

Embedding Bully-Proofing in School-wide PBS

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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.

video

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

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

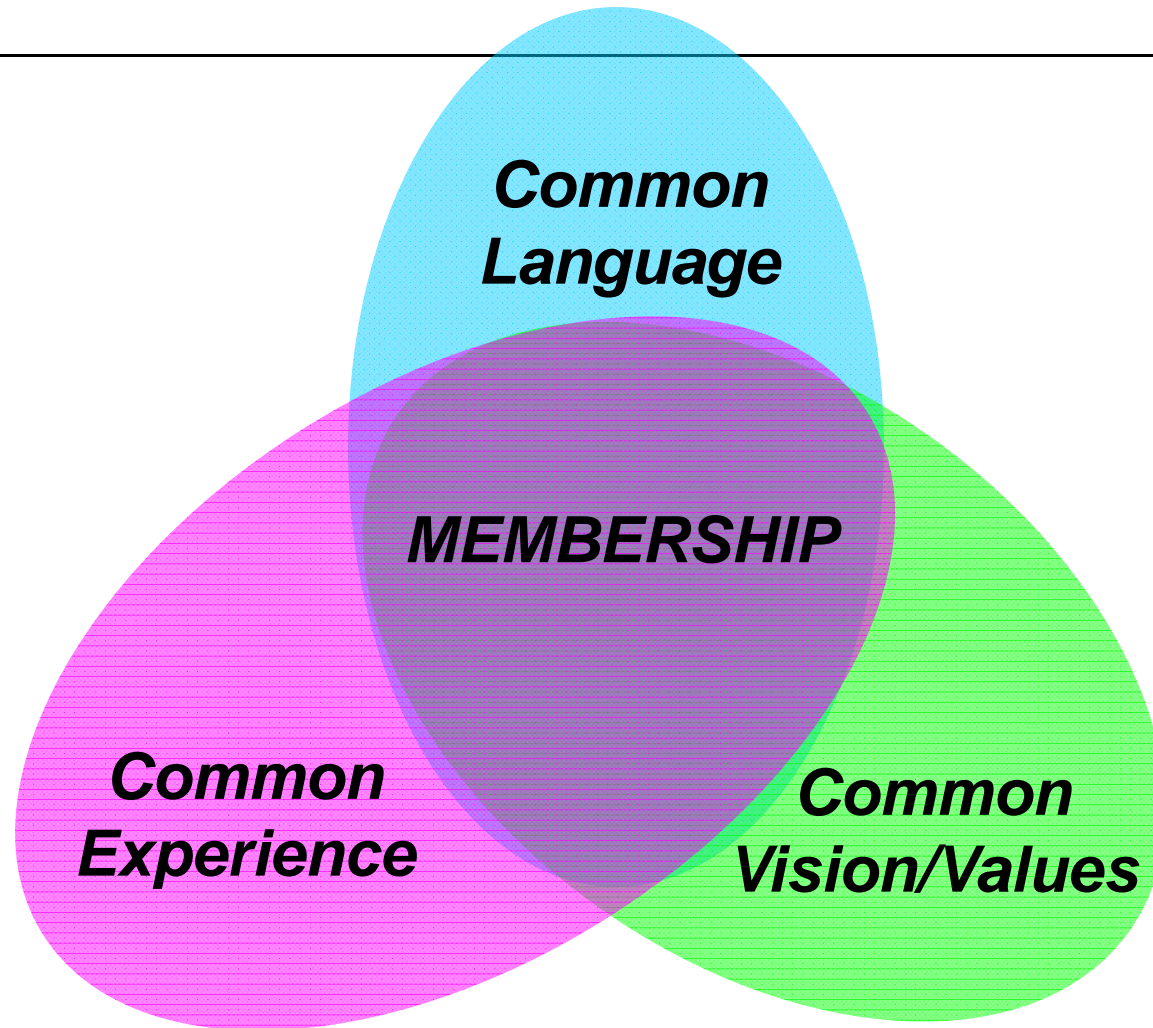
- Establish a **whole-school social culture** where positive behavior is “expected” and rewards for bullying are NOT provided.
- Provide training and **support for adults** to (a) train, (b) precorrect, and (c) provide consequences for bullying
- Provide direct, **individualized support** for students 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



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 be 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

	Location 1	Location 2	Location 3	Location 4
Identify most common problem behavior				
“Stop” signal				
Walk skill				
Reporting Skill				

Social Responsibility Matrix

	Location 1	Location 2	Location 3	Location 4
	Playground	Lunch Room	Hall way	Bus Area
Identify problem behavior	<i>Pushing in line: Not respectful</i>	<i>Throwing food: Not respectful Not responsible</i>	<i>Name calling: Not respectful</i>	<i>Pushing others: Not safe Not respectful</i>
“Stop” signal (for self/for others)	<i>“stop”</i>	<i>“stop”</i>	<i>“stop”</i>	<i>“stop”</i>
Walk skill	<i>Walk away</i>	<i>Walk away</i>	<i>Walk away</i>	<i>Walk away</i>
Reporting Skill	<i>Tell teacher</i>	<i>Tell teacher</i>	<i>Tell teacher</i>	<i>Tell teacher</i>

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

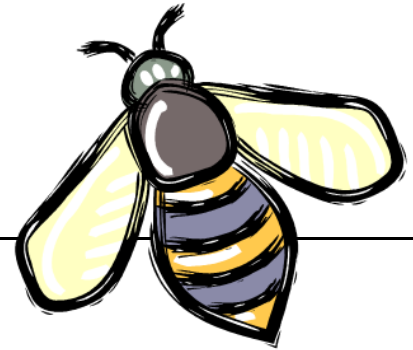
How data were recorded

- 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 the 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



BEHAVIOR

- not safe
- not kind
- not responsible

REPORT

- Behavior Reported
- Behavior Observed

SITE

- playground
- cafeteria
- inside recess
- office quads
- quads
- assembly
- _____

RECIPIENT

- Used "Stop" Signal
- Used "Walk Away" procedure
- Appropriately Reported Problem Behavior

PERPETRATOR

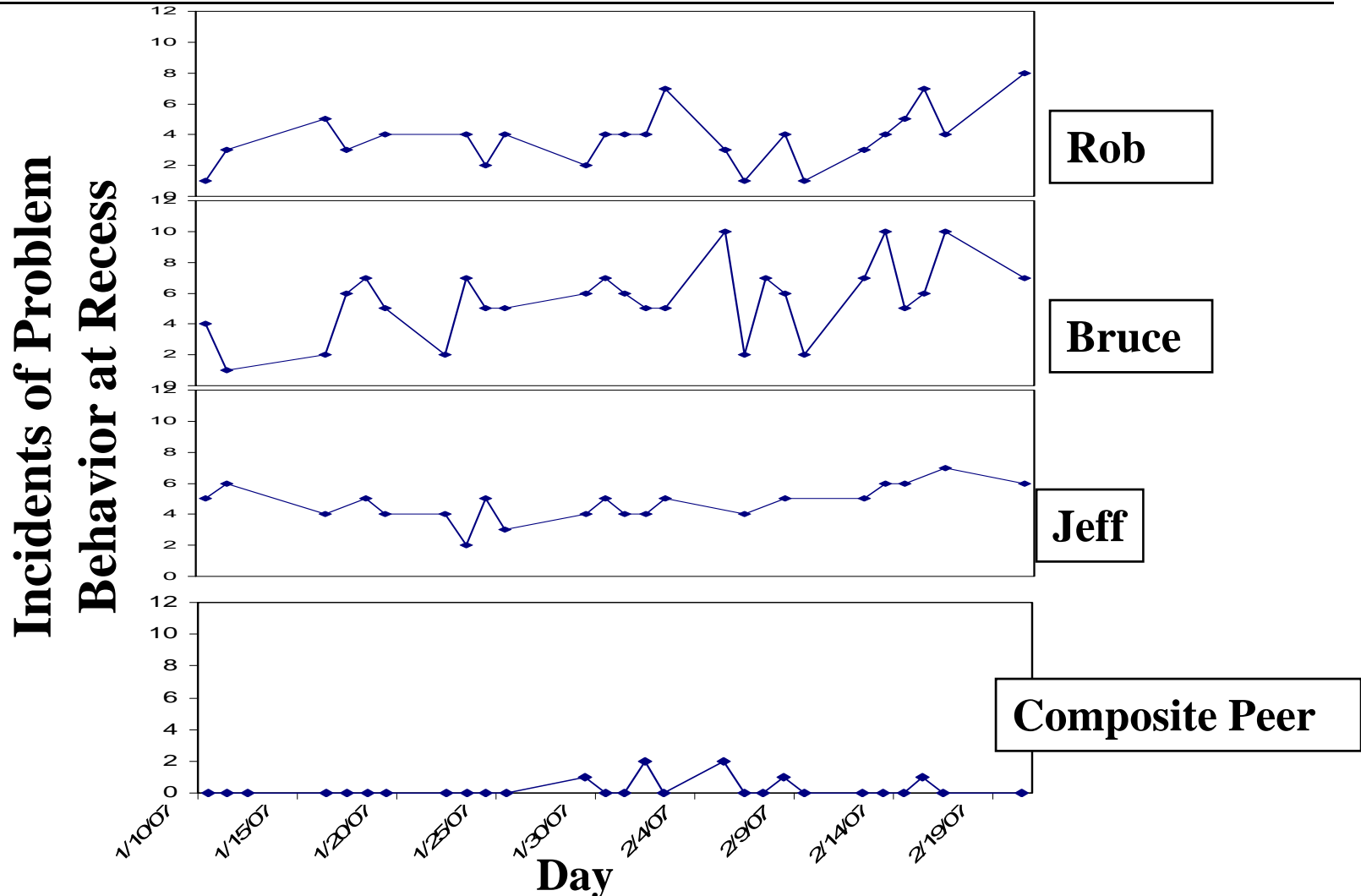
- Saw the "stop" signal
- Saw recipient "walk away"
- 3-step response practiced



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



Baseline Phase:

Conditional Probabilities

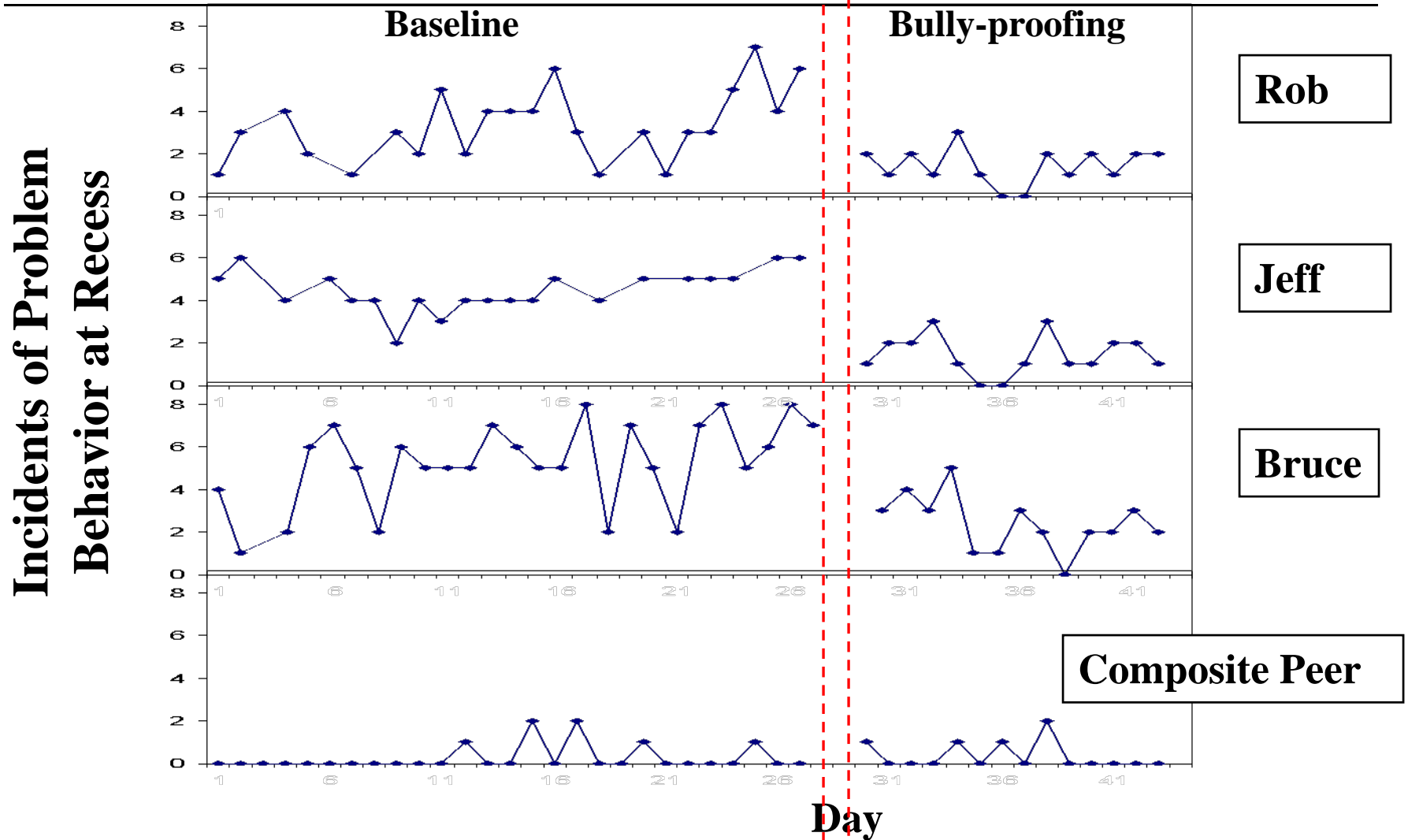
Recipient Responses to Verbal and Physical Aggression

“Stop” Response	“Walk” Response	Positive Response	Negative Response	No Response
1%	3%	30%	44%	32%

Bystander Responses to Verbal and Physical Aggression

“Stop” Response	“Walk” Response	Positive Response	Negative Response	No Response
2%	0%	53%	14%	31%

Problem Behavior during recess



Intervention

Conditional Probabilities

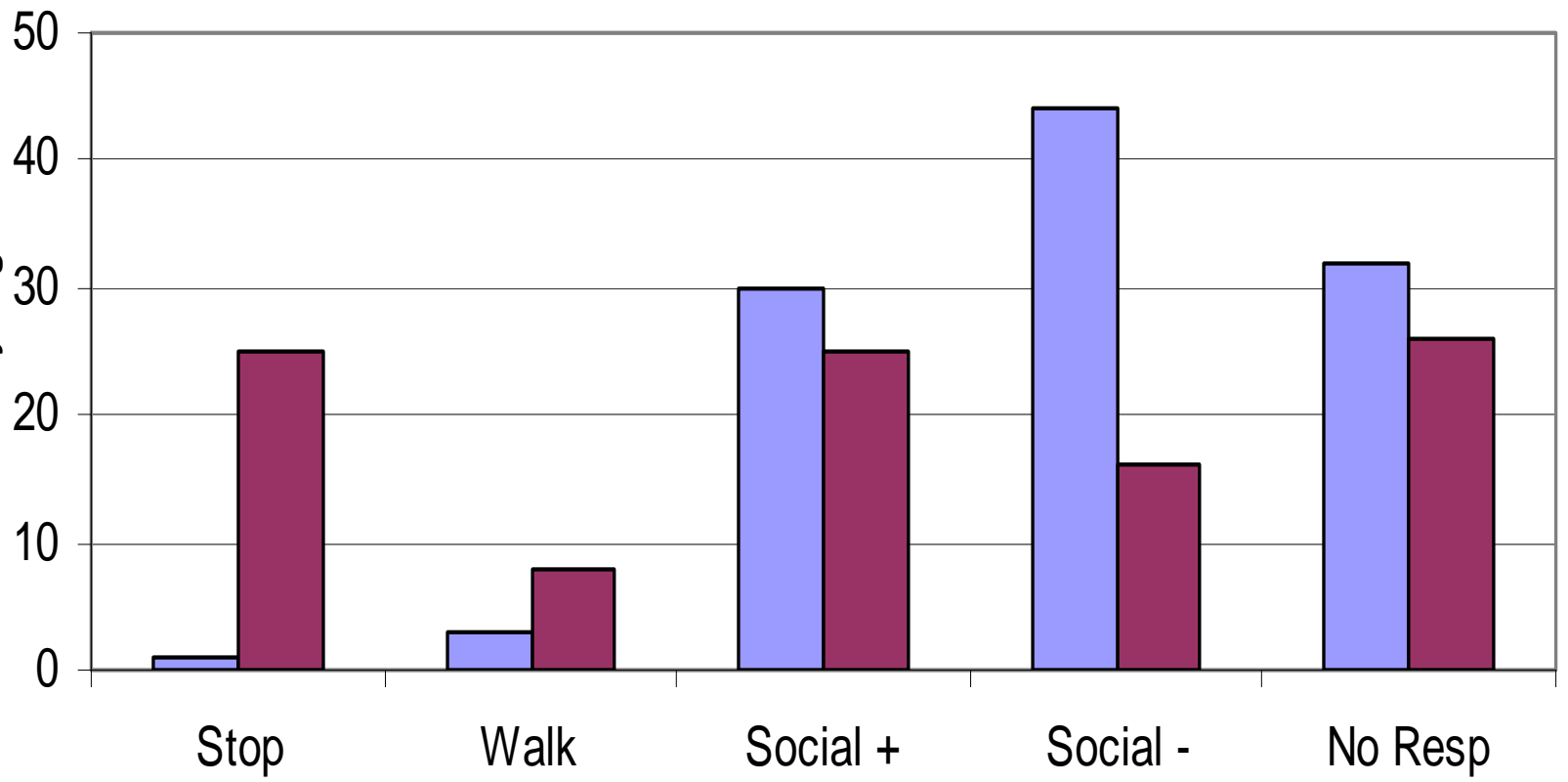
<i>Recipient</i> Responses to Verbal and Physical Aggression				
“Stop” Response	“Walk” Response	Positive Response	Negative Response	No Response
25%	8%	25%	16%	26%

<i>Bystander</i> Responses to Verbal and Physical Aggression				
“Stop” Response	“Walk” Response	Positive Response	Negative Response	No Response
17%	4%	14%	13%	51%

Victim Response to Bullying

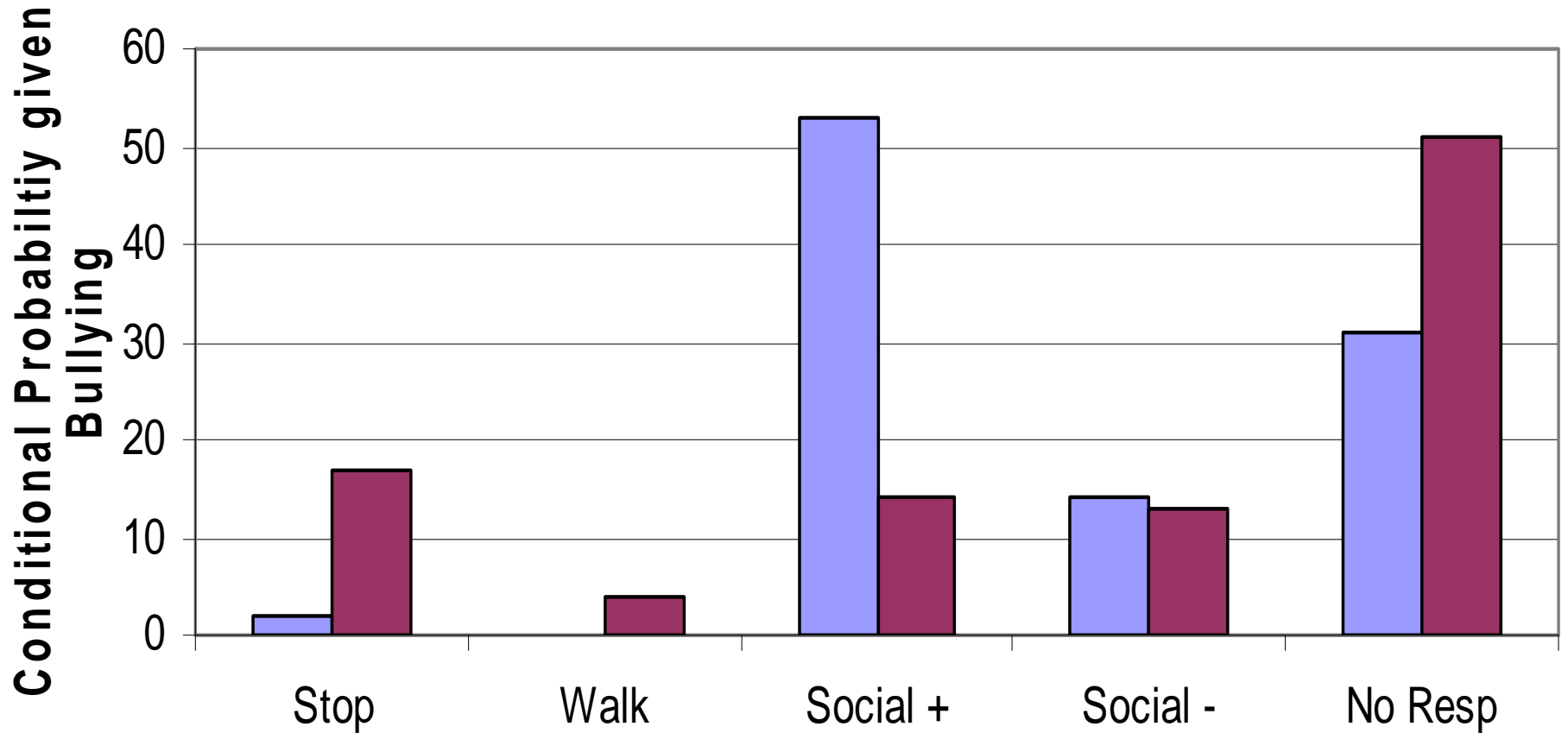
Pre Post

Conditional Probability given Bullying



Bystander Response to Bullying

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”