Applied “Bullying” Analysis: Contextualizing Our Approach to Understanding & Prevention

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PURPOSE

Increase precision of our assessment & intervention efforts w/ bullying behavior by applying behavior analytic approach

• Rationale
• Theory of Action
• Applied “Bullying” Analysis

Why?
Rationale

Policy development
Increased problem awareness
More emphasis on prevention

Good “things” about Bullying efforts
Greater focus on all students
More curriculum development & research

Labeling kids
Kern & Sugai, in prep.; Maggin & Sugai, 2011

“Bullying” Concerns
Potential negative effects on students with BD
Limited assessment of context & culture
Non-data based intervention decisions
Generic, non-integrated intervention responses
Limited examination of mechanism
Over-emphasis on student responsibility for change

What’s Mechanism?
Theory of Action
How do...

How do...?

- We increase attendance?
- Students identify main idea of paragraph?
- Teachers send kids to office for problem behaviors?
- We prevent bullying behavior?
- Kids learn to associate sounds with meaning?

W/ defendable theory of action, you can...

Describe, understand, & hypothesize conditions under which behavior occurs.

Use that understanding to develop strategy to affect likelihood that it will occur.

Explain results that you achieve & make adjustments if needed.

A Theory of Action

Setting Conditions | Antecedents | Behaviors | Consequences

Behavior is important

Biology is important

Behavior & environment are functional related

Behavior is lawful. Therefore understandable & influence-able

Adjust environment to influence & teach behavior

Setting Conditions

Prevention Logic for All

Redesign of teaching environments—not students

Prevention Objectives

- Decrease development of new problem behaviors
- Prevent, worsen, & increase intensity of existing problem behaviors

Prevention Actions

- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996
**PBIS Conceptual Foundations**

- Behaviorism
- ABA
- PBS
- SWPBS
- Laws of Behavior
- Applied Behavioral Technology
- Social Validity
- All Students

**What is “bullying?”**

**Remember**

“Label behavior, not people…”

**Behavior**

- Verbal/physical aggression, intimidation, harassment, teasing, manipulation

**Why do bully behavior?** (Context)

**Get/obtain**

- E.g., stuff, things, victim & bystander attention, status, money, activity, self-delivered praise, etc.

**Escape/avoid**

- E.g., same…but less likely

**Why is “why” important?**

**PREVENTION**

- Teach effective, efficient, relevant alt. SS
- Remove triggers of BB
- Add triggers for alt. SS
- Remove conseq. that maintain BB
- Add conseq. that maintain SS

- De-emphasis on reactive consequence management
- Emphasis on function-based approach & antecedent management

**2 Basic Functions**

- Problem Behavior
- Peer
- Adult
- Target
- Social
- Escape/Aviod Something
- Obtain/Something

**Context or Setting**

**Target**

- Intervention Intensity
  - v. Problem Intensity

**Initiator**

- vs.

**Bystander**

- Staff

**Intervention Intensity**

- v.

**Problem Intensity**

- v.

**Staff**
Systems?
Behavior Support
Framework & Bullying Behavior

SWPBS is
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

Integrated Elements
Supporting Social Competence & Academic Achievement

OUTCOMES
Supporting Staff Behavior
Supporting Decision Making

BULLY BEHAVIOR
PRACTICES
Supporting Student Behavior

Intensive
Targeted
Universal

Label behavior...not people

Integrative PBIS Response to Bullying

Bullying Requirements
Bullying Coordinator
School Climate
Data Systems
Event Reporting
Response Team
School & Community
Staff Prof Dev
Evidence-based Practices

PBIS features
Coach/Team Leader
Preventive Tier 1
SWIS
Continuous SWIS
Leadership Team
School & Family
Local Behavior Expertise
RCT & SSR Research

RCT & Group Design PBIS Studies
• Reduced major disciplinary infractions
• Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
• Improvements in academic achievement
• Enhanced perception of organizational health & safety
• Reductions in teacher reported bullying behavior & peer rejection
• Improved school climate


Give Priority to Evidence-based Practices…..& Don’t Forget Effective & Relevant Systems

Give Priority to Effective Practices

Limited Evidence

- Label Student
- Exclude Student
- Blame Family
- Punish Student
- Assign Restitution
- Require Apology

More Evidence

- Teach All Specific SS
- Use Data
- Actively Supervise & Reinforce Expected Behavior
- Model Expected Behavior
- Individualize for Non-responsive Behavior
- Invest in Positive School-wide Culture

1. Teach common strategy to all

- MUST…..
  - Be easy & do-able by all
  - Be contextually relevant
  - Result in early disengagement
  - Increase predictability
  - Be pre-emptive
  - Be teachable
  - Be brief
2. Precorrect Before, During, After
• Analyze problem setting
• Reteach
• Anticipate, remind, & practice
• Replace triggers & maintainers
• Reinforce desired

3. Actively Supervise
• Move
• Scan
• Interact positively
• Model expectations
• Reward appropriate behavior
• Remind & precorrect

4. Reinforce Taught Skills
• Specific
• Informative
• Frequent
• Effective
• Contextually relevant
• Sincere

Data-based Decision Making
1. Specify/define need
2. Select right evidence-based solution
3. Ensure implementation fidelity
4. Monitor progress
5. Improve implementation

ABA/MTSS-based Approach to Preventing Bullying Behavior

Data-Based Decision Making & Bullying Behavior: Example

- 1. Specify/define need
  - Two teasing, harassment, major ODR per day
  - Bus (2)
  - 12 students

- 2. Select right evidence-based solution
  - SW/CW booster
  - Increased adult supervision, procedures, bus tickets
  - Daily checklist (12)

- 3. Ensure implementation fidelity
  - Classroom, form, & bus checklist
  - Majors & minors

- 4. Monitor progress
  - Daily weekly

- 5. Improve implementation

APPLIED BULLYING ANALYSIS

- Overt observable behavior
  - Response class
  - Environment or context
  - Functional relationship
  - Learning history
  - Context manipulation
  - Competing stimulus control

MTSS/RTI

- Universal Screening
- Continuous data-based monitoring
- Cultural-contextualized enhancements
- Tiered continuum of evidence-based practices
- Implementation fidelity
- Team-based implementation
- Local content expertise & fluency