

# Bullying Prevention

## In Positive Behavior Support

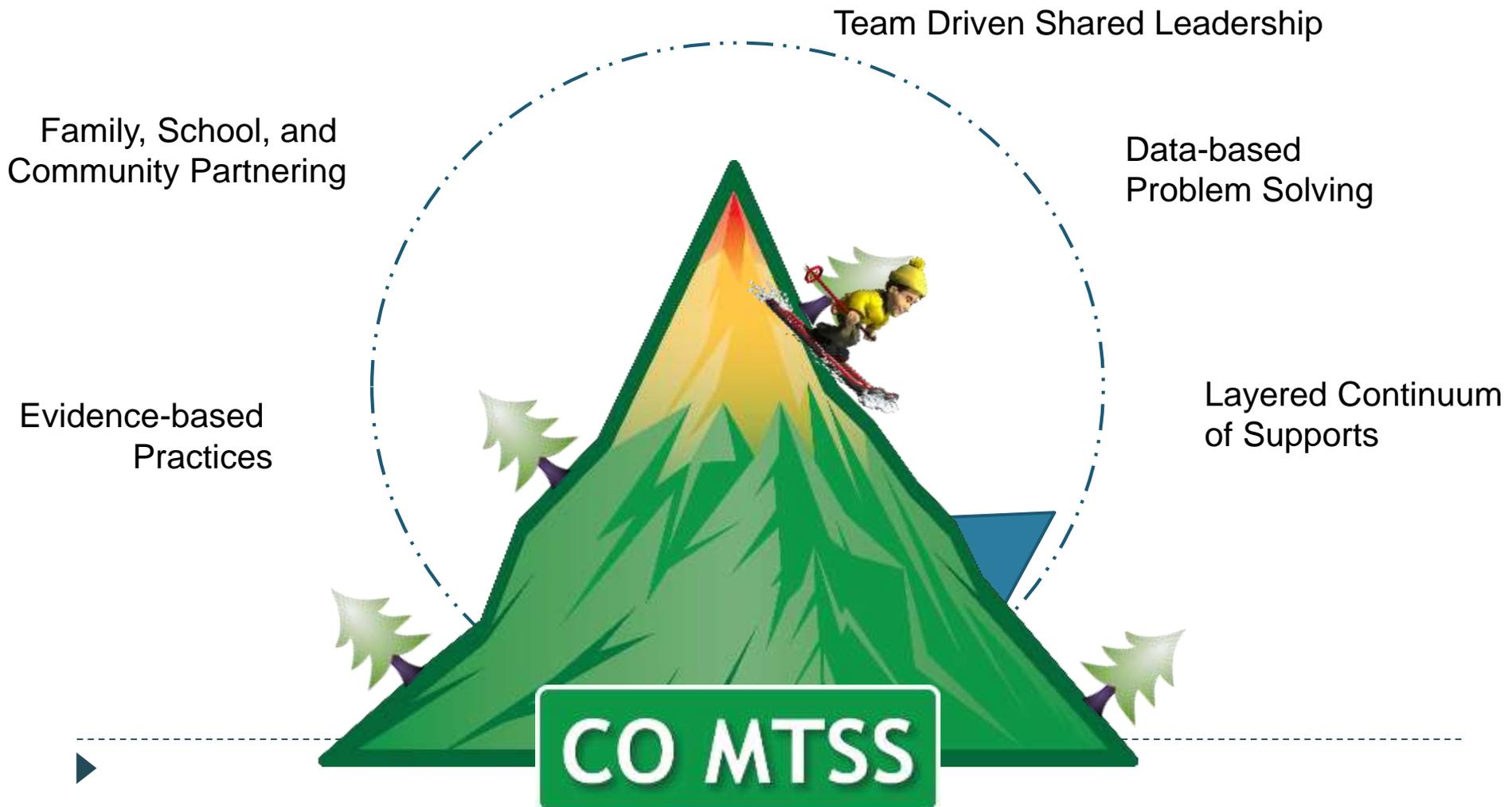
**MASP, Michigan**  
2017

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# The 5 Essential Components of Colorado MTSS

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# Colorado Bullying Prevention and Education Grant Program

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- ▶ 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

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## Government will steal the money

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

Like · Reply · 14 hrs

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

Like · Reply · 11 hrs



# Online Response to the Grant

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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

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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?

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- ▶ 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

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facebook

## ▶ Think

- ▶ What are common forms of bullying in your schools?
- ▶ How do staff typically respond to incidents?
- ▶ What school practices or conditions make problems worse?

## ▶ Pair:

- ▶ Share with your partner

## ▶ Share:

- ▶ An idea or experience you heard from your partner



# Reactive responses to bullying are predictable....

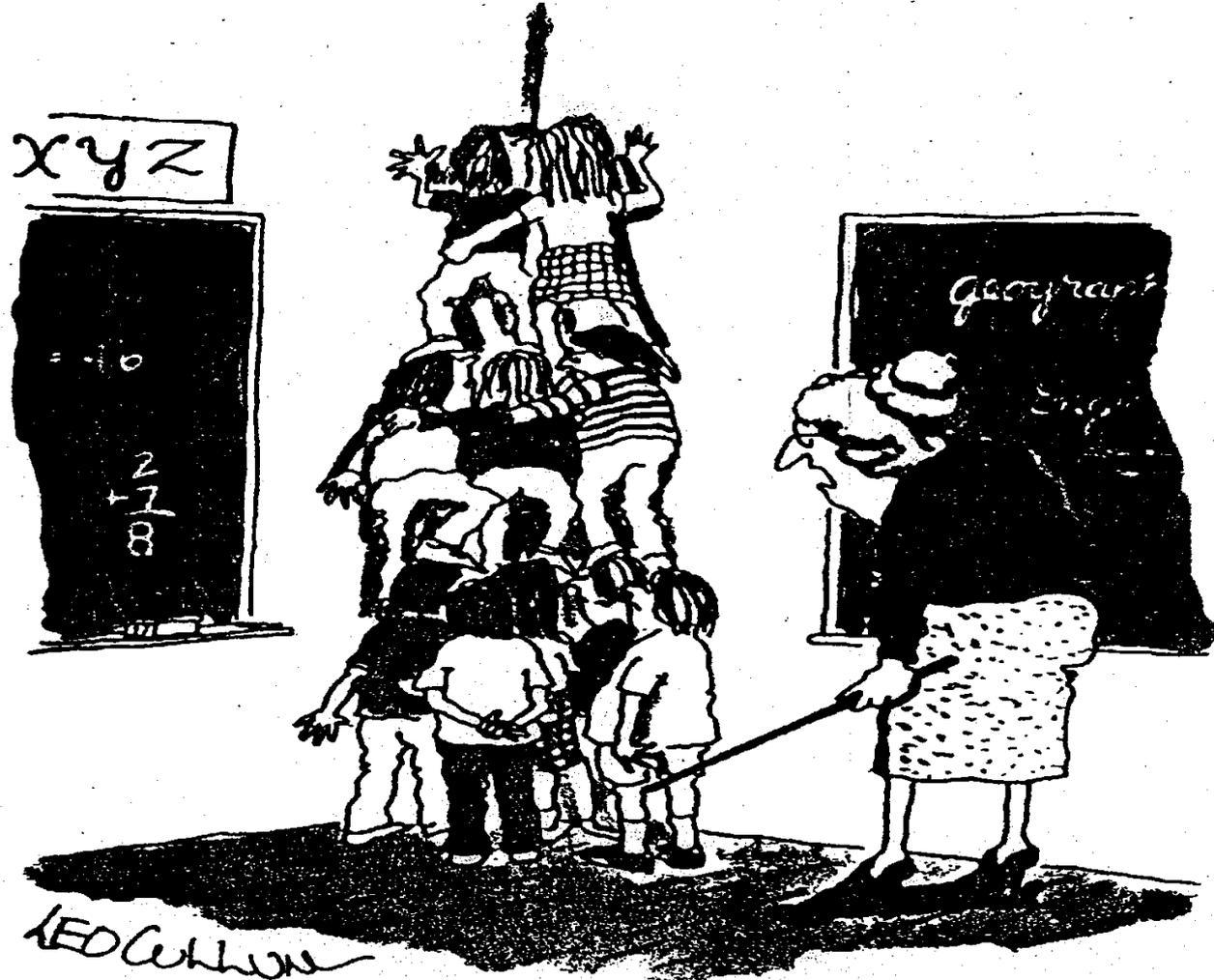
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When we experience **aversive** situations, our tendency is to select strategies that produce **immediate relief**

- ▶ Remove **student**
- ▶ Remove **ourselves**
- ▶ Increase **negative consequences**
- ▶ 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

ALTERNATIVE SCHOOL

GANGS

George  
THE INDIVIDUALS STAR





BUSH

# Punishing Alone Not a Solution

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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**

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# Problems with Bullying Prevention

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## ▶ 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

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- ▶ 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

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<b>A</b>	<b>B</b>	<b>C</b>
Unpopular Student Sits with Popular Peers		



# Learning to Bully

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



# Learning to Bully

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A	B	C
Unpopular Student Sits with Popular Peers	Student attempts to gain peer attention by engaging in inappropriate behavior	Peers roll eyes and ignore the student  <b>Bad Outcome for Student</b>



# Learning to Bully

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A	B	C
Unpopular Student Sits with Popular Peers	Student attempts to attract peer attention by engaging in inappropriate behavior	Peers roll eyes and ignore the student <b>Punishing Consequence</b>



## NEXT OPPORTUNITY

Another Unpopular Peer Sits Down	Student: Teases or "bullies"	Popular peers laugh and otherwise reinforce behavior <b>Reinforcement Achieved!!!</b>
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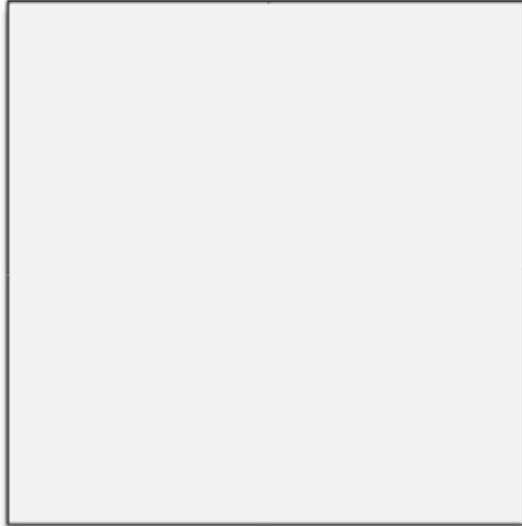
# Activity 1:

## Your own Example

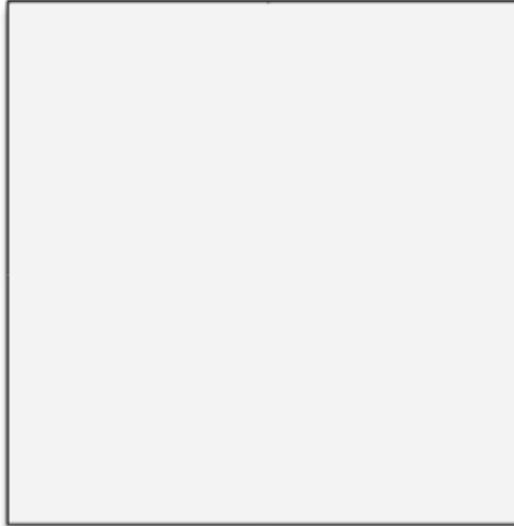
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1. Identify an example of bullying you have encountered
2. Consider the function of the behavior
3. Fill in the three boxes

**Trigger/Antecedent**



**Bullying Behavior**



**Rewarding  
Consequence**



# 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

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## 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 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 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 effectiveness trial. *Journal of Positive Behavior Interventions*, 11(1), 1-14.
- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the impact 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

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- ▶ 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 harassed and you'll stand up, step in, and speak out. What you stand for counts. Others will follow.

The Stand For Courage Foundation, a non-profit organization, celebrates those like you who get caught doing the right thing. We embrace 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."**

Committed to supporting your building positive relationships in all areas of your life, the Stand For Courage Foundation offers a proactive solution to your involvement via three pathways:

- 1. School and Community Programs (theme park incentives rule)
- 2. Celebrity Award Shows (PDA culture changes your DNA)
- 3. Social Media (tosses it down)

Courage is an unshakable calm, a recognition of equal proportions — one celebrator proud of a friend. By inspiring conversations to encourage individual positive strength and mutual help out, we contribute to the creation of an environment conducive to success and, thus, create a world that works for everyone.



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

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- ▶ 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):

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# Conduct a Pre-Post Assessment

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- ▶ 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

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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
- 



# What can the student leadership look like in your school?

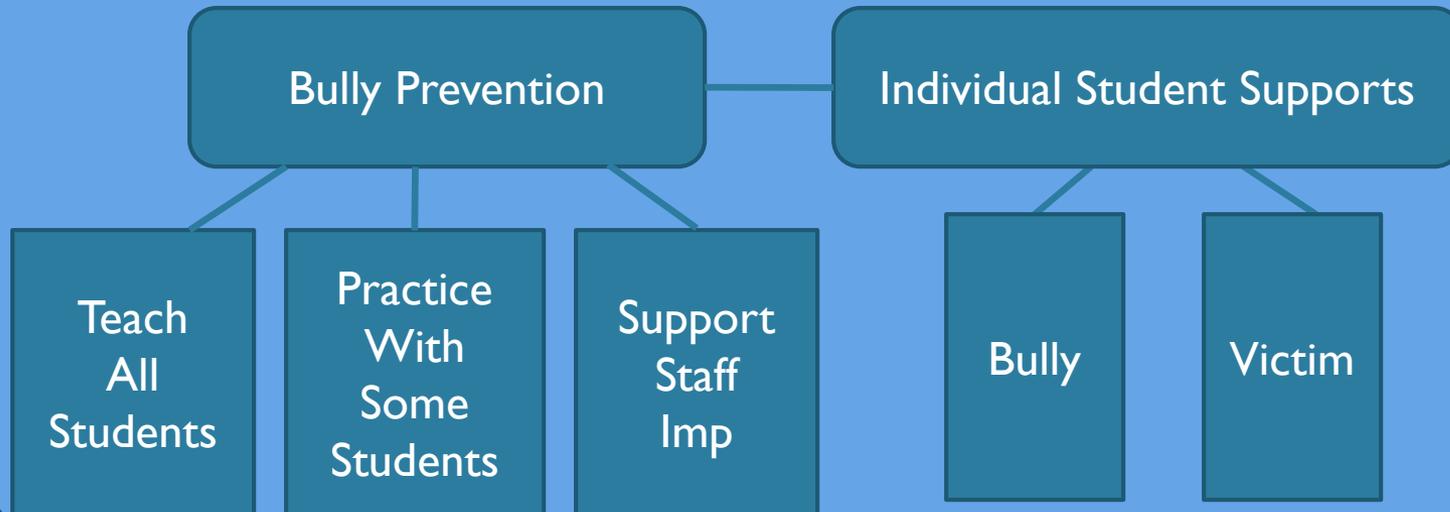
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- ▶ Discuss with your table the steps necessary to create effective student leadership team
  - ▶ What could be done this year? What needs to wait until next year?
  - ▶ What specific steps are necessary to accomplish it?
  - ▶ What barriers do you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

# Strategy 3: Remove the Reinforcement for Bullying

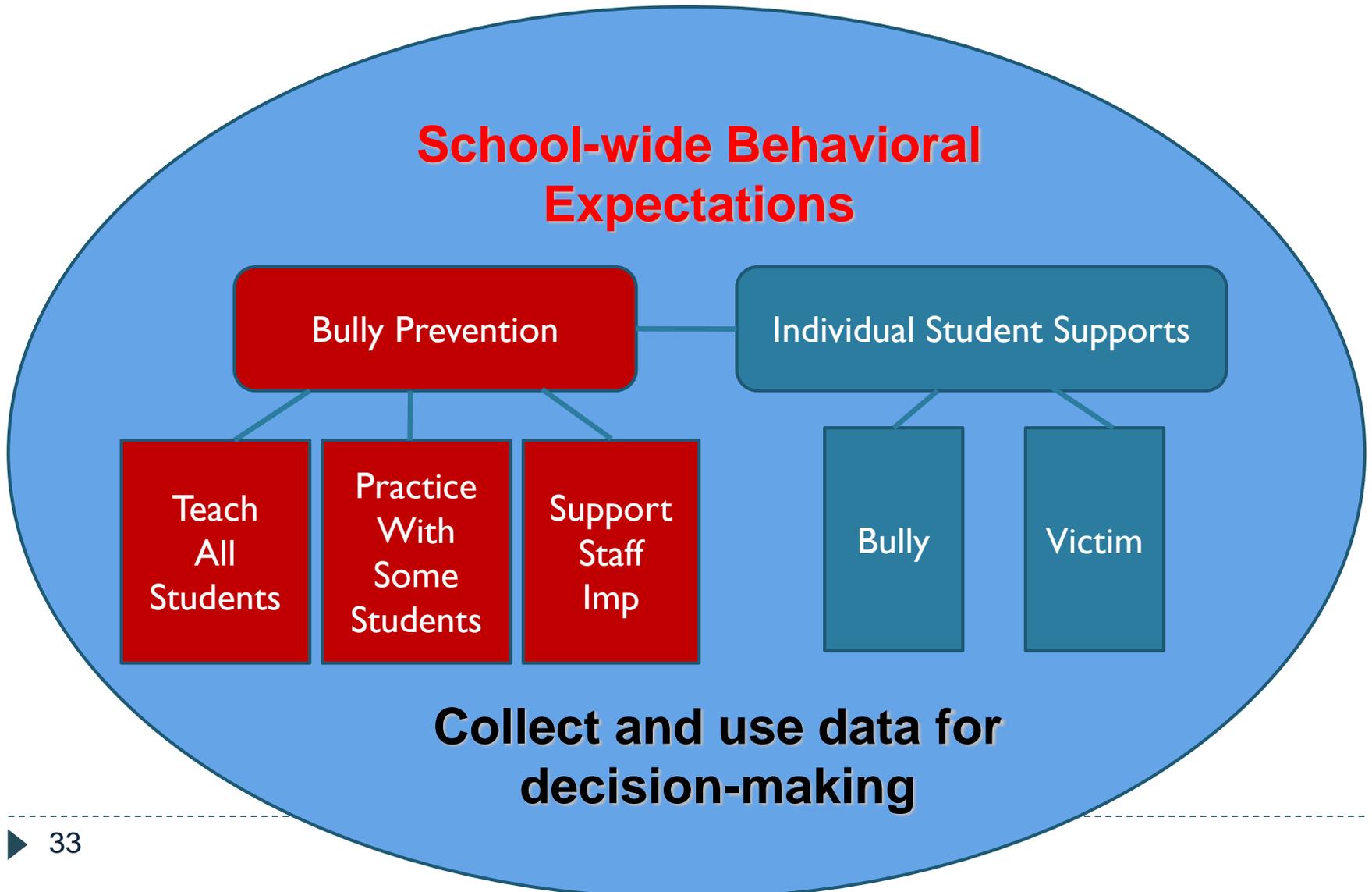
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## School-wide Behavioral Expectations



**Collect and use data for  
decision-making**

# Strategy 3: Remove the Reinforcement for Bullying



# Core Features of BP-PBS

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## Three Student Skills

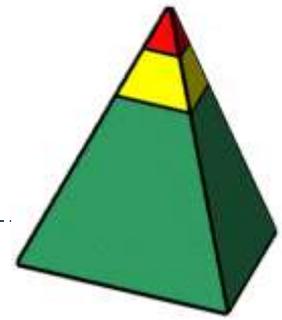
1. School-wide behavioral expectations (respect)
2. **Stop routine** when faced with disrespectful behavior
3. **Stopping routine** if someone tells you to “stop”

## Faculty/Staff

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

# I. Introduction

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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

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- ▶ 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”

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*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”

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*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

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- ▶ 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

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- ▶ 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

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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...

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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

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- ▶ 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

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- ▶ Use the teaching plans in the BP-PBS handbooks
  - ▶ Available free online at [www.pbis.org](http://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

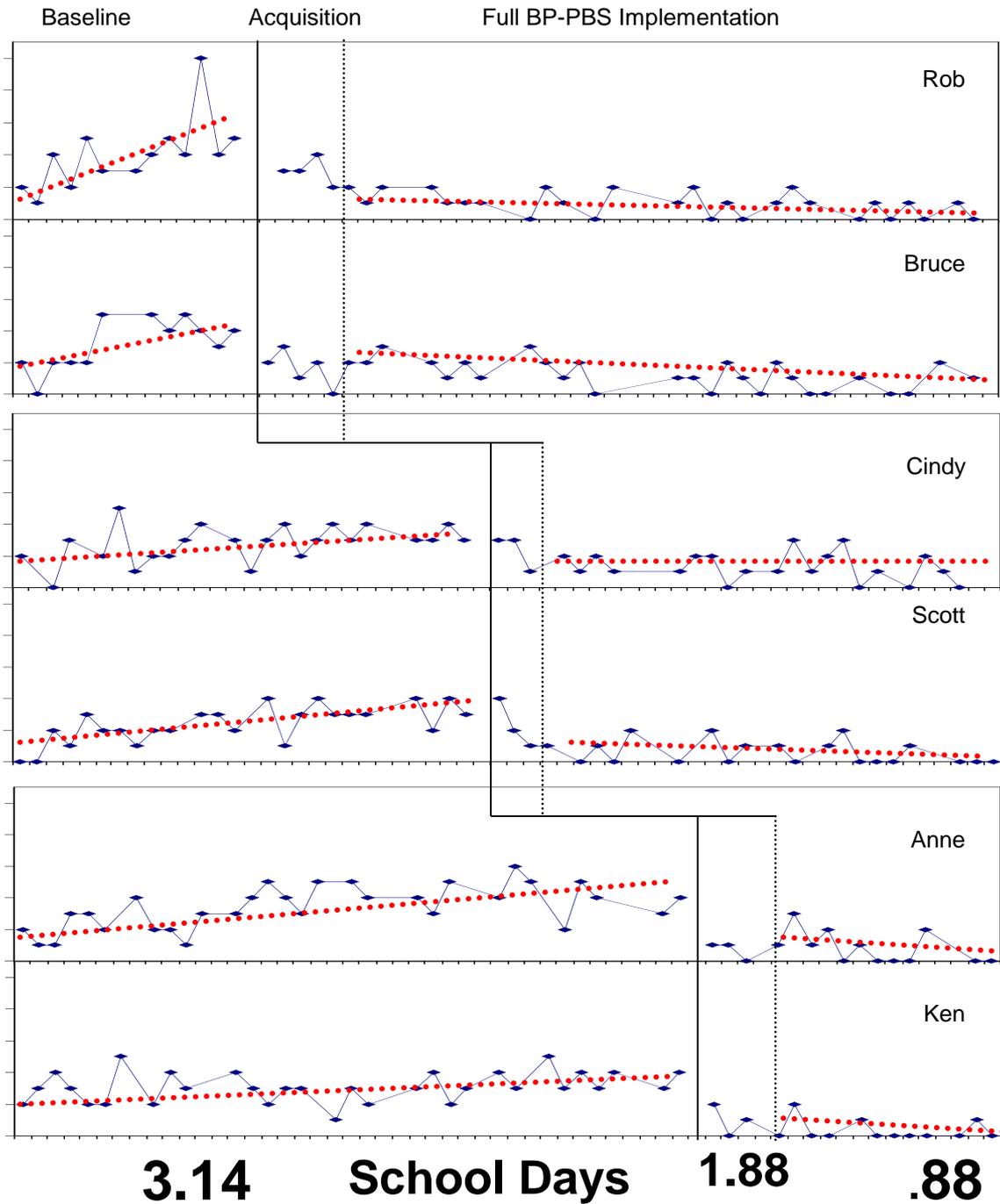
# Research on BP-PBS

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- ▶ 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

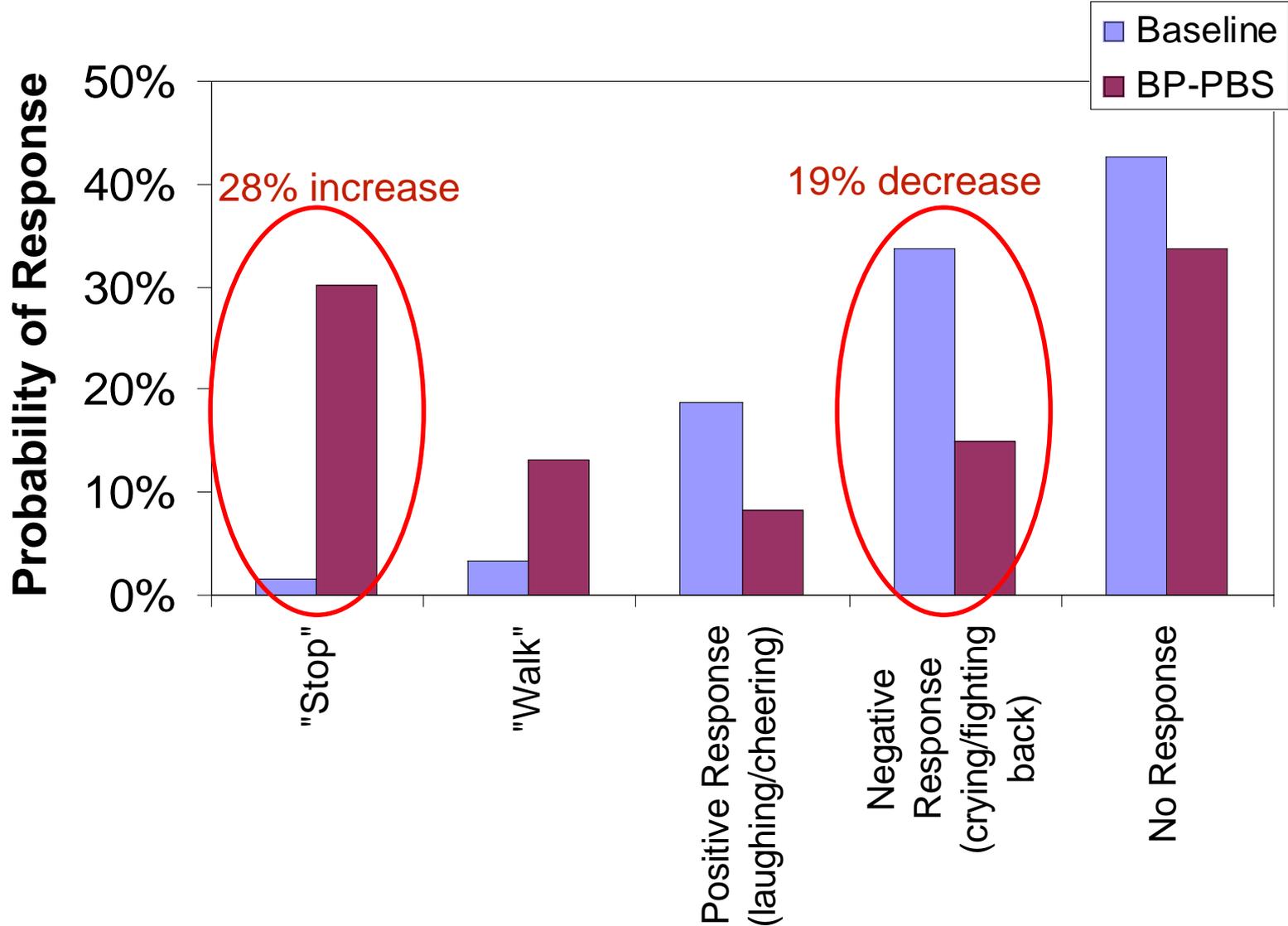
(Ross & Horner, 2009)

Number of Incidents of Bullying Behavior

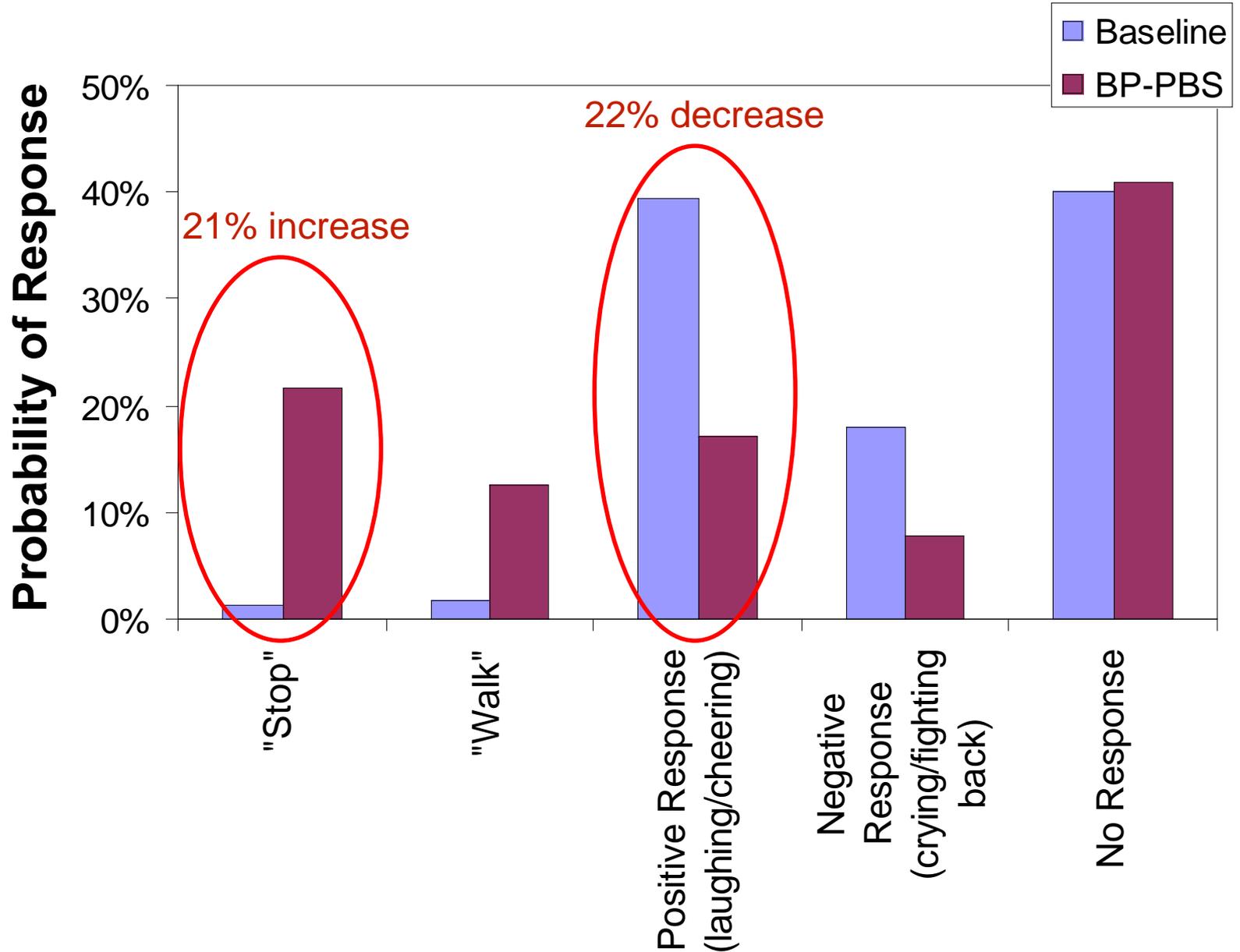


**72% decrease**

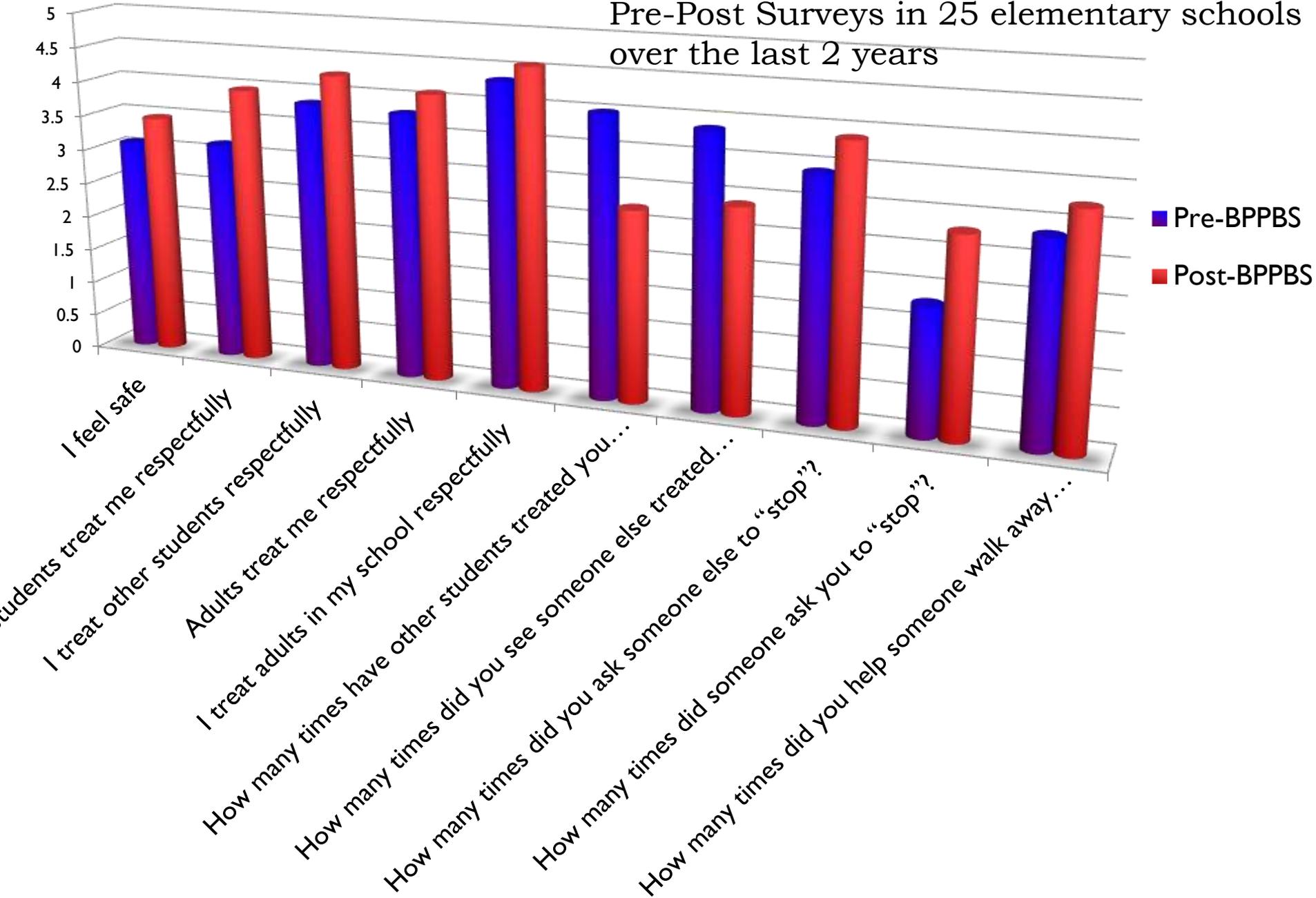
# Conditional Probabilities of Victim Responses to Problem Behavior



# 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

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

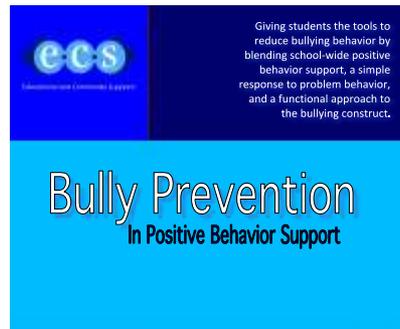
- ▶ Consider implementation schedules, follow-up and evaluation
- ▶ How, when, and where will you:
  - ▶ Get student buy-in?
  - ▶ Measure outcomes pre – post?
  - ▶ Implement student meetings and other intervention components?
  - ▶ Measure the outcomes of implementation?
  - ▶ How will you bring this 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](http://www.pbis.org)
- ▶ Stand for Courage website: [www.standforcourage.org](http://www.standforcourage.org)
- ▶ Contact me at: [Ross\\_S@cde.state.co.us](mailto:Ross_S@cde.state.co.us)



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



Scott Ross, Ph.D, Rob Horner, 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. Horner, Scott W. Ross

