

## Culturally Responsive

# E4—Where do we fit?





STOP, WALK, TALK

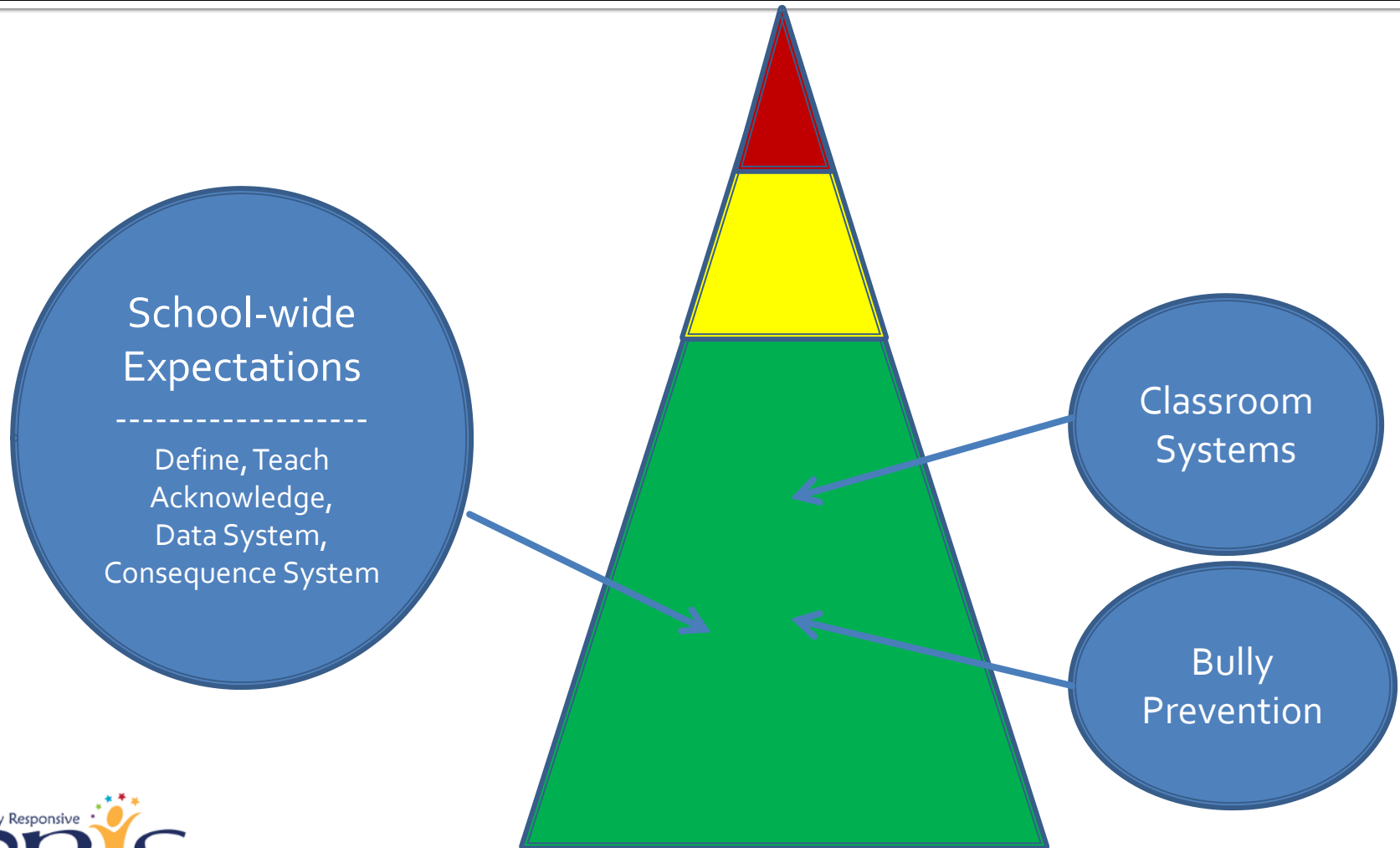
Expect Respect

# Stop, Walk and Talk Expect Respect-- Bully Prevention

Adapted from:

Scott Ross & Rob Horner  
Utah State University and University of Oregon

# Bully Prevention within PBIS Implementation



# The Logic: Why invest in Bully Prevention?



- The National School Safety Center (NSSC) called bullying the most enduring and underrated problem in U.S. schools.
  - (Beale, 2001)
- Nearly 30 percent of students have reported being involved in bullying as either a perpetrator or a victim.
  - (Nansel, et al., 2001; Swearer & Espelage, 2004).
- Victims and perpetrators of bullying are more likely to skip and/or drop out of school.
  - (Berthold & Hoover, 2000; Neary & Joseph, 1994)
- Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings.
  - (Carney & Merrell, 2001; NSSC, 1995).  
BP-PBS, Scott Ross

# What is Bullying?



- The US Department of Education office of Safe Schools defines bullying as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:
  - **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalance can change over time and different situations, even if they involve the same people.
  - **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

# Bullying vs. Normal Peer Conflict

- It is important to note that most of the negative interaction our kids face in school is **NOT** bullying.
- The vast majority is **normal peer conflict**.
  - A friend who excludes someone at morning recess but resumes play by lunch recess
  - A classmate who says something mean or hurtful but is generally someone who is nice or has no negative interactions
  - An argument that breaks out between peers over playground rules or equipment



# Bullying vs. Normal Peer Conflict

- Peer conflict involves a balance of power: children are of equal size, age, or status.
- All involved in the peer conflict have an equal interest or stake in the outcome.
- While these behaviors are not acceptable, they are not bullying and there are different strategies to deal appropriately with peer conflict vs. bullying.



# Warning signs that child may be a target of bullying...



- Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.
- Some signs that may point to a bullying problem are:
  - Frequent headaches or stomach aches, feeling sick or faking illness.
  - Changes in eating habits, like suddenly skipping meals or binge eating.
  - Falling asleep in class due to difficulty sleeping or frequent nightmares.
  - Declining grades, loss of interest in schoolwork, or not wanting to go to school.
  - Sudden loss of friends or avoidance of social situations.
  - Feelings of helplessness or decreased self esteem.
  - Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.
  - Sudden change in use of electronics (turning phone off, not using computer, avoiding use of social media).

# Warning signs that a child may be exhibiting bullying behavior...

A child who bullies others may exhibit some of the following behaviors:

- Frequent name-calling (for example, describing others as wimps, stupid, “fag”, “slut”, etc.)
- A constant need to get his/her own way
- Always blaming others
- A lack of empathy for others
- A defiant or hostile attitude
- An increasingly aggressive demeanor

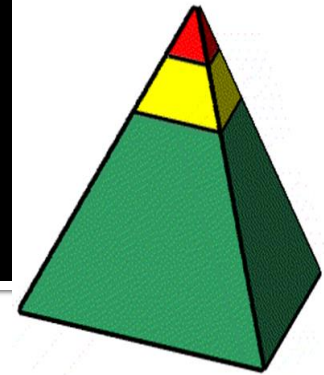


# Why invest in School-wide bully prevention?

- Most Bully 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: Initial effects without sustained impact.
  - Problem #5: Expensive effort
- What do we need?
  - Bully prevention that “fits” with existing behavior support efforts
  - Bully PREVENTION, not just remediation
  - Bully prevention that is sustainable.



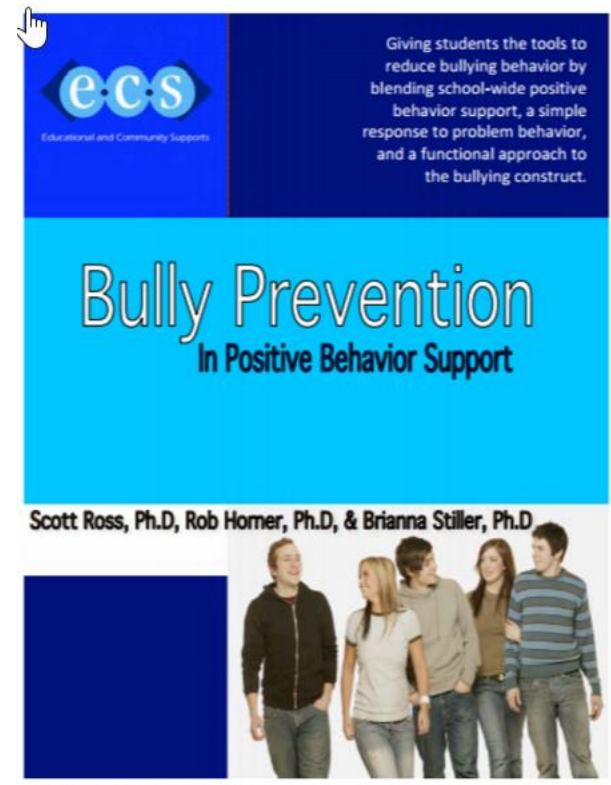
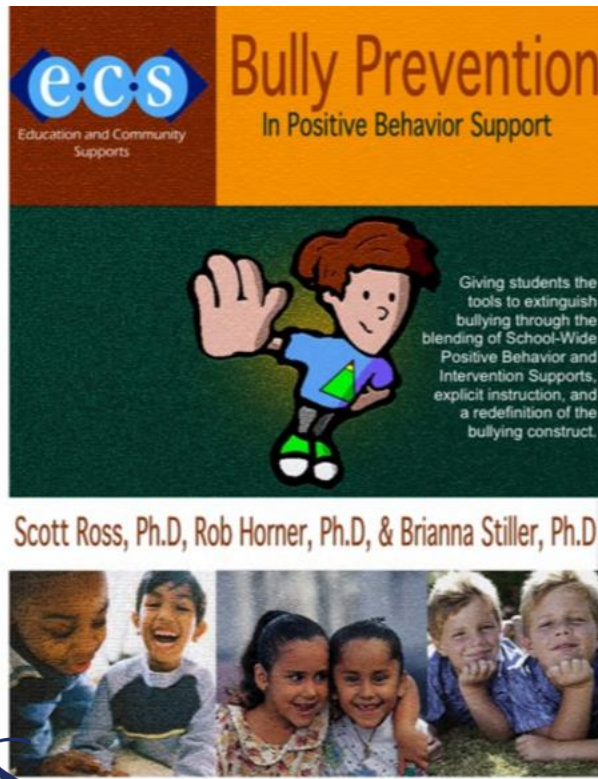
# A three part approach to school-wide Bully Prevention



- 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.

# Bully Prevention Curriculum

- Free resources:
  - <http://www.pbis.org/school/bully-prevention>



# What should I do if I am concerned my child is being bullied?

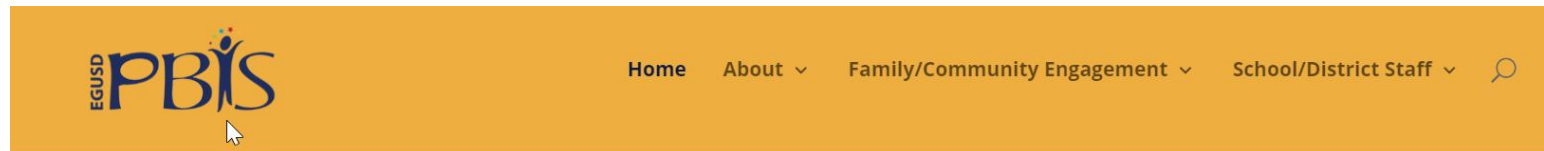
- **Start Talking and Asking Questions** – “I’m worried about you”, “What’s going on”, “I’m noticing changes”.
- **Listen and Affirm** – Hear what your child is saying, avoid judgment, affirm their feelings.
- **Take Notes** – “Who was involved?” “Where did this happen?” “Has this happened before?” “When did it occur?” If it is cyber bullying, take screen shots and photos of computer screens with evidence of bullying.

# What should I do if I am concerned my child is being bullied?—cont'd

- **Provide Coaching** – Work with your child to discuss strategies and problem solve just like you would in peer conflict, but let them know you may need to involve additional people to help.
- **Talk to Your Child's Teacher(s)** – If the problems are occurring in class, set an appointment and discuss what's going on; ask questions; ask for feedback; work together on a plan.
- **Talk with Counseling and/or Administration** – if the problems aren't occurring within a specific class.

# EGUSD PBIS Website

- PBIS Webpage:
  - EGUSD home → Students/Families → Wellness → Positive Behavior Interventions and Support



## Welcome

**PBIS** is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional and academic success. It is a framework that is implemented by explicitly teaching the expected behaviors, acknowledging appropriate behaviors and reteaching when behavioral errors are made.

## Why implement PBIS?

All students can benefit from instruction in positive behavior expectations and positive acknowledgments. PBIS is a skill- building approach that will strengthen the foundation of social skills for any student. Educators who work in schools that implement PBIS report a high level of satisfaction,



# Questions?



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# Thank you!



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