The 5 Essential Components of Colorado MTSS

- Team Driven Shared Leadership
- Data-based Problem Solving
- Layered Continuum of Supports
- Evidence-based Practices
- Family, School, and Community Partnering
Goal for the Session

Define a system of Bullying Prevention that will effectively and efficiently reduce bullying in the places where you work

- **Objective 1**: Understand the problem and the function
- **Objective 2**: Catch kids doing it right
- **Objective 3**: Remove the reinforcement that drives bullying
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 (Cook, Williams, Guerra, & Kim, 2010; Nansel, et al., 2001; Swearer & Espelage, 2004).

Bullying is NOT done by a small number of students who are socially and emotionally isolated. Bullying is common across socio-economic status, gender, grade, and class. Bradshaw, et al., 2010

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).
What is Bullying?

- In order for a student’s behavior to be considered bullying, it must involve (1) an intent by the perpetrator to cause physical or psychological harm to the victim, (2) a power imbalance between the victim and the perpetrator, and (3) repeated negative acts.
“Harassment, intimidation or bullying" means any intentional gesture, or any intentional written, verbal or physical act or threat by a student that:

- (a) A reasonable person under the circumstances should know will have the effect of: (i) Harming a student; or (ii) Damaging a student's property; or (iii) Placing a student in reasonable fear of harm to his or her person; or (iv) Placing a student in reasonable fear of damage to his or her property; or

- (b) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.

An act of harassment, intimidation or bullying may also be committed through the use of a land line landline, car phone or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system, or computer network.
Reactive responses to bullying are predictable….

When we experience aversive situations, our tendency is to select strategies that produce immediate relief

- Remove student
- Remove ourselves
- Modify physical environment
- Assign responsibility to student
Unfortunate but Common Results

“This is the worst class I’ve ever had.”
WE CAN'T AFFORD TO SAVE THIS ONE, BUT DON'T WORRY, SOMEONE WILL CATCH HIM.
Reactive vs. Proactive Strategies
Punishing Alone Not a Solution

Schools that use punishment as a primary tool have increased rates of:

- Aggression;
- Vandalism;
- Truancy, and
- Dropouts

Mayer, 1995
Mayer & Sulzar-Azaroff, 1991
Skiba & Peterson, 1999
March & Horner, 2002
Problems with Bullying Prevention

- Bullying Issues
  - Problem #1: Blame the Bully
  - Problem #2: Inadvertent “teaching of bullying”
  - Problem #3: Inadvertent reinforcement of bullying
  - Problem #4: Ignore role of “bystanders”
  - Problem #5: Efforts not sustained

- What do we need?
  - Bullying prevention that “fits” within a tiered approach
  - Bullying PREVENTION that stops bullying before it becomes bullying
  - Bullying prevention that equips students to address the problem (bystanders are the key!)
  - Bullying prevention that is sustainable.

  (Merrell, Gueldner, Ross, and Isava, 2008)
The Function of Bullying

- Bullying behavior occurs in many forms, and locations, but typically involves student-student interactions.
  - Bullying is seldom reinforced by adults or tangibles

- What rewards Bullying Behavior?
  - Most common are:
    - Attention from bystanders
    - Attention and reaction of victim
# Learning to Bully

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**Unpopular Student Sits with Popular Peers**

- Student tries to access peer attention by engaging appropriately.
- Peers roll eyes and ignore the student.

**Bad Outcome for Student**
# Learning to Bully

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**Punishing Consequence**

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**NEXT OPPORTUNITY**

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<tr>
<td>Another Unpopular Peer Sits Down</td>
<td>Student: Teases or “bullies”</td>
<td>Popular peers laugh and otherwise reinforce behavior</td>
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**Reinforcement Achieved!!!**
Activity: Your own Example

1. Identify an example of bullying you have encountered
2. Consider the function of the behavior
3. Fill in the three boxes

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<th>Trigger/Antecedent</th>
<th>Bullying Behavior</th>
<th>Rewarding Consequence</th>
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Systematic Bullying Prevention

- Consider the smallest changes that can make the biggest impact on Bullying…

  1. Antecedent Interventions that clarify expectations, and create a positive culture in schools

  2. Reinforce students for standing up for one another (with peer attention)

  3. Remove the “pay off” (e.g. praise, attention, recognition) that reinforces bullying.
     - Do this without (a) teaching bullying, or (b) labeling children
National Responses to Bullying

Bullying Requirements
- Bullying Coordinator
- School Climate
- Data Systems
- Event Reporting
- Response Team
- School & Community
- Staff Prof Dev
- Evid-base Practices

Positive Behavioral Interventions and Supports (PBIS)
- Coach/Team Leader
- Preventive Tier I
- SWIS
- Systematic ODR
- Leadership Team
- School & Family
- Data-based Prof Dev
- RCT & SSR Research


Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of school-wide positive behavioral interventions and supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. Archives

**RCT & Group Design PBIS Studies**

- **Reduced major disciplinary infractions**
- **Improvements in academic achievement**
- **Enhanced perception of organizational health & safety**
- **Improved school climate**
- **Reducions in teacher reported bullying behavior & peer rejection**
Strategy 2: Recognize Stand-up Behavior

- Getting students to buy-in to an intervention is half the battle (or more than half)
- Older students should be involved in every phase of intervention development and implementation
You: STAND FOR COURAGE
We: CELEBRATE YOU

When you look for ways that you can positively impact your world, you can sometimes be inspired by the stories of others. Stand up, step in, and speak out. When you stand up to recognize others, we all look up.
The Stand for Courage Foundation is a non-profit organization that celebrates the stories of the positive actions of the bystander.

“It's not the bully. It's not the victim. It's you. Stand up, step in, and speak out. Get caught doing the right thing. Stand For Courage.”

Dedicated to empowering you in building positive relationships in all areas of your life, the Stand for Courage Foundation offers positive solutions to your interpersonal dilemmas.

1. School and Community Programs (where to make interventions)
2. Celebrity Award Events (to launch inspiration)
3. Bystander Education (to empower)

Courage and standing up can create a movement of epic proportions—a revolution of good. In doing so, you will find that individual positive strength and individual impact can contribute to the creation of an implicit community to succeed with. And, create a world that values community.

CLICK HERE FOR OUR NEW POSTER!
Student Expect Respect Committees in all Schools Across the District
Develop a Student Leadership Team

- Students nominate each other for the Stand for Courage team (students can decide on team name)
- Group Interview can be conducted with nominated students to determine a final group

Stand for Courage Peer Nomination Form

Stand for Courage team members are students selected by their peers as people with naturally good listening skills, and generally easy people to talk to. *They are students you would trust to go and talk to when you are being treated disrespectfully, or when you are having a difficult time.* The selection process involves interviewing nominated students who indicate interest in the team. These students help develop, deliver, and report on the school’s efforts to improve. The students are also available to classmates as a resource.

Please write in the name(s) of anyone who you believe would make a good Stand for Courage team member. We will then tally the results and invite those nominated to be a member of the Stand for Courage team.

I nominate the following person(s):
Conduct a Pre-Post Assessment

- Unfortunately, many instances of bullying are NOT reported by students or recorded in the discipline data.
- Consider pre-post surveys to determine the existence of bullying issues in the school
  - Many commercially available surveys on the market
  - …Or create your own
Leadership Team Activities

1. Look at school survey data to determine if, what, and where problems exist in the school

2. Develop Intervention Strategies
   - SfC box
   - School-wide stop response assemblies, etc.

3. Reinforce other students for standing up for each other
   - The team develops a reinforcement system
   - The team uploads nominations to the national site

4. Report results of intervention to the school
Strategy 3: Remove the Reinforcement for Bullying

School-wide Behavioral Expectations

- Bully Prevention
  - Teach All Students
  - Practice With Some Students
  - Support Staff Imp

- Individual Student Supports
  - Bully
  - Victim

Collect and use data for decision-making
Strategy 3: Remove the Reinforcement for Bullying

School-wide Behavioral Expectations

Bully Prevention
- Teach All Students
- Practice With Some Students
- Support Staff Imp

Individual Student Supports
- Bully
- Victim

Collect and use data for decision-making
Core Features of BP-PBS

Three Student Skills

1. School-wide behavioral expectations (respect)
2. Stop routine when faced with disrespectful behavior
3. Stopping routine if someone tells you to “stop”

Faculty/Staff

- Strategy for teaching students core skills
- Strategy for responding to reports consistently
- Clear data collection and data-use process
Research on BP-PBS

- Three elementary schools
- Two students at each school with physical/social aggression at high rates
- All staff taught with the BP-PBS manual
- All students taught by staff
- All playground personnel received implementation support
- Direct Observation during 10-minute observations of the playground

(Ross & Horner, 2009)
Number of Incidents of Bullying Behavior

Baseline | Acquisition | Full BP-PBS Implementation

Rob
Bruce
Cindy
Scott
Anne
Ken

School 1
School 2
School 3

72% decrease
Conditional Probabilities of Victim Responses to Problem Behavior

28% increase

19% decrease

Baseline
BP-PBS
Conditional Probabilities of Bystander Responses to Problem Behavior

- "Stop": 21% increase in probability
- "Walk": 22% decrease in probability
- Positive Response (laughing/cheering): 40%
- Negative Response (crying/fighting back): 30%
- No Response: 20%
Effective Implementation

- Use the teaching plans in the BP-PBS handbooks
  - Available free online at www.pbis.org
  - Or Build your own lesson plans

- Develop a schedule for implementation
  - Teach all students in the school within a 2 week period.
  - After the initial lessons, teachers need to follow up with students weekly (2-3 min) to discuss what is working, what isn’t, and to practice
  - Build a strategy for providing orientation to new students entering the school.

- PBIS teams ensure that implementation sustains through the collection of fidelity implementation data, and student outcome data
Action Planning Time

Consider what we have discussed today and indicate the steps necessary to make it a reality

- Consider implementation schedules, follow-up and evaluation
- How, when, and where will you:
  - Get student buy-in?
  - Measure outcomes pre – post?
  - Implement student meetings and other intervention components?
  - Measure the outcomes of implementation?
For More Information

- Curriculum Available at: [www.pbis.org](http://www.pbis.org)
- Stand for Courage website: [www.standforcourage.org](http://www.standforcourage.org)
- Email: Ross_S@cde.state.co.us

Giving students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.

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Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Sleane C. Shier, Rhonda R. Nee, Anan K. Tonmarache, Robert H. Horner, Scott W. Ross

Bully Prevention

In Positive Behavior Support

Scott Ross, Ph.D, Rob Homer, Ph.D, & Brianna Stiller, Ph.D