Embedding Bullyproofing within a PBIS Framework: It’s Easy and Just Makes Sense

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Goal

• Discuss features of bullies and victims
• Present information on prevention and intervention (bullyproofing)
• Link bullyproofing and PBS
A key difference between behavior that is defined as antisocial and that which is considered bullying and harassment is the persistent and recurring nature of the behavioral cycle(s) that repeatedly occur between perpetrators and their familiar, targeted victims.

(Sprague & Walker, 2004)
Key Elements of Bullying

- Imbalance of power
- Repeated
- Intentional
- Unequal levels of affect
- Often involves same target victim
Types of Bullying
(Olweus: 1993, 1994)

- Direct Bullying
  - consisting of *overt*, relatively open attacks on the intended victim

- Indirect Bullying
  - consisting of *covert* actions intended to socially isolate or exclude the victim from groups and friends

- Passive Bullying
  - which refers to the followers (henchmen) who lend peer support for a leader involved in bullying or harassment
Important Considerations
(Stiller, 2014)

• Some bullying is harassment
  • If the bullying is based on race, national origin, sex, and disability
  • Creates a hostile environment

• Harassment may not be “bullying”
  • Targets a specific group, but may not target a certain student
  • May be unintentional
Related Behaviors

• Self-destructive (alcohol, tobacco)
• Fighting and carrying weapons
• Cheating and academic failure
• Stealing, vandalism
• Problems with school adjustment
• Early dating & with likelihood of social/physical aggression toward partner
Characteristics of Bullies

- Physically stronger than their typical peer
- Average to just below average in popularity
- Surrounded by a core group of one or two henchmen (passive bullies)
- Generally older than their victims

(Sprague & Walker, 2004)
Characteristics of Victims

- Younger
- Physically weaker
- Cautious
- Shy and quiet
- Less popular than either bullies or typical students

(Sprague & Walker, 2004)
Typical Victims

• Different either because of:
  • Size and shape
  • Race
  • Ethnicity
  • Disability (physical and/or learning)
  • Sexual orientation
Prevalence of Bullying

• Approximately 160,000 U.S. students miss school each day due to bullying and harassment

• 1 in 4 students in grades 4-6 reporting that they are bullied regularly and 1 in 10 who say they are bullied weekly

(Sprague & Walker, 2004)
• 75 percent of middle school students are involved in bullying - as a target, aggressor, or bystander

• Six out of ten teens witness bullying at least once a day

• Students targeted by bullying are 2 to 9 times more likely to consider suicide
Factors contributing to antisocial behaviors

- School
- Community
- Home
Home
(e.g., Dishion & Patterson)

• Inconsistent management
• Reactive discipline
• Lack of monitoring
Community
(e.g., Biglan)

- Antisocial network of peers
- Lack of prosocial engagements
School
(e.g., Mayer)

- Reactive/punishing discipline approach
- Lack of agreement about rules, expectations, & consequences
- Lack of staff support
- Failure to consider & accommodate individual differences
- Academic failure
Impact on Victims

- Victimization correlated with loneliness and low self-esteem
- Increased anxiety
- However... don’t know if bullying caused traits or if having traits increased likelihood of being bullied
Impact on Bystanders
(O’Connell, Pepler, and Craig 1999)

- Social and peer difficulties
- Fear retribution or problems with peers
- Feel helpless or guilty
Peer Role

(Hawkins et al, 2001)

- 88% of bullying episodes observed by peer
- 19% of time peer intervene
- 47% of intervention are aggressive
- 57% of interventions are effective
- Boys intervene more often than girls
- Tend to intervene with same sex bully
Limited Peer Interaction
(Hawkins et al, 2001)

- Unsure what to do
- Fear retaliation
- Concern that they will create bigger problem by intervening incorrectly
However....
(e.g., Skiba)

- Students report that often teachers appear uninterested or that teachers do not take them seriously.
- Most bullying occurs away from adults.
Peer Involvement
(e.g., Rigby & Bagshaw)

- 40% of students believed that teacher were uninterested and

- Were opposed to unsure about collaborating with adults
General Suggestions
(e.g., DeRosier, 2004)

• Whole school approach
• Team based
• Social skills
• Peer involvement
Typical Responses

• First Steps - works well with K-lower el.

• Zero Tolerance - no evidence that these policies increase school safety (e.g., Skiba)

• Packaged Programs - mixed results
Limitations of Packages

• Lack of support for teachers
• Limited involvement of teachers in development and implementation
• Seen as “add-on” to already full schedule
• Not tailored to school environment
What Works
(e.g., Orpinas)

- Change environment so that bullying is unacceptable
- Acknowledge positive behaviors
- Develop/revise policy
- Gain commitment from all
- Establish team that represents school
- Identify values, rules & consequences
- Teach student rules
- Train and support teachers
Review:
Purpose of Universal Prevention

- This is about changing social culture
- Social culture is controlled by your 80-85%, not by the 5% bullies in your school
- What you’re hoping to change is the behavior of the 85%, so that the bullies respond to those around them, so that they are socially influenced by their peers in a positive way
- For the 5% bullies, what you need is an FBA and a BIP.
Review
PBS SW Model

1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation
PBS Review

Expectations Defined

- Purpose
  - Means of communication
  - Consistent communication

- For all students, staff, and settings
  - Matrix

- Guidelines
  - Keep to five or fewer
  - State positively
  - Use common and few words
Review: Teaching guidelines

• Behavior management problems are instructional problems.

• Process for teaching social behaviors & academic skills is fundamentally same.

• Emphasis is on teaching functional & prosocial replacement behaviors.

• Instructional supports are important.
An Approach to Embedding Bully-proofing Strategies

• What does not work
  • Identifying “Bullies” and excluding them from school
  • Pretending that Bully Behavior is the “fault” of the student/family

• What does work
  • Define, teach and acknowledge school-wide behavior
  • Teach all children to identify & label behavior.
  • Teach all students a “stop signal” to give when they experience problem behavior.
    • What to do if you experience problem behavior
    • What to do if you see someone else in a problem situation
  • Teach all students what to do if someone delivers the “stop signal”
Do not focus on “Bully”

- Focus on appropriate behavior
  - What is the behavior you want
  - E.g., “Responsible”
Teaching Social Responsibility

• Teach school-wide expectations first
  • Be respectful
  • Be responsible
  • Be safe

• Focus on “non-structured” settings
  • Cafeteria, Gym, Playground, Hallway, Bus Area

• Use same teaching format
  • If someone directs problem behavior toward you.
  • If you see others receive problem behavior
  • If someone tells you to “stop”
Teach students to identify problem behavior

- The key is to focus on what is appropriate:
  - Teach school-wide expectations, and teach that all problem behaviors are an example of NOT being appropriate.
  - Define most common problem behaviors - Use these behaviors as non-examples of school-wide expectations
Teaching Social Responsibility: “Bully Proofing”

• Teach desired behavior.
• Teach a verbal signal for unacceptable behavior: “stop”
• Teach four key skills for social responsibility:
  • Learn the difference between expected behavior and problem behavior
  • If you “receive” problem behavior:
    • Label the behavior and say “stop”; walk; squawk
  • If you “see others” receive problem behavior”
    • Label the behavior and say “stop”
  • If someone tells you to “stop”
    • stop
Teaching Behavioral Expectations

Define the Expectation:

Provide a Rationale:

Teach the Critical Discrimination:

Demonstrate Appropriate Behavior

Demonstrate Unacceptable Behavior

Practice telling the difference with multiple examples

If there is a “signal” teach the signal (when should the appropriate behavior occur?)

Teach for fluency?

How will this skill be maintained?
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Within Idaho

• HB 246
  • Information about and school process
  • On-going professional development
  • Continuum of consequences to bullying
  • Monitoring and Reporting
HB 246 – Information

School districts and charter schools shall undertake reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students, including an affirmation that school personnel are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation or bullying.
Option

- Use SW-PBIS as the framework for providing information on bullying (definition, types) and the process within the school (social skills, reporting, etc.)
HB 246 – Professional Development

- School districts and charter schools shall provide ongoing professional development to build skills of all school staff members to prevent, identify and respond to harassment, intimidation and bullying.
Option

- Embed bullyproofing professional development within review of PBIS – school climate information
- Focus on staff response to student reports of bullying incidents
- Expect ODRs for bullying to increase after the professional development
HB 246 – Continuum of Consequences

- District policies shall include a series of graduated consequences that may include, but are not limited to, referral to counseling, diversion, use of juvenile specialty courts, restorative practices, on-site suspension and expulsion for any student who commits an act of bullying, intimidation, harassment, violence or threats of violence.
Option

• Use a three-tiered model for responding to incidents
  • Tier I – prevention, early intervention
    • Classroom and school-wide
  • Tier II – prevention and redirection, targeted support
    • Group based interventions (e.g., check-in/check-out)
  • Tier III – intervention, individualized and intensive
    • FBA-BIP
• Annually school districts shall report bullying incidents to the state department of education in a format set forth in rule by the state board. District policy shall designate persons to whom bullying reports are to be made and a procedure for a teacher or other school employee, student, parent, guardian or other person to report or otherwise provide information on bullying activity.
Option

• Use SWIS to track incidents of bullying and harrassment
  • Who
  • When
  • What
  • When
Recommended Next Steps

• Get together and complete a quick assessment of where your school is at with bullying
  • Behavior data/office discipline referrals
  • Do you feel you have a good assessment of your school and bullying
    • Yes - move to planning
    • No - what information do you need?
Recommended Next Steps

- Build a Social Responsibility Matrix
  - Identify 3-4 specific settings
  - Define appropriate behavior for each setting (at least two examples)
  - Identify the three “bullyproofing skills” for each setting
    - Is there a generic set of skills?
    - Are there settings that require unique skills?