



Steps to Bully Prevention

MO SW-PBS Summer Training Institute



Session Outcomes

- Learn steps to implement a successful Bully Prevention plan
- Receive tips to start conversations necessary for Bully Prevention
- Discover SW-PBS Bully Prevention resources

Agenda

- What Works/What Doesn't
- Form a Focus Committee
- Assess Your Building
- Start a Conversation/Staff Training
- Student Driven
- Create a Plan

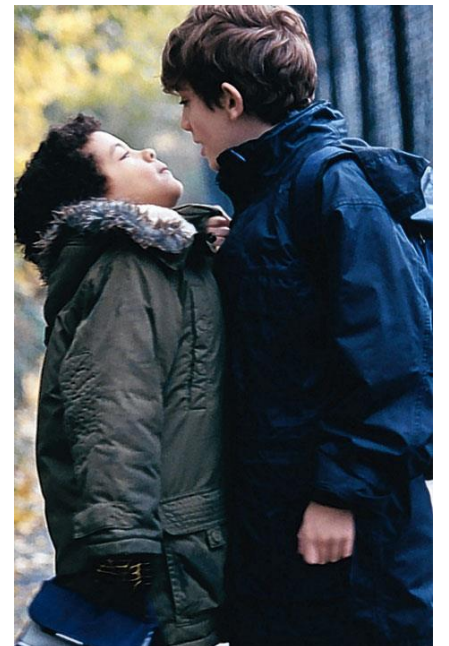
What Works/What Doesn't

Misdirection in Bullying Prevention

- Simple, short-term solutions
- “Program du jour approaches”
- Group treatment for children who bully
- Self-esteem enhancement for children who bully
- Zero Tolerance policies for bullying
- Peer Mediation/Conflict Resolution to resolve bullying issues

Many 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 to avoid:

- Label student
- Exclude student
- Blame family
- Punish student
- Assign restitution
- Ask for apology

COPS

Community Oriented Policing Services

U.S. Department of Justice

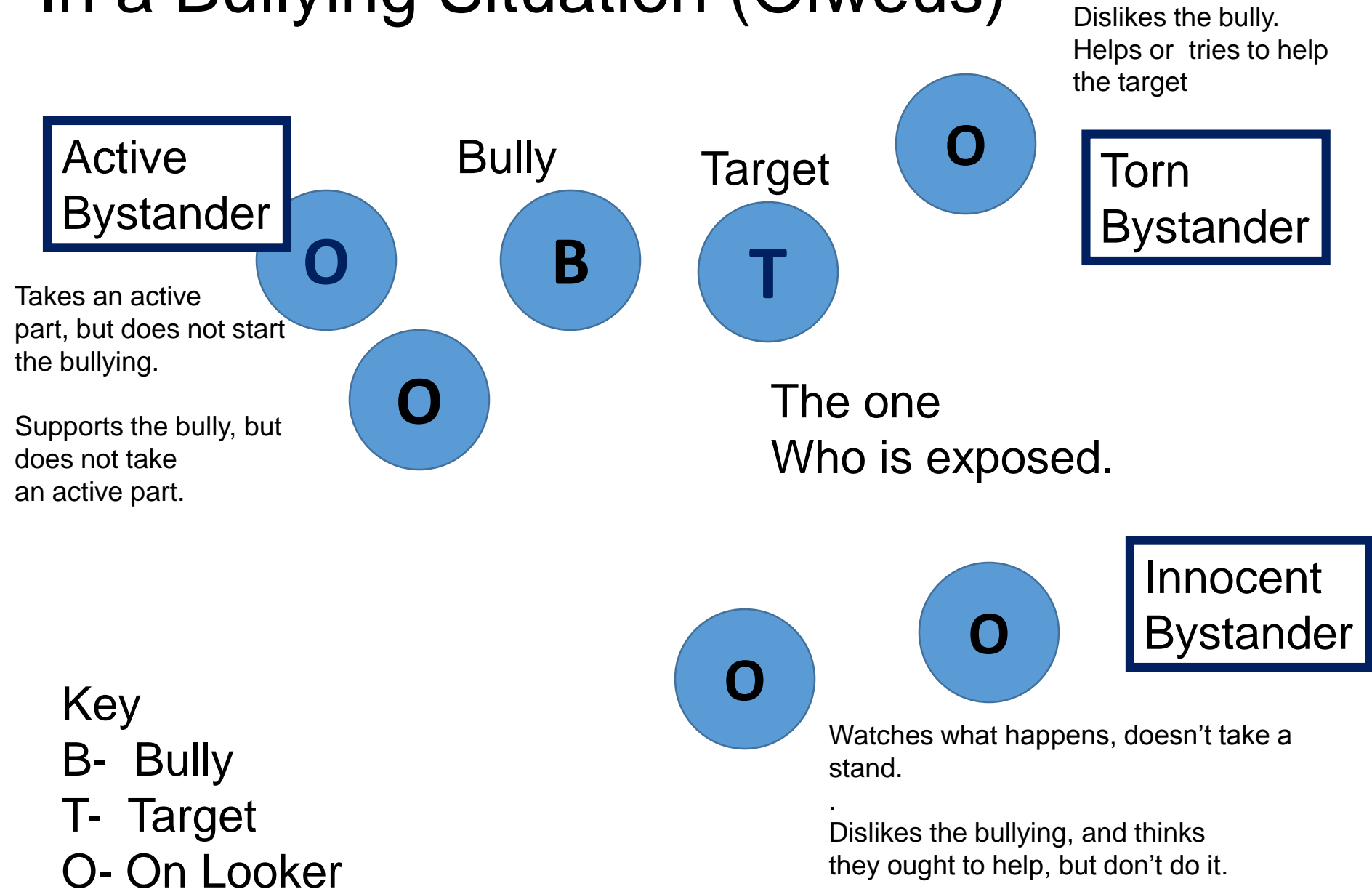
- Enlisting the school principal's commitment
 - Using the 'whole-school' approach
 - Increasing student reporting of bullying
 - Developing activities in less-supervised areas
 - Providing teachers with effective classroom management training
- Reducing the amount of time students can spend less supervised
 - Staggering recess, lunch, and/or class release times
 - Posting classroom signs prohibiting bullying and listing the consequences
 - Monitoring areas where bullying can be expected.

What we know works

- Climate Change
- Adults Model
- Empowerment
- Power of One

Focus Committee

Students' Reactions/Roles In a Bullying Situation (Olweus)



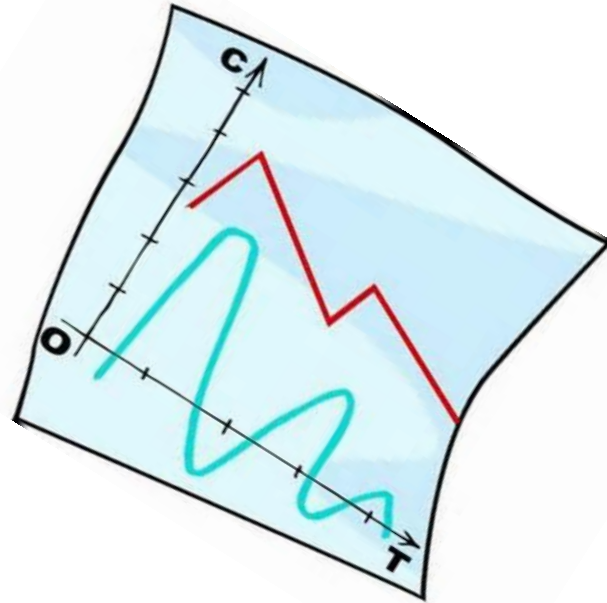
What does Bully Behavior look like?

- A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.
- Bullying involves an imbalance in power or strength.
- The student who is bullied has difficulty defending himself/herself.

Assess Your Building

Create Surveys

- Teacher
- Student
- Climate



Teacher Survey

- Get staff's opinion of bully behavior
- Ask them if they believe there really is a problem
- Do they know district policies
- Provide several self-reflection statements
- Ask if they have intervened in a bully situation and what they did

Student Survey

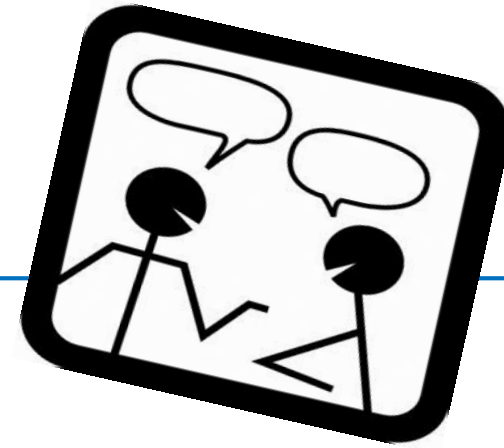
- Ask if they feel safe at school
- Ask if they have 1) been bullied, 2) used bully behavior or saw someone being bullied- circle all that apply
- What types of bully behavior have they witnessed (where)
- Who would they tell about a bully incident
- Name adults they would tell

Climate Survey - School Safety Survey (SSS) Self Assessment Survey (SAS)

- Address **emotional, physical, and behavioral**
- Assess annually
- students, families, teachers, administrators
- Communicate findings
- Take action
- Repeat (re-assess annually, celebrate improvements, plan!)

Start a Conversation/Staff Training

Let's Talk



Example Agenda:

- Find Someone Who- activity
- Vocabulary
- Share Survey
- Present the Challenge- Change the Climate

Activity: Find Someone Who

Directions:

Read through items 1-10 and answer true or false.

Find someone who agrees with answer to item 1- initial

Do the same for the following statements.

Have an open discussion regarding answers.

Find Someone Who- activity

1. Fewer than 10% of students are involved in Bully/Victim Problems.
2. Most victims of bullying report being bullied by large number of peers.
3. Bully behavior often involves more than physical contact.
4. Majority of children who are bullied tell teacher or school staff.
5. Male bully behavior differs from female bully behavior.
6. Bully behavior is just as likely on the way to and from school as at school.
7. Most students who observe bullying think they should not get involved.
8. Once a bully, always a bully.
9. Peer pressure can hinder and support climate change.
10. Teasing is the beginning of bully behavior.

Terms to look closely at:

- Respect
- Dignity
- Empower
- In-civil behavior
- Self protect
- Bully/Target



Worthwhile Discussion:

- Replace the word bully – use ‘bully behavior’
- Be careful of labels
- Teach Empathy
- Talk about Resilience



Resiliency Theory

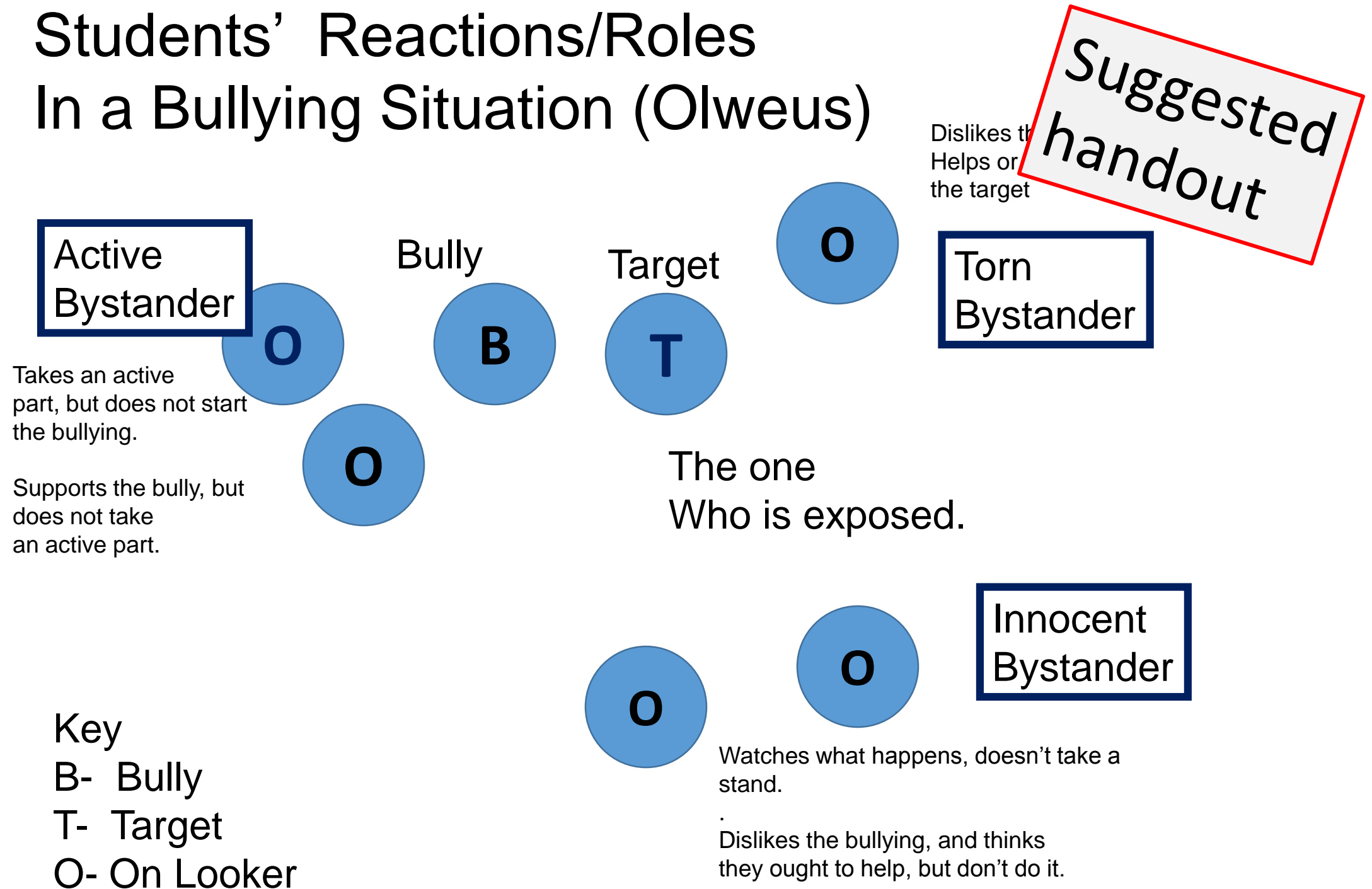
Schools help students by:

- Providing opportunities for success
- Communicating relevance of education to future
- Building internal motivation
- Building problem solving skills
- Building skills to address personal issues
- Create caring and supportive environments with meaningful relationships

Present the Challenge

Create the climate
that will not allow
bullying to take place.

Students' Reactions/Roles In a Bullying Situation (Olweus)



Active Bystander

Takes an active part, but does not start the bullying.

Supports the bully, but does not take an active part.

Bully

B

Target

T

The one Who is exposed.

Torn Bystander

Dislikes the bullying, and thinks they ought to help, but don't do it.

Suggested handout

Key

B- Bully

T- Target

O- On Looker

Innocent Bystander

Watches what happens, doesn't take a stand.

Dislikes the bullying, and thinks they ought to help, but don't do it.

Science of Behavior

- Kids are not born bad
- Kids fulfill our expectations
- Behavior is learned
- Behavior can change
- Changing the environment changes behavior
- Appropriate and effective feedback leads to changes in behavior

Activity

1. Identify an example of bullying you have encountered
2. Context/Situation → Bullying Behavior → Rewarding Consequence

Setting - **Antecedent** - **Behavior** - **Consequence**

- **Behavior is important**
- **Behavior is learned**
- **Behavior & Environment are functional related**
- **Behavior is lawful, therefore understandable and influence-able**
- **Adjust environment to influence and teach behavior**

Adapted from
George Sugai
slides

Find the Function-

Why do students use bully behavior?

Get/Obtain

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

Escape/Avoid

- E.g. same... but less likely

Core Features of an Effective Bully Prevention Effort.

For Faculty/Staff

- Agreement on logic for bully prevention effort.
- Strategy for teaching students core skills
- Strategy for follow-up and consistency in responding
- Clear data collection and data use process
- Advanced support options

For Students

- School-wide behavioral expectations (respect)
- Response to disrespectful behavior that removes peer attention.
- Clear strategy for recruiting adult assistance
- Participation in data collection and problem solving.

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The Logic

- Bullying is “behavior” ... not a trait
- Bullying happens much more than we think/see, and is a major barrier to effective education.
- Bullying is maintained by social rewards from other students (victims and bystanders):
 - Not consequences from adults
- Bullying will continue as long as it continues to be rewarded.
 - Even if we teach appropriate behavior and punish bullying
- Preventing bullying requires that students remove the social rewards that maintain bullying behaviors.

How can we do this?

- Adopt a schoolwide approach
- Clarify Expectations
- Specify what will happen when bullying occurs – and make it happen every time.
- Increase Positive Feedback to create positive school environment

Adopt a School Wide approach

Activity

- On your building Matrix, as a group find rules that can have a proactive approach to prevent bully behavior when taught.
- If rules need to be changed, make a note of that also.
- Great activity for students to start discussions.

Wonderful Elementary Schoolwide Expectations Matrix

	All Settings	Classroom	Bus	Hallway	Cafeteria	Bathroom	Playground
Be Safe	Keep hands & feet to self Be where you belong	Stay in seat Maintain personal space	Remain seated Face forward	Walk Banisters are for hands	Report spills Face forward in line	Walk Wash hands with soap & water	Use equipment appropriately Stay in approved areas
Be Respectful	Use kind words Follow directions	Raise hand for help Be a good listener	Keep the bus clean	Walk quietly	Eat only your food	Give others privacy	Use appropriate language
Be Responsible	Use materials appropriately Keep school neat & clean	Be prepared Do your best work	Take all your belongings Watch for your stop	Return to class promptly	Clean up after yourself	Follow bathroom procedures	Be a problem solver

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	All Settings	Classroom	Bus	Hallway	Cafeteria	Bathroom	Playground
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Be Respectful	Use kind words Follow directions	Raise hand for help Be a good listener	Keep the bus clean	Walk quietly	Eat only your food	Give others privacy	Use appropriate language Refuse to allow Bullying
Be Responsible	Use materials appropriately Keep school neat & clean Report Bullying Behavior	Be prepared Do your best work	Take all your belongings Watch for your stop	Return to class promptly	Clean up after yourself	Follow bathroom procedures	Be a problem solver



school rules

Against Bullying

- We will not bully others.
- We will try to help students who are bullied.
- We will include students who are easily left out.
- When we know somebody is being bullied, we will tell an adult at school and an adult at home.

Clarify Expectations



- Establish a **whole-school social culture** where positive behavior is “expected” and rewards for bullying are NOT provided.
 - **Teach “be respectful” as a basic concept for the school**
 - **Teach what “not respectful” looks like.**
- All students know what is expected, and can identify the difference between respectful and disrespectful behavior.
 - **Student to student**
 - **Student to adult**
 - **Adult to student**



Teach all students to remove the rewards that sustain bullying

- Teach how to respond if someone is NOT respectful.
- What does it look like when people are not respectful?
- Why do these behaviors keep happening?
- What should you do?
 - If you experience someone doing these behaviors to you?
 - If you see someone else in these situations?
 - If someone tells YOU that your behavior is disrespectful?

Specify what will happen when bullying occurs – and make it happen every time

- Establish School-wide expectations (be respectful of others)
- Teach a common response to behavior that is not respectful...
 - Remove the praise, attention, recognition that follows bullying.
 - Do this without (a) teaching bullying, or (b) belittle children who engage in bullying.

Activity- Would You Intervene



List situations that are common to the grade level of your building. Ask participants to answer yes-no-depends. Have them share with a couple others, then record answers on chart paper.

Discuss

Would you Intervene

Calling Names

Making fun of someone

Spreading Rumors

Patting someone's rear

Blocking the path

Systematically excluding someone

Holding hands

Hugging

Tripping someone

Stealing someone's food

Using 'Gay'

Fighting

Pranks

Mean hand gestures

Why Adults Don't Always Intervene:

- Have difficulty recognizing bullying
- Fail to recognize the importance of intervening
- Uncertain *how* best to intervene

Rough Play	Real Fighting	Bullying
Usually friends; often repeated (same players)	Usually not friends; typically not repeated	Typically not friends; generally repeated
Balance of power	Power relatively equal	Unequal power
No intent to harm	Intentional harm doing	Intentional harm doing
Affect is friendly; positive, mutual	Affect negative; aggressive, tense, hostile affect	Affect negative; aggressive & differs for victim and aggressor

Adapted from *Teacher Handbook* - Chapter 4; Pages 14-15.

Teasing- Facts

Girls-
Themes of social cruelty,
deception, hurt feelings,
being left out

Boys-
Include themes of intimidation,
Power, control, etc

Friendly-
Acceptable teasing appears more
characteristic among adolescents

Mean-Spirited
Mostly happens among
8-10 year olds.

Everyone is teased at some point – others are often targeted

- Overreacting to teasing
- Being atypical
- Having atypical physical or behavioral attributes
- Being socially or athletically unskilled
- Most teasing is done by groups to an individual

Teasing- Tips

- Teasing among friends is sometimes o.k. while teasing strangers is no
- Suggested responses to teasing include:
 - Ignoring
 - Asking them to stop
 - Leaving the situation
- Responses that fuel teasing :
 - Teasing back
 - Name calling
 - Getting mad
 - Crying, hitting or tantrum
 - Threats

(Walker, Ramsey, & Gesham, 2004)

On-the-Spot Interventions: *The “Teachable Moment”*

1. Stop the bullying
2. Support the Target
3. Name the bullying behavior
4. Refer to the school rules
5. Impose immediate consequences
(where appropriate)
6. Encourage the bystanders

Core Features
Bully Prevention Efforts

Increase Positive Feedback to create positive school environment

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Student Driven

Student Involvement

Use systems you have in place.

Groups - Class Meetings - Student Spotlight

Student Council

Campaigns

Posters – Special Days- Mascot

Engage all adults – parents- community

Relevant Topics

Elementary

- Tattling vs Reporting
- Rough Housing vs Bullying
- Bullying vs Peer Conflict
- Teasing

Secondary School

- Code of Silence
- Aggression vs Assertiveness
- Cyberbullying
- Cliques
- Girl Drama
- Peer pressure

Cliques

Who will survive?



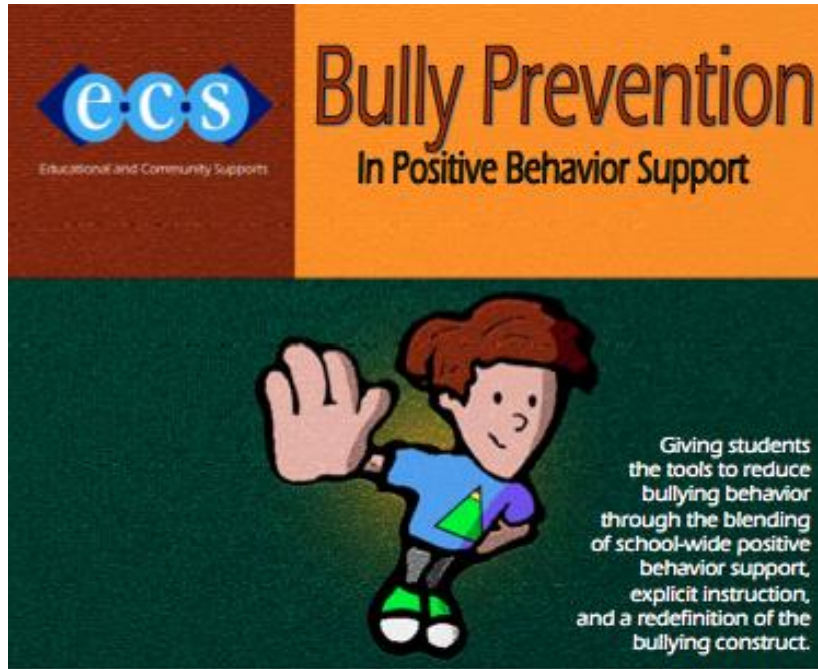


PEER PRESSURE

Works everytime!

Peer to peer interactions may be the single most neglected lever of change.

www.pbis.org



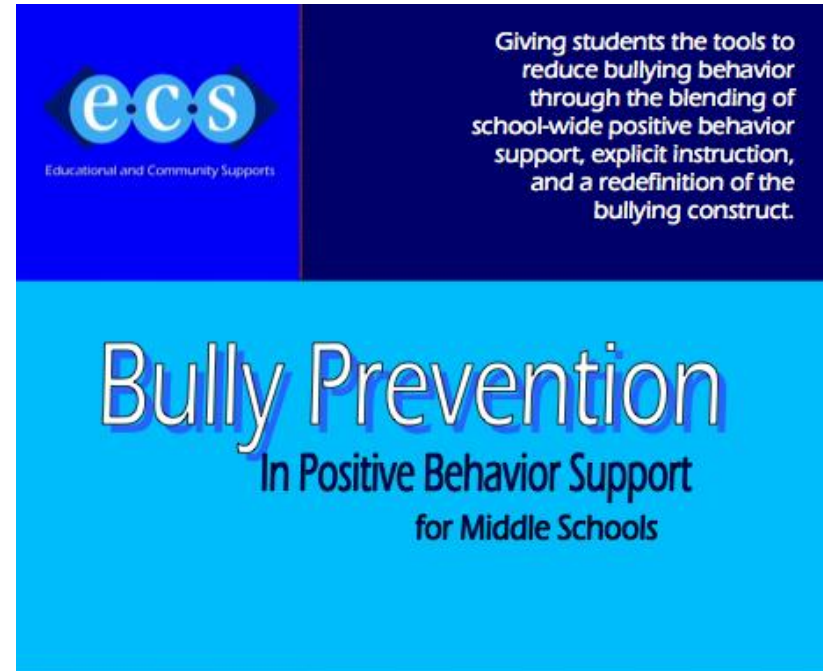
ecs
Educational and Community Supports

Bully Prevention

In Positive Behavior Support

Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.

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ecs
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Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.

Bully Prevention

In Positive Behavior Support

for Middle Schools

Scott Ross, M.S., Rob Horner, Ph.D., & Bruce Stiller, Ph.D



In Review

- Be easy and do-able by all
- Be contextually relevant
- Result in early disengagement
- Increase predictability
- Be pre-emptive
- Be teachable
- Be brief

**Bully Prevention/Intervention
Action Plan Summary**

<i>Action</i>	<i>Additional Information Needed</i>	<i>Product/Outcome</i>	<i>Who</i>	<i>Due Date</i>	<i>Goal/Objective</i>

Questions



Comments

