

## Bullying Prevention in Elementary and Middle Schools: Foundations and Student Ownership

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CCSD 93

KEYWORDS: BULLY PREVENTION, SOCIAL SKILLS, TIER I  
NATIONAL PBIS LEADERSHIP FORUM  
OCTOBER, 2018

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### Agenda

- Brief overview of BP-PBIS
- Research on BP-PBIS
- Getting students involved
- Examples of student implementation & ownership
- Q&A throughout!

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### Scope of the Issue

- 30% of youth in the United States are estimated to be involved in bullying as either a perpetrator or a recipient.
- Most prevalent in middle school, and during points of transition.
- Staff are likely to underestimate the extent of harassment and bullying. One study showed:
  - 58% of students perceived teasing, spreading lies or rumors, or saying mean things to be problems.
  - Only 25% of teachers perceived these behaviors to be problems.

Cook et al., 2010; Nansel et al., 2001; Pellegrini et al., 2010

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### Why invest in **School-wide** bullying prevention?

- Most Bullying 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: Expensive with little evidence
  - ✦ Problem #5: Initial effects without sustained impact
- 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

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### Bully Prevention: The Foundation

- **What rewards Bullying Behavior?**
  - Likely many different rewards are effective
  - Most common are:
    - **Attention and reaction from bystanders**
    - **Attention and reaction from the recipient**

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### Bullying Prevention: The Foundation

- Consider the smallest change that could make the biggest impact on bullying... Build on what you already do well.
  - Remove the praise, attention, recognition that follows **disrespectful behavior**.
  - Teach students how to respectfully interrupt socially aggressive behavior.
    - ✦ Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying behaviors.

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## Research on Bullying Prevention within PBIS

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### Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nees, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



Available at  
[www.pbis.org](http://www.pbis.org)

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### Our job as **staff members:**

1. **Teach and reinforce appropriate behaviors**
2. **Interrupt disrespectful behaviors**
3. **Provide support to students who need help**

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## Skills taught within Expect Respect

1. Stop Strategy
2. Stopping Strategy
3. Seeking Support Strategy
4. Bystander Strategy

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Nese, R. N. T., Horner, R. H., Rossetto Dickey, C., Stiller, B., & Tomlanovich, A. (2014). Decreasing bullying behavior in middle school: Expect respect. *School Psychology Quarterly*, 29, 272-286.

- Piloted in 3 PBIS middle schools
  - None of the schools had been implementing *Bully Prevention in PBIS* before this study
- Data on bullying/harassment behavior collected during 6<sup>th</sup>-7<sup>th</sup> grade lunch for 20 minute observations
- **Direct Observation data** shows reduction in socially aggressive incidents during and after implementation of *Expect Respect*
- **Fidelity data** showed that staff implemented the steps of the program consistently
- **Student survey data** indicates students liked the program, but that it didn't change their perceptions of bullying in the school

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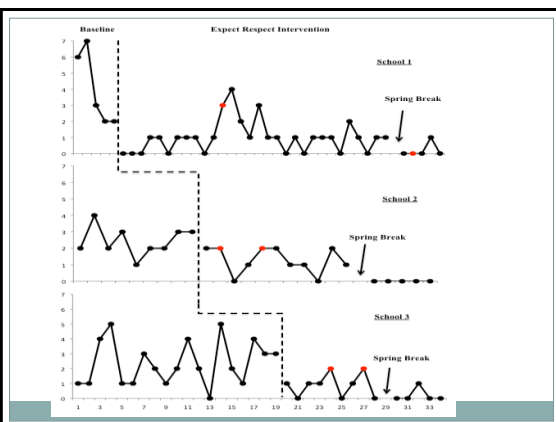
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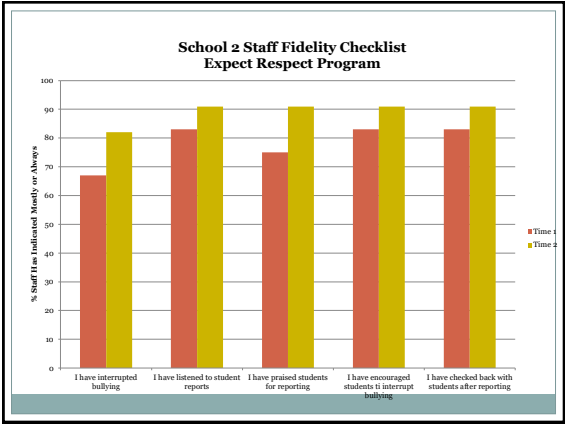
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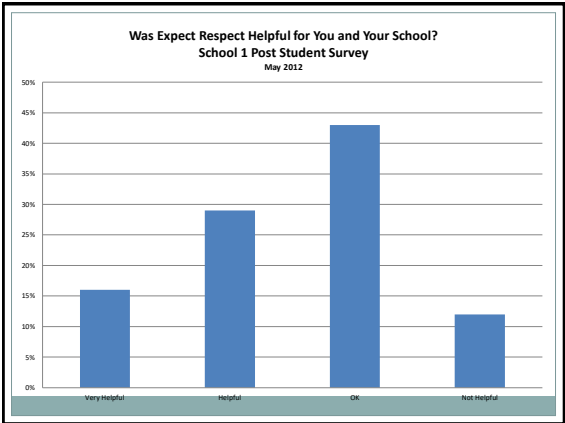
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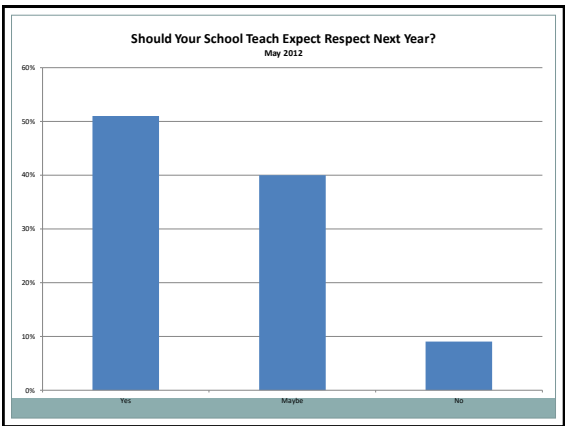
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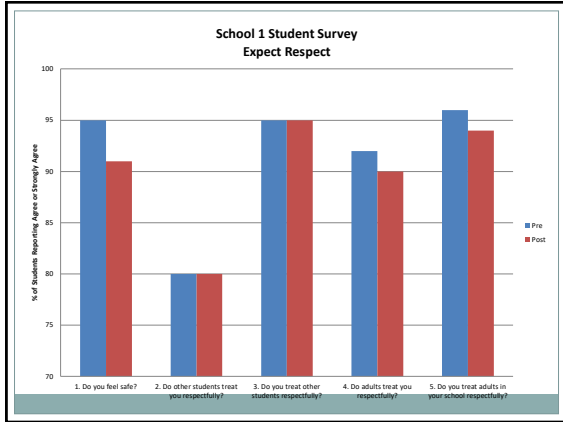
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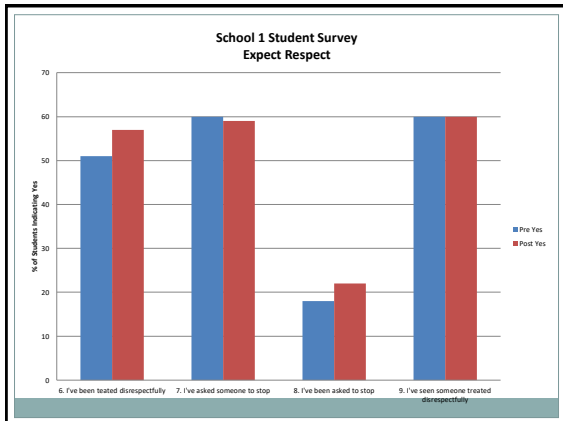
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### What We Learned

- When taught explicit strategies, behavior change can be observed.
- It takes behavior change a long time to get actual changes in perception.
- **SHARE DATA WITH STUDENTS**
- Students' opinions/involvement in the program = **CRITICAL** for school climate sustainability

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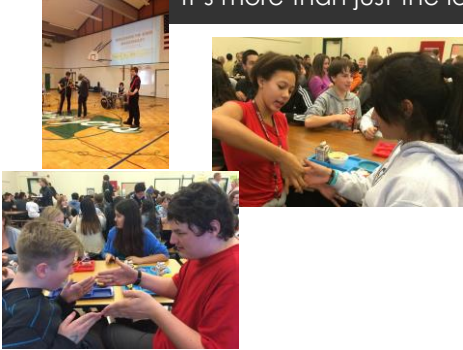
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It's more than just the lessons!




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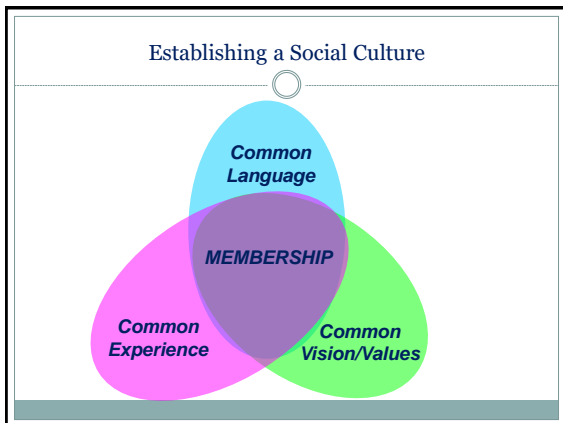
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Student Project

**Students should be involved in every phase of intervention development and implementation**

- Optional activity that can be done school-wide or in classes
- Follow students' lead on what project will look like
- Supportive adults needed to facilitate creation
- Another opportunity to strengthen school culture

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### Shout Outs!



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### Roosevelt Middle School



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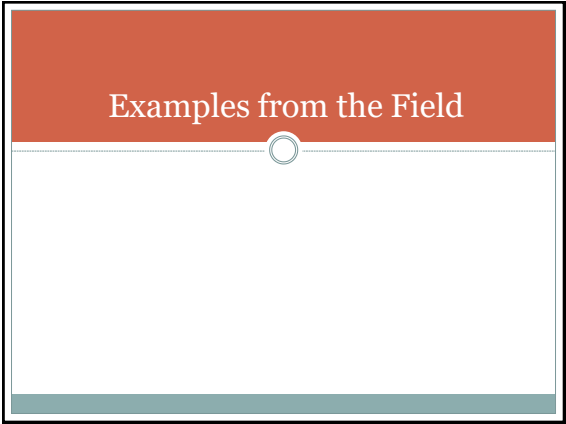
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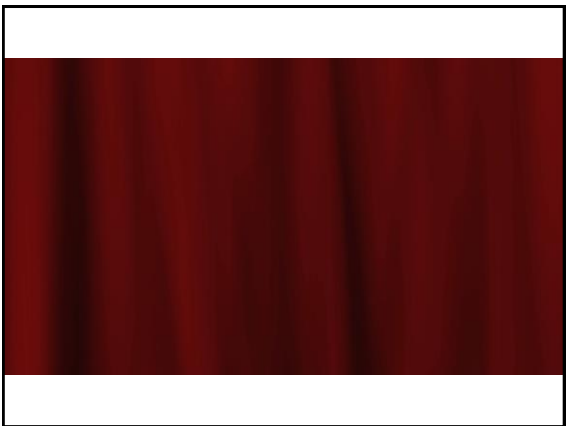
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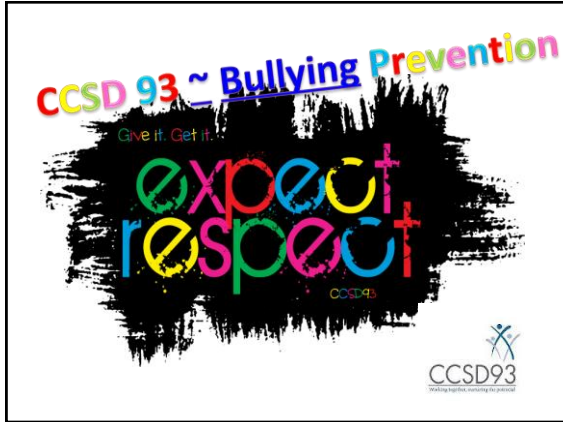
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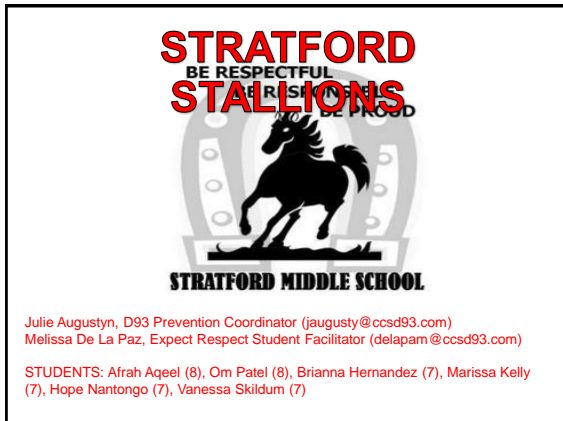
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### CCSD 93 at a Glance 2017 -2018

**Enrollment:**

- District Enrollment = 3, 690
- Low Income = 34%
- Languages spoken = 53

**Facilities:**

- 1 Pre-School Center
- 6 Elementary Schools (K-5)
- 2 Middle Schools (6-8)

**Communities Served:**

- Bloomingdale, Carol Stream, Hanover Park



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## Expect Respect Implementation Plan at SMS starting in 2013 – 2014:



- Student Selection
- Student Training



**PBIS Student Team Contract**

The following responsibilities have been identified as basic expectations for each member of the PBIS Student Team: 1. I will respect and abide by all school expectations. 2. I will respect every member of the Stallion community; therefore, I will not physically or verbally disrespect anyone. 3. I will respect the property of others; therefore, I will neither abuse nor tolerate the abuse of property. 4. I will cooperate with staff and student members of the PBIS Student Team. 5. I will be on time to meetings. 6. I will participate in the meetings. As a member of the PBIS Student Team, I have read and understand this Student Team contract. I understand that if I receive office/major referrals, I may be dismissed from the Student Team.

Student Signature \_\_\_\_\_
Date \_\_\_\_\_

- Parent Letter
- Student Meeting Dates
- Student Roles and Responsibilities

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Application to join the Expect Respect Club  
at Stratford Middle School

Name \_\_\_\_\_

Grade \_\_\_\_\_ Team \_\_\_\_\_



You must talk to one of your current or former teachers and ask him/her to write a reference letter attesting to your responsibility, respect to other students and pride in your school. Please attach the letter to this application.

Name of Teacher \_\_\_\_\_

Application Questions:

Why do you want to join the Expect Respect club?

What skills or abilities do you have that would help our club?

What new things would you like to see the Expect Respect club doing?

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**If you're not being treated with respect:**

Tell the person to



**S**TOP


Then

**W**ALK  
**A**ND  
**T**ALK

If the problem continues

To an adult immediately

**If you are asked to stop:**




**S**top  
the behavior

1 2 3

**B**reathe  
and count to 3

**L**eave  
the area



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## Expect Respect Advisory Activities



- Weekly Advisory:
- Read Aloud (6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>)
  - Skits
  - Video Clips
  - Independent Choice Project




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## Expect Respect Club Activities

**GOAL:** TEACH STUDENTS AND STAFF Stop, Walk and Talk (S.W.A.T.) AND Stop, Breathe and Leave (S.B.L.) and By-Stander

**COMPLETE 4 Projects Per Year:** videos, promotional posters posted throughout the building, Post-It bombing, advisory activities, scavenger hunt

**MADE SCHOOL ANNOUNCEMENTS**

**HANDED OUT STALLION MEDALLIONS ("GOTCHAS")**



Additionally, participate in community activities such as SADD at GBN, Concert in the Park, 4<sup>th</sup> of July Parade, Windsor Senior Living Technology Support




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## Summer Concert in the Park




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## Windsor Park Senior Living Technology Support




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## STRATFORD NEWS



## MODERN STUDENTS

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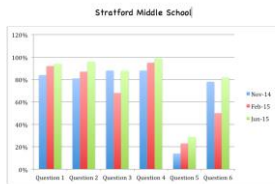
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## RANDOM SAMPLING DATA



- Question 1:  
What do you do if someone is being disrespectful towards you?
- Question 2:  
If you tell them to stop and they don't what do you do next?
- Question 3:  
What do you do if you see someone being treated disrespectfully?
- Question 4:  
What do you do if someone asks you to stop?
- Question 5:  
Have you ever used Stop Walk and Talk?
- Question 6:  
If you used SWAT, did it stop the disrespectful behavior?

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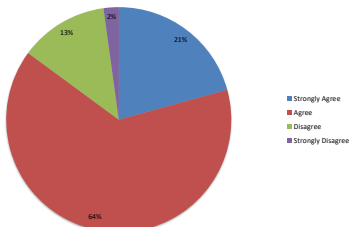
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## Google Survey - All Students



**Other students treat me  
with respect**

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## Expect Respect Survey Data Analysis



**Bullying Task Force Spring 2017**

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### SMS

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- 97% S-to-S Respect
- 92% T to S Respect
- 90% Walk Away when being disrespected
- 74% Have asked others to stop when being disrespected

△

- 5% Do not feel safe
- 44% Have been treated disrespectfully
- 58% Sometimes disrespect stopped when I asked
- 67% Have seen other be disrespected

### T's

- 74% have asked someone to stop but 78% report they have not been asked to stop
- 97% say treat others with respect BUT 44% say have been treated disrespectfully

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## Expect Respect Club Meetings:



- Meets once per month during lunch
  - Discuss building climate
  - Brainstorm interventions
- Meets 4 times per year to film videos or make projects
  - District initiatives
  - Based on building data
  - Based on student observations

### FOCUS/TEACHING GOALS FOR THE '17 – '18 SCHOOL YEAR:

- Increasing Reporting
- Increasing Student Perception of Effective Resolution
- Social Conflict vs Bullying
- Gossip and Exclusion as a form of Disrespect

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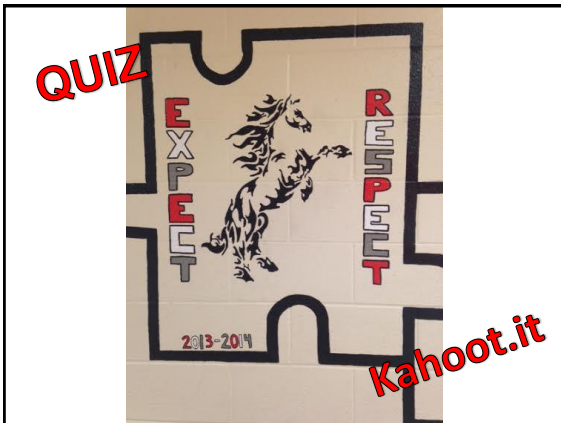
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National PBIS Leadership Forum | October 4-5, 2018, Chicago, IL ●●●●●●●●●●●●●●●●●●●●

Please Complete the Session Evaluation  
to Tell Us What You Thought of This Session



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