Bully Prevention within
School-wide PBIS: Middle & High School
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

Expect Respect Curriculum – Middle & High School

Process for School-wide Implementation

Team Planning Time

Questions/Discussion
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>Bullying (Bullying)</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>Harassment (Harass)</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>
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)
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?
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.
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

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

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

Main Ideas:
1. Invest in prevention first
2. Multiple tiers of support intensity
3. Early/rapid access to support
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.
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
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
Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

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

Available at www.pbis.org
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)
Expect 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.

### Five Student Skills

| School-wide behavioral expectations (respect others) |
| Stop routine when faced with disrespectful behavior |
| Bystander stop routine when observing disrespectful behavior |
| Stopping routine if someone tells you to “stop” |
| A recruit help routine to recruit adult help if you feel unsafe. |

### For Faculty/Staff

| Agreement on need for bully prevention effort |
| Strategy for teaching students core skills |
| Strategy for follow-up and consistency in responding |
| Clear data collection and data use process |
| Advanced support options |
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:
  • Bus, Transition times, Lunch, Breaks
  • 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
### Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Target Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff Training Completed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional tasks:

- Meetings scheduled and tasks assigned.
- Fidelity Check 3 (self-assessment) completed
- Student Surveys administered
- All Data (Fidelity Checks and Student Surveys) collected
- All Data analyzed
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

Middle/High: Pages 9-13

☐ 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
Staff Activity: Think/Pair/Share

Using the Matrix Supplied, categorize disrespectful behavior into one of three categories:

1. Borderline behaviors that are acceptable
2. Behaviors that are not acceptable, and that should be interrupted, but are not serious enough to warrant an Office Discipline Referral
3. Serious behaviors that should always result in an Office Discipline Referral
## Bullying/Harassment Prevention Plan

<table>
<thead>
<tr>
<th>Acceptable Behaviors</th>
<th>Behaviors to Re-teach (No ODR)</th>
<th>Complete ODR for Disciplinary Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teasing where both students are smiling; no signs of distress</td>
<td>“That’s so retarded”</td>
<td>“You’re a retard”</td>
</tr>
<tr>
<td></td>
<td>“That’s so gay”</td>
<td>Calling someone “faggot” or “dyke”</td>
</tr>
<tr>
<td>Excluding someone</td>
<td>Racial slurs</td>
<td></td>
</tr>
<tr>
<td>Horseplay</td>
<td>Spreading vicious rumors</td>
<td></td>
</tr>
</tbody>
</table>
# Bullying/Harassment Prevention Plan

<table>
<thead>
<tr>
<th>Acceptable Behaviors</th>
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<th>Complete ODR for Disciplinary Action</th>
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</tbody>
</table>
What is your current process when students report harassment or bullying?

Is the process consistent for documentation of behaviors?

What is working and what is challenging?
<table>
<thead>
<tr>
<th>Task</th>
<th>Target Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student Advisory Council Meeting Held</td>
<td></td>
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</tbody>
</table>

| 7. Lesson 3 delivered to all students                              |             |                |
| 8. Lesson 4 (optional) delivered to all students                  |             |                |
| 9. Fidelity Check 2 (self-assessment) completed                    |             |                |
| 10. Repeat and Repair 2 completed                                  |             |                |
| 11. Student Work Group formed to create project                   |             |                |
| 12. Fidelity Check 3 (self-assessment) completed                   |             |                |
| 13. Student Surveys administered                                   |             |                |
| 14. All Data (Fidelity Checks and Student Surveys) collected       |             |                |
| 15. All Data analyzed                                              |             |                |
Student Advisory Meeting

• Select a group of 8-15 representative students
• Use Student Coaching information (p 14-17)
• Present the Expect Respect Information
• Solicit group’s feedback for the intervention
• Share the group’s feedback with the PBIS Team
• Include student advisory group in training and activities
Discuss how your team would coordinate the Student Advisory group:

• Which students would be included?
• When would the students meet?
• Which staff member would facilitate the group?
• How would the information be shared with the PBIS Team and the Staff?
<table>
<thead>
<tr>
<th>Task</th>
<th>Target Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Lesson 1: Delivered to all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Lesson 2: Delivered to all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Lesson 3: Delivered to all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Lesson 4: (optional) Delivered to all students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expect Respect Lessons: Year One

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Orientation &amp; Introduction</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Simulation (Getting on the Bus)</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>You Tube Videos &amp; Safety Plan</td>
</tr>
<tr>
<td>Repeat &amp; Repair</td>
<td>Reteach &amp; Focus on real situations</td>
</tr>
</tbody>
</table>
Example Video

Labels
# Expect Respect Lessons: Year Two

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Orientation &amp; Introduction</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Interrupting Bullying &amp; Harassment in the Classroom</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>It Gets Better &amp; Seeking Support</td>
</tr>
<tr>
<td>Repeat &amp; Repair</td>
<td>Reteach &amp; Focus on real situations</td>
</tr>
<tr>
<td>Task</td>
<td>Target Date</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>3. Lesson 1 delivered to all students</td>
<td></td>
</tr>
<tr>
<td>4. Lesson 2 delivered to all students</td>
<td></td>
</tr>
<tr>
<td>7. Lesson 3 delivered to all students</td>
<td></td>
</tr>
<tr>
<td>8. Lesson 4 (optional) delivered to all students</td>
<td></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Task</th>
<th>Target Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 9. Fidelity Checks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Fidelity Check 2 (self-assessment) completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Repeat and Repair 2 completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Student Work Group formed to create project (some schools will choose not to do this). Additional meetings scheduled and tasks assigned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Fidelity Check 3 (self-assessment) completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Student Surveys administered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. All Data (Fidelity Checks and Student Surveys) collected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. All Data analyzed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Faculty Fidelity Checklist (Middle/High)

**Bully Prevention in Positive Behavior Support: Expect Respect**

**Fidelity of Implementation:** To be completed at least quarterly by all staff (e.g. at staff meetings or online).

<table>
<thead>
<tr>
<th>Item</th>
<th>Always</th>
<th>Mostly</th>
<th>Some of the time</th>
<th>Never</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent have I interrupted bullying/harassment behaviors I have observed in or around the school since our last staff meeting?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To what extent have I reflectively listened when students have reported bullying/harassment incidents to me?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To what extent have I praised the student for reporting the bullying/harassment incident?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To what extent have I encouraged the students to use an assertive word or phrase to interrupt the bullying/harassment incident and/or walk away?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To what extent have I checked back in with students, following a report, to determine if the issue has been resolved from the student’s point of view?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fidelity Checklist
Recommendation

Have staff complete the checklist at least twice throughout the implementation
### Bullying Prevention in Positive Behavior Support: Expect Respect

#### Monitoring Implementation Tools

<table>
<thead>
<tr>
<th>Task</th>
<th>Target Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6, 10. Repeat and Repair Lessons completed</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Repeat and Repair 2 completed

11. Student Work Group formed to create project (some schools will choose not to do this). Additional meetings scheduled and tasks assigned.

12. Fidelity Check 3 (self-assessment) completed

13. Student Surveys administered

14. All Data (Fidelity Checks and Student Surveys) collected

15. All Data analyzed
Repeat and Repair – p. 50-51

- Reteach the strategies as data indicates the need
- Use real examples for the training
- Use videos to supplement
<table>
<thead>
<tr>
<th>Task</th>
<th>Target Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Student Work Group formed to create project (optional)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 10. Repeat and Repair 2 completed
- 11. Student Work Group formed to create project (some schools will choose not to do this). Additional meetings scheduled and tasks assigned.
- 12. Fidelity Check 3 (self-assessment) completed
- 13. Student Surveys administered
- 14. All Data (Fidelity Checks and Student Surveys) collected
- 15. All Data analyzed
Student Led Activities

- Assemblies
- Presentations to Elementary and Middle Schools
- Create videos: EXPECT RESPECT
- Other Ideas?
<table>
<thead>
<tr>
<th>Task</th>
<th>Target Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Student Surveys administered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Student Survey (Middle/High)

### In your School:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel safe?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do other students treat you respectfully?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you treat other students respectfully?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you treat adults in your school respectfully?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### In the past week:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has anyone treated you disrespectfully?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you asked someone to “stop?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has anyone asked you to “stop?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do adults treat you respectfully?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you seen someone else treated disrespectfully?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Task

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Repeat and Repair 2 completed</td>
</tr>
<tr>
<td>11.</td>
<td>Student Work Group formed to create project (some schools will choose not to do this). Additional meetings scheduled and tasks assigned.</td>
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<td>12.</td>
<td>Fidelity Check 3 (self-assessment) completed</td>
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<td>13.</td>
<td>Student Surveys administered</td>
</tr>
<tr>
<td>14.</td>
<td>All Data (Fidelity Checks and Student Surveys) collected</td>
</tr>
<tr>
<td>15.</td>
<td>All Data analyzed</td>
</tr>
</tbody>
</table>

### Target Date

<table>
<thead>
<tr>
<th>Number</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>14, 15.</td>
<td>All Data Collected and Analyzed</td>
</tr>
</tbody>
</table>

### Date Completed

<table>
<thead>
<tr>
<th>Number</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>14, 15.</td>
<td><strong>Completed</strong></td>
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</tbody>
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**Bullying Prevention in Positive Behavior Support: Expect Respect**

**Monitoring Implementation Tools**

**Fidelity Checklist for Trainers**
Data: Outcome & Fidelity

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

Fidelity:
- Staff Fidelity Survey
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
Wrapping Up

- Questions and Comments
- Evaluation
Research

Decreasing bullying behaviors in middle school: Expect Respect,

1. Do you feel safe?  
2. Do other students treat you respectfully?  
3. Do you treat other students respectfully?  
4. Do adults treat you respectfully?  
5. Do you treat adults in your school respectfully?

% of Students Reporting Agree or Strongly Agree

School 1 Student Survey
Expect Respect

Pre
Post

1. Do you feel safe? 95%
2. Do other students treat you respectfully? 90%
3. Do you treat other students respectfully? 95%
4. Do adults treat you respectfully? 92%
5. Do you treat adults in your school respectfully? 94%
School 1 Student Survey
Expect Respect Program

% of Students Indicating Yes

- 6. I've been treated disrespectfully
- 7. I've asked someone to stop
- 8. I've been asked to stop
- 9. I've seen someone treated disrespectfully

Pre Yes
Post Yes
Was Expect Respect Helpful for You and Your School?
School 1 Post Student Survey
May 2012
Should Your School Teach Expect Respect Next Year?
Student Survey May 2012
**Expect Respect Study:**

Piloted in 3 PBIS middle schools

- Program was used with high fidelity

Data on bullying/harassment behavior collected during 6th-7th grade lunch for 20 minute observations

Direct Observation data showed reduction in socially aggressive verbal and physical behavior during and after implementation of *Expect Respect*

Student survey data indicates students liked the program, but that it didn’t change their perceptions of bullying in the school

**Behavior can change before perception does**