Bullying Prevention
In Positive Behavior Support

APBS Workshop, 2020

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Materials for this session available at: https://tinyurl.com/BPPBS2020

Goal for the Workshop

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 & Houven, 2000; Neary & Joseph, 1994)
- Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings. (Carney & Merril, 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

- Think
  - What are common forms of bullying in your schools?
  - How do staff typically respond to incidents?
  - What school practices or conditions 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."

Unfortunate but Common Results

The Challenge

Reactive vs. Proactive Strategies

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 & Sulzrar-Azaroff, 1991
Skiba & Peterson, 1999
March & Hornor, 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, Gualtieri, Ross, and Iowa, 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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpopular Student Sits with Popular Peers</td>
<td>Student tries to access peer attention by engaging appropriately</td>
<td>Peers roll eyes and ignore the student</td>
</tr>
</tbody>
</table>

### 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

### 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

<table>
<thead>
<tr>
<th>Bullying Requirements</th>
<th>Positive Behavioral Interventions and Supports (PBIS)</th>
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</thead>
<tbody>
<tr>
<td>Bullying Coordinator</td>
<td>Coach/Team Leader</td>
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<tr>
<td>School Climate</td>
<td>Preventive Tier I</td>
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<tr>
<td>Data Systems</td>
<td>SWIS</td>
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<td>Event Reporting</td>
<td>Systematic Tier I</td>
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<td>Response Team</td>
<td>Leadership ODR</td>
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<td>School &amp; Community</td>
<td>School &amp; Family</td>
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<td>Staff Prof Dev</td>
<td>Data-based Prof Dev</td>
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<tr>
<td>Evid-base Practices</td>
<td>RCT &amp; SSR Research</td>
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</table>

RCT & Group Design PBIS Studies

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

Activity 2: Handout #2

Bullying Prevention Culture Assessment

- Complete the survey on your own
  - Start on pages 2 and 3, filling in the survey with "in place", "partially in place", and "not in place"

- 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

STAND FOR COURAGE
Many commercially available surveys on the market discuss with your table the steps necessary to create effective if, what, and where problems exist in the school. The team develops a reinforcement system.

What barriers do you foresee? Any ideas for addressing these barriers?

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

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

Leadership Team Activities

1. Look at school survey data to determine if, what, and where problems exist in the school.
2. Develop Intervention Strategies
   - SIC 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

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

School-wide Behavioral Expectations
- Bully Prevention
- Individual Student Supports

Collect and use data for decision-making

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

1. 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
  - Quit it
  - Enough
  - Over the line
  - Use Another word

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 3 – Part 1

- 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 3 – 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

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)
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: rossscott321@gmail.com
- https://tinyurl.com/BPPBIS2020