

Bullying Prevention

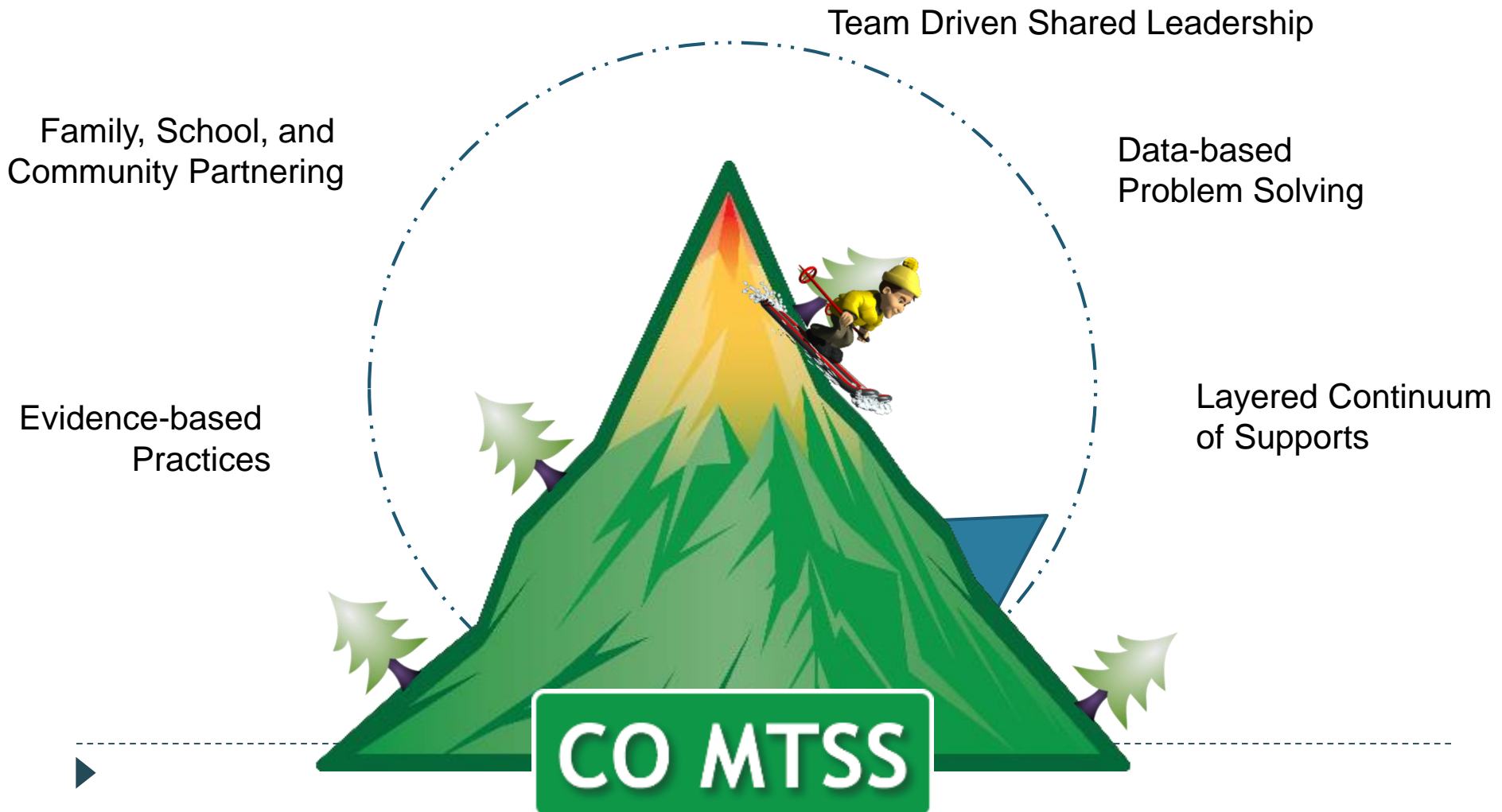
In Positive Behavior Support

APBS Workshop,
2016

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The 5 Essential Components of Colorado MTSS



Colorado Bullying Prevention and Education Grant Program

- ▶ 73 schools in the current project
- ▶ \$40 k each
- ▶ 3 years
- ▶ Implementing 1 of 4 evidence-based practices, including BP-PBIS
- ▶ 5 out of 8 regional areas covered



Online Response to the Grant

Government will steal the money



Chris Free Williams

That's just code for "someone in the government is going to make a boat payment"

Like · Reply · 14 hrs



Robert Voss

That's just political speak for "we're stealing that money"

Like · Reply · 11 hrs




Online Response to the Grant


Just give everyone marijuana!

 Soo.. You're gonna give free joints to the bullies then? I, personally, think that's a great idea and definitely in the spirit of legalized weed! Yes! Move forward, Sir!

Like · Reply · 15 hrs

 I've never seen a stoned bully

Like · Reply · 7 hrs

 Just get all the bullies high, they'll calm down

Like · Reply · 15 hrs



Goal for the Session

Define a system of Bullying Prevention that will effectively and efficiently reduce bullying in your schools

- ▶ **Objective 1:** Understand the problem and the function
- ▶ **Objective 2:** Evaluate your bullying prevention culture
- ▶ **Objective 3:** Catch kids doing it right
- ▶ **Objective 4:** Remove the reinforcement that drives bullying

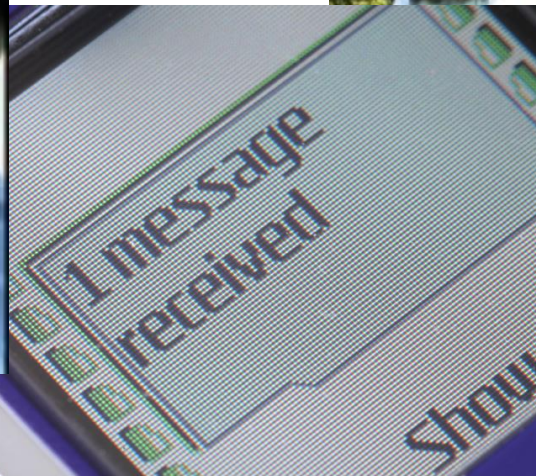
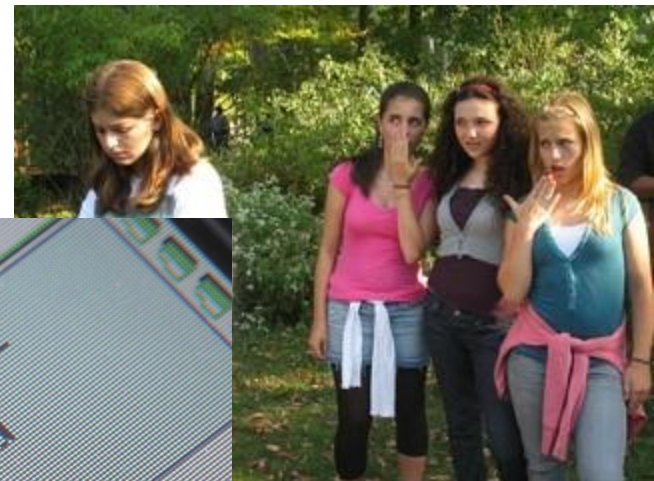
The Logic:

Why invest in Bullying 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).
- ▶ 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
- ▶ 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).

What is Bullying?

- ▶ In order for a student's behavior to be considered bullying, it must involve (1) an intent by the perpetrator to cause physical or psychological harm to the victim, (2) a power imbalance between the victim and the perpetrator, and (3) repeated negative acts



Think, Pair Share

facebook

- ▶ Think
 - ▶ What are common forms of bullying in your schools?
 - ▶ How do staff typically respond to incidents?
 - ▶ What school practices or conditions that may make problems worse?
- ▶ Pair:
 - ▶ Share with your partner
- ▶ Share:
 - ▶ An idea or experience you heard from your partner



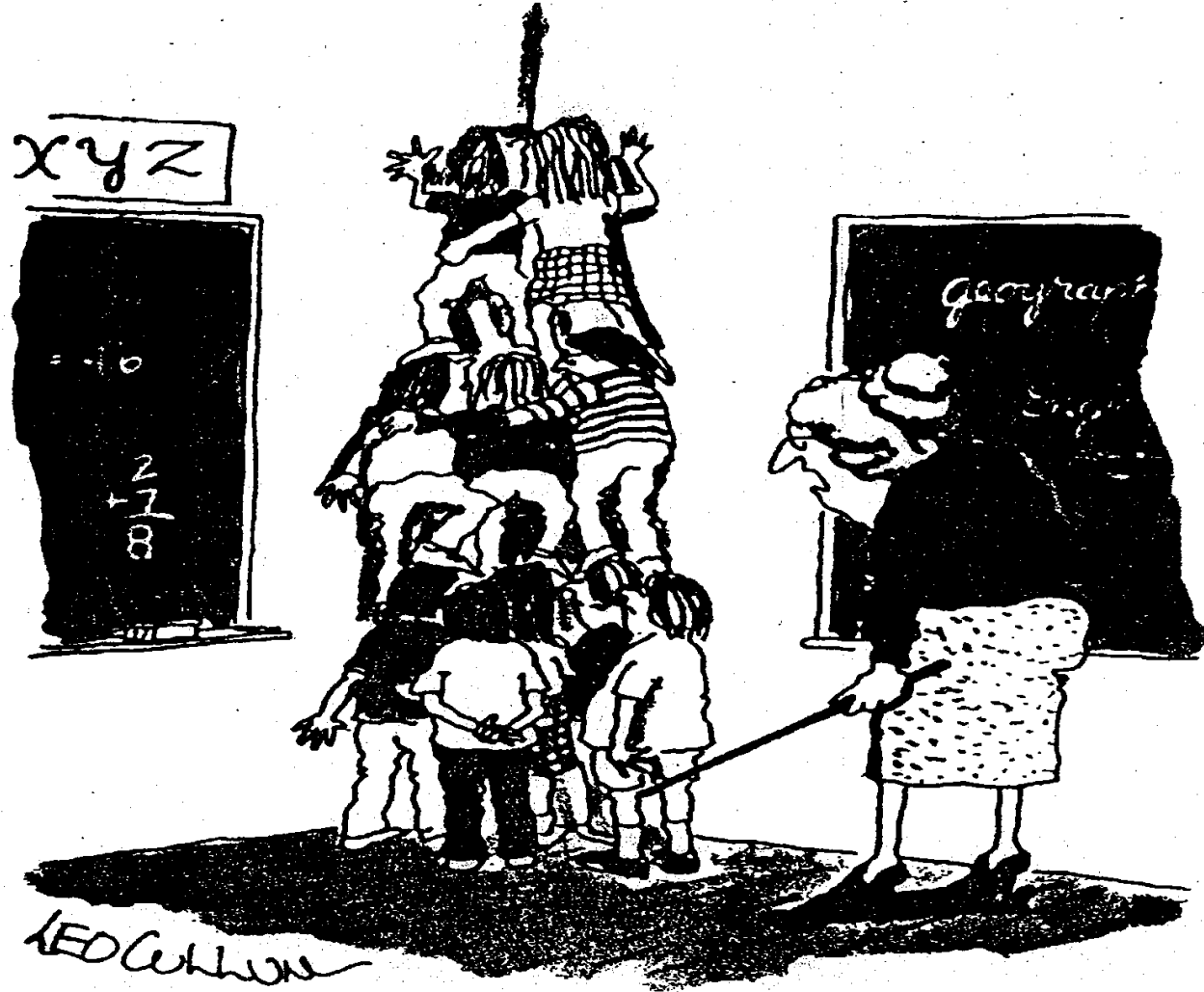
Reactive responses to bullying are predictable....

When we experience **aversive** situations, our tendency is to select strategies that produce **immediate relief**

- ▶ Remove **student**
- ▶ Remove **ourselves**
- ▶ Modify **physical environment**
- ▶ Assign **responsibility** to student



Unfortunate but Common Results



"This is the worst class I've ever had."







Punishing Alone Not a Solution

Schools that use punishment as a primary tool have increased rates of:

- Aggression;
- Vandalism;
- Truancy, and
- Dropouts

Mayer, 1995

Mayer & Sulzar-Azaroff, 1991

Skiba & Peterson, 1999

March & Horner, 2002



Problems with Bullying Prevention

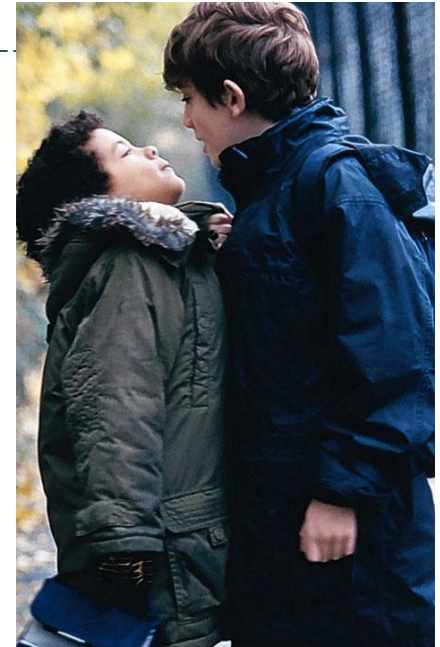
► Bullying Issues

- Problem #1: Blame the Bully
- Problem #2: Inadvertent “teaching of bullying”
- Problem #3: Inadvertent reinforcement of bullying
- Problem #4: Ignore role of “bystanders”
- Problem #5: Efforts not sustained

► What do we need?

- Bullying prevention that “fits” within a tiered approach
- Bullying PREVENTION that stops bullying before it becomes bullying
- Bullying prevention that equips students to address the problem (bystanders are the key!)
- Bullying prevention that is sustainable.

► (Merrell, Gueldner, Ross, and Isava, 2008)



The Function of Bullying

- ▶ Bullying behavior occurs in many forms, and locations, but typically involves student-student interactions.
 - ▶ Bullying is seldom reinforced by adults or tangibles
- ▶ What rewards Bullying Behavior?
 - ▶ Most common are:
 - ☐ Attention from bystanders
 - ☐ Attention and reaction of victim



Learning to Bully

A	B	C
Unpopular Student Sits with Popular Peers		




Learning to Bully

A	B	C
Unpopular Student Sits with Popular Peers	Student tries to access peer attention by engaging appropriately	

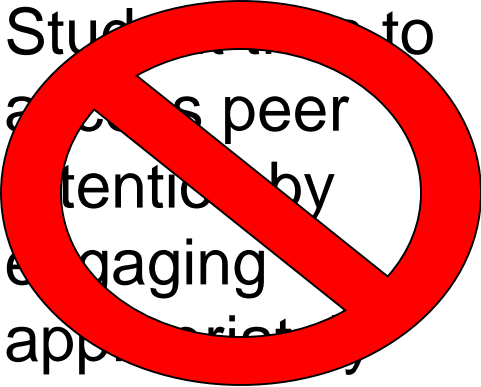


Learning to Bully

A	B	C
Unpopular Student Sits with Popular Peers	 <p data-bbox="581 582 1016 949">Student attempts to attract peer attention by engaging appropriately</p>	<p data-bbox="1128 582 1678 715">Peers roll eyes and ignore the student</p> <p data-bbox="1244 843 1673 976">Bad Outcome for Student</p>



Learning to Bully

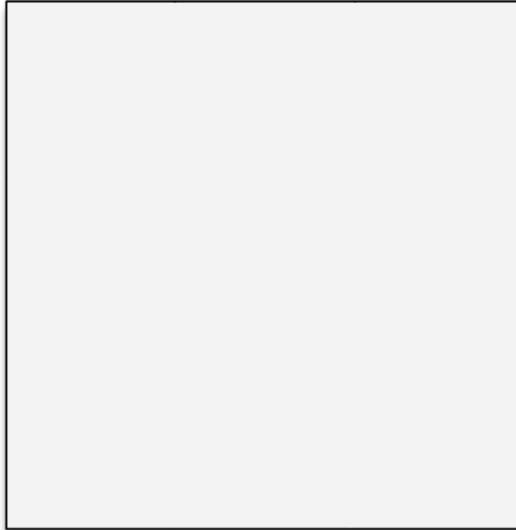
A	B	C
Unpopular Student Sits with Popular Peers	 <p>Student ... to ... peer ... attention by ... engaging ... appropriate ...</p>	<p>Peers roll eyes and ignore the student</p> <p>Punishing Consequence</p>
NEXT OPPORTUNITY		
<p>Another Unpopular Peer Sits Down</p> <p>▶</p>	<p>Student: Teases or “bullies”</p>	<p>Popular peers laugh and otherwise reinforce ...</p> <p>Reinforcement Achieved!!!</p>

Activity 1:

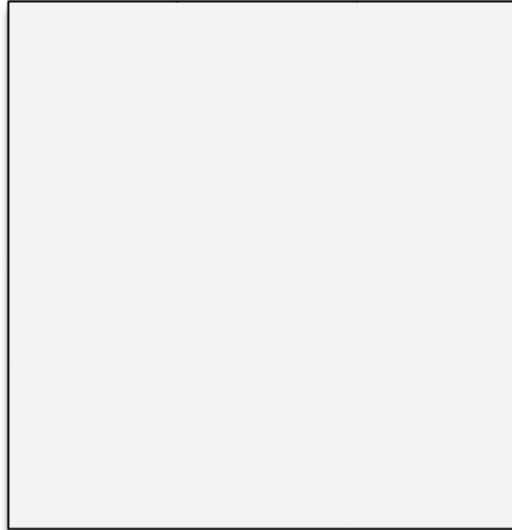
Your own Example

1. Identify an example of bullying you have encountered
2. Consider the function of the behavior
3. Fill in the three boxes

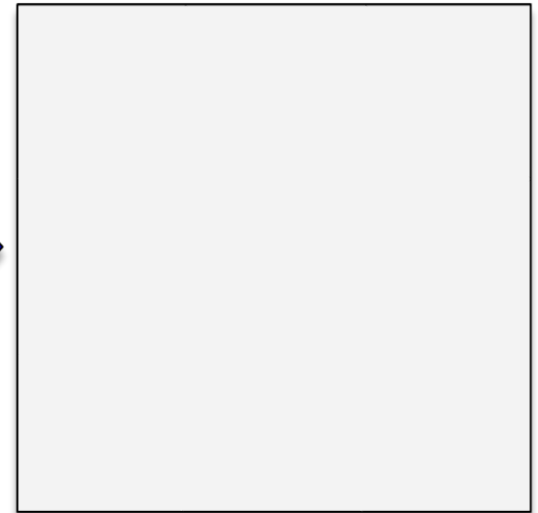
Trigger/Antecedent



Bullying Behavior



**Rewarding
Consequence**



Why is understanding the Function of Behavior important?

- ▶ When we arbitrarily select interventions (without basing them on the function of student behavior) we often choose interventions that can make the student problem behavior worse, or more resistant to change
- ▶ *“Joseph, I’m taking your book away because you obviously aren’t ready to learn. That’ll teach you a lesson.”*
- ▶ *“Sally, you are going to learn some social responsibility by staying in timeout until the class is willing to have you back.”*
- ▶ *“You want my attention?! I’ll show you attention...let’s take a walk down to the office & have a little chat with the Principal.”*



Proactive Interventions

A	B	C
<p><u>Antecedent Interventions</u></p> <p>Interventions occurring before the behavior occurs</p>	<p><u>Behavior Interventions</u></p> <p>Teach behaviors to use instead of the problem behavior</p>	<p><u>Consequence Interventions</u></p> <p>Interventions that occur after (in response to) positive or negative behavior</p>
<p>Emphasis on Interventions to prevent problem behavior</p>	<p>Emphasis on <u>explicitly</u> Teaching Alternate, Desired Behavior</p>	<p>Emphasis on Positive Reinforcement of desired behavior</p>

Activity 2: Brainstorm intervention ideas for your example of bullying

Come up with at least one option in each box

Antecedent Interventions

Prevent problem behavior

Prompt Alternate/Desired Behavior

Behavior Interventions

Teach Alternate Behavior

Teach Desired Behavior/ Academic/ Social Skills

Consequence Interventions

Reinforce Behavior

Response to Problem Behavior/ Corrective Feedback

Check for Understanding



1. What is the technical definition of bullying and why is it problematic?
2. What are problems with previous attempts at bullying prevention?
3. What function drives bullying?

Systematic Bullying Prevention

- ▶ Consider the smallest changes that can make the biggest impact on Bullying...
 1. Antecedent Interventions that clarify expectations, and create a positive culture in schools
 2. Reinforce students for standing up for one another (with peer attention)
 3. Remove the “pay off” (e.g. praise, attention, recognition) that reinforces bullying.
 - Do this without (a) teaching bullying, or (b) labeling children

National Responses to Bullying

Bullying Requirements

Bullying Coordinator

School Climate

Data Systems

Event Reporting

Response Team

School & Community

Staff Prof Dev

Evid-base Practices

Positive Behavioral Interventions and Supports (PBIS)

Coach/Team Leader

Preventive Tier I

SWIS

Systematic ODR

Leadership Team

School & Family

Data-based Prof Dev

RCT & SSR Research

RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- **Reductions in teacher reported bullying behavior & peer rejection**

Bradshaw, C. P., & Leaf, P. J. (2009). Altering school climate through school-wide positive behavioral interventions: Findings from a group-randomized effectiveness trial. *Journal of Positive Behavior Interventions*, 11(1), 1-14.

Bradshaw, C. P., & Leaf, P. J. (2009). School-wide positive behavioral interventions: A group-randomized, wait-list controlled effectiveness trial. *Journal of Positive Behavior Interventions*, 11(1), 1-14.

Bradshaw, C. P., & Leaf, P. J. (2009). School-wide positive behavioral interventions: A group-randomized, wait-list controlled effectiveness trial. *Journal of Positive Behavior Interventions*, 11(1), 1-14.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the effectiveness of school-wide positive behavior support. *Focus on Exceptionality*, 42(8), 1-14.

Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of school-wide positive behavioral interventions and supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. Archives

Activity 3: Handout #3

Bullying Prevention Culture Assessment

- **Evaluate your culture for bullying prevention**
- **Complete the survey on your own**
 - **Start on pages 2 and 3, filling in the forms**
- **Then, as a group discuss the major strengths and areas of weakness**
 - **Try to come up with specific goals for making an immediate change**

Strategy 2: Recognize Stand-up Behavior

- ▶ Getting students to buy-in to an intervention is half the battle (or more than half)
- ▶ Older students should be involved in every phase of intervention development and implementation



CLOSE THIS

You: STAND FOR COURAGE We: CELEBRATE YOU

When you look for ways that you can positively impact your world, you'll see someone being mistreated and you'll stand up, step in, and speak out. When you stand for courage, others will follow.

The Stand for Courage Foundation, a non-profit organization, celebrates those, like you, who get caught doing the right thing. We reinforce the positive actions of the bystander.

**"It's not the bully. It's not the victim. It's you.
Stand up, step in, and speak out.
Get caught doing the right thing: Stand For Courage."**

Dedicated to supporting you in building positive relationships in all areas of your life, the Stand for Courage Foundation offers a proactive solution to peer mistreatment via three platforms:

1. School and Community Programs (Peer-to-peer incentives rule.)
2. Celebrity Award Events (Pop culture changes peer culture.)
3. Social Media (Because it dominates)

Courage and commitment can create a movement of epic proportions—one celebrated youth at a time. By inspiring communities to encourage individual positive strength and mutual respect, we contribute to the creation of an environment conducive to success and, thus, create a world that works for everyone.

HOME GET HELP STAND WITH US ABOUT US CONTACT



STAND

STAND FOR COURAGE



It's not the bully.
It's not the victim.
It's you.
Don't be a bystander.
Stand up, step in, and speak out.
Get caught doing the right thing:
Stand For Courage.



Follow us on Facebook



DONATE

CLICK HERE FOR OUR NEW POSTER!



Student Expect Respect Committees in all Schools Across the District



Develop a Student Leadership Team

- ▶ Students nominate each other for the Stand for Courage team (students can decide on team name)
- ▶ Group Interview can be conducted with nominated students to determine a final group

Stand for Courage Peer Nomination Form



Stand for Courage team members are students selected by their peers as people with naturally good listening skills, and generally easy people to talk to. *They are students you would trust to go and talk to when you are being treated disrespectfully, or when you are having a difficult time.* The selection process involves interviewing nominated students who indicate interest in the team. These students help develop, deliver, and report on the school's efforts to improve. The students are also available to classmates as a resource.

Please write in the name(s) of anyone who you believe would make a good Stand for Courage team member. We will then tally the results and invite those nominated to be a member of the Stand for Courage team.

I nominate the following person(s):

Conduct a Pre-Post Assessment

- ▶ Unfortunately, many instances of bullying are NOT reported by students or recorded in the discipline data.
- ▶ Consider pre-post surveys to determine the existence of bullying issues in the school
 - ▶ Many commercially available surveys on the market
 - ▶ ...Or create your own

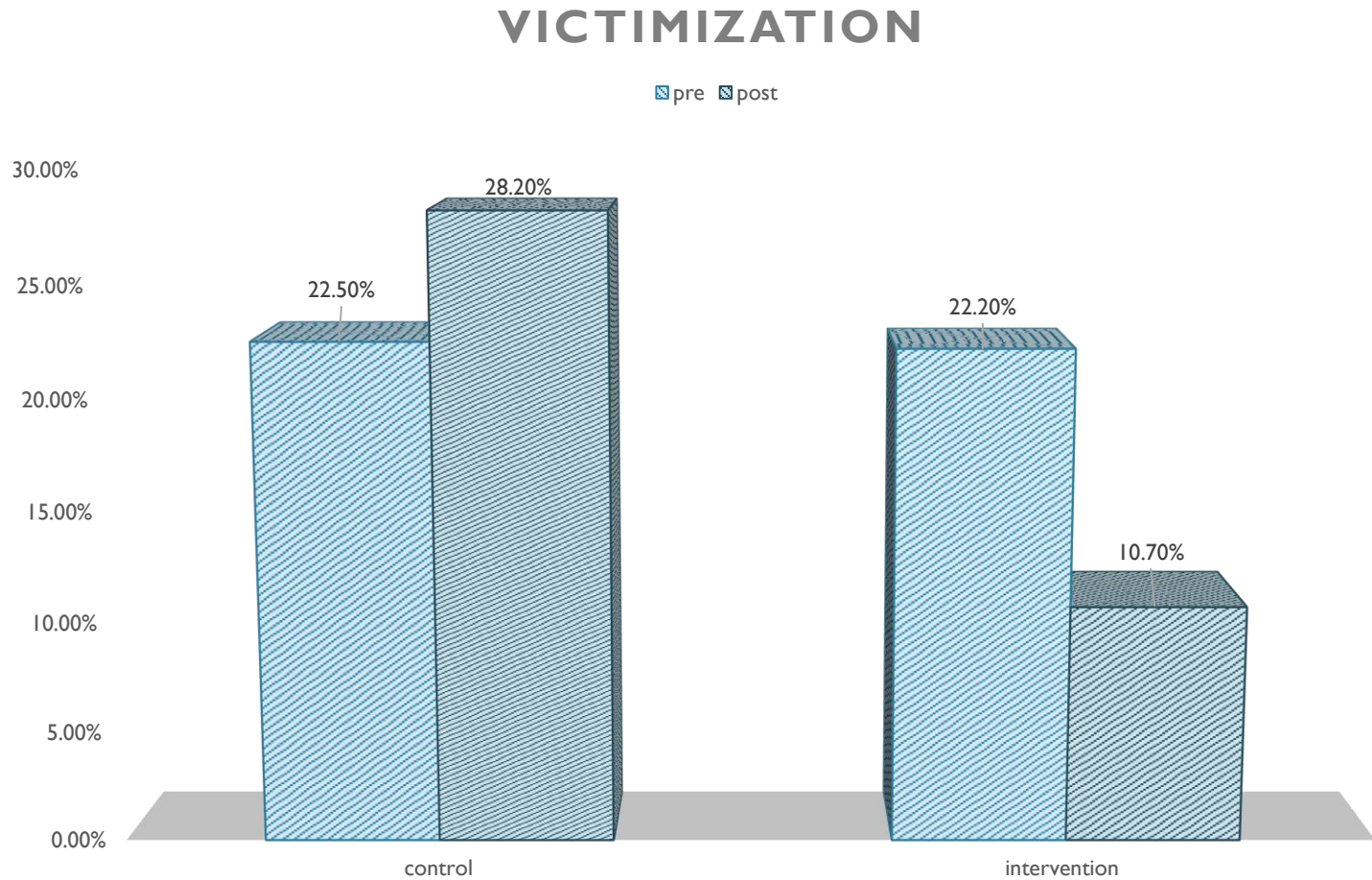
Leadership Team Activities



1. Look at school survey data to determine
 - ▶ if, what, and where problems exist in the school
 2. Develop Intervention Strategies
 - ▶ SfC box
 - ▶ School-wide stop response
 - ▶ assemblies, etc.
 3. Reinforce other students for standing up for each other
 - ▶ The team develops a reinforcement system
 - ▶ The team uploads nominations to the national site
 4. Report results of intervention to the school
-



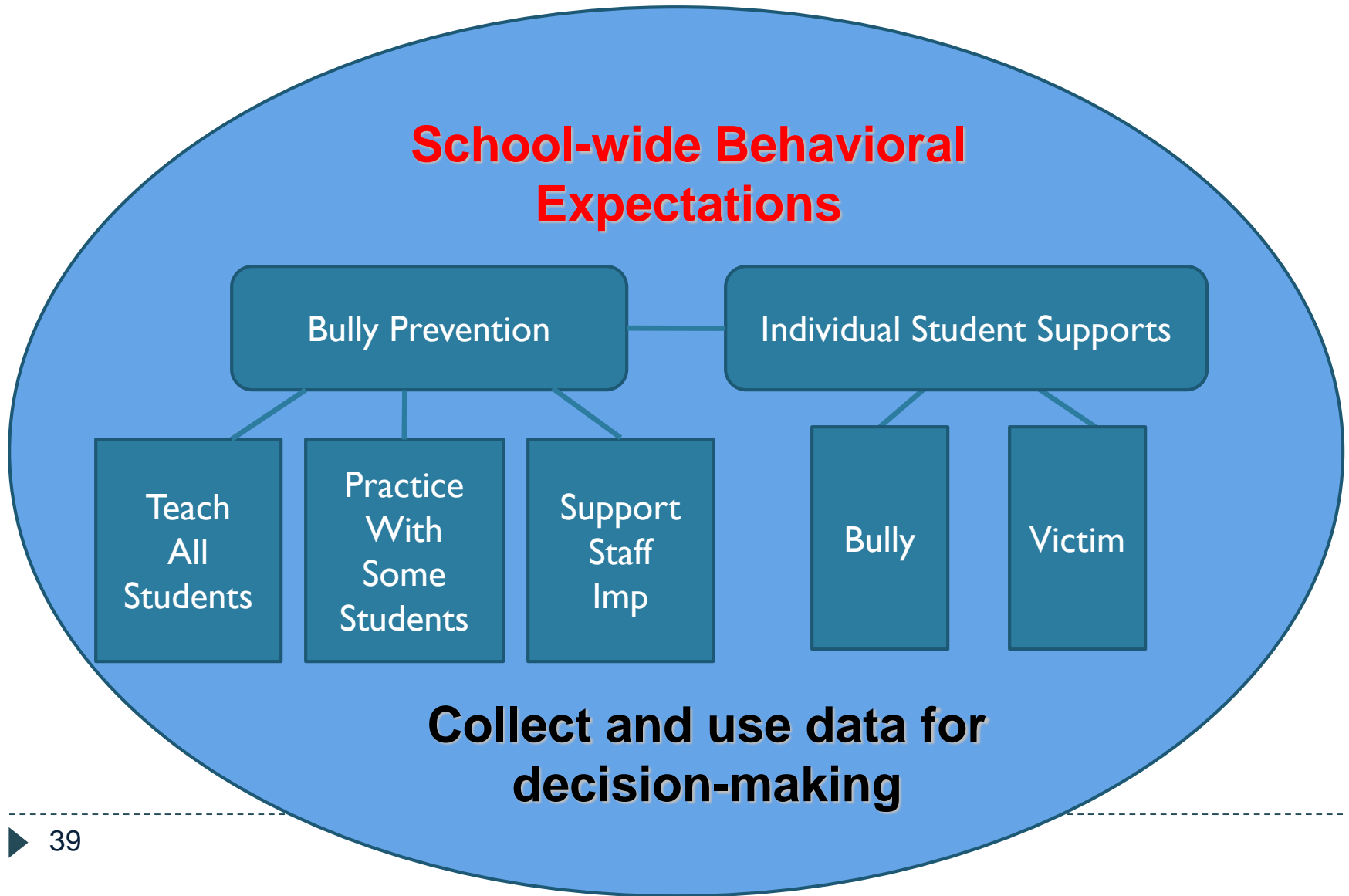
Preliminary Study Results



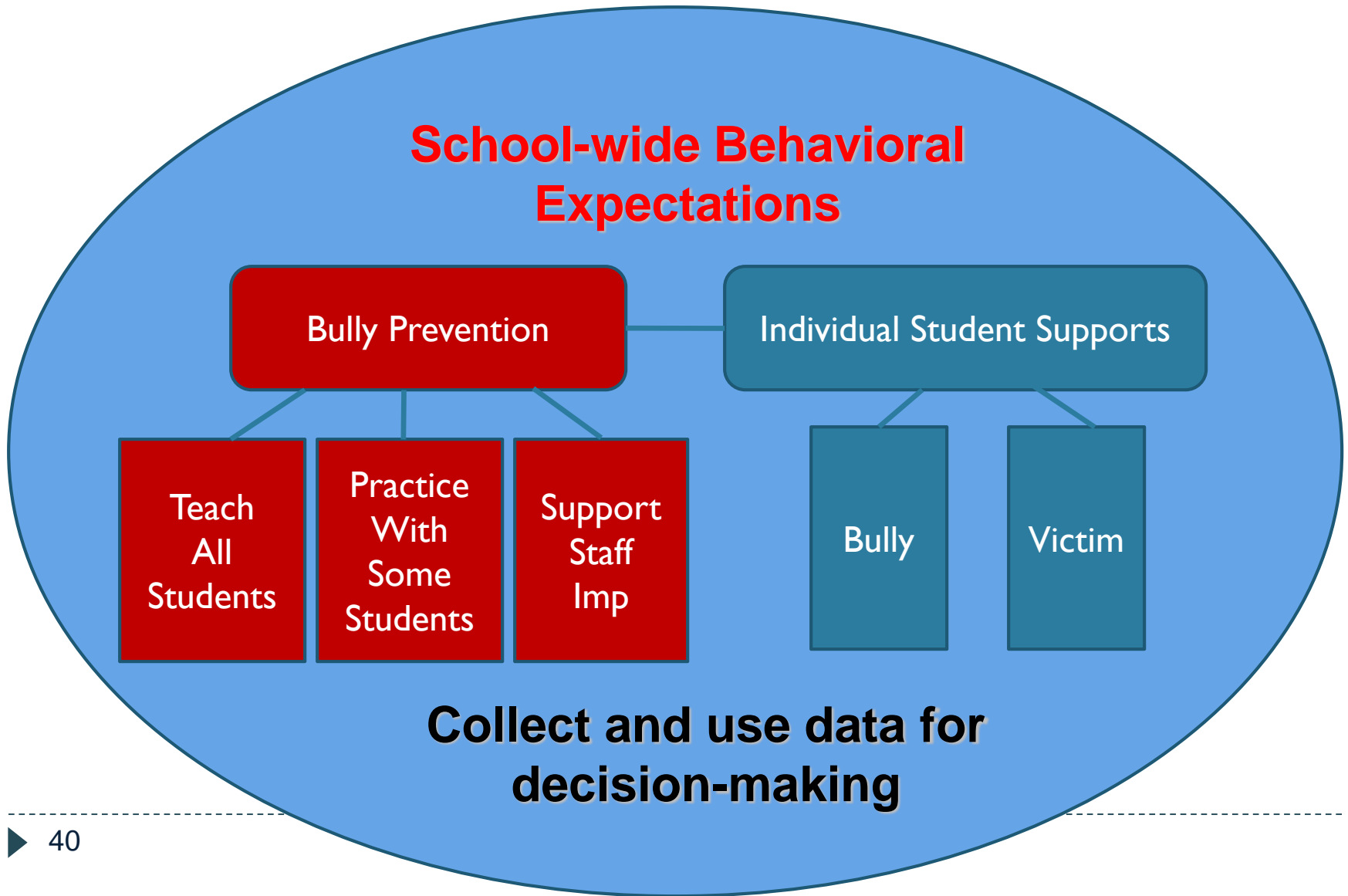
What can the student leadership look like in your school?

- ▶ Discuss with your table the steps necessary to create effective student leadership team
 - ▶ What could be done this year? What needs to wait until next year?
 - ▶ What specific steps are necessary to accomplish it?
 - ▶ What barriers do you foresee? Any ideas for addressing those barriers?

Strategy 3: Remove the Reinforcement for Bullying



Strategy 3: Remove the Reinforcement for Bullying



Core Features of BP-PBS

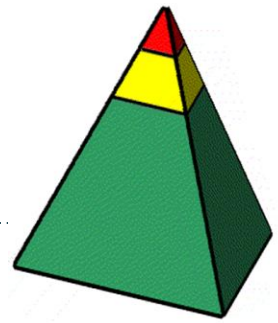
Three Student Skills

1. School-wide behavioral expectations (respect)
2. **Stop routine** when faced with disrespectful behavior
3. **Stopping routine** if someone tells you to “stop”

Faculty/Staff

- ▶ Strategy for teaching students core skills
- ▶ Strategy for responding to reports consistently
- ▶ Clear data collection and data-use process

I. Introduction



Teach school-wide expectations first!

- ▶ Teach students to recognize “respectful” versus “non-respectful” behavior.
- ▶ 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, between classes, hanging out in the parking lot.
 - ▶ The word “bully” is never used

Peer attention comes in many forms:

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

The candle under a glass cup

2. How Students Respond: Stop Routine

- ▶ Teach a clear, simple, and easy school-wide way to remove the peer attention and break the cycle of problem behavior before it can become severe.
- ▶ If someone does something disrespectful to you **or someone else**, use the stop routine
- ▶ Because talking is tough in emotional situations... always include a physical “signal” that students can use as well.
- ▶ Examples

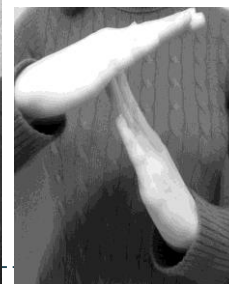
Stop

Enough

Use Another word

Quit it

Over the line



Teach “Walk”

Often, even when students tell others to “stop”, problems won’t be resolved. When this happens, students are to “walk away” from the problem behavior (remove themselves from the situation).

- ▶ **Students should help others walk away too**
- ▶ **Students can also be taught that they can comfort victims of disrespect after helping them walk away**

Teach “Talk”

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

- ▶ Report problems to adults
 - ▶ What is appropriate and inappropriate reporting?
 - ▶ **“Talking”** is when you have tried to solve the problem by using the stop routine
 - ▶ **Inappropriate Reporting** is when you do not try the “stop” or “walk away” steps first
 - ▶ **Inappropriate Reporting** is when your goal is to get the other person in trouble
- ▶ An exception to the rule: If students are in significant fear of their safety, they should skip the “stop” and “walk” steps, and go immediately to an adult

Activity 4 – Part I

- ▶ With a partner discuss a “stop” response you think would work in your school (or a couple possibilities)
 - ▶ Keep the language simple
 - ▶ Provide a hand signal that can be matched to the statement if necessary
 - ▶ Remember, what you think is “cool” probably won’t be cool to the students, simply because an adult came up with it
 - ▶ How would your stop routine be used in situations of gossip?
 - ▶ How would your stop routine work online?

3. Teaching a Reply: The Stopping Routine

- ▶ Eventually, every student will be told to stop.
- ▶ ***Here is the rule: If someone asks you to stop doing something that they think is disrespectful, you stop – whether you were doing it on purpose or not.***
- ▶ When you are asked to stop, do the following:
 - ▶ Stop what you are doing
 - ▶ Take a deep breath
 - ▶ Go about your day (no big deal)
 - ▶ At this point, students can problem-solve, apologize, or just drop it



4. How Adults Respond

When a student reports problem behavior, all adults should follow a specific response sequence:

First, let students know that their report is important

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

Ensure the student's safety.

- ▶ Is the behavior still happening?
- ▶ Is the reporting student at risk?
- ▶ 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?" (If yes, praise student for using appropriate response. If no, practice.)

Addressing the Perpetrator...

Reinforce the student for discussing the problem with you

"Did _____ tell you to stop?"

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

"Did _____ walk away?"

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

Practice the stop routine and the stopping routine

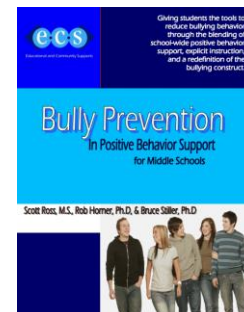
- ☐ The amount of practice depends on the severity and frequency of problem behavior
- ☐ 2 minute rule - If a supervisor can't address a report within two minutes, that issue should be referred to an alternate time/setting/staff member for processing.

Activity 4 – Part 2

- ▶ In groups of **4-5**:
 - ▶ Practice a stop routine: Separate roles into: Supervisor, Perpetrator, Victim, and Bystander.
 - ▶ Try to find situations where the stop routine may not work

Effective Implementation

- ▶ Use the teaching plans in the BP-PBS handbooks
 - ▶ Available free online at www.pbis.org
 - ▶ Or Build your own lesson plans
- ▶ Develop a schedule for implementation
 - ▶ Teach all students in the school within a 2 week period.
 - ▶ After the initial lessons, teachers need to follow up with students **weekly** (2-3 min) to discuss what is working, what isn't, and to practice
 - ▶ Build a strategy for providing orientation to new students entering the school.
- ▶ PBIS teams ensure that implementation sustains through the collection of fidelity implementation data, and student outcome data



PROBLEM BEHAVIOR OUTSIDE THE CLASSROOM

Staff Name: _____ School: _____

Today, how many of the following occurred:

Date:	Check-ins	Positives given for stop routine	Reports of Problem Behavior	Practices of stop routine with students	ODRs Given out for Problem Behavior

Comments:

Appropriate staff response to *reports* of problem behavior outside the classroom.

Time:

1-2 Minutes

When a student reports disrespect, adults should follow a specific response sequence:

- **First, let students know that their report is important**
 - Reinforce the student for reporting (i.e. "I'm glad you told me.")
 - Use reflective statements to let the student know you are listening to them
 - Use supportive statements to let the student know you care
- **Ask who, what, when and where.**
- **Ensure the student's safety.**
 - Is the non-respect still happening?
 - Is the reporting student at risk?
 - 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?"** (If yes, praise student for using appropriate response. If no, practice.)

When addressing the perpetrator...

- **Reinforce the student for discussing the problem with you**
 - "Did ____ tell you to stop?"
 - "If yes: **How did you respond?**"
 - "If no: Practice the 3 step response.
- **"Did ____ walk away?"**
 - "If yes: **How did you respond?**"
 - "If no: Practice the 3 step response.

Practice the stop routine and the stopping routine

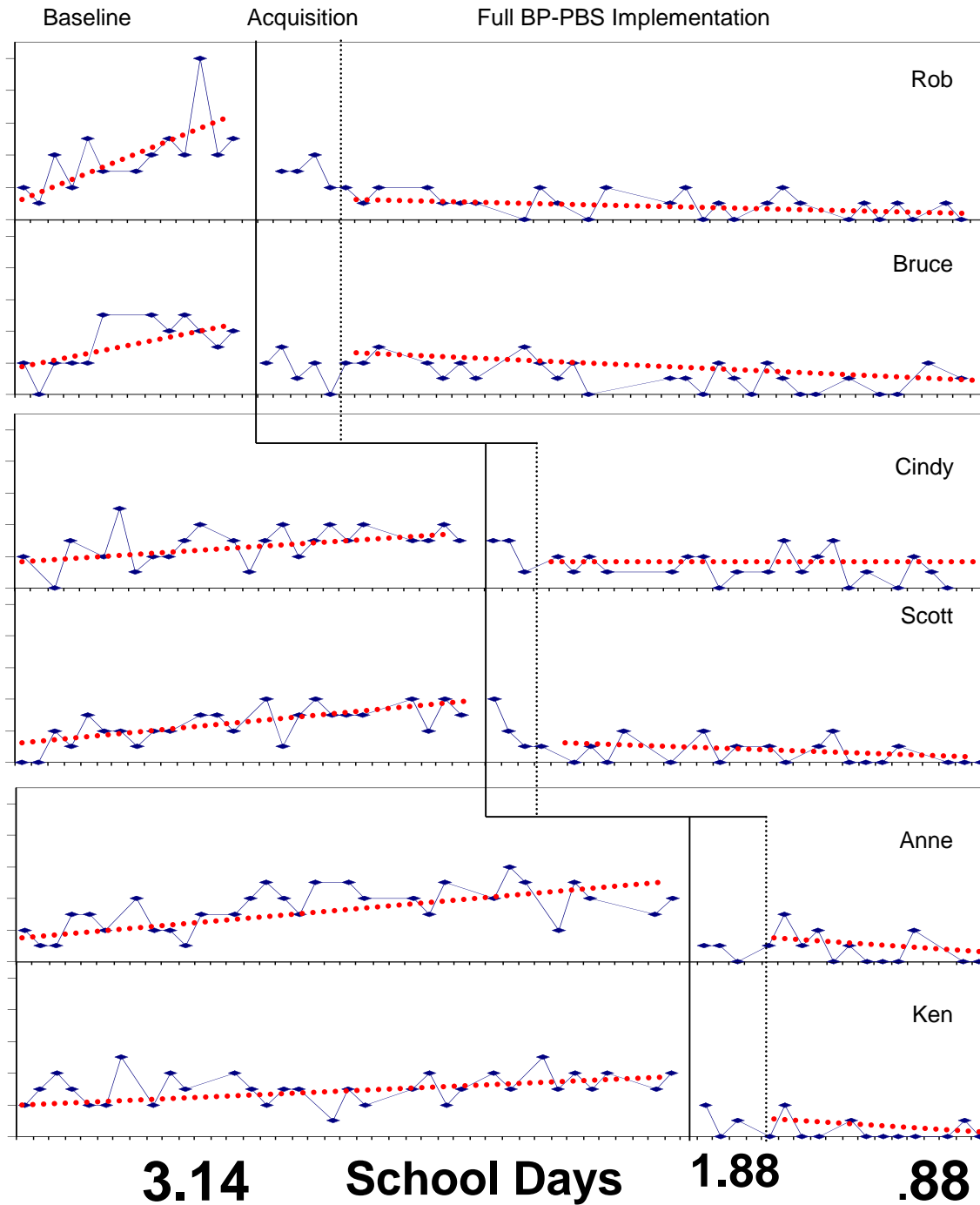
The amount of practice depends on the severity and frequency of problem behavior

Research on BP-PBS

- ▶ Three elementary schools
- ▶ Two students at each school with physical/social aggression at high rates
- ▶ All staff taught with the BP-PBS manual
- ▶ All students taught by staff
- ▶ All playground personnel received implementation support
- ▶ Direct Observation during 10-minute observations of the playground

(Ross & Horner, 2009)

Number of Incidents of Bullying Behavior



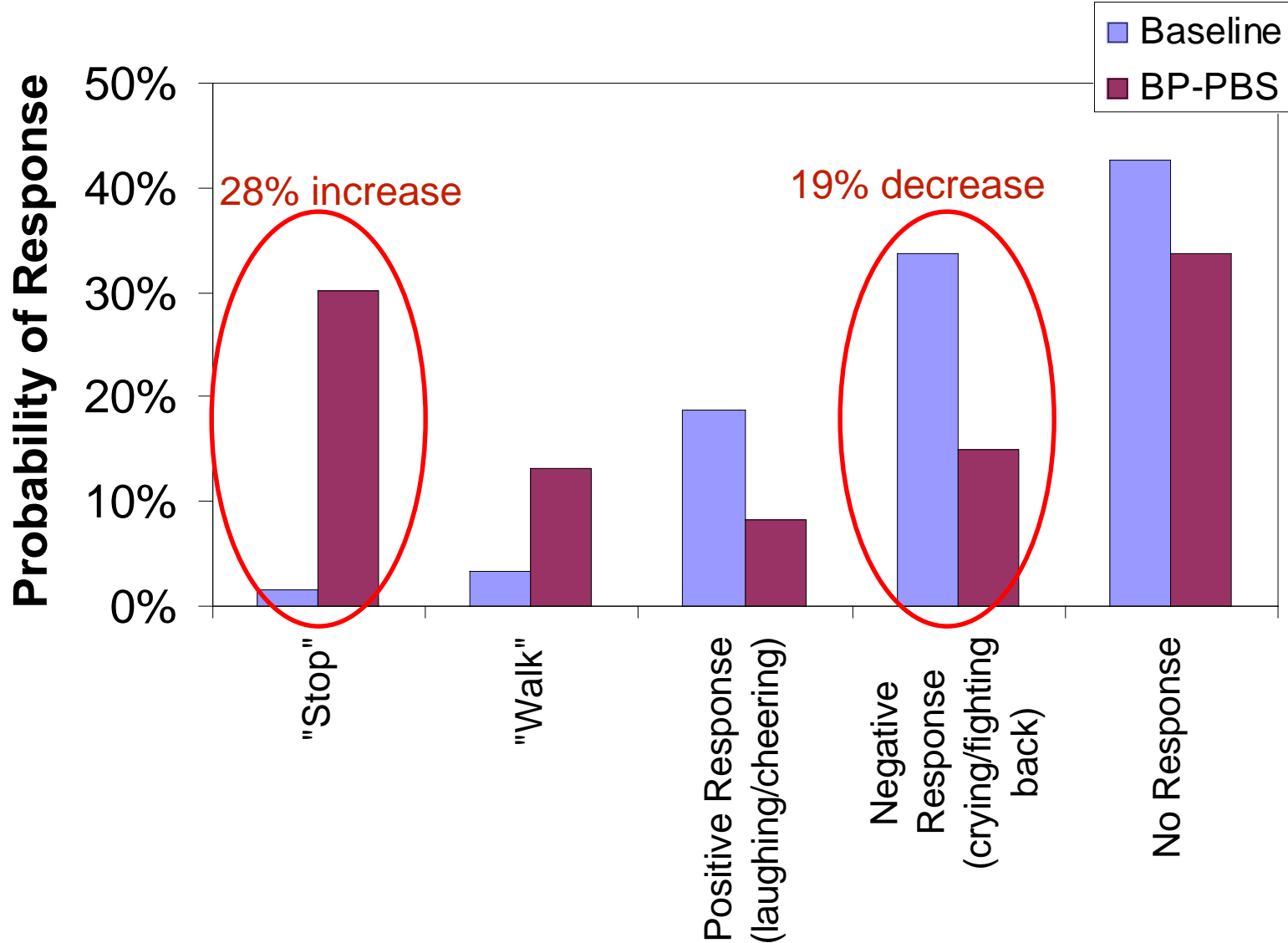
School 1

School 2

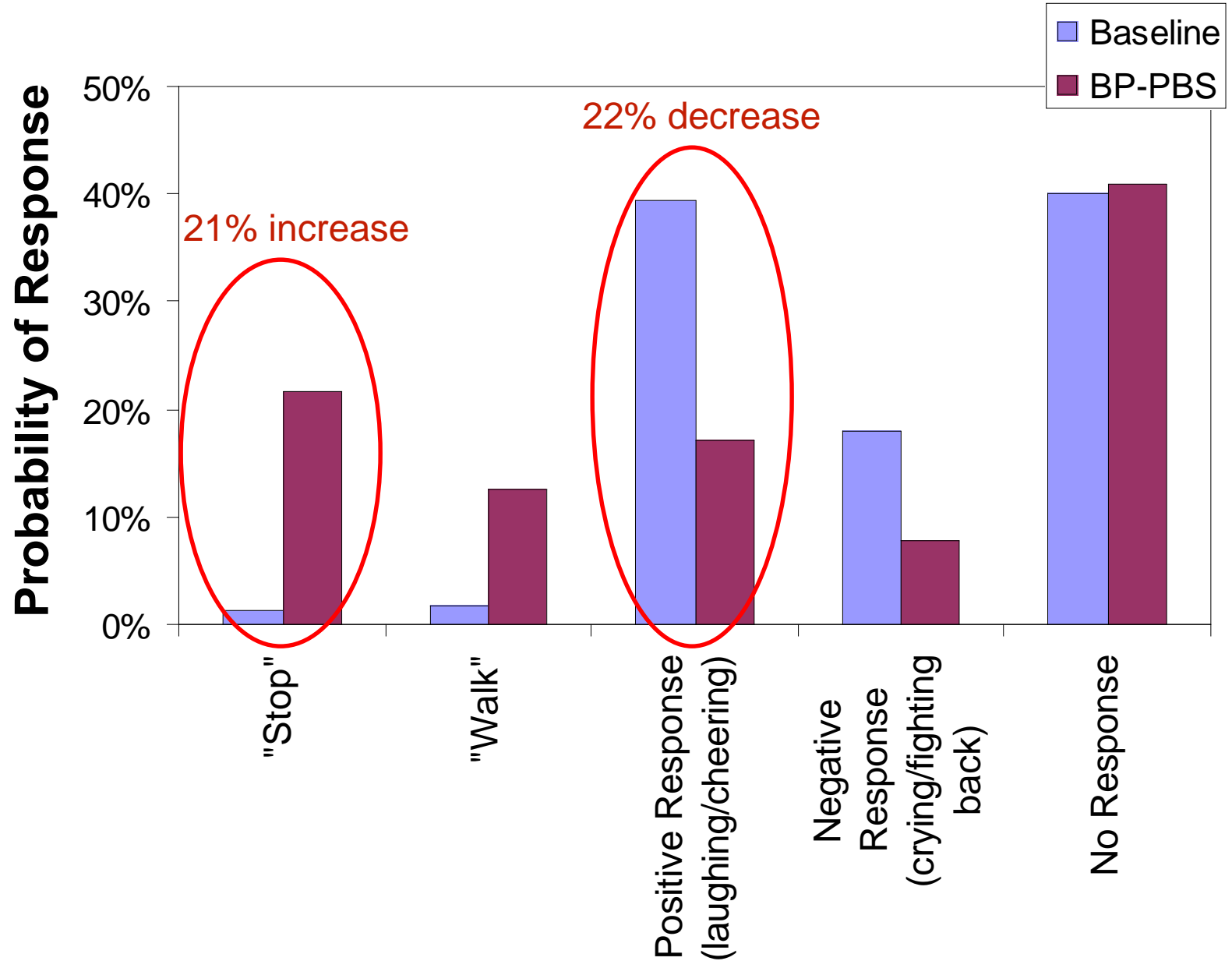
School 3

72% decrease

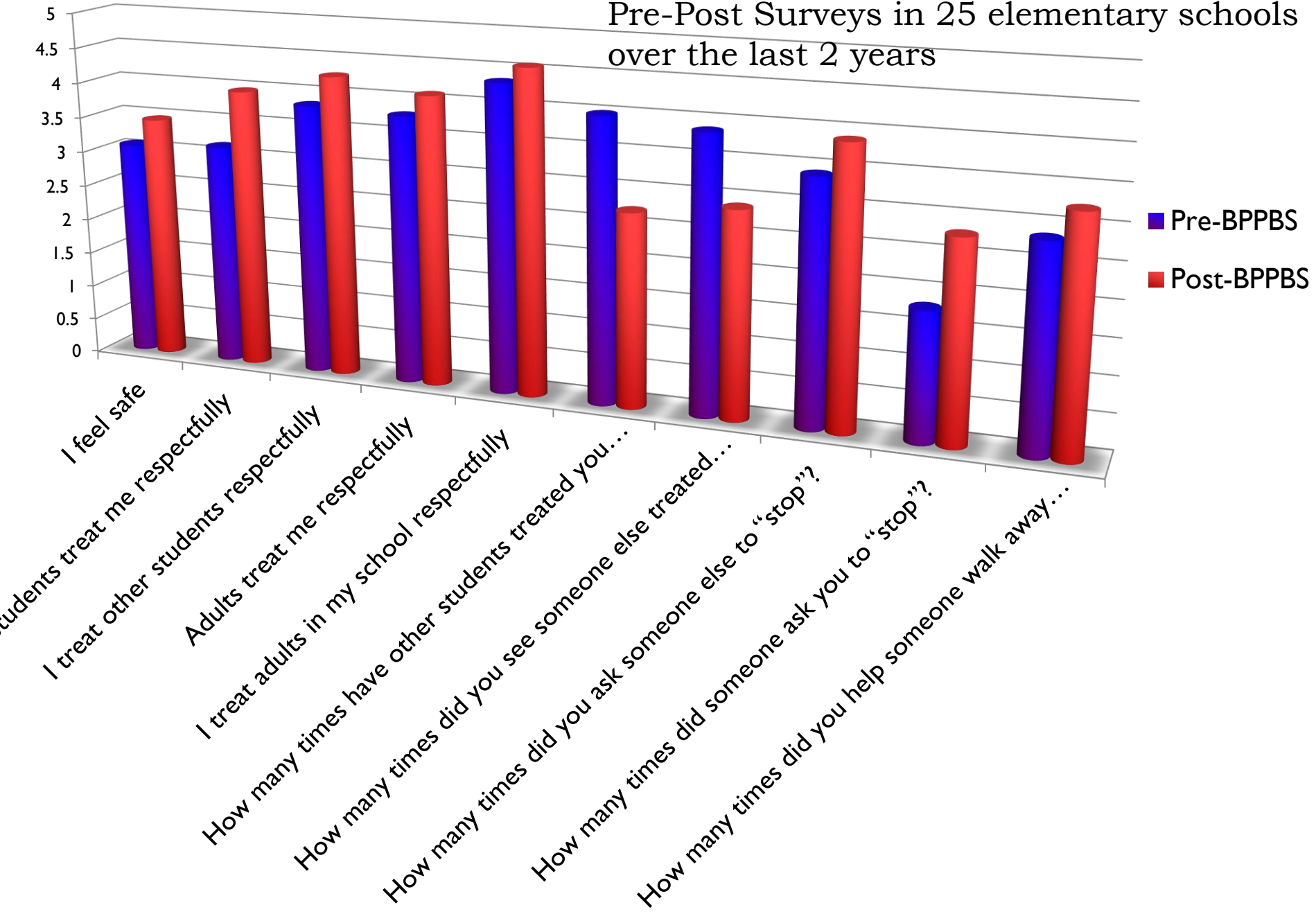
Conditional Probabilities of Victim Responses to Problem Behavior



Conditional Probabilities of Bystander Responses to Problem Behavior



Pre-Post Surveys in 25 elementary schools over the last 2 years



Check for Understanding

1. What are the jobs of an effective student leadership team?
2. What are some advantages of a school-wide “stop” sequence?
3. What steps are necessary for effective and sustainable implementation of BP-PBS?

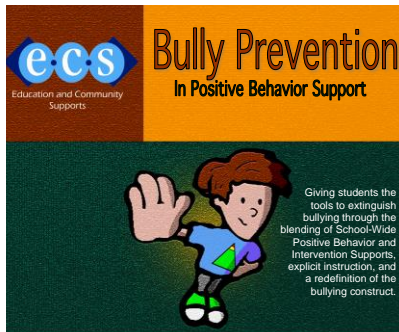
Action Planning Time

Consider what we have discussed today and indicate the steps necessary to make it a reality

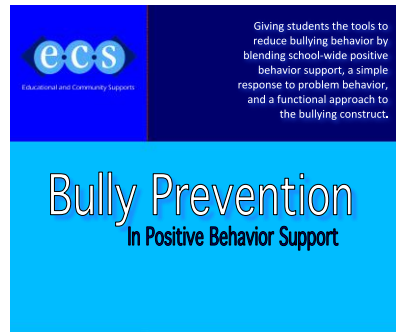
- ▶ Consider implementation schedules, follow-up and evaluation
- ▶ How, when, and where will you:
 - ▶ Get student buy-in?
 - ▶ Measure outcomes pre – post?
 - ▶ Implement student meetings and other intervention components?
 - ▶ Measure the outcomes of implementation?
 - ▶ How will you bring this back to the rest of your staff?
- ▶ Building capacity
 - ▶ What help is needed from the district?
 - ▶ What materials and protocols need to be developed?

For More Information

- ▶ Curriculum Available at: www.pbis.org
- ▶ Stand for Courage website: www.standforcourage.org
- ▶ Contact me at: Ross_S@cde.state.co.us



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



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

