Bullying Prevention and Intervention
For Students with Disabilities

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Goal for the Day

Define a system of Bullying Prevention for your school

- **Objective 1**: Understand the problem and the function
- **Objective 2:** Evaluate your bullying prevention culture
- **Objective 3:** Catch kids doing it right
- **Objective 4:** Remove the reinforcement that drives bullying

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The Logic:
Why invest in Bullying 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
  - (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).

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What about Individuals with Disabilities?

▸ Girls in special education are **3.9 times** more likely than girls in general education to be victims of bullying

▸ Boys in special education are **2.4 times** more likely than boys in general education to be victims of bullying - (Farmer, et al., 2012)

▸ When rates for being bullied were compared by disability type in Elementary Schools, students with ED and students with OHI were bullied at significantly higher rates than other students with disabilities **(40.6% and 36.3% vs. 24.5%)**

▸ When compared to students with disabilities overall, the risk of repeated victimization is highest for students with ASD's **(13.8 times more likely)** – (Blake, et al., 2012)

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▸ Students who are perceived to be different are at greatest risk of bullying and victimization

▸ Disabilities like ASDs may be accompanied by social skill and communication deficits that cause children with these disabilities to be seen as "different"

▸ Social and Communication Deficits may also make it more difficult for children with ASDs to accurately interpret ambiguous acts of aggression as hostile

▸

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
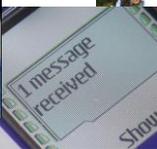
▸ 6

Think, Pair Share

facebook.

▸ Think
  - ▸ What are common forms of bullying in your schools?
  - ▸ How do staff typically respond to incidents?
  - ▸ What school practices or conditions that may make problems worse?

▸ Pair:
  - ▸ Share with your partner

▸ Share:
  - ▸ An idea or experience you heard from your partner

Problems with Bullying Prevention

▸ Bullying Issues
  - ▸ 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?
  - ▸ 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.
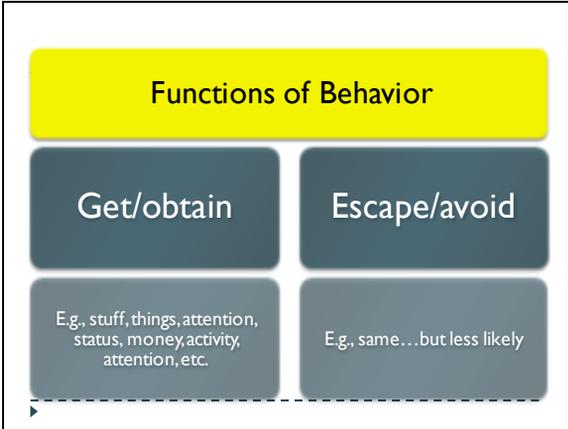   - ▸ (Merrell, Gueldner, Ross, and Isava, 2008)

Understanding the Function of Bullying

- · If a student repeatedly engages in a **problem behavior,** he/she is most likely doing it for a reason, because it is paying off for the student.

- · The behavior is **Functional** or serves a purpose

- · Behavior is a form of **communication.** Unfortunately some students learn that Problem Behavior (bullying) is the most **effective** and **efficient** way for them to get their needs met

Functions of Behavior

Get/obtain	Escape/avoid
E.g., stuff, things, attention, status, money, activity, attention, etc.	E.g., same…but less likely

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The ABC's of Behavior

- What happens **before (A or antecedent)** the behavior occurs? What is the trigger?

- What is the behavior (B)?

- What happens after (Consequence) the behavior occurs? What is the outCome?

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Learning & A➜B➜C
What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class		

Slide 1

Learning & A➜B➜C
What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class	Student tries to do the problem at the board, but struggles	

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Slide 2

Learning & A➜B➜C
What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class	Student tries to do the problem at the board, but struggles	Peers laugh at student and one says aloud, "that one is so easy" **Bad OutCome for Student**

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Slide 3

Learning & A➜B➜C

A	B	C
Student is asked to do a math problem in front of the class	Student tries to do the problem at the board, but struggles	Peers laugh at student and one says aloud, "that one is so easy" **Punishing Consequence**
NEXT DAY		
Student is asked to do a math problem in front of the class	**Student:** **-Hits peer** **-Calls teacher name or** **-Disrupts**	**Teacher calls on someone else & sends** *TASK & Failure AVOIDED!!!*

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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"

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Learning to Bully

A	B	C
Unpopular Student Sits with Popular Peers		

▸

Learning to Bully

A	B	C
Unpopular Student Sits with Popular Peers	Student tries to access peer attention by engaging appropriately	

▸

Learning to Bully

A	B	C
Unpopular Student Sits with Popular Peers	Stu... ...to ... peer ...tentic... by e...gaging app... ...ly	Peers roll eyes and ignore the student **Bad OutCome for Student**

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Learning to Bully

A	B	C
Unpopular Student Sits with Popular Peers	Stu... ...to ...peer ...tentic... by e...gaging app... ...ly	Peers roll eyes and ignore the student **Punishing Consequence**
NEXT OPPORTUNITY		
Another Unpopular Peer Sits Down	**Student: Teases or "bullies"**	**Popular peers laugh and otherwise reinfor...** *Reinforcement Achieved!!!*

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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

Trigger/Antecedent   **Bullying Behavior**   **Rewarding Consequence**

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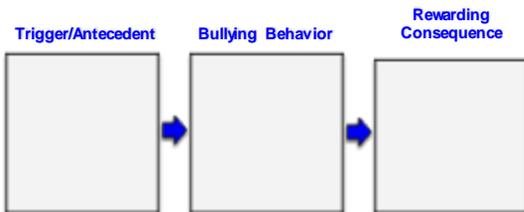
Why is understanding the Function of Behavior important?

▸ When we arbitrarily select interventions (without basing them on the function of student behavior) we often choose interventions that can make the student problem behavior worse, or more resistant to change

  ▸ Time out for a student who is acting out to avoid math problems

  ▸ Giving a 'talking to' a student who is engaging in problem behavior to get adult attention

▸

"Have you ever seen...."

  ▸ *"Lance, since you don't seem to want to be a part of our reading group, why don't you go to time out."*

  ▸ *"Phoebe, I'm taking your book away because you obviously aren't ready to learn."*

  ▸ *"You want my attention?! I'll show you attention,...come out to the hallway with me and we're going to have a talk before you go to see the Principal."*

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Proactive Interventions

A	B	C
Antecedent Interventions	**Behavior Interventions**	**Consequence Interventions**
Interventions occurring before the behavior occurs	Teach behaviors to use instead of the problem behavior	Interventions that occur after (in response to) positive or negative behavior
Emphasis on Interventions to prevent problem behavior	Emphasis on explicitly Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior

Brainstorm intervention ideas for your example of bullying

Come up with at least one option in each box

Antecedent Interventions	Behavior Interventions	Consequence Interventions
Prevent problem behavior	Teach Alternate Behavior	Reinforce Behavior
Prompt Alternate/Desired Behavior	Teach Desired Behavior/ Academic/ Social Skills	Response to Problem Behavior/ Corrective Feedback

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Check for Understanding

1. What is the technical definition of bullying and why is it problematic?
2. What are problems with previous attempts at bullying prevention?
3. What function drives bullying?

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Systematic Bullying Prevention

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

  ▸ Create a positive culture in schools (objective 2)

    ▸Reinforce students for standing up for one another (objective 3)

  ▸ Remove the "pay off" (e.g. praise, attention, recognition) that reinforces bullying. (objective 4)
    ▸Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying.

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National Responses to Bullying

Bullying Requirements	SWPBIS
Bullying Coordinator	Coach/Team Leader
School Climate	Preventive Tier I
Data Systems	SWIS
Event Reporting	Systematic ODR
Response Team	Leadership Team
School & Community	School & Family
Staff Prof Dev	Data-based Prof Dev
Evid-base Practices	RCT & SSR Research

RCT & Group Design PBIS Studies

Bradshaw, ... A. & Leaf, P.J. (2009). Altering school climate through school-wide Positive ... dings from a group-randomized effectiveness trial ...

Bradshaw, ... -wide Positive Behavior ... sc...

Bradshaw, ... Behavioral ... effectiveness ...

Brads... school-wide ... s from a ...

Hor... ndomized, wait-list controlled ... mentary schools. *Journal of Positive Be...*

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining ... chool-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.

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 ...

Callout:
- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- Reductions in teacher reported bullying behavior & peer rejection

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Objective 2 Activity: Handout #3
Bullying Prevention Culture Assessment

- **Evaluate your culture for bullying prevention**

- **Complete the survey on your own**
  - **Start on pages 2 and 3, filling in the forms**

- **Then, as a group discuss the major strengths and areas of weakness**
  - **Try to come up with specific goals for making an immediate change**

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Objective 3: Catching kids doing it right

- Getting students to buy-in to an intervention is half the battle (or more than half)
- Older students need to be involved in every phase of intervention development
  - Create a student team prior to implementation
    - Team can help develop interventions
    - Conduct surveys
    - Help teach lessons
      - Assemblies
      - Videos

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Step 1: Conduct a Pre-Post Survey

▸ 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

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Step 2: 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):

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Step 3: The Stand for Courage Team

The SfC team is given 4 duties
  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
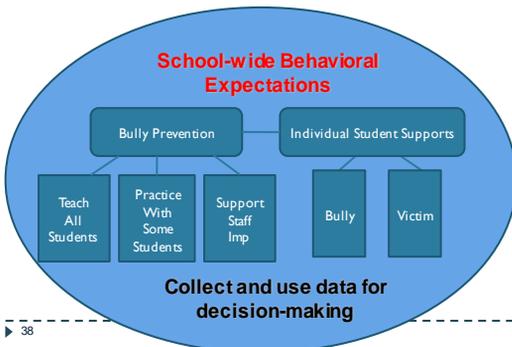 4. Report results of intervention to the school

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Objective 3 Activity: What will the student leadership look like in your school?

▸ Discuss with your table the steps necessary to create a student leadership team or otherwise ensure student buy-in..
  ▸ When would it need to be done?
  ▸ What specific steps are necessary?
  ▸ What barriers do you foresee?

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Objective 4: Removing the Reinforcement for Bullying

School-wide Behavioral Expectations

Bully Prevention | Individual Student Supports

Teach All Students | Practice With Some Students | Support Staff Imp | Bully | Victim

Collect and use data for decision-making

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Objective 4: Removing the Reinforcement for Bullying

School-wide Behavioral Expectations

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Teach All Students | Practice With Some Students | Support Staff Imp | Bully | Victim

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▸ 39

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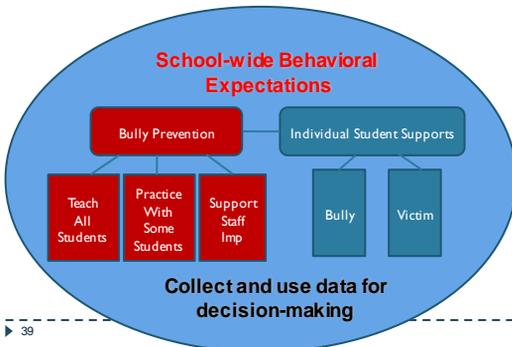
Core Features of BP-PBS

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

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1. Introduction

Teach school-wide expectations first!

- Teach students to recognize "respectful" versus "non-respectful" behavior.
- Discuss examples (and non-examples) of following school-wide rules in specific settings.
- Use non-examples (e.g. problem behaviors) from outside the classroom:
  - Basketball, four square, between classes, hanging out in the parking lot.
  - The word "bully" is never used

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

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2. How Students Respond: Stop Routine

- Teach a clear, simple, and easy school-wide way to remove the peer attention and break the cycle of problem behavior before it can become severe.
- If someone does something disrespectful to you *or someone else*, use the stop routine
- Because talking is tough in emotional situations... always include a physical "signal" that students can use as well.
- Examples

  Stop   Quit it
  Enough   Over the line
  Use Another word

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Teach "Walk"

Often, even when students tell others to "stop", problems won't be resolved. When this happens, students are to "walk away" from the problem behavior (remove themselves from the situation).

- **Students should help others walk away too**
- **Students can also be taught that they can comfort victims of disrespect after helping them walk away**

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Teach "Talk"

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

- Report problems to adults
  - What is appropriate and inappropriate reporting?
    - **"Talking"** is when you have tried to solve the problem by using the stop routine
    - **Inappropriate Reporting** is when you do not try the "stop" or "walk away" steps first
    - **Inappropriate Reporting** is when your goal is to get the other person in trouble
- An exception to the rule: If students are in significant fear of their safety, they should skip the "stop" and "walk" steps, and go immediately to an adult

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3. Teaching a Reply: The Stopping Routine

- Eventually, every student will be told to stop.
- *Here is the rule: If someone asks you to stop doing something that they think is disrespectful, you stop – whether you were doing it on purpose or not.*
- When you are asked to stop, do the following:
  - Stop what you are doing
  - Take a deep breath
  - Go about your day (no big deal)
    - At this point, students can problem-solve, apologize, or just drop it

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4. How Adults Respond

When a student reports problem behavior, all adults should follow a specific response sequence:

First, let students know that their report is important
- Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")

Ensure the student's safety.
- Is the behavior still happening?
- Is the reporting student at risk?
- 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?" (If yes, praise student for using appropriate response. If no, practice.)

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Addressing the Perpetrator…

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 stop routine and the stopping routine
- ☐ The amount of practice depends on the severity and frequency of problem behavior
- ☐ 2 minute rule - If a supervisor can't address a report within two minutes, that issue should be referred to an alternate time/setting/staff member for processing.

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Activity – Part I

- With a partner discuss a "stop" response you think would work in your school (or a couple possibilities)
- Keep the language simple
- Provide a hand signal that can be matched to the statement if necessary
- Remember, what you think is "cool" probably won't be cool to the students, simply because an adult came up with it
  - How would your stop routine be used in situations of gossip?
  - How would your stop routine work online?

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Activity – Part 2

- In groups of **4-5**:
  - Practice a stop routine: Separate roles into: Supervisor, Perpetrator, Victim, and Bystander.
    - Try to find situations where the stop routine may not work

Improving Student Implementation: Checking-in

- Chronic victims and perpetrators will struggle the most implementing a new strategy

  - Every day, at the beginning of unstructured times, adults in the school should check in with a student or a group of students and remind them of the stop routine and how to reply if another student uses the routine with them.

  - At the end of the unstructured time, adults check in again, ask about how it went, and reinforce students for their efforts.
    - Don't underestimate the power of this added intervention!

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

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Handout #5

PROBLEM BEHAVIOR OUTSIDE THE CLASSROOM

Staff Name: _____ School: _____

Today, how many of the following occurred:

Date:	Check-ins	Positives given for stop routine	Reports of Problem Behavior	Practices of stop routine with students	ODRs Given out for Problem Behavior

Comments:

Appropriate staff response to reports of problem behavior outside the classroom.
Time:
1-2 Minutes

When a student reports disrespect, adults should follow a specific response sequence:

- **First, let students know that their report is important**
  - Reinforce the student for reporting (i.e. "I'm glad you told me.")
  - Use reflective statements to let the student know you are listening to them
  - Use supportive statements to let the student know you care
- **Ask who, what, when and where.**
- **Ensure the student's safety.**
  - Is the non-respect still happening?
  - Is the reporting student at risk?
  - 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?"** (If yes, praise student for using appropriate response. If no, practice.)

When addressing the perpetrator...

- 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 stop routine and the stopping routine
The amount of practice depends on the severity and frequency of problem behavior.

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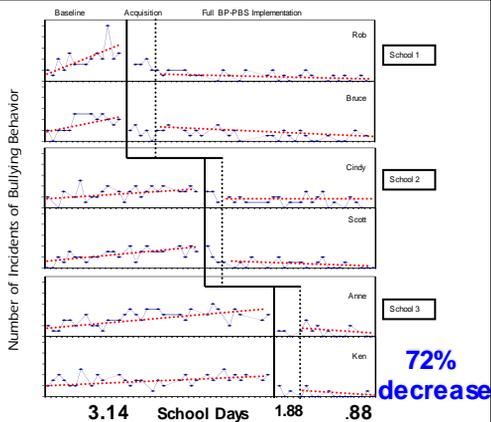### Research on BP-PBS

- 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)

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Number of Incidents of Bullying Behavior

Baseline | Acquisition | Full BP-PBS Implementation

Rob — School 1
Bruce
Cindy — School 2
Scott
Anne — School 3
Ken

72% decrease

3.14 **School Days** **1.88** **.88**

Conditional Probabilities of Victim Responses to Problem Behavior

Baseline
BP-PBS

Probability of Response

50%
40%
30%
20%
10%
0%

28% increase
19% decrease

"Stop"
"Walk"
Positive Response (laughing/cheering)
Negative Response (crying/fighting back)
No Response

Conditional Probabilities of Bystander Responses to Problem Behavior

Baseline
BP-PBS

Probability of Response

50%
40%
30%
20%
10%
0%

22% decrease
21% increase

"Stop"
"Walk"
Positive Response (laughing/cheering)
Negative Response (crying/fighting back)
No Response

Pre-Post Surveys in 25 elementary schools over the last 2 years

Pre-BPPBS
Post-BPPBS

5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0

I feel safe
Students treat me respectfully
I treat other students respectfully
Adults treat me respectfully
I treat adults in my school respectfully
How many times have other students treated you...
How many times did you see someone else treated...
How many times did you ask someone else to "stop"?
How many times did someone ask you to "stop"?
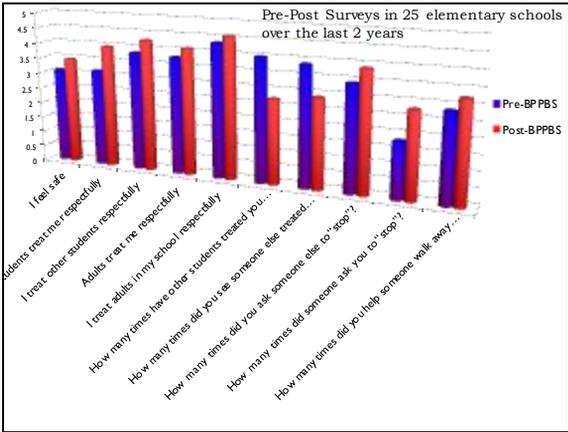How many times did you help someone walk away...

Check for Understanding

1. What are the jobs of an effective student leadership team?
2. What are some advantages of a school-wide "stop" sequence?
3. What steps are necessary for effective and sustainable implementation of BP-PBS?

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Action Planning Time (handout #6)

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?

‣Building capacity
  ‣ What help is needed from the district?
  ‣ What materials and protocols need to be developed?

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For More Information

‣ Curriculum Available at: www.pbis.org
‣ Stand for Courage website: www.standforcourage.org
‣ Contact me at: scott.ross@usu.edu

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