Embedding Bully-Proofing in School-wide PBS

Scott Ross
Rob Horner

University of Oregon
www.pbis.org
Goals

- Define a set of core features for Bully Proofing
- Define how to embed Bully Proofing into existing School-wide Expectations.
- Provide current update from one research effort.
Main Ideas

- “Bullying” is aggression, harassment, threats or intimidation when one person has greater status, control, or power than the other.

- Bullying behaviors affect the sense of school as a “safe” environment.

video
Main Ideas

- Bullying behavior typically is rewarded (maintained) by the “victims” or “bystanders”
  - Social attention
  - Social recognition
  - Social status
  - Access to physical items/ preferred activities

- Bullying behavior is seldom maintained by adult attention
Main Ideas

- All “bully proofing” skills are more effective if the school has first established a set of POSITIVE school-wide behavioral expectations.

- Great care is needed to prevent a “bully-proofing” effort from becoming a “bully-training” program.
Creating Effective Learning Environments

- Know what you want… not just what you do not want: “Social Responsibility”

- Create environments that are:
  - Predictable
  - Consistent
  - Positive
  - Safe
Developing An Effective Approach

- What does NOT work
  - Identifying the “bully” and excluding him/her from school

  - Pretending that Bullying Behavior is the “fault” of the student/family/victim.

  - Providing clinical support for the “bully” without changing the social feedback she/he receives from peers.
Four Roles in an effective bully proofing effort.

- Aggressor
- Victim
- By Stander
- Adults
  - Teaching social responsibility
  - Supervision in unstructured settings
A three part approach to bully prevention

- Establish a *whole-school social culture* where positive behavior is “expected” and rewards for bullying are NOT provided.

- Provide training and **support for adults** to (a) train, (b) precorrect, and (c) provide consequences for bullying

- Provide direct, **individualized support** for students who engage in “bullying” or “victim” behaviors.
Step 1: Establish a social culture

- Teach school-wide behavioral expectations
  - Be respectful, be responsible, be safe
- Teach all students a “stop” response
  - If someone is disrespectful to you
  - If someone is disrespectful to someone you are with
- Teach “walking away”
- Teach what to do if someone asks you to “stop”
Establishing a Social Culture

Common Vision/Values
Common Language
Common Experience

MEMBERSHIP
Common Vision/Values
Teaching Social Responsibility

- Teach school-wide expectations first
  - Be respectful
  - Be responsible
  - Be safe

- Focus on “non-structured” settings
  - Cafeteria, Gym, Playground, Hallway, Bus Area

- Teach Bully Prevention “SKILLS”
  - If someone directs problem behavior toward you.
  - If you see others receive problem behavior
  - If someone tells you to “stop”
Teach a school-wide “stop” signal

- If someone is directing problem behavior to you, or someone you are with, tell them to “stop.”

- What is the “Stop Signal” for your school?
  - Have a physical as well as verbal signal
    - “Stop”
    - “Enough”
    - “Don’t”
  - The language and signal need to age appropriate, and contextually acceptable.
Teach how to use the “Stop Signal”

- How do you deliver the “stop signal” if you feel someone is not being respectful?  
  - (e.g. you feel intimidated, harassed, bullied)?

- How do you deliver the “stop signal” if you see someone else being harassed, teased, bullied?

- What to do if someone uses the “stop signal” with you?

- Note: Include “non-examples” of when and how to use “stop” signal.
Teach “walk away”

- Most socially initiated problem behavior is maintained by peer attention.
  - Victim behavior inadvertently maintains taunt, tease, intimidate, harassment behavior.
  - Build social reward for victim for “walking away”
    - Do not reward inappropriate behavior.
Teach “getting help”

- Report problems to adults
  - Where is the line between tattling, and reporting?
    - The adult should always ask:
      - Did you say, “stop”
      - Did you walk away?
Step #2: Focus on Role of Adults

- How to teach expectations

- Pre-correct (quick practice of appropriate skills just prior to entering “high probability” context)
  - With whole class
  - With “at risk” students

- Reporting routine
Reporting Routine

- A child comes to you and reports that someone else was not respectful
  - “Did you say stop?”
  - “Did you walk away?”

- Talking to the child who was disrespectful
  - “Did he say stop”
  - “What did you do”
  - “Show me doing it the right way”
Activity #1

- Select an appropriate “stop” signal for your school.
  - How might you include students in defining this signal?
  - Ensure that the “stop” signal include BOTH a verbal and physical component.
Step #3: Individual Student Support

- Support for Students who are aggressive
  - Individualized assessment
  - Family support
  - Teach appropriate social skills
  - Isolate from deviant peer group.

- Support for Students who are frequent “victims”
  - Redefine roles
  - Re-teach respectful behavior
  - Teach social skills
  - Embed student in constructive peer groups.
## Social Responsibility Matrix

<table>
<thead>
<tr>
<th>Identify most common problem behavior</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Stop” signal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify problem behavior</td>
<td>Location 1</td>
<td>Location 2</td>
<td>Location 3</td>
<td>Location 4</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Pushing in line:</td>
<td>Not respectful</td>
<td>Throwing food:</td>
<td>Name calling: Not respectful</td>
<td>Pushing others: Not safe Not respectful</td>
</tr>
<tr>
<td>Not respectful</td>
<td></td>
<td>Not respectful Not responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Stop” signal (for self/for others)</td>
<td>“stop”</td>
<td>“stop”</td>
<td>“stop”</td>
<td>“stop”</td>
</tr>
<tr>
<td>Walk skill</td>
<td>Walk away</td>
<td>Walk away</td>
<td>Walk away</td>
<td>Walk away</td>
</tr>
<tr>
<td>Reporting Skill</td>
<td>Tell teacher</td>
<td>Tell teacher</td>
<td>Tell teacher</td>
<td>Tell teacher</td>
</tr>
</tbody>
</table>
Embedding Bully-Proofing: One Example

- How Bully-Proofing was taught in one school
- How data were recorded
- Current status of research effort
How it was taught

- School Rules:
  - Be Safe, Be Kind, Be Responsible
- Problem Behaviors
  - Basketball, Four square, In between
- Why do kids do it?
- Stop, Walk, Talk
How data were recorded

- When problem behavior was reported, staff follow a specific school-wide response:
  1. Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")
  2. "Did you tell the student to stop?" (If yes, praise the student for using an appropriate response)
  3. "Did you walk away from the problem behavior?" (If yes, praise student for using appropriate response)
How data are recorded

When students report problem behavior appropriately, staff initiate to following response with student accused of inappropriate behavior:

1. "Did ______ tell you to stop?"
   - If yes: "How did you respond?" Follow with step 2
   - If no: Practice the 3 step response.

2. "Did ______ walk away?"
   - If yes: "How did you respond?" Follow with step 3
   - If no: Practice the 3 step response.

3. Practice the 3 step response.
## How data are recorded

<table>
<thead>
<tr>
<th><strong>BEHAVIOR</strong></th>
<th><strong>SITE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>not safe</td>
<td>playground</td>
</tr>
<tr>
<td>not kind</td>
<td>cafeteria</td>
</tr>
<tr>
<td>not responsible</td>
<td>inside recess</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>REPORT</strong></th>
<th><strong>RECIPIENT</strong></th>
<th><strong>PERPETRATOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Reported</td>
<td>Used &quot;Stop&quot; Signal</td>
<td>Saw the &quot;stop&quot; signal</td>
</tr>
<tr>
<td>Behavior Observed</td>
<td>Used &quot;Walk Away&quot; procedure</td>
<td>Saw recipient &quot;walk away&quot;</td>
</tr>
<tr>
<td></td>
<td>Appropriately Reported Problem Behavior</td>
<td>3-step response practiced</td>
</tr>
</tbody>
</table>
Current Status of Research Effort:

- Observed 3 students recognized by the school for exhibiting problem behavior outside the classroom.
- Observed recess for
  - Physical Aggression
  - Verbal Aggression
    - Recipient Responses
    - Bystander Responses
Baseline Phase: Verbal and Physical Aggression during recess

Incidents of Problem Behavior at Recess

- Rob
- Bruce
- Jeff
- Composite Peer
## Baseline Phase: Conditional Probabilities

<table>
<thead>
<tr>
<th><strong>Recipient</strong> Responses to Verbal and Physical Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bystander</strong> Responses to Verbal and Physical Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
</tr>
</tbody>
</table>
Problem Behavior during recess

Incidents of Problem Behavior at Recess

Baseline

Bully-proofing

Day

Rob

Jeff

Bruce

Composite Peer
## Intervention

### Conditional Probabilities

<table>
<thead>
<tr>
<th>Recipient Responses to Verbal and Physical Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Stop” Response</strong></td>
</tr>
<tr>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bystander Responses to Verbal and Physical Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Stop” Response</strong></td>
</tr>
<tr>
<td>17%</td>
</tr>
</tbody>
</table>
Bystander Response to Bullying

Conditional Probability given Bullying

Stop  Walk  Social +  Social -  No Resp

Pre  Post
Current Research
Activity #2
(select one of three options)

- Given that you have already taught “being respectful” as a school-wide expectation:

- Develop a teaching plan for using the “stop” signal in ONE of three situations.
  - Teach **how** to use the “stop” signal
  - Teach **when** to use the “stop” signal
  - Teach across multiple locations/contexts.
Activity #3

- Build a plan for staff.
  - Precorrection prior to unsupervised contexts
  - Specific precorrection of “at risk” student
  - Foundations of active supervision
    - Move, Observer, Interact, Intervene Early
  - When student comes to you with a complaint
    - Focus first on student coming to you with compliant:
      - Did you say “stop”… did you “walk away”
      - Do not reward tattling.
    - Questions for student who was viewed as aggressive
      - Did someone tell you to “stop”
      - Did you “stop”