

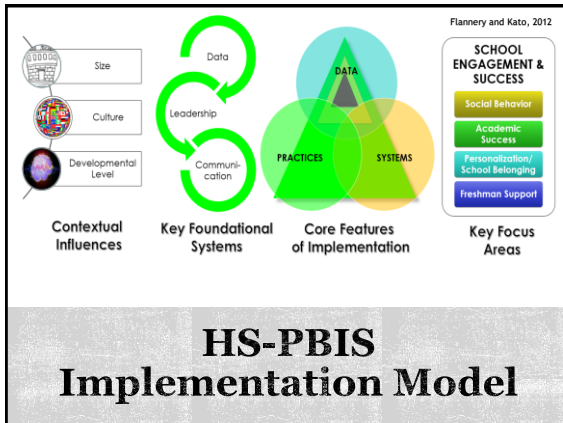
High School PBIS Symposium 2019

Introduction to Secondary Bully Prevention: Expect Respect

Rhonda Nese, PhD
University of Oregon

BEHAVIORAL EXPECTATION

Authentic Engagement

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.

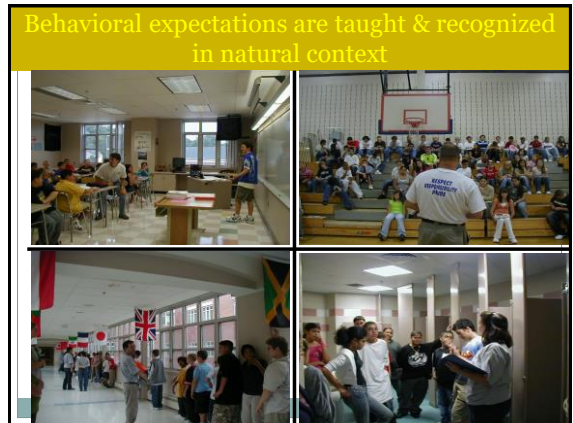
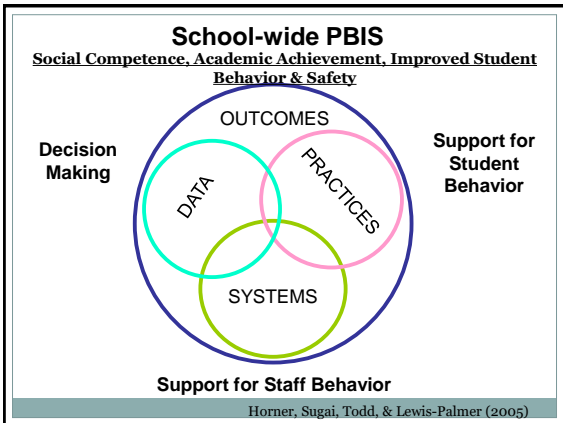
Merrell et al., 2008

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.



Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Branna C. Stiller, Rhonda N.T. Nease, Anna K. Tomlanovich, Robert H. Horner, Scott W. Ross

Available at www.pbis.org

Expect Respect: Program Features

- Read
- Staff
- Stud
- 3-4
- Rep
- Fiden

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

Data

Stop Strategy (Recipient Response)

- Step One: If someone treats you in a way that feels disrespectful, use the School wide “Stop Phrase”
- Step Two: If the person Stops, say “cool” or “OK” and move on with your day
- Step Three: If the person does not Stop, decide whether to ignore the person or seek support
- Step Four: If you decide to ignore, don’t look at or talk to the person. If you decide to Seek Support, select a school adult to approach and ask for support.

Stopping Strategy (Perpetrator Response)

- If someone uses the School wide “Stop Phrase” toward you:
 - Step One: Stop what you are doing, even if you don’t think you are doing anything wrong
 - Step Two: Remind yourself “No big deal if I stop now and don’t do it again”
 - Step Three: Say “OK” to the person who asked you to Stop and move on with your day.

Bystander Strategy

- If you observe someone using the Stop Strategy, and the perpetrator doesn’t stop, do one of 3 things:
 - Use the School wide “Stop Phrase” toward the perpetrator
 - Ask the recipient to go with you, and leave the area
 - Comfort the recipient later by saying something like “I’m sorry that happened. It wasn’t fair.”

Seeking Support Strategy (Recipient Response)

- If you use the School wide “Stop Phrase” and the person does not Stop:
 - Step One: Decide whether to ignore it or seek support
 - Step Two: If you seek support, select a school adult to report to
 - Step Three: Approach the adult, and say “I’m having a problem with _____. I asked her to Stop and she continued” OR, “I’m not feeling safe because _____”
 - Step Four: If the adult doesn’t have time to help solve the problem right then, ask the adult when they would have time and make an appointment.

Our job as staff members:

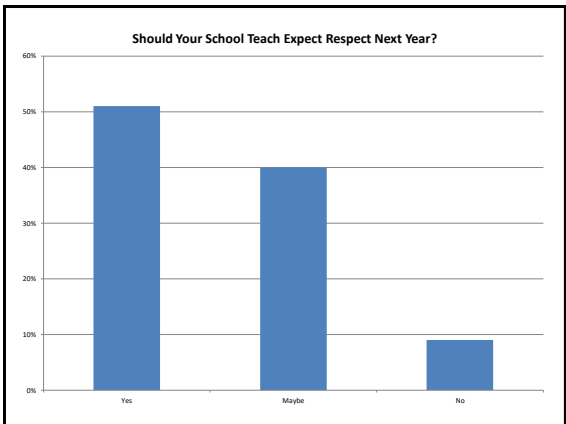
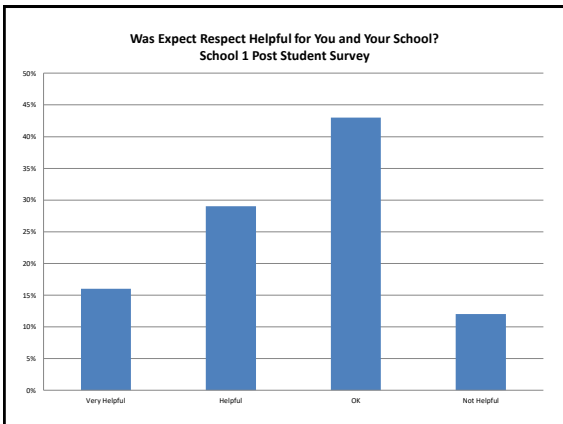
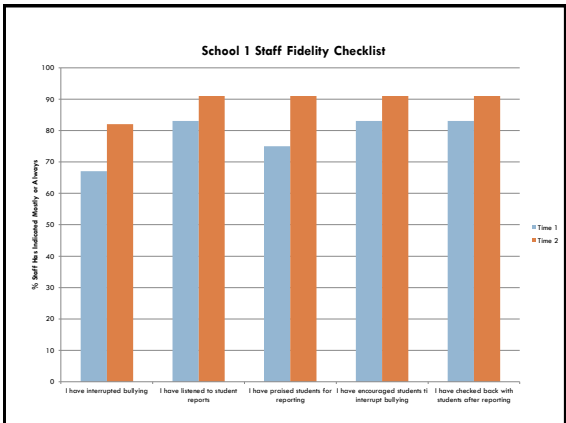
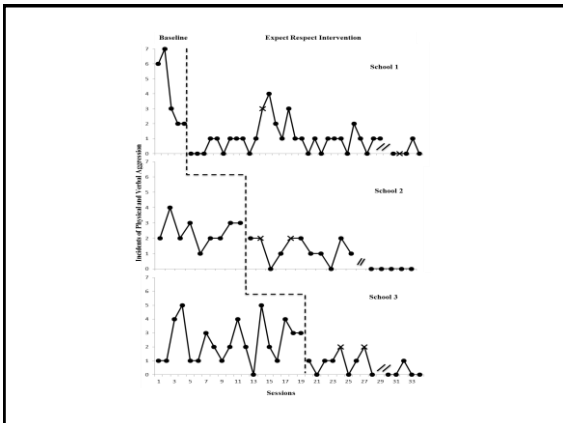
1. **Teach and reinforce appropriate behaviors**
2. **Interrupt disrespectful behaviors**
3. **Provide support to students who need help**

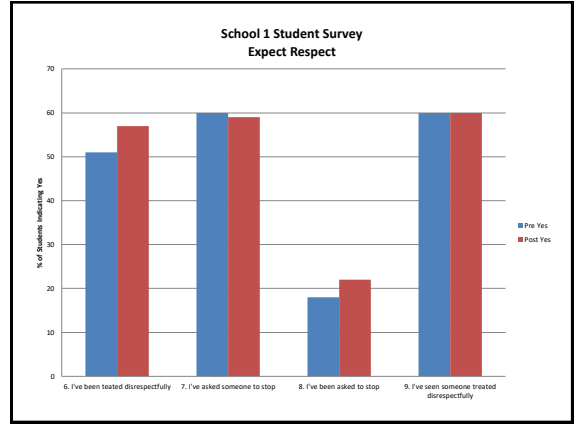
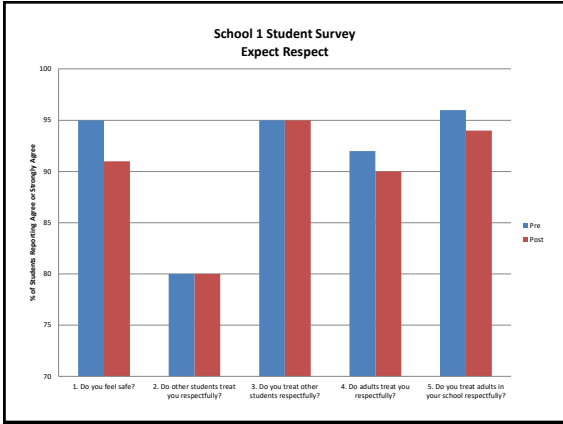
Adult Providing Support Strategy

- If a student approaches you with a problem involving disrespectful behavior:
 - Step One: Say “Thanks for telling me”
 - Step Two: Listen empathetically. Ask if this is the first time; get the who/what/when/where
 - Step Three: Ask the student if he/she used the Stop Phrase
 - Step Four: Ask the student if the person who didn’t stop is likely to retaliate if confronted by an adult about their behavior
 - Step Five: Help the student select a course of action. Possibilities include:
 - ✦ Filing a harassment report
 - ✦ Mediation
 - ✦ Administrative consequence
 - ✦ A safety plan for minimizing contact
 - ✦ Letting it go (“I just needed someone to listen to me”)

Research on Bullying Prevention within PBIS

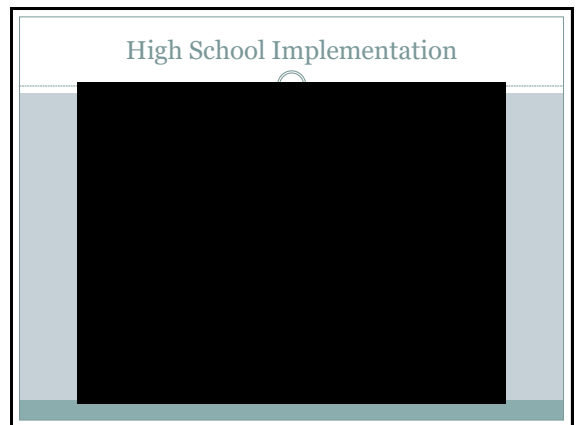
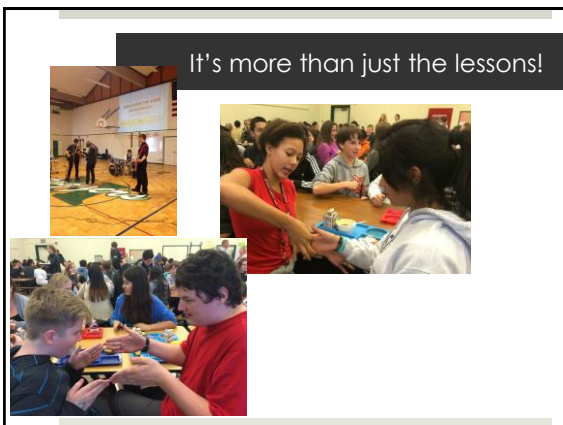
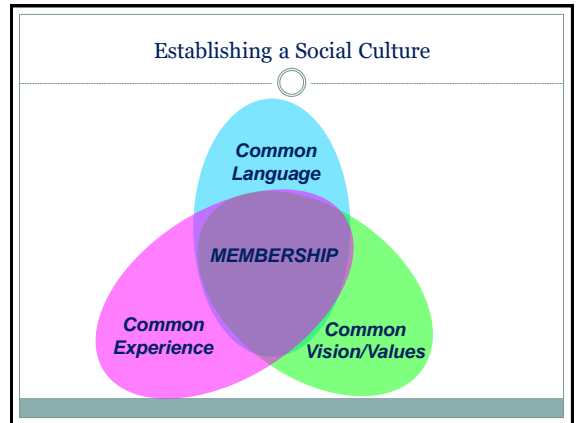
- ## Expect Respect: Study Features
- Piloted in 3 PBIS middle schools, serving 6th – 8th grade students
 - Single-case MBL design across schools
 - Data:
 - **Direct Observation data** (20-min, 3x/week) showed reduction in socially aggressive incidents during and after implementation of *Expect Respect*
 - **Fidelity data** (2x/school year) showed that staff implemented the steps of the program consistently
 - **IOA data** showed that observers remained above 80%
 - **Student survey data** (pre-post intervention) indicated students liked the program, but that it didn't change their perceptions of bullying in the school



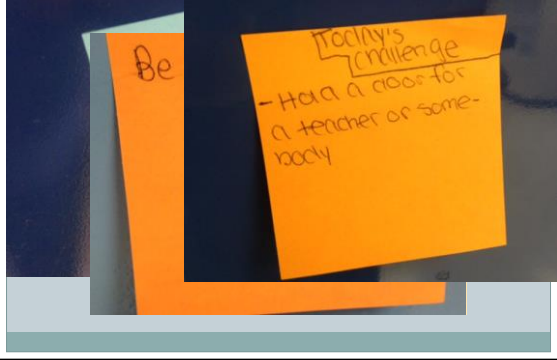


What We Learned

- Behavior Change ~~≠~~ Perception Change
- Share Data with Students
- Students' involvement/self-advocacy is CRITICAL for school climate and sustainability



School Climate Improvement



Morning Boost



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

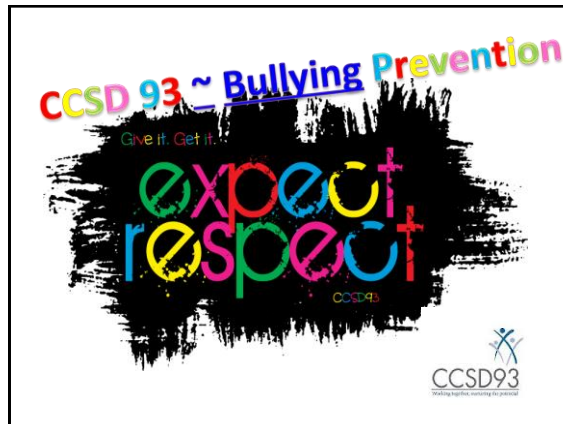
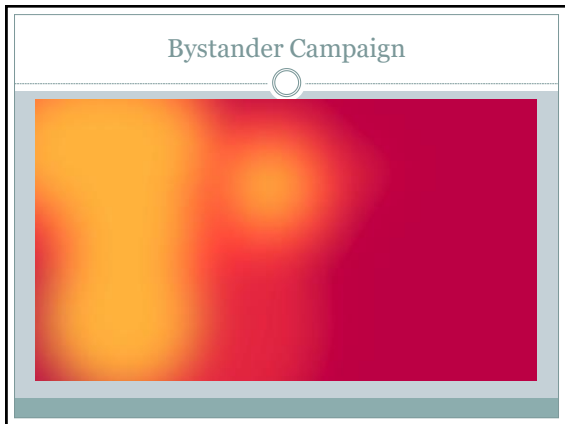
School-wide Message



Repeat & Repair

- 15 minute refresher on appropriate responses
- Can be done several times throughout the year
- Helps to keep the conversation going
- Serves as a reminder to students and staff





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.

• Parent Letter

• Student Meeting Dates


• Student Roles and Responsibilities

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?



Community Coalition Luncheon

Invitation List:

<ul style="list-style-type: none"> Carol Stream Park District Bloomington Park District Hanover Park Police Glenbard High School District 87 Bloomington Police Bloomington Township Carol Stream Village DuPage County Board District 6 Bloomington Chamber of Commerce Bloomington Fire District School District 13 Benjamin School District 25 Rainbow Academy 	<ul style="list-style-type: none"> School District 13 Carol Stream Police Marquardt School District 15 Carol Stream Chamber of Commerce Carol Stream Public Library Keeneyville School District 20 Bloomington Fire Department Strafford Square Mall Stratford Movie Theatre Carol Stream Public Library Bloomington Public Library Church of the Masters St. Isidore
--	--

Community Coalition Luncheon

BP-PBIS COMMUNITY PRESENTATION

If you're not being treated with respect: **STOP** the behavior

If you are asked to stop: **Stop** the behavior

Breathe and walk to 3

Leave the area

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 3 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

Summer Concert in the Park

Windsor Park Senior Living Technology Support



STRATFORD - 4314

1. What do you do if someone is being disrespectful towards you?

	6	7	8
Child doesn't know	4	8	11
I tell them to stop	11	12	0
I stop & walk OR stop & talk	2	0	0
I stop, walk & talk	2	4	2
Total	20	24	13
Percent of students with a 3, 7, or 8 (know to stop)	80%	87%	50%

2. What do you do if you see someone else being treated disrespectfully?

	6	7	8
Child doesn't know	7	11	12
I tell them to stop OR I tell them to stop and tell the BUZZ to stop	6	7	0
I tell them to stop and I tell the good citizens/they/ friend to leave	5	7	1
I tell them to stop and I tell the good citizens/they/ friend to leave I may stop, I walk away	2	4	0
Total	20	24	22
Percent of students with a 3, 7, or 8 (know to stop)	65%	54%	45%

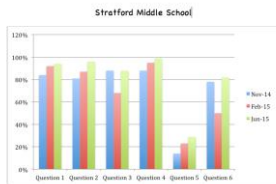
3. What do you do if someone asks you to stop?

	6	7	8
Child doesn't know	5	3	1
I stop	7	19	18
I stop and breathe OR stop and leave. (2 of these but must include stop)	3	7	1
I stop, breathe and leave	5	1	2
Total	20	24	22
Percent of students with a 3, 7, or 8 (know to stop)	75%	88%	95%

4. What does SWAT stand for?

	6	7	8
Child doesn't know	0	1	2
Stop	0	0	0
I stop and walk OR stop and talk	0	1	1
I stop, walk and talk	20	22	19
Total	20	24	22
Percent of students with a 3, 7, or 8 (know part or all)	100%	96%	100%

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?

Expect Respect Club Meetings:

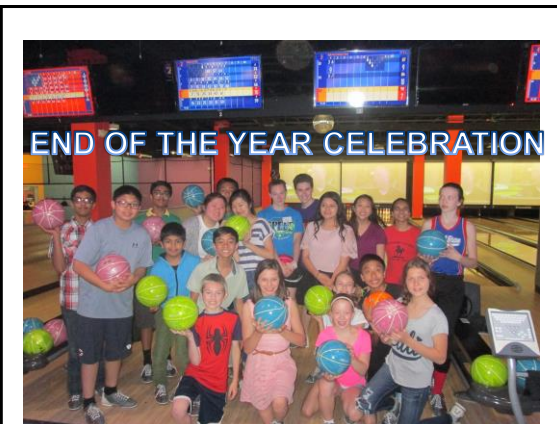
- Year 1 and Year 4 met 1 time per month during lunch and 3 times per year to film videos
- Year 2 met 1 time per month during lunch and for 1 week of the month to work on projects
- Year 3 will meet 1 time per month during advisory and every other month to complete one project with guidance from District Level Committee and Data from Harris Survey/Random Sampling Data

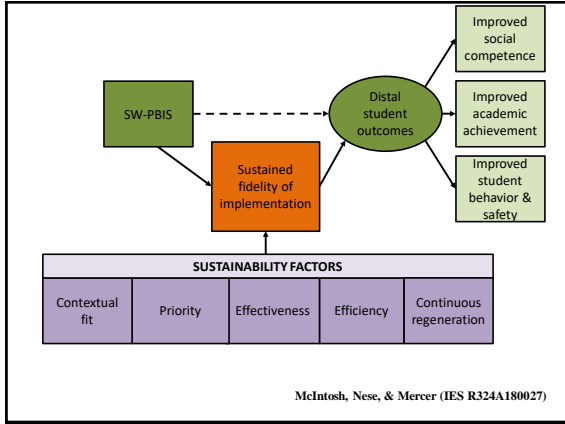


FOCUS/TEACHING GOALS FOR THE '16 - '17 SCHOOL YEAR:

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

END OF THE YEAR CELEBRATION





Contact Information:
Rhonda - rnese@uoregon.edu
Thank You!

UNIVERSITY OF OREGON

Research Opportunity!
 Implementation & Sustainability of Tier 2&3 PBIS

Eligibility

- Any schools completing the TFI at all 3 tiers (2018-19, 2019-20, and 2020-21)

Participation (one per school)

1. **SCHOOLS:** One 40-minute survey (for a \$20 Target gift card)
 - Coaches can participate for their schools
2. **DISTRICTS:** a new district capacity measure (\$50 per year for 3 yrs.)

Survey link: <http://bit.ly/sustainPBIS>