

Bully Prevention

In Positive Behavior Support

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Acknowledgements

- ▶ Rob Horner, PhD
- ▶ Bruce Schroeder, PhD

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Goals

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- ▶ Define why bullying is worth addressing
- ▶ Provide a comprehensive model for bully prevention
- ▶ Provide description of core elements of BP-PBS
- ▶ Provide data demonstrating reduction in bullying across 3 schools

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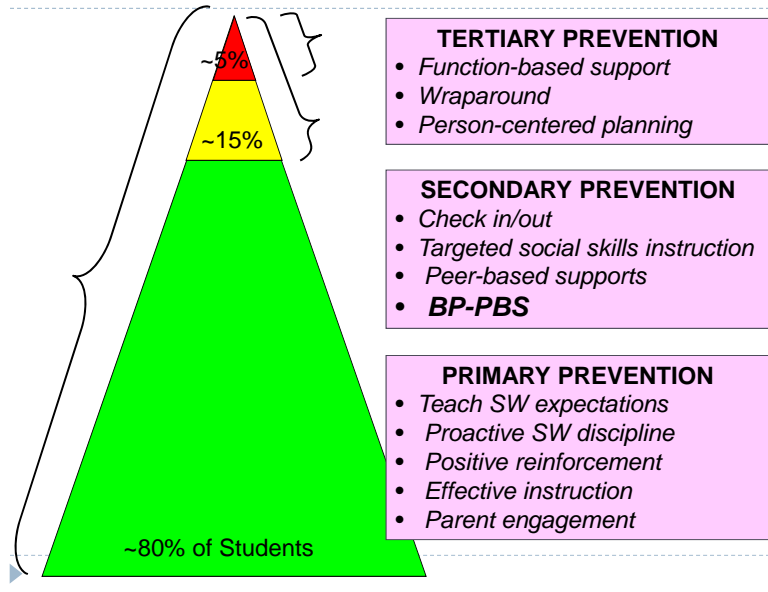
Why invest in **School-wide** bully prevention?

- ▶ **Most Bully Prevention programs focus on the bully and the victim**
 - ▶ Problem #1: Blame the bully
 - ▶ Problem #2: Ignore role of “bystanders”
 - ▶ Problem #3: Inadvertent “teaching of bullying”
 - ▶ Problem #4: Initial effects without sustained impact.
 - ▶ Problem #5: Expensive effort
- ▶ **What do we need?**
 - ▶ Bully prevention that “fits” within a tiered approach
 - ▶ Bully PREVENTION, not just remediation
 - ▶ Bully prevention that is sustainable.

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Evidence-Based Interventions for ALL



Bully Prevention in Positive Behavior Support: Thinking Functionally

- ▶ Bullying behavior occurs in many forms, and locations, but typically involves student-student interactions.
 - ▶ Bullying is seldom maintained by feedback from adults

Video

Bully Prevention in Positive Behavior Support: The Foundation

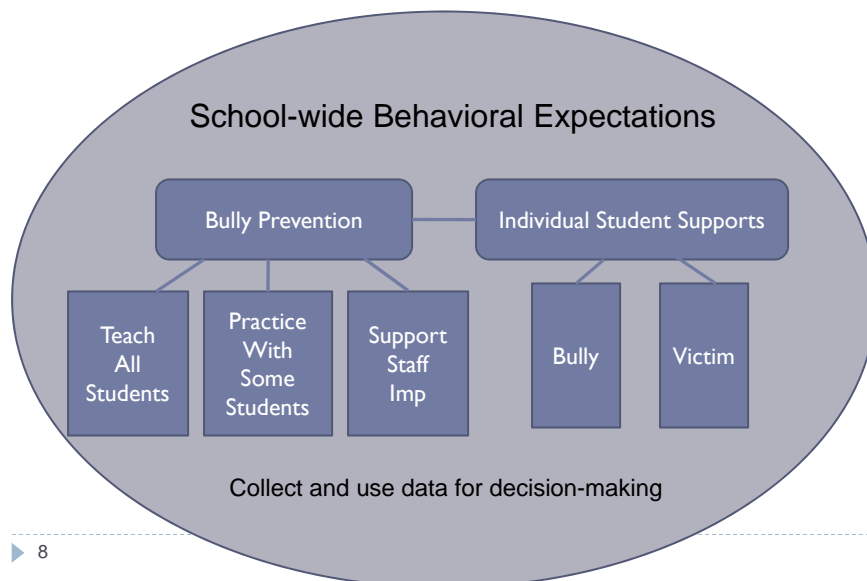
- ▶ Consider the smallest change that could make the biggest impact on Bullying...
- ▶ Remove the “pay off” (e.g. praise, attention, recognition) that follows bullying.
- ▶ Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying.

Bully Prevention in Positive Behavior Support

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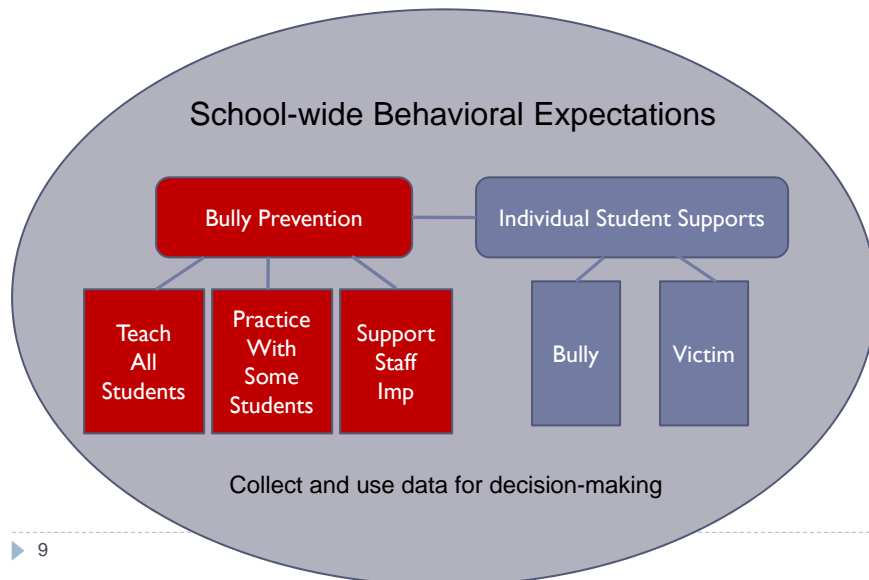
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A Comprehensive Bully Prevention Model



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A Comprehensive Bully Prevention Model



Delivering the Intervention

Before you begin, consider for a moment...

- ▶ Getting older students to buy into a school-wide behavioral intervention is half the battle (or more than half!)
- ▶ Have students involved in every phase of the intervention
 - Create student focus groups where discussions about effective interventions for bullying can take place
 - Students can help develop the language
- ▶ Bring awareness to the importance of stepping up to support other students (i.e. Let's Get Real)

Delivering the Intervention

Teach school-wide expectations

- ▶ Teach students to recognize “respectful” versus “non-respectful” behavior.

Peer attention comes in many forms:

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

Teach all students a clear, simple, and easy to remember response sequence (i.e. **Stop, Walk, Talk**)

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Teach a “Stop Signal”

- ▶ If someone is does something not respectful to you, **or someone else**, tell them to “stop.”
- ▶ Because talking is tough in emotional situations... always include a physical “signal” to stop.
 - ▶ **Firm hand signal**
 - ▶ **Clear voice**

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Teach “walk away”

Often, even when students tell others to “stop”, problem behaviors continue. When this happens, students are to “walk away” from the problem behavior (remove themselves from the situation).

- ▶ **Remember that walking away removes the reinforcement for problem behavior**

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Teach “getting help”

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
 - ▶ Where is the line between tattling, and reporting?
 - ▶ **“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

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Teaching a Reply

(What to do when YOU are asked to “stop”)

- ▶ 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”

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How Adults Respond

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

Reinforce the student 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.)

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When the student did it right...

Adults initiate the following interaction with the Perpetrator:

Reinforce the student for 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

Extra Practice with Some Students

- ▶ For students that exhibit chronic rates of physical, verbal, or social aggression.
- ▶ For students who are chronic victims that reward physical, verbal, or social aggression.
 - ▶ Precorrection
 - ▶ On-site practice

Rewarding Appropriate Behavior

- ▶ **Effective Generalization Requires the prompt reinforcement of appropriate behavior as soon as it is attempted**
 - ▶ Students that struggle with problem behavior (either as victim or perpetrator) are less likely to attempt new approaches.
 - ▶ Look for students that use the “stop” signal appropriately and reward
 - ▶ Reward them for efforts in the right direction.

Who does the teaching?

- ▶ **It is important that teachers are as bought into the intervention as we want the students to be.**
 - ▶ Have teachers in each classroom deliver the response sequence instruction to the students
 - ▶ The first training in the classroom takes about 45 minutes
 - ▶ The second training takes about 15 minutes and occurs in problematic settings (involves mostly practice)
 - ▶ Teachers must follow up with students **weekly** (10-15 min) to discuss what is working and what isn't.

Walking the Walk

- ▶ The effectiveness of the intervention is contingent on the ongoing coaching and practice conducted by teachers and supervisors
- ▶ SWPBIS teams need to ensure that implementation continues after the initial lessons
 - ▶ Weekly surveys
 - “I checked in with a student at the beginning of recess”
 - “I praised a student for using the stop/walk/talk response”
 - “I modeled the stop/walk/talk response for a student”
 - “I praised a student for reporting a problem behavior”
 - “I coached a student who reported problem behavior about how to respond when others are not respectful”
 - “I coached a student who was not respectful to others about how to respond when other say stop”
 - ▶ Daily checklists

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What do we do when BP-PBS isn't enough?

Consider individualized targeted interventions

- ▶ Check in / Check out
 - ▶ First level of Individual student intervention
 - ▶ Need for efficiency
 - ▶ System should be able to serve multiple students at one time
 - ▶ Limited # of minutes spent per student
 - ▶ No individualization of the intervention

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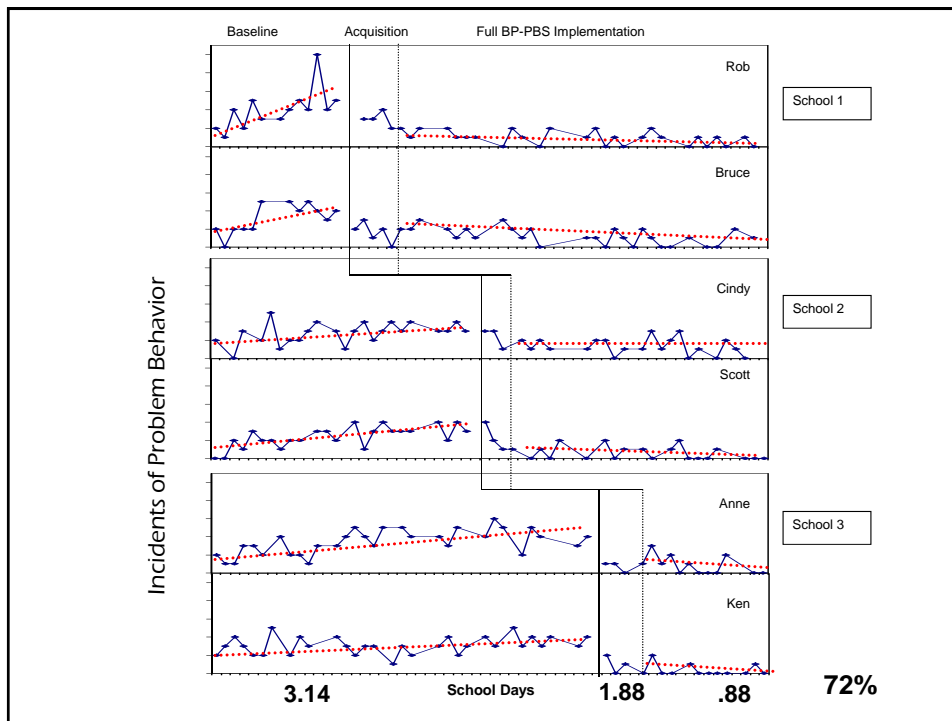
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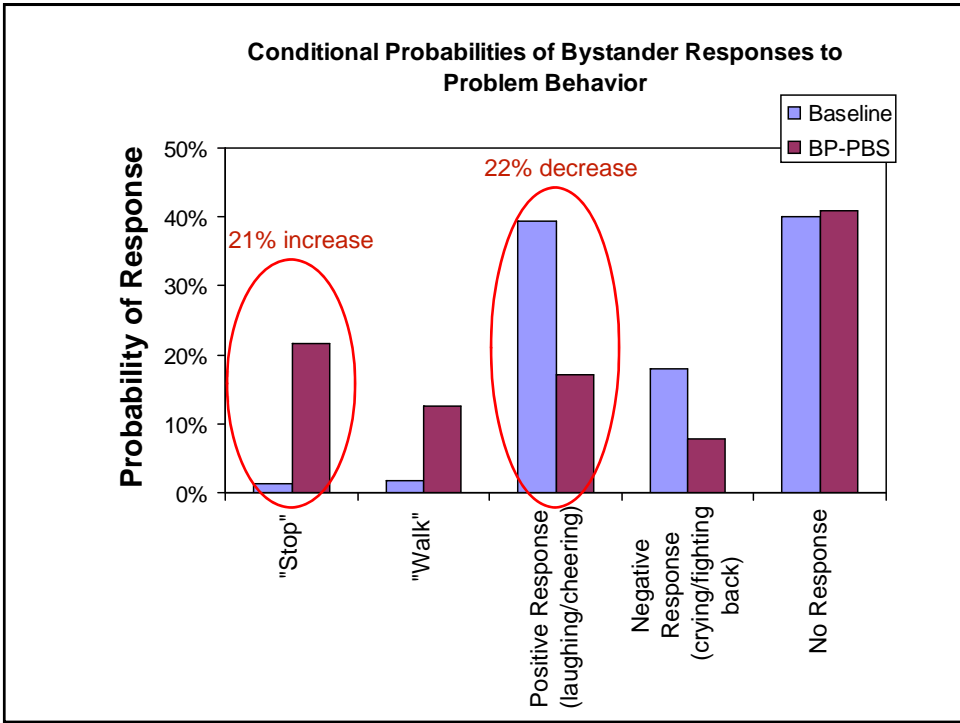
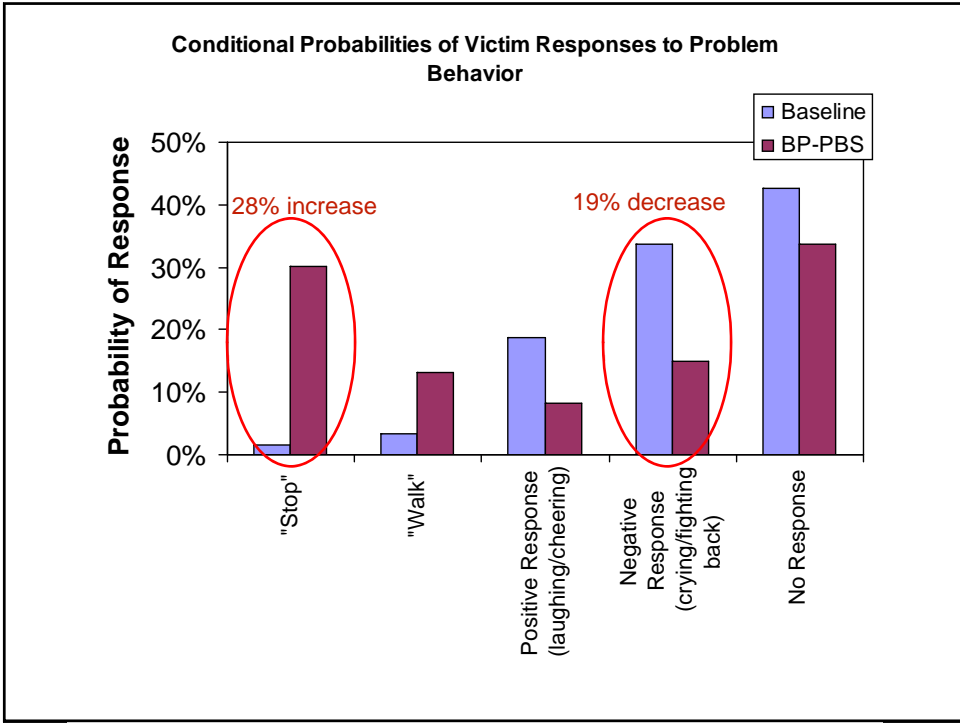
Does this really work? The research support

- ▶ 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
- ▶ Data collected by graduate students

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Contact Information

- ▶ Manual Available at: www.pbis.org
- ▶ Scott Ross: scott.ross@usu.edu