Bullying refers to intentional actions repeated over time that harm, intimidate, or humiliate another person (the victim), and occur within the context of an imbalance of power, either real or perceived, between the bully and the victim. Bullying may be physical, verbal, or relational (e.g., excluding or isolating others).
What do we know about Bullying?

• Estimates of bullying prevalence vary across studies and methods, but a 2005 student self-report survey conducted by the National Center for Education Statistics found that approximately 28 percent of students had been bullied at school during the past six months and 8 percent had been bullied almost daily.

• Physical bullying is more common among males than females. Females are more likely to engage in relational bullying (e.g., excluding others) than in physical bullying.

• Bullies often experience more negative outcomes in life than do non-bullies, including conduct problems, poor academic achievement, anxiety, depression, delinquency and criminality.

• Victims of bullying also are at-risk for multiple negative outcomes, including anxiety, stress, depression, suicidal ideation, distrust of peers, fear/avoidance of school, and underachievement.

What do we know, continued...

• 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).

• 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 & Merrelf, 2001; NSSC, 1995).

What do we know, continued...

• 84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically harassed and 18.8% reported being physically assaulted at school in the past year because of their sexual orientation. (GLSEN, 2009)

• Students on the autism spectrum are more likely to be victimized than their non-disabled peers. (Little, 2002)

• 40-60% of students with intellectual disabilities report being bullied. But not at a level of intensity or chronicity that differs from typically developing adolescent. (Christensen, Fraynt, Neece & Baker, 2012)
What do we know, continued…

• Involvement in bullying is a cross-cultural phenomenon. (Jimerson, Swearer, & Espelage, 2010)

• 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)

• Many bully prevention programs are either ineffective, only show change in verbal behavior, or inadvertently result in increases in relational aggression and bullying. (Merrell et al., 2008)
Preventing Bullying

Effective programs focus on preventing bullying by promoting a positive school-wide climate of mutual respect, care, and positive expectations in which school staff and students are well aware of bullying and its negative impact on others and are intolerant of bullying.

Consortium to Prevent School Violence
Fact Sheet #2: Bullying Prevention
George G. Bear, Ph.D. and Jessica Blank, University of Delaware
March 2008

Prevention of Bullying Behavior involves both:

1. Teaching ALL students the skills needed to meet their social needs without bullying
   And
2. Changing aspects of the school culture that may promote aggressive behavior

These two components are often lacking in typical anti-bullying programs (Olweus, 2003).

Specific Recommendations

• Develop a comprehensive school-wide plan to create a positive school climate and norms against bullying, which target policies, procedures, staff development, and multiple levels of prevention and intervention.
• Emphasize the importance of collaboration and support of the student body, teachers, administrators, parents, and other stakeholders in program development and implementation.
• Use multiple forms of assessment and data to guide decision making. This would include a needs assessment and such evaluation measures as school-wide school climate surveys of students, teachers, and parents; student self-reports; peer reports; and office referrals.
• Develop a clear definition of bullying. Beginning in the earliest grades, embed the prevention of bullying in written policies, including mission statements and the school’s code of conduct.
• Increase public awareness of bullying and its negative impact via signs/posters, assemblies, newsletters, and classroom lessons and discussions on bullying.
• Recognize that bullying is more likely to occur in certain contexts than others (e.g., on playgrounds, buses, and other less supervised settings) and respond accordingly with increased supervision and structured activities in those settings.
### Specific Recommendations Continued…

- Provide on-going staff development and training related to all aspects of bullying, including the critical importance of positive teacher-student and student-student relations in preventing bullying.
- Provide skill instruction to students that targets social, emotional, and behavioral aspects of bullying, including those skills for bullies, victims, and bystanders (e.g., teaching bystanders to “take a stand” against bullying).
- Encourage students not to follow the “code of silence” that supports bullying and that seeking help is not “snitching.” For example, promote slogans such as “Friends don’t let friends be bullies.”
- Provide more intensive interventions to those identified as bullies or who are at-risk of aggression, such as anger management training, mentoring, etc.
- During disciplinary encounters involving bullying, focus not only on the consequences of the behavior for the bully but also on the impact of the behavior on the victim.
- Consider adoption of an evidence-based program that includes the above recommendations, such as *Steps to Respect*, *BullyProofing Your School*, and *Bullybusters*.

---

### Bully Prevention

- Bullying behavior occurs in many forms, and locations, but typically involves student-student interactions.
- Bullying is seldom maintained by feedback from adults.
- Bullying is more likely to occur for students who do not retaliate.
- Bullying is most likely when it results in social attention from others.

What rewards bullying behavior?
- Likely many different rewards are effective.
- Most common are:
  - Attention from bystanders.
  - Attention and reaction of “victim.”
  - Self-delivered praise.
  - Obtaining objects (food, clothing).

### Core Elements of an Effective Bully Prevention Effort

- Many 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 is efficient, and “fits” with existing behavior support efforts.
  - Bully PREVENTION, not just remediation.
  - Bully prevention with the systems that make the program sustainable.
Elements of Effective Bully Prevention

Core Features of an Effective Bully Prevention Effort.

**Five Student Skills**

1. School-wide behavioral expectations (respect)
2. **Stop routine** when faced with disrespectful behavior
3. **Bystander stop routine** when observing disrespectful behavior
4. **Stopping routine** if someone tells you to “stop”
5. A **recruit help routine** to recruit adult help if you feel unsafe

**For Faculty/Staff**

1. Agreement on logic for bully prevention effort.
2. Strategy for teaching students core skills
3. Strategy for follow-up and consistency in responding
4. Clear data collection and data use process
5. Advanced support options
6. Plan for effective implementation of bully prevention.

Core Elements of an Effective Bully Prevention Effort

- Establish School-wide expectations (be respectful of others)
- Teach a common response for students to use when they encounter behavior that is not respectful…
  - Remove the praise, attention, recognition that follows bullying.
  - Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying.
- Make more intensive supports available for the few who need it.
Cautions

- Avoid under- or over-identifying "bullies." Whereas harm certainly occurs by not identifying and providing interventions and supports to those at-risk of or actively engaged in bullying, it may also occur when a child is labeled a "bully" for actions that do not constitute bullying.
- Don't overlook harm caused by relational aggression and cyber bullying; too often the focus is on physical or verbal bullying.
- Avoid assuming that all bullies are necessarily lacking in self-esteem, perspective taking, or general social skills. Some are, but many are not lacking in these areas. Many are popular among their peers.
- Avoid focusing exclusively on punishing bullies (e.g., suspension). Punishment always should be used in combination with positive techniques that teach and encourage replacement behaviors.
- Recognize that short term and fragmented initiatives are ineffective, especially when they lack teacher and administrative support, a clear link to the school's mission, and fidelity in implementation.

Common Issues

- Students have not been taught "be respectful"
- Students do not feel like the "stop routine" is age or context appropriate.
- Students are not taught a "stopping routine"
- Students are not taught that "bystander" is important
- Students who engage in bullying attempt to dismiss the system
- Students in groups (gangs) continue to reward bullying
- Belief that the way to stop bullying is to fight back.
- Teachers/adults are perceived as ignoring student bullying
- Teachers/adults do not follow up after the training

Six Features of PBIS that Contribute to Effective Application of Bully Prevention

1. The use of empirically tested instructional principles to teach expected behavior outside the classroom to all students
2. The monitoring and acknowledgment of students for engaging in appropriate behavior outside the classroom
3. Specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders
4. The correction of problem behaviors using a consistently administered continuum of consequences
5. The collection and use of information about student behavior to evaluate and guide decision making
6. The establishment of a team that develops, implements, and manages bully prevention
Three Part Approach to School-Wide Bully Prevention

1. Establish a whole school social culture where positive behavior is “expected” and rewards for bullying are NOT provided.

2. Provide training and support for adults to (a) train; (b) pre-correct; and (c) provide consequences for bullying.

3. Provide direct, individualized support for students who engage in “bullying” or “victim” behaviors.

Bully Prevention within PBIS

- Intro & Section 1: Logic
  - Know what you want and why you want it before adopting a program

- Sections 1 & 2: Student Curriculum
  - School-wide expectations
  - A school-wide “stop” signal (and how to use and respond to it)

- Sections 3, 4, 5: Difficult situations
  - Gossip, name calling/ignoring, cyber-bullying

- Section 6: Supervising Bully Prevention
  - Focus on prevention
  - Focus on teaching and re-teaching the skills
  - Minimize rewards for bullying

- Section 7: Faculty Follow up
  - Fidelity, decision-making
The Impact of Schoolwide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial
Terry E. Waasdorp; Catherine P. Bradshaw; Philip J. Leaf

Results: Analyses indicated that children in schools that implemented SWPBIS displayed lower rates of teacher-reported bullying and peer rejection than those in schools without SWPBIS. A significant interaction also emerged between grade level of first exposure to SWPBIS and intervention status, suggesting that the effects of SWPBIS on rejection were strongest among children who were first exposed to SWPBIS at a younger age.

Conclusions: The results indicated that SWPBIS has a significant effect on teachers' reports of children's involvement in bullying as victims and perpetrators. The findings were considered in light of other outcomes for students, staff, and the school environment, and they suggest that SWPBIS may help address the increasing national concerns related to school bullying by improving school climate.
Elements of Bully Prevention within SWPBIS

A. The Logic
- Why does bullying occur? What are key features of a school that reduces bullying?
- Student focus group (forum): Why, What, How

B. Student Orientation
- Establish a positive school-wide social culture (respect, responsible, safe)
- Teach a common response to “behavior that is not respectful”
  - As a student
  - As a bystander
- Teach how to respond if you are asked to stop
- Teach how to recruit adult support

C. Adult Orientation
- How to conduct the student training
- How to respond to instances of bullying or reports of bullying

D. Data Use
- Measure if we have Bully Prevention in place (fidelity)
- Measure if Bully Prevention effort is effective (student outcomes)

E. Advanced Support
- Students/families who need more intensive support

F. Steps to Implementation

A. The Logic
The Logic

• Bullying is “behavior” … not a trait

• Bullying is maintained by social rewards from other students (victims 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.

The Logic: Establish student “buy-in”

• Build a positive social culture
  - Teach all students core behavioral expectations
    - One of the core expectations should include:
      - Be respectful of others
  - Teach all students what to do when they encounter behavior that is not respectful:
    1. What do you do if someone is not respectful to you?
    2. What do you do if you encounter someone not being respectful to someone else?
    3. What do you do if someone tells you that you are not being respectful?

• Remove the rewards that sustain bullying behavior.

Building Consensus

• Collect student survey data
  - Is relational aggression perceived as a problem?

• Hold student Forums (many formats possible)

• Share results with whole student-body
<table>
<thead>
<tr>
<th>Simulated Survey Responses</th>
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<tbody>
<tr>
<td><strong>Questions</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>In your school...</td>
<td>Disagree</td>
</tr>
<tr>
<td>1. You feel safe:</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>2. Other students treat you respectfully:</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>3. You treat others respectfully:</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>4. Adults treat you respectfully:</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>5. You treat adults in your school respectfully:</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>In the past work...</td>
<td>No</td>
</tr>
<tr>
<td>6. Has anyone treated you disrespectfully?</td>
<td>No</td>
</tr>
<tr>
<td>7. Have you asked someone to &quot;stop&quot;?</td>
<td>No</td>
</tr>
<tr>
<td>8. Has someone asked you to &quot;stop&quot;?</td>
<td>No</td>
</tr>
<tr>
<td>9. Have you seen someone else treated disrespectfully?</td>
<td>No</td>
</tr>
</tbody>
</table>
Simulated Survey Results
4 weeks before BP and 4 weeks after BP

<table>
<thead>
<tr>
<th>Action</th>
<th>Treated Dis</th>
<th>Ask other to stop</th>
<th>Discussed to stop</th>
<th>Some damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before BP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After BP</td>
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</tr>
</tbody>
</table>

Activity:
Common Responses from Students

<table>
<thead>
<tr>
<th>Action</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return insults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fight back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell an Adult</td>
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<td></td>
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<tr>
<td>Don’t react – just ignore it</td>
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<td></td>
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<tr>
<td>Ask a friend for advice</td>
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<td></td>
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<tr>
<td>Tell them to stop</td>
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</tr>
</tbody>
</table>

Teach all students to remove the rewards that sustain bullying

- Do NOT use the label, “bullying,” with students. 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?
B. Student Orientation

Student BP Orientation

- Given school-wide expectations
- Conduct a 30 min training in each classroom:
  - Logic:
    - Everyone should treat everyone else with respect
    - Everyone should avoid rewarding disrespectful behavior
  - Skills:
    - Know what it means to be “respectful”
    - Know what to do if someone is disrespectful to you (show stop)
    - Know what to do if someone asks you to “stop”
    - Know what to do if someone is disrespectful to someone else
    - Know how to get help from an adult

- Learning requires a respectful setting.
- What does it mean to be respectful?
  - Provide examples of being respectful in class, on playground, in cafeteria
- What does it look like if someone is NOT respectful?
  - Provide examples
- Why are people not respectful to each other? Why does disrespectful behavior keep happening?
  - Discussion
    - Disrespectful behavior keeps happening in most cases because it results in attention from others.
Student BP Orientation

• What does attention from others look like?
• Peer attention comes in many forms:
  • Arguing with someone who teases you
  • Laughing at someone being picked on
  • Simply watching someone be hurt and doing nothing (watching is attention)
• Provide the core message:
  Take away the attention that sustains disrespectful behaviors.
  Stop, Walk, Talk
  A clear, simple, and easy to remember 3 step response

Teach a Three-Step Skill that can be used in all places at all times.

If you encounter behavior that is NOT respectful

Stop ------- Walk ------- Talk

Say and Show “STOP”
Walk Away
Talk to an Adult

Skills #1: Teach the “Stop Signal”

• If someone is directing problem behavior to you, ask them them to “stop.”
  • Gesture and word
• Review how the stop signal should look and sound
  • Firm hand signal
  • Clear voice
Skill #2: Teach how to respond if someone says “Stop”

- Eventually, every student will be told to stop. When this happens, they should do the following things:
  - Stop what you are doing
  - Take a deep breath
  - Go about your day (no big deal)

- These steps should be followed even when you don’t agree with the “stop” message.

“Stop” means stop.

The rule is: If someone asks you to stop, you stop.

Skill #3: Saying stop when someone else is being treated disrespectfully

- **Remember**: Even if all you do is “watch” a bad situation, you are providing attention that rewards disrespectful behavior.

- If you see someone else being treated disrespectfully:
  - Say and show “stop” to the person being disrespectful
  - Offer to take the other person away for a little bit.
    - If they do not want to go, that is okay... just walk away.
Skill #4: “walk away” and get help

Sometimes, even when students tell others to “stop”, problem behavior will continue. When this happens, students are to “walk away” from the problem behavior.

• Remember that walking away removes the attention for problem behavior

• Encourage students to support one another when they use the appropriate Stop ➔ Walk ➔ Talk response

Walk away, and get help

Even when students use “stop” and they “walk away” from the problem, sometimes someone 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

KEY: Students must know what to expect from adults if the student reports an instance of behavior that is not respectful

Getting Help Works

• Research indicates that if you are submissive or aggressive when faced with disrespectful behavior you are MORE likely to suffer prolonged social problems. “Getting help” is associated with reduction experiencing relational and physical aggression.
  (Kochenderfer-Ladd, 2004; Mahady-Wilton, Cragi, & Pepler, 2000)
Student Orientation

- Using the teaching plans in the BP-PBIS handbook
- Building your own teaching plans.
- Developing a schedule for implementation
  - Teach all children in the school within a 2 week period. How will we do this?
  - Build a strategy for providing orientation to new students entering the school.
- Plan on 1-2 follow up “booster” training events
  - Two months after initial training.
  - Use examples of most common problems, and have students rehearse how to use the Stop-Walk-Talk routine.

Adapting for Middle/ High School

- Students involved in selecting the “stop” responses (gesture, word)
- Consider more active role for students as trainers of the Stop/Walk/Talk response sequence.
- Adapt examples to fit developmental level, cyber risk, etc.
- Main message from adults is that we will act to ensure student safety.

C. Adult Orientation
Faculty/Staff Orientation:
Objectives

- Faculty can define logic for BP-PBIS
- Common “stop” signal adopted for whole school
- Faculty can teach “student orientation” skills
- Faculty reward/recognize student use of BP “stop” routine
- Faculty manage “student reporting” routine
- Faculty can deliver “booster training”
- Faculty can deliver “pre-corrects”
- Faculty collect and use data for decision making

Faculty/Staff BP Orientation:
Bully Prevention Logic

- Provide logic:
  - Define bullying behavior
  - Define the impact of bullying behavior on social and educational outcomes for students
  - Review current data from school
  - ODRs for harassment, aggression, fighting, inappropriate language
  - Review informal reports from students, faculty or families.
  - Conduct survey (if appropriate)
  - Review national patterns
  - 30% of students report experiencing bullying behavior
  - Review goal for embedding bully prevention within current PBIS effort
  - Provide summary of BP-PBIS core elements
  - Review empirical support for Bully Prevention within PBIS

Faculty/Staff BP Orientation:
Deliver Student Orientation

- How to Deliver the Student Bully Prevention Orientation
  - Review logic for being “respectful”
  - Need to remove the attention (oxygen) that sustains disrespectful behavior.
  - Teach four student skills.
    - How to indicate “stop” if you are treated disrespectfully
    - How to respond if someone asks you to “stop.”
    - How to say “stop” if you see someone else treated disrespectfully
    - How to walk away and get help
  - Teach students to be clear about what to expect from adults when they ask for help.
Faculty/Staff BP Orientation:
Rewarding Appropriate Behavior

- Effective Implementation and Generalization of BP routines requires that students receive recognition for appropriate behavior, the FIRST time they attempt to use the new skills.
  - Look for students that use the 3 step response (Stop-Walk-Talk) appropriately and provide recognition of their skill.
  - Students that struggle with problem behavior (either as victim or perpetrator) are less likely to attempt new approaches.
  - Reward them for efforts that are good approximations.

Faculty/Staff BP Orientation:
Responding to Report of Bullying

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

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

Determine if “stop” response was used
  - If “stop” used provide praise, and connect with perpetrator
  - If “stop” response was not used, practice the Stop-Walk-Talk routine with the student reporting a problem.

Determine if “stop” response was followed
  - If “stop” not followed, practice how to stop when asked.

Faculty/Staff BP Orientation:
Responding to Report of Bullying

With student reporting Bullying:

“Did you tell ______ to stop?”
  - If yes: “How did ______ respond?”
  - If no: Practice the 3 step response (stop-walk-talk).

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

“Okay, I will take it from here.”
When the reporting child did it correctly...

With student reported to have done bullying:

Reinforce the student for discussing the problem with you

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

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

Practice the 3 step response (stop-walk-talk).
  - The amount of practice depends on the severity and frequency of problem behavior

Faculty/Staff BP Orientation: Booster

- Build in "booster" training events
  - **Week One:** In-class follow up/reminder.
    - Identify situations where "stop" worked
    - Identify situations where "stop" did NOT work.
  - **Two months** after initial student training, hold a brief review of Stop-Walk-Talk routine.
    - Select examples that are like three problem events that been reported.
  - **Four months** after initial student training, consider holding another brief review of Stop-Walk-Talk routine.

Faculty/Staff BP Orientation: Pre-correcting

- Pre-correcting for effective bully prevention.
  - First two weeks after whole-school BP orientation
    - Identify 2-3 times when bullying is most likely (playground, cafeteria, assembly).
    - For the first two weeks after training, teachers will rehearse "Stop-Walk-Talk" guidelines just before releasing students for the activity.
  - Pre-correct students needing more support
    - For students with higher likelihood of bullying or victim behavior
    - Rehearse "Stop-Walk-Talk" guidelines just before releasing students for activities with high-probability of problem behavior.
  - As a team: How will you prompt pre-correcting?
D. Data Use

- Office Discipline Referral Data
  - Whole school
  - Individual students
- Student/Staff surveys
  - School climate survey
  - Harassment survey
- Fidelity
  - Fidelity checklist.
  - Are we doing the BP-PBIS program as planned?

Using ODRs

- Do we have a problem?
- Do we need the BP-PBIS program?
- If we use the program: Is the BP effort effective?

- Remember that many instances of bullying are NOT reported by students, or recorded in the ODR data.
Referrals By Problem Behavior

Fidelity Data

- Quick check
  - Are we implementing BP-PBIS?
  - 8 questions (use with whole team, or whole school)
  - Always build into action plan
- Score percentage of items with most people rating “in place”
BP-PBIS Fidelity Self-Assessment

| Feature                                                                 | Not In Place | Partially In Place | In Place | Needed Actions
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. School-wide Expectations are defined and taught to all students (respect others)</td>
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</tr>
<tr>
<td>2. BP-PBIS initial training provided to all students</td>
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<tr>
<td>3. BP-PBIS follow-up training and practice conducted at least once 2 mo after initial training (if more needed)</td>
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<tr>
<td>4. At least 80% of students can describe the &quot;stop routine&quot; to problem behavior (stop/walk/talk) (ask 10)</td>
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</tr>
<tr>
<td>5. At least 80% of students can describe &quot;stopping routine&quot; (ask 10) when they are asked to &quot;stop&quot;</td>
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<tr>
<td>6. Supervisors check-in with (precorrect) chronic perpetrators and victims at least 2 times/week</td>
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<tr>
<td>7. Staff use BP-PBIS &quot;response routine&quot; for student reports of problem behavior</td>
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<td></td>
</tr>
<tr>
<td>8. Student outcome data are collected and reported to all faculty at least quarterly</td>
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</tbody>
</table>

E. Advanced and Individualized Support

Advanced and Individualized Support

- School-wide PBIS and BP-PBIS will not be sufficient for all students.

- Aggressive, bullying behaviors occur for many reasons
  - Mental Health issues
  - Family dynamics
  - Disabilities

- Use your data to identify students in need of more intense support and refer them to your team.
Intensive Individual Supports (Tier 3)

- Full Assessment
  - Functional behavioral assessment
  - Academic assessment
  - Social emotional assessment
  - Family support
- Individualized intervention
  - Prevention
  - Instruction / Teaching
  - Formal contingencies
  - On-going data progress monitoring

E. Implementation

Implementing Bully Prevention

<table>
<thead>
<tr>
<th>Phase</th>
<th>Does your school need a bully prevention program?</th>
<th>Office discipline referrals</th>
<th>Student survey</th>
<th>Faculty / family reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>Build the foundation Faculty Orientation</td>
<td>Team developed / trained</td>
<td>&quot;Stop&quot; signal selected</td>
<td>Faculty orientation (logic)</td>
</tr>
<tr>
<td>Installation</td>
<td>Build BP curriculum and teaching plans</td>
<td>Build BP to all students</td>
<td>Schedule and conduct &quot;booster&quot;</td>
<td></td>
</tr>
<tr>
<td>Full Implementation</td>
<td>Monitor fidelity and impact</td>
<td>Adapt to unique needs</td>
<td>Build sustainability</td>
<td>Collect and use data</td>
</tr>
</tbody>
</table>
How to Implement Bully Prevention in PBIS

School
- Implement School-wide PBIS
- Faculty commitment
- Faculty introduction to BP
- Team to implement
- Student Forum
- 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-PBIS
  - Fidelity of implementation
  - Impact on student behavior

Tentative Timeline for Consideration

March-May: Build Bully Prevention Foundation
1. Student Survey
2. Staff Discussion
3. Student Forum
4. Curriculum Development/Adoption

Aug-Sept: Typical PBIS kick-off
1. Teach expectations

Oct-Nov: Faculty Orientation
1. Student Training

Prevention in Bully 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 (PBIS) program. The guide is intended to support school teams as they develop the essential plan that will ensure the implementation of the plan will be effective, consistent, and beneficial to students, families, and faculty.

School Building Planning Team

Action | Criterion | In Place | Partially In Place | Not In Place | Who? | By When?
--- | --- | --- | --- | --- | --- | ---

1. Faculty/Staff Readiness
   - Team definition and implementation of BP-PBIS
   - All faculty/staff read the BP-PBIS manual
   - All faculty/staff have received BP-PBIS orientation training

2. Curriculum Delivery Schedule
   - BP-PBIS lessons delivered to all students
   - Plan developed for BP-PBIS orientation for students who enter during the year

3. Follow-up/Booster
   - Follow-up lessons scheduled to occur during a two-month period
   - Follow-up lessons delivered at least twice after initial training

4. PBIS team
   - PBIS set as a standard item on the PBIS team agenda
5. Coaching Plan developed for coaching and feedback for playground supervisors. Coaching for playground, lunch, hall supervisors provided at least twice, and as needed after.

6. Evaluation/Monitoring Quarterly review to assess if BP-PBS is being used as intended (fidelity). Monthly review of office referral and incident reports related to bullying (assess aggression, harassment, threats). Collect study BP survey data at least annually.

7. Social Validity Review efficiency and impact with families, faculty, students.

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### District Leadership Team

<table>
<thead>
<tr>
<th>Action</th>
<th>Criterion</th>
<th>In Place</th>
<th>Partially In Place</th>
<th>Not In Place</th>
<th>Who?</th>
<th>By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bully Prevention orientation for New Faculty</td>
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<tr>
<td>District update at least once a year</td>
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<tr>
<td>District Trainer</td>
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</tbody>
</table>

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### Resources

- Presentation materials adapted from: Bully Prevention in Positive Behavior Support
  - Scott Ross (Utah State University) and Rob Horner (University of Oregon)
- Curriculum Available at: www.pbis.org
- www.wisconsinpbisnetwork.org - Wisconsin PBIS Network
- www.stopbullyingnow.hrsa.gov - U.S. Department of Health and Human Services
- www.children.org - Committee for Children
- http://cyberbullying.org - Center for Safe and Responsible Internet Use