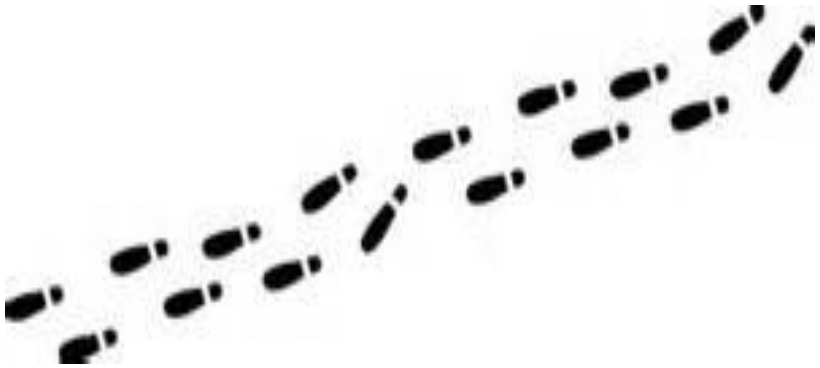

Bully Prevention in Your Building

MO SW-PBS Summer Training Institute 2017

Session Outcomes

- Learn research-suggested steps to a bully-prevention program
- Evaluate the bully-prevention plan in place
- Understand how to individualize SW-PBS systems to build a successful bully-prevention plan

Research-Suggested Steps to Bully Prevention
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

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What we know works

- Climate Change
- Adults Model
- Stakeholder Input
- Empowerment
- Student Driven

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

Evaluate Your Bully-Prevention Policy

House Bill No. 1583

Section A. Section 160.77, RSMo, is repealed and three new sections enacted in lieu thereof, to be known as sections:

- 160.775
- 170.047
- 170.048

Revisions: 160.775

- Definition does not contain “repetitive” and ‘repeated’, harassment was added.
- A phrase was added to *Bullying may consist of, ‘but not limited to’….*
- Added- *‘has reasonable cause to suspect that a student has been subject to bullying or has received a report of bullying from another student’* to in addition to first hand knowledge
- Policy shall require district to maintain record of all incidents of bullying and their resolutions.
- The district employee responsible for reporting process was changed to *school principal, school administrator or school supervisor* from teacher level staff.

106.77 revisions cont.

- Investigation was changed from two days to *one day*
- Added to disciplinary action ranging from a minimum of counseling for the student to *a maximum of expulsion based on reasonable criteria*
- *Removed school social workers, licensed social workers and mental health professionals* from the list of those who are to educate students who are victims of bullying.
- The school district shall have jurisdiction to prohibit cyberbullying that originates *off the school's campus and district may contact law enforcement.*
- Each district shall develop a method to keep track of any correspondence between individuals and the district regarding an incident of bullying

Youth Suicide Awareness

- 170.047
- Beginning in the 2017-18 school year, any licensed educator may annually complete up to two hours of training for professional development in youth suicide awareness and prevention

- 170.048
- By July 1, 2018, each district shall adopt a policy for youth suicide awareness and prevention including the training and education of district employees.

Beginning the check list…

- ✓Do you have a documented policy and plan for bully prevention?
- ✓Is your anti-bullying policy provided for all stakeholders and do you have scheduled training on the calendar?
- ✓Do you have a reporting process for all stakeholders, a process for collecting and reviewing data?
- ✓Is there a way to access bully behavior issues in your building?
- ✓Do you provide intervention and resources for all roles of bully behavior situations?

Bullying Prevention Policy

Does it contain:

- Bully definition
- Common vocabulary for all stakeholders
- Training process (person responsible/resources/schedule)
- Reporting forms
- Evaluating the building for bully behavior
- Intervention for all roles

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.

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Who are the stakeholders?

- Teachers
- Staff
- Students
- Parents
- Volunteers
- Community

Terms to look closely at:

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

Training for all Stakeholders

- Setting up staff committee/training topics
- Student training, student driven
- Parent resources

Present the Challenge

Create the climate that will not allow bullying to take place

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

Teach all students to remove the rewards that sustain bullying behavior.

- 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?

Topics for Parents

Definition of bully behavior

Teach about teasing

Bully report form

Make them aware of School/District policy

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

Reporting Forms

Staff Reporting Form

- Date/ Time
- Student name
- Name(s) of witnesses
- Location
- Description
- Safety/mental needs
- Action taken

Student Reporting Form

- Name/Date
- Grade
- What happened
- Who was involved
- When- Where
- Did you tell an adult?
- Do you need help?

Bullying Behavior Follow-up Form

- Student name
- Students involved
- Adult making report
- Brief description of incident
- Action taken/conference date
- Who was present at the conference/who conducted conference
- Future conferences needed

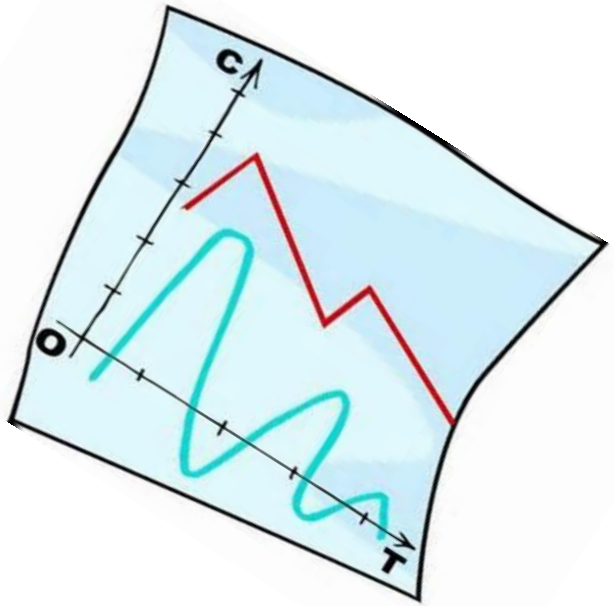
Parent Reporting Form

- Definition on the form
- Student info (name, grade, teacher)
- Parent/legal guardian
- Date/time of incident
- Exact location of incident
- Parent phone contact
- Names of adults & witnesses contacted or involved
- Description
- A place for school personnel to sign that the form was received

Evaluating Your Building for Bully Behavior

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

handout

Student Survey

- Ask if they feel safe at school
- Ask if they have 1) been bullied, 2) used bully behavior 3) 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

handout

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!)

Interventions for all Roles and Resources

Bully Behavior

Intervention for Bully Behavior

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 (target 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.

Consequence Levels (example)

Level 1- First offense: teacher conference

Level 2- Second and third offense: Administrator conference with consequence

Level 3- Severe bullying incident or recurring bullying serious action taken

Bystander

Build an Upstander Climate/Empower the Bystander

Mobilizing Bystanders

Teach:

The power of a bystander- peers can reduce the audience.

Teach what bullying looks and sounds like.

Teach the difference between tattling and reporting.

‘Bully Buster’ Skills

Befriend the Target
Use distraction
Speak out and stand up
Tell or text for help
Exit alone or with others
give a **R**eason or offer a remedy

Michele Borba

The 6Rs of Bully Prevention

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

Harvard Business Review

Target

Caring for the Targeted Student

Tips for Target

Provide Safety and Support

Develop a method to notify pertinent staff

Identify adult allies for the bullied student

Create a safety plan for the bullied student

Have ‘safe place’ signs, stickers or areas

Create a private signal for students to let adults know they need help

Parent

Dealing with Parents

Topics for Parents

Definition of bully behavior

Teach about teasing

Bully report form

Make them aware of School/District policy

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

Walker, Ramsey & Gesham, 2004

Teasing

- Teasing among friends is sometimes o.k. while teasing strangers is not
- Suggested responses to teasing include
  - Ignoring
  - Asking them to
  - Leavi
- Response
  - Teasing
  - Name calling
  - Getting mad
  - Crying, hitting or tantrum
  - Threats

8-10 year olds have firm beliefs in their effectiveness to stop teasing, but actually have no effect or make it worse.

(Walker, Ramsey, & Gesham, 2004)

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

handout

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

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Individualize Your SW-PBS System for Bully Prevention

Clarify Expectations

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

- 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**

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 you 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

Missouri Schoolwide Positive Behavior Support

Wonderful Elementary
Schoolwide Expectations Matrix

	All Settings	Classroom	Bus	Hallway	Cafeteria	Bathroom	Playground
Be Safe	Keep hands & feet to self Be where you belong **Avoid aggression**	Stay in seat **Use kind words** 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 **Refuse to allow Bullying**
Be Responsible	Use materials appropriately Keep school neat & clean **Report Bullying Behavior**	Be prepared Do you 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

Missouri Schoolwide Positive Behavior Support

Example of School Rules/Expectations

- We will treat others with Respect instead of using bully behaviors
- 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.

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How to Implement Bully Prevention in PBS

- **School**
- Implement School-wide PBS
- Faculty commitment
- Faculty introduction to BP
- Team to implement
- Build BP lessons for students
- Train all students
- Booster/Follow up lessons
- Coaching support for supervisors
- Collect and use data

- **District**
- Build expectation for all schools
- Fall orientation emphasis on social behavior
- District trainer/coordinator
- District reporting of:
  - Schools using BP-PBS
  - Fidelity of implementation
  - Impact on student behavior

Create A Plan

- Focus Committee
- Evaluate the Building
- Start Conversation/Staff Training
- Student Driven

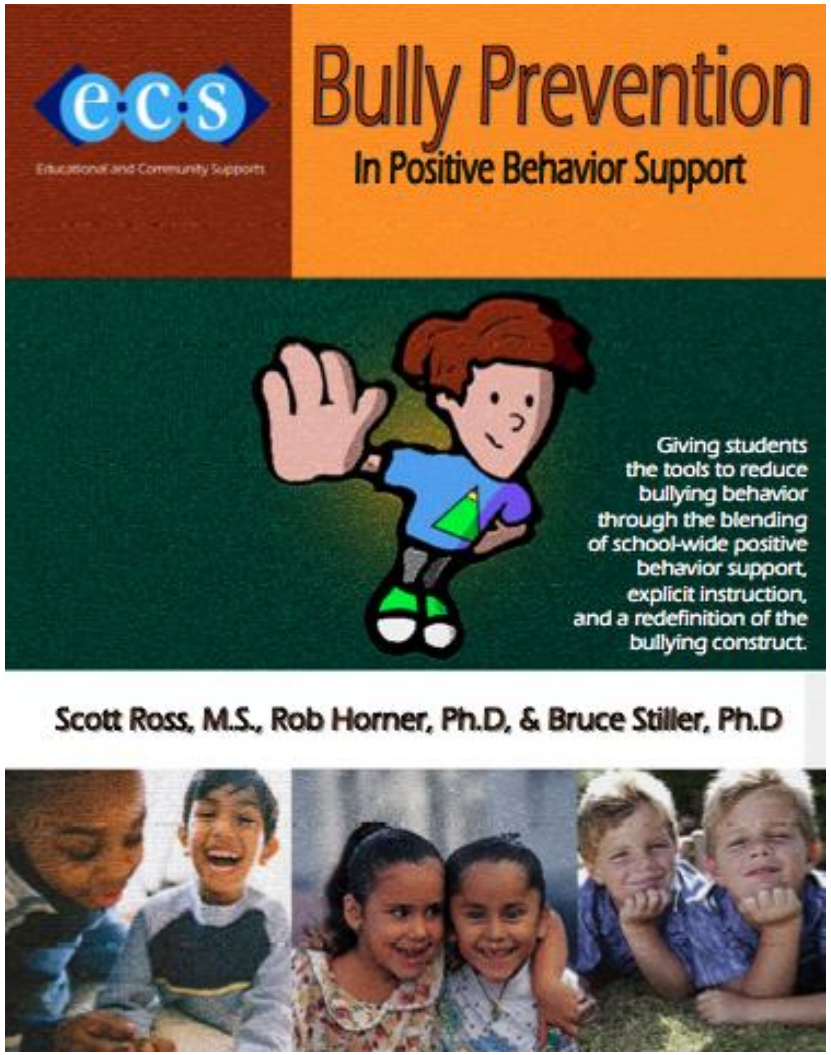
Bully prevention is not a one size fit all.

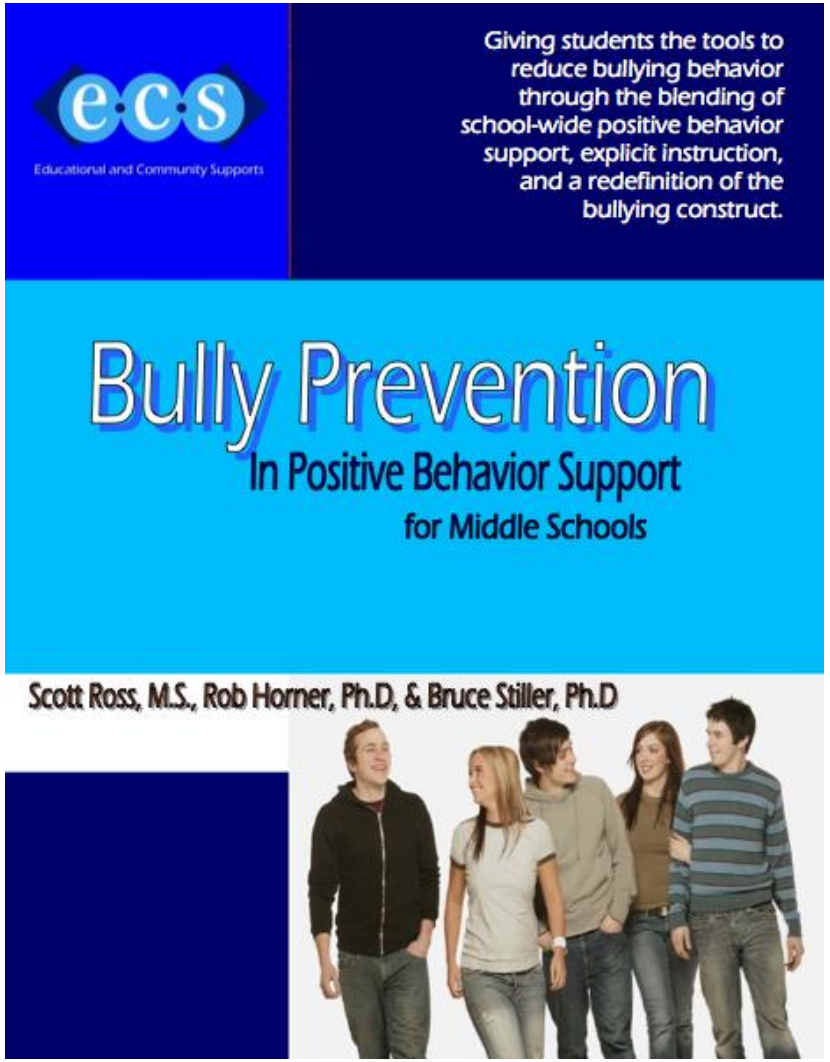
In Review

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

George Sugai

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.
Scott Ross, M.S., Rob Horner, Ph.D, & Bruce Stiller, Ph.D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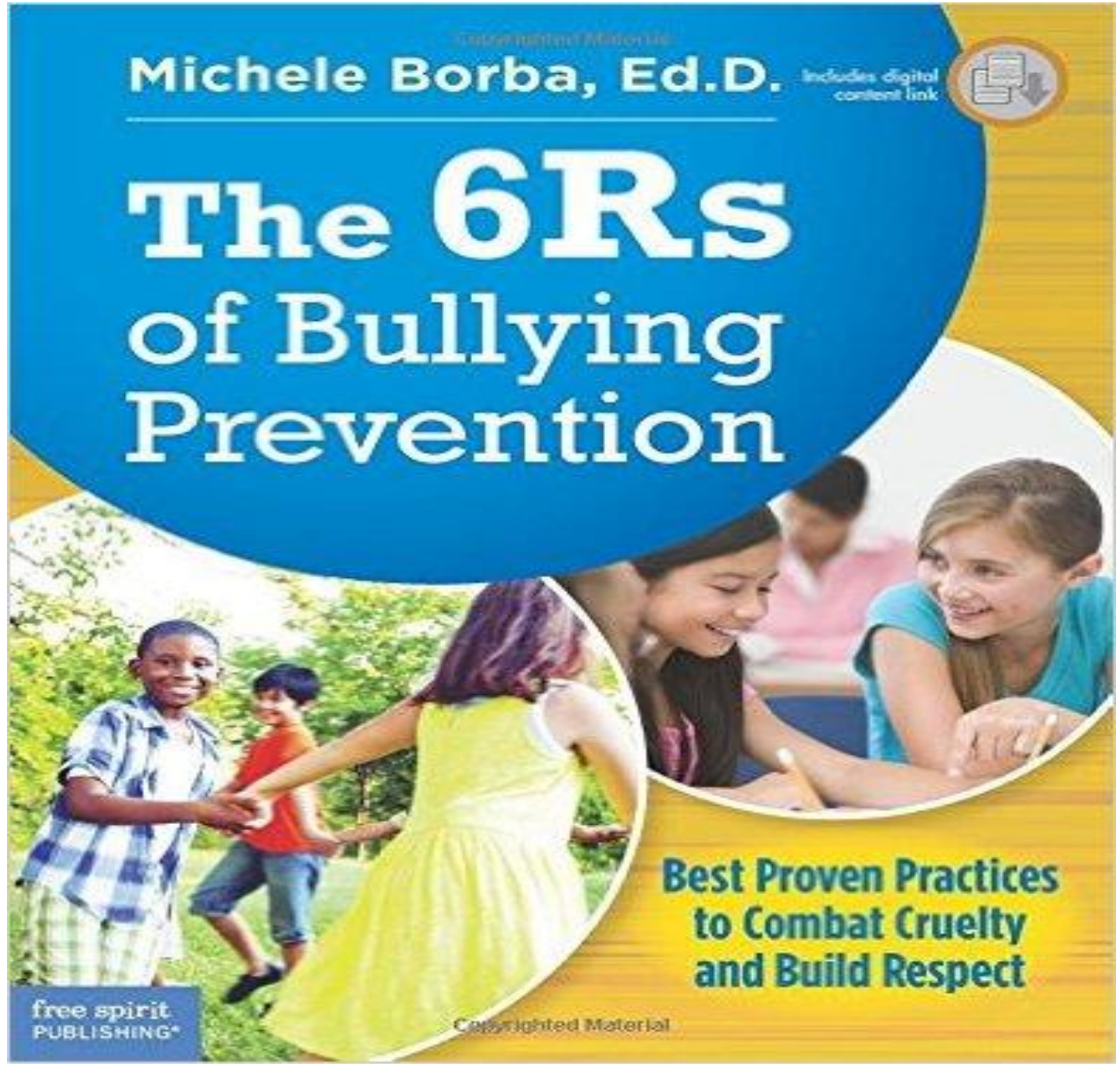
Educational and Community Supports
Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.
Bully Prevention
In Positive Behavior Support
for Middle Schools
Scott Ross, M.S., Rob Horner, Ph.D, & Bruce Stiller, Ph.D


Michele Borba, Ed.D.
Includes digital content link
The 6Rs of Bullying Prevention
Best Proven Practices to Combat Cruelty and Build Respect
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Youth Suicide Awareness

- Code of silence
- Social isolation
- Perceived burdensomeness
- Hopelessness
- Learn the signs of depression
- Know when to intervene
- Foster, build, and provide for social connection (not social media)
- Methods/common triggers

Questions

Comments

Thank You

Betty Ennis, LPC

ennisb@Missouri.edu

417-763-0979