Preventing Bullying Behavior w/in PBIS Framework

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July 24 2012
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Good “things” about Bullying efforts
- Increased problem awareness
- More emphasis on prevention
- More curriculum development & research

What is “bullying?”
- Remember
- Behavior
  - “Label behavior, not people…”
  - So, say, “bully behavior”
  - Verbal/physical aggression, intimidation, harassment, teasing, manipulation

“Bullying” Issues
- Labeling kids
- Under-emphasis on improvement of context
- Limited assessment of context
- Non-data based intervention decisions
- Over-emphasis on student responsibility for change
- Limited examination of mechanism
- Generic intervention responses

Continuum of Support for ALL
- Universal
- Targeted
- Intensive
- Few
- Some
- All

Dec 7, 2007

Continuum of Support: “Molcom”
- Universal
- Targeted
- Intensive
- Align behavioral supports
- Adult rel.
- Self-report
- Attend.
- Peer interac
- Ind. play
- Coop play
- Poor interact
- Angry, man.
- Prob Sol.
Why do bully behavior?

- 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

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

RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvements in academic achievement
- Safety
- Enhanced perception of organizational health & safety
- Impact on aggressive behavior, concentration problems, emotional regulation
- Improved school climate & prosocial behavior
- Reductions in teacher reported bullying behavior
Integrated PBIS Response to Bullying

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

**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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**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
   - Bus driver booster
   - Increased active supervision, proximity, bus safety
   - Daily marks / inc / cons (12)

3. Assess implementation fidelity
   - Teachers / observers
   - Classroom, home, & bus checklists
   - Marks & tones

4. Monitor progress
   - Majors & minoors

5. Improve implementation
   - Daily- weekly
   - Driver recognition

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**Systems Guidelines**

- Integrate into multi-tiered prevention approach
- Use data to guide decision making
- Develop local behavioral expertise
- Give priority to evidence-based practices
- Consider local culture & context

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**Funding**

SWPBS Implementation Blueprint

**Visibility**

Political Support

**Policy**

LEADERSHIP TEAM (Coordination)

Training

Coaching

Evaluation

Behavioral Expertise

Local School/District Implementation Demonstrations

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**Supporting Social Competence & Academic Achievement**

**Cultural Equity**

**Cultural Validity**

**Supporting Student Behavior**

**Supporting Knowledge**

**Supporting Practices**

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Sugai, O’Keeffe, & Farken, 2012, in press; Vincent, Randell, Cartledge, Tobin, & Swan-Bradway 2011

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**CT Anti-Bullying Law**
Public Act 11-232
SERC April 2012
Basic “Logic”

Start w/ effective, efficient, relevant, & doable

Prepare & support implementation

Training + Coaching + Evaluation

Improve “Fit”

Implementation Fidelity

“Multi-Tiered Systems of Support”...

Whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through layered continuum of evidence-based practices & systems.