Addressing Bullying Behavior W/in a PBIS Framework

Nyborg Evidence Conference
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www.pbis.org  www.cber.org

PURPOSE
To improve our understanding of & responding to bullying behavior from perspective of school-wide positive behavior support.

Main Points

- Avoid labeling & “demonizing” students….focus on behavior & context in which it occurs
- Use PBIS framework to address problem bullying behavior
- Examine data, outcomes, practices, & systems

SWPBS: Basics
**SWPBS is**

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

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**Integrated Elements**

Supporting Social Competence & Academic Achievement

**OUTCOMES**

Supporting Staff Behavior

Supporting Decision Making

**SYSTEMS**

"BULLY BEHAVIOR" PRACTICES

Supporting Student Behavior

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**Prevention Logic for All**

Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Decrease development of new problem behaviors</th>
<th>Prevent worsening &amp; reduce intensity of existing problem behaviors</th>
<th>Eliminate triggers &amp; maintainers of problem behaviors</th>
<th>Add triggers &amp; maintainers of prosocial behavior</th>
<th>Teach, monitor, &amp; acknowledge prosocial behavior</th>
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Biglan, 1995; Mayer, 1995; Walker et al., 1996

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**Integrated PBIS Response to Bullying**

**Bullying Requirements**

- Bullying Coordinator
- Coach/Team Leader
- School Climate
- Data Systems
- SWIS
- SWIS
- Event Reporting
- Response Team
- School & Community
- Local Behavior Expertise
- Staff Prof Dev
- Evid-base Practices
- RCT & SSR Research

**PBIS features**

- Coach/Team Leader
- Preventive Tier I
- SWIS
- Continuous SWIS
- Leadership Team
- School & Family
- Local Behavior Expertise
- RCT & SSR Research

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**Continent of Support for “Manuella the Bully”**

Intensive

Targeted

Universal

Label behavior...not people
RCT & Group Design PBIS Studies

SWPBS look at bullying behavior

What is “bullying?”

Remember

‘Label behavior; not people…’

So, say, “bully behavior”

Link behavior to context

Behavior

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

Why do bully behavior?

Context & Behavioral Perspective

Get/obtain

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

Escape/avoid

E.g., same…but less likely

“Context” or environment

“Do”

Learning history

Context manipulation

Data-based decision making
**Why is “why” important?**

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**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

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**Continuum of Behavior Fluency**

- Target
- Initiator
- Context or Setting
- Bystander
- Staff

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**Give Priority to Effective Practices**

**Less Effective**
- Label Student
- Exclude Student
- Blame Family
- Punish Student
- Assign Restitution
- Require Apology

**More Effective**
- Teach All Specific SS
- Use Data
- Actively Supervise
- Reinforce Expect Beh
- Individualize for Non-Resp
- Invest Prev Sch Culture

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**4 basic strategies....if you do nothing else....**

1. **Teach common strategy to all**

   - “Stop-Walk-Talk”
   - “Talk-Walk-Squawk”
   - “Whatever & Walk”

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**MUST....**

- Be easy & do-able by all
- Be contextually relevant
- Result in early disengagement
- Increase predictability
- Be pre-emptive
- Be teachable
- Be brief
1. Specify/define need
2. Select right evidence-based solution
3. Ensure implementation fidelity
4. Monitor progress
5. Improve implementation

Data-based Decision Making

Data used to....

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 & Bullying Behavior: Example

- Specify/define need
- Select right evidence-based solution
- Ensure implementation fidelity
- Monitor progress
- Improve implementation

- Two teasing, harassment major ODR per day
- Bus (2)
- 12 students
- Classroom, home, & bus checklist
- Driver recognition
- Major & minor
- Daily check in/out
- Weekly bus
- Driver recognition

Example:

- Increase active supervision, principal, bus leaders
- SW/CW booster
- Majors & minors
- Daily check in/out
- Weekly bus
- Driver recognition

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Big idea: Use PBIS framework to address bully behavior prevention

Goal 1
• Establish positive, predictable, consistent, rewarding school culture for all across all settings

Goal 2
• Teach social skills that work at least as well as or better than problem behavior

Goal 3
• Respond to nonresponsive behavior positively & differently, rather than reactively & more of same

Goal 4
• Actively supervise & precorrect for problem behaviors & settings, especially nonclassroom

Goal 5
• Individualize support based on responsiveness & effect