

Bullying Prevention, Reporting, and Responding: Strategies and Recommendations within the PBIS Framework

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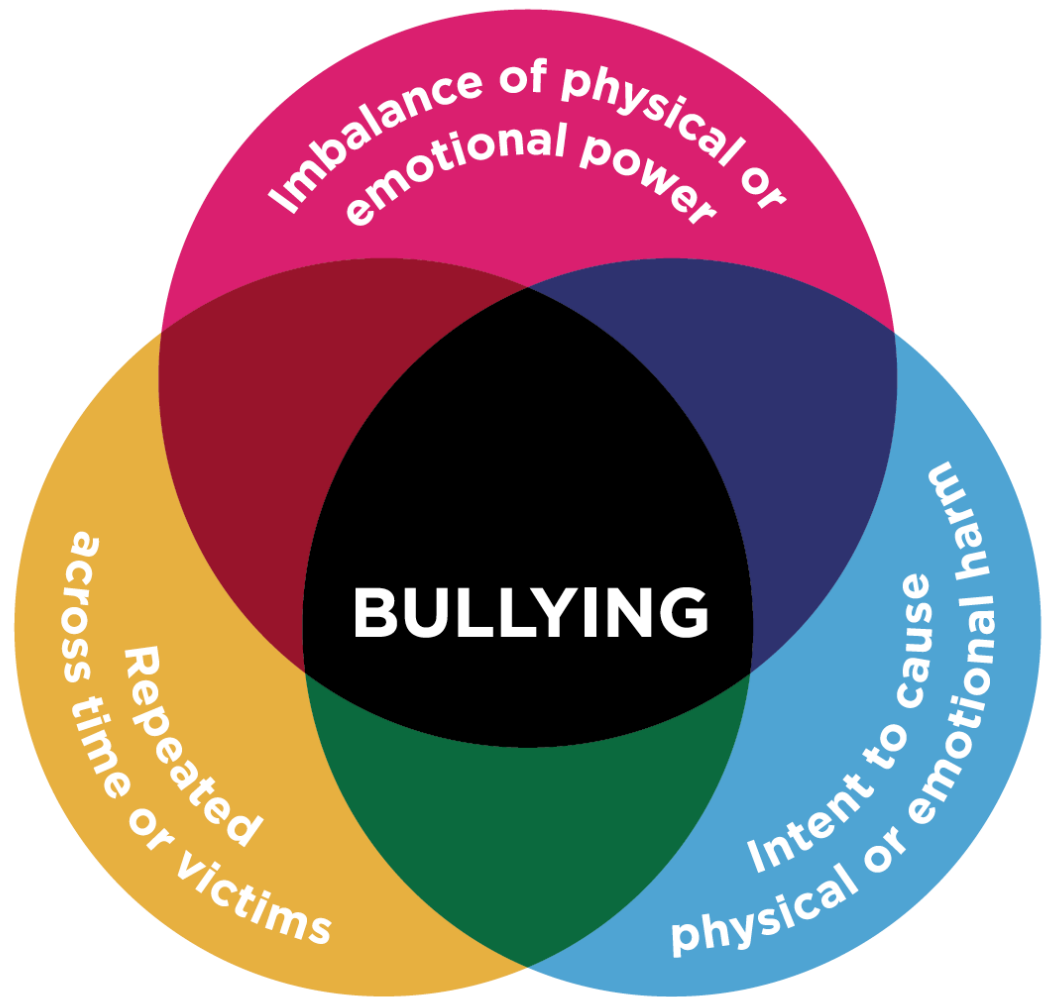
Chad A. Rose – University of South Carolina

Rhonda Nese – University of Oregon



Understanding Bullying

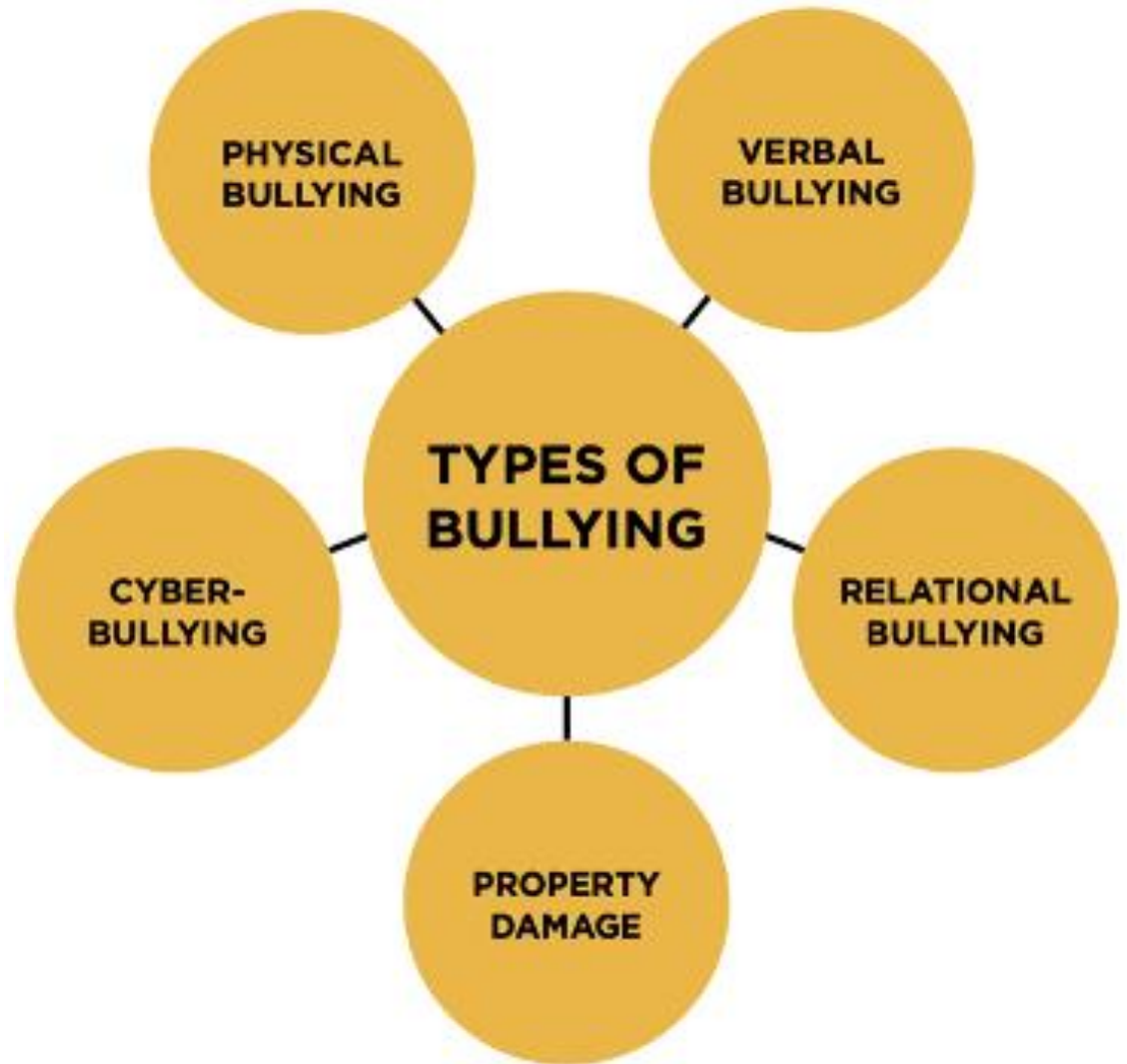
What is Bullying?



Short- and Long-Term Outcomes



Types of Bullying



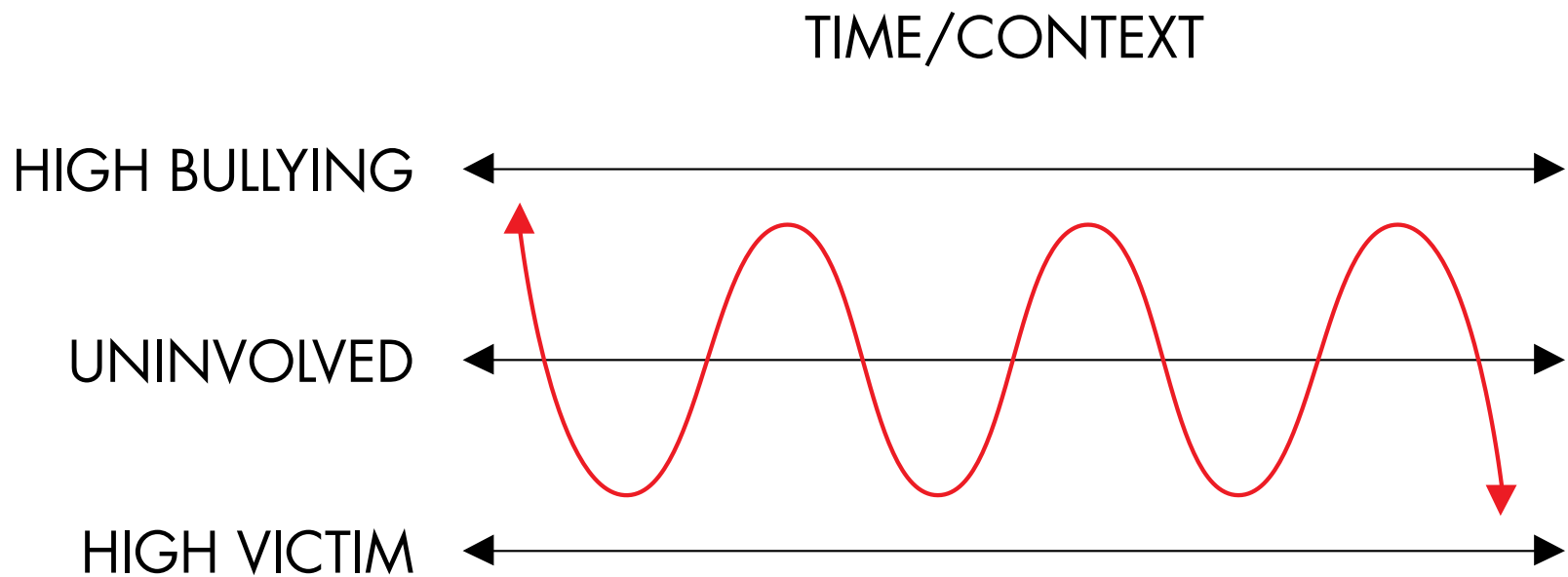
What is NOT Bullying

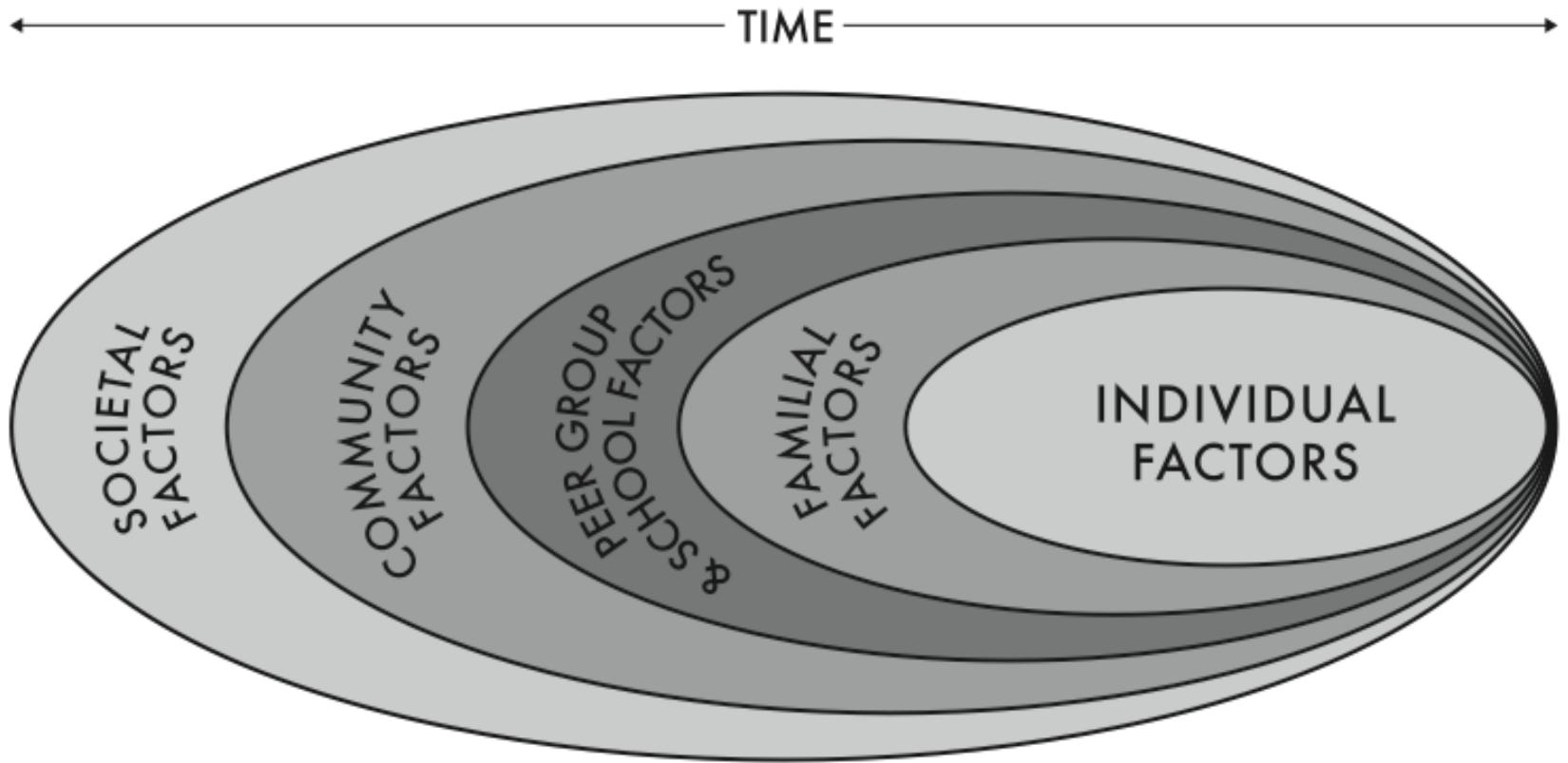
- Instrumental Aggression
- Retaliatory Aggression
- Jostling

Traditional Thinking



Contemporary Thinking





Social-Ecological Perspective of Bully/Victimization

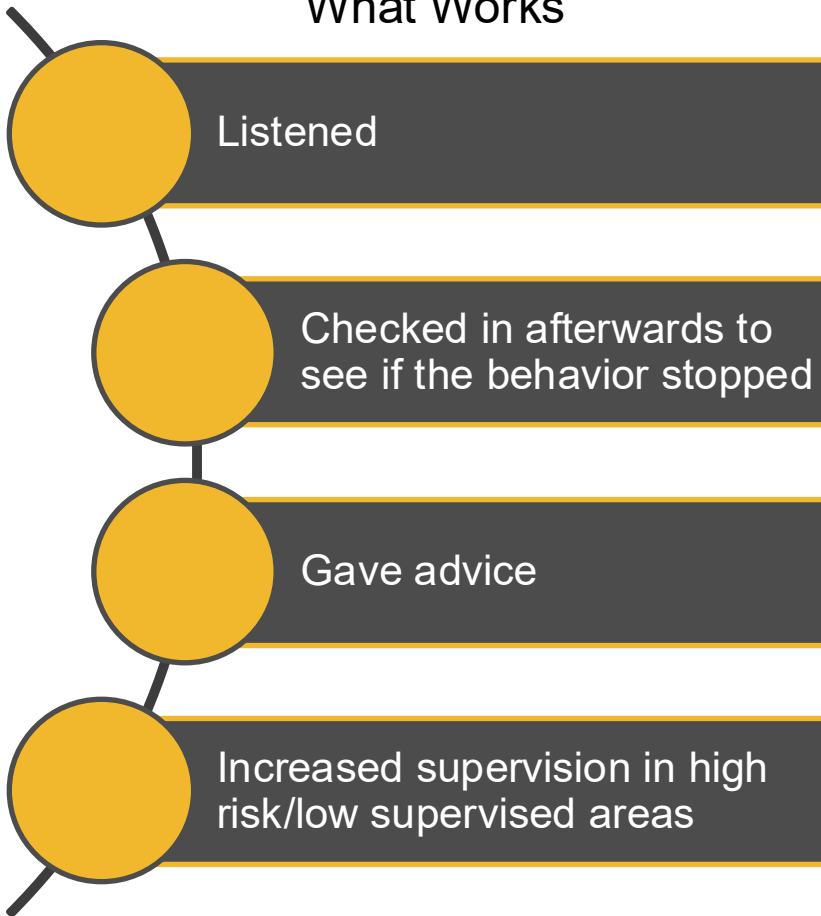
(Rose, Allison, & Simpson, 2012)



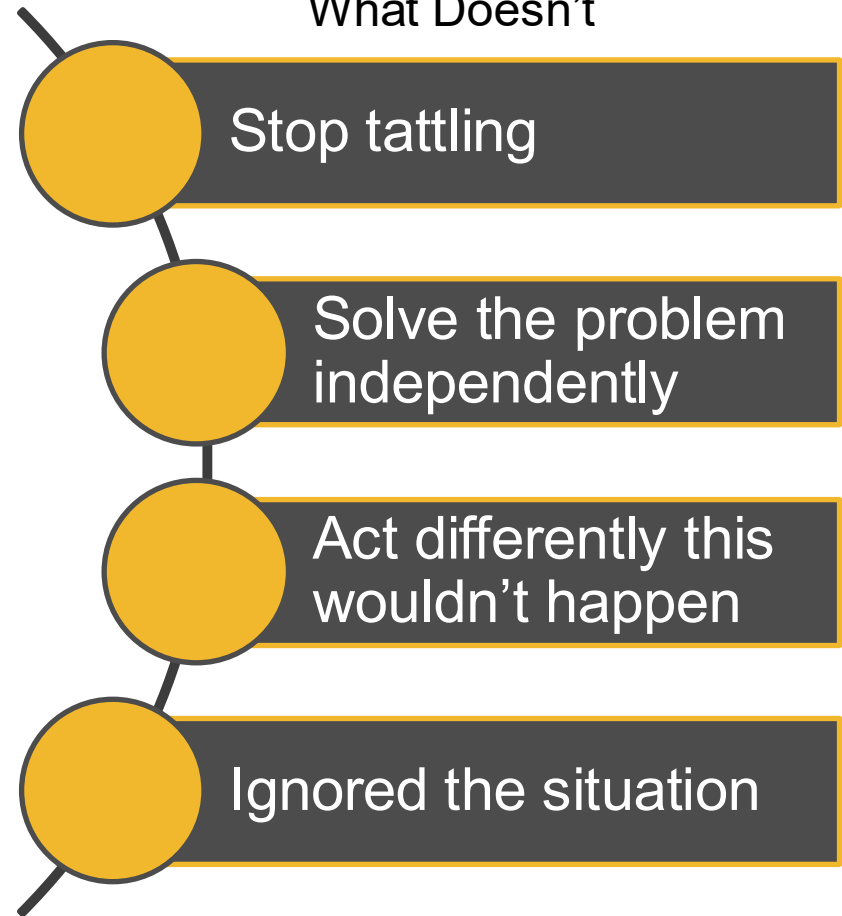
Risk Factors and Warning Signs

Teachers Can Make Experiences Better or Worse

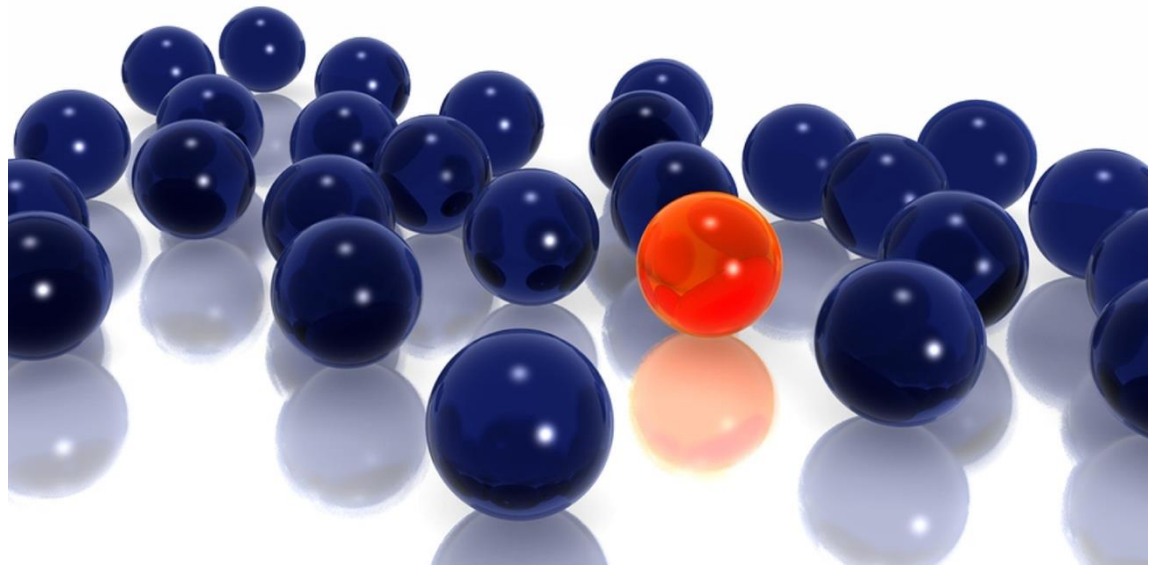
What Works



What Doesn't



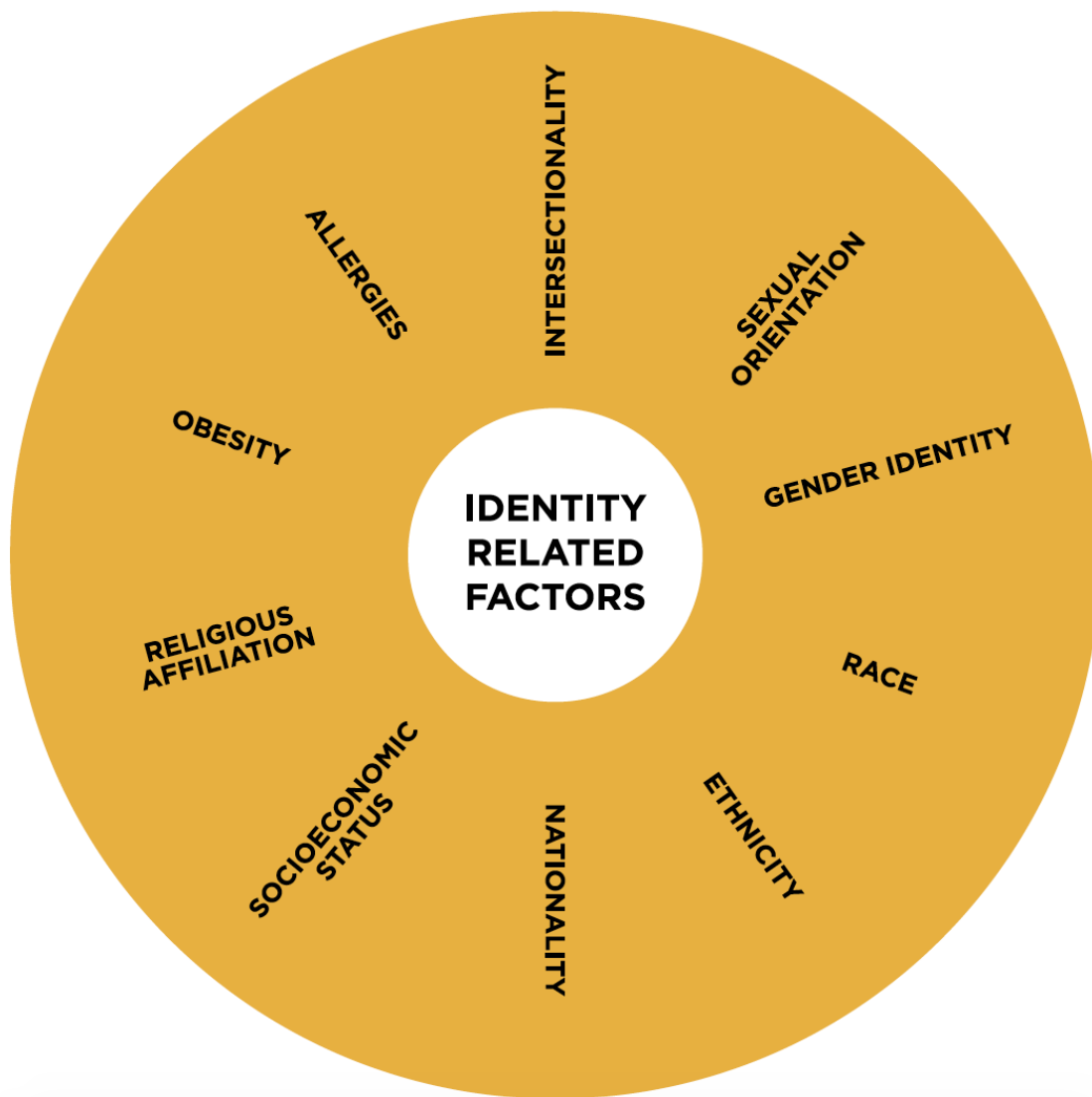
Risk Factors



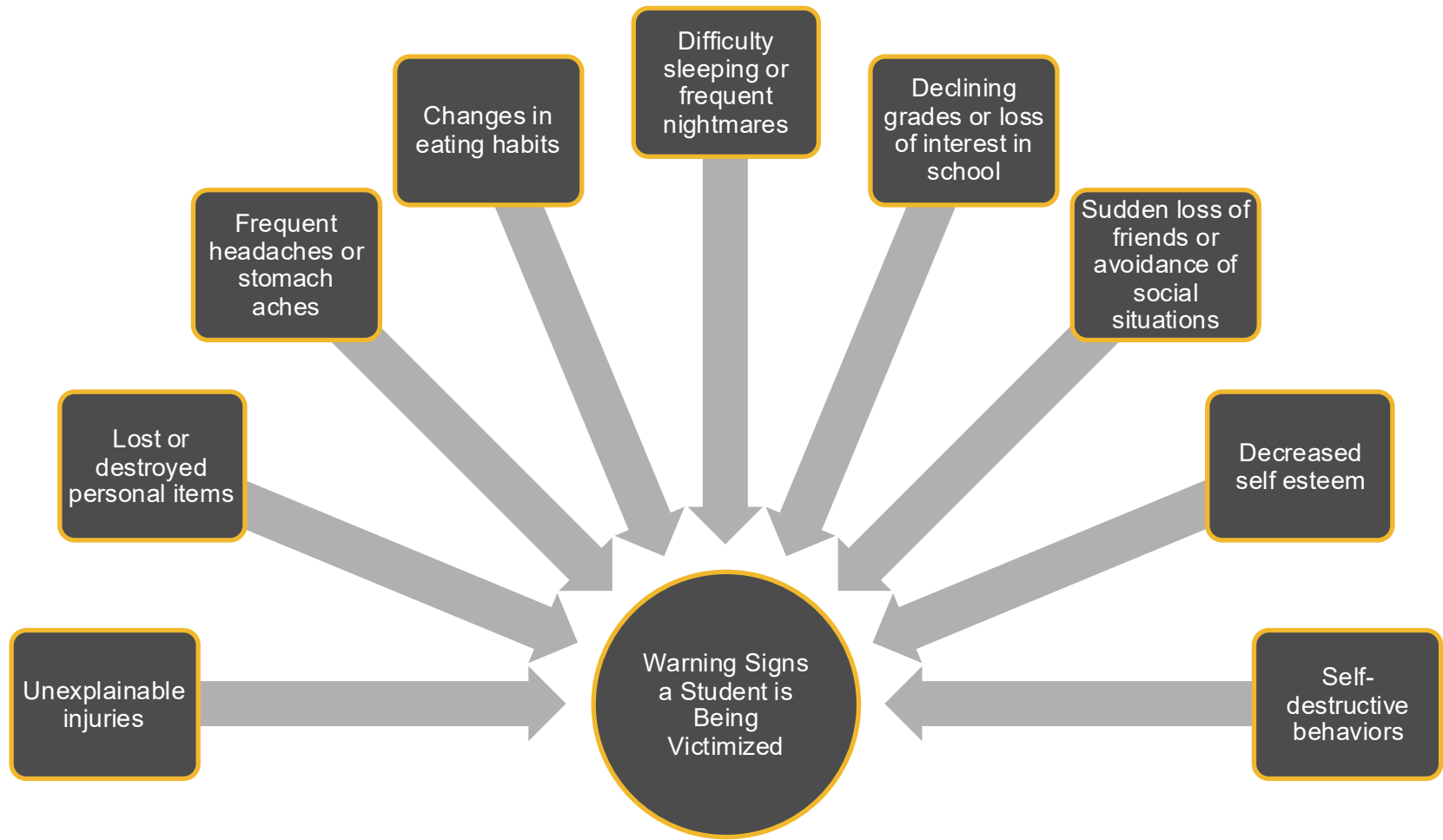
Individual Risk Factors



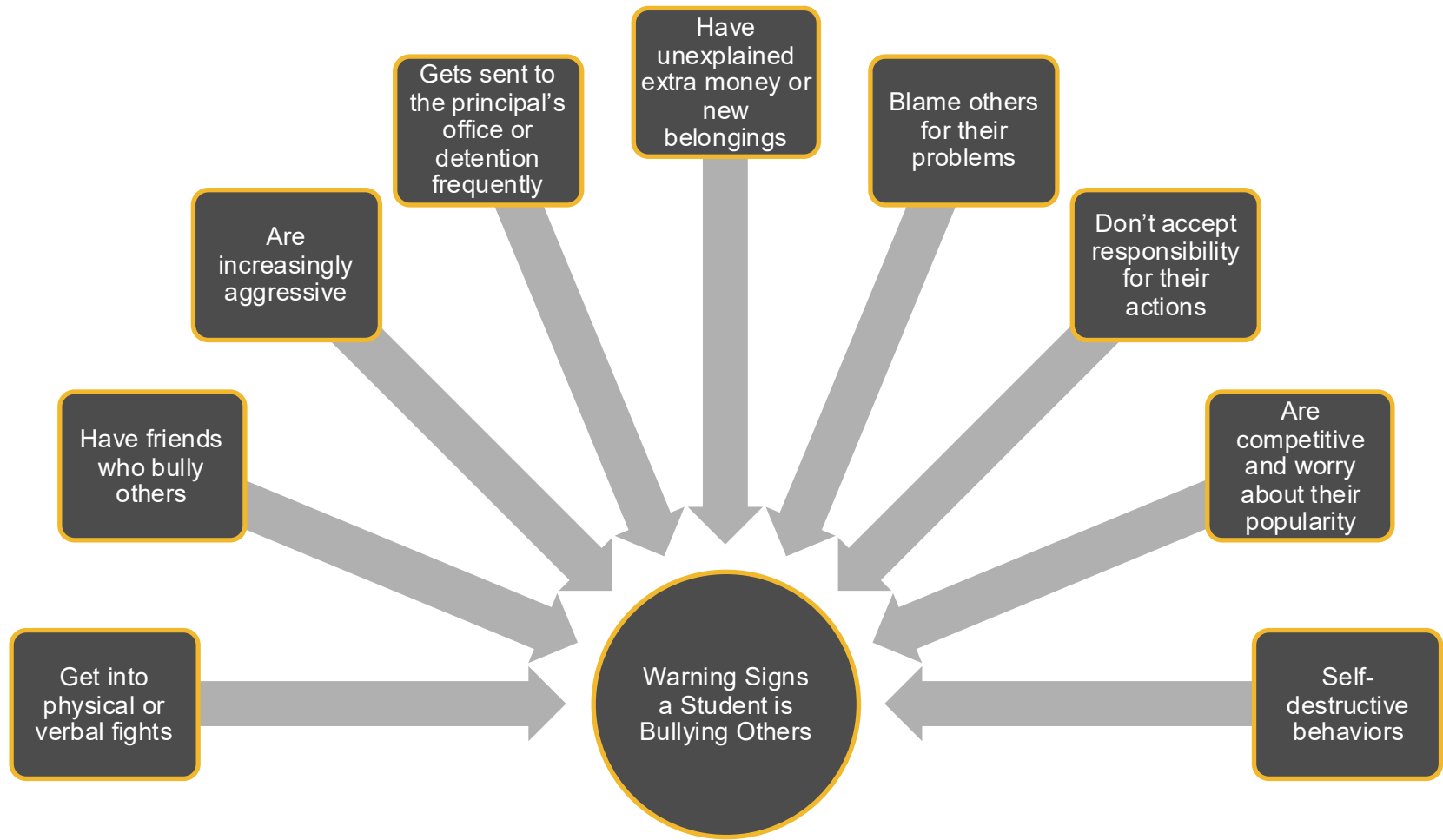
Identity Related Factors



Warning Signs a Student is Being Victimized



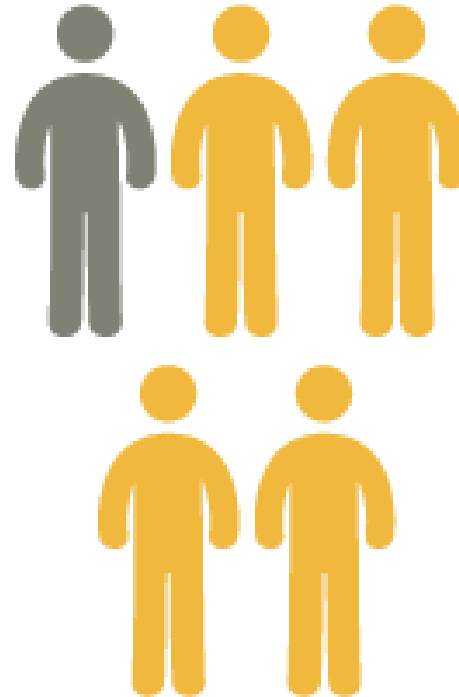
Warning Signs a Student is Bullying Others



Youth with Disabilities

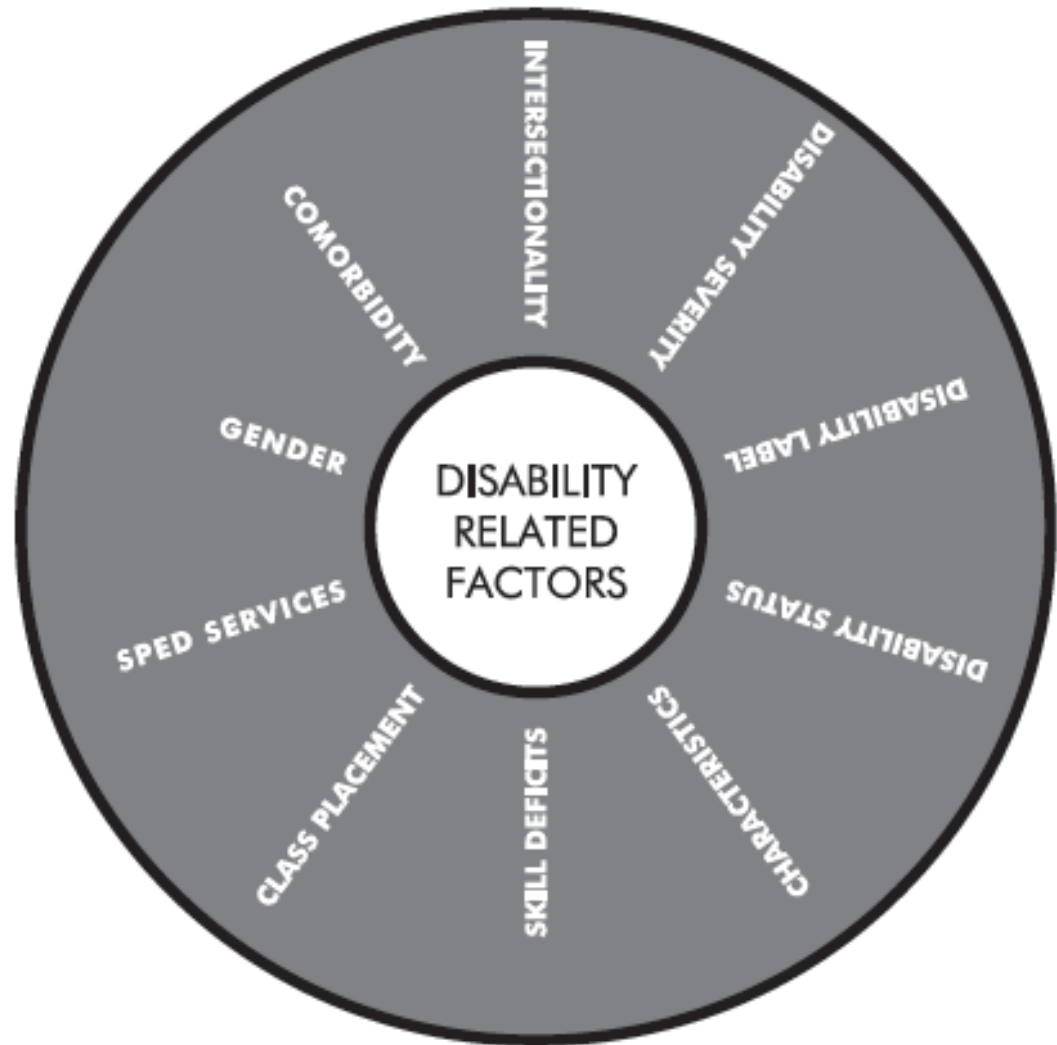
- NCES, 2021

Prevalence Rates

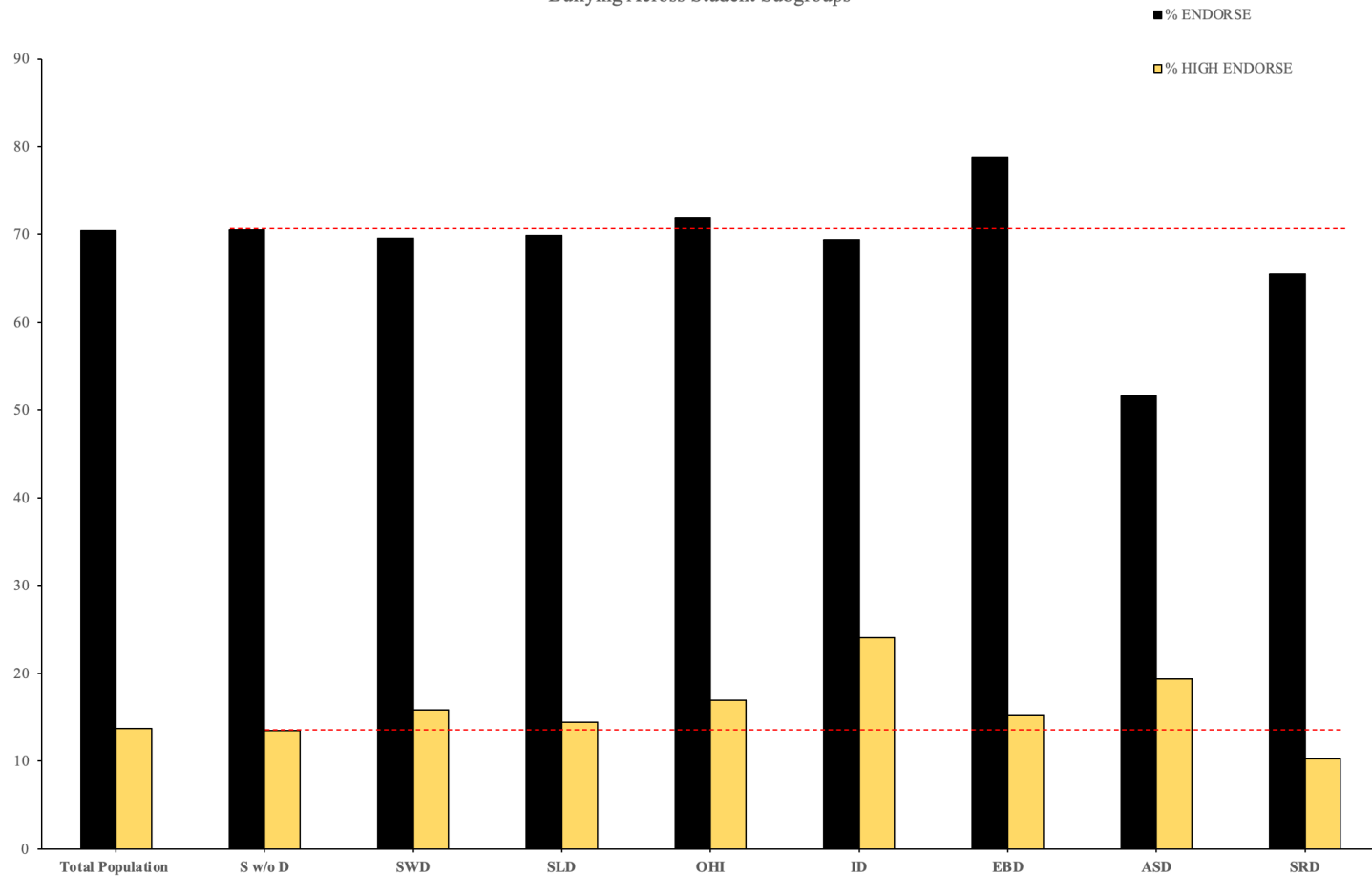


(USDOE, 2022)

Intersectionality of Disability Status

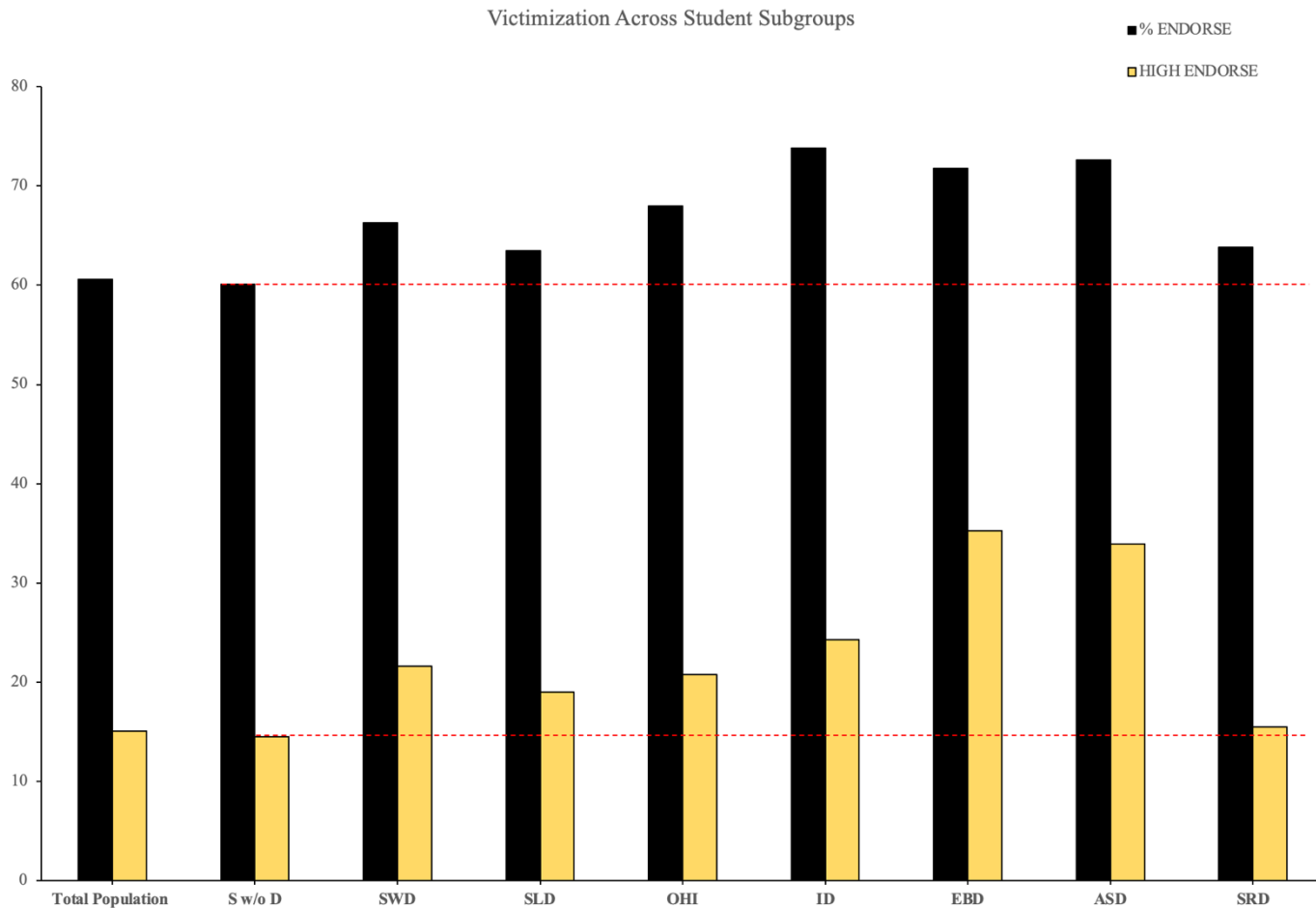


Bullying Across Student Subgroups



Bullying Across Student Subgroups

(Rose et al., 2015)



Victimization Across Student Subgroups

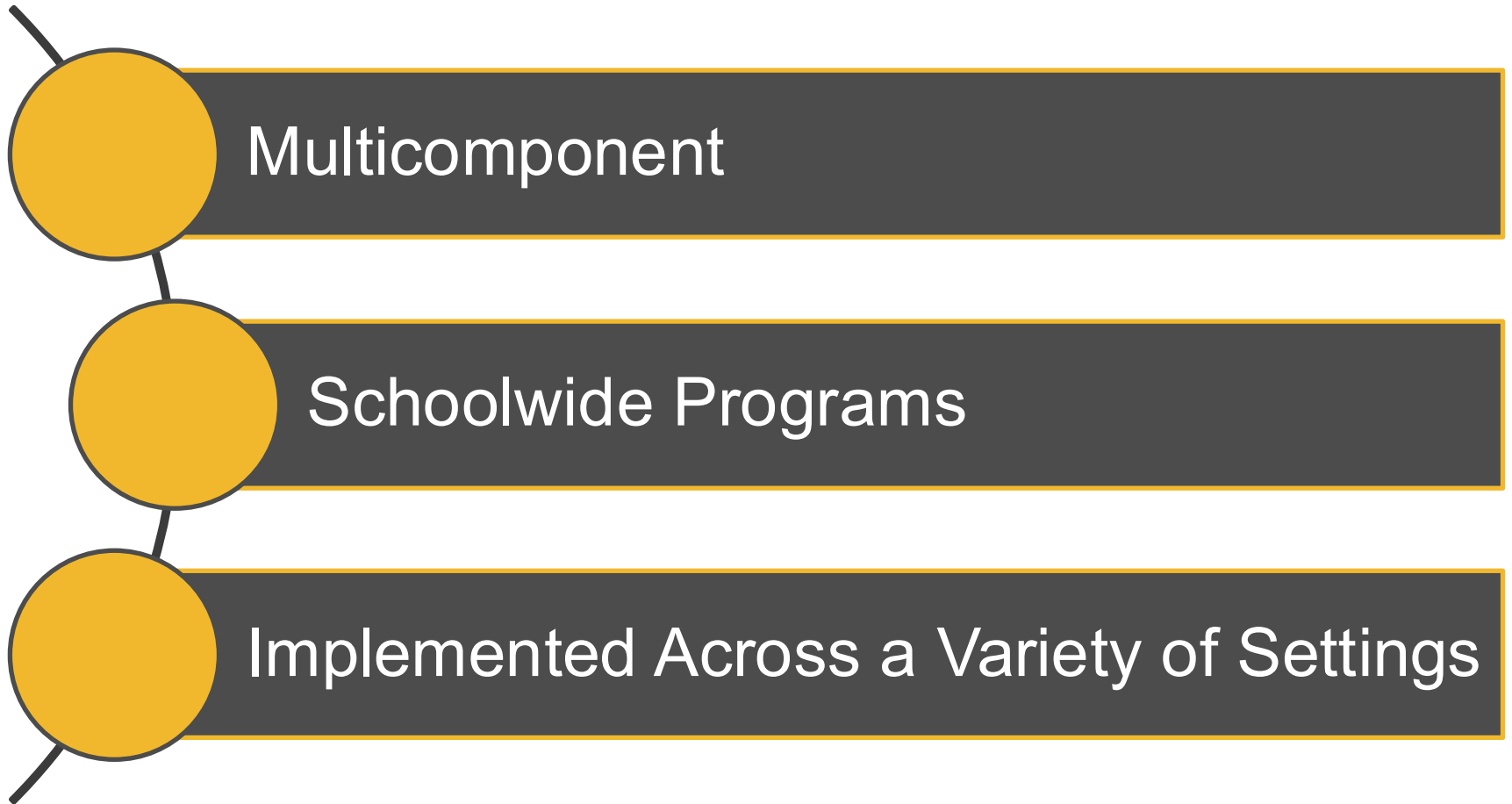
(Rose et al., 2015)



Intervention Foundation

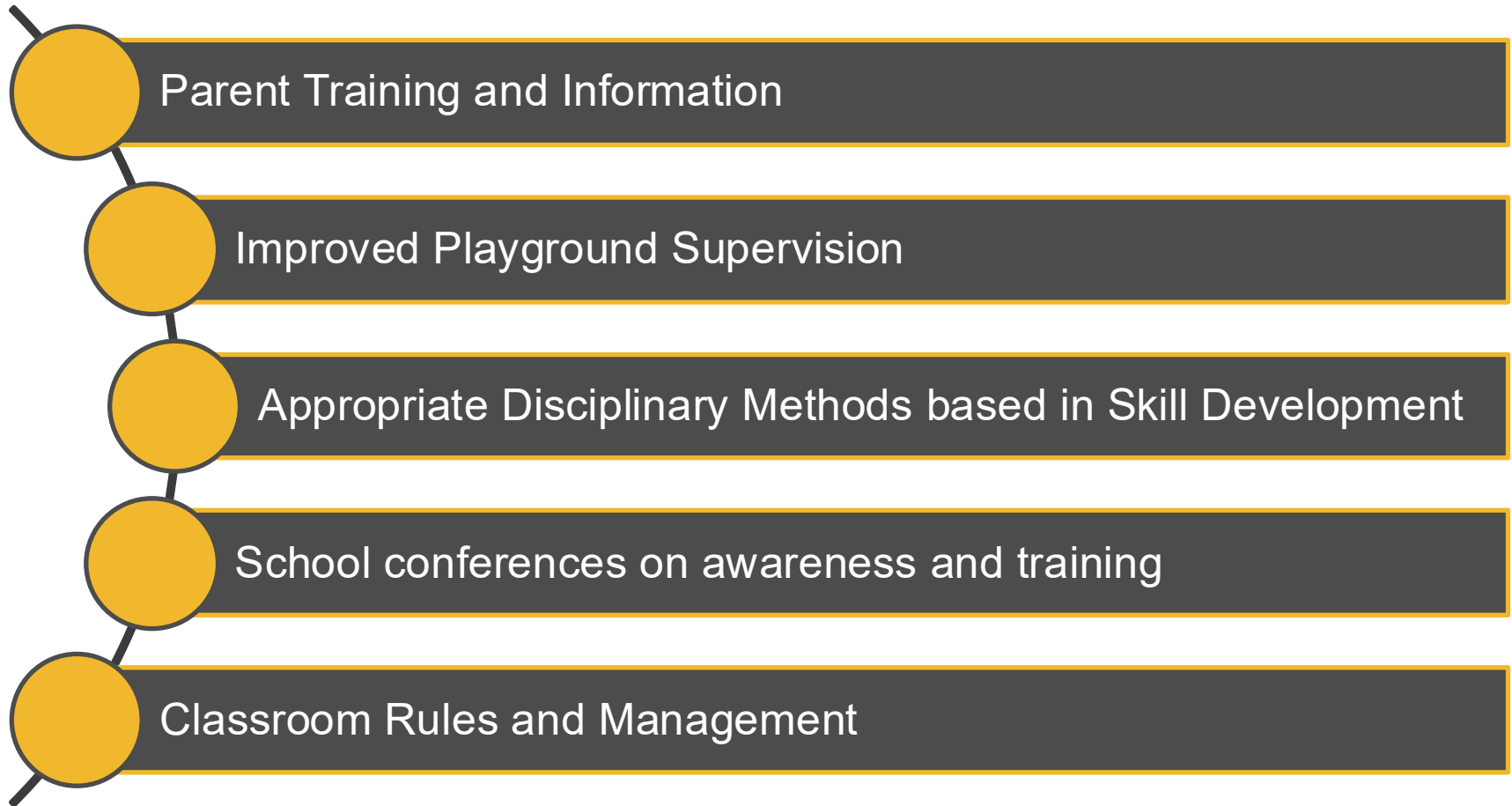
Effective Approaches

(NASEM, 2016)



Important Considerations

(NASEM, 2016)



NOT RECOMMENDED

(NASEM, 2016)

-
- Punitive Approaches (Suspension, Zero Tolerance, Exp)
 - Encourage Aggressive Response
 - Peer Mediation or Peer-Led Conflict Resolution
 - Forced Apology
 - Peer Mentoring
 - Conflict Resolution Approaches
 - One-Day Awareness Raising Events or Brief Assemblies

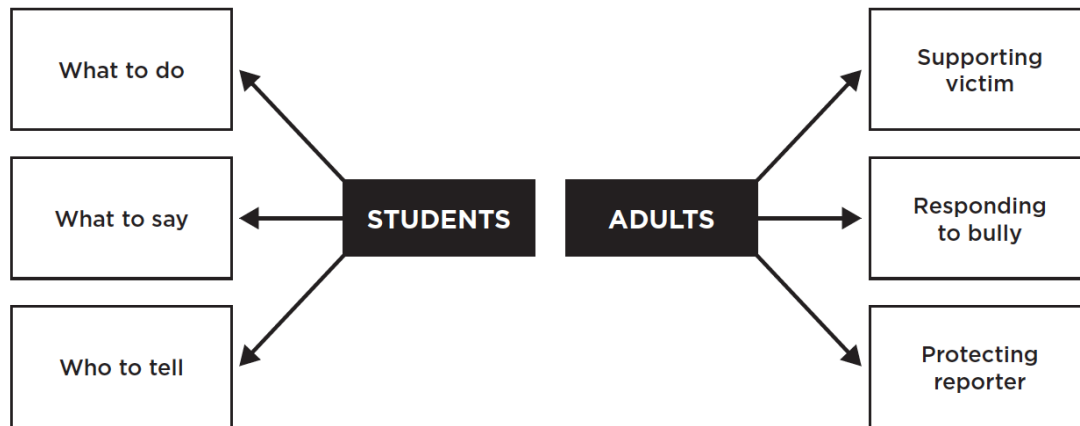
PBIS Team Responsibilities in Bullying Prevention



Tier 1


Messaging and Important Considerations – School-Wide

Common Language & Actions



School-Based Examples

 PATRIOT EXPECTATIONS							
Navel Pride	Classroom/Library	Hallway	Plaza/Yard	Cafeteria/Eating Areas	Restroom	Bus	Office
Be Respectful	<ul style="list-style-type: none"> Be courteous to people Remember school rules Allow others to learn Respect school property Respond to attention signals 	<ul style="list-style-type: none"> Hands to yourself at all times Talking low volume Line up quietly outside of class Care for others property Greet people in the hallways 	<ul style="list-style-type: none"> Include others Respect property of others Resolve conflict respectfully Use appropriate language 	<ul style="list-style-type: none"> Line up quietly Be courteous to lunch helpers Use good eating manners Talking low volume Listen to adults Be orderly 	<ul style="list-style-type: none"> Use restroom as it is intended to be used Respect restroom property Honor privacy of others Use appropriate voice level 	<ul style="list-style-type: none"> Greet people on bus Respect the bus driver When entering bus be patient Respect bus Use appropriate language and tone 	<ul style="list-style-type: none"> Respect office staff work area Respect office confidentiality When entering office be patient Use appropriate language and tone Greet people in the office (Mr./Ms.) Sit appropriately
Be Responsible	<ul style="list-style-type: none"> Be prepared for class Be productive at all times Stay organized at all times Be informed of academics Communicate 	<ul style="list-style-type: none"> Walk with purpose Have materials with you Arrive on time to classroom Keep hallways clean 	<ul style="list-style-type: none"> Keep plaza and yard clean Report dangerous situations Keep track of personal property Use facilities before bell rings Arrive on time to classrooms 	<ul style="list-style-type: none"> Keep table area clean Throw away trash in nearest can Report any spills to staff Use appropriate entrance and exit 	<ul style="list-style-type: none"> Report unsanitary conditions to staff Keep restroom clean Use toilets appropriately Be efficient 	<ul style="list-style-type: none"> Walk with a purpose Report dangerous situations Keep track of personal property Be informed about your transportation 	<ul style="list-style-type: none"> Visit with a purpose Respect personal space Pick appropriate times to visit Communicate with staff Be productive at all times
Be Safe	<ul style="list-style-type: none"> Travel safely Respect personal space of others Store personal property Keep classroom area clean 	<ul style="list-style-type: none"> Respect personal space of others Travel Safely Keep materials to self Remember school Rules 	<ul style="list-style-type: none"> Respect personal space of others Use equipment in designated areas Remember school rules Stay within set yard boundaries 	<ul style="list-style-type: none"> Travel safely Respect personal space of others Securely carry lunch tray Remember school rules Use food as it is intended to be used 	<ul style="list-style-type: none"> Be sanitary after using restroom Enter and exit restroom safely Respect personal space of others Use restrooms facility appropriately 	<ul style="list-style-type: none"> Travel in designated areas Remember school rules Stay within bus loading zone 	<ul style="list-style-type: none"> Travel Safely Visit office in the proper order Wait in a safe area Remember school rules Respect office work area Keep office entrance clear

 						
PANTHER	Classroom	Cafeteria	Restroom	Playground	Hallway	Bus
Pride	<ul style="list-style-type: none"> Be a good listener Always give your best effort. Be an active participant. Arrive on time. Stay on task. 	<ul style="list-style-type: none"> Clean up after yourself. Come prepared. Get all things needed the first time through the line. 	<ul style="list-style-type: none"> Return to class promptly. Clean up after yourself. Line up in assigned area. 	<ul style="list-style-type: none"> Be a problem solver. Play with everyone. Take care of yourself. Resolve your own conflicts. 	<ul style="list-style-type: none"> Return to class promptly. Be respectful of other's work. Keep the hallways clean. 	<ul style="list-style-type: none"> Be a good example to others. Be respectful of others.
A Attitude	<ul style="list-style-type: none"> Respect differences. Follow directions. Wait to be called on to speak. Treat others the way you want to be treated. 	<ul style="list-style-type: none"> Use a peaceful voice. Use good table manners. Say "Please" and "Thank You." 	<ul style="list-style-type: none"> Allow for privacy of each person. Use a quiet voice. 	<ul style="list-style-type: none"> Use positive and appropriate language. Invite others to join in. Agree on rules before a game. 	<ul style="list-style-type: none"> Walk quietly so others can continue learning Smile and be courteous to people you meet in the hallway. 	<ul style="list-style-type: none"> Use a quiet voice. Use appropriate language. Follow the directions of the bus driver.
W Wise Choices	<ul style="list-style-type: none"> Be prepared. Do your job. Be honest. Respect other's things. 	<ul style="list-style-type: none"> Make healthy choices. Use time to eat wisely. 	<ul style="list-style-type: none"> Clean up after yourself. Return to class promptly. Use water and supplies wisely. 	<ul style="list-style-type: none"> Learn new games and activities. Line up at first signal. Make good choices. 	<ul style="list-style-type: none"> Take care of yourself Move quietly. Walk. 	<ul style="list-style-type: none"> Follow all bus rules. Keep your belongings in your book bag Be ready for your stop.
S Safety	<ul style="list-style-type: none"> Maintain personal space. Use materials appropriately. Walk. 	<ul style="list-style-type: none"> Walk in line. Place all trash in the trash can. Stay seated until dismissed. 	<ul style="list-style-type: none"> Keep hands, feet and other objects to yourself. Wash hands with soap & water Maintain personal space. 	<ul style="list-style-type: none"> Stay in approved areas. Use equipment appropriately. Keep hands & feet to yourself. Report problems and injuries to the nearest adult. 	<ul style="list-style-type: none"> Keep hands to yourself Travel on the right. Maintain personal space. Walk at all times. 	<ul style="list-style-type: none"> Remains seated until the bus is stopped. Load & Unload in a single file line. Seat to Seat, Back to Back while riding.

Intervention foundations for Tier 1

Schoolwide Expectations

- 3-5 Clear & Positive Behavioral Expectations
- Provide Explicit Instruction

Behavioral Instruction

- Model, Practice, & Reinforce Expected Behaviors
- Integrate Expectations into Daily Curriculum

Reinforcement System

- Positive Reinforcement
- Behavior Specific Praise

Data-Based Decision Making

- Analyze and Collect Data to Track Progress and Identify Areas of Improvement

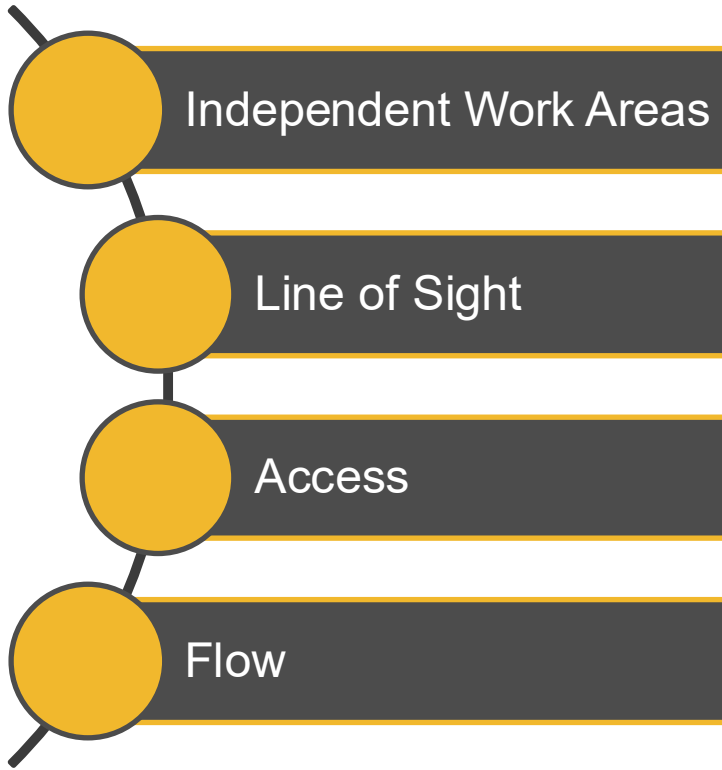
Consistency

- Consistent Responses to Student Misbehavior
- Consistency across Environments

Rapport Development



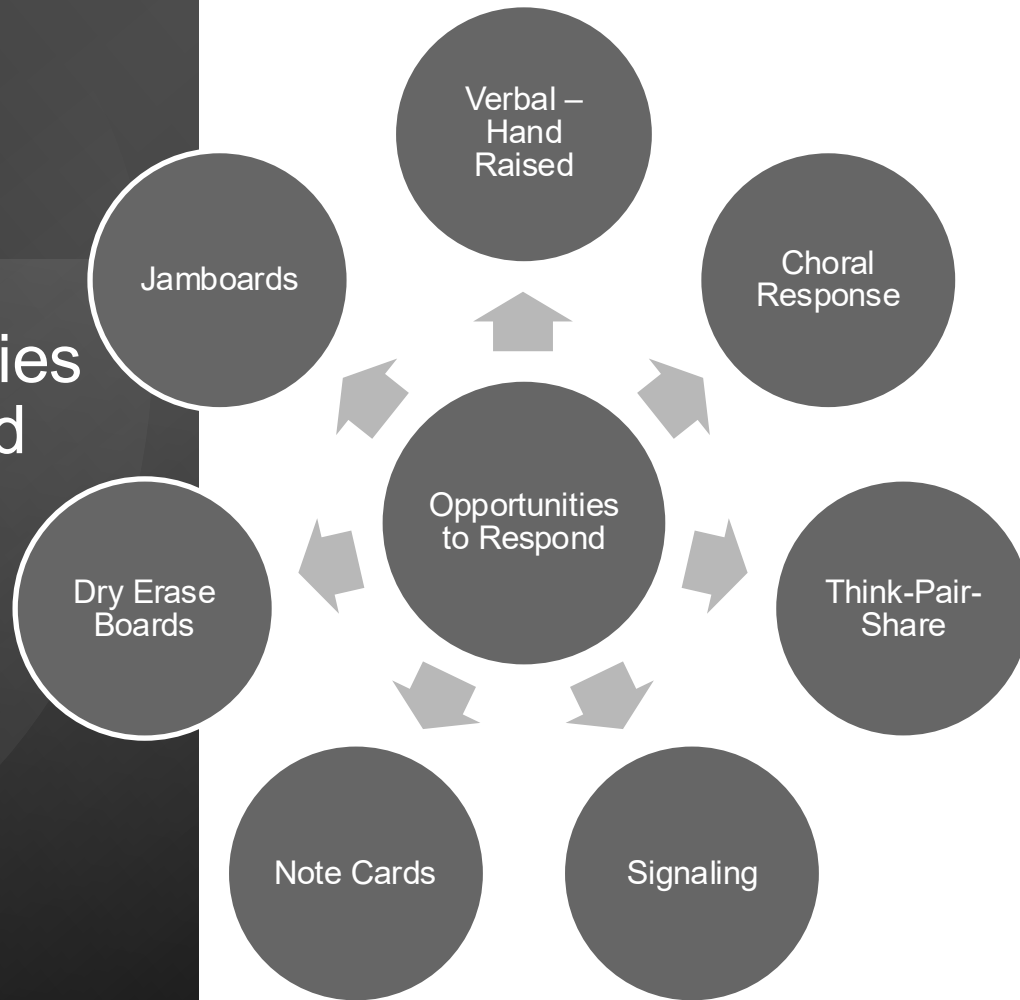
Physical Layout of the Classroom



Skill Building – Teacher Behaviors



Opportunities to Respond



Tier 2

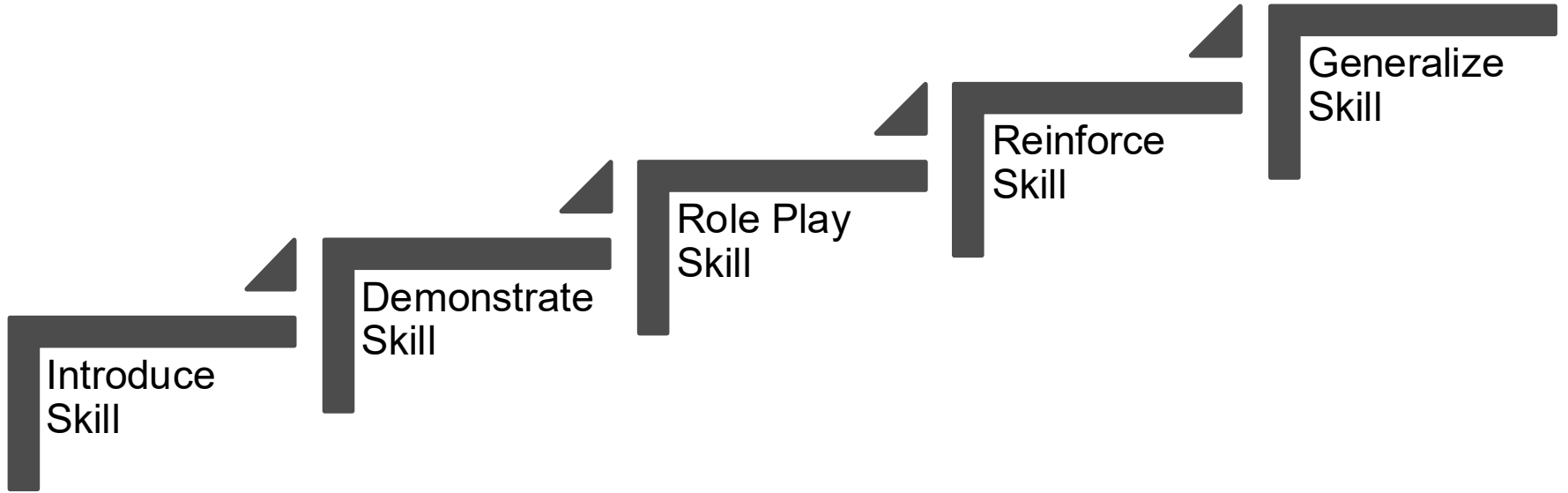
Increasing
Social
Skill
Acquisition



(PREAST, BOWMAN, & ROSE, 2017)

Critical Social Skills





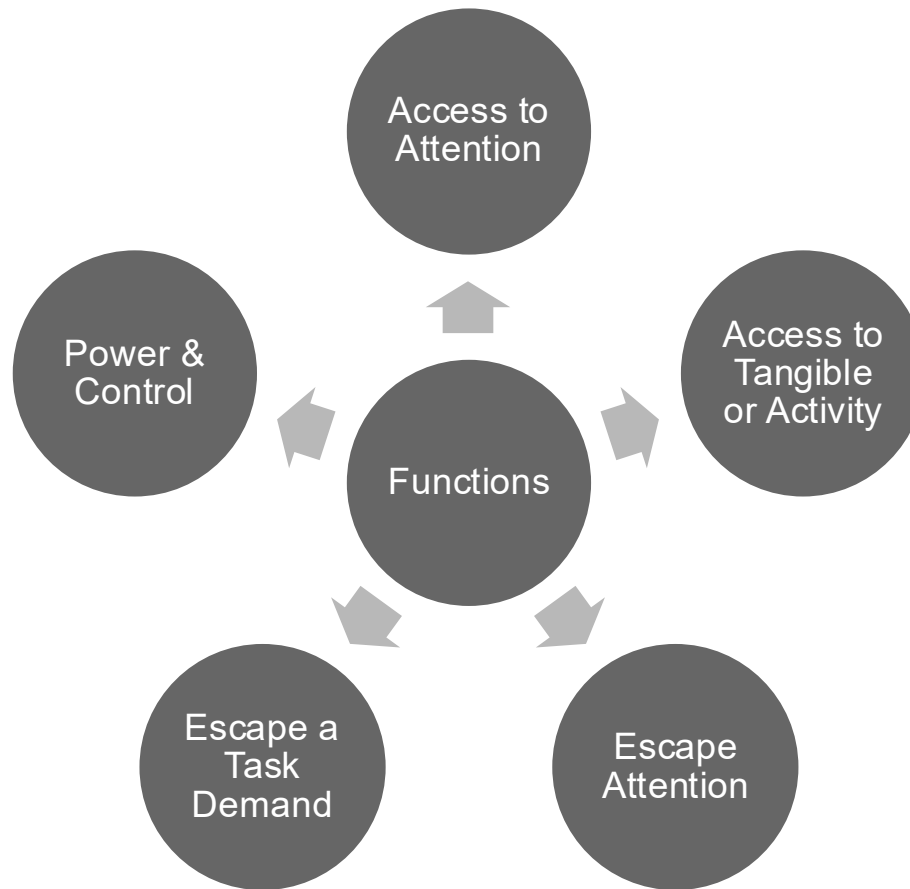
Teaching Social Skills Lessons

Foster
Communication
Development



Tier 3

Behavioral Functions Should Drive Individualized Interventions



Check In – Check Out

(Examples from www.pbis.org)

HAWK Report

Date _____ Student _____ Teacher _____

0 = Not Yet 1 = Good 2 = Excellent	Be Safe			Be Respectful			Be Your Personal Best			Teacher initials			
	Keep hands, feet, and objects to self			Use kind words and actions			Follow directions				Working in class		
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Recess	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Lunch	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Recess	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Total Points =			Today _____ %						Goal _____ %				
Points Possible = 50													

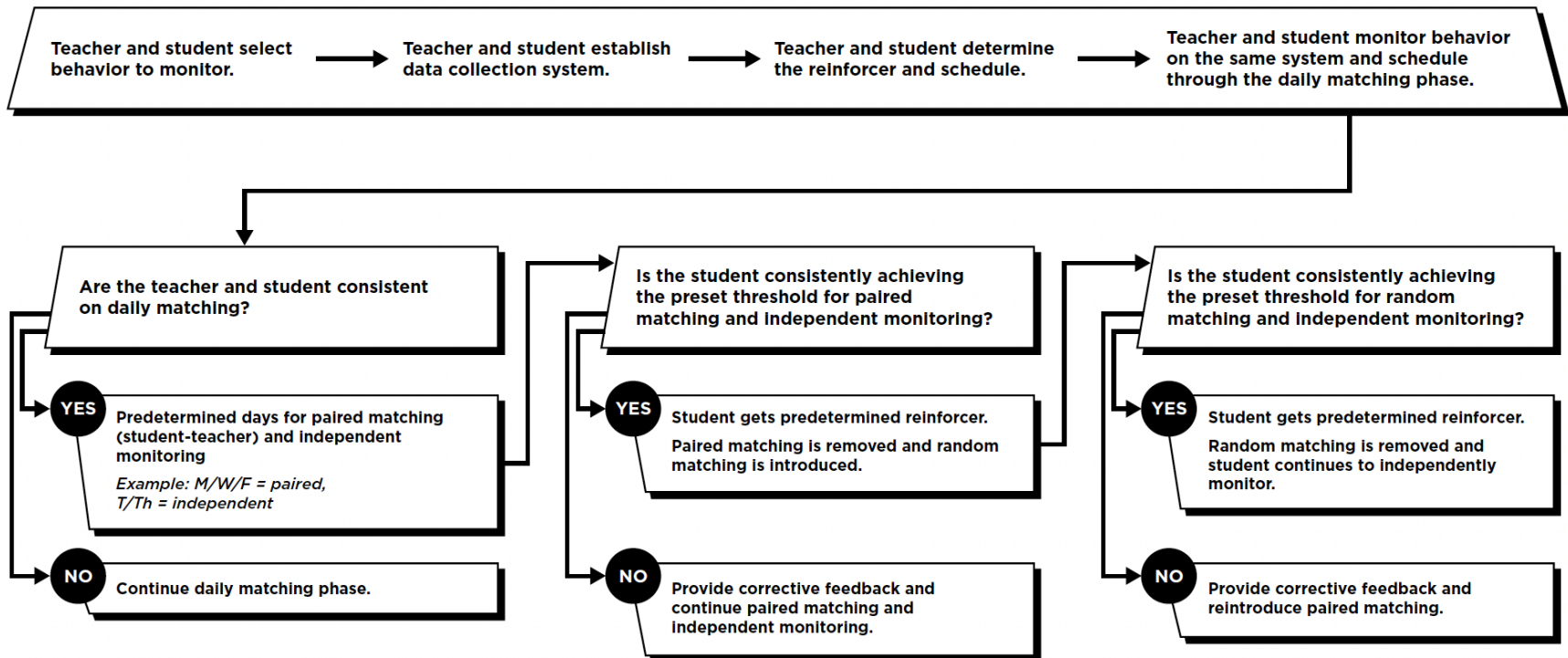
CICO Record

Name: _____ Date: _____

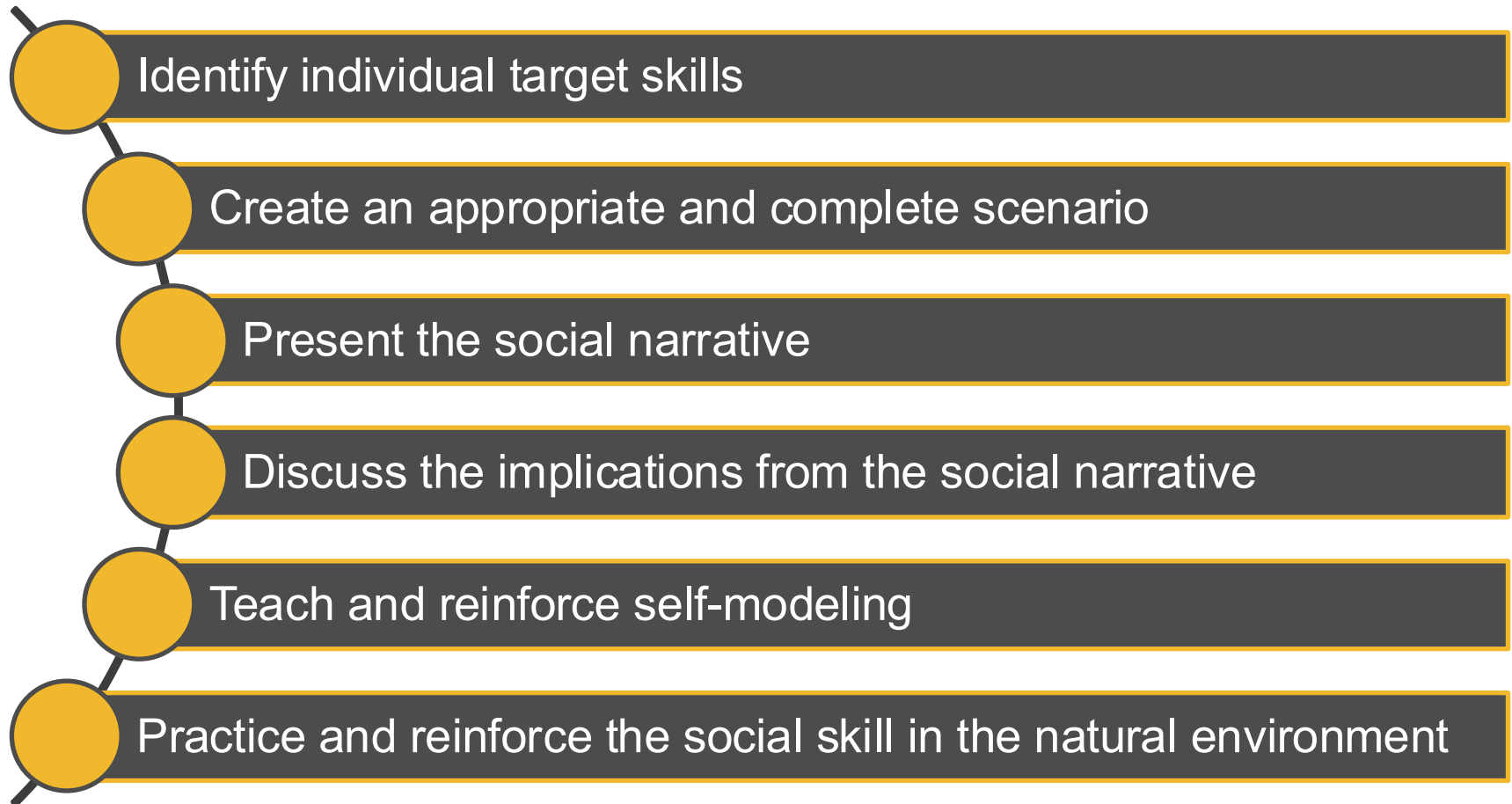
0 = Need work, 1 = "OK" 2 = Nice Job

	Safe			Responsible			Respectful		
Check In	0	1	2	0	1	2	0	1	2
Before Recess	0	1	2	0	1	2	0	1	2
Before Lunch	0	1	2	0	1	2	0	1	2
After Recess	0	1	2	0	1	2	0	1	2
Check Out	0	1	2	0	1	2	0	1	2
Today's goal				Today's total points					
Comments:									

Self-Monitoring Process



Use Social Narratives to Increase Social Competence



Signaling



Questions?



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