

# Applied "Bullying" Analysis: Contextualizing Our Approach to Understanding & Prevention

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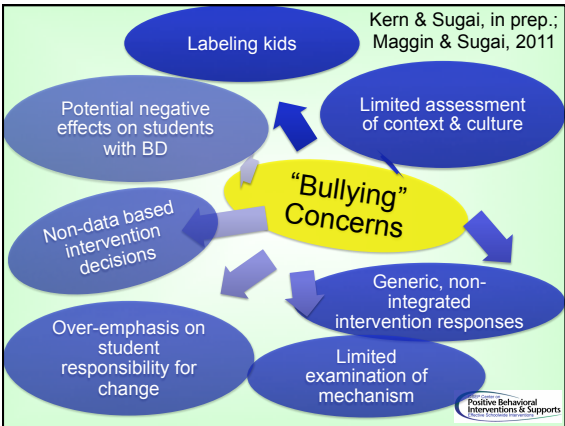
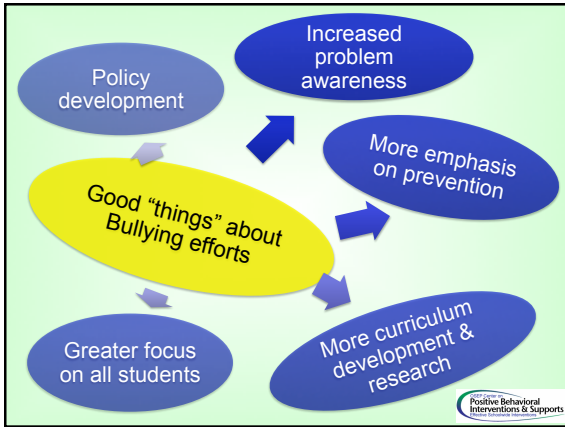
9<sup>th</sup> MO SW-PBS Summer  
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## PURPOSE

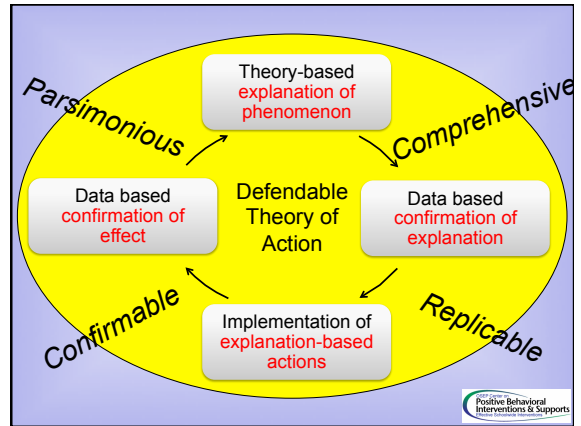
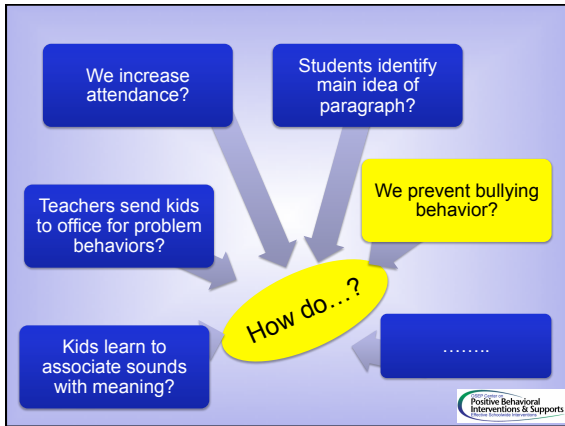
Increase **precision** of our  
assessment & intervention  
efforts w/ bullying behavior by  
applying behavior analytic  
approach

- Rationale
- Theory of Action
- Applied "Bullying" Analysis

### Why? Rationale



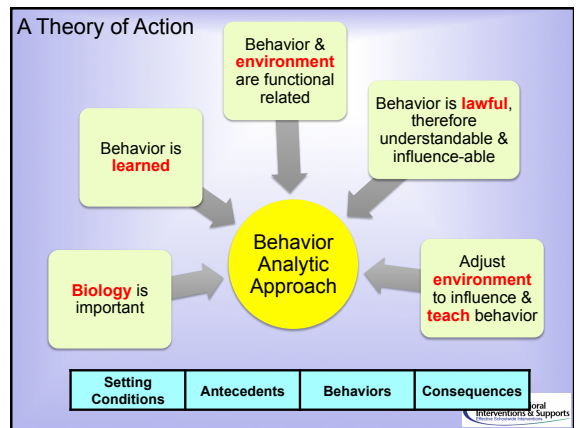
### What's Mechanism? Theory of Action



*W/ defendable theory of action, you can...*

- Describe, understand, & hypothesize **conditions** under which behavior occurs.
- Use that understanding to develop **strategy** to affect likelihood that it will occur.
- Explain **results** that you achieve & make adjustments if needed.

Positive Behavioral Interventions & Supports



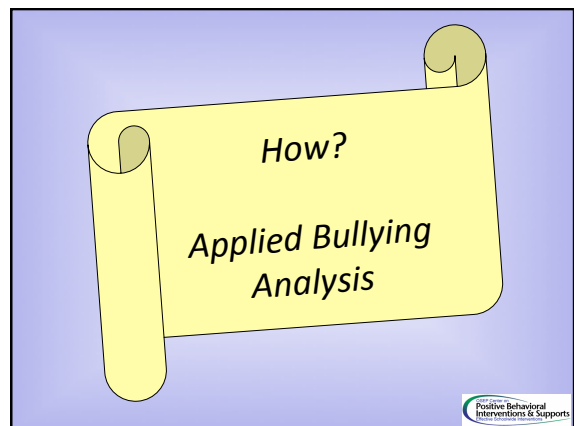
### Prevention Logic for All

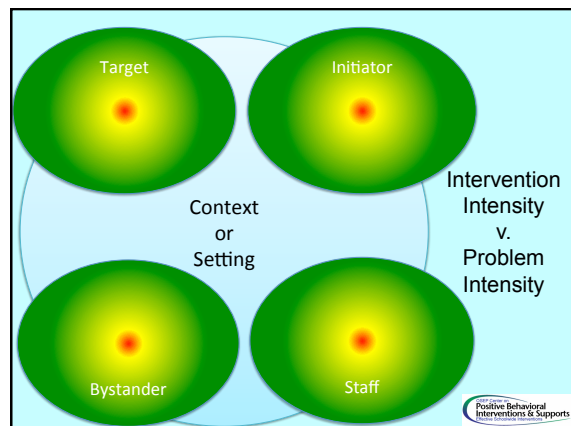
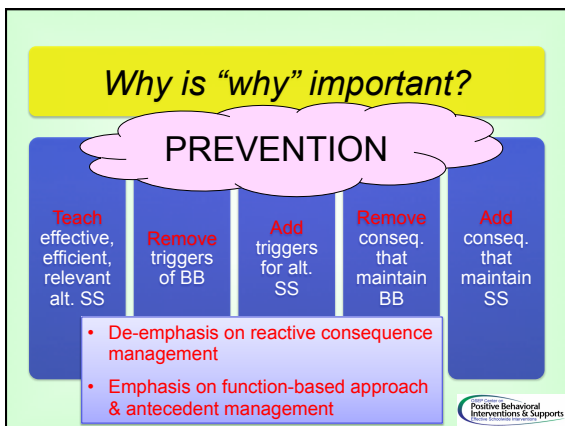
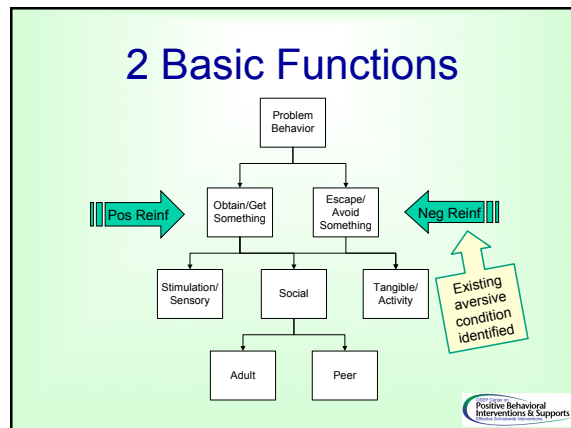
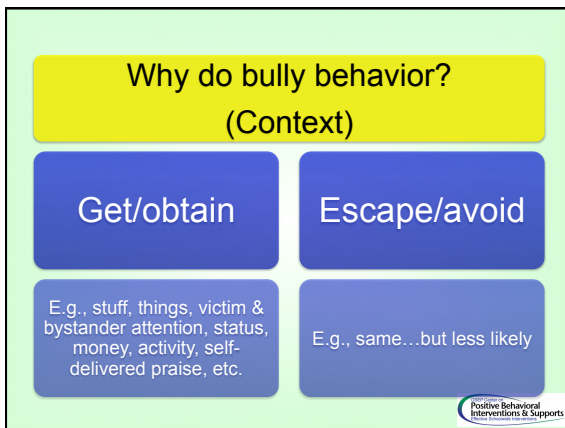
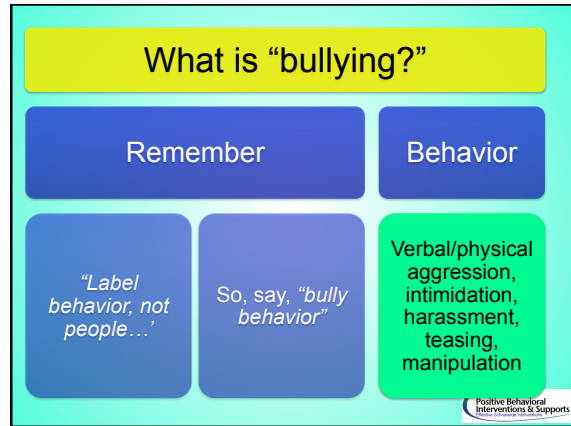
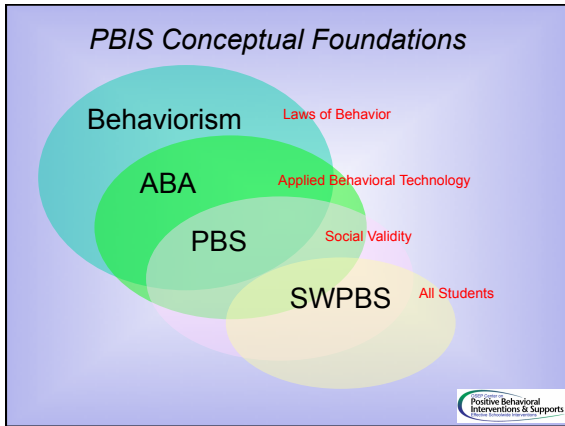
Redesign of teaching environments...not students

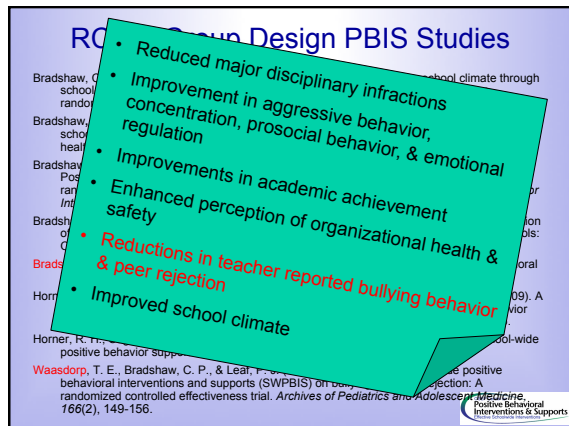
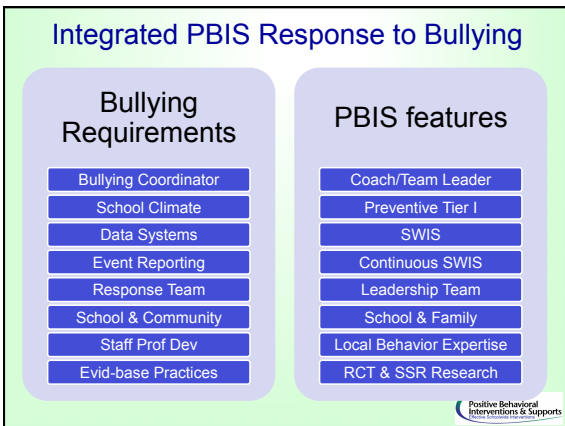
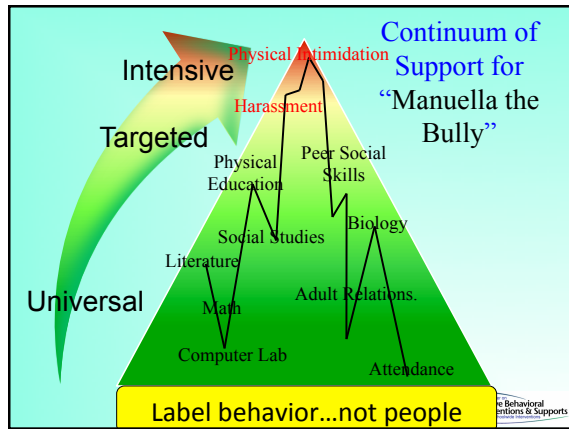
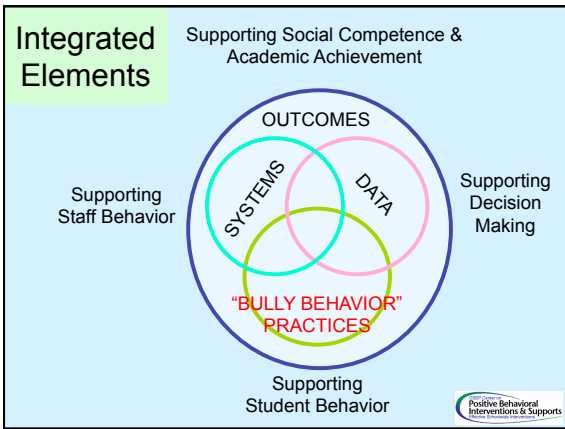
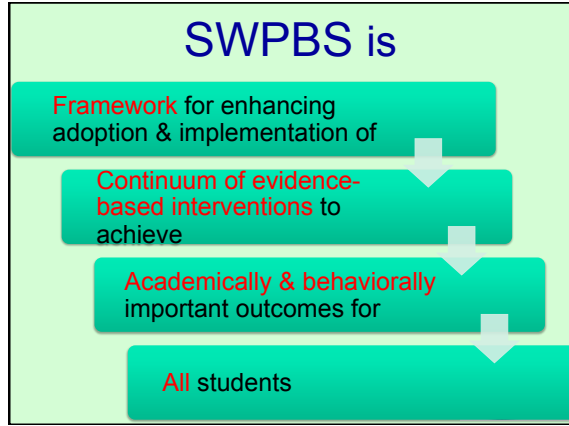
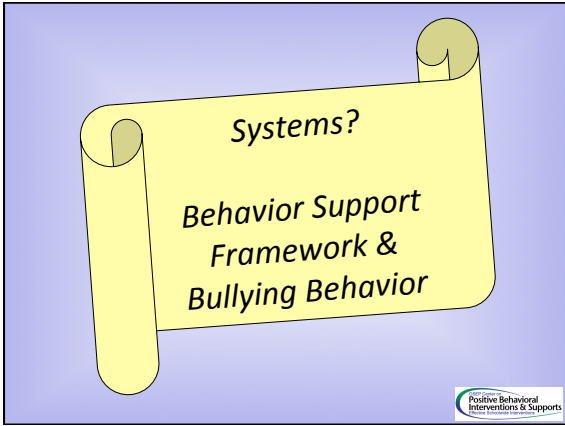
Prevention Objectives		Prevention Actions		
Decrease development of new problem behaviors	Prevent worsening & reduce intensity of existing problem behaviors	Eliminate triggers & maintainers of problem behaviors	Add triggers & maintainers of prosocial behavior	Teach, monitor, & acknowledge prosocial behavior
INCIDENCE	PREVALENCE	Antecedents & Consequences		Behavior

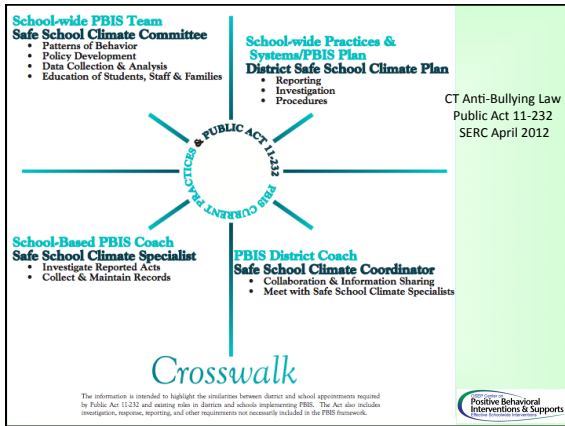
Biglan, 1995; Mayer, 1995; Walker et al., 1996

Positive Behavioral Interventions & Supports









**SWIS Definition of Bullying Behavior**

Problem Behavior	Consequence
Out of Bounds - Classroom	Student misses class or goes to an area of building without permission.
Out of Bounds - Building	Student leaves school building or grounds without permission.
Property Damage	Student participates in an activity that results in destruction or disfigurement of property.
Negative Peer Interaction / Bullying / Harassment	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. * Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

Give Priority to Evidence-based Practices....& Don't Forget Effective & Relevant Systems

**Give Priority to Effective Practices**

Limited Evidence	More Evidence
Label Student	Teach All Specific SS
Exclude Student	Use Data
Blame Family	Actively Supervise & Reinforce Expected Behavior
Punish Student	Model Expected Behavior
Assign Restitution	Individualize for Non-responsive Behavior
Require Apology	Invest in Positive School-wide Culture

**1. Teach common strategy to all**

**MUST.....**

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

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**2. Precorrect Before, During, After**

- Analyze problem setting
- Reteach
- Anticipate, remind, & practice
- Replace triggers & maintainers
- Reinforce desired

Positive Behavioral Interventions & Supports

**3. Actively Supervise**

- Move
- Scan
- Interact positively
- Model expectations
- Reward appropriate behavior
- Remind & precorrect

Positive Behavioral Interventions & Supports

**4. Reinforce Taught Skills**

- Specific
- Informative
- Frequent
- Effective
- Contextually relevant
- Sincere

Positive Behavioral Interventions & Supports

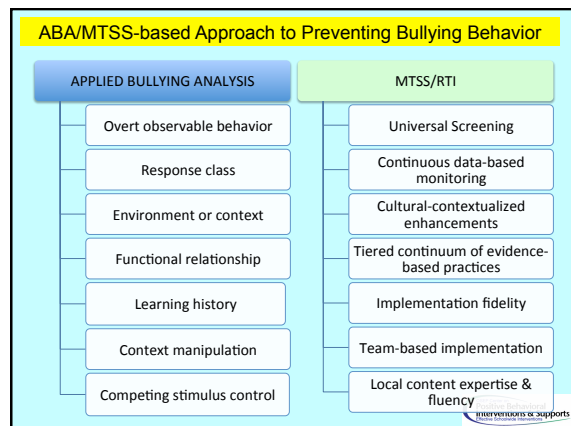
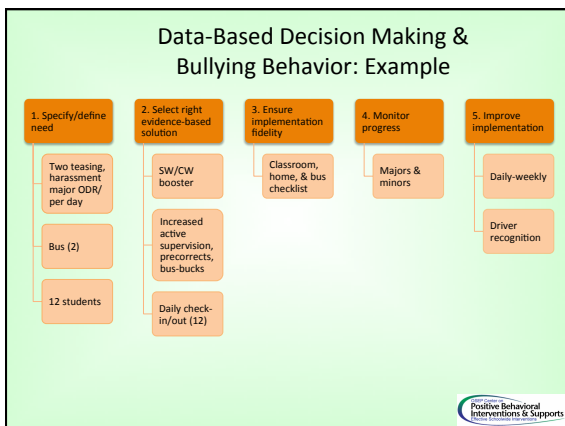
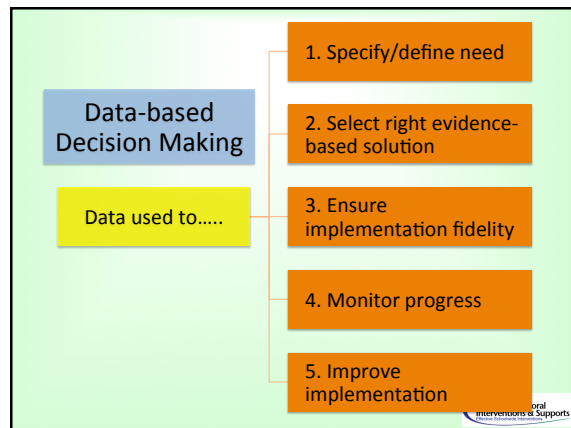
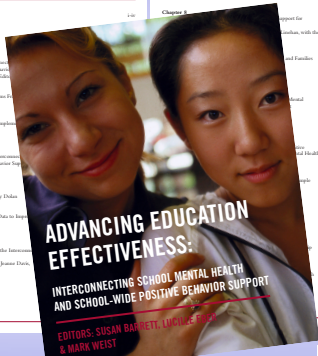


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- Classroom
- Tier 2/Tier 3
- Integrated Systems / MTSS
- Juvenile Justice
- School Mental Health
- Culturally Responsive Systems
- Urban Implementation and other special topics

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Save the Date