Bully Prevention
In Positive Behavior Support

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

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

Bully Prevention within School-wide PBIS

Celeste Rossetto Dickey
Placer County Office of Education
Introductions

Name
School/School
District/County
Position
Acknowledgements:

University of Oregon:
  ◦ Dr. Bruce Stiller, Dr. Rob Horner

University of Utah:
  ◦ Dr. Scott Ross

Eugene & Bethel School Districts, Oregon
Agenda

Importance of Bully Prevention Curriculum within PBIS

Bully Prevention Curriculum - Elementary

Process for School-wide Implementation

Questions/Discussion
What are common forms of bullying/harassment at your site?

How do staff typically respond to the incidents?

What do you think is the staff perception of bullying/harassment at your site?

What do you think are the students’ perceptions of bullying/harassment at your site?
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. (Cook, Williams, Guerra, & Kim, 2010; Nansel, et al., 2001; Swearer & Espelage, 2004).

- Victims and perpetrators of bullying are more likely to skip and/or drop out of school. (Berthold & Hoover, 2000; Neary & Joseph, 1994)

- Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings. (Carney & Merrell, 2001; NSSC, 1995).
Why invest in Bully Prevention?

84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically harassed and 18.8% reported being physically assaulted at school in the past year because of their sexual orientation (GLSEN, 2009).

Students on the autism spectrum are more likely to be victimized than their non-disabled peers (Little, 2002).

40-60% of students with intellectual disabilities report being bullied. But not at a level of intensity or chronicity that differs from typically developing adolescent (Christensen, Fraynt, Neece & Baker, 2012).
Why invest in Bully Prevention?

Involvement in bullying is a cross-cultural phenomenon. (Jimerson, Swearer, & Espelage, 2010)

Bullying is NOT done by a small number of students who are socially and emotionally isolated. Bullying is common across socio-economic status, gender, grade, and class. (Bradshaw, et al., 2010)

Many bully prevention programs are either ineffective, only show change in verbal behavior, or inadvertently result in increases in relational aggression and bullying. (Merrell et al., 2008)
Assumptions

Many schools are already focusing on reducing bullying & harassment

Most schools are already implementing Tier I PBIS.

- Do not stop doing things that are working
- Add the smallest additions that will make the biggest impact on student behavior.
- Never add something new without identifying what you will stop doing to free up the needed resources.
Bullying Definition

1. Specific Type of Aggression
   - Verbal
   - Physical
   - Psychological

2. Behavior is Intended to Harm or Disturb

3. Carried Out Repeatedly and Over Time

4. Imbalance of Power
   - Physical
   - Psychological
<table>
<thead>
<tr>
<th><strong>Bullying (Bullying)</strong></th>
<th>The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Harassment (Harass)</strong></td>
<td>The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.</td>
</tr>
</tbody>
</table>
Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

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

~15% of Students

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

~5% of Students

Main Ideas:
1. Invest in prevention first
2. Multiple tiers of support intensity
3. Early/rapid access to support
Ineffective Bully Prevention Efforts:

- Inadvertent “teaching of bullying”
- Blame the bully
- Ignore role of “bystanders”
- Initial effects without sustained impact
- Expensive effort
- Lack of understanding of “bully-victim”
- Non data-based interventions
Effective Bully Prevention Efforts

Focus on all students

Fits within tiered approach

More emphasis on prevention

Training for bystanders

Sustainable effort
Align Initiative A and B
Define and link core features for Alignment (Dr. Rob Horner)

**PBIS**
- 3-5 School-wide expectations
- Formal reward systems
- Formal consequences for problem behavior
- Data system for assessing fidelity
- Data system for assessing impact.

**Bully Prevention**
- School-wide Expectations
- Teach Response to Bullying Behavior
- Exaggerate reward for appropriate behavior
- Immediate consequences for bullying
- Recruit help

Rule: Separate “core features” from practices. Select common core features, link professional development.
**Goal/ Objectives**

**Goal:**
- Define a plan for implementing Bully Prevention within schools already using School-wide PBIS

**Objectives:**
- **1.** Define the **logic** for investing in bully prevention
- **2.** Define the core elements for "**student orientation**"
  - What to teach, How to teach it.
- **3.** Define the core elements for "**faculty orientation**"
  - What to teach, How to teach it.
- **4.** Define how to collect and use **data**
  - For both fidelity and impact
- **5.** Define the expectations for **advanced support**
- **6.** Steps to **Implementation** of BP within PBIS
Bully Prevention in PBIS: The Foundation

- Consider the smallest change that could make the biggest impact on bullying
- Remove the “pay off” that follows bullying
- Do this without (a) teaching bullying, or (b) denigrating children you engage in bullying
Bully Prevention
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Giving students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.

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

Scott Ross, Ph.D, Rob Horner, Ph.D, & Brianna Stiller, Ph.D
Spanish, French, Norwegian, Icelandic
Bully Prevention: Thinking Functionally

- Bullying behavior occurs in many forms & locations
- Typically involves student-student interactions
- What rewards Bullying Behavior?
  - Attention from bystanders
  - Attention and reaction of the “victim”
  - Self-delivered praise
  - Obtaining items (food, clothing, money)
Bully Prevention & Expect Respect Respect Curriculum

Critical Features:

◦ Facilitate student participation
◦ Reduce interactions that reinforce bullying
◦ Target Recipient Behavior; Perpetrator Behavior; and Bystander Behavior
◦ Teach students how to respectfully interrupt socially aggressive behavior
◦ Establish a School-Wide Stop Phrase
◦ Teach Student Strategies
◦ Deliver the intervention with sufficient intensity to maintain positive effects
Core Features of an Effective Bully Prevention Effort.

<table>
<thead>
<tr>
<th>Five Student Skills</th>
<th>For Faculty/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide behavioral expectations (respect others)</td>
<td>Agreement on need for bully prevention effort</td>
</tr>
<tr>
<td><strong>Stop routine</strong> when faced with disrespectful behavior</td>
<td>Strategy for teaching students core skills</td>
</tr>
<tr>
<td><strong>Bystander stop routine</strong> when observing disrespectful behavior</td>
<td>Strategy for follow-up and consistency in responding</td>
</tr>
<tr>
<td><strong>Stopping routine</strong> if someone tells you to “stop”</td>
<td>Clear data collection and data use process</td>
</tr>
<tr>
<td>A <strong>recruit help routine</strong> to recruit adult help if you feel unsafe.</td>
<td>Advanced support options</td>
</tr>
</tbody>
</table>
Introduction

Teach School-wide expectations first!

• Teach students to recognize respectful vs non respectful behavior
• Discuss examples (and non-examples) of following the school-wide rules
• Use non-examples from outside the classroom:
  • Wall ball, soccer, transition times, bus
  • The word “bully” is replaced by disrespectful behavior

• Peer attention comes in many forms:
  • Arguing with someone who teases you
  • Laughing at someone being picked on
  • Watching problem behavior and doing nothing
Implementing Bullying Prevention within PBIS

Checklist for Implementation
Bullying Prevention in PBIS: Elementary

Monitoring Implementation Tools

Fidelity Checklist for Implementation

<table>
<thead>
<tr>
<th>Task</th>
<th>Target Date</th>
<th>Date Completed</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff agreement on need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff orientation/training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Pre-Survey</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lesson of delivered to all students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Follow Up Survey</td>
<td></td>
<td></td>
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<tr>
<td>Student Post-Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze Data</td>
<td></td>
<td></td>
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</tbody>
</table>
Do Staff See Bully Prevention Efforts as a Need?

Ways to assess:
- Presentation of data
  - Discipline data
  - Counseling intervention data
- Staff and Student Surveys
- Parent and community surveys

Once identified
- Schedule Staff training & orientation
Staff Training

- Share Data about Disrespectful behavior
- Activities
- Distribute the Curriculum for Review
- Teach the Strategies the Students will be using
- Teach the Strategies the Staff will be using
- Finalize Timeline for Implementation
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Lesson 6: Delivered to all supervisors</td>
</tr>
<tr>
<td>5.</td>
<td>Lesson 1: Delivered to all students</td>
</tr>
<tr>
<td>6.</td>
<td>Lesson 2: Delivered to all students</td>
</tr>
<tr>
<td>7.</td>
<td>Lesson 3: Delivered to all students</td>
</tr>
<tr>
<td>12.</td>
<td>Student Post-Survey</td>
</tr>
<tr>
<td>13.</td>
<td>Analyze Data</td>
</tr>
</tbody>
</table>
**Adult Providing Support Strategy**

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

- **Step One:** Say “Thanks for telling me”
- **Step Two:** Listen empathetically. Ask if this is the first time; who/what/when where
- **Step Three:** Ask the student if he/she used the Stop Phrase
- **Step Four:** Ask the student if the person who didn’t stop is likely to retaliate if confronted by an adult about their behavior
- **Step Five:** Help the student select a course of action. Possibilities include:
  - Filing a harassment report
  - Mediation
  - Administrative consequence
  - A safety plan for minimizing contact
  - Letting it go (“I just needed someone to listen to me”)

**Elementary: 6-1 to 6-5**
What is your current process when students report harassment or bullying?

What is working for your site?

What is challenging?
Bully Prevention Lessons – Elementary Level

Lesson 1: 50 minutes: Introduction
Lesson 2: 30 minutes (Day after Lesson 1): Stop/Walk/Talk
Lesson 3: 20 minutes: Gossip
Lesson 4: 20 minutes: Inappropriate Remarks
Lesson 5: 20 minutes: Cyberbullying
Lesson 1: Skills taught:

- Stop Strategy
- Stopping Strategy
- Seeking Support Strategy
- Adult Coaching Strategy

Elementary: Page 1-1 to 1-5
**Stop, Walk and Talk OR Stop Strategy (Recipient Response)**

**Step One:** If someone treats you in a way that feels disrespectful, use the School wide “Stop Phrase”

**Step Two:** If the person Stops, say “cool” or “OK” and move on with your day

**Step Three:** If the person does not Stop, decide whether to ignore the person or seek support

**Step Four:** If you decide to ignore, don’t look at or talk to the person. If you decide to Seek Support, select a school adult to approach and ask for support.
**Stopping Strategy (Perpetrator Response)**

If someone uses the School wide Stop Phrase toward you:

- **Step One:** Stop what you are doing, even if you don’t think you are doing anything wrong
- **Step Two:** Remind yourself “No big deal if I stop now and don’t do it again”
- **Step Three:** Say “OK” to the person who asked you to Stop and move on with your day
Seeking Support Strategy (Recipient Response)

If you use the School wide Stop Signal and the person does not Stop:

- **Step One:** Decide whether to ignore it or seek support
- **Step Two:** If you seek support, select a school adult to report to
- **Step Three:** Approach the adult, and say “I’m having a problem with ______. I asked her to Stop and she continued” OR, “I’m not feeling safe because_______”
- **Step Four:** If the adult doesn’t have time to help solve the problem right then, ask the adult when they would have time and make an appointment.
Bystander Strategy

If you observe someone using the Stop Strategy, and the perpetrator doesn't stop, do one of 3 things:

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

ACTIVITY
Lessons:

1. Student Curriculum: Teaching Stop/Walk/Talk
2. Student Curriculum: Responding to Stop/Walk/Talk
3. Gossip
4. Inappropriate Remarks
5. Cyber Bullying
Lesson Planning

The lessons are scripted, and there are many tips for how to respond to “what ifs”

Determine:
- Who will teach the lessons?
- How far apart the lessons will be taught?

Skilled Facilitation is important
- Make the role plays realistic. If the scenarios and responses are trivial or not congruent with how students interact with one another when no adults are present, the students will think the program is silly. Be provocative; the students must be actively engaged
Elementary Timeline Example

September–November

- Faculty Orientation
- Student Advisory Meeting
- Lessons 1 – 5
- Regular check-ins with staff

December–May

- Review & Reteach

June

- School-wide event to celebrate Respect
### Bullying Prevention in PBIS: Elementary

**Monitoring Implementation Tools**

**Fidelity Checklist for Implementation**

<table>
<thead>
<tr>
<th>Bullying and Harassment Prevention in PBIS: Elementary</th>
<th>Implementation Checklist: To be completed by the PBIS Team</th>
</tr>
</thead>
</table>

3. Student Pre-Survey

11. Staff Survey

12. Student Post Survey

<table>
<thead>
<tr>
<th>7. Lesson 3: Delivered to all students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Fidelity Check with staff</td>
<td></td>
</tr>
<tr>
<td>9. Lesson 4: Delivered to all students</td>
<td></td>
</tr>
<tr>
<td>10. Lesson 5: Delivered to all students</td>
<td></td>
</tr>
<tr>
<td>11. Staff Follow Up Survey</td>
<td></td>
</tr>
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<td>12. Student Post-Survey</td>
<td></td>
</tr>
<tr>
<td>13. Analyze Data</td>
<td></td>
</tr>
</tbody>
</table>
Data: Outcome & Fidelity

Outcome:
- Student: Pre/Post Surveys
- Student Behavioral Data
- Faculty Follow-Up Survey

Fidelity:
- Staff Fidelity Survey
Student Survey

Directions: Circle the answer that shows how much you agree with the following statements.

In your School:

1. I feel safe.
   - Strongly Disagree (1)
   - Disagree (2)
   - I don't agree or disagree (3)
   - Agree (4)
   - Strongly Agree (5)

2. Other students treat me respectfully.
   - Strongly Disagree (1)
   - Disagree (2)
   - I don't agree or disagree (3)
   - Agree (4)
   - Strongly Agree (5)

3. I treat other students respectfully.
   - Strongly Disagree (1)
   - Disagree (2)
   - I don't agree or disagree (3)
   - Agree (4)
   - Strongly Agree (5)

4. Adults treat me respectfully.
   - Strongly Disagree (1)
   - Disagree (2)
   - I don't agree or disagree (3)
   - Agree (4)
   - Strongly Agree (5)

5. I treat adults in my school respectfully.
   - Strongly Disagree (1)
   - Disagree (2)
   - I don't agree or disagree (3)
   - Agree (4)
   - Strongly Agree (5)

In the past week:

6. How many times have other students treated you disrespectfully?
   - Never (1)
   - 1-3 times (2)
   - 4-6 times (3)
   - 7-9 times (4)
   - 10+ times (5)

7. How many times did you see someone else treated disrespectfully?
   - Never (1)
   - 1-3 times (2)
   - 4-6 times (3)
   - 7-9 times (4)
   - 10+ times (5)

8. How many times did you ask someone else to "stop"?
   - Never (1)
   - 1-3 times (2)
   - 4-6 times (3)
   - 7-9 times (4)
   - 10+ times (5)

9. How many times did someone ask you to "stop"?
   - Never (1)
   - 1-3 times (2)
   - 4-6 times (3)
   - 7-9 times (4)
   - 10+ times (5)

10. How many times did you help someone walk away from disrespectful behavior?
    - Never (1)
    - 1-3 times (2)
    - 4-6 times (3)
    - 7-9 times (4)
    - 10+ times (5)

Thank You. Please Wait Quietly.

Conclusion. Thank you for answering the questions on the survey. Your answers will help us learn about what things are like for kids at this school. Do you have any questions you’d like to ask me?
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Faculty Follow-up Survey

1. Are students able to identify our school-wide expectations?
   - No
     - 1
     - 2
     - 3
     - 4
   - Yes
     - 5

2. Do students use the BP-PBS “stop” signal when appropriate?
   - No
     - 1
     - 2
     - 3
     - 4
   - Yes
     - 5

3. Do faculty use the BP-PBS “pre-correct” routine when appropriate?
   - No
     - 1
     - 2
     - 3
     - 4
   - Yes
     - 5

4. Do faculty use the BP-PBS “review” routine when appropriate?
   - No
     - 1
     - 2
     - 3
     - 4
   - Yes
     - 5

5. To what extent do students perceive our school as a safe setting?
   - Not Safe
     - 1
     - 2
     - 3
     - 4
   - Very Safe
     - 5

6. Has there been a decrease in aggression since we instituted BP-PBS?
   - No Decrease
     - 1
     - 2
     - 3
     - 4
   - Big Decrease
     - 5
Follow Up Activity Ideas

1. Reteach Stop/Walk/Talk Process focusing on current data
2. Review Adult Responses to Reporting at Staff Meetings
3. Share data with staff
4. Create video: STOP, WALK, TALK
5. Students present to other classrooms
6. End of the year activity
Lessons Learned

A Team (PBIS Team) is needed to monitor implementation

Keep the conversation going

Facilitate active participation from the students and keep it real!

Solicit feedback from the staff and maintain staff involvement
What We’ve Learned

**Critical Implementation Variables:**

- **Intensity:** Enough to engage the students in problem solution

- **Fidelity:** Systematic checks particularly regarding adult coaching and follow through with interrupting behaviors

- **Sustainability:** Continued effort needed to obtain long term results
Flowchart for Follow Up

Bully Prevention
In Positive Behavior Support

Decision Making Flowchart

Questions: Responses

Do students know the School-wide Expectations and the “stop” signal?

Yes:
- Review School-wide expectations and the “stop” signal.

No:
- Review pre-correction strategy and reward staff for its implementation.

Do faculty/staff use pre-correction strategy with students?

Yes:
- Review pre-correction strategy.

No:
- Reachout to student to staff and reward them for using it with students.

Do faculty/staff use the review routine when students report problem behavior?

Yes:

No:
- Conduct Student Behavior in applicable settings.

Are there specific settings where BP/PEI strategies are not used effectively?

Yes:
- These students may need more intense individual interventions.

No:
- Conduct Student Behavior in applicable settings.

Do students “at risk” for aggression behave more appropriately?

Yes: 

No: 

Elem: Page 7-3
Wrapping Up

- Questions and Comments
- Evaluation
Research

Bully Prevention & Expect Respect Curriculum

**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

- Positive Response (laughing/cheering): 28% increase
- Negative Response (crying/fighting back): 19% decrease
- No Response: Increase

Graph shows the probability of responses for different actions and conditions.
Conditional Probabilities of Bystander Responses to Problem Behavior

- **Stop**
  - Baseline: 0%
  - BP-PBS: 21%
- **Walk**
  - Baseline: 0%
  - BP-PBS: 22% decrease
- **Positive Response (laughing/cheering)**
  - Baseline: 0%
  - BP-PBS: 22% decrease
- **Negative Response (crying/fighting back)**
  - Baseline: 0%
  - BP-PBS: 0%
- **No Response**
  - Baseline: 100%
  - BP-PBS: 21% increase