Bullying and Harassment in Schools

What We Know, and What Can We Do

- School wide PBIS
- Bullying and Harassment Curriculum

Jeffrey Sprague, Ph.D.
Bullying and Harassment: What Is It?

• The recurring exposure, over time, to negative actions by one or more others (Olweus, 1994)

• A form of aggressive behavior that involves coercion, intimidation, and threats to one's safety or well-being (Walker, Gresham, & Ramsey; 2005)
Harassment – Federal

• Unwanted verbal, nonverbal, written, graphic or physical behavior directed at an individual on the basis of race, color, sex, or disability

• Unwelcome behavior of a sexual nature
Hostile Environment

- Purpose of effect of creating an intimidating or offensive work or learning setting
- Behaviors that are expressly unwanted, cause harm, repeated
- Factors include
  - Effect on a reasonable person
  - Duration/frequency
  - Existence of other incidents
  - Age of victim
  - Nature of incident
  - Purpose of setting
Bullying and Harassment: Facts and Figures

7% to 9% of children surveyed in grades one through nine had bullied other students with regularity and around 5% of the students surveyed were involved in serious bullying problems occurring once a week or more frequently (Olweus, 1996)
Under-reported Problem

- 55% of students in grades 3-5 say bullying is a big problem
- 68% of middle school students say bullying is a big problem
- 80% of students – both boys and girls reported some type of sexual harassment

Bullying affects one out of three children in grades 6 - 10

Diagram:
- 67% of students
- 33% of students
Student-reported overt and relational aggression and victimization in grades 3–8
Peer Experiences Questionnaire

(Vernberg et al, 2002)

• What happened to you?
• What did you do?
• What happens when a student gets bullied or picked on?
• What do you think?
WHAT HAPPENED TO YOU

<table>
<thead>
<tr>
<th>Scenario</th>
<th>White/Caucasian</th>
<th>Hispanic/Latino</th>
<th>Black/African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Teasing</td>
<td>57%</td>
<td>51%</td>
<td>58%</td>
</tr>
<tr>
<td>Exclusion</td>
<td>41%</td>
<td>30%</td>
<td>41%</td>
</tr>
<tr>
<td>Mean Rumors</td>
<td>52%</td>
<td>35%</td>
<td>48%</td>
</tr>
<tr>
<td>Threats</td>
<td>32%</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>Hit, Kicked, Pushed</td>
<td>33%</td>
<td>27%</td>
<td>35%</td>
</tr>
<tr>
<td>Ganged Up On</td>
<td>18%</td>
<td>12%</td>
<td>21%</td>
</tr>
</tbody>
</table>
Victimization

• Latino/Hispanic students reported the LOWEST levels of overt and relational victimization than any other group
• Black/African American, American Indian, and Multiracial students reported the highest overt victimization
• White/Caucasian, Black/African American, and American Indian students reported the same level of relational victimization
Gender is important

• Girls perceive relational and overt aggression as
  – equally hurtful
  – boys perceived overt aggression as more hurtful
Aggression

• White/Caucasian and Hispanic/Latino students reported the lowest rates of overt aggression

• Black/African American students reported the highest rates of overt aggression
WHAT HAPPENED WHEN SOMEONE IS PICKED ON OR BULLIED

- Saw someone picked on: 77% (White/Caucasian), 74% (Hispanic/Latino), 71% (Black/African American)
- Felt upset: 85% (White/Caucasian), 85% (Hispanic/Latino), 68% (Black/African American)
- Tried to help: 79% (White/Caucasian), 69% (Hispanic/Latino), 70% (Black/African American)
- Felt too afraid: 42% (White/Caucasian), 58% (Hispanic/Latino), 31% (Black/African American)
- Inability to help: 42% (White/Caucasian), 49% (Hispanic/Latino), 47% (Black/African American)
What Happened to Someone

• Hispanic/Latino students reported higher rates of inability to help than all other groups

• Empathy – feeling “upset” when you see someone being picked on or bullied and wanting to help
  – White/Caucasian and American Indian students reported the highest level of empathy
Relational aggression & popularity

• Do girls and boys use ignoring, excluding, threatening to end a relationship, and/or spreading rumors to achieve and maintain popularity?
  – Not for boys
  – Absolutely for GIRLS!
  – Overt aggression did not help or contributed to less popularity
  – Relational aggression predicted popularity for middle and high school girls

(Rose, Swenson, & Walker, 2006)
Effects on witnesses

• Afraid of associating with the victim
• Fear of retribution
• Lowering their social status
• Don’t report for fear of being called a “snitch”
• Report guilt or helplessness for not standing up to the bully
• Feel unsafe or unable to take action
Unintended consequences

- People who witness repeated bullying may become desensitized to aggressive behavior.
- May see bullying as a way to get rewards.

<table>
<thead>
<tr>
<th></th>
<th>Doesn't feel bad</th>
<th>Pays Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem</td>
<td>12%</td>
<td>37%</td>
</tr>
<tr>
<td>Middle</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>High</td>
<td>18%</td>
<td>48%</td>
</tr>
</tbody>
</table>
Bullying and Harassment in Schools

Jeffrey Sprague, Ph.D.
Bullying and Harassment: Facts and Figures

Of boys considered to have serious bullying problems between 6th and 9th grades:

• 60% had at least one criminal conviction,

and

• 40% had three or more arrests - by age 24.

(Olweus, 1991; Committee for Children, 2001)
**Direct Bullying (Overt Behaviors): Most Often Associated With Boys**

<table>
<thead>
<tr>
<th>Physical</th>
<th>Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault with hands, feet, or object</td>
<td>Verbal threats of physical harm</td>
</tr>
<tr>
<td>Violent or unwanted physical contact</td>
<td>Verbal assaults likely to cause mental or</td>
</tr>
<tr>
<td>Destruction or theft of property</td>
<td>emotional distress</td>
</tr>
<tr>
<td>Threatening or menacing actions or postures</td>
<td>Teasing</td>
</tr>
<tr>
<td>Offensive gestures, faces, postures</td>
<td></td>
</tr>
</tbody>
</table>

Bullying and Harassment in Schools
Indirect Bullying (Covert Behaviors): Most Often Associated With Girls

**Physical**
Can include the Anonymous destruction Or theft of another's property

**Verbal**
Consisting of subtle and Concealed actions intended to socially isolate or exclude the victim from groups and friends

Bullying and Harassment in Schools

Jeffrey Sprague, Ph.D.
Passive Bullying (Overt & Covert Behaviors):

Refers to the followers (henchmen/persons), or other Individuals, lending peer support for a leader, or other individual, involved in bullying (Olweus, 1996)
Cyber-bullying

• Cyber bullying or electronic aggression has emerged as another form of aggression as students have increased access to computers, cell phones, and other electronic devices.

• This form of bullying refers to aggression that is executed through personal computers or cell phones to send e-mail, instant messaging, text messages, or posting messaging on social networks.

• Though research is limited about this new form of bullying, 9–35 percent of students report being the target of cyber bullying and 4–21 percent report being the aggressor.
Types of Cyber-bullying

- **Flaming.** Online “fights” using electronic messages with angry and vulgar language.
- **Harassment.** Repeatedly sending offensive, rude, and insulting messages.
- **Denigration.** “Dissing” someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.
- **Impersonation.** Breaking into someone’s account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person’s reputation or friendships.
- **Outing and Trickery.** Sharing someone’s secrets or embarrassing information or images online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.
  - Source: Willard, 2005
Cyber-Bullying

• **Exclusion.** Intentionally excluding someone from an online group, like a “buddy list.”

• **Cyber stalking.** Repeatedly sending messages that include threats of harm or are highly intimidating. Engaging in other online activities that make a person afraid for her or her safety.

• **Cyber threats.** Cyber threats are either direct threats or distressing material that raises concerns or provides clues that the person is emotionally upset and may be considering harming someone, harming him or herself, or committing suicide.
Cyber bullying

- Cyber bullying can range from minor incidents to devastating harm
- Emotional harm may be greater than in-person bullying because ...
  - Harm is on-going 24/7
  - Material can be widely disseminated and difficult or impossible to remove
  - Bully may be anonymous or may involve unknown others
  - Targets are reticent to tell adults
Cyber bullying

• Students could cyberbully at school
  – District Internet system or cell phones

• Off-campus cyberbullying could
  – Be a continuation of on-campus bullying
  – In retaliation for on-campus bullying

• Off-campus activities can impact school
  – School failure, avoidance, and violence
Cast of Characters

- Perpetrators
  - Bully/Victim
  - Alpha-Wolf
- Victims
  - Victim/Bully
  - Provocative Victim
  - Chronic Victim
  - Collateral Victim
- Bystanders
  - Everybody else
- Adults
- Future Generations
Bullying and Harassment in Schools

Jeffrey Sprague, Ph.D.

The Bullying Circle:
Students’ modes of reaction/roles in an acute bullying situation.
Characteristics of Bullies

- Positive attitude toward violence and aggression
- Impulsive
- Motivated to dominate others
- Aggressive
- Low empathy
- High levels of anger
## Characteristics of Victims

<table>
<thead>
<tr>
<th>Submissive</th>
<th>Provocative</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Insecure</td>
<td>- Are a “good tease”</td>
</tr>
<tr>
<td>- Anxious</td>
<td>- Try to retaliate</td>
</tr>
<tr>
<td>- Social Avoiders</td>
<td>- Tense, irritable</td>
</tr>
<tr>
<td>- Easily intimidated</td>
<td>- Peer conflicts</td>
</tr>
<tr>
<td></td>
<td>- Emotionally volatile</td>
</tr>
<tr>
<td></td>
<td>- Socially rejected</td>
</tr>
</tbody>
</table>
How Do Victims code the Reasons for Being Bullied?

- **Behavioral Self-Blame**
  - “It’s something I did!”

- **Characterological Self-Blame**
  - “It’s something about me!”
Personal Qualities Associated with Being a Victim

• Atypical attributes (glasses, overweight, unusual name, speech problems, clumsy, social skills deficits, etc.
• Low self esteem, poor self concept
• Physical weakness, especially in males
• Unassertive, weak sense of self
• Poor social perceptiveness
Sources of Information About Who is Being Bullied and Who Does The Bullying

• Parents
• Teachers
• Victims
• Peers
Preconceptions and Difficulties in Identifying Bullying and Harassment

Many bullying and harassment behaviors have traditionally been passed off as "boys will be boys" and "girls will be girls" or "it's just natural."
Preconceptions and Difficulties in Identifying Bullying and Harassment

Although common and frequent, most low level bullying and harassment behaviors are exhibited outside of adult supervision or made to look social in nature.
Destructive peer culture

• Transforming the destructive peer culture is perhaps our most formidable task in the area of school safety.

• This culture is not of the schools making but schools are perhaps the only social institution, excluding the family, capable of addressing it effectively.
School-level measures

- Assessment of the problem through surveys and questionnaires
- Establishing a school-based pro-social school improvement team dedicated to culture
  - PBS team!
- School conferences on bully/victim issues that include staff, students, and parents.
- Increased adult supervision in unstructured, high census common areas (playgrounds, cafeterias, etc.)
- Improvement in common area infrastructures (i.e. more attractive playground equipment)
- Problem solving with staff, students, and parents
Bullying Assessment

• Systems

• Procedures and Policy
  – Reporting
  – Responding to chronic problems
A Comprehensive Bully-proofing Model
Ross, Horner & Stiller (2008)

Universal Positive Behavior Interventions and Supports
- Define & Teach Expectations
- Consequences For Behavioral “Errors”
- Data System

Teach a “stop” signal
- Teach “stop” routine
- Teach Bystander routine
- Teach being asked to “stop”

Staff member training
- Teach how to train “stop” Signal
- Teach Precorrection
- Teach supervisor routine

Individual Student Supports
- Function-based support for Aggressive Student (bully)
- Function-based support for victim
Assumptions/ Goals

**Assumptions**
- School is implementing Universal PBIS (systems, teams, clear behavioral expectations, reinforcement systems, data)
- Bullying continues to be a problem

**Goals**
- Define why bullying is worth addressing
- Provide a comprehensive model for bully prevention
- Provide description of core elements of UNIVERSAL level bully prevention
- Provide data demonstrating (a) reduction in bullying and (b) improved perception of school safety.
The Logic:  
Why invest in Bully Prevention?

- 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.  
  (Nansel, et al., 2001; Swearer & Espelage, 2004).

- 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).
Why invest in School-wide bully prevention?

- Most 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 do we need?
  - Bully prevention that “fits” with existing behavior support efforts
  - Bully PREVENTION, not just remediation
  - Bully prevention that is sustainable.

Scott Ross, University of Oregon
Bully Prevention in Positive Behavior Support: The Foundation

- Bullying behavior occurs in many forms, and locations, but typically involves student-student interactions.
  - Bullying is seldom maintained by feedback from adults

- What rewards Bullying Behavior?
  - Likely many different rewards are effective
  - Most common are:
    - Attention from bystanders
    - Attention and reaction of “victim”
    - Access to resources (materials, activity)
    - Self-delivered reward
Consider the smallest change that could make the biggest impact on Bullying...

- Remove the “pay off” (e.g. praise, attention, recognition) that follows bullying.

- Do this without (a) teaching bullying, or (b) denigrating children who engage in bulling.
A Comprehensive Bully Prevention Model

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
Conceptual Framework of BP-PBS: Environments that promote or sustain bullying behavior and the strategies of BP-PBS making the maintenance of bullying less likely.
Step 1: Establish a social culture with School Wide PBIS

- Teach school-wide behavioral expectations
  - Be respectful, be responsible, be safe
- Acknowledge appropriate behavior
- Establish clear consequences for inappropriate behavior
- Develop and use a data collection system for monitoring effects, and making decisions.
“Big Ideas” of RTI and Behavior Support (AKA PBIS)

- **Multiple tiers of behavior support**
  - Providing a graduated sequence of intensifying interventions in order to match services to student need.

- **Evidence-based/scientifically-validated interventions**
  - Interventions or supports are supported by scientific research to improve student social and behavior functioning.

- **Universal, proactive screening**
  - Systematic process of *detecting* a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.
“Big Ideas” Continued….

- **Progress monitoring**
  - The practice that is used to assess students’ academic or behavioral performance and evaluate the effectiveness of instruction.

- **Problem-solving**
  - The dynamic and systematic process that guides the Behavior Support Team’s behavior in (a) identifying the problem (b) analyzing the problem (c) developing a plan of action (d) implementing the plan and (e) evaluating the outcomes of the plan.

- **Data-based decision-making**
  - Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to **intensify**, **keep in place**, or **remove** particular interventions or supports.

- **Treatment integrity assessment**
  - Interventions or supports being implemented in an RTI model for behavior should be implemented as intended to enable appropriate and legally defensible decision-making.
The volume and complexity of knowledge today has exceeded our ability to effectively deliver it to people -- consistently, correctly, safely. We train longer, specialize more, use ever advancing technologies and we still fail.

Failure type 1: Ignorance
- We don’t know what to do

Failure type 2: Ineptitude
- We have the knowledge and don’t apply it properly
On any given day 1 in 5 of your students will be:

- Having a problem
- Getting over a problem
- Getting ready to have a problem
Positive Behavior Support is....

What parents, teachers, peers and others do to increase student success---the whole village!
<table>
<thead>
<tr>
<th>Feature</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td><em>Achieve desired outcome?</em></td>
</tr>
<tr>
<td>Efficient</td>
<td><em>Doable by real implementer?</em></td>
</tr>
<tr>
<td>Relevant</td>
<td><em>Contextual &amp; cultural?</em></td>
</tr>
<tr>
<td>Durable</td>
<td><em>Lasting?</em></td>
</tr>
<tr>
<td>Scalable</td>
<td><em>Transportable?</em></td>
</tr>
<tr>
<td>Logical</td>
<td><em>Conceptually Sound?</em></td>
</tr>
</tbody>
</table>
Three-tiered Model of Behavioral and Academic Support Systems

Academic Support Systems

Targeted and Indicated Interventions
- Individual Students
- Frequent assessments
- Individualized supports
- Evidence-based practices

Selected Interventions
- Some students (at-risk)
- Group and individual supports
- Default strategies
- Frequent Assessments
- Evidence-based practices

Universal Interventions
- All students, all subjects
- Preventive
- Frequent Assessments
- Evidence-based practices

Behavioral Support Systems

Targeted and Indicated Interventions
- Few Students
- Functional Assessment-based
- Individualized supports
- Evidence-based practices

Selected Interventions
- Some students (at-risk)
- Group and individual supports
- Default strategies
- Frequent Assessments
- Evidence-based practices

Universal Interventions
- All settings, all students
- Prevention focus
- Frequent Assessments
- Evidence-based practices
Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Systems

Data

Practices

Outcomes
School Wide Positive Behavior Support is....

- A systems-based strategy to create a “host environment” in schools to reduce problem behaviors
  - Three-tier intervention logic
  - Behavioral interventions
  - Team-based planning and implementation
  - Systematic use of student-level behavior data to support decisions and improve program implementation
  - Systematic use of intervention fidelity assessments to guide implementation
RE-AIM for PBIS Success

- Reach
- Efficacy
- Adoption
- Implementation
- Maintenance
SW-PBS: Adoption Conditions

- Behavior is a school/program improvement priority
- Administrator is an active leader and involved!
- Each school has “champions/coaches”
  - Training and coaching for the adults
- Use of standard curriculum content and procedures (for kids and adults)
  - Most adults help implement the program (go with the goers)
  - All students affected and involved (universal, selective and indicated supports)
- System for performance-based feedback
  - Are we meeting our outcomes?
  - Are we consistent?
Diffusion of Innovation

Number of Adopters

Innovators  Early Adopters  Early Majority  Late Majority  Laggards

Connectors  Mavens  Salespersons
Implementation Practices

- Train and support a representative team
  - Principal actively leads and facilitates

- Set time to plan and continuously improve
  - Set school-wide expectations
  - Set a plan to teach expected behavior
  - Set a plan to recognize expected behavior and actively supervise
  - Provide firm but fair behavioral corrections

- Use data (student and staff behavior) to make decisions and give/seek feedback to/from staff
  - Program outcomes (Office referrals, suspensions, expulsions)
  - Intervention fidelity (consistency and quality of implementation)
School-Level PBS Teams

- Meet monthly at school
  - Continuous assessment of school progress and problems
  - Implement discipline systems
- Provides staff training/coaching across the year and is continuously available
- Gives status report monthly to all staff
  - Office Referral patterns and updates
  - Intervention fidelity successes and concerns
CONTINUUM of SWPBS

Tertiary Prevention
- Function-based support
- Family collaboration
- Wraparound
- Targeted or indicated curriculum or therapy
- Suspension alternatives

Secondary Prevention
- Mentoring
- Self management
- Additional practice alternatives

Primary Prevention
- Rules
- Teaching
- Reinforcement
- Classroom Management

Audit
1. Identify existing interventions by tier
2. Specify outcome for each effort
3. Evaluate implementation fidelity
4. Eliminate/integrate programs based on outcomes
5. Establish data-based decision rules (RtI)

Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu) 7/14/2012
Targeted/Intensive (High-risk students)
Individual Interventions (3-5%)

Selected (At-risk Students)
Classroom & Small Group Strategies (10-20% of students)

Universal (All Students)
School-wide, Culturally Responsive Systems of Support (75-85% of students)

- Intensive academic support
- Intensive social skills teaching
- Individual behavior management plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around) services
- Alternatives to suspension and expulsion
- Community and service learning

- Increased academic support and practice
- Increased social skills teaching
- Self-management training and support
- School based adult mentors (check in, check out)
- Parent training and collaboration
- Alternatives to out-of-school suspension
- Community and service learning

- Effective Academic Supports
- School wide social skills teaching
- Teaching school behavior expectations
- Effective classroom management
- Active supervision and monitoring in common areas
- Positive reinforcement systems
- Firm, fair, and corrective response to problem behavior
- Community and service learning
Targeted/Intensive
(High-risk students)
Individual Interventions
(3-5%)

Selected
(At-risk Students)
Classroom & Small Group Strategies
(10-20% of students)

Universal
(All Students)
School-wide, Culturally Relevant Systems of Support
(75-85% of students)

Adapted from:
Sprague & Walker, 2004
# PBIS/RTI Intervention Menu

<table>
<thead>
<tr>
<th>Intervention Intensity</th>
<th>Intervention</th>
<th>How are students Selected to Receive This Intervention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted/Intensive (Few)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected (Some)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal (All)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Social Responsibility

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

- Focus on common area settings
  - Cafeteria, Gym, Playground, Hallway, Bus Area

- Teach Bully Prevention “SKILLS”
  - If someone directs problem behavior toward you.
  - If you see others receive problem behavior
  - If someone tells you to “stop”
# Social Responsibility Matrix

<table>
<thead>
<tr>
<th>Identify most common problem behavior</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Stop” signal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jeffrey Sprague, Ph.D.  Bullying and Harassment in Schools
## Social Responsibility Matrix

<table>
<thead>
<tr>
<th>Identify problem behavior</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pushing in line:</td>
<td>Playground</td>
<td>Lunch Room</td>
<td>Hall way</td>
<td>Bus Area</td>
</tr>
<tr>
<td>Not respectful</td>
<td></td>
<td></td>
<td>Name calling:</td>
<td>Pushing others:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not respectful</td>
<td>Not safe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not respectful</td>
<td>Not respectful</td>
</tr>
<tr>
<td>Name calling:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushing others:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“Stop” signal (for self/for others)</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>“stop”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Walk skill</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk away</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Skill</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jeffrey Sprague, Ph.D.  Bullying and Harassment in Schools
# Social Responsibility Matrix

<table>
<thead>
<tr>
<th>Identify problem behavior</th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground</td>
<td>Lunch Room</td>
<td>Hall way</td>
<td>Bus Area</td>
</tr>
<tr>
<td>Pushing in line:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not respectful</td>
<td>Pushing</td>
<td>Throwing</td>
<td>Name calling: Not respectful</td>
<td>Pushing others: Not safe Not respectful</td>
</tr>
<tr>
<td></td>
<td>others:</td>
<td>food:</td>
<td>Name calling: Not respectful</td>
<td>Pushing others: Not safe Not respectful</td>
</tr>
<tr>
<td>Not respectful</td>
<td>Throwing</td>
<td></td>
<td>Name calling: Not respectful</td>
<td>Pushing others: Not safe Not respectful</td>
</tr>
<tr>
<td>Not responsible</td>
<td></td>
<td>Not respectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not respectful</td>
<td>Pushing others: Not safe Not respectful</td>
</tr>
<tr>
<td>Name calling:</td>
<td></td>
<td></td>
<td>Not respectful</td>
<td>Pushing others: Not safe Not respectful</td>
</tr>
<tr>
<td>Not respectful</td>
<td></td>
<td></td>
<td>Not respectful</td>
<td>Pushing others: Not safe Not respectful</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not respectful</td>
<td>Pushing others: Not safe Not respectful</td>
</tr>
<tr>
<td>“Stop” signal</td>
<td>“stop”</td>
<td>“stop”</td>
<td>“stop”</td>
<td>“stop”</td>
</tr>
<tr>
<td>(for self/for others)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk skill</td>
<td>Walk away</td>
<td>Walk away</td>
<td>Walk away</td>
<td>Walk away</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Skill</td>
<td>Tell teacher</td>
<td>Tell teacher</td>
<td>Tell teacher</td>
<td>Tell teacher</td>
</tr>
</tbody>
</table>

Jeffrey Sprague, Ph.D.  Bullying and Harassment in Schools
Why does non-respectful behavior keep happening?

Discuss why kids exhibit problem behavior outside the classroom

Peer attention comes in many forms:
- Arguing with someone that teases you
- Laughing at someone being picked on
- Watching problem behavior and doing nothing

The candle under a glass cup

Stop, Walk, Talk
- A clear, simple, and easy to remember 3 step response
Step #2: Teach a school-wide “stop” signal

- If someone is directing problem behavior to you, or someone you are with, tell them to “stop.”

- What is the “Stop Signal” for your school?
  - Have a physical as well as verbal signal
    - “Stop”
    - “Enough”
    - “Don’t”
  - The language and signal need to age appropriate, and contextually acceptable.
Activity

- Select an appropriate “stop” signal for your school.
  - How might you include students in defining this signal?
  - Ensure that the “stop” signal includes BOTH a verbal and physical component.
Four Roles for the “stop” signal routine.

- Aggressor
- Victim
- Bystander
- Adults
  - Teaching social responsibility
  - Active supervision in unstructured settings
Teach how to use the “Stop Signal”

- How do you deliver the “stop signal” if you feel someone is not being respectful? (e.g. you feel intimidated, harassed, bullied)?
- How do you deliver the “stop signal” if you see someone else being harassed, teased, bullied?
- What to do if someone uses the “stop signal” with you?
- Note: Include “non-examples” of when and how to use “stop” signal.
Activity

- Given that you have already taught “being respectful” as a school-wide expectation:

- Develop a teaching plan for using the “stop” signal in ONE of three situations.
  - Teach how to use the “stop” signal
  - Teach when to use the “stop” signal
  - Teach across multiple locations/contexts.
Teach “walk away”

- Most socially initiated problem behavior is probably maintained by peer attention.
  - Victim behavior inadvertently maintains taunt, tease, intimidate, harassment behavior.
  - Build social reward for victim for “walking away”
    - Do not reward inappropriate behavior.
Teach “getting help”

Even when students use “stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should "talk" to an adult.

- Report problems to adults
  - Where is the line between tattling, and reporting?
    - "Talking" is when you have tried to solve the problem yourself, and have used the "stop" and "walk" steps first:
    - **Tattling** is when you do not use the "stop" and "walk away" steps before "talking" to an adult
    - **Tattling** is when your goal is to get the other person in trouble
Teaching a Reply  
(What to do when YOU are asked to “stop”)  

Eventually, every student will be told to stop. When this happens, they should do the following things  

- Stop what they are doing  
- Take a deep breath  
- Go about their day (no big deal)  

These steps should be followed even when they don’t agree with the “stop”
Extra Practice with Some Students

- For students with high rates of physical and verbal aggression.
  - Precorrection
  - On-site practice
- For students who are more likely to be victims who reward physical and verbal aggression.
Step #3: Focus on Role of Adults

- How to teach expectations
- Pre-correct (quick practice of appropriate skills just prior to entering “high probability” context)
  - With whole class
  - With “at risk” students

- Reporting routine
  - What do you say when a student comes to you?
  - What do you ask of a student accused of being a bully?
Supporting Staff Behavior

When any problem behavior is reported, adults follow a specific response sequence:

Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")

Ask who, what, when and where.

Ensure the student’s safety.
  - Is the bullying still happening?
  - Is the reporting child at risk?
  - Fear of revenge?
  - What does the student need to feel safe?
  - What is the severity of the situation

"Did you tell the student to stop?" (If yes, praise the student for using an appropriate response. If no, practice)
"Did you walk away from the problem behavior?" (If yes, praise student for using appropriate response. If no, practice.)
Reporting Routine

- A child comes to you and reports that someone else was not respectful
  - “Did you say stop?”
  - “Did you walk away?”
- Talking to the child who was disrespectful
  - “Did he say stop”
  - “What did you do”
  - “Show me doing it the right way”
The Four-A Response Process:

Steps To Respect
Committee for Children – Steps to Respect

- Affirm
- Ask
- Assess
- Act
Affirm the Child’s Actions

- Students who take responsibility for school or peer safety should be, and need to be recognized
- Acknowledge their feelings
Ask Questions

- Who is involved?
- What happened?
- When it happened?
- Where it happened?

Use active listening skills....
Assess the Student’s Safety

- Is the bullying still happening?
- Is the reporting student at risk?
- Fear of revenge?
- What does the student need to feel safe?
- What is the severity of the situation
Act

- Report the incident to other staff members
- Teachers coach both the Student who bullied and the Student who was bullied.
- Develop and implement plan
When the child did it right...

Adults initiate the following interaction with the Perpetrator:

Reinforce the student for discussing the problem with you

"Did ______ tell you to stop?"
- If yes: "How did you respond?" Follow with step 2
- If no: Practice the 3 step response.

"Did ______ walk away?"
- If yes: "How did you respond?" Follow with step 3
- If no: Practice the 3 step response.

Practice the 3 step response.
- The amount of practice depends on the severity and frequency of problem behavior
Practice

- Break up into groups of 2 and:
  - For 3 minutes, practice the “stop” response, along with how to reply when someone uses the stop response on you. (Make sure that each person is able to practice each roll)

- Next, break up into groups of 4 and:
  Practice the entire SWT response: Separate roles into: Supervisor, Perpetrator, Victim, and Bystander. Try to find situations where Stop/Walk/Talk may not be enough.
Effective Generalization Requires the prompt reinforcement of appropriate behavior, the **FIRST** time it is attempted

- Look for students that use the 3 step response appropriately and reward
- Students that struggle with problem behavior (either as victim or perpetrator) are less likely to attempt new approaches.
  - Reward them for efforts in the right direction.
Roles of BP-PBS Implementation at Your School

**PBS Team**
- Takes the Lead with implementation
- Determine a School-wide Stop Signal
- Develops Schedule for student BP training (initial and follow-up)
- Ongoing support of Supervisors and Teachers planned
- Evaluates student outcome data (ODR’s, Suspensions, Student Surveys)
- Implementation Checklist
- Faculty Follow Up
- Working with the district to maintain efforts

**Teachers**
- Reads Manual
- Delivers Initial Lessons and Follow up lessons
- Incident Reports
- Practice with Students
- Reinforce Appropriate Behavior
- Give feedback to PBS team

**Supervisors**
- Reads Manual
- Practice with students
- Check-ins
- Incident Reports
- Reinforce!
District Support

- **District**
  - Build expectation for all schools
  - Fall orientation for all faculty members
  - District has individuals trained to conduct staff orientation and ongoing support of PBIS teams
  - District reporting of:
    - Schools using BP-PBIS
    - Fidelity of implementation
    - Impact on student behavior
Bully Prevention in Positive Behavior Support Planning Guide:  
Moving from Discussion to Action

This planning guide is designed for use by teams planning to implement bully prevention efforts as part of their existing school-wide positive behavior support program. The guide defines steps for the school team and district leadership team that will increase the likelihood that the bully prevention effort will be implemented well, sustained, and a benefit to students, families and faculty.

<table>
<thead>
<tr>
<th>School Building Planning Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>1. Faculty/Staff Readiness</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Curriculum Delivery</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3. Follow-up</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4. PBS team</td>
</tr>
<tr>
<td>Feature</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>1. School-wide Expectations are defined and taught to all students</td>
</tr>
<tr>
<td>2. BP-PBS initial training provided to all students and staff</td>
</tr>
<tr>
<td>3. BP-PBS follow-up training and practice conducted on a regular basis in applicable settings</td>
</tr>
<tr>
<td>4. Follow-up has occurred with all staff to ensure response routine and check-in procedures are understood and implemented accurately</td>
</tr>
<tr>
<td>5. Student outcome data are collected and reported to all faculty at least quarterly</td>
</tr>
<tr>
<td>6. At least 4 out of 5 randomly questioned students can describe what they should do when someone is not respectful</td>
</tr>
<tr>
<td>7. At least 4 out of 5 randomly questioned students can describe what they should do when someone says “stop”</td>
</tr>
<tr>
<td>8. At least 4 out of 5 randomly questioned students have used the “stop” signal within the last 2 weeks.</td>
</tr>
</tbody>
</table>
Does this really work?

The research support

- Three elementary schools
- Two students at each school with physical/social aggression at high rates
- All staff taught with the BP in PBIS manual
- All students taught by staff
- All playground personnel received implementation support
- Data collected by graduate students
Number of Incidents of Bullying Behavior over School Days for various subjects at three different schools.
Conditional Probabilities of Victim Responses to Problem Behavior

- Positive Response (laughing/cheering) 30% increase
- Negative Response (crying/fighting back) 19% decrease
- No Response 28% increase
Conditional Probabilities of Bystander Responses to Problem Behavior

- **Positive Response (laughing/cheering)**
  - Baseline: 40%
  - BP-PBS: 38%
  - Increase: 21%

- **Negative Response (crying/fighting back)**
  - Baseline: 20%
  - BP-PBS: 15%
  - Decrease: 22%

- **No Response**
  - Baseline: 20%
  - BP-PBS: 22%

The graph shows the probability of response under different conditions, with BP-PBS showing a 21% increase in positive responses and a 22% decrease in negative responses compared to the baseline.
Summary

- **Universal-Level Bully Prevention**
  - Establish school-wide expectations
  - Teach students how to respond to behavior that is NOT respectful
  - Provide extra review and precorrection for students with more extensive need
  - Provide support for staff implementation fidelity
  - Collect and use data to improve implementation and impact.

- Manual available at www.pbis.org
Step #4: Individual Student Support

- Support for Students who are aggressive
  - Individualized assessment
  - Family support
  - Teach appropriate social skills
  - Isolate from deviant peer group.

- Support for Students who are frequent “victims”
  - Redefine roles
  - Re-teach respectful behavior
  - Teach social skills
  - Embed student in constructive peer groups.
Conditional probabilities of recipient and bystander responses to bullying behavior during 10 minute observations of lunch recess.

Bullying and Harassment in Schools

Jeffrey Sprague, Ph.D.
Activity

• Build a plan for your school.
  – Provide precorrection prior to unsupervised contexts
  – Specific precorrection of “at risk” students
  – Foundations of active supervision
    – Move, Observer, Interact, Intervene Early
  – When student comes to you with a complaint
    – Focus first on student coming to you with compliant:
      » Did you say “stop”... did you “walk away”
      » Do not reward tattling.
    – Questions for student who was viewed as aggressive
      » Did someone tell you to “stop”
      » Did you “stop”
PREVENTING AND COUNTERING SCHOOL-BASED HARASSMENT
A Resource Guide for K–12 Educators

Recommended Curricula

- **Second Step Violence Prevention Program** (available from the Committee for Children, Seattle, WA, 1-800-634-4449, [http://www.cfchildren.org](http://www.cfchildren.org)).
- **Steps to Respect** (anti-bullying program--available from the Committee for Children, Seattle, WA, 1-800-634-4449, [http://www.cfchildren.org](http://www.cfchildren.org)).
- **Bully Proofing Your School** (available from Sopris West, Inc., P.O. Box 1890, Longmont, CO 80502-1809; 1-800-547-6747).
- **Bully Proofing PBIS** ([www.sopriswest.com](http://www.sopriswest.com))
- **Olweus Bullying Prevention Program** ([http://www.clemson.edu/olweus/](http://www.clemson.edu/olweus/))
Books and resources

- Institute on Violence and Destructive Behavior
- http://uoregon.edu/~ivdb/
- Iris Media
- www.irised.com
- Safe and Healthy Schools: Practical Strategies (Sprague & Walker, 2005) www.guilford.com