lot time admiring the problem and not enough time actually coming up with solutions. So part of what I want this morning to be, I want you to leave with, here are some things that we could actually do that would change the likelihood that we'd have bullying behaviors within our schools.

     Now in that context, I want you to take away with a sense that this is still, we're still fairly early on in terms of learning how to do this. So I'm going to be sharing with you things that we have learned in Oregon, that we've done in New Mexico, we've tried it in Illinois, Maryland, and Florida. So it's, we've, this is not something that's completely brand new, but it is material that we're, that we are developing. Everything that you see,

all of the slides, all of the materials are available on this website, the PBIS.org website. So everything that you see, you can download and use.

And so those of you who are interested in really copying down everything that's on the slides, go ahead and do that. I'm a big fan of that myself. But I want you to also know that anything that you see, you can actually download. Now one of the technical problems that we have, I'd like to actually show you a couple of videos related to some of the bullying variables. And so the sound system, we haven't been able to get the sound system integrated.

So I've got a little mike up here, so it's going to be little sounds as opposed to big sounds, so I need your help a little bit in that process. The other thing is, right from the beginning, I got to tell you tell you, I'm going to need some volunteers, all right. So we're going to have a little bit of that process going on.

So we've got until 11:00. Those of you, I mean, 11:00, that's two hours from now. We'll take a little bit of break in the middle, there are going to be some activities where you are working together, there are going to be some things that we need to do. But anyone who needs to take a break, go out, do things, come back, that's fine. You should feel free to do this.

The materials that I'm going to present really came about with work that we were doing in Oregon, especially in schools that were doing really outstanding job of implementing school-wide positive behavior support, but struggling with the three or four kids who were just really tough, right? And they weren't really kids who were on individualized plans, but they were kids whose behavior was destabilizing the social culture of the school.

The things that we learned in Oregon, we actually implemented in New Mexico. And New Mexico is, I'm saying in part because we had a school-wide positive behavior support effort going on in New Mexico. And a legislator went to a conference, and he came back, I mean, New Mexico there are not many people in New Mexico, right? So you have one person, you can do can a lot.

So he came back he said, look, I want every school to adopt a bully prevention program, and I want you to buy a bully prevention package, and I want everybody to do this, right? So we actually said, you know, that's a lousy way to actually produce change, the sort of the Band-Aid strategy, putting things on. Build things that are embedded in an organized system, build things that are efficient, build things with the systems that allow them to sustain, and you're going to be much more likely to make things work.

So we actually had this opportunity in New Mexico to test schools that adopted what I'm going it teach you as their bully prevention strategy, versus schools that bought a package and implemented it outside the structure. Part of what we found is a 50% increase in the effectiveness of the program, and a 400% increase in sustainability of the program when you embed as opposed to patch.

So the thing I want you to be excited about, thing number one, this in the context, right, of school-wide positive behavior support. Thing number two, I want you to really focus on not just admiring that fact that bullying is a problem, but I want you to really start thinking about what the heck are we going to do?

All right, so let's start with a little bit of foundation. So why should you be excited about this? Well, the National School Safety Center calls bullying one of the most

enduring and underrated problems in schools. Part of what we're seeing over and over again, even in schools that perceive themselves as doing well, when we do surveys of students, part of what we find is over and over again, the students identify a much more significant issue related to bullying. Bullying is a behavior pattern that student-to-student very seldom, very seldom do people do bullying, right, to get adult attention. Bullying is typically focused on activities and things that happen outside the purview and the perception of adults.

So one of the things I want you to worry about, I want you to be thinking about the extent to which we're tapping in to what kids are telling us. The other thing is that bullying is a behavior pattern in which everybody loses. The person who's the perpetrator of the bullying, the person who's the victim of the bullying, and even more recently, research documenting people who are bystanders, people who see bullying happen are more likely to have problems related to academic achievement, to dropping out, to all of the indicators that we're being held responsible for.

Not only that, more recently, people have been able to actually identify that the long-term effects extend into patterns of adulthood. There is a guy named Hill Walker who did very, very early work on aggression and bullying in schools. And one of the things that he identified is he said, you know, too often we keep doing this thing where we say, well, a kid is young and is engaging in these behaviors, and we say, well, he'll outgrow it, or she will outgrow it.

And part of what he showed is there's a 47% conditional probability that if somebody is aggressive and bullying in third grade, they'll be aggressive and bullying in eighth grade, they'll be aggressive and bullying as an adult. So one of the big messages, those of you who are in elementary schools, this is not something to pass on, right? And in fact, I work a lot with people in high schools, and they say bad things about us, those of us who work in elementary schools, right?

They want to know why didn't you deal with that? Why didn't you teach them to read and teach them to behave when they were little? Okay. So that's part of it. Now part of what is also really a critical thing, and we really are just beginning to catch this, are the number of children who move from school to school to school to school, especially kid who are can coming from low-income groups. Moving from school to school creates very difficult social patterns for kids to develop and especially in elementary schools.

You want to look at kids who are at risk, you can have them take a whole bunch of tests, but one of the best things, go onto a playground and watch children who have difficulty joining a play activity. If a kid has difficulty joining a play activity, the likelihood that they will be alienated, they'll be shifted into the deviant peer group, they'll start developing the behavior patterns that put you on the track to doing bullying goes way up.

So part of what we've got, I want to argue that every single school that we're dealing with has kids in the school who are engaged in bullying. And part of what we are about, in terms of talking about positive behavior support, is really about building schools that have an effective, rich, positive social culture. So how are we going to deal with that? Well, let's agree first, what is this thing that we're calling bullying? Okay.

I want everybody to think, I want you to think about a situation where you, something that you've dealt with that's been bullying, I'm going to ask you for a couple

of examples. But let me give you just a little bit. Part of what I want to argue, bullying is described in different ways, but essentially, we're going to talk about aggression, harassment, threats or intimidation. One person, and people talk about status and control, those are harder things to actually control or measure.

Part of what I want you to think about is I want you to think about the number of times when you get name calling, the number of times when you get denigration of one child by another, the number of times where you get exclusion. And you heard yesterday, many of you about cyber-bullying, which is increasingly on the rise. But I'm going to actually, we've just done an analysis of our data related to cyber-bullying, and while it's actually really devastating, there are a couple of pieces we're going to come back to, and I can share with you about strategies that you can use.

The thing that we see over and over again though, is this sense of kids feeling unsafe around their peers. Now let me give you a couple of quick examples. Let's see if this will work. And let's, we're going to try and do this moving up the grades, the age level. So here's preschool, bullying in the preschool level.

[Videotape playing]

Okay. You've been there? All right, now I want you to look what happened. First off, quick digression, I love this because every time I show this, I watch that little girl. I want you to know two things. Watch the fact she doesn't give up, and she doesn't hit back. All right. I mean, you've got to love that little girl, right?

But part of what you're seeing, I want you to think about a situation that clearly the issue that's controlling there is getting access to the toy, right? So there is something that is between the two kids where what we're looking at is we're looking at getting access to the toy. Let's look at something a little bit different. How about something a little cleaner in elementary school? Kid in a break period has popcorn.

[Videotape playing]

All right. Now things I want you to look at there, and I'm going it show you this one again, it's really quick. And except for the one with the little kids in the playground, these are all mocked up. I mean, we trained them to do these. These are really good kid who we taught to behave badly, right. I want you to look, who is victim, who's the perpetrator, and who's the bystander?

And I want you to start thinking about those roles right now, because the roles come across over and over and over again. Big message, you will not deal successfully with bullying unless you deal with all three roles. So I want you to be thinking, the kid who's engaging in the aggressive behavior, the kid who is experiencing or receiving the aggressive behavior, and somebody watching. Watch the roles.

[Videotape playing]

Okay. Notice that the bystander did nothing. In fact the bystander got some popcorn, right? Okay. Major issue in schools using school-wide positive behavior support, the bystander cannot be held harmless, right? Bystanders lose within the

bullying process. It is not good to be a bystander in a bullying situation. We've got to label that role, and we've got to give those kids an opportunity to participate. Take a look, here's at high school, one of the best ways of doing bullying in high school is through isolation.

[Videotape playing]

Okay. A little hokey, but you get the idea? So we've got, there's two things that are there. Notice one, saying bad things about one person, either rumors, notes, and you can do it, this is essentially what the cyber-bullying is all about. And the fascinating thing about cyber-bullying is that it is not just kid-to-kid. It's kids saying things about teachers and administrators and other parents.

I mean, it gets much more complicated. But the point is, rumor transmission, and then the second part is if we identify a student as being a labeled student, then that justifies isolating her. Notice that the young lady in the middle labels the kid, says she's not okay, and then prompts the others to physically hold her away.

[Videotape playing]

All right. Now watch one more, and this is, this is more complicated. So now, here's what we're trying to get at. What I'm trying to argue, the reason for doing these, I want you to start thinking about bullying you've seen, little people, middle-size people, big people. I want you to think about the complexity. I mean, part of it is, we get an emotional reaction when we hear the stories. We get a reaction when people talk about, he was a bully. I mean, the label itself evokes all sorts of things.

Most of us can remember times when we are in school, and we experienced something that we would have called bullying. Some of us, who will not be asked to raise our hands, can probably they think of situations where others thought we were the bully, right? It ends, so part of what I want you to come back to over and over again, is that this is something that is ubiquitous, it's part of the system, it's something that kids are doing without necessarily labeling it such.

And we are just beginning to open what is going to be a real deep hole, we need to pay attention carefully. So watch this, this is much more complicated, takes a little more time. The questions I want you to ask, who's the perpetrator, who's the victim, who are the bystanders, what were the behaviors, why did they keep happening? Why did they keep happening in this situation?

[Videotape playing]

DR. HORNER: Okay. What happened?

WOMAN: . . . got rejected because she wasn't getting any attention . . . bully . . .

DR. HORNER: All right. Tracy, who's the young lady in the middle, so Tracy started off making very appropriate social initiations. She received rejection from the peer group. So she actually was a victim of being rejected by the peer group. The other young lady

came and sat down and Tracy found that by being belligerent and aggressive, when you get name-calling, you get social rejection, you get actual physical assault, mini, right? What she got by doing that was not from the victim. It was from the peers, right.

If the other kids hadn't been there, I mean, think about this, if the other kids hadn't been there, would she have engaged in those same behaviors with the young lady who came up? Probably not. So in part, the thing I really want you to think about is what is the likelihood that Tracy will behave the same way in the future?

Very high, right? So when Carl . . . so the guy who is being the teacher, he's actually a professor of special education at University of Arizona. This slide, this video was used at part of his dissertation where he was looking at training people in terms of doing functional assessment.

But part of what she, she's not responding to his contingencies. She's responding to what happens with the peers. Make sense? All right, I want you to, from this, I want you to leave with two things. Thing number one, I want you to have a sense, this is really serious stuff. It's much more prevalent than we give credit to. Second, unlike a huge amount of other behavior, this is not really something that we are going to make a difference in by ourselves. Adults are not going to change the likelihood of bullying by themselves.

So the big message that we want to take away is that if you are going to alter the frequency, pattern, and format of bullying in school, you will not do that unless you alter the way that students respond to bullying behaviors. Unless we change how kids respond, we won't build the social culture that will make things work. All right, now that's a fairly strident statement, so let me come back and look just a little bit. There are many, many programs right now that are being pushed that are bully prevention, bully identification, bully this, bully that.

Almost all of those programs have features that are wonderful. I mean, there's almost no program that doesn't have real merits. But here are some things I want you to worry about. Okay. So if you're thinking about instituting school-wide positive behavior support with bully prevention, ready, I mean, that's really why we're here, what would you do, and what would you be really worried about? Well, worry number one, I want you to separate what you do with the students versus what you do with the adults. I want you to separate what you're going to do with the students versus what you do with the adults.

With the adults, it is very appropriate to label what bullying is. It's perfectly okay for the adults to say this is what we're really focused on. We want to decrease the aggressive behavior that students engage in with each other. We want to decrease name-calling, we want to decrease intimidation, we want to decrease aggression both physical and verbal. Great. With the kids, part of what I would argue, with the students, never use the B word. Because one of the things you want to worry about is a thing that a guy named Tom Dishion calls deviancy training.

And what he found is when you come in and you say, okay, now, Ron, I want you to show us bullying, and you should, now show us physical bullying, show us verbal bullying, all right. Everybody, now you've all watched Ron do that, right? Don't do that, okay. The likelihood that there will work is really, really low. In fact, what happens is kids learn bullying. And in fact one of the great things, there is actually a guy named Mike Posner who did some of the early FMRI research, the brain imagery stuff.

There's 92 different places where you actually attach, and you can watch brain images. And so they did these complicated studies, and they are very difficult to look at. But essentially, if you take a middle school kid, and you say, I want you not to think about X, that's exactly what shows up, right? All right. If you say no hats, the first thing that goes on is hats, bang, bang, bang, bang, right? So if what you say is no bullying, first thing they're doing is cognitive rehearsal of bullying.

So one of the things I want you to worry about, when what we do is we do a lot of labeling of a behavior and emphasizing that behavior, then what we end up doing is actually inadvertently teaching that behavior. So one of things, I got to, I want you to really be excited about this. One of the things you've already done is you have, through you're school-wide behavioral expectations, taught something that looks like be respectful of others.

You have different words for it, but the basic message is, cowboy, if you're going to be in this school, I want you to take advantage of understanding that your behavior affects everybody else around you, right? Your behavior affects others. That's what being respectful means. And I want you to recognize that, so how are you being considerate of the other people? You don't have to use respect as the word, but here's the deal.

If you've taught being respectful, then everything, everything that we identify as being bullying behaviors is an example of not being respectful. The thing you want to teach is teach doing to the right way. Everything else is an example of not being respectful, not being considerate, not being caring, right? So use, teach that as a discrimination, and in most cases, one of the things I would be excited about, my bet, I mean, we were just here giving out banners, heck, right?

One of the things that I would expect in Pennsylvania is that if you walked into the school, and you were to ask a kid, is this being respectful, they'd say, yes. Is that being respectful? No. But I want the label not to be bullying. I want the label to be not respectful. See the difference? So be careful. One of the things that the research tells us, and I've got to tell you, the great thing about being able to come up and do this, is having been a teacher, we've made all these mistakes.

I mean, what I can tell, George Sugai has made these mistakes. So don't feel bad, right? Just don't do it again. All right, don't do it again. All right. So the first thing, don't teach bullying. Second thing is don't blame the bully. The other thing that we see over and over again, and especially, one of the great things, remember the zero tolerance laws and regulations, legislators, politicians, one of the great things we want to do is stand up and say, by George, we are not going to tolerate these behaviors in our schools, right? We are not going to put up with this.

And we want to identify and label bullies. Basically, give it up. Part of what the structure tells us is that the patterns and the systems are far too ubiquitous. There is not a model that says this is what a bully is, and nobody else is going to fit with that. And especially the cyber-bullying is creating a whole new generation of kids who are willing to engage in bullies. We'll come back to that in a little bit. So part of what we're learning, don't get into identifying, labeling the bully and blaming her.

The big thing that we've learned is if the idea is if we could just get Derek to move to Cincinnati, this would be a great school. No, I mean, seriously. We've all, I mean, one of my sources of shame is when I was a teacher, I had one kid, I have to

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admit, when he called in sick, I was not that sorry. You know, it was like, ooh, all right. Okay. But anyway, moving on. Here's what the data tell us.

If you remove the kid who's the key bully, she or he will be replaced within three months. So the likelihood, you get this little bit of freedom from the pain, three months they'll be replaced. So I want you to come back to the main theme about school-wide behavior support. Create a context, create a social community that teaches and promotes appropriate behavior, not just a community that is intolerant of inappropriate behavior, but a community that is consistently, repeatedly, every day, establishing a message that says, you know, we have obligations to each other. There are ways that we expect each other to behave here.

I want you to come, I want you to really think about this. We have surveyed students in schools using school-wide behavior support, fourth grade up to ninth grade. We've done surveys of kids, and the surveys go like this. Do you know the behavioral expectations here, yes or no? Does having behavioral expectations help you, right? Is this something that we should do again next year, teaching behavioral expectations? And we, you know, in a kids' survey you only get about three or four questions that you can ask. But here's essentially, the message that we get every time we've done it is, one, yes, this is a good thing.

In fact, quite frankly, we're surprised you got a teaching certificate without having known this before. I mean, really. It's like come on, duh, tell us what you want before you simply hold us accountable. I mean, it's the, a little bit almost of rudeness in terms of some of the feedback. The other thing that I really like is, and this is especially, it especially shows up with the eighth-graders, right? And it goes like this. I, personally, as a well-emerging, developing, young adult, did not need to be taught the behavioral expectations. But I am so glad you did it for everybody else.

Because I cannot tell you how irritating their behavior is and how it, I mean, it's like social behavior in middle school is a lot like, you know, people's self-assessment of driving. Eighty-seven percent of people think they're better than average drivers, right? It's the same in middle school, better than average behavior. So in part, here's what I want you to do. I want you to build a context where we actually teach appropriate behavior. Bullying, if you see bullying, it's like everything else in behavior support, it's us. It's not the kid, it's us.

To what extent are we creating a behavior that maintains and keeps it going? The other big issue, we focus so much on being irritated with a kid who does bullying. In most cases, the victim comes up, and it's so egregious, it's such an inappropriate behavior. And it is racial or sexual or, in many cases with little kids, they don't even know what the words mean. They just know that they're hurtful, right? So and part of what's going on, if we're going to do this successfully, the thing that I want you to really come away.

I want you to think about Tracy. Tracy would not have retained those behaviors without the active and inadvertent support of the bystanders. Bystanders are essential. You cannot change bullying behavior in schools unless you change the behavior of the bystanders. So I want you to think about that as we move forward. The other thing, and this I want you to come back to because many of us have done these programs of one sort or another. If you put a program in place, the thing I always want you to ask is, what's the likelihood this will be here in three to five years?

And in most cases, the rule that we use with positive behavior support, I want you to put something in place that will last for a minimum of a decade. If it won't last for at least ten years, then it really isn't worth doing. If it lasts longer than ten years, you're not paying attention because we'll have thought of something new in the interim. We've made it better. But put things in place with the idea that it will last for at least a decade. That means how do you teach people to do it? How do you coach people to do it? How, do you have the data systems to tell you if you're doing it? How do you tell if it had an effect?

If we do it this year, what are we going to do next year when we get a whole new set of kids coming in from IS 32, right? So part of it is, how do you build things that are going to work? The other part is expense. If you do things that are separate programs, they are two to four times more expensive than if you embed them in something you've already got going. And right now, we simply don't have the resources to be inattentive to the financial issues. So those are things I want you, you got these five? So I want you to use these as we go forward.

So here's what I want you to think about. All right. So what do we need? We need bully prevention that fits with existing behavior support. We need to focus on preventing, not just responding to bullying. We need practical behaviors that kids can use. And I want you to think about, I want you to think about the emotion that goes in when somebody is actually being called names or being rejected. And oftentimes we do this thing where we way, look, if he's being mean to you, I want you to say, you're being mean to me, and why are you doing that?

I want you to talk it through, and I want you to say, what do you need? I want you to say what do you need? And I want you to come up with something that'll work in between. Basically, that's really hard to do especially when you're in a high physiologically aroused state. I mean, this is a really, we don't do it very well as nation-states. We certainly don't do it very well as drivers. Okay. We don't actually model the behavior very well. In fact, you look on TV, you go to the reality shows, we actually model the opposite. We actually glorify inappropriate behavior over and over and over.

So part of what I want you to look for, I want you to get things that will actually help that are efficient and easy. Don't teach things that are super complicated. This needs to be something we teach that can be used in all places, all times, all situations. Make sense? Very efficient, very easy. The other thing is never put something in place without the organizational systems that will make it work. That means what you do in Room 19, that's sweet, but not good enough. It's got to be the whole school. Use your whole school as the unit of analysis.

So part of what we've learned, part of what we've learned, I want you to keep coming back. Bullying behavior occurs in many forms, locations, but it is seldom maintained by adult feedback. So you just watched some videos, right? You watched the videos. Why, I want you to ask over and over again, why did the kid who engaged in the bullying keep doing it? Do you remember that little kid? He was after the toy. Remember the girls? They were, what they got was social attention from each other at the expense of the young woman who was rejected.

Think about the popcorn. The kid who got the popcorn, he not only got popcorn, you know what, then he, what is he going to do? He's going to take the popcorn, and he's going to take it back to the deviant peer group and share the popcorn and tell the

story. You can be a bystander without being there. You can be a bystander without being there if you deliver praise for the behavior. Over and over and over, I want you to keep coming back to that.

So in part, the real message, the real message is that the vast majority of bullying behavior is prompted by students and maintained by feedback from students. And we can get in, I mean, there's all sorts of research that's going on right now about the neurology of adolescents and about social interaction patterns and things of that nature. But the bottom line keeps coming back to this. We set up lots of opportunities for kids to behave badly, but the issue really comes down to when students engage in physical, verbal harassment, intimidation, and aggression, too often those behaviors are not just marginally rewarded. They are heavily rewarded by peers.

And they're not just rewarded by the peers. They're oftentimes also rewarded by victims. So we, our heart often times goes out to the victim, but there is a lot of research focusing on how victims in some cases actually recruit the bullying behavior. It is the way that they get attention, and they don't have more effective ways of getting attention. So I want to be honest and careful about thinking about the strategies and the issues, the way about being cruel to one person actually gets you pay off. It gets you attention from the young lady with her hands on her hips.

And it's something that with we see at all grade levels. It definitely cuts across gender. We think of bullies over and over again as boys. Cyber-bullying though is one of the areas where, it's one of the two problem behavior patterns in which girls are more frequently identified than boys. The other behavior pattern is dress code violation, all right. So those are the two that really show up. So we'll come back, and we'll talk more about that. But so here's what I want you to think about. So here we go. All right, so at this point you're supposed to feel bad, everybody feel bad? All right.

So now, what are you going to do? Here's what I want you to do. I want you to think seriously, I want you to remove praise, attention, and recognition that follows bullying. I want you to do this without teaching bullying and without denigrating the kids who have engaged in those behaviors. So if we do that, one of the things that you can do is you can actually teach everybody the right way to engage in behaviors.

This is a manual that you can download off the Internet, remember the PBIS.org website? So this is a bully prevention within with PBS manual. And it has both the instructional package that you would use with teachers, and it has what teachers use to train students. So it actually involves training, and it involves putting things together. It is completely free. You go online, you click on it, you download it. So everything that I'm going to do, I'm going to give you what the pieces are, but I want you to know that there's something you can do where you can actually get the parts.

I'm going to argue that there are five parts to an effective bully prevention program, ready? Here are the five parts. They're always, you know it's always the 12-step, 9-step, 5-step, so here essentially are the, and the reason for doing this, we're going to focus on two of these steps.

But I want you to have this sense of, if you're really talking about decreasing bullying, there are five pieces that I want you to put in place. So step number one, the one you've already done well, I want you to teach school-wide expectations. And one of those expectations needs to be, be respectful, caring, considerate of others. Got it? So if you've done that, and if you've taught that well enough that the students can

discriminate, this is an example of doing it the right way, this is being respectful, this is not being respectful, that level of specificity.

Now I want you, on top of that, so this is Year 1, you teach every to be respectful, responsible, and safe, make sense? Year 2, you come become and you rehearse things I taught you last year, be respectful, responsible, but now, on top of that, here's what I want you to do. I want to teach you, if someone behaves in a way that is not respectful and responsible, what do you do? What do you if someone treats you in a way that is not respectful or responsible? And let's have one strategy.

Now here's what I want you to think about. This is for students. I want you to build something that is not just an individual child's skill. I want you to be build something that is part of social culture. What that means is that Elaine knows what to do if someone calls her an inappropriate name. But she also knows that every kid in the school knows what the expectations are. They know what being respectful is, and they know what they are supposed to do if she tells them that that's not okay.

So I want you to give every single kid in the school the same signal, that says, this is the signal that I think you're not behaving respectfully. Same signal, and we're going to agree on the signal. And in part as a preemption, the signal needs to be both a gesture and a word. The reason for the gesture is that in high physiological rate levels, when you're really agitated, I mean, you're really, somebody calls you, you don't like that word, right? You need something you can do that doesn't require complex verbal behavior. We expect too much, too often.

So I want you to give something that's simple, but the real key to that second step, everybody in the school needs to know, everybody. And I really think, and the reason, I want you to think about how powerful this is, given what you've already taught. Okay, the third thing, faculty and staff. With the faculty and staff, the faculty and staff have to be able to teach this, they need to be able to come back to it over and over, and they need to acknowledge, train, reward and practice these skills with the kids.

One of the critical things, and you need a curriculum that every teacher can use, because you want the teachers to actually teach the kids, and you're going to want them to come back to it. So there are always two curricula. One of is the one that you use with the faculty and staff. The other is the one that the faculty and staff use with the students. Keep coming back to the message that we have with every single thing we teach in schools.

Unless you come back to it, rehearse it, and reward it, acknowledge it, and practice it, it won't sustain. Teaching it doesn't work until you get it to fluency, and you get it embedded. All right. Now fourth part, the fourth part is the data system. I want you to be able to ask two questions, are we doing what we said we would do? Is it benefiting students?

If you already are keeping track of office discipline referrals, that's fine. But one of the things that we're learning, and this is especially important and more important in middle and high school, is if you really want to get a sense of whether this worked, you're going to need to survey the kids. Because we're moving into a much more technologically savvy arena, you can do surveys the fast way. Take advantage of that.

But part of what I would encourage your equity committee or your behavior team, one of the things you want to do if you're going to be implementing something like this is come back and say, what are the kids telling us? Final piece, and this is really

important. I don't want to underestimate the fact that we have some students in our schools who actually have mental illness. They actually have neuropsychopathology. They have things that are going to require much more than I'm going to talk about here. So when you move into tier-two, tier-three supports, those are kids for whom individualized interventions are going to be critical.

Here's the big thing about Step five. Step five is we like going to Step five, but if you've been done the other four steps, everything you do in Step five is going to be more likely to be effective and sustained. So an effective, an effective school-wide system for dealing with bullying has five parts. First, you establish the social culture in which teaching and treating people respectfully is something that everybody knows and understands. Two, you teach everybody in the school a common set of responses to how do you respond to disrespectful behavior?

Three, the staff all have a structure, not just for doing the initial teaching, but how to continually acknowledge, reward, and maintain the student's skills. Four, you've got a data system that says, are we doing it, and does it work? And five, you've got the backup system for the small proportion of kids who need much more intense, individualized support. Make sense? All right. This should all be stuff that's pretty clean. This is the part you're already good at. I want you to feel good, right? Feel good? All right. So you've got the school-wide system.

The whole school culture, I mean, if you're going to do this, part of what I want you to be able to do, walk into the school, like on Friday, I said this this morning at breakfast. I want you to actually walk up, take three to five kids, different kids, not all from one gaggle, but, you know, different people, and I want you it say, do you know the behavioral expectations here, right? What does it mean to be respectful right here, on the playground, in the cafeteria, in the classroom, in the hall, wherever you are? Tell me what it means. So being respectful in the classroom, what's an example of being respectful of others in the classroom? That was actually not rhetorical. Yes?

WOMAN: Listening while someone else is talking.

DR. HORNER: Listening while someone else is talking, raising your hand when you want to speak. Absolutely, brilliant example of being respectful. What is an example of being respectful in an elementary school on the playground?

MAN: Taking turns.

WOMAN: Taking turns on the equipment.

DR. HORNER: Taking turns on the equipment, absolutely. And so if we know that, one of the things we'd want to say is, to what extent does everybody know what taking turns means, right? If I want to get on the equipment, how do I get on the equipment without pushing Mary Ellen off, right? Okay. And I want you to do the same thing, so keep thinking, what does it mean to be respectful in the cafeteria? What does it mean to be respectful in the hallway? What does it mean to be respectful at the bus area? Right? So one, do the kids know what being respectful looks like?

Two, can they, do they know what the word is? Do they know what the behavior is? And has anybody acknowledged you for doing things the right way in the past two weeks? Has anybody acknowledged you for doing things right in the past two weeks? All right. So the first thing you're going to do is everybody is going to know what being respectful is, and they can discriminate from being respectful versus not being respectful, right? And part of what I want you to be able to do, is I want you to be able to start relying on them using those words.

That's why the words need to be their words, not our words. You need to use words that are age appropriate. You need to use words that fit with the community that the kids come from. Use words that fit. Don't, in elementary school, talk about perseveration as being a good thing, right? I mean, in fact I was in one, that comes to mind because I was in an elementary school where that was actually one of the behavioral expectations. And I asked this one little girl, I said, you know, what are behavioral expectations here?

She said be respectful, be responsible, and the P word. I said what does the P word mean? She said, oh, it means keep trying. You know, I can't remember what it actually is, but it means keep trying. I said, okay, that's good, right? So you see what I'm getting it? Use the words that resonate, use the words that fit. But I want the kids to be able to recognize what being respectful means. All right. Now so talk about, what can be expected and what's the difference between being respectful and not being respectful, student-to-student, student-to-adult, and adult-to-student?

One of the fascinating things about your data, we looked at office discipline referral data from Pennsylvania this morning, and one of the fascinating patterns was in elementary school, most of the office referrals came from student-to-student interactions. When you go to middle school, the vast majority of office referrals were related to disrespect and insubordination. You know what it takes to be insubordinate? You need an adult, right? So teaching kids, how do you disagree with an adult in a respectful manner?

It's okay to disagree. It's not okay to disagree disrespectfully. See the difference? We don't teach that well enough. All right, the other thing, big message for your adults, and I've, you know, I've got to say, this is always embarrassing, because I've done this so many times, and I always talk to the kids, right? I always talk to the students about how's this working for you, and how's this work, and how's that work? And the thing that I love is that once they've figured it out, once they've figured it out, the real consistent thing, and again, this is again most likely in middle school, is they always point out the adults don't always do it, right?

So in part, we've got to define it in a way where we hold ourselves to the same standards. But here's what I want you to be thinking of. You're going to define the rules, you're going to teach the examples, and I want you to start teaching about how this is going to work in lots of different contexts. Don't just teach being respectful in one place. If kids can do this, they know what being respectful means in all of these different areas. What does being respectful mean if you're going to join the wall ball game, right, on the playground? What does it mean? How does it look like?

Now, you ready? Here's the part that I really want you to focus on, so this is the part about how you actually change kid behavior. Here's what I want you to add to the social culture. If everybody knows what behaviors are harmful, what I want you to do is

I want you, as teachers, you're going to be working with 25 or 30 kids, and I want you to say, what does being respectful look like? Good. All right. What is it when people are not respectful? So, Elliot, what does not being respectful look like? And be careful, I mean, you don't want to get into too much inappropriate language or whatnot. But make it clear that people know what not being respectful looks like.

One of the things that we typically do, how many of you in the past two weeks have been treated in a way that was not respectful? How many of you have been treated in a way that is not respectful? And you're going to get, you all, you're very modest. In most classrooms, in most classrooms, you'll get 80% of the kids are going to raise their hand. Eighty percent of the kids are going to say, I was treated badly, right? Now here's what I want you to think. What should you do? What should you do, now that you know the discrimination, what's okay, what's not okay, what should you do?

What should you do if someone treats you disrespectfully? What should you do if you see someone treated disrespectfully? And what should you do if someone tells you that they think you're being disrespectful? See the difference? Those are three different things. So here's what we've learned. And so at this point, I want you to be thinking about you've got class, here we are, we've got a group of kids. We are really committed to this being an effective learning environment. We are really committed to everybody being treated with respect and care and thoughtfulness.

And part of what you know, is you know when being respectful is. And you know what it feels like when somebody treats you disrespectfully. I want you to ask this question, why do you think people continue to treat each other disrespectfully? You ask that to the kids, and they start pondering. I mean, you actually create a dialogue. Why do you think people, why do you think other children, other students treat people disrespectfully? Why do they say bad things? Why do they do that?

And the most common responses we get are things about what miserable wretches they are, right? I think he does it because he is fundamentally rotten at the core of his soul. All right. So that may be cathartic, that may be, but that's not, that may not what be what actually works. So here's what I want you to think about doing. And I was actually going to do it, but the environmental protection people have asked that I not. So typically what we do, I want you to take a candle, right.

This is a candle, and I want you to light the candle. And I want you to say, okay, I want everybody to look at the candle. Are you looking at the candle? And you're looking at the flame. The flame is hot. It actually hurts. If you touch the flame, it actually hurts, right? I want you to think about that flame as being disrespectful behavior. I want you to think about that flame as being name-calling. I want you to think about that flame as being taunting. I want you to think about that flame. Are you think, I want you to think about the behaviors that you see people do that you know are hurtful, behaviors that are hurtful and painful to others.

You watching the flame? I want you to look at that. Now the flame only keeps burning if it feeds on something. What is that flame need to keep burning? What does that flame need? Yeah, you went to oxygen right away, they, we got some science problems in some of our elementary schools. All right, but anyway, so eventually, eventually you get to oxygen or air or something like that. And then you say, okay, I want you to think, here's what we're going to do in our school.

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You ready? Everybody here, I mean, this works, I've done this both in elementary and, I haven't done it in high school, but I've done it in elementary and middle school. I want you to watch this. I'm going to put this over, now watch, if you take away the oxygen, the flame doesn't go right out does it? See, it's still going, but keep watching, keep watching.

Are you watching? All right. Watch what happens if you take away the oxygen. The flame goes out. I want you to take away the oxygen that is maintaining disrespectful behavior in our school. Will you do that? Will you do that? And now I'm going to teach you how to do it. You ready? Why do kids engage in problem behavior? Why do they do the things that are so hurtful? They do it because they get attention, they get the popcorn, they get people thinking that they are more socially powerful, more socially adept. I want you to stop that.

From now on, here's the basic message. In this school, right here, we treat each other with dignity and respect. That's part of what being here is all about. And every single student in this school knows how to teach and treat people respectfully. You should not tolerate or put up with inappropriate behavior. So here's what I want to do. I want you it take away the attention that sustains non-respectful behavior. I want you to take it away. So what we're going to do is we're going to have something that is, and we use different words with different grade levels, but I want you to think of something that's easy. It's got to be really efficient.

It's got to be not something you do it this way with girls, this way with boys, this way in the gym, this way in the bathroom. It's got to be one thing, so one strategy. So here's what I want you to do. If you encounter something that is not respectful, I want you to tell them to stop. All right. All you do you just say stop. You don't say, the behavior you're engaging in is not consistent with the expectations of this school. I mean, seriously, one message, one word. And it, I want to again, those of you who are in elementary schools, we use stop a lot. Middle schools, we've shifted sometimes they just say, hey, enough. Right?

And the signal gets different, but part of what I want you to keep coming back to is just say stop. If somebody keeps going, you walk away. If they keep, then you come, and you talk to an adult. So the basic message is stop, walk, talk. Stop, walk, talk, yes. And in one elementary school, they actually changed it to stop, walk, squawk. But you can use it however you want. The message is pretty simple. And in part, if you do it well, if you do it well, then part of what we need, I want the stop message. I want the stop message to have two forms, a word, a single word, and a gesture.

So I want you to be thinking right now, a word and a gesture, a word and a gesture. And in most cases, it can be something like this. We've used stop, right? You can come up with lots of variations, but the key is everybody's got to use the same one. Don't leave it to their own, otherwise you'll get middle school students with this, you know, and so. No, I mean, come on, you've been there. Okay. Part of what we've done, we always go to the students. What would be a way in which you tell somebody to stop? I mean, how would you do that?

How would you set it up? And I want you to think about what you've just done. The real skill is teaching the discrimination, what's okay and what's not okay. The second thing that's critical, I want you to understand why you're doing it. I want you to take away the attention. If what you do, if you look at your friend and say, I don't like the

way you're behaving, and I'm not going to give you any attention for that, and I think it's really inappropriate . . . that's not it. That's giving attention.

I want you to stay stop. You just say stop. And I want everybody to know what it looks like. And part of what, and the fascinating thing, and this the point, I mean, one of the things, I'm going to actually ask you to practice this a little bit, because the fascinating thing is you think, okay, duh, that sounds pretty easy. It's not. It's not because what people want to do is they want to do, stop, right?

I want it to be, you know, everybody's watched the *Green Hornet* and *Superman* and *The Lone Ranger* and whatever, right? And they want to do something to that miserable wretch. So basically you just say stop. Voice tone is important. You don't hit them by saying stop, right? But you do need a gesture. The gesture itself is irrelevant. The key is that everybody knows what it means.

What's the signal? What's the word? What's the signal? What's the word? Middle school, right? You don't have to say the word. The reason for the gesture is kids will have difficulty in hard situations. They need something that is, that doesn't require social skills they don't have. It's best if you give them the two, but don't avoid having a gesture. Don't have the word be a paragraph. Have the word be something that's simple and clear.

Second part, all right? If it doesn't work, if the people, if somebody doesn't stop, then you walk away, right? Remember that walking away removes the attention. And if walking, if somebody keeps pursuing you, then you come, and you talk to an adult, so simple message. Remember, this is not designed to take care of Attila the Hun. This is designed it take care of 80% of the bullying behavior that you see within schools, 80% of the bullying behavior that you see within schools. Now a couple of things that I want you to think about it.

One of the, if you at all have experience with young kids, you're already worrying. You're worrying about all the ways that this could go wrong. And one of the ways is, the last thing I want to do is to teach people to come to me and tell me that Donna is being mean to them, right? So what's the difference between tattling and reporting? So this is a big deal. Remember the part about what you teach the adults? So Elaine comes up to you. Elaine comes up, tears streaming down her face. I've been morally, physically, humiliated and offended, right?

Donna has been mean to me once again. The difference between talking and tattling, the difference between coming and telling, and the first thing that I am going to say is, did you tell her to stop? Well, no. Well, let's practice how you tell somebody to stop. So show me, right? Show me how you would tell somebody to stop. And you will already have done that. In fact we're going to, I want you to start thinking about who you're going to, who you're sitting next to, because I'm going to ask you to actually do this with them.

It's important for you to feel it in addition to do it. So I want you to be, we're going to just use this as the stop signal. But I want you to understand, for the adults, we've got to teach adults what's the difference between tattling and reporting? If you're reporting, you've already told them to stop, and they didn't stop, right? The other thing that's great is, when you call Donna over, you say, Donna, can I see you for a minute. Donna, come here. And then what's the first thing that Donna says?

I didn't really do it. I didn't do it, I didn't do it, I didn't mean it, or it wasn't a big deal. In fact one of the great things, one of the consistent patterns about bullying, is, oh, come on, we were just teasing. It's really no big deal. It's no big deal. And in fact, again, a guy named Hill Walker, who's done a great deal of research on this stuff, tells the story. He was watching a fourth grader who was engaging in high rates of aggression on the playground. And he went up, and the observers were watching, and Hill happened to be there, and this kid was playing around, he grabbed this other kid and put him on the ground, smashed him in the face three times. And the teacher ran over and pulled the kid away.

And he was still trying to do the fighting and started walking away. He was going once again to the bench where the bad, you know, the group W bench, right? And so he was being taken, and Hill walked up, and he said, why did you do that? Why were you hitting him? And the kid said, it's recess, no big deal. That's what we do at recess, right? So one of the messages that you get over and over again is I didn't do it, I didn't mean it, it was no big deal, they're making a big thing. Here's what I want you to do. I want you it cut through all of that. Did she ask you to stop?

Yeah, but I really didn't. Did you stop? I really don't care what you did, cowboy, if she tells you to stop, you stop. You got it? Now let's practice that. Let's practice what it means to stop. So in part, if we're going to go through that, you've got to teach each kid what to do. You've got to teach what to do if you're treated disrespectfully. You've got to treat, you've got to teach what you do if you see someone treated disrespectfully, and you've got to teach the third skill, what if someone tells you to stop?

So once you do the curriculum for the kids, right? We've got the flame, right? You've agreed we're going it take away the oxygen that maintains disrespectful behavior. So there are three skills I want everybody to have, ready? Skill number one, if someone treats you disrespectfully, I want you to say stop. So everybody show me right now. Ready? One, two, three, stop. Great, okay. And you're going to practice that in your groups here in just a second, but it's simple. Notice that you didn't scream it, tone of voice is important. You just tell somebody to stop. Here's the second skill, much more complicated.

Second skill, if you see someone treated disrespectfully, it's not you, you see someone treated disrespectfully, I want you to say stop and take the victim away. Do not engage in dialogue. Do not engage in debate. I want you actually to remove the person who's the victim. And we actually learned this by watching middle school girls. Middle school girls are both the most empathic and the most cruel.

I mean, it's fascinating. You can learn a lot. Some of it you want to know. Some of it, you don't, but, okay. I mean, seriously, so in part, here's the thing, if you see somebody threaten somebody else about taking their popcorn, you say stop, and you take the popcorn person away. You actually physically remove them from the situation. And in some cases, the victim is sort of into the situation. The victim over and over again is more rewarded by your attention than they are by the alternative.

By giving the victim attention, you have just made things happen. So first skill, say stop. Second skill, say stop and remove somebody else. The third skill, if somebody says stop to you, what do you do? Do you feel morally offended? I mean, what do you do if somebody says stop to you, I want you to stop what you're doing, I want you to take a deep breath, and I want you to go about your day.

Now the key to this, this is really important, the key to this is everyone must practice being told to stop when they're not in an aroused or anxious situation. So they've got to, and not just once, but multiple times. So part of what you're doing is you're teaching this basic rule. If someone asks you to stop, you stop. And here's another thing I'm going to tell you, 80% of the kids in the class will be asked to stop this year. Eighty percent, almost everybody is going to be asked to stop.

One of the things I want you to learn is I want you it learn both how to tell people to stop, and I want you to learn how to be gracious when somebody else. If you are being respectful, if you're considering how your behavior affects those around you, then you will stop when somebody says stop.

In fact what I want you to do, right? I want you to stop what you're doing, and we actually in some cases actually teach looking down, but not everybody likes that. Take a deep breath, and just go about your day, right? So if somebody tells you to stop, right, go about your day, no big deal. So there are three skills that everybody is expected to have. Tell somebody to stop, tell somebody to stop and remove the person who's being attacked, and if somebody tells you to stop, stop. All right?

So here's what I want you to do. I want you to stand up. We've been doing this for over an hour, time to stand up, all right. I want you to find a person at your table, and if there are three of you, trade off. On my signal, here we go, we're still paying attention. Attention up here, three, two, one, okay.

On my signal, I want you to ask, figure out who's going to, one person, you're going to, person A is going to ask person B to stop. Then you're going to have person B ask person A to stop, ready? So we're going to do it. The thing is, voice tone is important, do not call people names, do not do any of it, okay. This is just practicing doing stop. Okay here we go, ready. Wait, wait, wait, three, two, one, this is easier to do when you have a class of 25.

It's always harder, listen, it's also, it's also harder to do with the teachers than it is with the kids, all right? So here we go, first person, so figure out who's going to be doing stuff first, ready? Three, two, one, stop. Excellent. Nice job. Okay. Shift roles, shift roles, ready, here we go. Three, two, one, stop. Okay.

Now stay exactly, I want you to shift roles again, this is now, I want the person who was asked to stop, I want the person who was asked to stop to visibly take a deep breath and take a step back. We don't have time to go about your day, okay. So here's what we're going to do. Person A will say stop. Person B will take a deep breath and take a step back. Ready? Okay. Three, two, one, stop.

Here we go, back up here. Change roles. Change roles. Okay. Three, two, one, stop. All right. Everybody, please sit down. Are you having way too much fun? Here we go, back up here, three, two, one. Now you've got another task. You've got another task. I want you to do two things. I want you to do two things. Thing number one, I want you to think about the age level of the people you work with primarily. I want you to think about the age level of the people you work with.

As a table, as a table, I want you to come up with a signal that you would use in elementary and a signal that you would use in either middle or high, a signal that you would use in elementary and a signal that you would use either in elementary or high, make sense, the stop signal. The second task you've got, the second task is I want you

to think about how this would apply if you were doing name calling, threats of violence, and now I want you to add passing of notes.

And at this point, I want you to think about physical notes, we'll come back to the cyber thing as soon as we're done. And as you're thinking about this, think about situations where this would be troublesome or what it, in your school, where would you have trouble with it? So you've got two tasks. You're going to have three to five minutes to do this. First is, what would the signal be? Second would be, how would it be applied under these situations? Do you have questions? Go.

All right, three examples, so three people who could stand up and say, here's the signal that we came up with. Do I have a volunteer? Volunteer? Yes, please stand and show us what the signal would be.

MAN: We decided . . . elementary . . .

DR. HORNER: Excellent message. So the message is, this works perfectly fine at elementary school, but in part, the idea needs to move into middle school or high school, but people would almost want to have something that was more appropriate. So going like this or going like this would be ways of showing to stop. Don't make it too complicated, don't get into a flagging system, but remember you can, all right. Second example, yes, please, stand, please.

WOMAN: . . . rather than the . . . the hands and the face . . . he was going to hit me, so I hit him back. He touched me . . .

DR. HORNER: Great, okay. So using the sign language for stop, which is perfectly fine, right? And in some ways being worried that this almost is perceived as an aggressive behavior, right? Perfectly fine, perfectly fine, one more, please.

WOMAN: We had that same dilemma, but we could see the little spice . . . but we thought that stop is universal. Any language, this, anyone . . . so what we thought of was teaching children stop is here. It's in your space. You are stopping the person from touching you. You're not trying to stop that person. So this is, and we're going to say to stop. We were concerned about it because . . . the arm is going to stay bent and your hand is in your space.

DR. HORNER: Excellent. Okay. So the message was you stop, but you stop by putting the hand in front of yourself, not out here.

WOMAN: What it could be because another thing we thought of . . . cafeterias. We thought nightmare, stop, walk away. We envisioned 300 children walking. So we kind of struggled with that and just, it's a stop and just turn or move away, and then get assistance because the walking could, it probably depends on where you are . . .

DR. HORNER: You know, the thing that is neat, so the message was it can be stop, turn away, and then come, perfectly fine. The thing that's nice about that, the thing I want you to really take away, notice how the logic is consistent with the idea of

removing attention. The important thing is not whether you turn or walk away. The important thing is whether you remove the attention. The reason for walking, we actually, ironically, we started with turning. And we found that victims too oftentimes had difficulty turning away without saying something back.

And the, the actually creating a physical space assisted us in decreasing the likelihood that the victim would react. Because bullies are oftentimes very, very good at giving the stinger that's hard to ignore. So it was, I mean, you can try that. You can see how it works, you can see, but I really like the idea about saying it's a stop signal in front of your chest. And for what it's worth, the thing I really like is I just did this in Oslo, in Norway, and you're absolutely right. I mean, you can do it in many, many different languages, and people lock right into it. So nice job, one more. Yes, please.

WOMAN: We talked about . . . pointing to yourself . . .

DR. HORNER: So that's great, so you say, look, this needs, you need to think about others, right? I like it. Very nice. Okay. Yes, please.

MAN: . . .

DR. HORNER: She was going to stand up and sing *Stop In The Name of Love*, but we didn't have time for all of the, for the full dance routine. Okay, all right. Part of what I want you to think about, we appreciate your restraint. Okay. First off, I want you to feel, come back together, please. I want you to feel how simple this is, right? I want you to feel how simple this is. I also want you to start thinking, I want you to think about the extent to which you're teaching kids not just a simplistic behavior, you're teaching them a complex rule.

One of the other things you're teaching is the expectation that if someone asks you to stop, you stop. And I don't want you to underestimate that, that practicing of take a deep breath and step back, it felt a little awkward, didn't it? I want you to do it again. I want you to do it again. I want you to do it tomorrow. I want you to practice it until you get fluent at it.

But I want you to really think about third-grader who's taught stop, walk, talk, how she goes from being a third-grader to being a fifth-grader, how she goes from being a fifth-grader to being a ninth-grader. And how when she's in tenth grade and somebody starts approaching her in ways that she knows are inappropriate, when she says stop, she will expect them to stop. That is a powerful skill.

That is a message that you don't teach through a single presentation, but that you do teach by being part of a district that's adopting something where everybody is expected to treat each other with dignity and respect. All right. Cyber-bullying, one of the most frequently, one of the greatest expansions in the approaches to bullying are kids going online, especially on Facebook, and saying, nasty and mean things about somebody else, very, very effective.

The thing I want to you think about is we, one, we don't know enough about this phenomenon that anybody can claim that they've get it all worked out. So the margin of ignorance is still very high. Everybody can come up with theories, but part of what we just did. One of the great things that we have at the University of Oregon is people who

use the Swiss information system, enter office referrals into our database. I actually have over 18,875,000 office discipline referrals. So in the last month, we went back, and we looked at the extent to which those referrals were focused on bullying. And part of what we found is we found these were the themes that we saw.

Theme number one with, the rate of office referrals for cyber-bullying is increasing in the past four years at an extreme rate, at a rate higher than any other problem behavior that we identified. Second, unlike other forms of aggression, this was one in which girls were more frequently identified than boys. Third, now this is really important, if the person was identified, and the school responded to one of the first three instances of cyber-bullying by a person, the likelihood that they would continue at least in that medium dropped way off.

A single response produced a dramatic drop, which is very different than physical confrontations on the playground, other places. And one of the things that we also learned is the efforts that we make in school, think about all the stuff that we're trying to do around building filters and creating rules and things of that nature. Basically the likelihood that we will keep kids away from the option of engaging in cyber-bullying is zero. All right. If the Chinese government can't do it, our districts are not going to be able to do it, all right? The Internet is power.

But one thing that we have learned, and we've done this in two high schools, think about this. If at the beginning of the year in high school, you were to send out a Facebook message to every student in the school who was on Facebook and ask them to respond to a survey on the kind of food that is going to be served in the cafeteria, on the social events that were going to be happening, on something that was related to some comment. Every kid who responds to your survey is now accessible to your Facebook page.

What that means, and this is actually very controversial, I mean, the reason that people use Facebook is because you have information access. But what that means is as soon as someone reports a cyber-bullying event, you then have access to their Facebook account, and you can go in and take a look at the extent to which they have actually been doing that. The removal of anonymity, the removal of anonymity has direct and rapid impact on cyber-bullying.

And in part, one of the messages is cyber-bullying is done by people who are not necessarily willing to do face-to-face bullying. And it needs to be treated as a different category. So I have real reservations about how much information you want to know, what's appropriate, and what's inappropriate. But in part, we, the basic message is we need to be part of rather than resist the information age, and the information age is really full of rapid access and rapid changes.

The thing that we've learned, do not ignore this stuff. If you, for example, you're teaching say stop, one of the things we did in one middle school, is the theme for that was spread no pain. Spread no pain. If somebody sends you a note, if somebody says something about somebody else, if somebody sends you a text, if that text is delivering pain towards someone else, you spread no pain. It dies.

Now we don't know the full extent to which that was effective. That came, by the way, from the students, not from the faculty. So that was a theme that came through, and it fit with their notions of being respectful, responsible, and safe. The place that I want to, that I want you to be at when we're talking, is I want you to have a sense that

when we talk about bullying, we need to do more than be unhappy about it. We need to use the skills that we've got.

I want you to have a sense that there are, in fact, strategies that we can use that we can make it work, that we can make this stuff fit. So first thing we do is you teach school-wide expectations. Second thing you do is you have all of the kids, you have a curriculum for teaching, for all of the students. Remember the part about staff. If you are the coach or the trainer, part of what you've got to be clear about is to what extent do we as adults expect kids and prompt kids and acknowledge kids to do the stop, walk, talk routine?

To what extent, if somebody comes and says Eric was mean to me, your answer is, did you tell him to stop? Don't get into, you know, unless, except for safety reasons, how you actually talk through all of the mean, nasty things that he did. When you talk through the mean, nasty things, you are actually rewarding tattling. If you go back to, did she say stop, did you stop? It makes it much more concrete.

Now again, this is not that easy. We were in the first elementary school where we actually did the initial research for this, the playground supervisors went through the training, mastered the skills, went back on the playground and did it exactly the way they had always done it before. Okay.

What we actually did is we took their lanyards and on the back of their ID cards, we actually wrote, did you stay stop? When a kid comes to you, look at your lanyard. Did you say stop, right? When he said stop, did you stop? So we actually wrote out that routine. We actually said, you know, did you, you know, you always ensure the kids' safety, but we actually walked through with them, did you tell them to stop? Did you walk away? Let's practice.

And so what happens was we taught the playground supervisors, the cafeteria monitors, and we recently did this actually in the bus. And there are complications. The bus driver, of course, can't do a routine while she's driving. But there are, the same kind of logic can work trans-situational. So the theme that I want you to take away, it's not good enough to just teach the kids. You need as the trainers and as the coaches, to keep coming back to how are we as adults following through and making this work?

You've got it reward appropriate behavior, you've got to look for ways that operate, and you've got to make it work. Now the data systems, remember, what are the two questions? Are we doing what we said we would do? Is it benefiting kids? Keep coming back over and over to, are these things working? If on a monthly basis, your faculty are looking at office discipline referral patterns, one of the things you want to do, pull out the problem behaviors that are most likely linked to bullying behaviors, harassment, name calling, the physical aggression.

You can pull those and bundle them, and you can actually show your faculty, what was the rate of harassment, fighting, and aggression before, and what was the rate of harassment, fighting and bullying after? We have over and over and over again, the message we get is when you show faculty their own data, that's when they start locking in. They'll trust you because you're a nice person, and they really want to be helpful in the beginning, but if you want it to endure, remember for a minimum of ten years, you need to build in the data systems that will make it work.

And in part, especially with Mary Ellen or in this case with Brian, there are the instances of Brian's aggression on the playground before we implemented and after we

implemented. So this is, now Brian was a kid who was on an IEP, so we were collecting more detailed data. But keep coming back. The other thing that I would encourage you to do, less so with first, second, third grade, more with middle school, high school, definitely with fifth graders, is think about doing something where you have a survey, and you can do it paper/pencil, although it's also very easy to use Survey Monkey and a variety. And you all are nothing if not IT savvy.

So has any other student treated you disrespectfully in the past week? Have you asked somebody to stop in the past week? Has anyone asked you to stop in the past week? Have you seen someone else treated disrespectfully by another student? See what you're getting at? Don't ask more than five or six questions. Make it simple. Always use the survey a minimum of three times within the year.

Don't do it just once. You want to say, do we have a problem and has it changed? When you do that, here's an example. These are, this is simply students indicating if they were treated disrespectfully. The data were collected in October, December, February, and April. The program was implemented November, December. Look at the data.

Now it could be this was just normal kids getting better during the year, but in fact, all of our data indicate they actually get worse rather than better unless you intervene. I want you to think about your school. Look at those data. Think about standing up in front of your faculty at a faculty meeting and say, this is what you did.

We want to create a school environment that is predictable, consistent, positive, and safe. We want to create an environment where kids are focused on learning academic skills, where they're clear about what the behavioral expectations are, where they treat each other and are treated by us with dignity and respect. They're telling us that we're being successful at doing that. That will make your staff feel phenomenally empowered. Okay.

Last piece, I want you to think about this piece about building the intensive supports. And I don't want you to walk away with the sense that, look, we did this, and Felix was still behaving like an alien, right? Look, Felix's primary mission in life is to prevent us from thinking that we've got it all worked out, right? And only people who don't really work on a regular basis with kids think that we've got it all figured out. For everybody else, you know that the margin for humility is high.

There will be those kids who need much more intense support. We are learning a lot, I mean, I've got it tell you. I actually sit on the National Institute of Health Study Section looking at the neurology, the psychopharmacology, the behavioral, the educational science that's coming out of the federal government. It's incredibly exciting. But it's also a long ways away from what we need. The margin for humility is high.

So for chronic victims, one of the things that we've learned, for examples, for kids who are either victims or perpetrators, one of the things in elementary school that I want you to think of, you practice the key routine just before they walk into the playground, the cafeteria, the assembly.

So for Elliott, Elliot is a primary bully target. He actually, he's developed this incredibly obnoxious whine, and everybody loves to hassle Elliott and get him to do this, you remember the whiny voice that just makes everybody both cringe and laugh? All right. Elliott goes to whine too fast. You've worked with Elliott, you know. Instead of doing that, what are you going to do? So Elliott, I want you to show me, if somebody is

disrespectful, what are you going to do? You're going to say, good. You're going to practice it, it's called pre-correction. You're going to practice doing it the right way just before you enter high-risk situations.

Pre-correction, we use it with math, we use it with reading, we also use it with social behavior. The other thing is with, with Delores. Delores is a major aggressive young lady, right? So with Delores we're going to say, all right, sweetie, if somebody tells you to stop, what do you do? Right? So if somebody tells you to stop, what do you do? You, yes, take a deep breath, good. So I want you to practice that. Right?

And it can't be something she's got to think about. It's got to be something that is fluent. You know the difference between sort of awkward skill development and something that where they've got it down. Just as with reading, you want that fluency, same with the social skills. You practice it with her just before she goes in.

For kids who need more, we're going to do full assessment, we're going to do a neurological, physical, we're going to do a functional behavioral assessment, we're going to design individual interventions. The individual interventions, part of what I can tell you is the success with high intensity wrap-around individual interventions is good. But they are expensive. We are not going to be able to do lots and lots of them, and you've got to know what you're doing. So the message is there are in fact answers.

The other thing is we can't rely on those high intensity strategies to make all this stuff work. All right. So some things I want you to take away. One is, I want you to say as with every single session that you go to at this conference, I want you to say, oh, that was the nice session, yes, I got good ideas. And then I want you it say, did they show us any data that documented a functional relation between what they were promoting and actual change and valued outcomes? Right? Okay.

And you can say it in a nice way, but the thing I always love, I always love, there's always somebody in the back, you know, typically with a mustache, who wants to raise their hand and say, do you actually have any data that support that? So here's a study. This is actually a research study as published in the *Journal of Applied Behavior Analysis*. It was done by a young man named Scott Ross who is currently a professor at Utah State University.

These are data for six kids across three schools. So I want you to look up there at the kids. You've got Rob, Bruce, Cindy, Scott, and Ken. Those of you going into graduate school, quick digression, do not give names of the problem behavior kids of your advisor, all right? Don't do that, all right. It's cute, it works for a little bit, but basically bad idea, all right.

So the, what this is a count of is we went into three schools that were going to adopt bully prevention and PBS. All three schools were already doing what you do. They had already defined and taught behavioral expectations. They had all taught being respectful. They had all basically built those systems in place. They identified, the administrators and the behavior support team, identified the two kids in the school who were most verbally and physically aggressive.

We kept track in the first ten minutes of recess, first ten minutes of the middle day recess, the number of office, the number of verbal and physical aggressions in ten minutes. So for Bruce, I want you to look here, this says, what he has about five office, five aggressive events in the first ten minutes. So that means he's hitting, kicking,

biting, or doing something about once every two minutes. This is pretty high frequency aggression, agreed?

All right, the other than I want you to look at, look at Rob, and look at Bruce, look at Scott, what you are looking at are increasing trends. They are getting better. They're getting more fluent at being rude, aggressive, and inappropriate, right? We have, in base line, created an environment that is inadvertently providing deviancy training. And all too often, I want you to come back to how often we're doing that. Now the first line where it says acquisition, that's where the teachers were taught the bully prevention program.

The second little dotted line is where the staff taught the kids. So part of what I want you to look at, is look at both the trend and the level of aggression, decrease in trend and level. And in fact, for those of you who like numbers, that accounts for a 72% reduction in the aggressive behaviors of those kids who were identified as being the most inappropriate. At no point were those kids identified to the faculty, the student body, or their parents. Nobody labeled them as bullies.

Nobody denigrated, nobody gave them an IEP label. They were simply identified by the behavior support team for us as a research group. Make sense? All right. Now the real trick is did we change the social culture? Because this was not a matter in which these students stopped or decreased their aggression because they went through a routine where everybody was taught to stop, walk, talk. All the kids were taught stop, walk, talk. But part of what I can tell you, that will have zero impact on the kids who are engaging in aggression.

The thing that changes the kids who engage in aggression is the extent to which the other kids stop delivering pay off. So these are, this is a little bit more complicated. These are conditional probabilities. So see this is, look at the top where it says victim. In the first five seconds, after one of the aggressive kids was verbally or physically aggressive, what's the likelihood, in blue, before they were trained, in red, after they were trained that the victim would say stop, that the victim would walk away, and here's what is important, the likelihood that the victim would reward problem behavior.

So what I want you to think about, there is a dramatic increase in the likelihood that the victim would say stop, a dramatic decrease in the likelihood that the victim would reward problem behavior. These are the same data, only these are for the bystanders. Remember the bystanders? A dramatic decrease in the likelihood that the behavior would get paid off.

So part of what we're really emphasizing is if you're going it make this work, it's not just about finding the kid who's a bully. It's about actually changing the behavior of everybody in the school, much bigger task. That's why it has to be simple. All right, last little bit. We've got 7.3 minutes. How do you do this? How do you do this? If you're interested, if you're interested in actually putting this together, I want you to pull the data off the website, I want you to pull the resources.

There are several examples and summaries. There are one-page things that you can give to your faculty that are, what does this look like, and what are bully prevention things? There are things that you can use with the Legislature. Part of what I want you to do, don't adopt a package that you don't embed in what you're already doing. Be efficient. Be really, really efficient.

Only, and there, I say that with tremendous admiration for the packages that are out there. I have not seen a bully prevention package that I didn't think offered some brilliant messages. You can take those messages and put them in what you've got. But don't do it as a Band-Aid or as a second thing. Make it part of your culture. Make it fit your kids, your community, your language, your families.

Expect the whole school to adopt it. Expect the district to provide the orientation, the trainers, the data system. So don't roll over. Go back to the district and say, come on, we want you to step up. We need this. We need to put it in place. So those of you in the back who are over 40 are going to have trouble reading this, but what I want you to think about, right? Now, that is actually, my cousin is an ophthalmologist.

At about age 40, you start getting, you start losing acuity. All right. What this is, this is a checklist that you can use for designing an action plan for putting this in place. You know how big we are about building checklists and action plans. So you always start by introducing it to the faculty. You have the faculty readiness. You build the curriculum.

Remember there are two curricula, one for the faculty, one for the students. You teach the faculty first. Why do we do it? How do we do it? You have them practice. Then the faculty, many faculty, don't have just your hero train all the kids. Have all the faculty train the kids. Why? Because you want it to be a whole-school phenomenon, right? Get everybody engaged. Get the custodian, get the lunch people, you know, if you can get the bus people, go there too. I mean, get people engaged in doing the training.

The part of what you're going it look at is once you've done the training, you need somebody, typically from the district. Those of you who are coaches, I want you to show up. Big thing, go to the cafeteria, go to the recess area. Watch and make sure that the faculty are following through. Don't say, what did he do to you? Say did you say stop, right? If you didn't, let's practice the routine. Walk through the how you practice the routine bit.

Build in boosters for the faculty, boosters for the kids. Build in strategies for doing the surveys so that you actually get data coming back. There are many manuals, materials that you've got, and remember all of these slides, you can either get from the PBIS website or from Ron in the site that's here. So the message from this morning, one, I want you to just be absolutely proud and delighted with yourselves for the accomplishment that you've got about building a school-wide positive social culture.

I want you to see that as a tremendous accomplishment that's a benefit to the kids, to their families, and to your faculty. Second, don't assume that simply getting universal tier-one systems in place is going to meet all of your needs. Keep focusing on the classroom systems and for focusing on that issue of bullying, here's what I want you to do. Check in with the kids. As adults, part of what we find, we as adults consistently underestimate the rate of bullying that is reported as going on. Check in with the kids.

Consider what we've just done today not as the solution, but as the smallest step that will produce the biggest effect towards a solution. This won't solve all of the problems, but we've actually done this with individual schools, with whole school districts, and with whole state systems. Part of what we see, it's doable, it works, and it can sustain. I wish you well as you go forward, and I wish you well in terms of dealing

with issues that make it fit uniquely for the issues in the commonwealth. Thank you very much.