Addressing Bullying Behavior W/in a PBIS Framework

Nyborg Evidence Conference
George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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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

Bullying Program Component Review Purpose
- Identify programming components of established methods
- Identify skill of key groups
- Determine adherence to RTI prevention & intervention logic

Maggin & Sugai, 2011
Preliminary Results – Systems Logic

<table>
<thead>
<tr>
<th>Systems Feature</th>
<th>n</th>
<th>%</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Team Developed</td>
<td>13</td>
<td>29.55%</td>
<td></td>
</tr>
<tr>
<td>Use of Initiator Data</td>
<td>10</td>
<td>22.72%</td>
<td>School staff referral, parent referral, Needs assessment of aggression, anger management, self-assessment</td>
</tr>
<tr>
<td>Use of Target Data</td>
<td>6</td>
<td>13.63%</td>
<td>School staff referral, parent referral, Needs assessment</td>
</tr>
<tr>
<td>Use of Bystander Data</td>
<td>2</td>
<td>4.54%</td>
<td>Self-assessment; Incidence reporting</td>
</tr>
<tr>
<td>Staff Training Provided</td>
<td>23</td>
<td>53.49%</td>
<td></td>
</tr>
<tr>
<td>LEA Endorsement</td>
<td>4</td>
<td>9.09%</td>
<td></td>
</tr>
<tr>
<td>LEA Coordinator</td>
<td>6</td>
<td>13.63%</td>
<td></td>
</tr>
</tbody>
</table>

Preliminary Results -- RTI

<table>
<thead>
<tr>
<th>RTI Features</th>
<th>n</th>
<th>%</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification Screening</td>
<td>3</td>
<td>6.82%</td>
<td></td>
</tr>
<tr>
<td>Data Referenced</td>
<td>12</td>
<td>27.27%</td>
<td>School-wide survey of bullying needs, Student incident reports, Teacher incident reports, Referrals</td>
</tr>
<tr>
<td>Data Specified</td>
<td>9</td>
<td>20.45%</td>
<td></td>
</tr>
<tr>
<td>Initiator Continuum</td>
<td>14</td>
<td>31.81%</td>
<td>Group counseling sessions</td>
</tr>
<tr>
<td>Target Continuum</td>
<td>13</td>
<td>29.55%</td>
<td>Group counseling sessions</td>
</tr>
<tr>
<td>Bystander Continuum</td>
<td>8</td>
<td>18.18%</td>
<td></td>
</tr>
<tr>
<td>Staff Continuum</td>
<td>2</td>
<td>4.54%</td>
<td>No formal strategies described.</td>
</tr>
<tr>
<td>Fidelity Checks</td>
<td>3</td>
<td>6.82%</td>
<td></td>
</tr>
</tbody>
</table>

Preliminary Conclusions

- Develop strategies for all key groups
- Operationally define behaviors & "focus skills"
- Operate from multi-tiered prevention framework
- Use data to make programming decisions.

SWPBS: Basics

SWPBS is a 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

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

SWPBS: Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

Supporting Social Competence & Academic Achievement

Integrated Elements

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

"BULLY BEHAVIOR" PRACTICES

OUTCOMES

Supporting Social Competence & Academic Achievement
IMPLEMENTATION 
W/ FIDELITY
CONTINUOUS 
PROGRESS 
MONITORING
CONTINUUM OF 
EVIDENCE-BASED 
INTERVENTIONS
CONTENT 
EXPERTISE & 
FLUENCY
PREVENTION 
& EARLY 
INTERVENTION

Practices

CONTINUUM OF 
SUPPORT FOR 
ALL

Universal

Intensive

Targeted

Few

Some

All

Dec 7, 2007

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>
</tr>
</thead>
</table>

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Integrated PBIS Response to Bullying

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

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

SWPBS look at bullying behavior

Label behavior...not people

“Manuella the Bully”
OUR BEHAVIORAL PERSPECTIVE

“Context” or environment

“Do”

Context manipulation

Learning history

Data-based decision making

What is “bullying?”

Remember

Behavior

“Label behavior, not people…”

So, say, “bully behavior”

Link behavior to context

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

Why do bully behavior?

Context & Behavioral Perspective

Why is “why” important?

PREVENTION

Get/obtain

Escape/avoid

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

E.g., same… but less likely

Teach effective, efficient, relevant alt. SS

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

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

1. Teach common strategy to all
- Be easy & do-able by all
- Be contextually relevant
- Result in early disengagement
- Increase predictability
- Be pre-emptive
- Be teachable
- Be brief

2. Precorrect
- 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

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Non-Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Setting</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Time Start</td>
<td>Time End</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of Positive Student Contacts</th>
<th>Total # of Negative Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratio of Positives to Negatives: _____: 1
1. Did I have at least 4 positive for 1 negative student contacts?  
   Yes    No
2. Did I move throughout the area I was supervising?  
   Yes    No
3. Did I frequently scan the area I was supervising?  
   Yes    No
4. Did I positively interact with most of the students in the area?  
   Yes    No
5. Did I handle most minor rule violations quickly and quietly?  
   Yes    No
6. Did I follow school procedures for handling major rule violations?  
   Yes    No
7. Do I know our school-wide expectations (positively stated rules)?  
   Yes    No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations?  
   Yes    No

Overall active supervision score:
7-8 “yes” = “Super Supervision”
5-6 “yes” = “So-So Supervision”
< 5 “yes” = “Improvement Needed”

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Data-based Decision Making

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

---

Big idea: Use PBIS framework to address bully behavior prevention

- Establish positive, predictable, consistent, rewarding school culture for all across all settings
- Teach social skills that work at least as well as or better than problem behavior
- Respond to nonresponsive behavior positively & differently, rather than reactively & more of same
- Actively supervise & precorrect for problem behaviors & settings, especially nonclassroom
- Individualize support based on responsiveness & effect

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Data-Based Decision Making & Bullying Behavior: Example

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

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- Specific
- Informative
- Frequent
- Effective
- Contextually relevant
- Sincere