Bully Prevention

in

Positive Behavior Interventions &Supports

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Special credit to Scott Ross, University of Oregon

Objectives & Topics Covered

- Define Bullying

- Why are most bully initiatives unsuccessful?

- What is Bully Prevention in PBIS?

- Examples of what that looks like at the student, staff, school, and district levels.

- Data

- Resources

What is Bullying?

"Bullying" is repeated aggression, harassment, threats or intimidation when one person has greater status or power than the another.

What Does it Look Like?

- Physical aggression
- Repeated acts of isolation
- Name calling
- Cyber bullying
- Rumors
- Threats
- Comments about race, gender, socio-economic status, disability, sexual orientation

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What are Characteristics of Bullying?

- **Bullying is behavior,** <u>not a trait or diagnosis</u>

- 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
    - Obtaining objects (food, clothing)

Bullying & Harassment

- 30% of youth in the United States are estimated to be involved in bullying as either a bully, a target.

- Staff are likely to underestimate the extent of harassment and bullying. One study showed:

- 58% of students perceived teasing, spreading lies or rumors, or saying mean things to be problems.

- Only 25% of teachers perceived these behaviors to be problems.

Nansel et al.

Adults only see the tip of the iceberg

What doesn't work

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

Scott Ross,

What to do instead

What do we need?

- Bully prevention that "fits" with existing behavior support efforts

- Bully PREVENTION, not just remediation

- Bully prevention that is sustainable.

Cure

Prevention

Bully Prevention in PBIS (BP-PBS)

BP-PBS: The Foundation

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.
(c) resorting to chronic segregation/isolation

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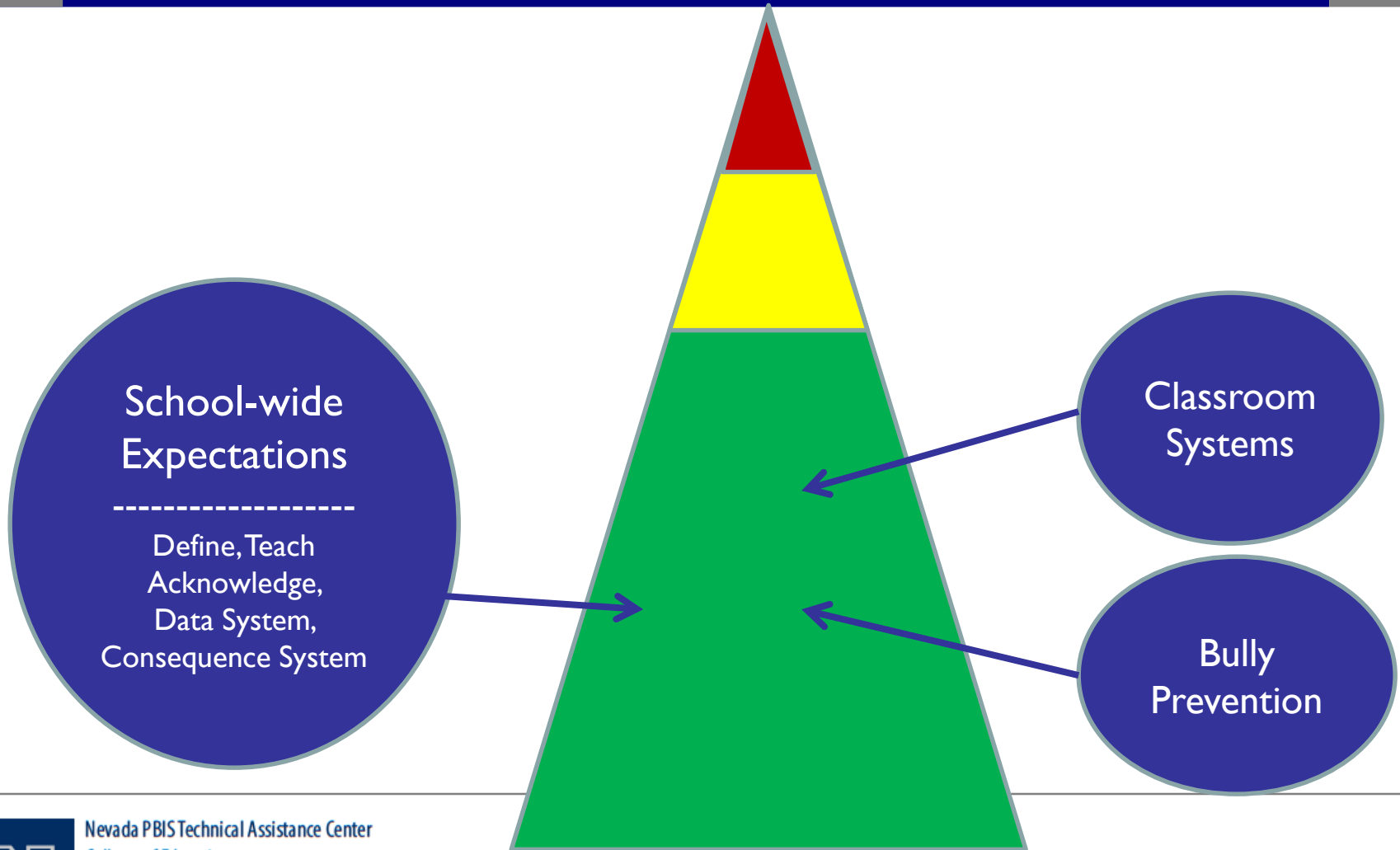# The Importance for Rural Communities

Bullying behavior occurs across all demographics and communities

In rural settings especially it is important to provide <u>students</u> with the skills to address these situations outside of the school environment

- Portable & adaptable skills
- Effective
- Generalize across settings

Bully Prevention within SWPBS Framework

School-wide Expectations

Define, Teach Acknowledge, Data System, Consequence System

Classroom Systems

Bully Prevention

What is Bully Prevention?

BP-PBS is designed as a proactive and preventive program to decrease bullying behaviors while at the same time to teach victims, educators and staff appropriate responses to bullying.
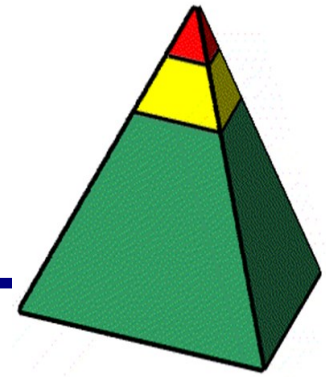
Most Importantly

BP-PBS is incorporated into the wider SWPBS system that emphasizes an on-going need for reviewing school-wide expectations and Tier 1 systems that are *fundamental* for this program to be effective.

A three part approach to school-wide
Bully Prevention

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

- Provide training and **support for adults** to (a) train, (b) precorrect, and (c) provide consequences for bullying

- Provide direct, **individualized support** for students who engage in "bullying" or "victim" behaviors.

Implementation at the School level

Delivering Bully Prevention in Positive Behavior Support

Establish rules for instruction based on 3-5 school-wide positively stated rules (Tier 1)

Discuss examples of following school-wide rules in specific settings. (Teaching Tier 1)

What do problem behaviors outside the classroom look like:

– Basketball, Four square, Cafe Line

– The word "bully" is never used

Bully Prevention in PBIS

Critical Features of Bully Prevention in PBIS:

Reduce interactions that reinforce social aggression

- Target Recipient Behavior; Perpetrator Behavior; and Bystander Behavior

Teach students skills to interrupt and report disrespectful behavior

- Establish a School-Wide Stop Signal
- Teach Student Strategies for using and responding to the Stop Signal
- Teach adults how to support students

Deliver the intervention with sufficient intensity to maintain positive effects

Teach the "Stop Signal"

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

- Review how the stop signal should look and sound
  - Firm hand signal
  - Clear voice

Choose a Signal

- Solicit student voice

- Student Advisory Committee chooses a signal and may help with lesson delivery

Teach "walk away"

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

- Remember that walking away removes the reinforcement for problem behavior

- Teach students to encourage one another when they use the appropriate response

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 AKA "Talk"
  – Where is the line between tattling, and reporting?

Differentiate "Talking" & Tattling

"TALKING"	"TATTLING"

"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 a Reply

- 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)

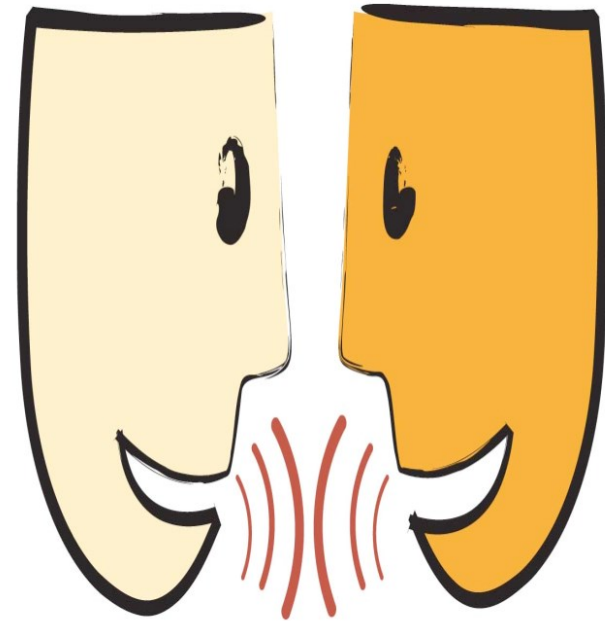- These steps should be followed even when they don't agree with the "stop"

Stop, Walk, Talk!

Say, "Stop"

Walk away

Talk to an adult

How Adults Respond

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

Reinforce the student's "talking" 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's 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

Supporting Implementation to FIDELITY

Implementation:
What We've Learned

- You need a team (PBIS Team) to monitor implementation

- Deliver the intervention with sufficient intensity (keep the conversation going)
  - Make it visible

- Facilitate active participation from the students and ***keep it real!***

- Solicit feedback from the staff and maintain staff involvement

How to Implement Bully Prevention within PBS systems

SCHOOL	DISTRICT

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
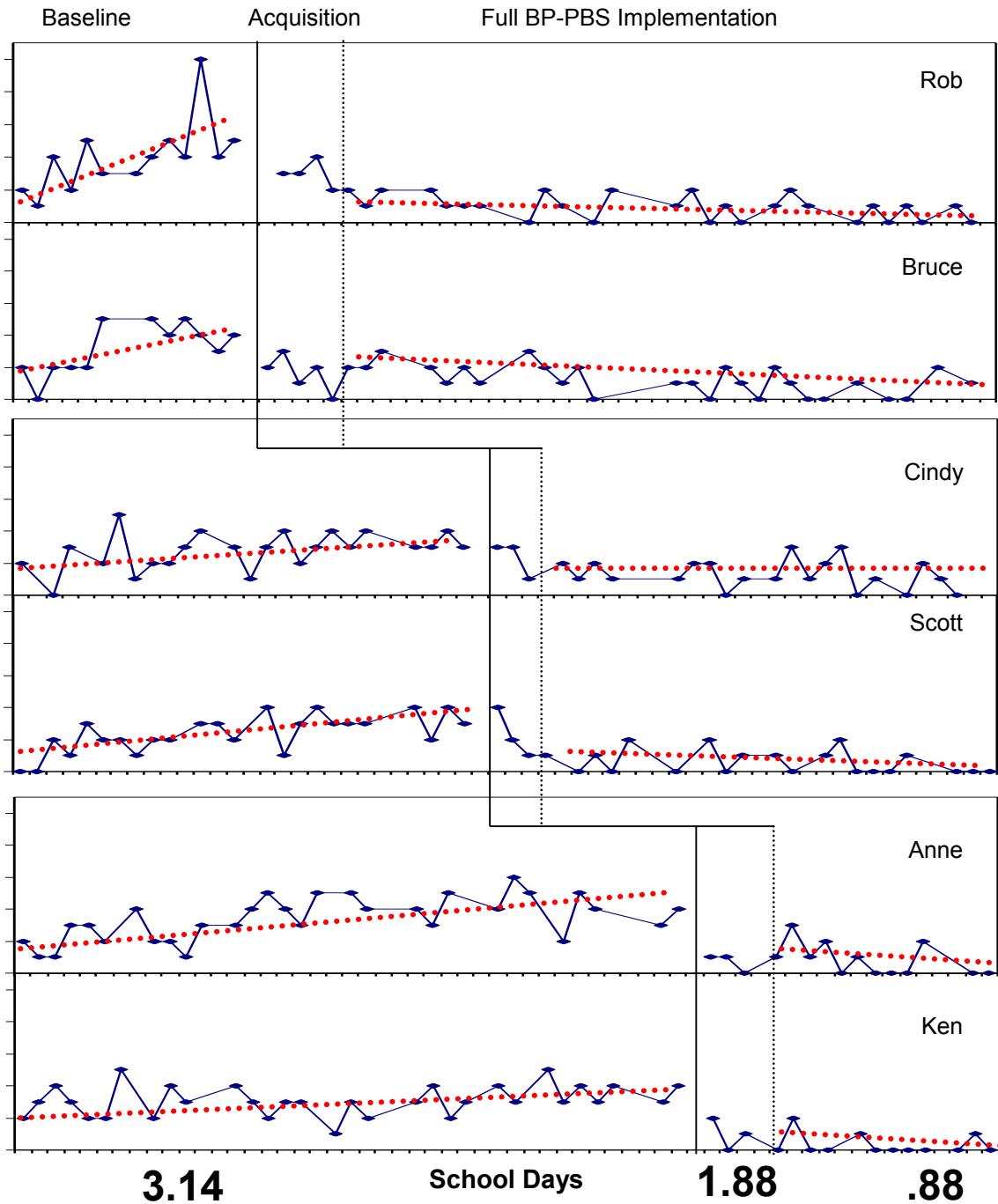- Coaching support for supervisors
- Collect and use data

DISTRICT

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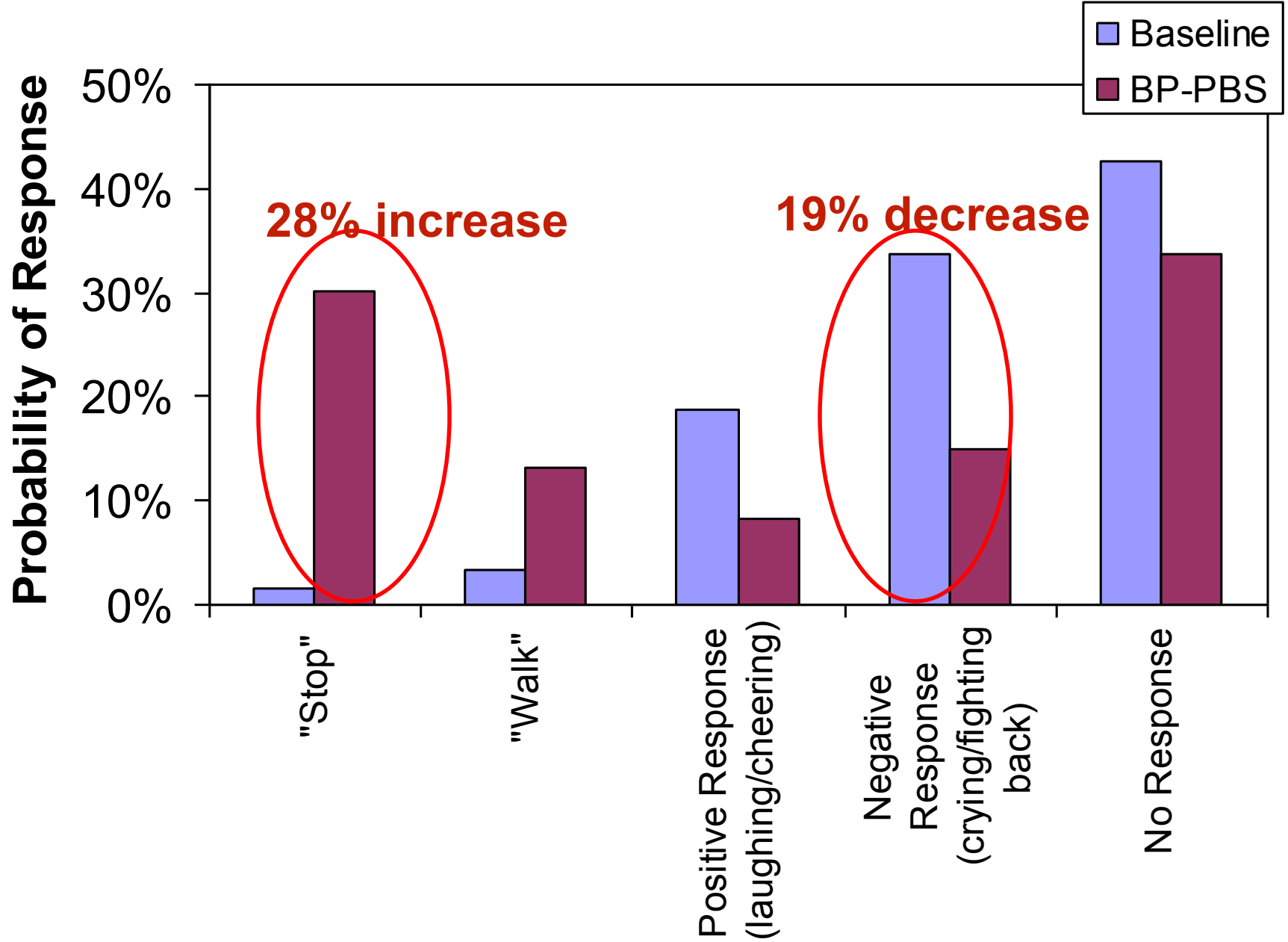 - Fidelity of implementation
  - Impact on student behavior

Scott Ross

"Without data, you're just a person with an opinion."

Baseline | Acquisition | Full BP-PBS Implementation

Rob — School 1

Bruce

Cindy — School 2

Scott

Anne — School 3

Ken

Number of Incidents of Bullying Behavior
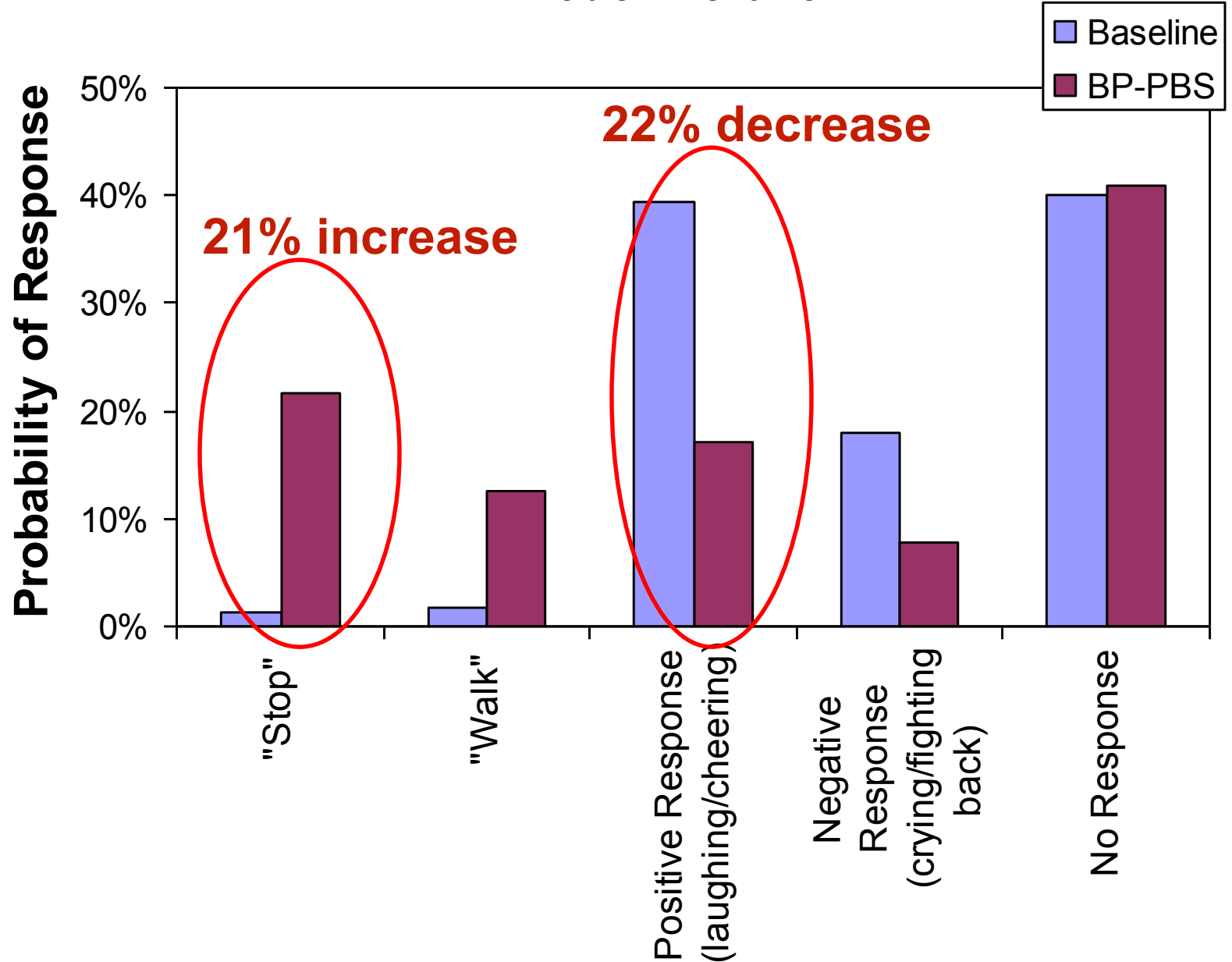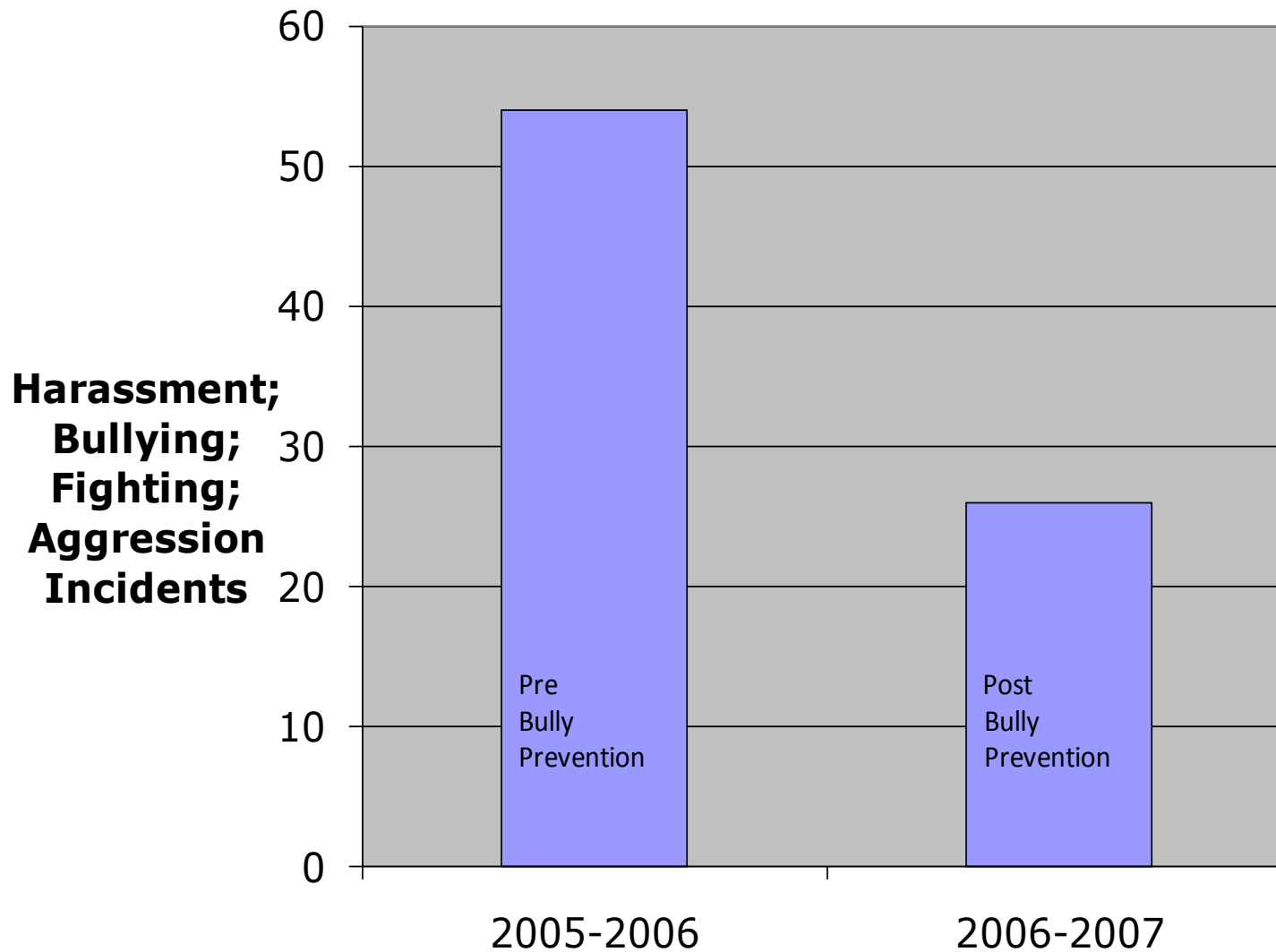
3.14   **School Days**   **1.88**   **.88**

72%

Conditional Probabilities of Victim Responses to Problem Behavior

Conditional Probabilities of Bystander Responses to Problem Behavior

21% increase

22% decrease

Probability of Response

50%
40%
30%
20%
10%
0%

Legend: Baseline, BP-PBS

Categories: "Stop", "Walk", Positive Response (laughing/cheering), Negative Response (crying/fighting back), No Response

Elementary School Pre and Post Bully Proofing Intervention Data

Pre-Post Surveys in 25 elementary schools

Legend: Pre-BPPBS, Post-BPPBS

Categories:
- I feel safe
- Students treat me respectfully
- I treat other students respectfully
- Adults treat me respectfully
- I treat adults in my school respectfully
- How many times have other students treated you...
- How many times did you see someone else treated...
- How many times did you ask someone else to "stop"?
- How many times did someone ask you to "stop"?
- How many times did you help someone walk away...

Middle School Case Study

Figure 2. Number of Office Discipline Referrals for Bullying Behavior per Month Pre- and Postimplementation of the Bully Prevention in Positive Behavior Support Program
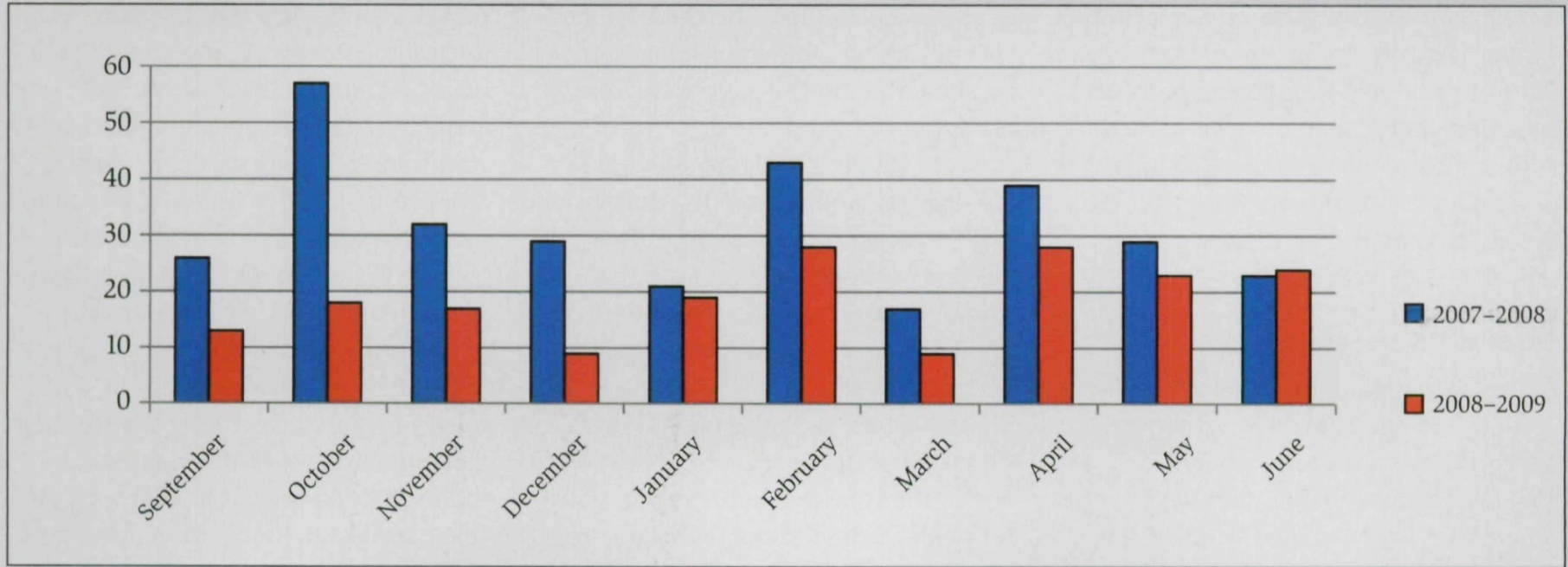
Good, McIntosh, & Gietz, 2011
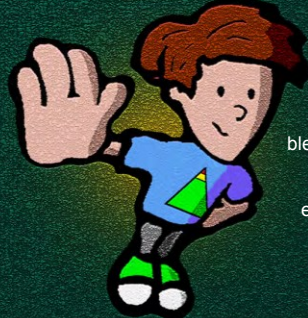
For copies of PBS-Bully Prevention

www.pbis.org

OSEP Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

IDEAs
that
Work

U.S. Office of Special
Education Programs

BEST PRICE
GUARANTEE

BP-PBS Elementary

Scott Ross, M.S., Rob Horner, Ph.D., & Bruce Stiller, Ph.D.

Middle & High School

Herramientas para que los estudiantes reduzcan las conductas de bullying mediante la combinación de apoyo al comportamiento positivo, la enseñanza explícita, y una redefinición del concepto de bullying

Prevención de Bullying

En Apoyo al Comportamiento Positivo Para Escuelas de Enseñanza Media

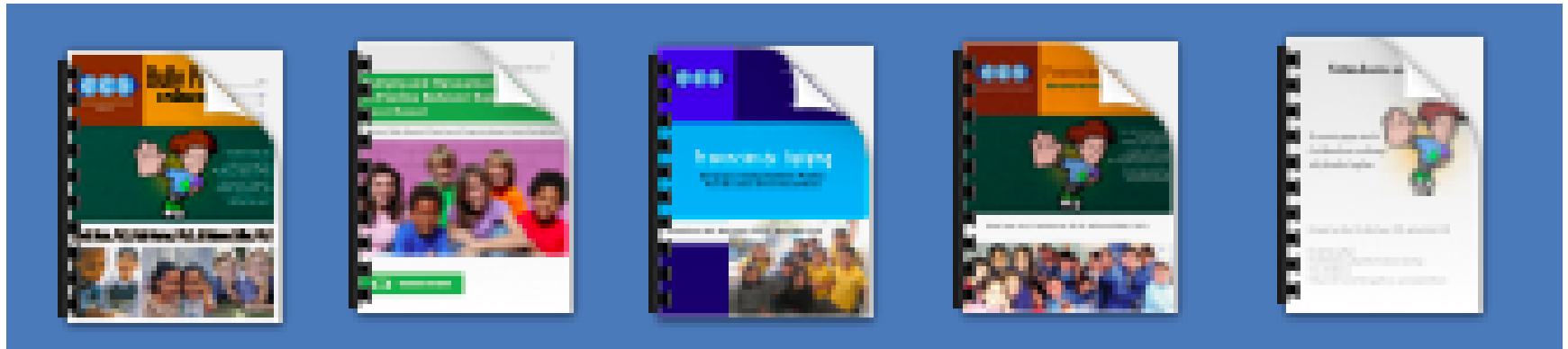Scott Ross, M.S., Rob Horner, Ph.D., & Bruce Stiller, Ph.D.

Bullying and Harassment Prevention in Positive Behavior Support:

Expect Respect

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

UNIVERSITY OF OREGON

International Editions

Most recent addition: ICELAND!

For more Information

Nevada's PBIS Technical Assistance Center

Website: nevadapbis.org

FB Page: "Like" Nevada's School Climate Transformation Project

Twitter: @nevadapbis

Here to help you achieve all your PBIS goals!

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