Bullying Prevention and Intervention Strategies in Positive Behavior Support

Patricia Marquez, Safe and Healthy Schools Specialist, Olweus Bullying Prevention Certified Trainer
Goals and Objectives

- **Goal:** Define a system of Bullying Prevention for your setting

  - **Objective 1:** Understand the problem—Back to Basics
    - Review of working definitions, dynamics, and legal mandates

  - **Objective 2:** Identify a pyramid of strategies
    - Removing the reinforcement, Early to Intensive interventions

  - **Objective 3:** Action Planning
    - Including *Bullying Prevention Checklist (handout)* and other resources
• **Grounding Activity**-

  Turn to elbow partner and discuss a bullying situation that happened on your campus...

  ... What was the response and outcome?
What?

When/Where?

Who Bullies?

Who is Bullied?

Why?

How?
Problems with Bullying Prevention

- Bullying Issues
  - Problem #1: Blame the aggressor
  - Problem #2: Inadvertent “teaching of bullying”
  - Problem #3: Inadvertent reinforcement of bullying
  - Problem #4: Ignore role of “bystanders”
  - Problem #5: Efforts not sustained

- What do we need?
  - Bullying prevention that “fits” within a tiered approach
  - Bullying PREVENTION that stops unwanted behaviors before they become bullying
  - Bullying prevention that equips students to address the problem
  - (bystanders are the key!)
  - Bullying prevention that is researched based, comprehensive, sustainable.

(Merrell, Gueldner, Ross, and Isava, 2008)
Definition of Bullying

“Bullying is when someone *repeatedly* and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

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U.S. www.clemson.edu/olweus
Three Key Components of Bullying Behavior

1. Involves an aggressive behavior

2. Typically involves a pattern of behavior repeated over time

3. Imbalance of power or strength
BULLYING = PEER ABUSE
Types of Bullying

Physical
- Hitting, kicking, spitting, pushing, etc.
- Indirect: getting someone else to do this for you

Verbal
- Taunting, threatening
- Name calling, malicious teasing

Psychological
- Spreading rumors, intimidating, extortion
- Manipulation of relationships, social exclusion and aggression
<table>
<thead>
<tr>
<th>Rough Play</th>
<th>Real Fighting</th>
<th>Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually friends; often repeated (same players)</td>
<td>Usually not friends; typically not repeated</td>
<td>Typically not friends; generally repeated</td>
</tr>
<tr>
<td>Balance of power</td>
<td>Power relatively equal</td>
<td>Unequal power</td>
</tr>
<tr>
<td>No intent to harm</td>
<td>Intentional harm doing</td>
<td>Intentional harm doing</td>
</tr>
<tr>
<td>Affect is friendly; positive, mutual</td>
<td>Affect negative; aggressive, tense, hostile affect</td>
<td>Affect negative; aggressive &amp; differs for victim and aggressor</td>
</tr>
</tbody>
</table>
Children Involved in Bullying

Risk Factors and Effects For:

1. Children who are bullied
2. Children who bully others
3. Children who are both bullied and bully others
4. Don’t forget the bystanders!

I am an UPSTANDER
Children Who Are Bullied

- Cautious, sensitive, quiet, withdrawn
- Anxious, insecure, low self-esteem
- Physically weaker than peers
- Physically mature earlier
- Have few peer friends
Effects of Being Bullied

• Lower self-esteem
• Depression & anxiety
• Absenteeism & lowered school achievement
• Thoughts of suicide
• Illness
Children Who Display Bullying Behaviors tend to...

- Have positive attitudes toward violence
- Be impulsive, quick tempers
- Show little empathy
- Be involved in other antisocial or rule-breaking activities
- Be physically stronger than peers
- Myths...
What is the Motivation?

3 minute discussion

• Like to dominate others in a negative way
• Gain satisfaction from inflicting injury and suffering
• Receive “rewards” by bullying others (prestige, attention, possessions)
Concerns About Children Who Display Bullying Behaviors

Children who bully are more likely to:
– Get into frequent fights
– Be injured in a fight
– Steal, vandalize property
– Drink alcohol, smoke
– Be truant, drop out of school
– Report poorer academic achievement
– Perceive a negative climate at school
– Carry a weapon
Children Who Display Bullying Behaviors

• Bullying may be part of a conduct-disordered behavior pattern.

• This pattern may continue into young adulthood.

• Olweus study: Youth who bullied others in middle school were 4 times as likely to have 3 or more convictions by age 24.
Children Who are Targeted **and** Display Bullying Behaviors May...

- Attempt to bully others but are less impactful
- Behave in ways that cause irritation and attract negative attention
- Concern: these students require more comprehensive and intensive interventions
Learning Disabilities and challenging behaviors...

• Increase the risk of being bullied and excluded by peers

• Make it more difficult for adults to identify problem behavior and find appropriate interventions
Characteristics of “Provocative” or Bullying/Victims

• Unable to interpret Social Cues
• May try and bully weaker/younger peers
• Display the social-emotional problems of bullied children AND behavioral problems of children who bully others
Effects of Bullying on Bystanders

- Bystanders may feel:
  - Afraid
  - Powerless to change the situation
  - Guilty for not acting
  - Diminished empathy for bullied students over time
Cyberbullying

“willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”

-Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying
Most Common Places

• Social Media, such as Facebook, Instagram, Snapchat, and Twitter
• Text messaging
• Instant messaging apps
• Email
What Can We Do?

• Discuss Accountability
• Encourage Balance
• “It's not the end of the world”
• Mandatory Reporting, EdCode 48900
School Investigation vs. Criminal Investigation

• Must consider context and possible violations: 
  *child pornography, threats*

• Carefully assess the situation

• What other ways can we educate or rehabilitate students involved?
School Investigation vs. Criminal Investigation

Immediate school response to restore safety and positive campus climate is most effective!
What Roles Do Students Play In Bullying Situations?

A. Students Who Bully
- Start the bullying and take an active part

B. Followers
- Take an active part, but do not start the bullying

C. Supporters
- Support the bullying, but do not take an active part

D. Passive Supporters
- Like the bullying, but do not display open support

E. Disengaged Onlookers
- Watch what happens, don’t take a stand

F. Possible Defenders
- Dislike the bullying and think they ought to help, but don’t do it

G. Defenders
- Dislike the bullying, help or try to help the bullied student

H. Student Who Is Bullied
-如图所示，学生在欺凌事件中扮演的角色：

1. 学生谁欺凌（Students Who Bully）
   - 开始欺凌并积极参与

2. 跟随者（Followers）
   - 积极参与，但不开始欺凌

3. 支持者（Supporters）
   - 支持欺凌，但不积极参与

4. 被欺凌者（Student Who Is Bullied）
   - 如图所示，学生在欺凌事件中扮演的角色：

5. 折衷者（Possible Defenders）
   - 不喜欢欺凌，认为应该帮助，但不参与

6. 保护者（Defenders）
   - 不喜欢欺凌，帮助或试图帮助受欺负的学生

7. 观察者（Disengaged Onlookers）
   - 观察发生什么，但不采取立场
In Real Life #be Strong

PSA
A Word About Adult Bullying behaviors...

Activity: “Do You Use Bullying Behaviors” Worksheet

- Teacher to Student
- Teacher to Teacher
- Parent to Teacher
- Teacher to Parent
- Administrator to Teachers/Staff
- Teachers/Staff to Administrators
- Community Members to Administrators
Bullying and Legal Issues

• In 2010, the US Department of Education Office for Civil Rights issued a Dear Colleague letter on harassment and bullying (see [www.StopBullying.gov](http://www.StopBullying.gov))

• School districts may violate students federal civil rights when:
  - Peer harassment is based on race, color, national origin, sex, or disability
Continued...

- The behavior is serious enough that it creates a hostile environment
- The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees
Seth’s Law

• Beginning July 1, 2012 school districts are now required to:
  • Adopt a strong anti-bullying policy
  • Include a process *and* a timeline for receiving and investigating complaints of bullying
  • Publicize policy and process
  • List support resources for youth involved in bullying issues
Misdirections in Bullying Prevention & Intervention

- Simple, short-term solutions
- “Program du jour approaches”
- Group treatment for children who bully
- Anger management or self-esteem enhancement for children who bully
- Zero tolerance policies for bullying
- Selecting inappropriate supplemental materials
- Mediation/conflict resolution to resolve bullying issues

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Survey Students and Staff

Why survey students and staff about bullying?
Provides detailed information on bullying & school climate

Provides essential planning information

Provides baseline data for gauging progress of efforts
### Data Dive

#### 2016-17 Total Offenses Committed
Santa Clara County Report

<table>
<thead>
<tr>
<th>Code Section</th>
<th>Student Offense Name</th>
<th>Total Count of Offenses Committed</th>
<th>Count of Offenses Resulting in an Expulsion</th>
<th>Count of Offenses Resulting in a Suspension</th>
<th>Count of Offenses Resulting in a Disciplinary Diversion</th>
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<tbody>
<tr>
<td>48300(a)(1)</td>
<td>Caused, Attempted, or Threatened Physical Injury</td>
<td>3,815</td>
<td>37</td>
<td>3,449</td>
<td>330</td>
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<td>48300(a)(2)</td>
<td>Used Force or Violence</td>
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<td>18</td>
<td>1,016</td>
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<td>48300(b)</td>
<td>Possession, Sale, Furnishing a Firearm or Knife</td>
<td>104</td>
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<td>91</td>
<td>4</td>
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<td>48300(c)</td>
<td>Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant</td>
<td>864</td>
<td>25</td>
<td>799</td>
<td>40</td>
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<td>48300(d)</td>
<td>Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants</td>
<td>54</td>
<td>4</td>
<td>50</td>
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<td>48300(f)</td>
<td>Property Damage</td>
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<td>341</td>
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<td>48300(g)</td>
<td>Property Theft</td>
<td>326</td>
<td>12</td>
<td>268</td>
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<td>48300(h)</td>
<td>Possession or Use of Tobacco Products</td>
<td>216</td>
<td>2</td>
<td>163</td>
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<td>48300(i)</td>
<td>Obscene Acts, Profanity, and Vulgarity</td>
<td>1,235</td>
<td>7</td>
<td>662</td>
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<td>48300(j)</td>
<td>Offering, Arranging, or Negotiating Sale of Drug Paraphernalia</td>
<td>201</td>
<td>4</td>
<td>184</td>
<td>13</td>
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<td>48300(l)</td>
<td>Disruption, Defiance</td>
<td>7,317</td>
<td>34</td>
<td>3,647</td>
<td>3,636</td>
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<td>48300(m)</td>
<td>Received Stolen Property</td>
<td>40</td>
<td>0</td>
<td>33</td>
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<td>48300(n)</td>
<td>Possession of an Imitation Firearm</td>
<td>25</td>
<td>3</td>
<td>22</td>
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<tr>
<td>48300(o)</td>
<td>Harassment, Intimidation of a Witness</td>
<td>67</td>
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<td>53</td>
<td>14</td>
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<td>48300(p)</td>
<td>Offering, Arranging, or Negotiating Sale of Some</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>48300(q)</td>
<td>Hazing</td>
<td>8</td>
<td>0</td>
<td>7</td>
<td>1</td>
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<td>Bullying</td>
<td>582</td>
<td>4</td>
<td>492</td>
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<td>48300(t)</td>
<td>Assault or Abстanced Physical Injury</td>
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<td>1</td>
<td>76</td>
<td>5</td>
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<td>48300.2</td>
<td>Sexual Harassment</td>
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<td>8</td>
<td>258</td>
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<td>Committed an act of Hate Violence</td>
<td>25</td>
<td>0</td>
<td>25</td>
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<td>48300.4</td>
<td>Harassment or Intimidation</td>
<td>832</td>
<td>1</td>
<td>486</td>
<td>145</td>
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<td>48300.7</td>
<td>Made Ternorial Threats</td>
<td>49</td>
<td>1</td>
<td>42</td>
<td>6</td>
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<tr>
<td>48315(a)(1)</td>
<td>Caused Physical Injury</td>
<td>416</td>
<td>11</td>
<td>360</td>
<td>25</td>
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<tr>
<td>48315(a)(2)</td>
<td>Possession of a Knife or Dangerous Object</td>
<td>473</td>
<td>34</td>
<td>411</td>
<td>28</td>
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<td>48315(a)(3)</td>
<td>Possession of a Controlled Substance</td>
<td>451</td>
<td>13</td>
<td>376</td>
<td>12</td>
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<td>48315(a)(4)</td>
<td>Robbery or Extortion</td>
<td>39</td>
<td>3</td>
<td>27</td>
<td>3</td>
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<tr>
<td>48315(a)(5)</td>
<td>Committed Assault or Battery on a School Employee</td>
<td>47</td>
<td>8</td>
<td>36</td>
<td>3</td>
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<tr>
<td>48315(a)(11)</td>
<td>Possession, Sale, Furnishing a Firearm</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
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<tr>
<td>48315(a)(2)</td>
<td>Brandishing a Knife</td>
<td>24</td>
<td>7</td>
<td>17</td>
<td>0</td>
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<tr>
<td>48315(a)(3)</td>
<td>Sale of a Controlled Substance</td>
<td>29</td>
<td>17</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>48315(a)(4)</td>
<td>Sexual Assault, as defined by Penal Code sections 261, 280c, 286, 288, 288a, or 286</td>
<td>29</td>
<td>4</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>48315(a)(4)</td>
<td>Sexual Battery, as defined by Penal Code Section 243,4</td>
<td>25</td>
<td>8</td>
<td>16</td>
<td>2</td>
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<tr>
<td>48315(a)(5)</td>
<td>Possession of an Explosive</td>
<td>12</td>
<td>0</td>
<td>11</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>10,957</td>
<td>288</td>
<td>13,764</td>
<td>4,905</td>
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</tbody>
</table>
DataQuest
CDE
Student Misconduct & Intervention
Report Type

Expulsion and Suspension Data 2016-17

County Selected: 43 SANTA CLARA

Select a Report:
- Suspension Rate
- Suspension Rate (with District Data)
- Suspension Count by Most Serious Offense Category
- Suspension Count by Most Serious Offense Category (with District Data)
- Expulsion Rate
- Expulsion Rate (with District Data)
- Expulsion Count by Most Serious Offense Category
- Expulsion Count by Most Serious Offense Category (with District Data)
- Total Offenses Committed

Submit
California Education Code

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 46900.2, 46900.3, or 46900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil(s) or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.
(ii) A post on a social network Internet Web site, including, but not limited to:

(1) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
(iii) An act of cyber sexual bullying.

(1) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(b) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
Activity: What Does your Data Tell You?

• How many bullying/harassment related offenses did your school/district have for the year?

• Based on this data, how should you prioritize bullying prevention?
Prevention Strategies
Solorsano Video:
A CONTINUUM OF BULLYING PREVENTION

~80% of Students

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer reinforcement strategies

PRIMARY PREVENTION
- SWPBIS
- BP-PBS
- Stand for Courage, Olweus…
BULLYING PREVENTION: A 3 PART APPROACH

Establish a whole-school social culture where positive behavior is “expected” and rewards for bullying are NOT provided.

Provide training and support for adults to (a) train, (b) precorrect, and (c) provide consequences for bullying.

Provide direct, individualized support for students who engage in “bullying” or “victim” behaviors.

Rob Horner, 2014
BULLYING PREVENTION WITHIN PBIS

- Fit bullying prevention within a tiered, prevention based-approach
  - Universal support for ALL students
  - More intensive supports for students that fail to respond.

- Prevent social aggression before it ever reaches severity necessary to be called bullying.

- Provide all students clear, simple, specific skills that can remove peer attention driving bullying behavior

- Provide all adults clear, simple, specific skills for responding to incidents of disrespect.

- Implement bully prevention strategies that are sustainable
National Responses to Bullying

### Bullying Requirements
- Bullying Coordinator
- School Climate
- Data Systems
- Event Reporting
- Response Team
- School & Community
- Staff Professional Dev
- Evidence-based Practices

### SWPBIS
- Coach/Team Leader
- Preventive Tier I
- SWIS
- Systematic ODR
- Leadership Team
- School & Family
- Data-based Prof Dev
- RCT & SSR Research
Positive Behavior Interventions and Supports (PBIS)
University of Oregon

Olweus Bullying Prevention Program (OBPP)
Clemson University
Removing the Reinforcement

School-wide Behavioral Expectations

Bullying Prevention
- Teach All Students
- Practice With Some Students
- Support Staff Imp

Individual Student Supports
- Student with Bullying behavior
- Targeted student

Collect and use data for decision-making
Recognize Stand-Up Behavior

• Getting students to buy-in to an intervention is half the battle (or more than half)
• Students should be involved in every phase of prevention development and implementation
How Adults Respond

When a student reports problem behavior, all adults should follow a specific response sequence:

First, let students know that their report is important
- Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")

Ensure the student’s safety.
- Is the behavior still happening?
- Is the reporting student at risk?
- What does the student need to feel safe?
- What is the severity of the situation

Most important: Document everything!
On-the-Spot Interventions:  
*The “Teachable Moment”*

1. Stop the bullying
2. Support student who has been targeted.
3. Name unwanted behavior & refer to your school-wide expectations.
4. Engage the bystanders.
5. Impose immediate & appropriate consequences.
6. Take steps to ensure targeted student will be protected from future bullying.
Disruptive or Violent Behavior Consequences Chart*

**Type:**
- Physical
- Emotional
- Social
- Cyberbullying

**Factors Considered:**
- Age/Development/Maturity
- Degree of Harm/Nature of Incidence
- Circumstances
- Special Education Status
- Number of Incidences
- Context
- Relationship Between Parties
- Severity

**Determination:**
- Lowest Response
- Bullying
- Title VI, IX or Sec. 504 Incident
- Criminal Behavior

**Consequence Options:**
- Behavior Correction by Teacher or Staff
- Loss of Privileges
- Educator Intervention
- Parent Involvement
- Documentation
- Conversations; Clear, Consistent Consequences
- Referral for help as needed
- Individual Behavior Plan/ Safety Plan
- Possible Suspension or Expulsion (Last Resort)
- Documentation and Notification of Central Office
- Possible Suspension or Expulsion
- Police Involvement
- May also be subject to consequences listed under other options by school or district
- Possible Suspension or Expulsion

*Final discipline decision to be determined by Principal of Student Disciplinary Hearing Authority.

(DBPP - Adapted from Tennessee Department of Education - Policy Revision Task Force)
### Bully Prevention

*In Positive Behavior Support*

#### Decision Making Flowchart

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Students know the School-wide Expectations and the “stop” signal?</td>
<td><strong>Yes</strong>: Re-teach School-wide expectations and the “stop” signal.</td>
</tr>
<tr>
<td></td>
<td><strong>No</strong>: Review pre-correction strategy and reward staff for its implementation.</td>
</tr>
<tr>
<td>Do faculty/staff use pre-correction strategy with students?</td>
<td><strong>Yes</strong>: Re-teach the review routine to staff and reward them for using it with students.</td>
</tr>
<tr>
<td></td>
<td><strong>No</strong>: Conduct Student Booster in applicable settings.</td>
</tr>
<tr>
<td>Do faculty/staff use the review routine when students report problem behavior?</td>
<td><strong>Yes</strong>: Conduct Student Booster in applicable settings.</td>
</tr>
<tr>
<td></td>
<td><strong>No</strong>: These students may require more intense individual interventions and a Functional Behavior Assessment</td>
</tr>
<tr>
<td>Are there specific settings where BP-PBS strategies are not used effectively?</td>
<td><strong>Yes</strong>: Conduct Student Booster in applicable settings.</td>
</tr>
<tr>
<td></td>
<td><strong>No</strong>: These students may require more intense individual interventions and a Functional Behavior Assessment</td>
</tr>
<tr>
<td>Do students “at risk” for aggression behave more appropriately?</td>
<td><strong>Yes</strong>: Conduct Student Booster in applicable settings.</td>
</tr>
<tr>
<td></td>
<td><strong>No</strong>: These students may require more intense individual interventions and a Functional Behavior Assessment</td>
</tr>
</tbody>
</table>
### Teaching Matrix

<table>
<thead>
<tr>
<th>Respectful</th>
<th>All Settings</th>
<th>Halls</th>
<th>Playground</th>
<th>If you see Disrespect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on task. Give a plan.</td>
<td>Use normal voice volume. Walk to right.</td>
<td>Share equipment. Include others.</td>
<td>STOP: Interrupt &amp; model respect, rather than watch or join in</td>
<td></td>
</tr>
<tr>
<td>Be kind. Hands/feet to self. Help/share with others.</td>
<td></td>
<td></td>
<td></td>
<td>Invite those who are alone to join in.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achieve &amp; Organized</th>
<th>All Settings</th>
<th>Halls</th>
<th>Playground</th>
<th>If you see Disrespect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on task. Give a plan.</td>
<td>Use normal voice volume. Walk to right.</td>
<td>Share equipment. Include others.</td>
<td>STOP: Interrupt &amp; model respect, rather than watch or join in</td>
<td></td>
</tr>
<tr>
<td>Study, read, compute.</td>
<td></td>
<td></td>
<td></td>
<td>Invite those who are alone to join in.</td>
</tr>
<tr>
<td>Walk. Have a plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible</th>
<th>All Settings</th>
<th>Halls</th>
<th>Playground</th>
<th>If you see Disrespect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treat chairs carefully.</td>
<td>Wipe your feet.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Expectations

1. **Expectations**
   - Respectful
   - Achieve & Organized
   - Responsible

2. **Natural Context (Locations)**
   - Library/Computer Lab
   - Assembly
   - Bus
   - Park

3. **Rules or Specific Behaviors**
   - Stop: Interrupt, say “that’s not ok.”
   - Walk: Walk away
   - Don’t be an audience
   - Talk: REPORT to an adult
A CONTINUUM OF BULLYING PREVENTION

Intensive Intervention
• Safety plans for targeted students
• Positive Behavior Support Plans for students who display bullying behaviors
• Family/community group conferences

Early Intervention
Alternatives to suspension:
• Youth/peer court (mediation)
• Individual Intervention plans
• Social Skills targeted teaching
• Restorative Circles

Prevention & Skill Building
Peace-keeping circles for:
• Morning meetings/class meetings
• Social/emotional instruction
• Olweus, SW-PBIS

~80% of Students

~15%

~5%

A CONTINUUM OF SWPBS PRACTICES

Intensive Intervention
• Function-based support
• Wraparound support
• Individualized behavior support plans

Early Intervention
• Check-in/ Check-out
• Extra Social Skills Teaching and Support

Prevention & Skill Building
• Define and teach expectations
• Establish consequence system
• Collection and use of data
Activity: From Discussion to Action

• Bullying Prevention Self-Assessment

• Bullying Prevention in PB
  Implementation Checklist
Effective Implementation

- Use the teaching plans in the BP-PBS handbooks
  - Available free online at www.pbis.org
  - Or Build your own lesson plans

- Develop a schedule for implementation
  - Teach all students in the school within a 2 week period.
  - After the initial lessons, teachers follow up with students weekly (2-3 min) to discuss what is working, what isn’t, and to practice
  - All adults in the school also “check-in” with students on a daily basis
  - Build a strategy for providing orientation to new students

- PBIS teams ensure that implementation sustains through the collection of fidelity implementation data, and student outcome data
References and links

- https://olweus.sites.clemson.edu/bullyinginfo.html
- www.commonsensemedia.org
Remember...

- Stopping bullying is about a cultural shift in how we think and act.

- Transformation requires risk, healthy struggle, and celebration.

- Change happens in small increments but can have positive long-term impact for us all!
Thank you!

CONTACT INFORMATION:

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