Bullying Prevention in within the PBIS Framework Part I

Presenters:
Sara McDaniel, University of Alabama
Students from local schools

• **Topic:** Bullying
• **Keywords:** Prevention, bullying, elementary, secondary
Learning Objectives

1. Learn core features of bullying prevention
2. Explore bullying prevention within PBIS
3. Discuss examples of educator involvement across K-12
October is Bullying Prevention Month!
Agenda

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

- What are you seeing regarding bullying?
- How has what you have seen changed in the last year, 3 years, 5 years, 10 years?
- What has worked in your school to address bullying?
- How have you been able to get families involved?
Padma Lakshmi

"I can even remember their names — when I was in seventh grade it was Sylvia, when I was in eighth grade it was Patty," she recalled of girls who bullied her. "One time somebody crushed an egg on my head and punched [me] in the face — it was horrible. I used to be called giraffe and it just makes you feel so, so alone and so scared."
"I was a gawky, skinny girl with big teeth and that made me an easy target," Mendes told The Daily Mail. "I had two bullies and they tortured me all through junior high school. At the time I couldn't understand why they kept taunting me. Only later could I see that I was showing them my fear and that's what they were pouncing on."
"To all the trolls who have been trolling in my comments, talking about my gap, I could get my gap fixed. Braces can fix this, but like, can you fix your heart, though?"
What is “bullying” what is it not?

“Bullying” is repeated aggression, harassment, threats or intimidation when one person has greater status or power.
How do students, staff, families use/misuse this word?
Physical Bullying

- Physical bullying is the most obvious form of bullying. It occurs when kids use physical actions to gain power and control over their targets. Physical bullies tend to be bigger, stronger, and more aggressive than their peers. Examples of physical bullying include kicking, hitting, punching, slapping, shoving, and other physical attacks.

- Unlike other forms of bullying, physical bullying is the easiest to identify. As a result, it is most likely what people think of when they think of bullying. Additionally, it has historically received more attention from schools than other more subtle forms of bullying.
Verbal Bullying

- Perpetrators of verbal bullying use words, statements, and name-calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean, and hurt another person. They choose their targets based on the way they look, act, or behave. It’s also common for verbal bullies to target kids with special needs.

- Verbal bullying is often very difficult to identify because attacks almost always occur when adults aren’t around. As a result, it is often one person’s word against another person’s word. Additionally, many adults feel that things kids say don’t impact others significantly. As a result, they usually tell the victim of bullying to “ignore it.” But research has shown that verbal bullying and name-calling has serious consequences and can leave deep emotional scars.
Relational Aggression

- **Relational aggression** is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers. Sometimes referred to as emotional bullying, relational aggression is a type of social manipulation where tweens and teens try to hurt their peers or sabotage their social standing.

- Relational bullies often ostracize others from a group, spread rumors, manipulate situations, and break confidences. The goal behind a relationally aggressive bully is to increase their own social standing by controlling or bullying another person.

- In general, girls tend to use relational aggression more than boys, especially between fifth and eighth grade. As a result, girls who engage in relational aggression are often called *mean girls* or frenemies. A teen or tween on the receiving end of relational aggression is likely to be teased, insulted, ignored, excluded and intimidated. Although relational aggression is common in middle school, it is not limited to tweens. In fact, some bullying bosses and other workplace bullies also engage in relational aggression.
Cyber/online bullying

• When a tween or a teen uses the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person, this is called cyberbullying. If an adult is involved in the harassment this is called cyber-harassment or cyberstalking.

• Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts. Because teens and tweens are always "plugged in," cyberbullying is a growing issue among young people. It’s also becoming more widespread because bullies can harass their targets with much less risk of being caught.

• Cyberbullies often say things that they do not have the courage to say face-to-face. Technology makes them feel anonymous, insulated, and detached from the situation. Consequently, online bullying is often mean and cruel.

• To the targets of cyberbullying, it feels invasive and never-ending. Bullies can get to them anytime and anywhere, often in the safety of their own home. As a result, the consequences of cyberbullying are significant.
Sexual Bullying

- **Sexual bullying** consists of repeated, harmful, and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials. For instance, a bully might make a crude comment about a girl’s appearance, attractiveness, sexual development, or sexual activity. In extreme cases, sexual bullying opens the door to sexual assault.

- Girls are often the targets of sexual bullying both by boys and by other girls. Boys might touch them inappropriately, make crude comments about their bodies, or proposition them. Girls, on the other hand, might call other girls names like “slut” or “tramp,” make insulting comments about their appearance or body, and engage in **slut-shaming**.

- **Sexting** also can lead to sexual bullying. For instance, a girl may send a photo of herself to a boyfriend. When they break up, he shares that photo with the entire school. In the end, she becomes the target of sexual bullying because people make fun of her body, call her crude names, and make vulgar comments about her. Some boys may even see this as an open invitation to proposition her or sexually assault her.
Prejudicial Bullying

• Prejudicial bullying is based on prejudices tweens and teens have toward people of different races, religions, or sexual orientation. This type of bullying can encompass all the other types of bullying including cyberbullying, verbal bullying, relational bullying, physical bullying, and sometimes even sexual bullying.

• When prejudicial bullying occurs, kids are targeting others who are different from them and singling them out. Oftentimes, this type of bullying is severe and can open the door to hate crimes. Any time a child is bullied for his sexual orientation, race, or religion, it should be reported.
Types of Bullies
• **Bully victims** often rise up after being bullied. They bully others weaker than them because they, too, have been bullied. Their goal usually is to regain a sense of power and control in their lives.

• This type of bully is very common. In fact, a large number of kids who bully others have been bullied themselves. Their bullying is a way of retaliating for the pain they are feeling. Other times the bully victim comes from a home riddled with domestic violence or suffers abuse from an older sibling. In these cases, bullying is a learned behavior.

• Most bully victims are either loners or fall at the bottom of the social ladder at school. This fact adds to the sense of powerlessness and anger they feel. Consequently, their bullying often appears hostile, which can cause the bully to be unpopular. This in turn perpetuates the cycle of the bully victim.
Popular Bully

- Popular bullies have big egos. They are confident and condescending. They usually have a group of followers or supporters and may feel like they rule the school. Additionally, popular bullies have a sense of entitlement that can stem from their popularity, their size, their upbringing or their socio-economic status. They thrive on the physical power and control they have over their victims and may boast about their bullying.

- Popular boys most often bully others through physical acts like pushing someone around, taking their books or pinning them against lockers. While popular girls use relational aggression. They spread rumors, are manipulative, and often exclude others.

- Popular bullies are sometimes the school’s star athlete or perceived school leader. They thrive on the attention and power they get from bullying. Other teens often tolerate this type of bully because they would rather be accepted than bullied.
Relational Bully

• The relational bully is usually a somewhat-popular student who enjoys deciding who is accepted at school and who isn’t. Excluding, isolating, and ostracizing others are the most common weapons used by this type of bully. Most often, the relational bully will use only verbal or emotional bullying to maintain control. Many times, mean girls are relational bullies.

• Relational bullies also maintain their power by using rumors, gossip, labels, and name-calling. Typically, they target others because they are jealous or feel they are socially unacceptable. Maintaining popularity is the key reason for relational aggression. The relational bully will do anything to be part of the "in the crowd."
Serial Bully

- The serial bully is another type of bully often found in popular circles. These bullies are systematic, controlled, and calculated in their approach. But parents, teachers, and administrators may have no idea what the serial bully is capable of.

- On the outside, this type of bully appears sweet, charming, and charismatic to authority figures. But on the inside, they can be cold and calculating and tend to inflict emotional pain on their victims over long periods of time. Sometimes serial bullies will use physical bullying but only if they can be sure they won’t be caught.
Group Bullies

- Bullies, who fall in this category, are typically part of a group and have a pack mentality when they are together. They tend to bully as a group but behave much differently when they are alone—even if they are alone with the victim. Usually, group bullies are cliques that imitate the leader of the group and just follow along.

- Because kids feel insulated when they are in a group, they often feel free to say and do things they wouldn’t do otherwise. They also feel less responsibility for their actions because "everyone is doing it." This is a very dangerous type of bullying because things quickly can escalate out of control.
Indifferent Bully

- Indifferent bullies are often unable to feel empathy. As a result, they can often appear cold, unfeeling, and detached and have very little, if any, remorse for what they do to others. These types of bullies, although less common than the other types of bullies, are often the most dangerous.

- Indifferent bullies are bullying for the sheer enjoyment of seeing another person suffer and they are not deterred by disciplinary actions. Additionally, indifferent bullies are often vicious and have deep psychological problems that need to be addressed by a professional. Traditional bullying intervention does not usually bring about change in their bullying.
Adapting Any Bully Prevention Effort

- Make any bully prevention program fit the social culture of the school. (terms, intensity, coordination, collaboration)

- Make the bully prevention effort fit the developmental level of the students.

- Collect and use data
  - Before implementing collect data to document need and build consensus
  - After implementing collect data to assess impact and guide local adaptation
Bullying and PBIS

• Expect Respect Curriculum

• ACTIVITY: CURRICULUM SEARCH

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect
Brianna C. Stiller, Rhonda N.T. Nees, Anne K. Tomlinovich, Robert H. Horner, Scott W. Rose
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.
Research on Bullying Prevention within PBIS
Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

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

Time 1
Time 2
Was Expect Respect Helpful for You and Your School?
School 1 Post Student Survey
May 2012

- Very Helpful: 15%
- Helpful: 27%
- OK: 40%
- Not Helpful: 18%
Should Your School Teach Expect Respect Next Year?
May 2012

- Yes: 50%
- Maybe: 40%
- No: 10%
School 1 Student Survey
Expect Respect

1. Do you feel safe?
2. Do other students treat you respectfully?
3. Do you treat other students respectfully?
4. Do adults treat you respectfully?
5. Do you treat adults in your school respectfully?

% of Students Reporting Agree or Strongly Agree

National PBIS Leadership Forum
School 1 Student Survey
Expect Respect

% of Students Indicating Yes

6. I've been treated disrespectfully
7. I've asked someone to stop
8. I've been asked to stop
9. I've seen someone treated disrespectfully

Pre Yes vs Post Yes
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
More Recent Research

- Certain grade levels respond better and worse with bullying prevention work.
- Can you guess who?
Elementary Schools

- No differences in student report of bullying, safety, or being a bully
- Some grades got “worse”
- Why?
  - Less bullying occurs in elementary school?
- Giving students language and having them report may increase rates at first?
Middle Schools

- Significant improvements in:
  - Feeling safe
  - Feeling bullied
  - Being a bully

- Why?
  - Developmental importance of peers in adolescence
  - More bullying in middle school
  - Ready to handle the language and content?
High Schools

• No significant improvements, some increased bullying

• Why?
  • Giving procedures and language to bullying may have increased reports
  • Older adolescents more “normed” to bullying behavior
  • Bullying behavior may decrease generally in high school
Recent stopbullying.org report

• Bullying is most frequently reported in 6th-8th grades
• In 2019 28% of all 6th-8th graders reported being bullied AT SCHOOL
• In high school this lowers to 19%
Evaluation time!

1. **Within our mobile app** - find the Evaluation icon on the homescreen. Scroll for the Session.

2. **QR Code** - scan the QR code included on the slide in the presentation (Individualized slides for each presentation will be located in this shared folder)

3. **Online** - click on the link located next to the downloadable session materials posted online at https://www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. **Direct Link** - Click the link provided in the email reminder you receive after your session ends
Please Complete this Session’s Evaluation

10/27/2023
Session ID – 4A - Bullying Prevention Within the PBIS Framework, Part 1

Four options, pick one!

1. Mobile App
Click “Take Survey” under the session description.

2. QR Code
Scan the code on this slide.

3. Online
Click on the link located next to the downloadable session materials posted online at:
www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
Click the link provided in the email reminder you receive after your session ends.

Evaluations are anonymous! We send reminder emails to all participants.

After you submit each session evaluation, click the link to enter the gift card raffle!