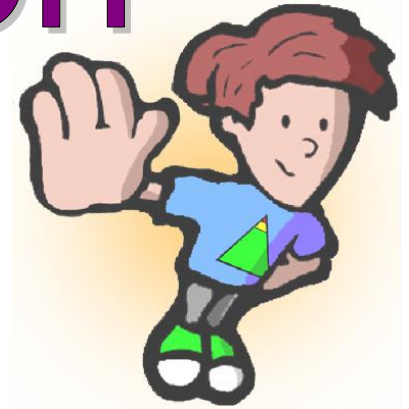# Bully Prevention
In Positive Behavior Support

Scott Ross & Rob Horner
Utah State University and University of Oregon

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The Logic:
Why invest in Bully Prevention?

▸ The National School Safety Center (NSSC) called bullying the most enduring and underrated problem in U.S. schools.

(Beale, 2001)

▸ Nearly 30 percent of students have reported being involved in bullying as either a perpetrator or a victim.

(Nansel, et al., 2001; Swearer & Espelage, 2004).

▸ Victims and perpetrators of bullying are more likely to skip and/or drop out of school.

(Berthold & Hoover, 2000; Neary & Joseph, 1994)

▸ Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings.

(Carney & Merrell, 2001; NSSC, 1995).

Video

BP-PBS, Scott Ross

What is Bullying?

▶ "Bullying" is aggression, harassment, threats or intimidation when one person has greater status, control, power than the other."

▶ Examples:

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Why invest in bully prevention within *School-wide Positive Behavior Support*?

▸ **Most Bully Prevention programs focus on the bully and the victim**

  ▸ Problem #1: Inadvertent "teaching of bullying"
  ▸ Problem #2: Blame the bully
  ▸ Problem #3: Ignore role of "bystanders"
  ▸ Problem #4: Initial effects without sustained impact.
  ▸ Problem #5: Expensive effort

▸ **What do we need?**

  ▸ Bully prevention that "fits" with existing behavior support efforts
  ▸ Bully PREVENTION, not just remediation
  ▸ Bully prevention with the systems that make the program sustainable.

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Bully Prevention in Positive Behavior Support: The Foundation

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

- What rewards Bullying Behavior?
  - Likely many different rewards are effective
  - Most common are:
    - ☐ Attention from bystanders
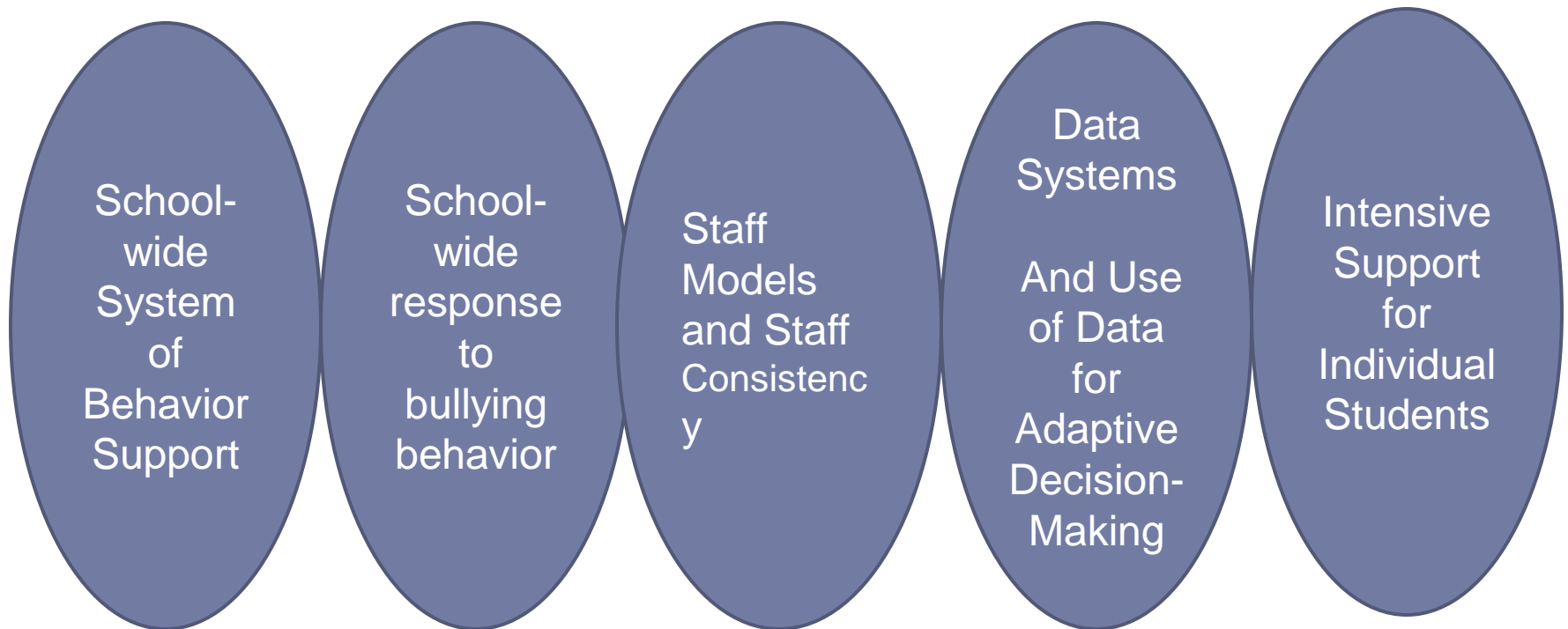   - ☐ Attention and reaction of "victim"
    - ☐ Self-delivered praise

Sco

▶ Consider the smallest change that could make the biggest impact on Bullying…

▶ Remove the praise, attention, recognition that follows bullying.

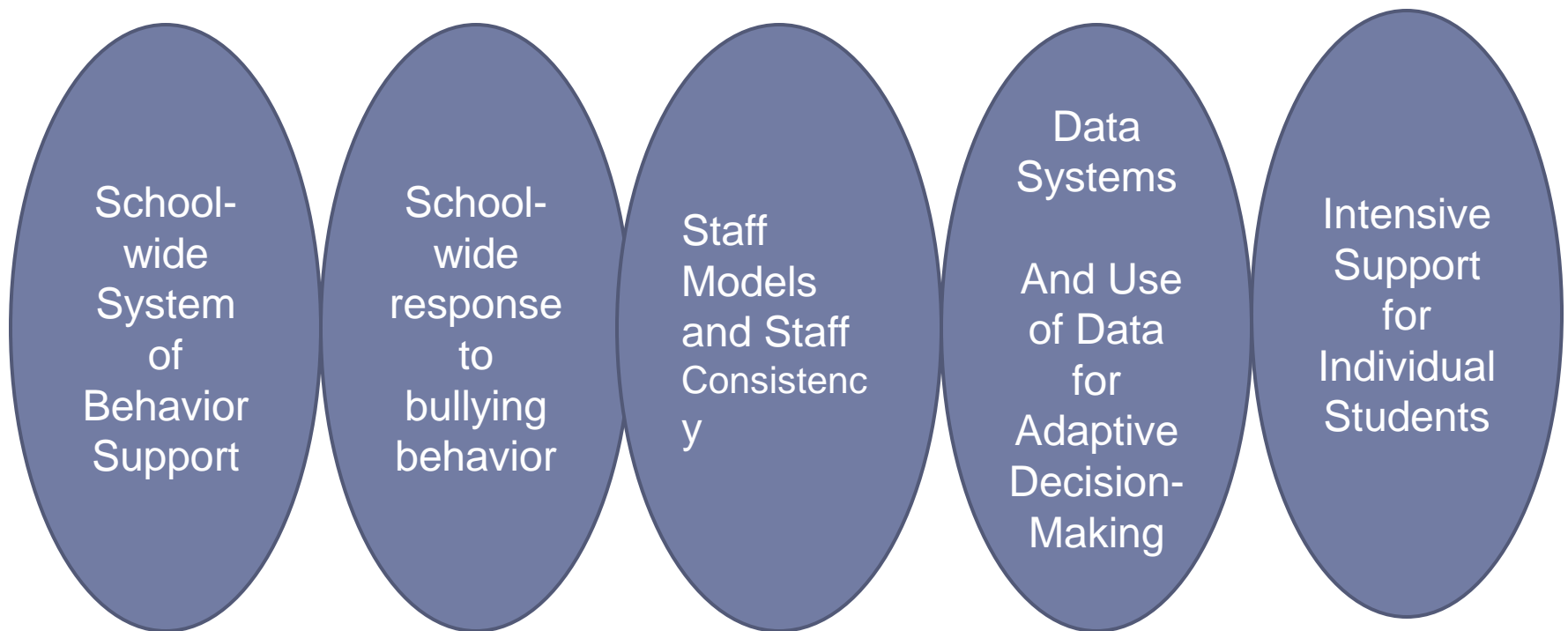▶ Do this without (a) teaching bullying, or (b) denigrating children who engage in bulling.

Bully Prevention in Positive Behavior Support

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Five Elements of Effective Bully Prevention Program

School-wide System of Behavior Support

School-wide response to bullying behavior

Staff Models and Staff Consistency

Data Systems And Use of Data for Adaptive Decision-Making

Intensive Support for Individual Students

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Bully Prevention
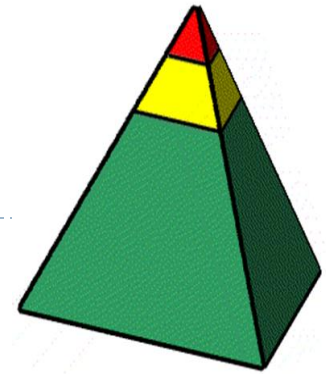
▶ Establish a **whole-school social culture** where positive behavior is "expected" and rewards for bullying are NOT provided.

  ▸ Teach "be respectful" as a basic concept for the school

▶ All students know what is expected, and can identify the difference between respectful and disrespectful behavior.

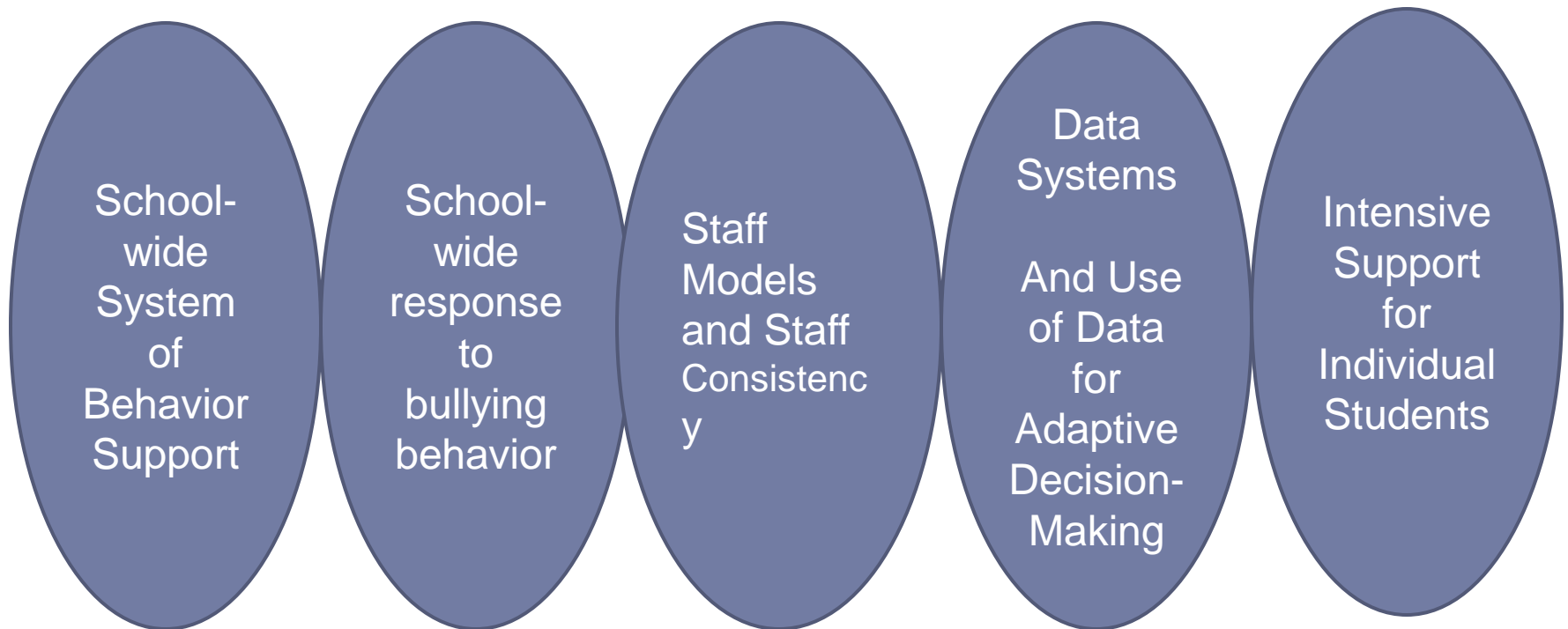 ▸ Student to student
  ▸ Student to adult
  ▸ Adult to student

Delivering Bully Prevention in Positive Behavior Support

- Establish rules for instruction based on 3-5 school-wide positively stated rules
  - "Be Respectful"
- Discuss examples (and non-examples) of following school-wide rules in specific settings.
- Use non-examples (e.g. problem behaviors) from outside the classroom:
  - Basketball, Four square, Wall ball
  - The word "bully" is never used

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Teach all students to remove the rewards that sustain bullying

▶ What behaviors are harmful, disrespectful, unacceptable?

▶ Why do these behaviors keep happening?

▶ What should you do?

    ▶ If you experience some doing these behaviors to you?

    ▶ If you see someone else in these situations?

    ▶ If someone tells YOU that your behavior is disrespectful?

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The Goals

▶ Build a culture in which everyone can identify respectful and disrespectful behavior.

▶ Build a culture in which rewards are removed for disrespectful behavior.

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Why do Kids do it?

▸ Discuss why kids exhibit problem behavior outside the classroom

Peer attention comes in many forms:

  ▸ Arguing with someone that teases you
  ▸ Laughing at someone being picked on
  ▸ Watching problem behavior and doing nothing

▸ Provide the core message:

Take away the attention that sustains non-respectful behaviors.

The candle under a glass cup

Stop, Walk, Talk

A clear, simple, and easy to remember 3 step response

Teach a *Three-Step Skill* that can be used in all places at all times. Keep it simple
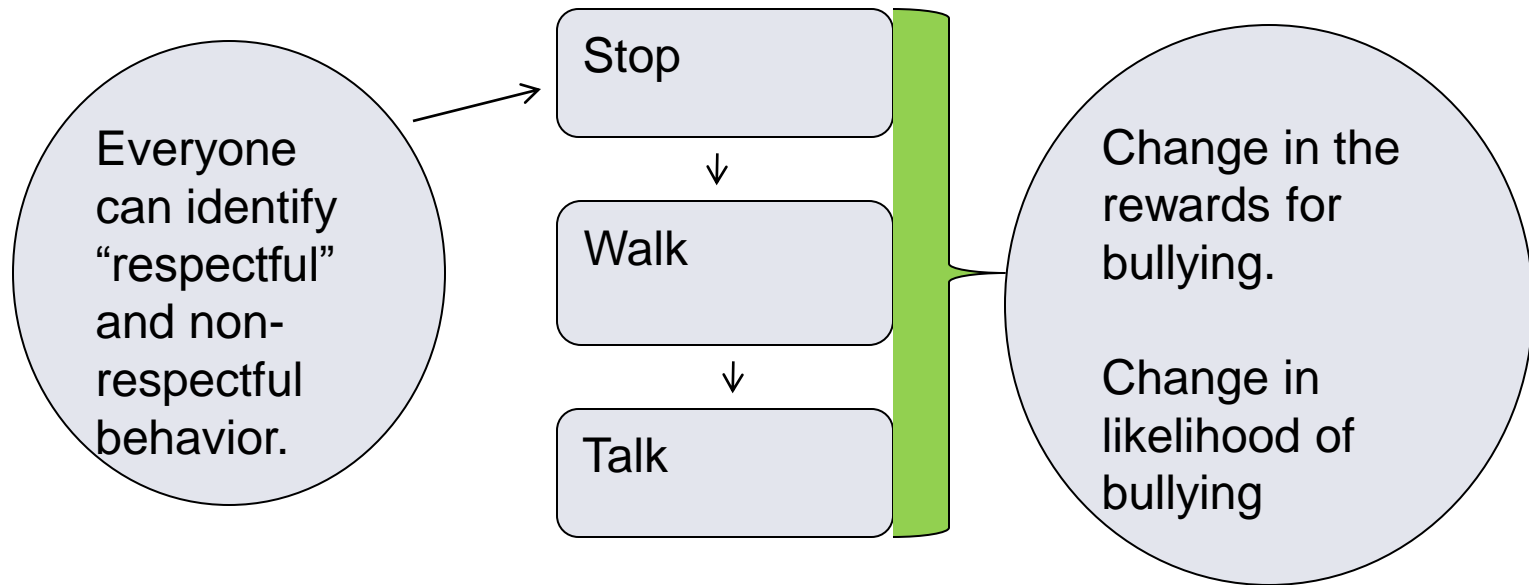
If you encounter behavior that is NOT respectful

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

Say and Show "STOP" → Walk Away → ‣ Talk to an Adult

Predictable, consistent, positive and safe
social culture
(expectations defined, taught, acknowledged)

Everyone can identify "respectful" and non-respectful behavior.

Stop

↓

Walk

↓

Talk

Change in the rewards for bullying.

Change in likelihood of bullying

Teach the "Stop Signal"

▸ If someone is directing problem behavior to you, *or someone else*, tell them to "stop."

▸ Gesture and words

▸ Review how the stop signal should look and sound

▸ Firm hand signal
▸ Clear voice

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Teach "walk away"

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

▸ **Remember that walking away removes the attention for problem behavior**

▸ **Encourage students to support one another when they use the appropriate Stop → Walk → Talk response**

Teach "getting help"

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

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

Teaching how to respond if someone says "Stop"

▸ Eventually, every student will be told to stop. When this happens, they should do the following things

  ▸ Stop what they are doing
  ▸ Take a deep breath
  ▸ Go about their day (no big deal)

▸ These steps should be followed even when they don't agree with the "stop"
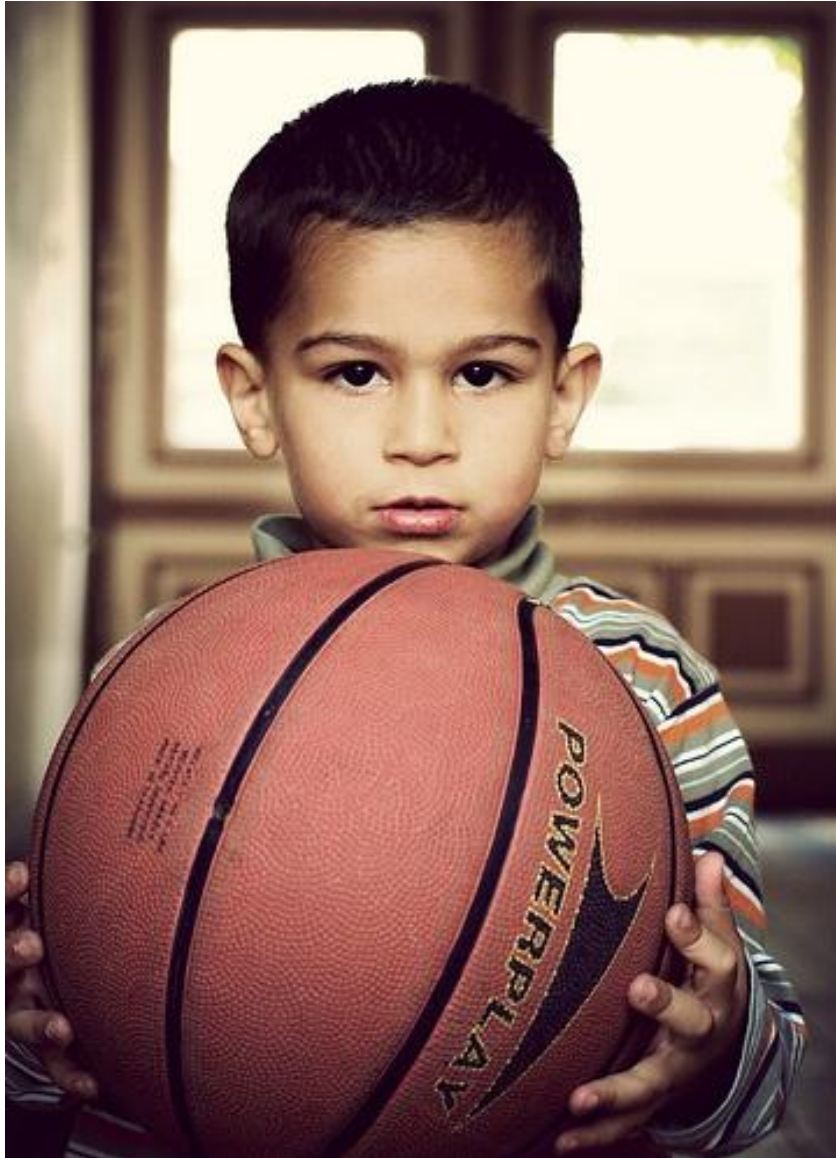
rule is:

If someone asks you to stop, you stop
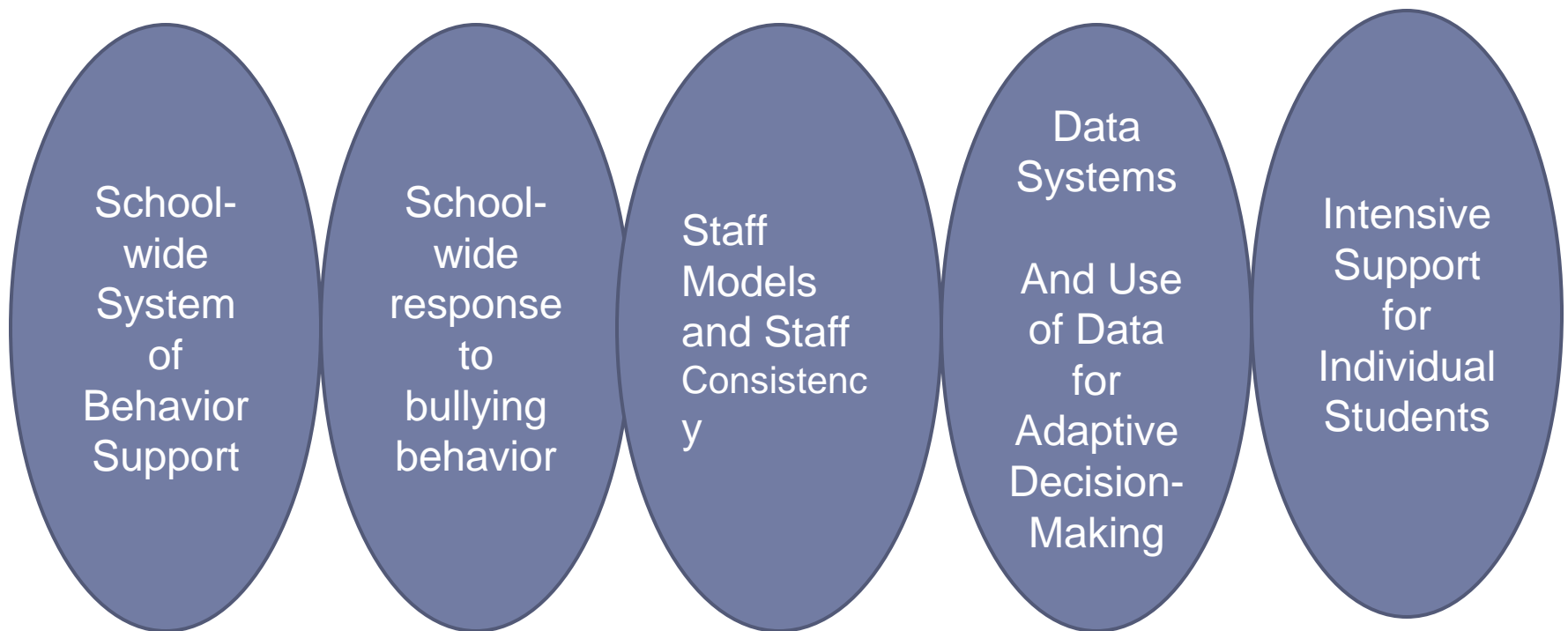
Let's Try Some…

What might it look like with:

- Name calling

- Threat of violence

- Nasty notes

- Cyber-bullying

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Practice

- Break up into groups of 2 and:
  - For 3 minutes, practice the "stop" response, along with how to reply when someone uses the stop response on you. (Make sure that each person is able to practice each roll)

- Next, break up into groups of 4 and:
  Practice the entire SWT response: Separate roles into: Supervisor, Perpetrator, Victim, and Bystander. Try to find situations where Stop/Walk/Talk may not be enough.

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How Adults Respond

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

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

Ask who, what, when and where.

Ensure the student's safety.
  ‣ Is the bullying still happening?
  ‣ Is the reporting child at risk?
  ‣ Fear of revenge?
  ‣ What does the student need to feel safe?
  ‣ What is the severity of the situation

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

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

When the child did it right…

Adults initiate the following interaction with the Perpetrator:

Reinforce the student for discussing the problem with you

"Did _____ tell you to stop?"

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

"Did _____ walk away?"

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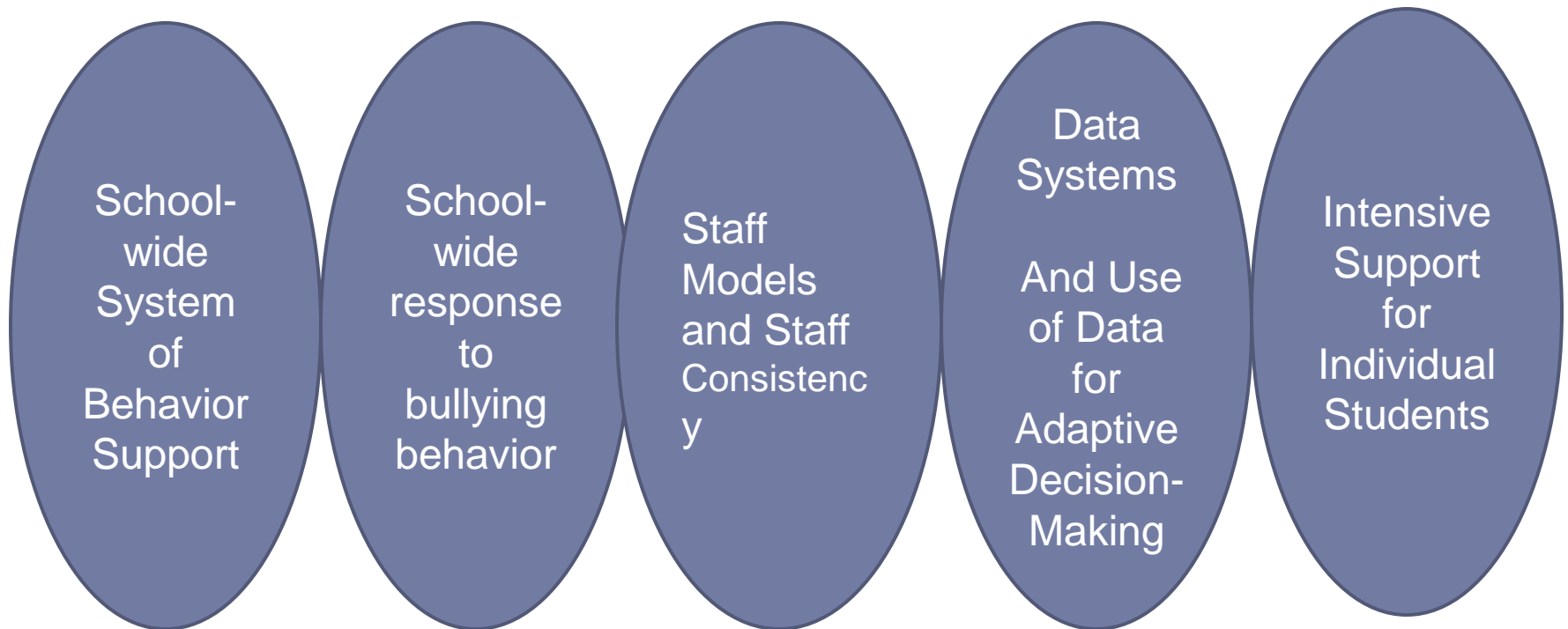- □ If no: Practice the 3 step response.

Practice the 3 step response.

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

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Rewarding Appropriate Behavior

▸ Effective Generalization Requires the prompt reinforcement of appropriate behavior, the FIRST time it is attempted

  ▸ Look for students that use the 3 step response appropriately and reward

  ▸ Students that struggle with problem behavior (either as victim or perpetrator) are less likely to attempt new approaches.

    ▸ Reward them for efforts in the right direction.

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Data collection/ Decision-making

▸ **Office Discipline Referral Data**

  ▸ Whole school

  ▸ Individual students

▸ **Student/ Staff surveys**

  ▸ School climate survey
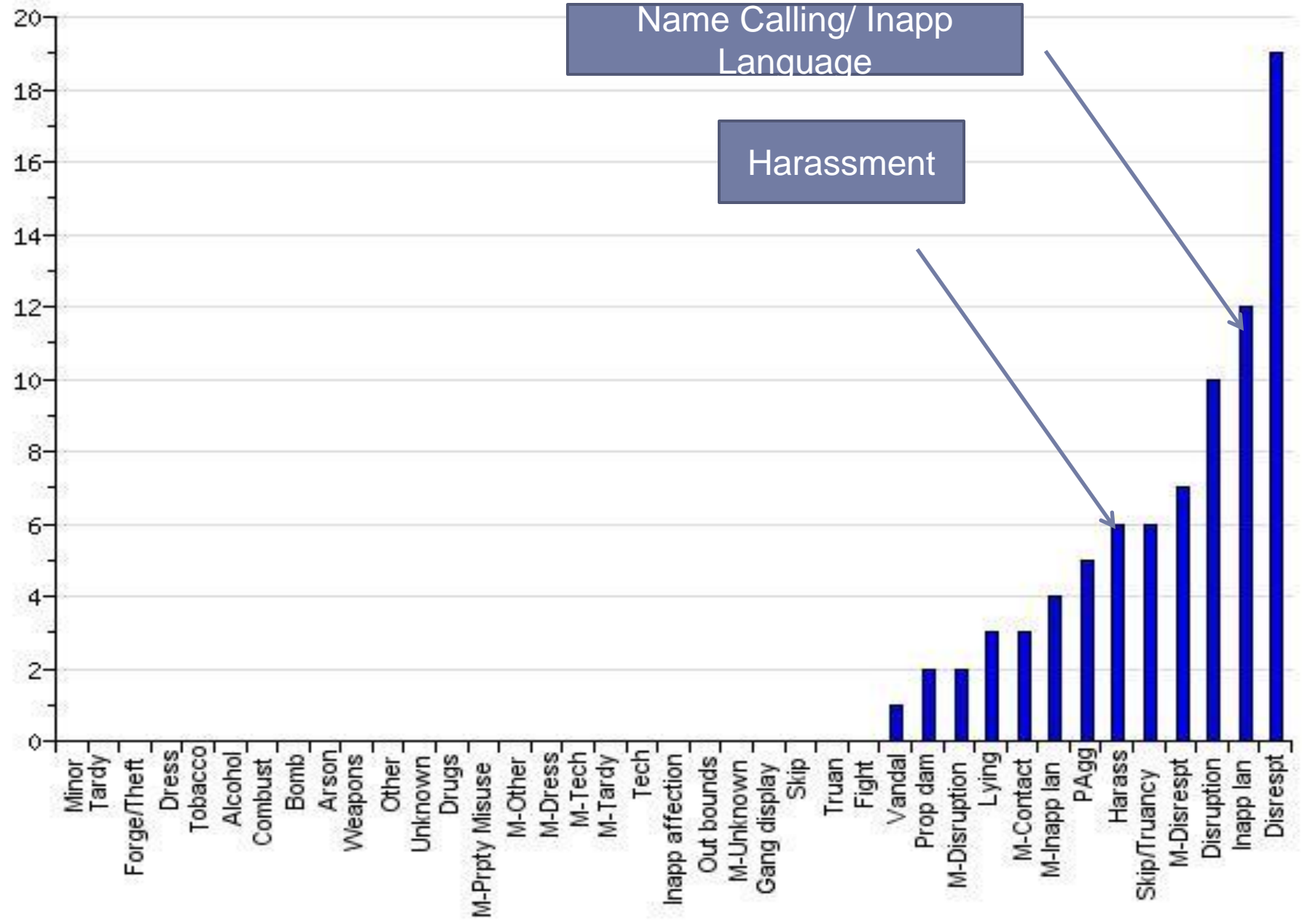
  ▸ Harassment survey

Survey

▸ In the past week:

    ▸ 1. Has anyone treated you disrespectfully?

    ▸ 2. Have you asked someone to "stop?"

    ▸ 3. Has anyone asked you to "stop?"

    ▸ 4. Have you seen someone else treated disrespectfully?

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Checking in
for those who need more support

▶ **For chronic <u>victims</u> of bullying or harassment**

  ▶ At the beginning of recess, an adult should check in with the student and remind them about how to respond to problem behavior.

  ▶ At the end of recess, check in again, ask about how it went, and reward them for their efforts.

Checking in

▸ For chronic <u>perpetrators</u> of bullying or harassment

  ▸ At the beginning of recess, check in with the student and remind them about how to reply if another student uses the 3 step response with them.

  ▸ At the end of recess, check in again, ask about how it went, and reward them for their efforts.

Intensive Individual Supports (Tier 3)

▶ **Full Assessment**

  ▶ Functional behavioral assessment

  ▶ Academic assessment

  ▶ Social emotional assessment

  ▶ Family support

▶ **Individualized intervention**

  ▶ Prevention

  ▶ Instruction/ Teaching

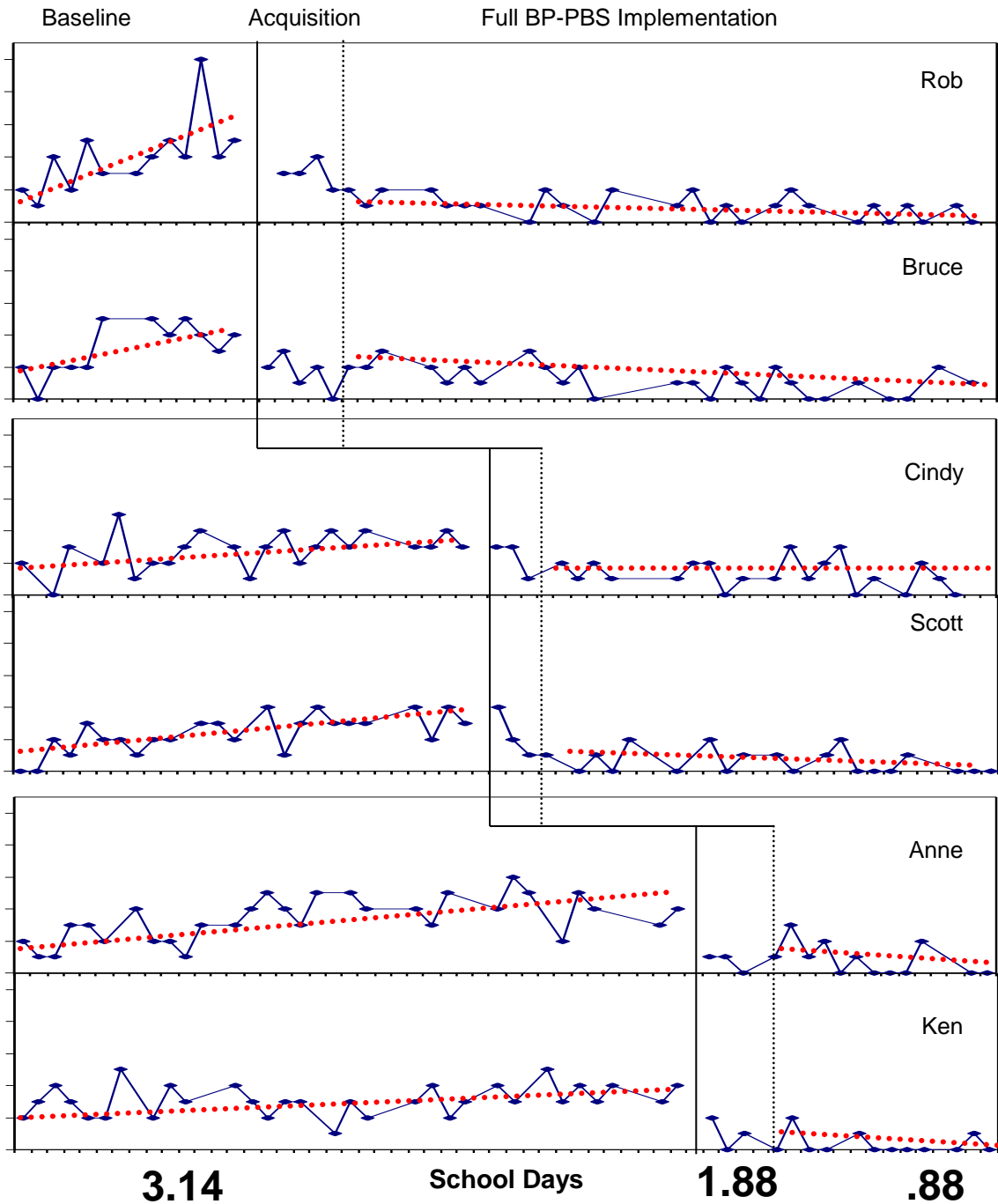 ▶ Formal contingencies

  ▶ On-going data progress monitoring

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Research Support

- Experimental Support

- Descriptive Support

- Examining error patterns

- Building in sustainability

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Ross, S. W., & Horner, R. H. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis, 42*(4), 747-759.
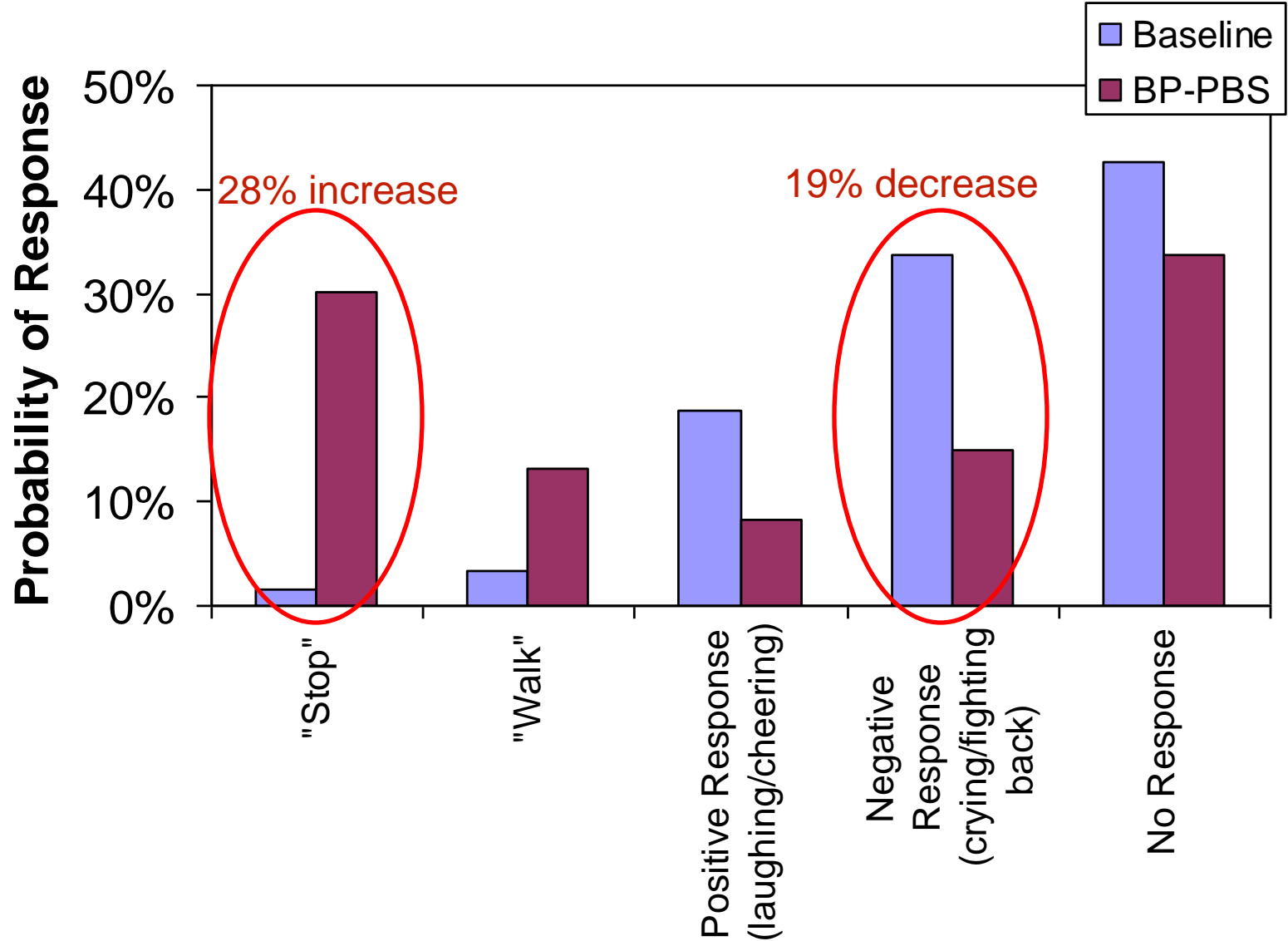
‣ Three Schools

‣ Six students identified for high rates of verbal and physical aggression toward others.

‣ Whole school implementation of SWPBIS

‣ Whole school addition of Stop-Walk-Talk

‣ Direct observation of problem behavior on playground.

Conditional Probabilities of Victim Responses to Problem Behavior

Legend: Baseline, BP-PBS

28% increase

19% decrease

Y-axis: Probability of Response (0% to 50%)

Categories: "Stop", "Walk", Positive Response (laughing/cheering), Negative Response (crying/fighting back), No Response
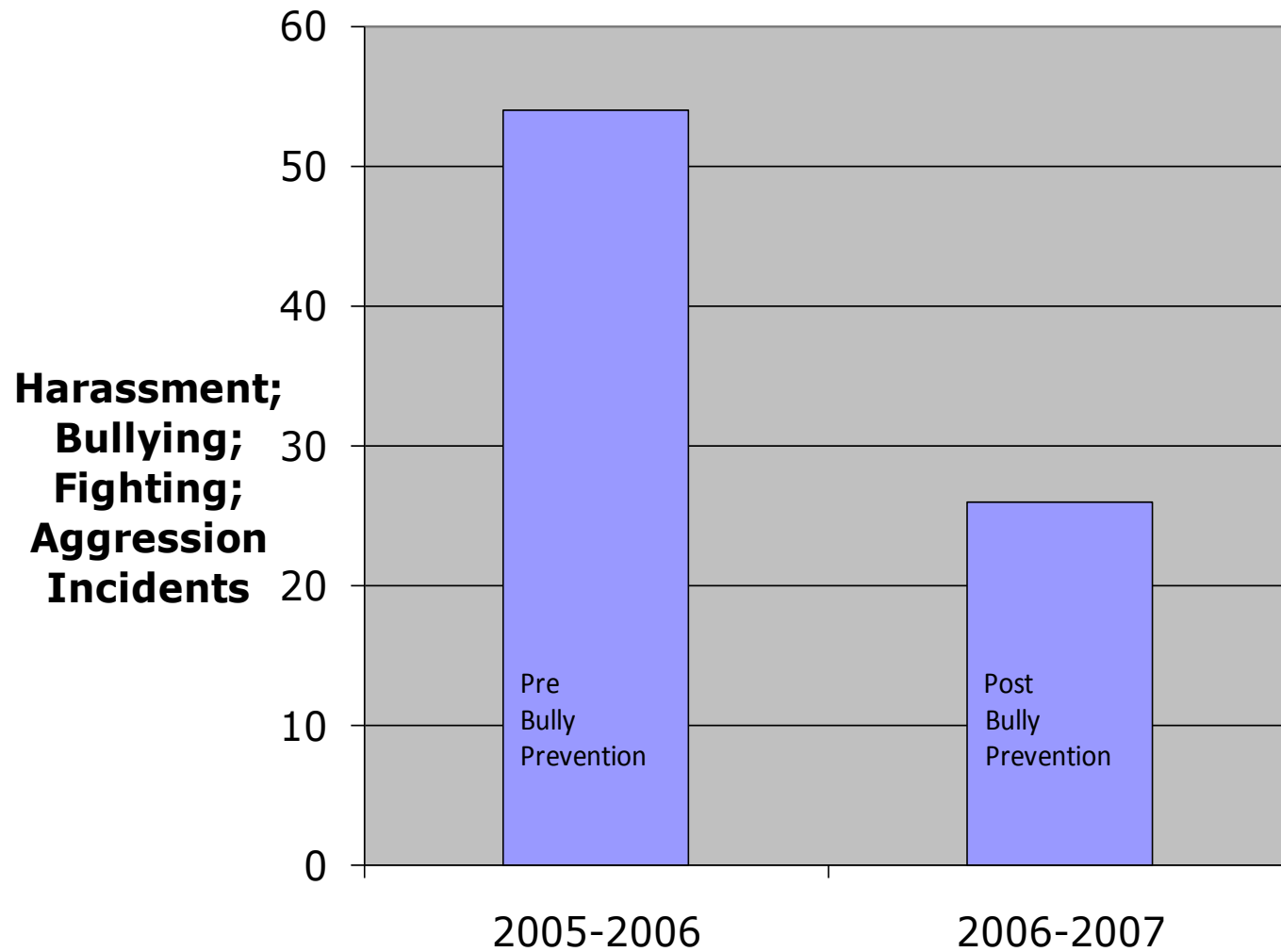
Conditional Probabilities of Bystander Responses to Problem Behavior
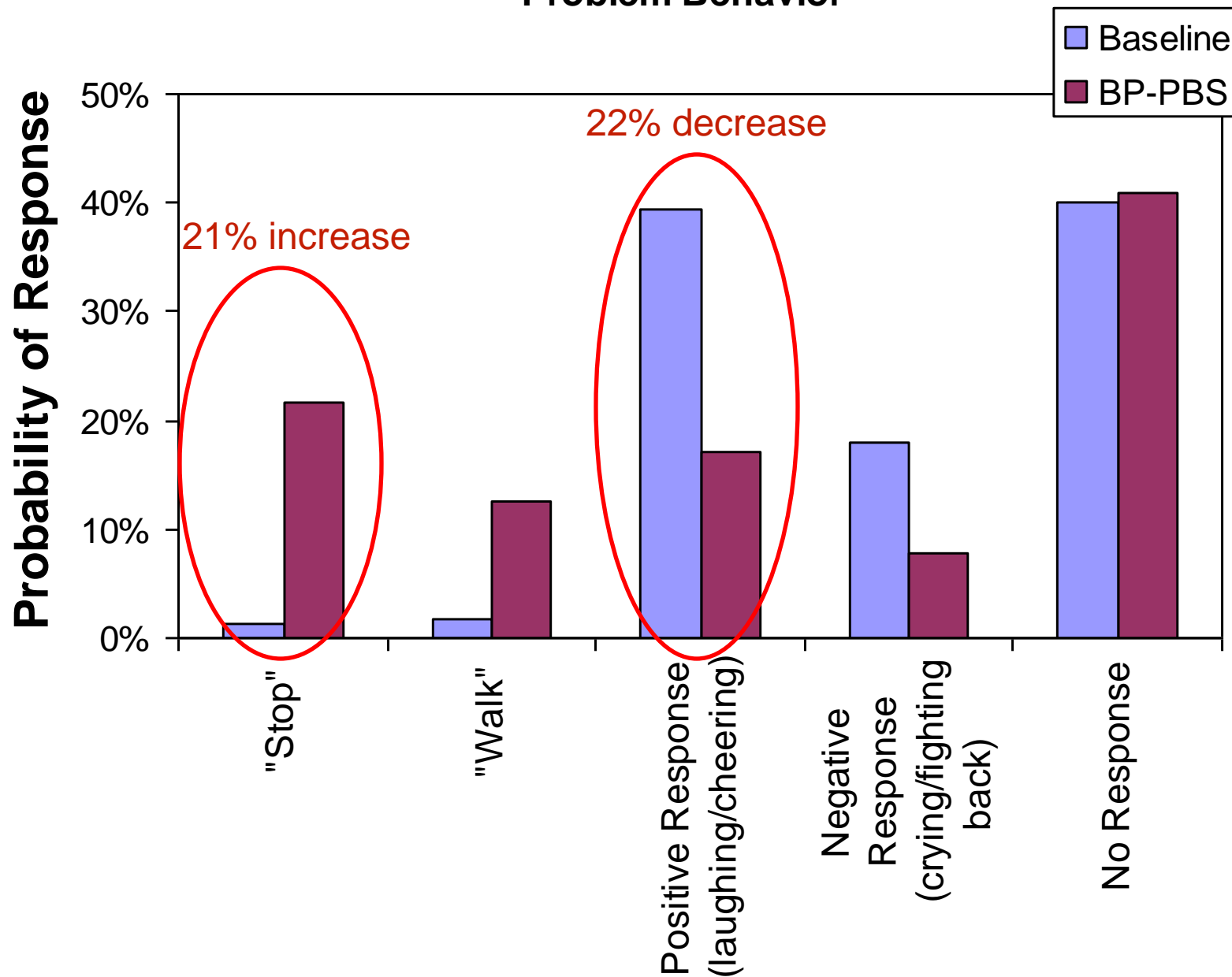
Descriptive Study: Whole School

▶ Illinois

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Elementary School Pre and Post Bully Proofing Intervention Data

How to Implement Bully Prevention in PBS

School

- Implement School-wide PBS
- Faculty commitment
- Faculty introduction to BP
- Team to implement
- Build BP lessons for students
- Train all students
- Booster/Follow up lessons
- Coaching support for supervisors
- Collect and use data

District

- Build expectation for all schools
- Fall orientation emphasis on social behavior
- District trainer/coordinator
- District reporting of:
  - Schools using BP-PBS
  - Fidelity of implementation
  - Impact on student behavior

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Bully Prevention in Positive Behavior Support Planning Guide: Moving from Discussion to Action				
This planning guide is designed for use by teams planning to implement bully prevention efforts as part of their existing school-wide positive behavior support program. The guide defines steps for the school team and district leadership team that will increase the likelihood that the bully prevention effort will be implemented well, sustained, and a benefit to students, families and faculty.				
School Building Planning Team				
Action	Criterion	In Place Partially In Place Not In place	Who?	By When?
1. Faculty/Staff Readiness	Team defined to lead implementation of BP-PBS			
	All faculty/staff have read the BP-PBS manual			
	All faculty/staff have received BP-PBS orientation training			
2. Curriculum Delivery	Schedule developed for student BP training.			
	BP-PBS lessons delivered to all students			
	Plan developed for BP-PBS orientation for students who enter during the year.			
3. Follow-up	Follow-up lessons scheduled to occur during two month period after initial student training.			
	Follow up lessons delivered at least twice after initial training, including practice in applicable settings.			
4. PBS team	BP-PBS set as a standard item on the PBS team agenda			

1. Coaching	Plan developed for coaching and feedback for playground supervisors			
	Coaching for playground, lunch, hall supervisors provided at least twice, and as needed after.			
2. Evaluation/ Monitoring	Quarterly review to assess if BP-PBS is being used as intended			
	Monthly review of office referral and incident reports related to bullying behaviors (aggression, harassment, threats)			
3. Social Validity	Evaluation of staff and student feedback			
District Leadership Team				
1.Booster orientation for New Faculty	Fall orientation for all new faculty			
2.District evaluation at least twice a year	Report to District administration or board about (a) number of schools using BP-PBS, (b) fidelity of implementation, (c) impact on student behavior.			
3. District Trainer	District has individual(s) trained to conduct staff orientation/training in BP-PBS			

Contact Information

▸ Curriculum Available at: www.pbis.org

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▸ Rob Horner: robh@uoregon.edu