



# Bully Prevention

## Positive Behavioral Interventions and Supports

Technical Assistance Center Brief

### Positive Behavioral Interventions and Supports (PBIS)

is a multi-tiered intervention framework for improving the effectiveness, efficiency, and relevancy of evidence-based practices that can help prevent school violence and bullying behavior. Research shows that implementation of PBIS reduces behavior problems in schools, improves school climate, reduces teacher stress, increases student instructional time and reduces bullying in schools. By investing in PBIS, schools are creating cultures that prevent the development and occurrences of bullying behavior.

### Incidents of Bullying in California Schools

In 2010, Seth Walsh, a 13-year-old California student took his own life after being the recipient of anti-gay bullying behavior ([www.ACLUNC.org](http://www.ACLUNC.org)). California subsequently passed AB 9, also known as "Seth's Law", which requires districts to adopt comprehensive anti-bullying policy, procedures for investigating complaints of bullying and how school staff will intervene, mandates schools to publicize the anti-bullying policy and complaint process, and post bully prevention resources and supports for victims of bullying on the district website. In addition to Seth's Law, California has a total of ten state laws addressing bullying behavior ([www.stopbullying.gov](http://www.stopbullying.gov)). While California is making progress to create safe environments, recent data in suggests schools, families, individuals, and communities must continue to work together to foster safe and positive environments.

A recent summary of bullying and harassment in California by the Lucile Packard Foundation for Children's Health, found that between 2008 and 2010, 42% of 7<sup>th</sup> graders, 35% of 9<sup>th</sup> graders, and 28% of 11<sup>th</sup> graders in California report being bullied or harassed at school at least once in the past year for any reason [www.kidsdata.org](http://www.kidsdata.org), 2013. The following are important points highlighted by the Lucile Packard Foundation brief:

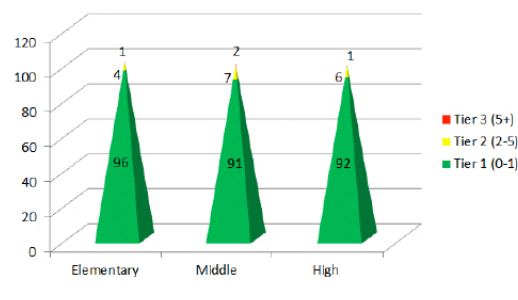
- Race or national origin was identified as being the most common reason youth are bullied or harassed at school (19% of 7<sup>th</sup> graders, 17% of 9<sup>th</sup> graders, and 14% of 11<sup>th</sup> graders in 2008-2010.
- 26% of African American/Black students reported being bullied due to their race at least once in the past year.
- 24% of Asian American and 23% of Native Hawaiian/Pacific Islander students reported being bullied due to their race at least once in the past year.
- Sexual orientation (8 – 12% of students in grades 7, 9, and 11 reported one or more incidents at school in the past year), was reported as a reason of being bullied.
- Gender was cited at 7-11%, religion was cited at 9-10%, disability was identified at 4-6%, and "any other reason" was reported at 15-27%.

**Bully Prevention in Positive Behavior Interventions and Supports (BP-PBIS)** is a prevention-focused approach to student support that blends socially valued outcomes, research-based procedures, behavioral science, and systems change work.

BP-PBIS ensures that all students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings.

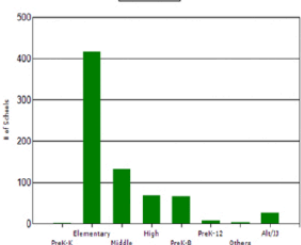
The effectiveness and durability for implementing BP-PBIS is dependent upon: the use of good data systems; efficient progress monitoring tools; skilled school personnel; on-going and embedded professional development; formal coaching and coordination supports; and adequate school and district systems to sustain meaningful outcomes with accurate implementation.

California PBIS Schools  
% Major Office Referrals by Tier



The summary found that students who were less connected to their educational setting more often reported receiving bullying behavior or harassment. Schools are looking for solutions to decrease and eliminate incidents of bullying behavior. Policies must reciprocally support comprehensive and evidence-based practices. Positive Behavioral Interventions and Supports is a framework which allows students to connect to their school environments and creates opportunities to establish positive relationships with culturally diverse populations.

California - Summary of SW-PBIS Schools by Grade-level 2012-13-2013-13



# Multi-Tiered Approach to Bully Prevention

Adapted from *Reducing Effectiveness of Bullying Behaviors in School*, OSEP Center on Positive Behavioral Interventions and Supports

## Tier I

Effective Tier I prevention supports most students and identifies when more intensive (Tier II and III) interventions are required. Implementation of evidence-based practices is intended for students who engage in bullying behavior as well as those who are targets and observers of bullying behaviors.

All students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings. Specific bully prevention practices are embedded in team trainings as well as specific bully prevention campaigns. These campaigns are designed and taught using student advisory and cross-age peer instruction.

## IPBS

**Intensive Positive Behavior Support (IPBS)** is a continuum of Tier II and III evidence-based interventions supporting students with behavioral challenges. IPBS is designed to be implemented within a multi-tiered model of prevention and thus builds off of and enhances Tier I systems, practices and data.

Even when Tier I practices are implemented with fidelity, a relatively small proportion of students (initiators, targets, bystanders) will require more than Tier I supports. For students whose bullying behavior does not improve IPBS should be considered.

*Just more severe consequences have proven to be ineffective.*

These supports would be initiated by increasing consideration of behavioral function or purpose (e.g., "bully behavior results in access to bystander, target, and/or adult attention;" "target behavior results in access to peer and/or adult attention;" "bystander behavior results in access to initiator attention").

Based on the function of a student's behavior, students would (a) begin the day with a check-in or reminder about the daily expectations; (b) be more overtly and actively supervised; (c) receive more frequent, regular and positive performance feedback each day; and (d) conclude each day with a checkout or debriefing with an adult.

Teams coordinate the appropriate IPBS interventions based on a contextually developed school-wide menu of practices and supports.

### Leadership Team and Commitment

A PBIS school leadership team is committed to understanding and pursuing professional development for evidence-based practices in the areas of; systems change work, behavioral science, cultural proficiency and active supervision.

### Behavioral Statement of Purpose

Develop a brief statement of purpose reflecting the "why" behind the implementation and support of a positive social school culture and climate used to match words with actions.

### Positive Behavioral Expectations

An inclusive process to establish school-wide social expectations focusing on behavior from a positive perspective and proactive approach, focusing on what is expected of students/staff and are posted in all classroom, common areas, publications and community settings.

### Teaching Positive Behavioral Expectations for Staff Members

All staff are taught a common strategy for preventing and responding to disrespectful (bullying) behavior:

- \*Teach and provide practice for the behaviors that represent three to five positive school-wide behavioral expectations and STOP-WALK-TALK and/or RESPECT Routines
- \*Actively and positively supervise all students across all school settings
- \*Engage in high rates of positive interactions and contact with all students
- \*Arrange classroom instruction so all students are actively academically engaged, successful, and challenged
- \*Consistently following action flow chart and/or reporting routines

### Teaching Positive Behavioral Expectations for Students

All students are taught a common strategy for preventing and responding to disrespectful (bullying) behavior across ALL setting:

- \*To avoid situations where bullying behavior is likely to occur
- \*To empower themselves with response strategies to remove the social rewards of the disrespectful behavior, and prevent the behavior from escalating
- \*To remove what triggers and maintains the disrespectful behavior
- \*To report disrespectful behavior

### Acknowledgement Systems

Systems are in place to explicitly acknowledge and provide feedback concerning safe and respectful behaviors in all settings.

- \*Staff and family engage in high rates of positive interactions and contact with all students
- \*Staff and students are acknowledged for safe and respectful behaviors
- \*Students are acknowledged for using the 3 part response signal and/or using Respect Routines
- \*Staff and students are acknowledged for following school-wide response sequences and reporting procedures

### Responding to Problem Behaviors

Faculty practice and follow the school-wide response and reporting sequences for:

- \* students reporting incidents of disrespectful behavior
- \*students accused of disrespectful behavior
- \*active listening strategies to encourage student reporting.

### Data for Decision-making

[School Safety Survey](#) and [School Climate Needs Assessment](#)

- \*establishes an awareness, intention and need for a school-wide bully prevention campaign
- \*establishes pre- and post-intervention data to assess if implementation has an effect on the way students, staff and community view school safety

[Fidelity Checklist for Trainers](#)

- \*tracks the implementation of the different components of the intervention throughout the school year

[Fidelity Checklist for Staff Members](#)

- \*serves as a reminder of the different steps staff members should take when bullying incidents occurs

[The Lesson Preparation Evaluation](#)

- \*gives teacher feedback by a peer coach on presenting lessons which can also be used by teachers for self-evaluations

[Student Survey](#)

- \*assess students' perceptions of their school environment and their responses to bullying and harassment behaviors

[Schoolwide Information](#)

- \*data collection systems for evaluating and problem-solving school climate

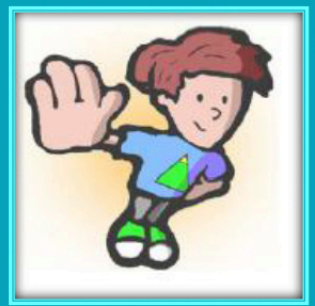
# BP-PBIS Planning Guide

**MOVING FROM DISCUSSION TO ACTION:** This planning guide is designed to be used by teams implementing bully prevention 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 the bully prevention effort will be implemented well, sustained, and a benefit to students, families and faculty.

**NOTE:** This Planning Guide is designed for school teams who ALREADY have Tier I PBIS in place. Behavioral expectations (including "be respectful") have already been taught to all students.

Action	PBIS School Site Criterion	Yes Partial No	What?	Who?	By When?
School-wide Readiness	PB-PBIS Team and Support Coach defined and trained to lead implementation of BP-PBIS				
	Student Advisory Teams and/or Student Forums have been defined and introduced to BP-PBIS				
	Inclusive agreement for defined Three-Step Response and/or Respect Routines				
	Team contextual curriculum and classroom lesson plans for training manual				
	School Safety Survey and School Climate Needs Assessment completed				
	BP-PBIS orientation training for staff, parents and community				
Curriculum Delivery	Schedule developed for student BP-PBIS training				
	BP-PBIS lessons delivered to all students				
	Plan developed for BP-PBS orientation for students who enter during the year				
Follow-up/ Booster	Follow-up lessons scheduled to occur during two month period after initial student training.				
	Follow up lessons delivered at least twice after initial training, including practice in applicable settings				
PBIS Team	BP-PBIS set as a standard item on the PBIS team agenda				
Coaching	Plan developed for coaching and feedback for playground supervisors				
	Coaching for playground, lunch, hall supervisors provided at least twice, and as needed after.				
Evaluation/ Monitoring	Quarterly review to assess if BP-PBS is being used as intended (fidelity) using Trainer, Staff, Student Implementation Checklists				
	Monthly review of office referral and incident reports related to bullying behaviors (aggression, harassment, threats)				
Social Validity	Review efficiency and impact with families, faculty, students				

Adapted from Ross, S., & Horner, R., (2009). *Bully Prevention in Positive Behavior Support Planning Guide*. University of Oregon.



## STOP WALK TALK

is a bully prevention campaign, preschool to elementary, which give students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.

## EXPECT RESPECT

has been developed with, by, and for middle and high schools. It builds from a long history of establishing school-wide positive behavioral interventions and supports, and is based on procedures that have been documented to be effective in reducing bullying in elementary schools. Procedures have been adapted to acknowledge and take advantage of the developmental level of middle and high school students, the organization of faculty and staff members, and the common commitment of a school community to creating a learning environment that is safe, respectful, and encouraging.

## Bully Prevention Campaigns

**STOP WALK TALK** (Ross and Horner, 2010) and **EXPECT RESPECT** (Stiller, Neese, Tomlanovich, Horner and Ross, 2012) are two research-based bully prevention campaigns which blend socially valued outcomes, evidence-based procedures, behavioral science and systems-change work. These explicitly taught bully prevention campaigns not only decrease incidents of bullying behavior, but also increase appropriate recipient responses to bullying behavior and appropriate bystander responses to bullying behavior (Ross, S., Horner, R. (2009) *Bully Prevention in Positive Behavior Supports Journal of Applied Behavior Analysis*, 42, 747-759.) Each campaign incorporates school-wide positive behavior support, explicit instruction regarding a 3-step response to problem behavior, and a reconceptualization of the bullying construct. This gives students the tools necessary to remove the social rewards maintaining inappropriate behavior; thereby decreasing the likelihood of problem behavior occurring in the future.





**Voices for Positive Choices™** is an on-line resource library, [bullypreventionpbis.org](http://bullypreventionpbis.org) supporting the implementation of BP-PBIS campaigns. CaITAC-PBIS, Inc. manages the website by providing opportunities for deeper understanding and exploration of the logic and behavioral science for sustainable BP-PBIS implementation.



**Voices for Positive Choices™** is a sharing platform for a community of voices (students, educators, parents, researchers and the community) who have established a social culture where RESPECTFUL behavior is expected and rewards for bullying are NOT provided. The website is designed to enhance skills, support efforts and share experiences through a community of practice where everyone can be a part of making positive choices. Not only is this a sharing platform for student projects and school trainings, it is also an opportunity to keep current with the latest bully prevention and PBIS research and legislation, training opportunities and current events. CaITAC-PBIS, Inc. in partnership with the National Center on PBIS provides support to schools implementing and looking to implement bully prevention strategies.

## PBIS Skillbuilders™ Professional Development Series

Innovations to Support Continuous Improvement and Sustainability

### Bully Prevention-PBIS Campaign STOP WALK TALK and EXPECT RESPECT

Two-day training for a team of five members interested in implementing a school-wide bully prevention campaign.  
Four-day training for trainers interested in shadowing and coaching teams in training implementing a school-wide bully prevention campaign.

**Cost:**

\$600.00 for each five member team  
\$600 Training for Trainers  
Registration on line at [www.pbiscaltac.org](http://www.pbiscaltac.org)

### Two-Day Team Training

9/20/2013  
12/13/2013

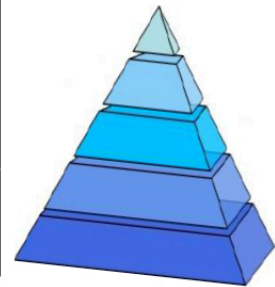
### Four-Day Training for Trainers

9/20/2013  
12/13/2013

TBA (2) Webinars

### Back Bay Conference Center

Michelson Drive  
Irvine, CA  
8:30 a.m. to 3:00 p.m



In partnership with the National Technical Assistance Center on Positive Behavioral Interventions and Supports, CaITAC-PBIS, Inc. is a nonprofit organization passionate about bringing positive change to our schools by creating safe, positive and effective learning environments for ALL students, teachers and the communities they serve. CaITAC-PBIS, Inc. is committed to providing professional development opportunities and technical assistance for building internal capacity in identifying, adopting, and sustaining effective systemic change; which promotes positive pro-social cultures through coaching, conversation, facilitation and artful leadership.

Visit us at [www.pbiscaltac.org](http://www.pbiscaltac.org) for information regarding technical assistance and additional registration information or contact us @ [www.info@pbiscaltac.org](mailto:www.info@pbiscaltac.org)



Register for golf tournament on-line at [www.bullypreventionpbis.org](http://www.bullypreventionpbis.org)