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

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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!

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
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.

Merrill et al., 2008

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

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.
Our job as staff members:

1. Teach and reinforce appropriate behaviors
2. Interrupt disrespectful behaviors
3. Provide support to students who need help
Skills taught within Expect Respect

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


- 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 6th-7th 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
I have interrupted bullying.
I have listened to student reports.
I have praised students for reporting.
I have encouraged students to interrupt bullying.
I have checked back with students after reporting.

School 2 Staff Fidelity Checklist
Expect Respect Program

% Staff Has Indicated Mostly or Always

School 1 Staff
Fidelity Checklist
Expect Respect Program

Time 1
Time 2

Was Expect Respect Helpful for You and Your School?
School 1 Post Student Survey
May 2012

Very Helpful
Helpful
OK
Not Helpful

Should Your School Teach Expect Respect Next Year?
May 2012

Yes
Maybe
No
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
It’s more than just the lessons!

Establishing a Social Culture

Common Vision/Values

Common Language

MEMBERSHIP

Common Experience

Common Vision/Values

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
Examples from the Field

Insert video links
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
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 not physically or verbally disrespect anyone.
3. I will respect the property of others; therefore, I will not 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 _____________

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?

If you’re not being treated with respect:

STOP
WALK
TALK

If you are asked to stop:

Stop the behavior
Breathe and count to 3
Leave the area

STOP
WALK
TALK

CCSD56
Weekly Advisory:
• Read Aloud (6th, 7th & 8th)
• Skits
• Video Clips
• Independent Choice Project

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, 4th of July Parade, Windsor Senior Living Technology Support
RANDOM SAMPLING DATA

Google Survey - All Students

Other students treat me with respect
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

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

Expect Respect Survey Data Analysis

Bullying Task Force Spring 2017

Expect Respect Club Meetings:

<table>
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<tr>
<th>SMS</th>
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<tr>
<td>57% 1 to 5 Respect</td>
<td>5% Do not feel safe</td>
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<td>50% Walk Away when being disrespected</td>
<td>48% Have been treated disrespectfully</td>
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<td>19% Have asked others to stop when being disrespected</td>
<td>58% Sometimes disrespected stopped when I asked</td>
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<tr>
<td>?%</td>
<td>57% Have seen others be disrespected</td>
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- 79% have asked someone to stop but 78% report they have not been asked to stop
- 85% say treat others with respect BUT 44% say have been treated disrespectfully
For more information, visit: conference.apbs.org

Miami, FL
Hyatt Regency Miami
March 11-14, 2020

CALL FOR PAPERS OPENS
JUNE 2019

March 11-14, 2020

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Thank You