

Bullying Prevention

Within an MTSS Framework

CASE

July 27, 2016

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Colorado Department of Ed

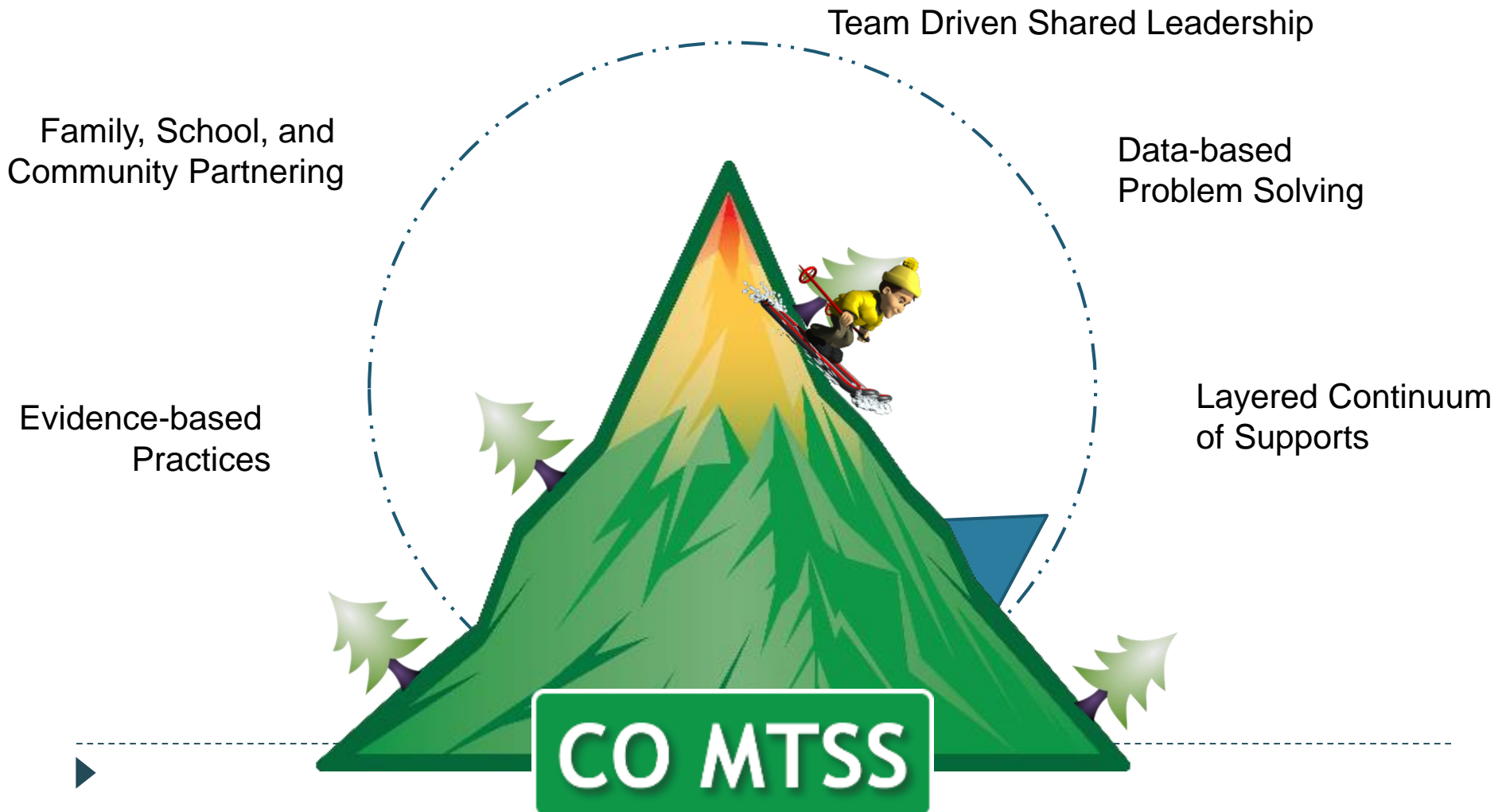
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The 5 Essential Components of Colorado MTSS



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:** Describe the upcoming Bullying Prevention and Education Grant Program
- ▶ **Objective 3:** Strategies that catch kids doing it right
- ▶ **Objective 4:** Strategies that remove the reinforcement that drives bullying



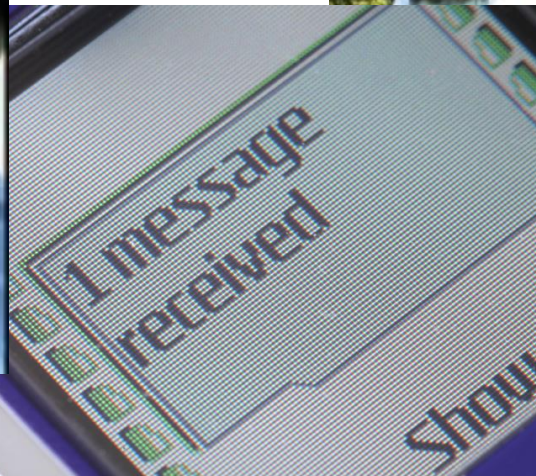
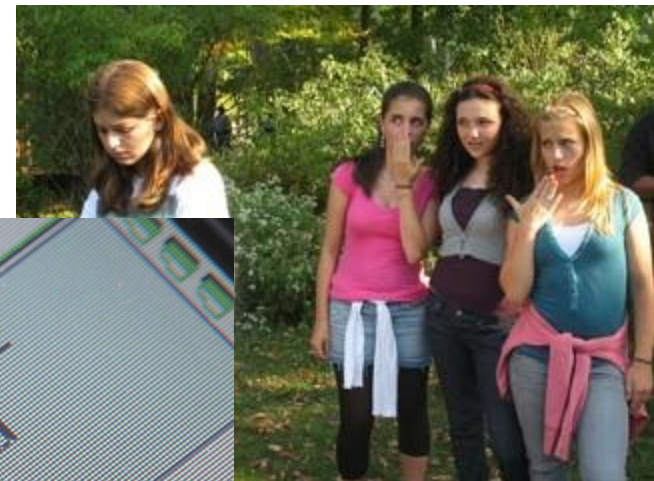
The Logic:

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 that you've experienced?
- How do adults typically respond to incidents ?
- What practices or conditions in the system might make problems worse?

► Pair:

- Share with your partner

► Share:

- An idea or experience you heard from your partner



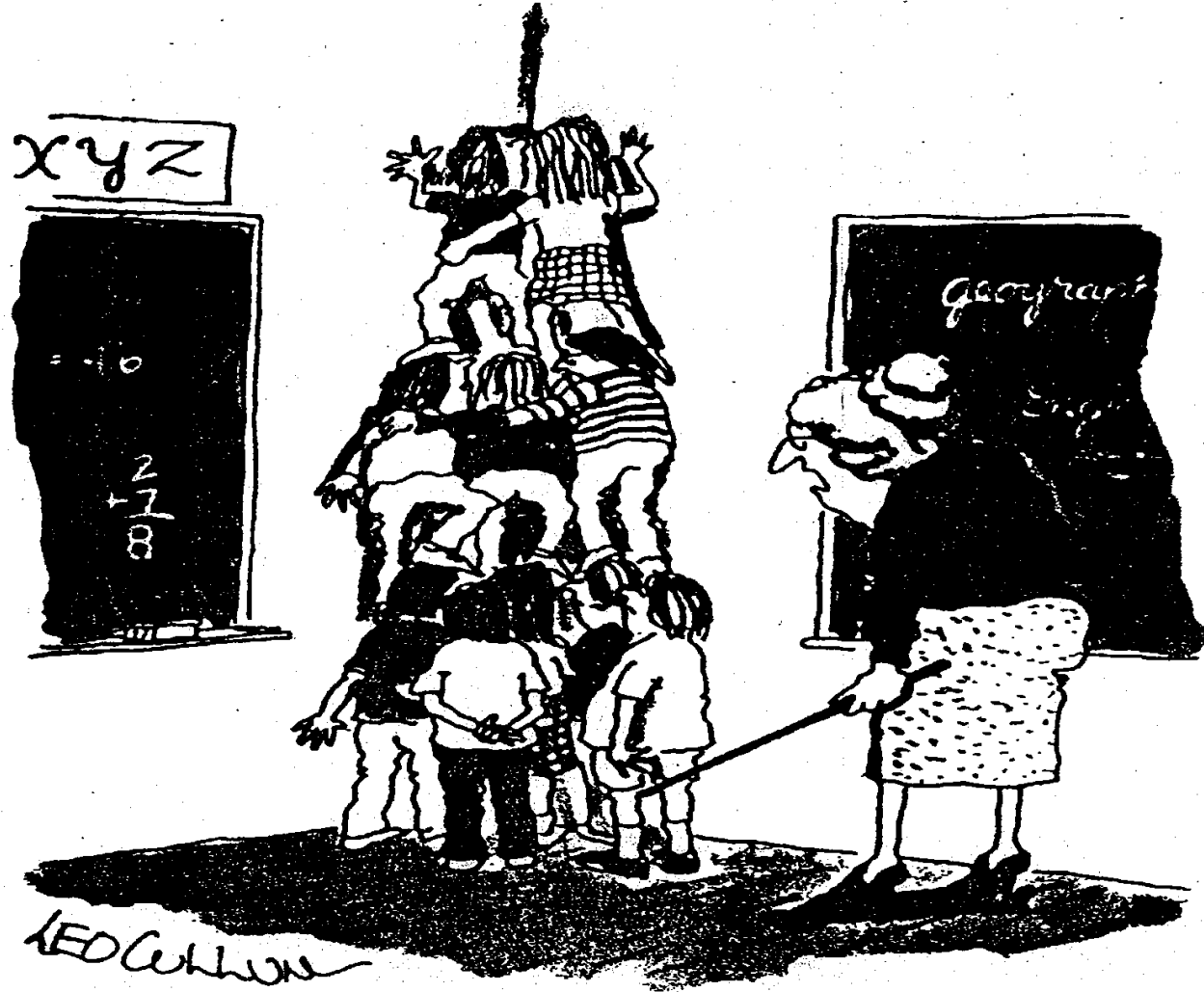
Reactive responses to bullying are predictable....

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."



WE CAN'T AFFORD TO
SAVE THIS ONE, BUT
DON'T WORRY, SOMEONE
WILL CATCH HIM.

WELFARE
SYSTEM

JUDICIAL
SYSTEM

GANGS

Gary Hall
THE INDIVIDUALIST



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

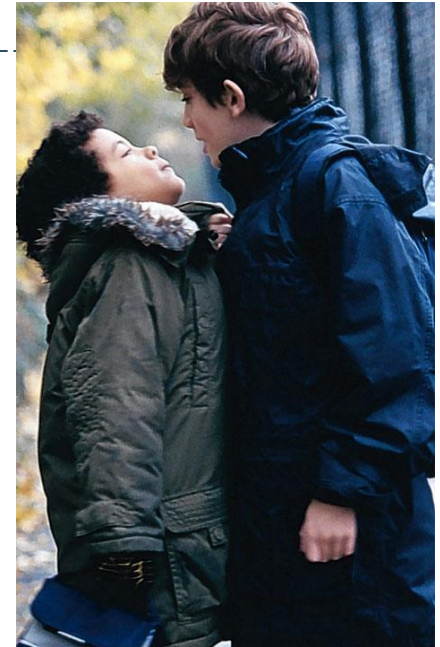
► Bullying Issues

- 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	

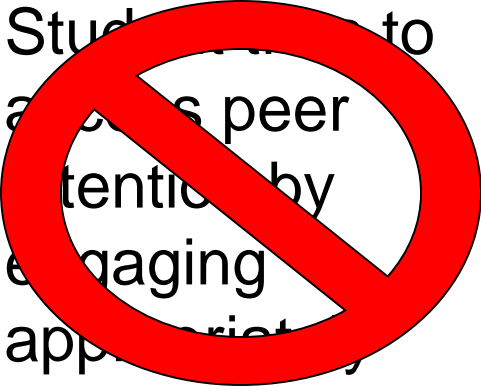


Learning to Bully

A	B	C
Unpopular Student Sits with Popular Peers	 <p>Student tries to attract peer attention by engaging appropriately</p>	<p>Peers roll eyes and ignore the student</p> <p>Bad Outcome for Student</p>



Learning to Bully

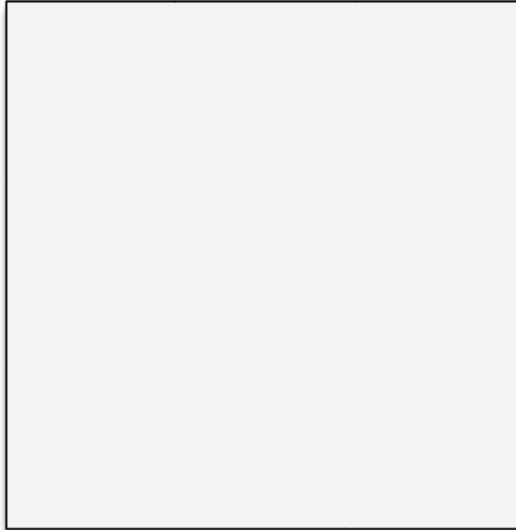
A	B	C
Unpopular Student Sits with Popular Peers	 <p>Student ... to ... peer ... attention by ... engaging ... appropriate</p>	<p>Peers roll eyes and ignore the student</p> <p>Punishing Consequence</p>
NEXT OPPORTUNITY		
<p>Another Unpopular Peer Sits Down</p> <p>▶</p>	<p>Student: Teases or “bullies”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

Activity :

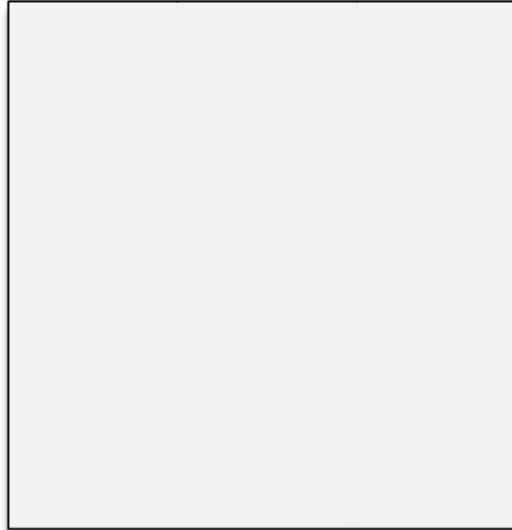
Your own Example

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

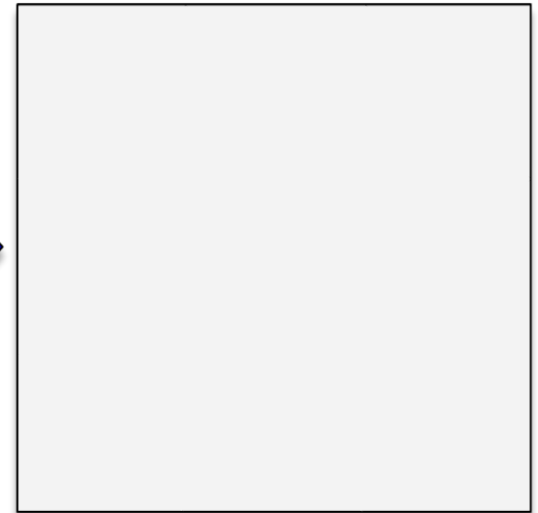
Trigger/Antecedent



Bullying Behavior



**Rewarding
Consequence**



Colorado's Bullying Prevention and Education Grant Program

In HB 11-1254, the State Board of Education is instructed to promulgate rules for the administration of a Bullying Prevention and Education Grant Program

- The application for the grant program is currently under review and should be ready by September, 2016

Funding from this opportunity may be used for:

1. The cost of the evidence-based bullying prevention best practices;
2. Educating parents and legal guardians regarding efforts to reduce the frequency and intensity of bullying;
3. Developing student leadership and voice in bullying prevention;
4. Bullying-related data-based problem solving and decision making;
5. Procedures that ensure student confidentiality;
6. Coaching support and other strategies to encourage high quality implementation of evidence-based bullying prevention practices.

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

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."**



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Student Expect Respect Committees in all Schools Across the District



Implementation Activities



1. Create a student leadership team
 2. Conduct a pre-post survey
 3. Leadership Team considers survey data
 4. Leadership Team develops intervention strategies
 - ▶ SfC box
 - ▶ School-wide stop response
 - ▶ assemblies, etc.
 5. Leadership Team reinforces students for standing up for each other
 - ▶ The team develops a reinforcement system
 - ▶ The team uploads nominations to the national site
 - www.standforcourage.org
 6. Leadership Team reports results of their efforts
-



Student Leadership Team Nomination Form

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):

GET CAUGHT DOING THE RIGHT THING



STAND FOR COURAGE

Stand For Courage is a movement celebrating every individual who refuses to stand by and watch while others are pressured and hurt.

Stand For Courage leads and empowers America's youth to courageously stand up for their own rights and the rights of others through positive recognition, reward and education.

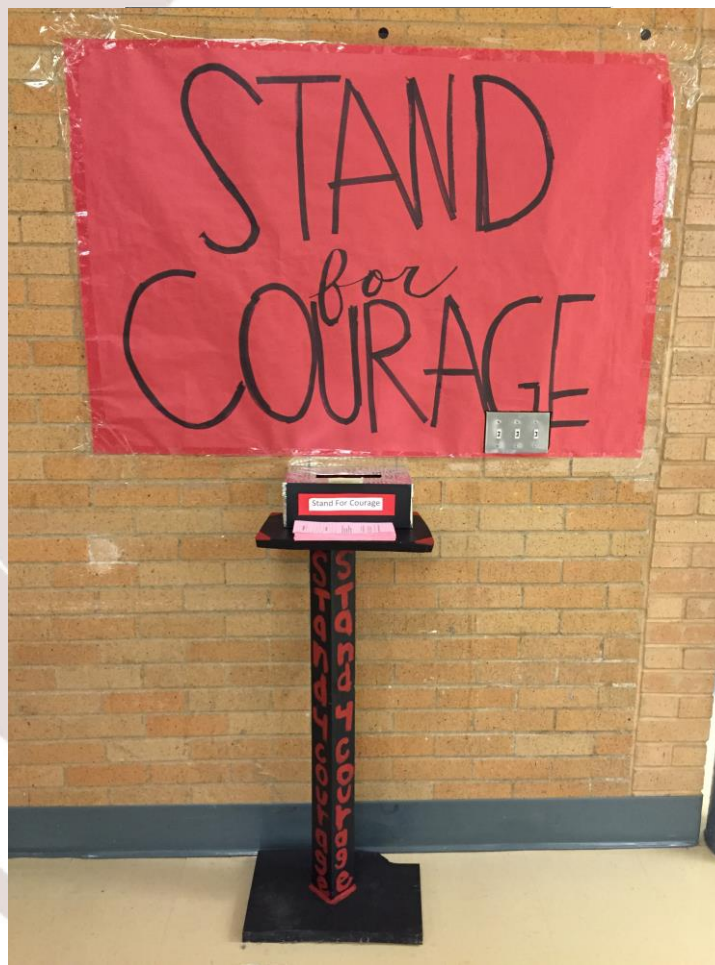
Stand For Courage is the change and solution. Visit us at:

www.standforcourage.org

I Nominate:



For a Stand For Courage award because this person (or group) stood up for someone or themselves. Here's the story (100 words or more):



(attach additional pages as needed to tell your story)

Nominee Name:

Age: ()

School: _____

City: _____

email: _____

Phone: () _____

Nominator Name:

Signature of Parent/Legal Guardian (if under 18)

email: _____

Phone: () _____

Please mail to:
SFC Nominations
4511 SE Cesar Chavez Blvd.
Portland, OR 97004

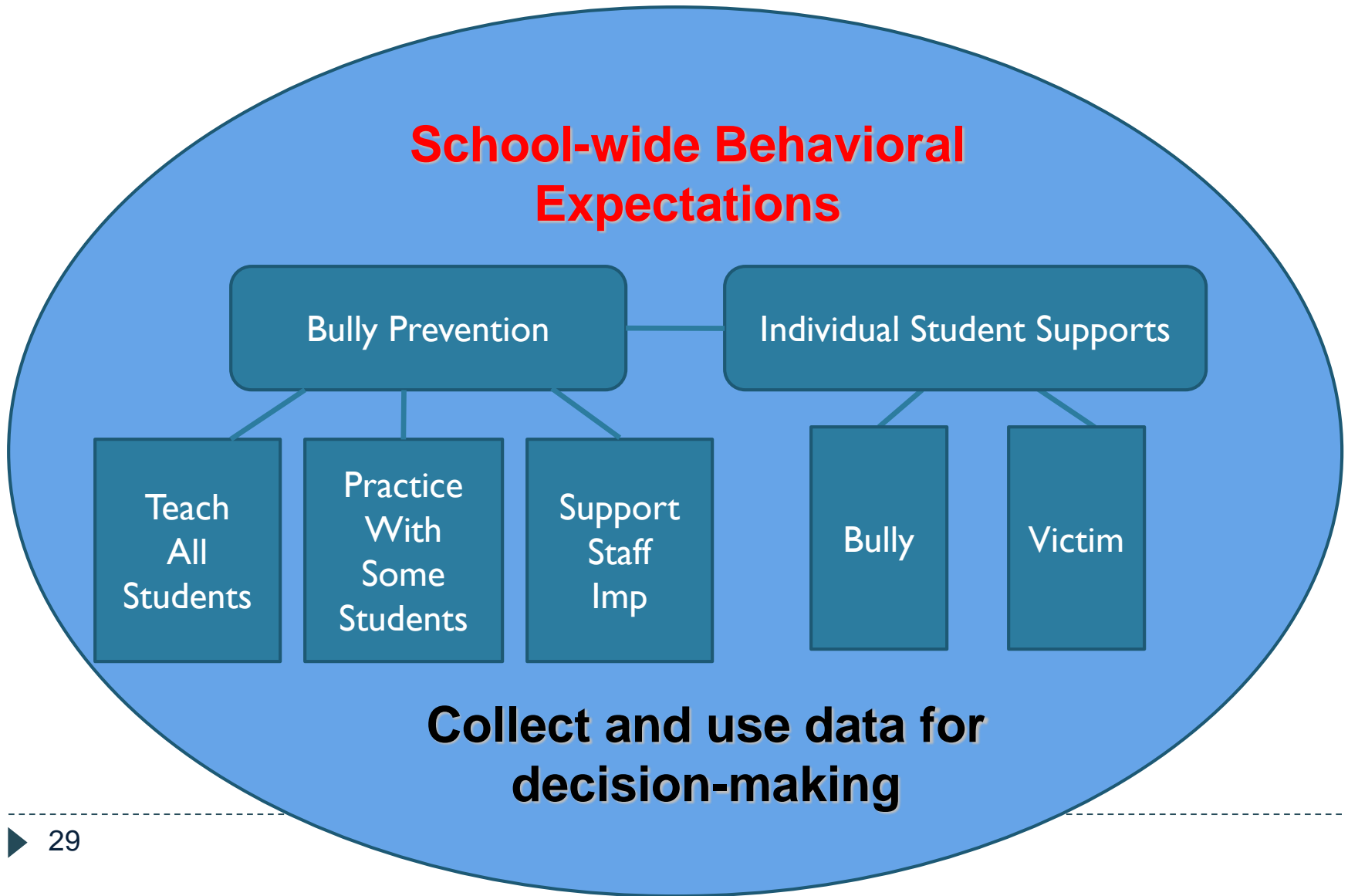
Or nominate online at:
www.standforcourage.org

Awards are given four times a year.
Finalists will be contacted. Middle and
High School youth are eligible.

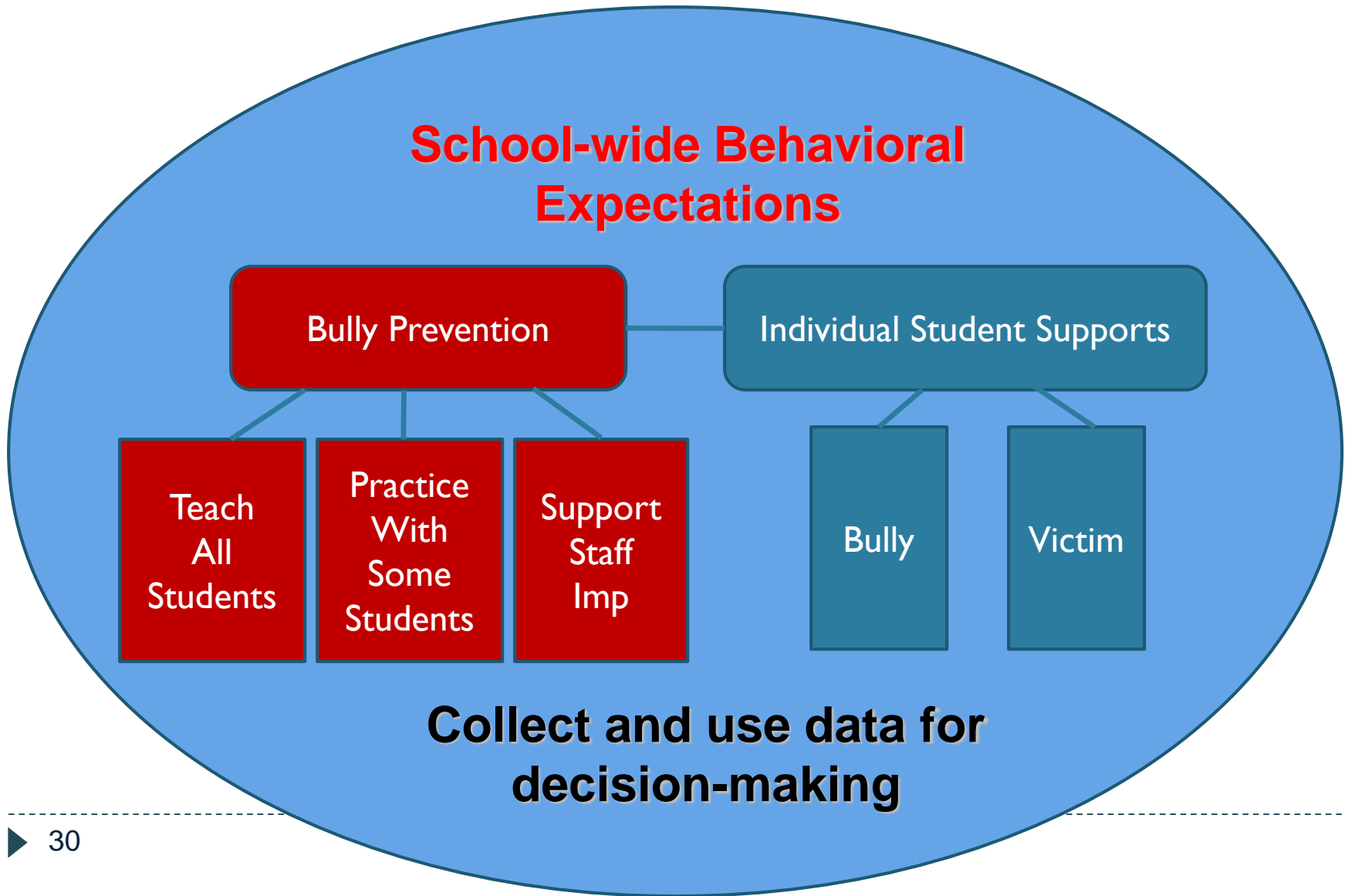
For more information visit our website at:

www.standforcourage.org

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

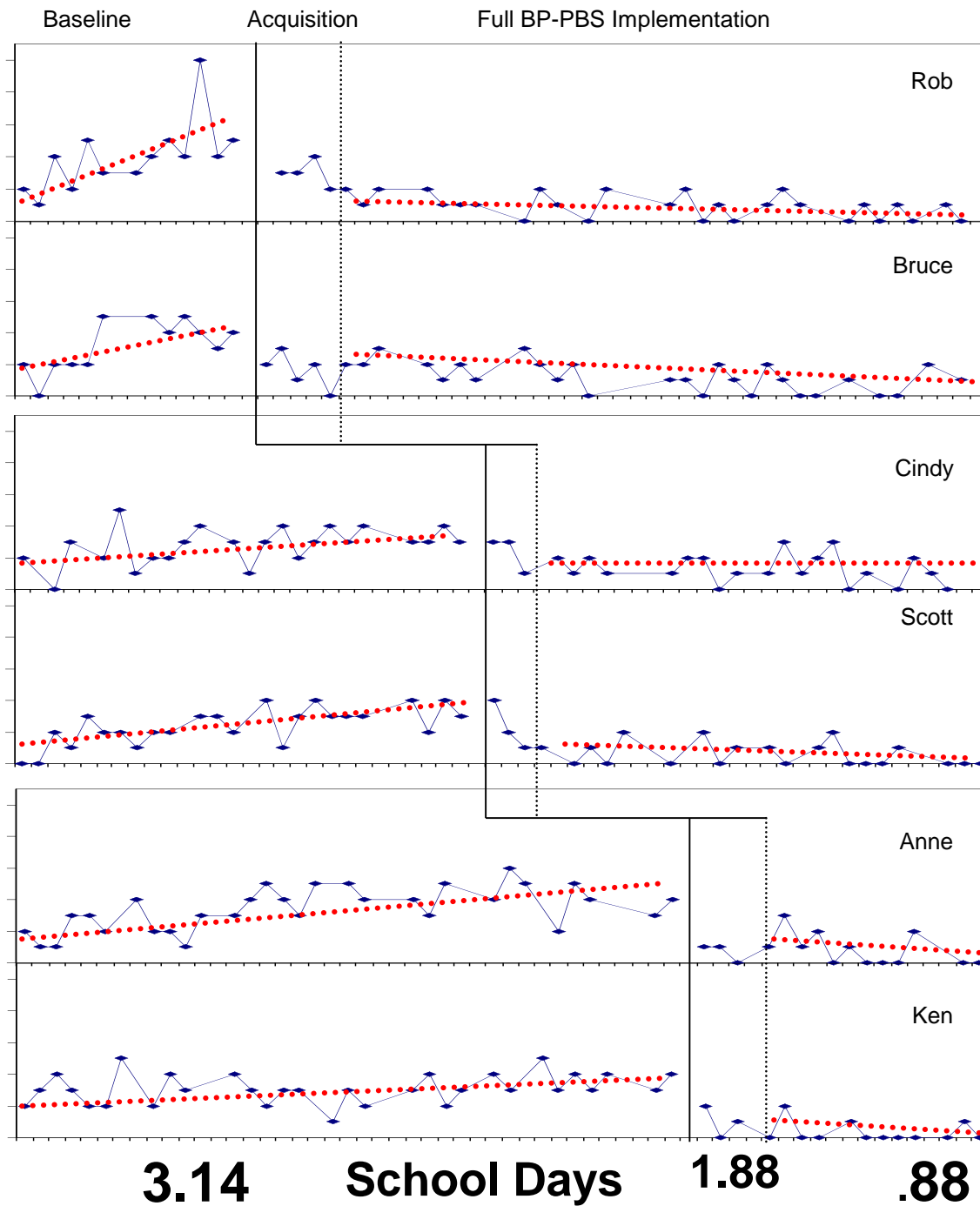
- ▶ Strategy for teaching students core skills
- ▶ Strategy for responding to reports consistently
- ▶ Clear data collection and data-use process

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



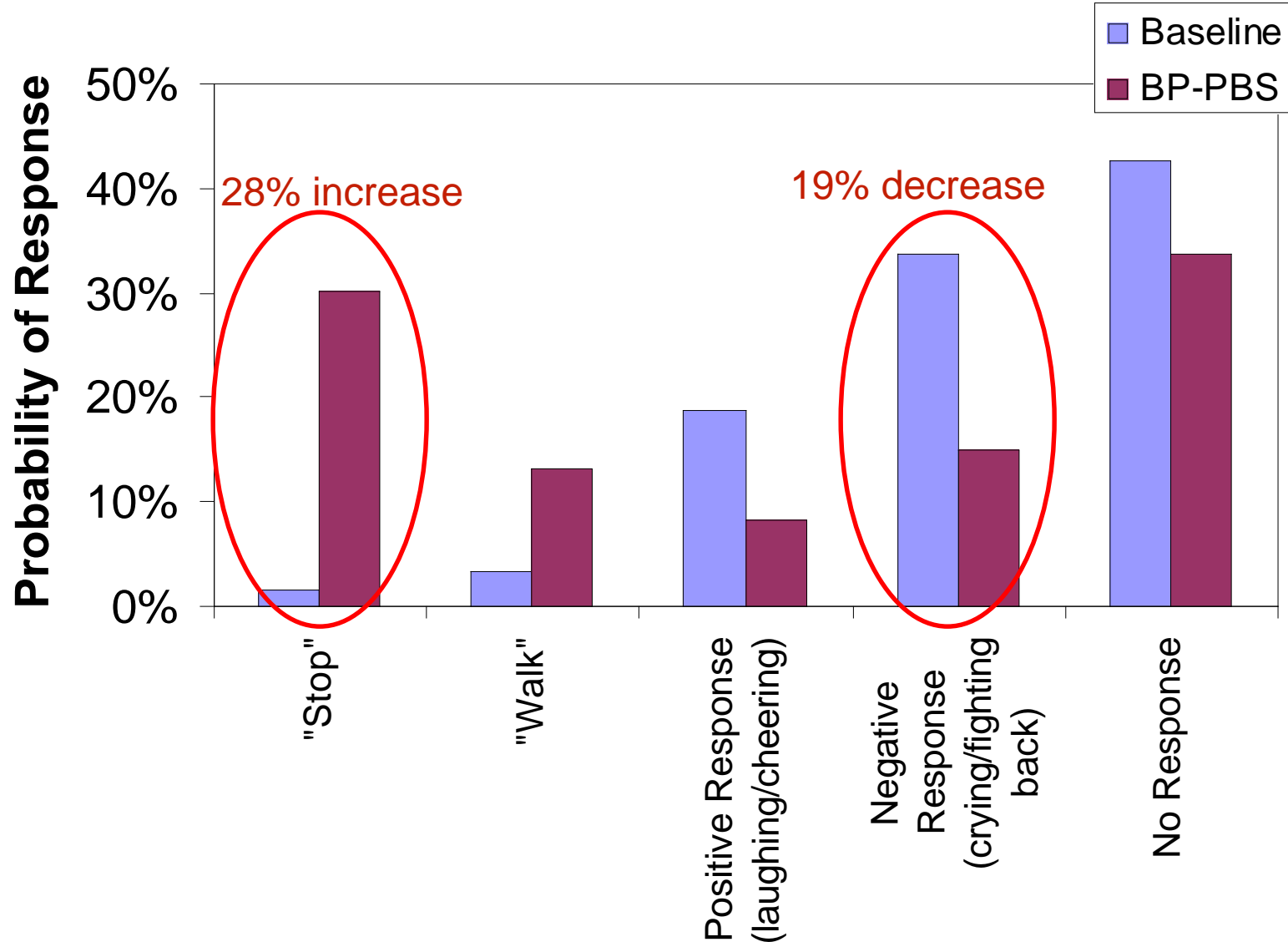
School 1

School 2

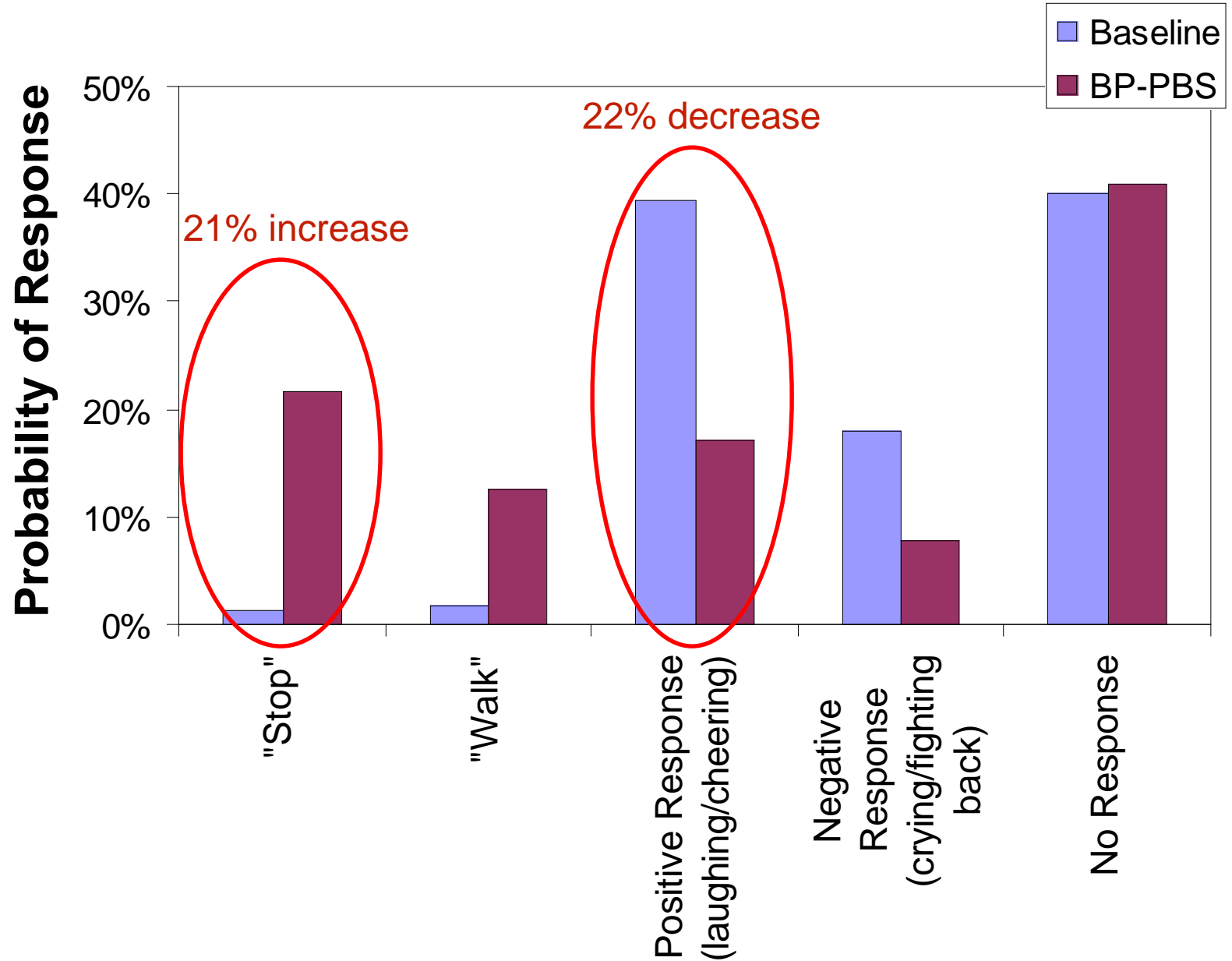
School 3

72% decrease

Conditional Probabilities of Victim Responses to Problem Behavior

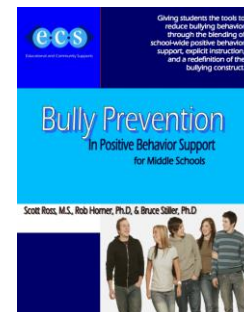


Conditional Probabilities of Bystander Responses to Problem Behavior



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



For More Information

- ▶ Curriculum Available at: www.pbis.org
- ▶ Stand for Courage website: www.standforcourage.org
- ▶ CDE Resources:
- ▶ <https://www.cde.state.co.us/pbis/bullying/index>
- ▶ Email: Ross_S@cde.state.co.us

