# Bully Prevention

## In Positive Behaviour Support

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www.pbis.org

# Assumptions/ Goals

- **Assumptions**
  - School is implementing Universal PBIS (Behavioural expectations)
  - Bullying continues to be a problem
- **Goals**
  - Define why bullying is worth addressing
  - Provide a comprehensive model for bully prevention
  - Provide description of core elements of UNIVERSAL level bully prevention
  - Provide data demonstrating (a) reduction in bullying and (b) improved perception of school safety.

## The Logic:
## **Why invest in Bully Prevention?**

- The National School Safety Center (NSSC) called bullying the most enduring and underrated problem in U.S. schools.

(Beale, 2001)

- Nearly 30 percent of students have reported being involved in bullying as either a perpetrator or a victim.

(Nansel, et al., 2001; Swearer & Espelage, 2004).

- Victims and perpetrators of bullying are more likely to skip and/or drop out of school.

(Berthold & Hoover, 2000; Neary & Joseph, 1994)

- Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings.

(Carney & Merrell, 2001; NSSC, 1995)

- Bullying is not acceptable; Bully Prevention is one of Brisbane's initiatives

(Honorable Geoff Wilson, Minister of Education, Brisbane, 2010)



### Key Points

Based on student self-report, rates of bullying in New Zealand primary schools are very high compared with many other countries:

- The percentage of Year 5 (Grade 4) students reporting recurrent bullying was statistically significantly lower in 43 of the 50 countries in the study
- Only in one country was statistically significantly more bullying reported.

Four countries appear to be reducing bullying over time: Australia, Chinese Taipei, Singapore, and Tunisia.

New Zealand is not reducing bullying in primary schools. This negative pattern has been evident since 1994.

31% of the New Zealand middle primary students surveyed said they experienced bullying "about weekly".

The TIMSS found that students who reported the most frequent bullying had significantly lower achievement in mathematics and science.

Bullying has negative effects on student identity and well-being.

www.educationcounts.govt.nz/goto/BES

- The New Zealand best evidence syntheses (BESs) highlight pedagogies that accelerate achievement at the same time as they counter bullying.
- BES Exemplar 1: Developing Communities of Mathematical Inquiry explains an approach that accelerated mathematics achievement for Māori and Pasifika by 4-5 years while also countering bullying.
- For more on the TIMSS, see Caygill



Trends in International Mathematics and Science Data (TIMSS) used this question to assess the level of bullying being experienced by students in 2011.

During this year, how often have any of the following things happened to you at school?

1. I was made fun of or called names
2. I was left out of games or activities by other students
3. Someone spread lies about me
4. Something was stolen from me
5. I was hit or hurt by other students (e.g. shoving, hitting, kicking)
6. I was made to do things I didn't want to by other students.

## Why invest in **School-wide** bully prevention?

- Most Bully Prevention programs focus on the bully and the victim
  - Problem #1: Inadvertent "teaching of bullying"
  - Problem #2: Blame the bully
  - Problem #3: Ignore role of "bystanders"
  - Problem #4: Initial effects without sustained impact.
  - Problem #5: Expensive effort
- What do we need?
  - Bully prevention that "fits" with existing Behaviour support efforts
  - Bully PREVENTION, not just remediation
  - Bully prevention that is sustainable.



## Bully Prevention in Positive Behaviour Support: The Foundation

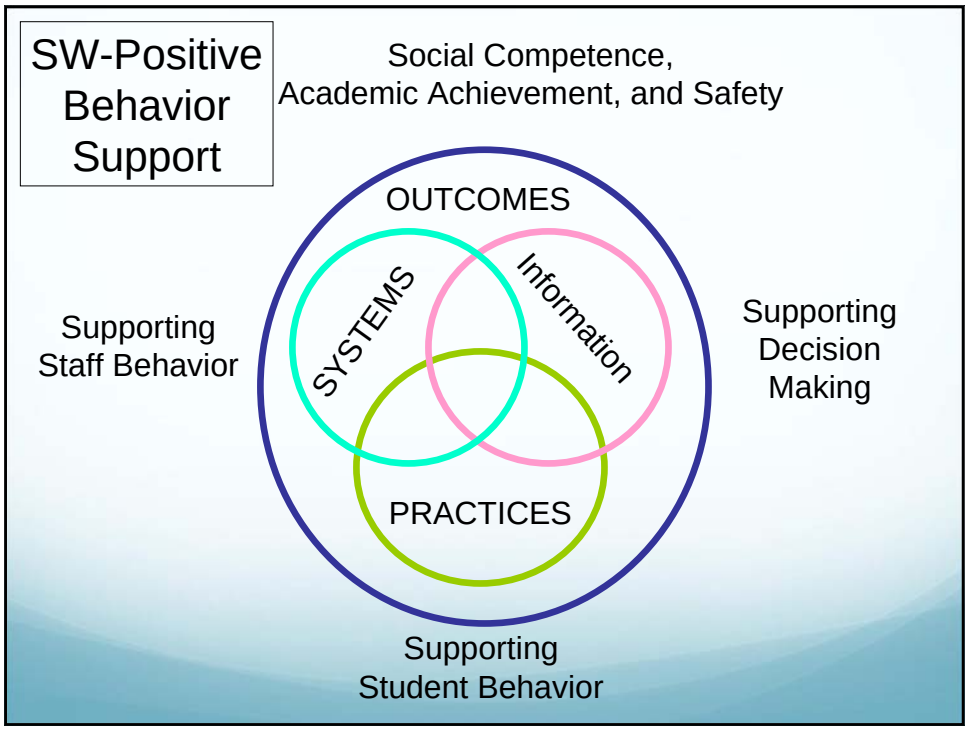
- Bullying Behaviour occurs in many forms, and locations, but typically involves student-student interactions.
  - Bullying is seldom maintained by feedback from adults
- What rewards Bullying Behaviour?
  - Likely many different rewards are effective
  - Most common are:
    - Attention from bystanders
    - Attention and reaction of "victim"
    - Access to resources (materials, activity)
    - Self-delivered reward

Video

# My experiences

- Youngest of 4 & unplanned
  - Spoiled by parents (got most everything I wanted)
  - Teased, chased, taunted by siblings
  - Knicknames
    - Two Ton Todd
    - Huntley-Brinkley (famous newscasters)
    - Cry baby
- Schools used corporal punishment
- 'Southern' drawl in 'northern' school
- Fruit loops on back of shirts
- Wanted to belong: being selected to be the Moose in a school play

Escaped all teasing by comforting myself with food
Got peer attention by talking out, being class clown




## Six Key features of Bully Prevention in Positive Behaviour Support

1. Use evidenced based practices to teach expected behaviour in all settings, to all students.
2. Monitor & acknowledge students for engaging in appropriate behaviour in all settings.
3. Provide specific instruction and pre-correction to prevent bullying behaviour from being rewarded by victims or bystanders.
4. Correct problem behaviours using consistently administered continuum of consequences.
5. Collect & use data about student behaviour to evaluate & guide decision making.
6. Establish a team that develops, implements, and manages the BP-PBS effort in a school.

# Focus on teaching

- Initial efforts toward bully prevention focused on the bully
  - Olweus
  - Bullying Solutions, edited by Adjunct Prof Helen McGrath and Dr Toni Noble
- Further practices and research expands the scope of teaching to include:
  - Decrease in frequency of incidents involving bullying behaviour
  - Increase of appropriate **recipient** responses to the bullying behaviour
  - Increase in appropriate **by-stander** responses to bullying behaviour
- Label behaviour, resist labeling the person



# Forms of bullying behaviour

- **Physical bullying**
  - **Using physical actions to bully, such as hitting, poking, tripping or pushing.**
- **Verbal bullying**
  - **Using negative words, repeatedly and intentionally to upset someone, including name calling, insults, homophobic or racists remarks, and verbal abuse.**
- **Social bullying**
  - **Lying, spreading rumours, playing a nasty joke, repeatedly mimicking someone and/or deliberately excluding someone**
- **Psychological bullying**
  - **Repeated and intentional use words or actions which cause psychological harm including intimidation, manipulation and stalking**
- **Cyberbullying**

  **Using technology to verbally, socially or psychologically bully, in chat rooms, through social networking sites, emails or mobile phones.**

# Teasing vs. Taunting

- Teasing
  - Playful use of humour that brings people together, lightens a mood, enhances a relationship and makes people laugh
    - A funny person who can playfully tease is usually popular and able to maintain healthy relationships
- Taunting
  - Delivery of a comment to deliberately offend someone

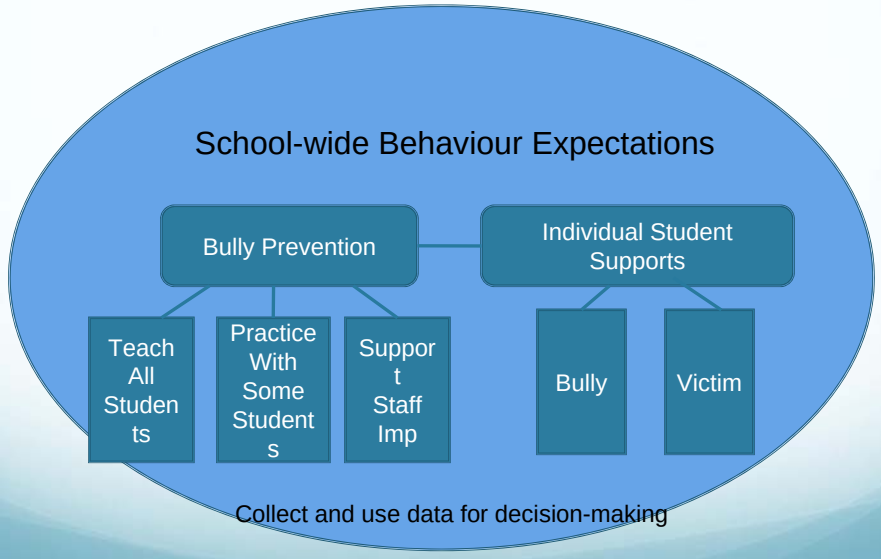


## Bully Prevention in Positive Behaviour Support: The Foundation

- Consider the smallest change that could make the biggest impact on Preventing and Responding to Bullying behaviour
  - Remove the "pay off" (e.g. praise, attention, recognition) that follows bullying.
  - Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying.

Bully Prevention in Positive Behaviour Support

## A Comprehensive Bully Prevention Model






# Teach All Students

- Teach school-wide expectations (include "be respectful")
  - Teach students to recognize "respectful" versus "non-respectful" Behaviour.
- Teach the "pay off" for not being respectful
  - You get attention (which comes in many forms)
  - You get materials/activities
- Teach what to do if you experience non-respectful Behaviour.
  - "Stop"
  - Walk Away
  - Talk (Get Help)

## Why does non-respectful Behaviour keep happening?

- Discuss why kids exhibit problem Behaviour outside the classroom

*Peer attention comes in many forms:*

- Arguing with someone that teases you
- Laughing at someone being picked on
- Watching problem Behaviour and doing nothing

***The candle under a glass cup***

Stop, Walk, Talk

- A clear, simple, and easy to remember 3 step response

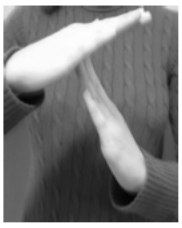


## Teach the "Stop Signal"

(step 1 of 3 step response)

- If someone is directing problem Behaviour to you, ***or someone else***, tell them to "stop."
- Because talking is hard in emotional situations… **always** include a physical "signal" to stop.
- Review how the stop signal should look and sound
  - Firm hand signal
  - Clear voice

# Stop signals



Other options of a verbal stop signal

Hands off

Enough Time out Quit it

Overboard Un-cool Too far



# Teach "walk away"

(step 2 of 3 step response)

*Sometimes, even when students tell others to "stop", problem Behaviour will continue. When this happens, students are to "walk away" from the problem Behaviour.*

- **Remember that walking away removes the reinforcement for problem Behaviour**
- **Teach students to encourage one another when they use the appropriate response**

# Teach "getting help"

(step 3 of 3 step response)

*Even when students use "stop" and they "walk away" from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should "talk" to an adult.*

- Report problems to adults
  - Where is the line between tattling, and reporting?
    - **"Talking"** is when you have tried to solve the problem yourself, and have used the "stop" and "walk" steps first
    - **Tattling** is when you do not use the "stop" and "walk away" steps before "talking" to an adult
    - **Tattling** is when your goal is to get the other person in trouble



# Teaching a Reply
## (What to do when YOU are asked to "stop")

- Eventually, every student will be asked to stop. When this happens, they should do the following things
  - Stop what they are doing
  - Take a deep breath
  - Go about their day (no big deal)
- These steps should be followed even when they don't agree with the "stop" request

# Extra Practice with Some Students

- For students with high rates of physical and verbal aggression.
  - Precorrection
  - On-site practice
- For students who are more likely to be victims who reward physical and verbal aggression.



# Supporting Staff Behaviour

When any problem Behaviour is reported, adults follow a specific response sequence:

**Reinforce the student** for reporting the problem Behaviour (i.e. "I'm glad you told me.")

**Ask who, what, when and where.**

**Ensure the student's safety.**

- Is the bullying behaviour still happening?
- Is the reporting child at risk?
- Fear of revenge?
- What does the student need to feel safe?
- What is the severity of the situation

**"Did you tell the student to stop?"** (If yes, praise the student for using an appropriate response. If no, practice)

**"Did you walk away from the problem Behaviour?"** (If yes, praise student for using appropriate response. If no, practice.)

# When the child did it right...

Adults initiate the following interaction with the Perpetrator/Instigator:

Reinforce the student for discussing the problem with you

**"Did _____ tell you to stop?"**

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

**"Did _____ walk away?"**

- If yes: **"How did you respond?"** Follow with step 3
- If no: Practice the 3 step response.

**Practice the 3 step response.**

- The amount of practice depends on the severity and frequency of problem Behaviour



# Rewarding Appropriate Behaviour

- Effective generalization requires prompt reinforcement of appropriate Behaviour, the FIRST time it is attempted
  - Look for students who use the 3 step response appropriately and provide acknowledge/reward
  - Students who struggle with problem Behaviour (either as victim or perpetrator) are less likely to attempt new approaches.
    - Reward them for efforts in the right direction.

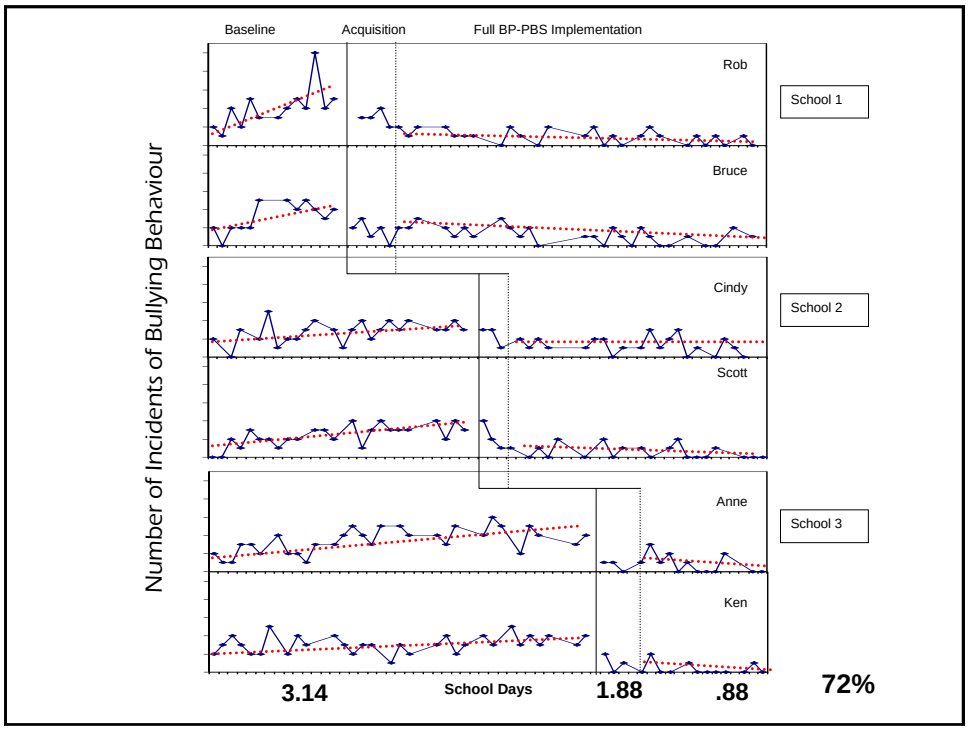
# Elementary/ Middle School versions

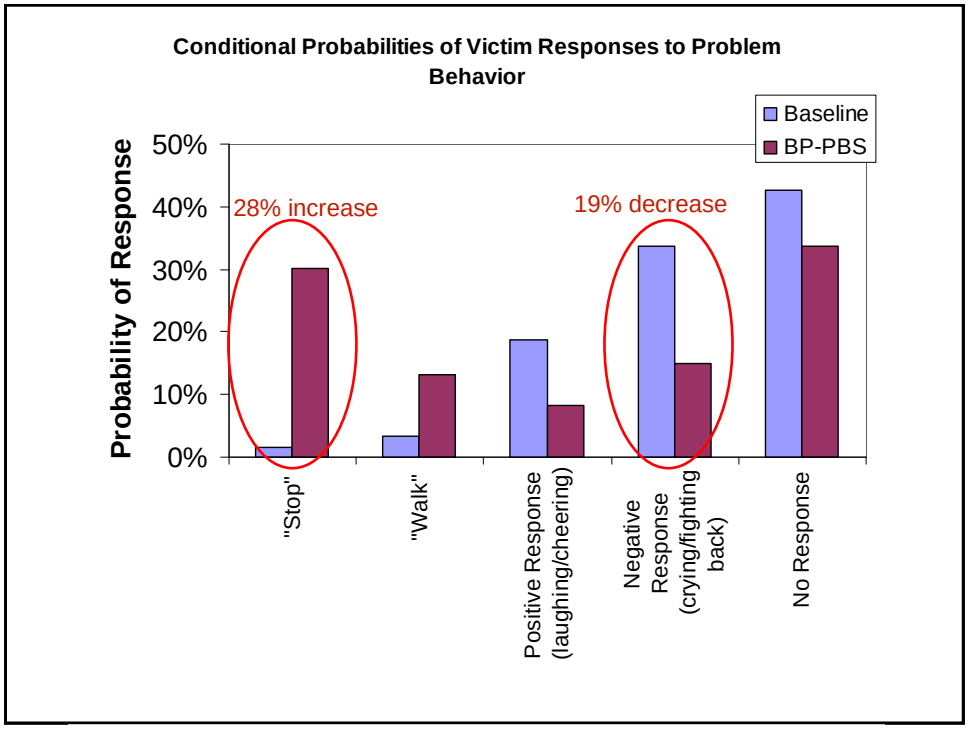
- Access at www.pbis.org
- Establish Universal School-wide Interventions First
- School-wide bully prevention requires universal implementation with all staff and students in all contexts

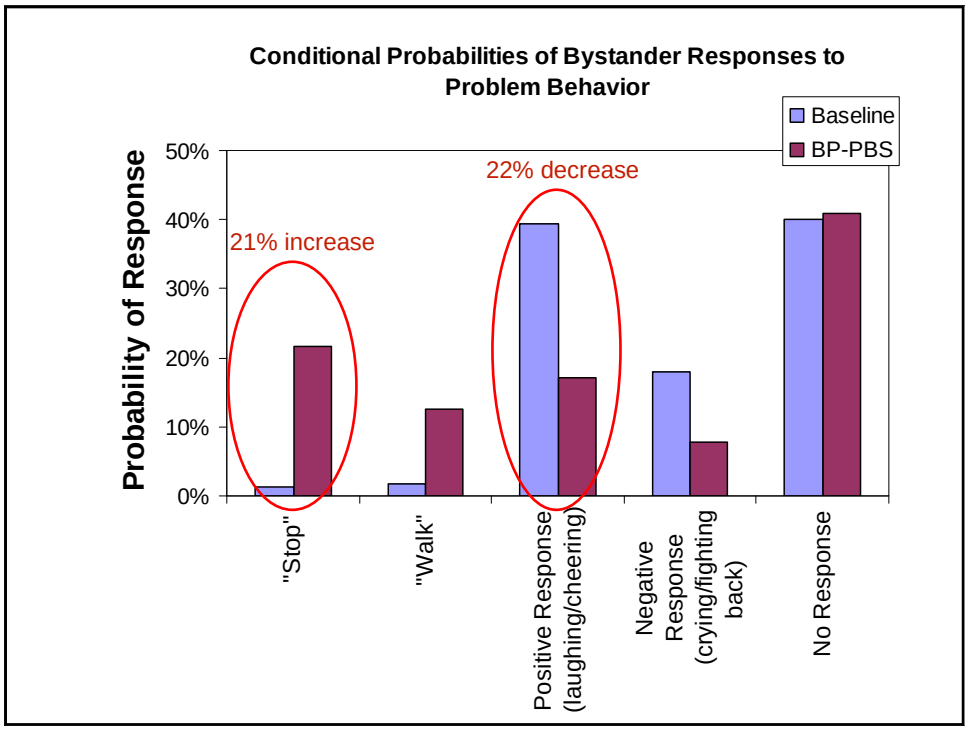


# Does this really work? The research support

- Three elementary schools
- Two students at each school with physical/social aggression at high rates
- All staff taught with the BP in PBIS manual
- All students taught by staff
- All playground personnel received implementation support
- Data collected by graduate students


Baseline
Acquisition
Full BP-PBS Implementation
Rob
Bruce
Cindy
Scott
Anne
Ken
School 1
School 2
School 3
Number of Incidents of Bullying Behaviour
3.14
School Days
1.88
.88
72%


Conditional Probabilities of Victim Responses to Problem Behavior
Baseline
BP-PBS
Probability of Response
50%
40%
30%
20%
10%
0%
28% increase
19% decrease
"Stop"
"Walk"
Positive Response (laughing/cheering)
Negative Response (crying/fighting back)
No Response




## Roles of BP-PBIS Implementation at Your School

- **PBIS Team**
  - Takes the Lead with implementation
  - Determine a School-wide Stop Signal
  - Develops Schedule for student BP training (initial and follow-up)
  - Ongoing support of Supervisors and Teachers planned
  - Evaluates student outcome data (ODR's)
  - Implementation Checklist
  - Faculty Follow Up
  - Working with the region to maintain efforts
- **Teachers**
  - Reads Manual
  - Delivers Initial Lessons and Follow up lessons
  - Incident Reports
  - Practice with Students
  - Reinforce Appropriate Behaviour
  - Give feedback to PBIS team
- **Supervisors**
  - Reads Manual
  - Practice with students
  - Check-ins
  - Incident Reports
  - Reinforce!
- **Students**
  - Be respectful with voice and body
  - Use 3 step response

## Regional Support

- **Region**
  - Build expectation for all schools
  - Beginning of school year orientation for all new faculty
  - Region has individuals trained to conduct staff orientation and ongoing support of PBIS teams
  - Region reporting of:
    - Schools using BP-PBIS
    - Fidelity of implementation
    - Impact on student Behaviour
    - WALK the TALK
    - Respect



"What the Worlds Greatest Managers Do Differently"

-- Buckingham & Coffman 2002, Gallup

**Interviews with 1 million workers, 80,000 managers, in 400 companies.**

- Create working environments where employees:
  1. Know what is expected
  2. Have the materials and equipment to do the job correctly
  3. Receive recognition each week for good work.
  4. Have a supervisor who cares, and pays attention
  5. Receive encouragement to contribute and improve
  6. Can identify a person at work who is a "best friend."
  7. Feel the mission of the organization makes them feel like their jobs are important
  8. See the people around them committed to doing a good job
  9. Feel like they are learning new things (getting better)
  10. Have the opportunity to do their job well.

"What the Worlds Greatest **Administrators** Do Differently"

-- Buckingham & Coffman 2002, Gallup

**Interviews with 1 million workers, 80,000 managers, in 400 companies.**

- Create working environments where **Faculty**:
  - 1. Know what is expected
  - 2. Have the materials and equipment to do the job correctly
  - 3. Receive recognition each week for good work.
  - 4. Have a supervisor who cares, and pays attention
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"What the Worlds Greatest **Teachers** Do Differently"

-- Buckingham & Coffman 2002, Gallup

**Interviews with 1 million workers, 80,000 managers, in 400 companies.**

- Create working environments where **students**:
  - 1. Know what is expected
  - 2. Have the materials and equipment to do the job correctly
  - 3. Receive recognition each week for good work.
  - 4. Have a supervisor who cares, and pays attention
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## Bully Prevention in Positive Behavior SupportPlanning Guide
## Moving from Discussion to Action

| Feature Area | Component | Status C complete IP in progress NS not started | Actions | Who | When completed |
|---|---|---|---|---|---|
| SW Foundations | 1. SW expectations are defined and taught to all students. | | | | |
| | 2. Monitoring & acknowledgment of students for engaging in appropriate behaviour outside the classroom | | | | |
| | 3. Consistent procedures for responding to problem behavior | | | | |
| | 4. Team meets regularly using data for problem solving | | | | |
| | 5. Team has regular reporting cycle to school faculty/staff, families, and district | | | | |

## Bully Prevention in Positive Behavior Support Planning Guide

| Feature Area | Component | Status C complete IP in progress NS not started | Actions | Who | When completed |
|---|---|---|---|---|---|
| | 6. Team defined to lead implementation of BP-PBIS | | | | |
| | 7. All faculty/staff have read the BP-PBIS curriculum | | | | |
| | 8. All faculty/staff have received BP-PBS orientation training | | | | |
| | 9. Schedule developed for student BP –PBIS training | | | | |
| | 10. BP-PBIS lessons taught to all students including precorrection to prevent bullying behaviour | | | | |
| | 11. Plan developed for BP-PBS orientation for students who enter during the year | | | | |

## Bully Prevention in Positive Behavior Support Planning Guide

| Feature Area | Component | Status C complete IP in progress NS not started | Actions | Who | When completed |
|---|---|---|---|---|---|
| llow Up | 12. Follow up lessons scheduled to occur during two month period after initial student training | | | | |
| | 13. Follow up lessons delivered at least twice after initial training, including practice in applicable settings | | | | |
| BIS Team | 14. BP-PBIS set as a standard item on the PBIS team agenda | | | | |



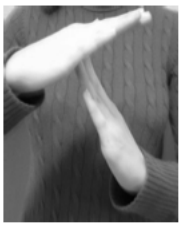
# Contact Information

- Curriculum Available at: www.pbis.org
- Scott Ross: sross@uoregon.edu
- Rob Horner: robh@uoregon.edu

# Summary

- Universal-Level Bullying Prevention Implementation
  - Establish school-wide expectations
  - Teach students how to respond to Behaviour that is NOT respectful
  - Provide extra review and precorrection for students with more extensive need
  - Provide support for staff implementation fidelity
  - Collect and use data to improve implementation and impact.
- Manual available at www.pbis.org

# Stop signals



Other options of a verbal stop signal

Hands of (Plumpton High School)

Enough Time out Quit it

Overboard Un-cool Too far