Bullying Prevention in PBIS:
Foundation for Effective Practices

NATIONAL PBIS LEADERSHIP FORUM
OCTOBER, 2015

Agenda

• Introduction to Bullying Prevention within PBIS
• S/W/T & ER Curriculum & Research
• School Readiness
• Examples from the Field
• Questions/Discussion

Bullying & Harassment

• 30% of youth in the United States are estimated to be involved in bullying as either a perpetrator or a recipient.
• Staff are likely to underestimate the extent of harassment and bullying. One study showed:
  • 58% of students perceived teasing, spreading lies or rumors, or saying mean things to be problems.
  • Only 25% of teachers perceived these behaviors to be problems.

Nansel et al. (2001). Bullying Behaviors Among U.S. Youth. JAMA.
Why invest in School-wide bullying prevention?

- Most Bullying Prevention programs focus on the bully and the victim
  - Problem #1: Inadvertent “teaching of bullying”
  - Problem #2: Blame the bully
  - Problem #3: Ignore role of “bystanders”
  - Problem #4: Expensive with little evidence
  - Problem #5: Initial effects without sustained impact
- Many bully prevention programs are either ineffective, only show change in verbal behavior, or inadvertently result in increases in relational aggression and bullying.

Bullying Prevention: The Foundation

- Consider the smallest change that could make the biggest impact on bullying... Build on what you already do well.
  - Remove the praise, attention, recognition that follows disrespectful behavior.
  - Teach students how to respectfully interrupt socially aggressive behavior.
  - Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying behaviors.

School-wide PBIS

- Universal, Tier 1
  Primary Prevention:
  School-wide and Classroom-wide systems for all students and all staff in all settings.
Expectations & behavioral skills are taught & recognized in natural context

How to Implement Bully Prevention

- Implement School-wide PBIS
- Faculty commitment
- Faculty introduction to BP
- Team to implement
- Build BP lessons for students
- Train all students
- Booster/Follow up lessons
- Coaching support for supervisors
- Collect and use data

**Bullying/Intimidation Prevention Through Positive Behavior Support (PBIS) Implementation Plan**

This implementation plan is designed to be used by school and district administrators considering implementing bullying prevention efforts in their schools. Schools that have these four features in place are more likely to be successful in these schools.

<table>
<thead>
<tr>
<th>Item</th>
<th>Data Source</th>
<th>Scoring Rubric</th>
<th>Score Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Risk is identified by the faculty/ administration as an area to need implementation.</td>
<td>- Other disciplinary referrals to PBIS</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>- Procedural change</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>- Comments from students, parents, and teachers</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>- Finally code</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Score Required</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>2. We have a team that can follow through with implementation and adaptation of Expect Respect.</td>
<td>- School-wide systems already implemented</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>- Years since</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>Score Required</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>3. The team has time to: (1) receive training, (2) write Expect Respect for our school, (3) deliver the Expect Respect lessons, and (4) track at least one of these outcomes.</td>
<td>- Feedback on learning and implementation</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>- Years since</td>
<td>No</td>
<td>No</td>
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<td>Score Required</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>4. We have access to district coaching that will work with the school team to ensure initial implementation of Expect Respect after training.</td>
<td>- Contact information for district coaches</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>- Additional resources for data systems</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>- Training manual</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>- Part of school improvement plan for bullying prevention</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>Score Required</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

*Expect Respect* & Horizon, 2012
S/W/T: Main Components

- **Intro & Section 8: Logic**
  - Know what you want and why you want it before adopting a program
- **Sections 1 & 2: Student Curriculum**
  - School-wide expectations
  - A school-wide “stop” signal (and how to use and respond to it)
- **Sections 3, 4, 5: Difficult Situations**
  - Gossip, inappropriate remarks, cyber bullying
- **Section 6: Supervising Bully Prevention**
  - Focus on prevention
  - Focus on teaching and re-teaching the skills
  - Minimize rewards for bullying.
- **Section 7: Faculty Follow up**
  - Fidelity, Decision-flowchart
**Expect Respect: Main Components**

- Readiness Checklist
- Staff Orientation
- Student Advisory Committee
- 3-4 Formal Lessons
- Repeat and Repair
- Fidelity Checklists and Student Survey

**Skills taught within Stop/Walk/Talk**

- Stop Strategy
- Bystander Strategy
- Stopping Strategy
- “Talking” Strategy

**2 Caveats for the Young Ones**

- If any student is in **danger**, the "stop" and "walk away" steps should be skipped, and the incident should be reported immediately.

- It’s important to teach the difference between “talking” and “tattling”
Research on Bullying Prevention within PBIS


- 3 elementary schools
- 6 students identified for high rates of verbal and physical aggression toward others.
- Whole school implementation of SWPBIS
- Whole school addition of *Stop-Walk-Talk*
- Direct observation of problem behavior on playground.

![Graph showing bullying incidence](image)
Conditional Probabilities of Victim Responses to Problem Behavior

- **Positive Response (laughing/cheering)**: 38% increase
- **Negative Response (crying/fighting back)**: 19% decrease
- **No Response**: 28% increase

Conditional Probabilities of Bystander Responses to Problem Behavior

- **Positive Response (laughing/cheering)**: 31% increase
- **Negative Response (crying/fighting back)**: 22% decrease
- **No Response**: 21% increase

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- Piloted in 3 PBIS middle schools
  - None of the schools had been implementing Bully Prevention in PBIS before this study
- Data on bullying/harassment behavior collected during 6th-7th grade lunch for 20 minute observations
- **Direct Observation data** shows reduction in socially aggressive incidents during and after implementation of Expect Respect
- **Fidelity data** showed that staff implemented the steps of the program consistently
- **Student survey data** indicates students liked the program, but that it didn’t change their perceptions of bullying in the school
I have interrupted bullying
I have listened to student reports
I have praised students for reporting
I have encouraged students to interrupt bullying
I have checked back with students after reporting

School 2 Staff Fidelity Checklist
Expect Respect Program

Was Expect Respect Helpful for You and Your School?
School 1 Post Student Survey
May 2012
Should Your School Teach Expect Respect Next Year?

May 2012

[Bar chart showing percentages of students agreeing with statements related to school safety and respect.]

1. Do you feel safe?
2. Do other students treat you respectfully?
3. Do you treat other students respectfully?
4. Do adults treat you respectfully?
5. Do you treat adults in your school respectfully?

% of Students Reporting Agree or Strongly Agree

School 1 Student Survey
Expect Respect

[Bar chart showing % of students indicating yes or no responses to the questions above.]
What We’ve Learned

- When taught explicit strategies, behavior change can be observed.
- It takes behavior change a long time to get actual changes in perception.
- Staff adherence to the program = important for sustainability
- Students’ opinions/involvement in the program = important for sustainability
- SHARE DATA

Examples from the Field

Establishing a Social Culture

MEMBERSHIP

Common Language

Common Experience

Common Vision/Values
Count on Me (Bystanders)

- Middle school students bystander campaign
- [https://drive.google.com/file/d/0BxMblx6sZVKgVoxR0iQXy1xajQ/view?pli=1](https://drive.google.com/file/d/0BxMblx6sZVKgVoxR0iQXy1xajQ/view?pli=1)

Repeat & Repair

- 15 minute refresher on appropriate responses
- Can be done several times throughout the year
- Helps to keep the conversation going
- Serves as a reminder to students and staff

Repeat & Repair

- Expect Respect Game Show
  - [https://drive.google.com/file/d/oBxMblx6sZVKgdHR0SkJGczIwYWc/view?usp=sharing](https://drive.google.com/file/d/oBxMblx6sZVKgdHR0SkJGczIwYWc/view?usp=sharing)
- Respect Man
  - [https://www.youtube.com/watch?v=_atdDdVOew](https://www.youtube.com/watch?v=_atdDdVOew)
Student Project

- Optional activity that can be done school-wide or in classes
- Follow students’ lead on what project will look like
- Supportive adults needed to facilitate creation
- Another opportunity to strengthen school culture

Hallway Inspiration

[Image of lockers with notes]

Expect Respect

[Image of note]
Be Respectful
Be Responsible
Be Proud to be a Stallion

Deeley's Challenge
- Hold a door for a teacher or somebody

Saturday, Sept. 26th - District Wide Tier 1 Training
Student Expect Respect Committees in all Schools Across the District

Brochures in English and Spanish

Wrist Bands given out at PTA/PTO Meetings and Board Meeting

Definition of Bullying

Positive Behavior Intervention and Supports

CCSD93 Mission Statement

Community Consolidated School District 93 strives to maximize the academic, social, and emotional potential of each student by utilizing world class educational practices, in partnership with parents, staff, and community.
Community Coalition Luncheon

Invitation List:

Carol Stream Park District
Bloomington Park District
Hanover Park Police
Glenbard High School District 87
Bloomington Police
Bloomington Township
Carol Stream Village
DuPage County Board District 6
Bloomington Chamber of Commerce
Bloomington Fire District
School District 13
Benjamin School District 25
Rainbow Academy

School District 23
Carol Stream Police
Marquardt School District 15
Carol Stream Chamber of Commerce
Carol Stream Public Library
Keeneyville School District 20
Bloomington Fire Department
Stratford Square Mall
Stratford Movie Theatre
Carol Stream Public Library
Bloomington Public Library
Church of the Masters
St. Isidore

BP-PBIS COMMUNITY PRESENTATION
Student Selection
• Student Training
PBIS Student Team Contract
The following responsibilities have been identified as basic expectations for each member of the PBIS Student Team: 1. I will respect and abide by all school expectations. 2. I will respect every member of the Stallion community. Therefore, I will not physically or verbally disrespect anyone. 3. I will respect the property of others; therefore, I will neither abuse nor tolerate the abuse of property. 4. I will cooperate with staff and student members of the PBIS Student Team. 5. I will be on time to meetings. 6. I will participate in the meetings. As a member of the PBIS Student Team, I have read and understood this Student Team contract. I understand that if I receive office/major referrals, I may be dismissed from the Student Team.

____________________________ _____________
Student Signature
Date

Expect Respect Implementation Plan at SMS for 2013 - 2014

• Student Selection
• Student Training

Parent Letter

Student Meeting Dates

Student Roles and Responsibilities

Application to join the Expect Respect Club at Stratford Middle School

Name ____________________________
Grade _____________ Team ______________

You must talk to one of your current or former teachers and ask him/her to write a reference letter attesting to your responsibility, respect to other students and pride in your school. Please attach the letter to this application.

Name of Teacher ____________________________

Application Questions:
Why do you want to join the Expect Respect club?

What skills or abilities do you have that would help our club?

What new things would you like to see the Expect Respect club doing?
**Expect Respect Advisory Activities**

Every Tuesday in Advisory:
- Read Aloud (6th, 7th & 8th)
- Skits
- Video Clips
- Trimester Project

**STUDENT ACCOMPLISHMENTS FOR ‘13 – ‘14**

- Taught STUDENTS AND STAFF Stop, Walk and Talk (S.W.A.T.) AND Stop, Breathe and Leave (S.B.L.)
- MADE SCHOOL ANNOUNCEMENTS
- HANDED OUT STALLION MEDALLIONS (“GOTCHAS”)
- TRIMESTER PROJECT MURAL IN THE CAFETERIA
- YEAR ONE COMPILATION CD CREATED, WHICH INCLUDES ALL VIDEOS AND PICTURES FROM THE YEAR

**Parent Comment:** Expect Respect Club was great! The club was so active and the students really enjoyed it.

**Trimester Parties**

Food, Games and Dancing & of the Year Celebration – Red Rope
Expect Respect Students were surveyed and here is what they said:

• Want to be more active
• Present to Elementary Buildings – Create a menu of services offered
• Meet more often: 2xpm vs. 1xpm
• Complete more projects
• Expect Respect Newspaper

GOAL for Upcoming Year: Empower the bystander...all about the bystander!!! This will be the focus of the teachings and to get more students intervening. Base line data from the students at the beginning of the year will be collected and compared to the end of the year.

Logistics

• At one example school, kids meet once a month during lunch to:
  o keep a pulse on the climate of the school
  o share positives and negatives
  o brainstorm areas that need reteaching
• During project making, the ER team meets before or after school (depending on student availability) every day for 2 weeks.
  o Not usually whole group
  o Students sign up for which days they would like to attend/which parts of the project they would like to work on
• Some have created an Edmodo group (similar to a Facebook group) for students to ask questions, share ideas, and to announce meetings and post projects.
Contact Information

Rhonda Nese
rnese@uoregon.edu
Scott Ross
Scott.ross@usu.edu
Julie Augustyn
jaugusty@ccsd93.com
Abbey Chorley
chorley@ccsd93.com
Melissa De La Paz
DelapaM@ccsd93.com

Please visit www.pbis.org for the Stop/Walk/Talk and Expect Respect manuals