

# School-Wide Positive Behavioral Interventions and Supports



State Personnel Development Grant  
(Grant No. H323AO50005)

# Objectives

- List the goals of REACH MS
- Link SWPBIS to Mississippi's Response to Intervention (RtI) recommendations
- Identify the critical elements and components of Tier 1 School wide Positive Behavioral Interventions and Supports

# **REACH MS PBIS Initiative**

## **Realizing Excellence for All Children in Mississippi**

- Mississippi's State Personnel Development Grant
- Awarded to the Mississippi Department of Education in 2005.
- The grant is operated by the University of Southern Mississippi's Department of Curriculum, Instruction and Special Education.

# **REACH MS PBIS Initiative**

## **Realizing Excellence for All Children in Mississippi**

- To provide high-quality professional development opportunities meeting the needs of educators, Juvenile Detention Center staff, related service providers, families and children of our state.
- To increase the engagement of stakeholders within and beyond the MDE to support a more unified, sustainable structure of professional development processes, products, and opportunities for both pre- and in-service educators.
- Engage and support local education agencies, institutes of higher learning, families and other stakeholders to increase MS's capacity to meet state goals relevant to PBIS through program improvement.

# What is Response to Intervention

Mississippi's model for RtI is a comprehensive, problem solving and multi-tiered intervention strategy to enable early identification and intervention for ALL students who may be at academic or behavioral risk.



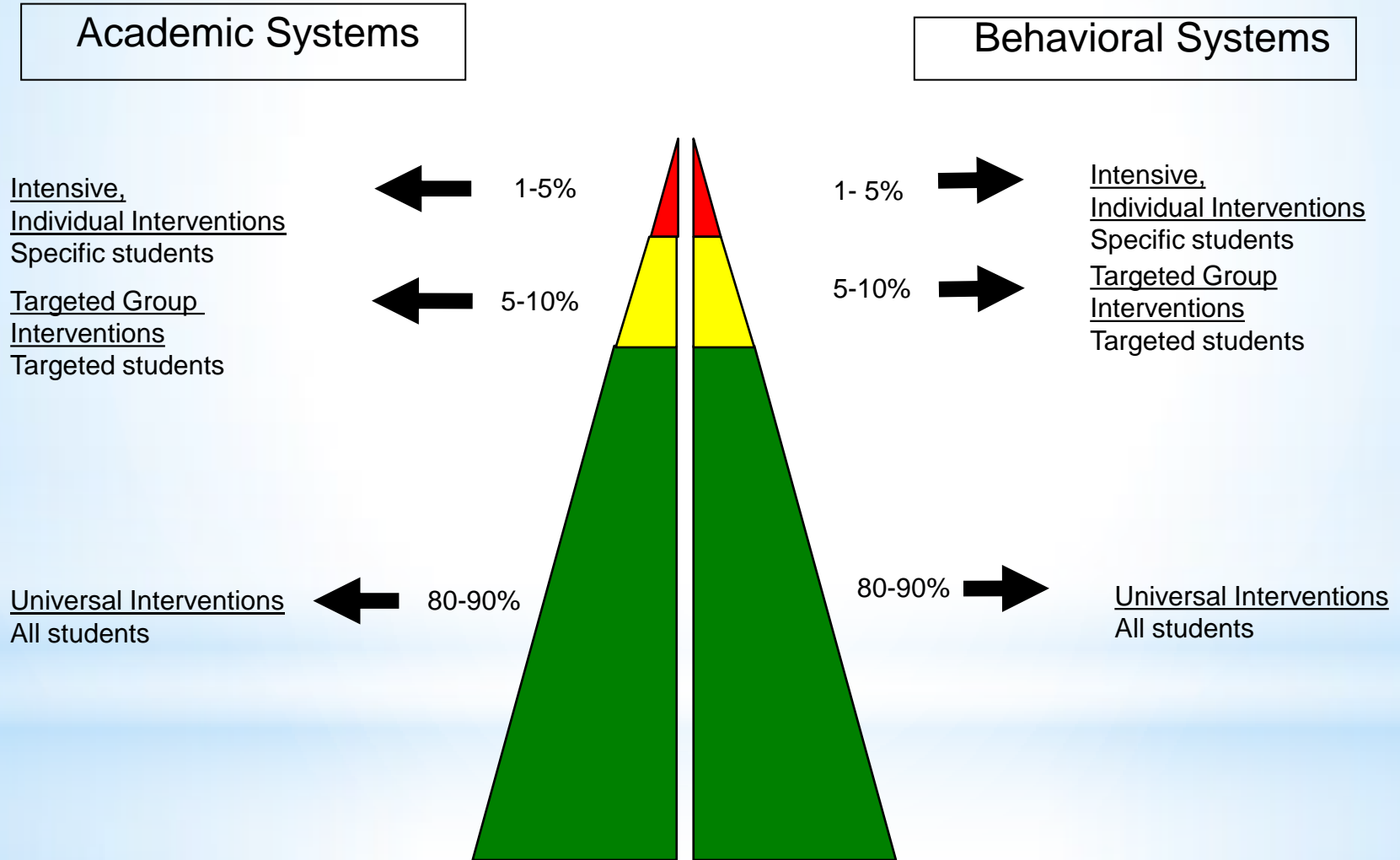
# Levels of PBIS

Adapted from Levels and Descriptions of Behavior Support  
George, Harrower, & Knoster, 2003)

- School-Wide - Procedures and processes intended for all students, staff, in specific settings and across campus Tier 1
- Classroom - Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms
- Target Group - Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape) Tier 2
- Individual Student - Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students

Tier 3

# Blended Initiatives



# MDE's Response to Intervention

## ○ Tier 1

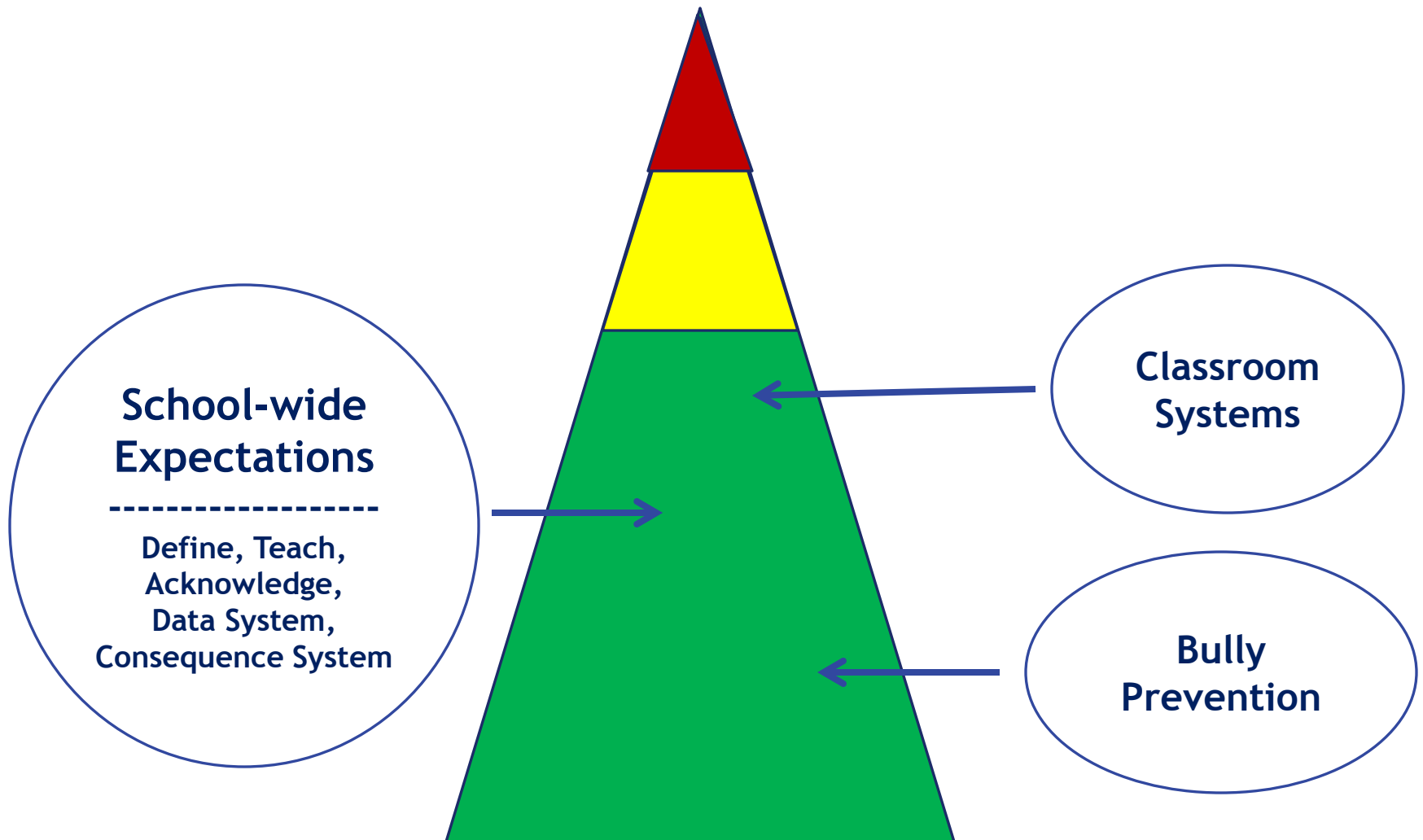
Quality Instruction which describes the **school-wide** efforts and practices that are available to all students; including:

### Essential Elements

- \* 4) universal screening of behavior
- \* 8) classroom and behavior management
- \* 9) system of behavioral support (school & district level)



# Bully Prevention within SWPBIS Implementation



# Positive Behavior Interventions and Supports

- Is a collaborative, data-based approach to developing effective interventions
- Emphasizes the use of proactive, educative and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes
- Aims to build emotionally safe environments in which positive behavior is more likely to occur

**Positive  
Behavior  
Interventions  
and  
Supports**

**Social Competence &  
Academic Achievement**

**Supporting  
Staff Behavior**

**Supporting  
Decision  
Making**



**Supporting  
Student Behavior**

# SWPBIS

## Critical Elements

- Data Entry and Analysis
- Identifying School-Wide Expectations
- Specific Rules for Specific Settings
- Developing a System for Teaching Appropriate Behavior
- Developing a Reinforcement System
- Classroom Systems

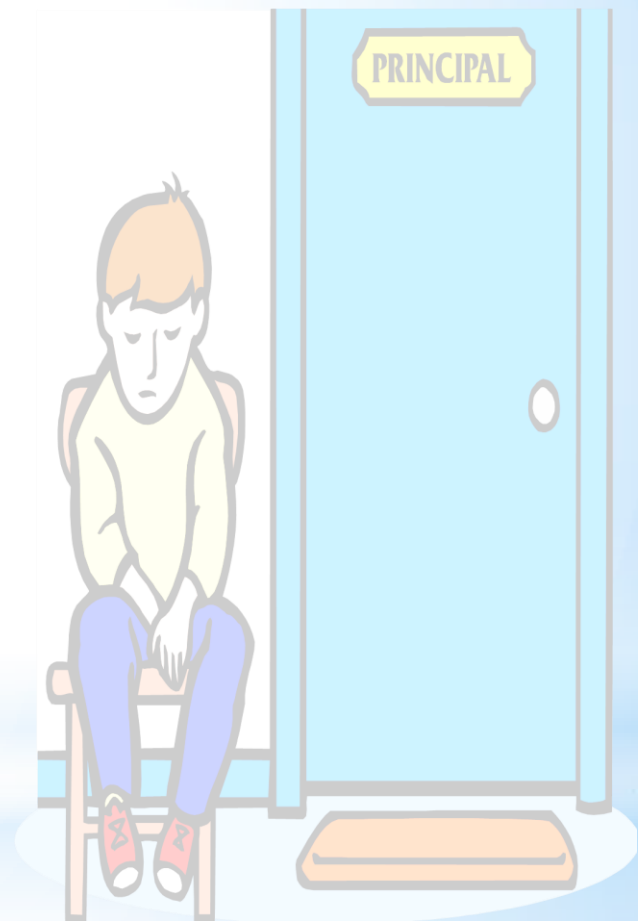
# Critical Element Data Entry and Analysis



# Objectives

- Describe why data is critical to school-wide PBIS/Tier process
- Identify the BIG 5 data reports/graphs
- Use data to identify a possible problem and then build a precise problem statement?
- Determine possible solutions based on the data

One of the most useful  
sources of behavioral data  
in schools is...  
**Office Discipline Referrals  
(ODR)**



# Office Discipline Referrals

“Wherever patterns of misbehavior exist, there is an opportunity to employ preventive measures.”





# The Big “5”

**How Much** - Office discipline referrals (ODR)

- Average ODRs per school day per month

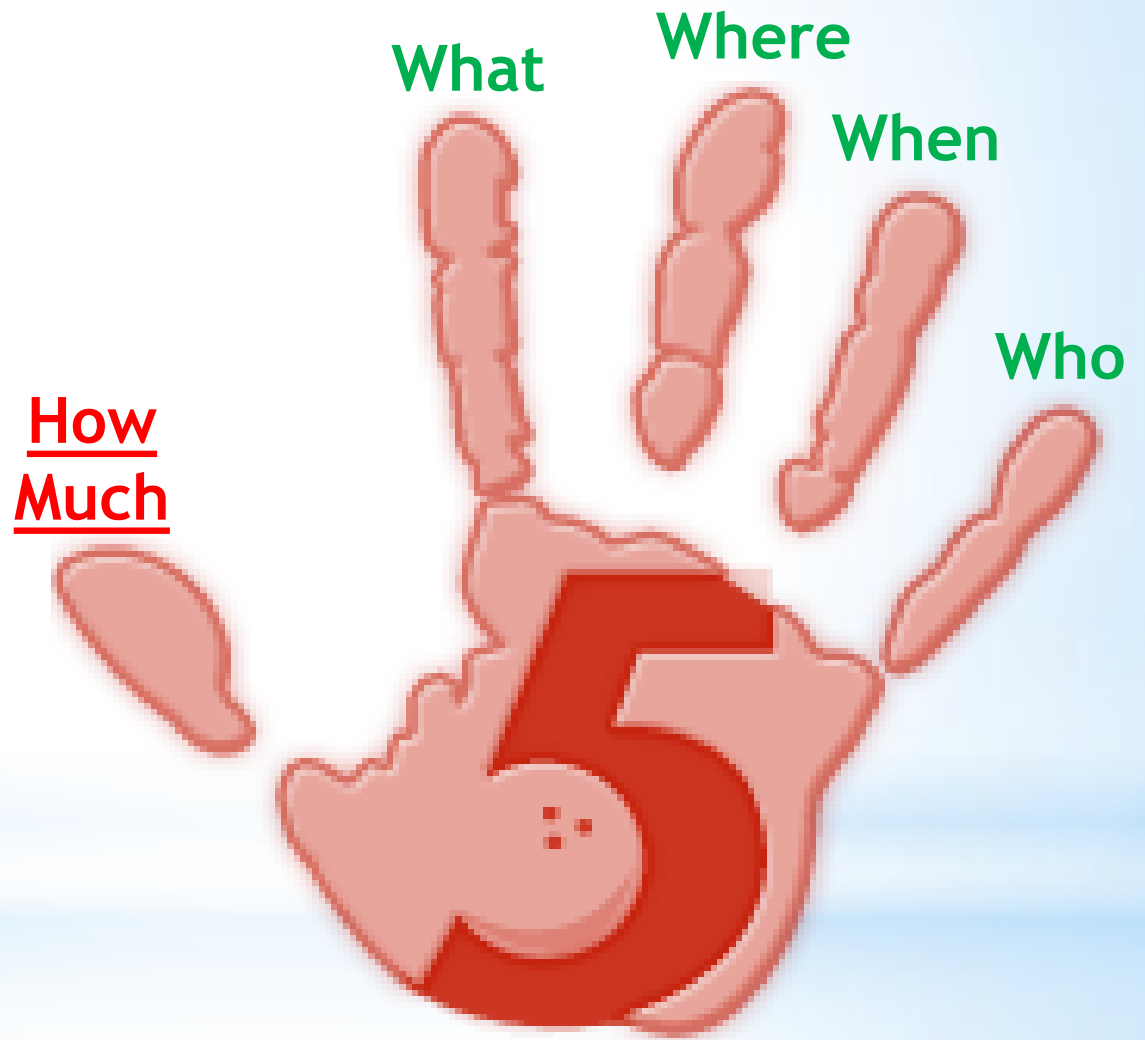
**What** - ODR by type of problem behavior

**Where** - ODR by location

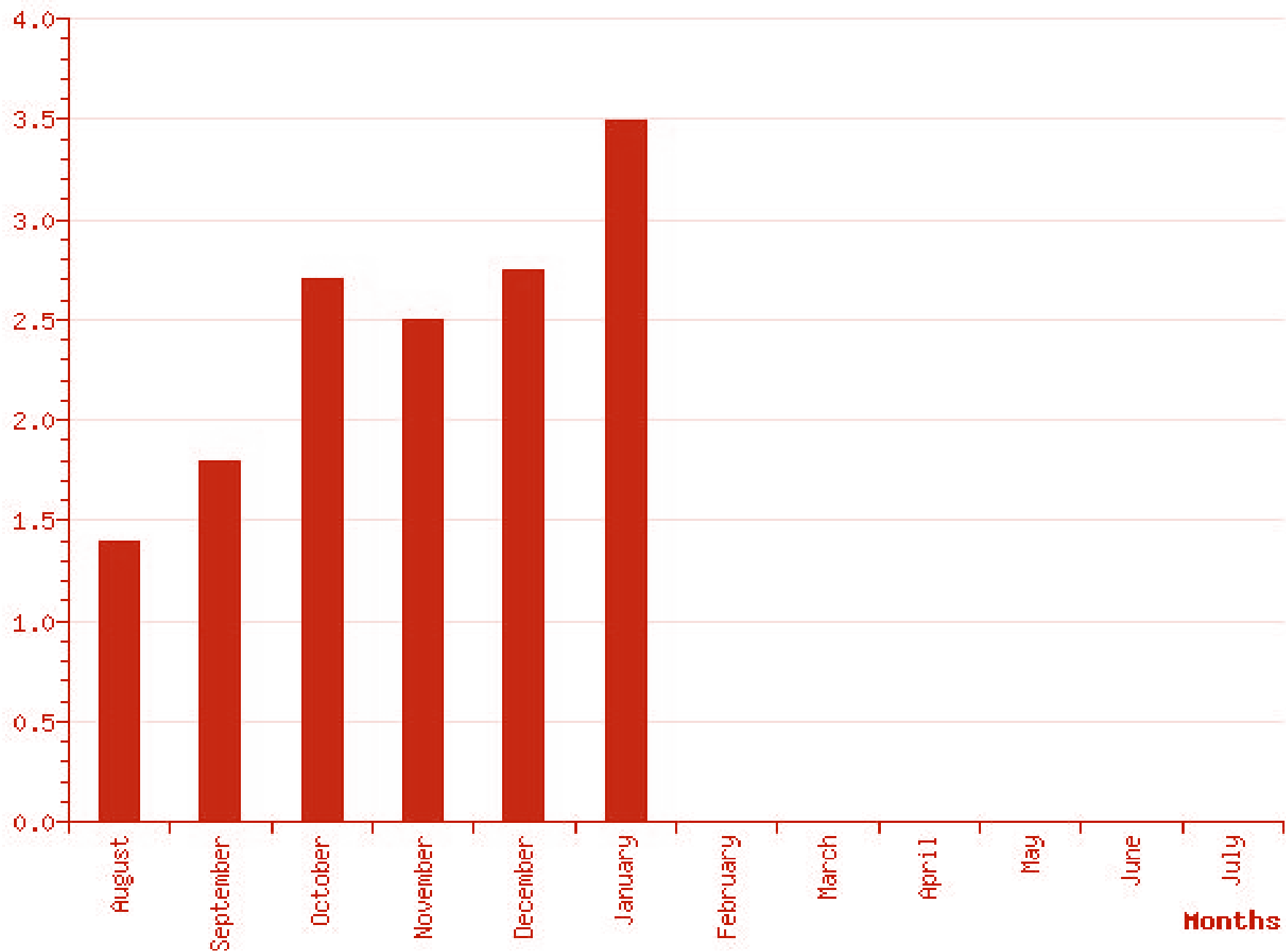
**When** - ODR by time of day

**Who** - ODR by student

# The BIG “5”

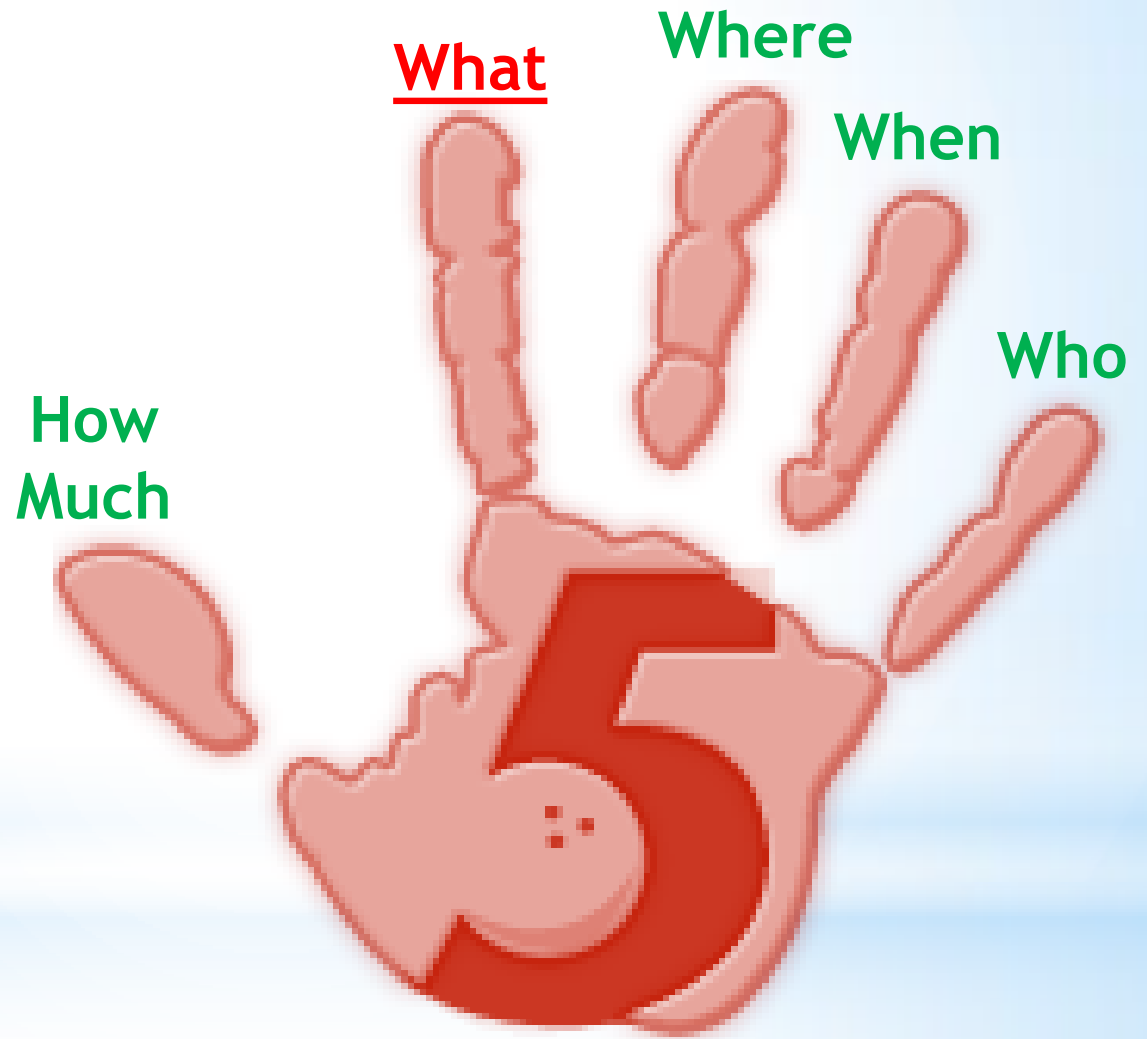


Average Referrals Per Day Per Month

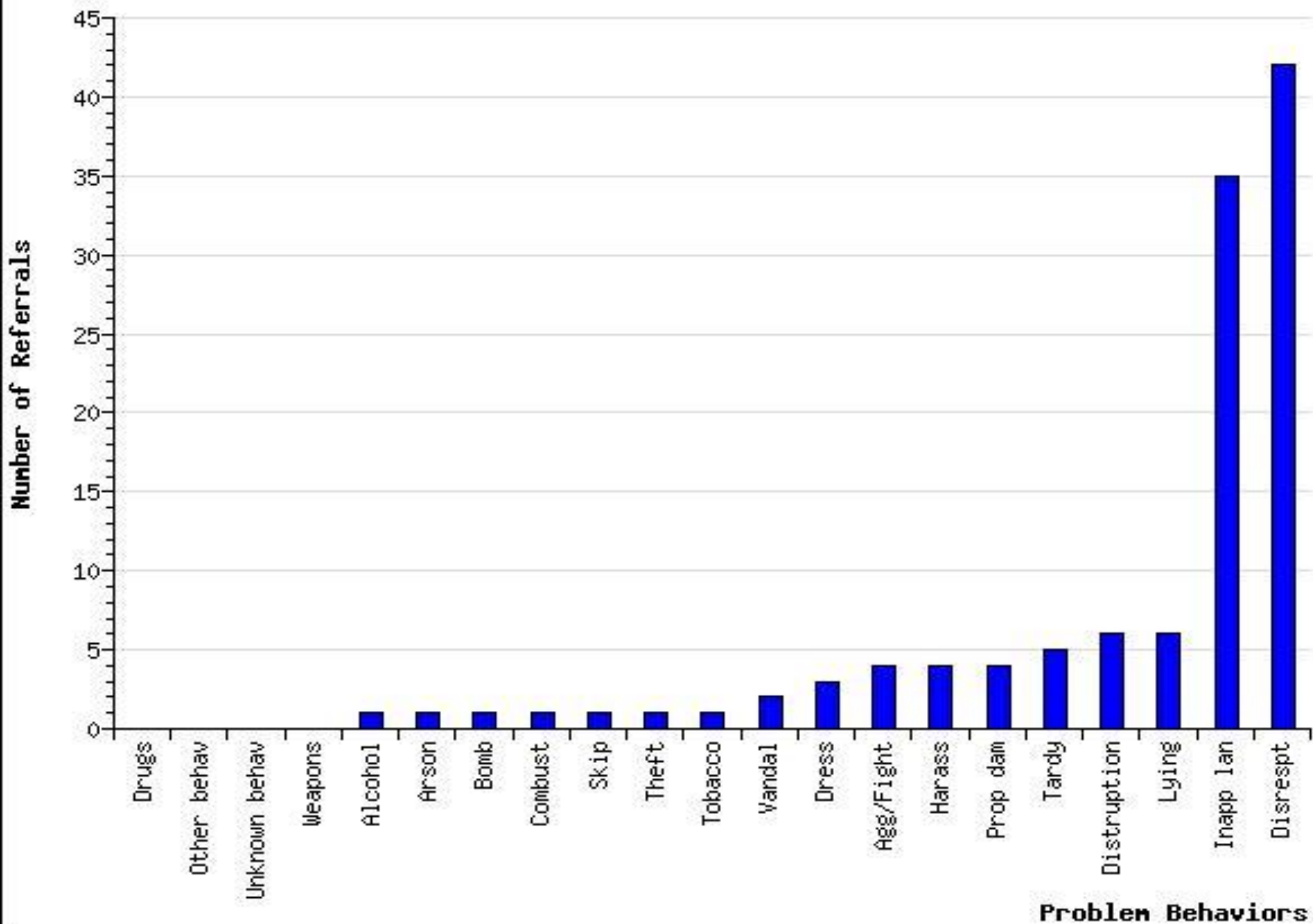


Get more specific...

# The BIG “5”

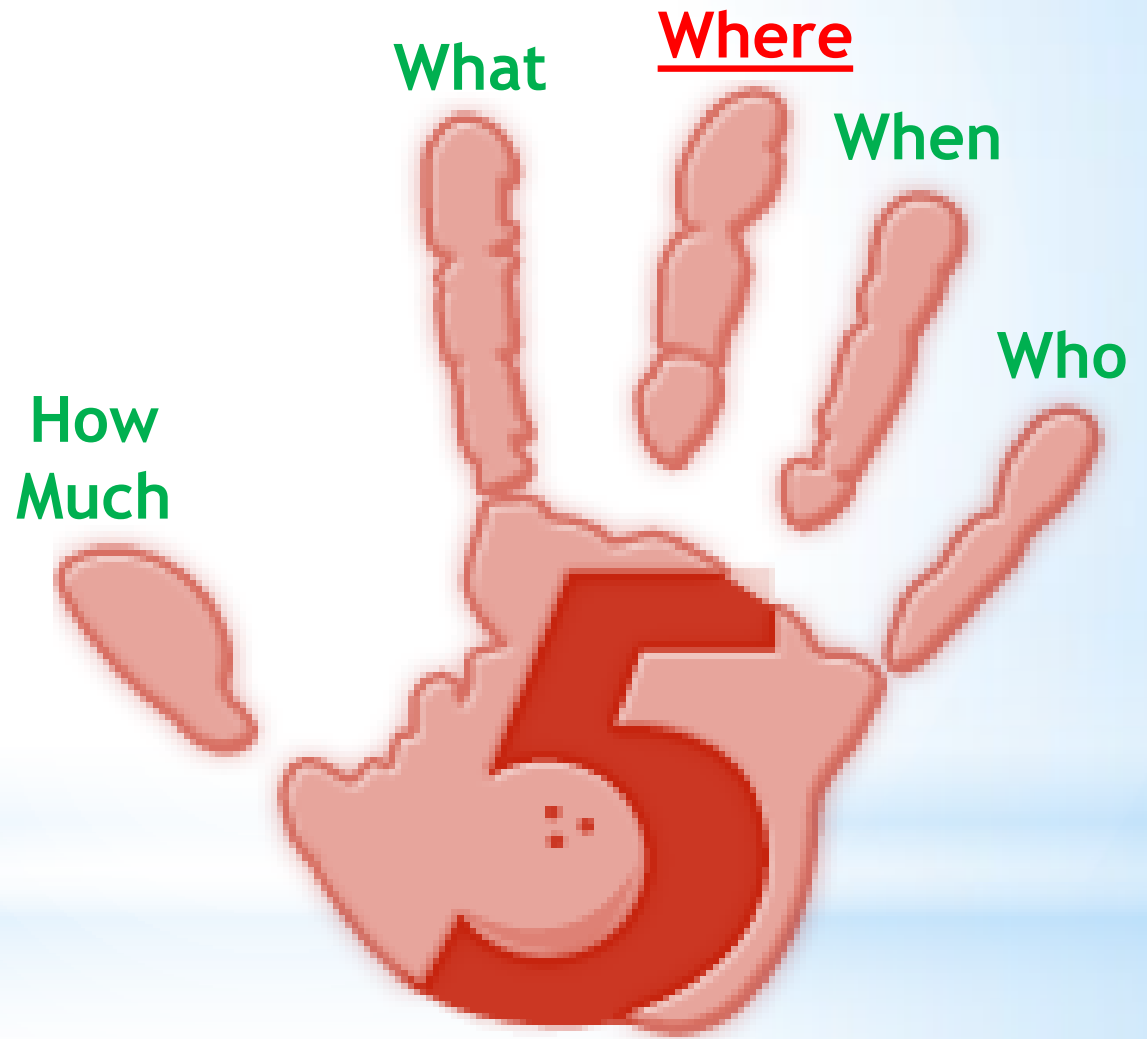


**Referrals by Problem Behavior**

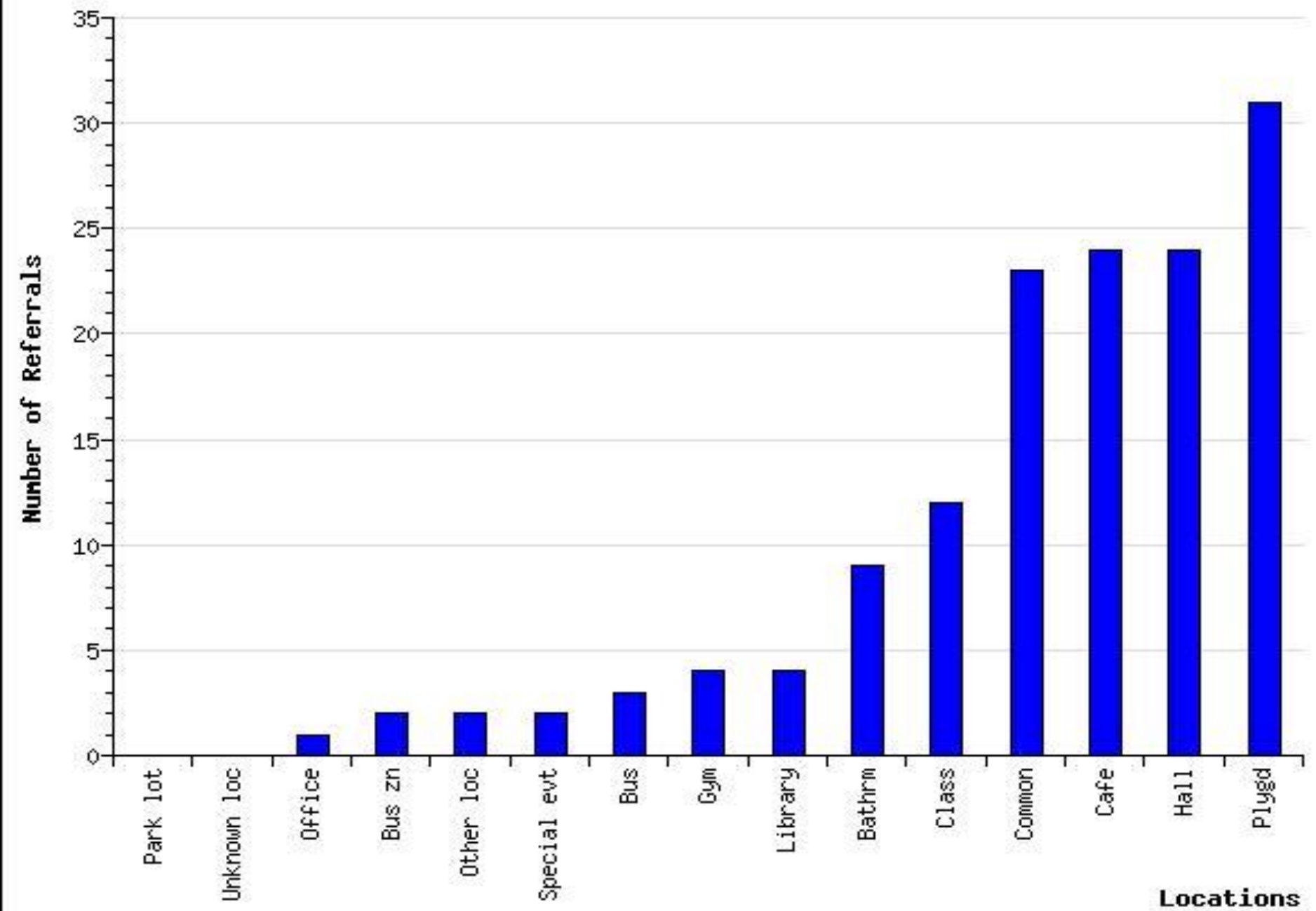


Get more specific...

# The BIG “5”

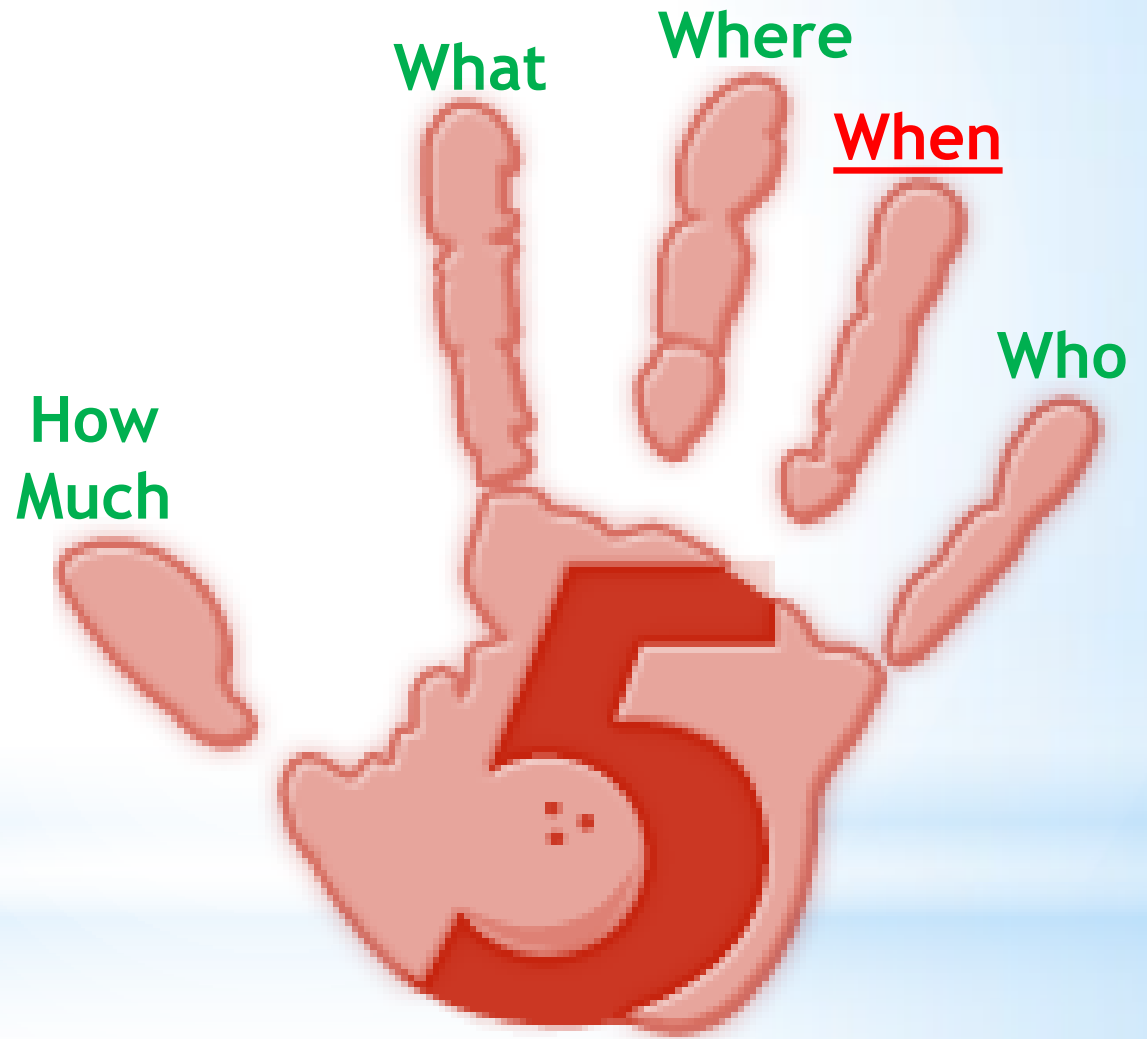


**Referrals by Location**



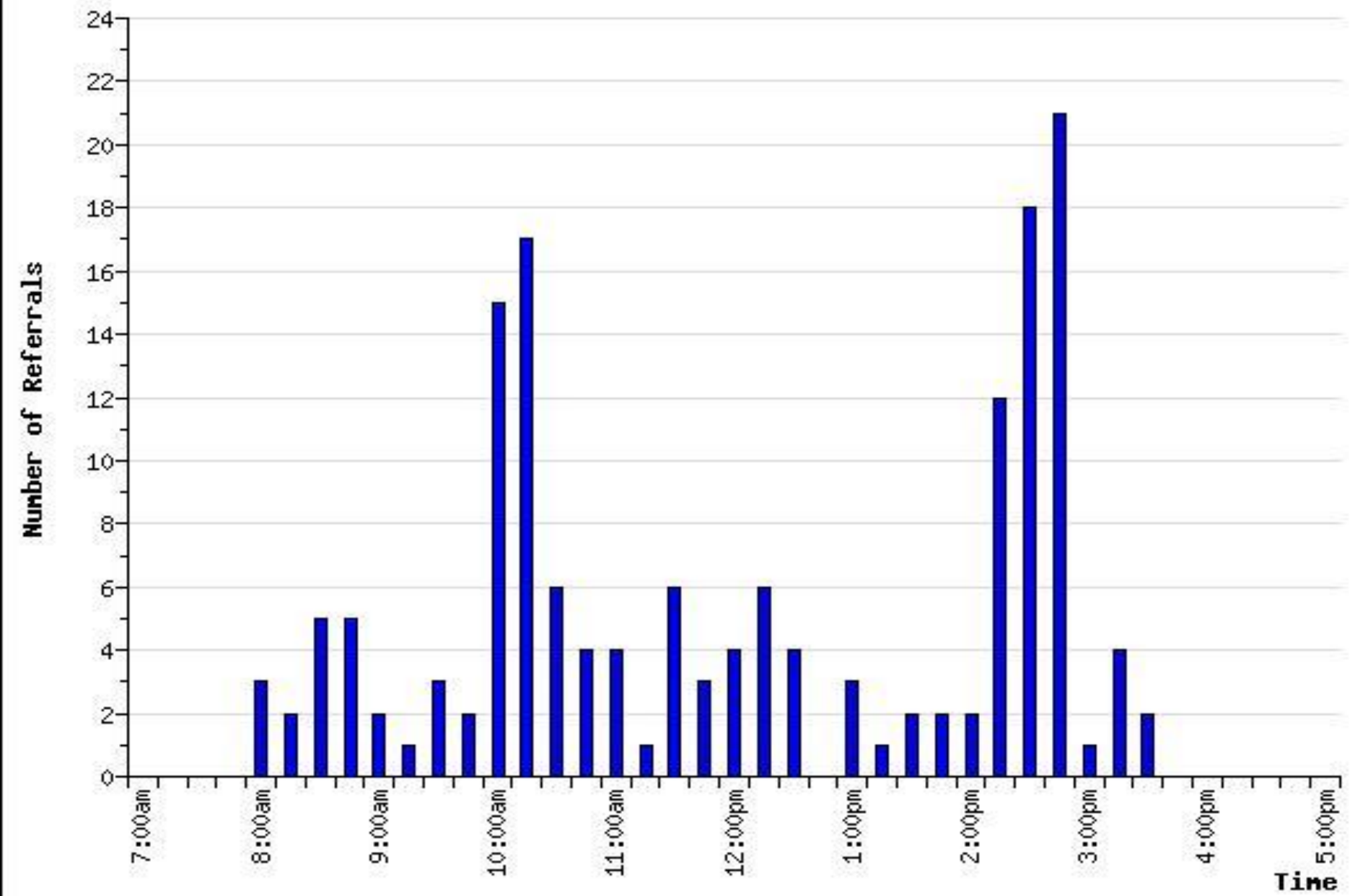
Get more specific...

# The BIG “5”





**Referrals by Time**

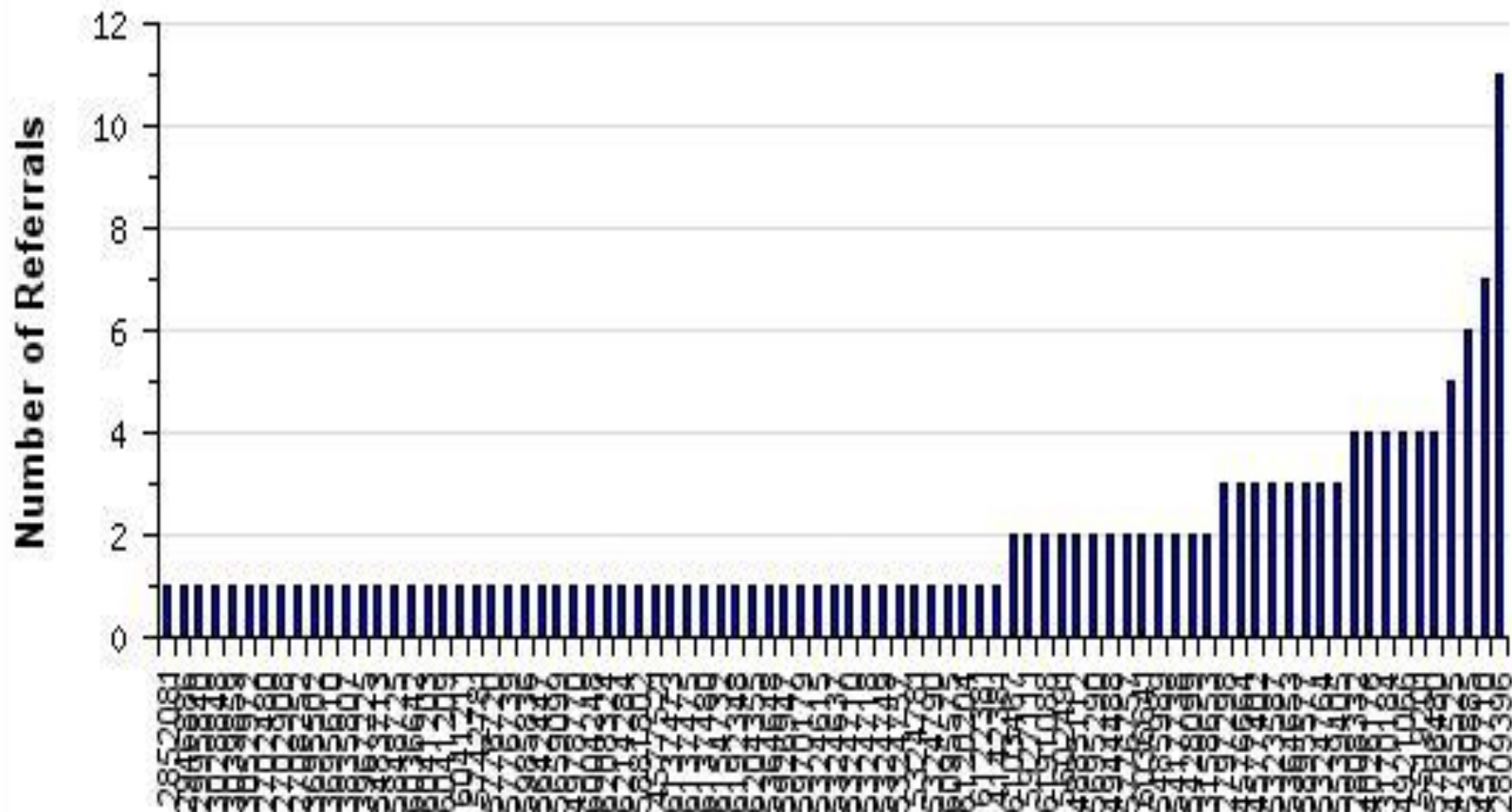


Get more specific...

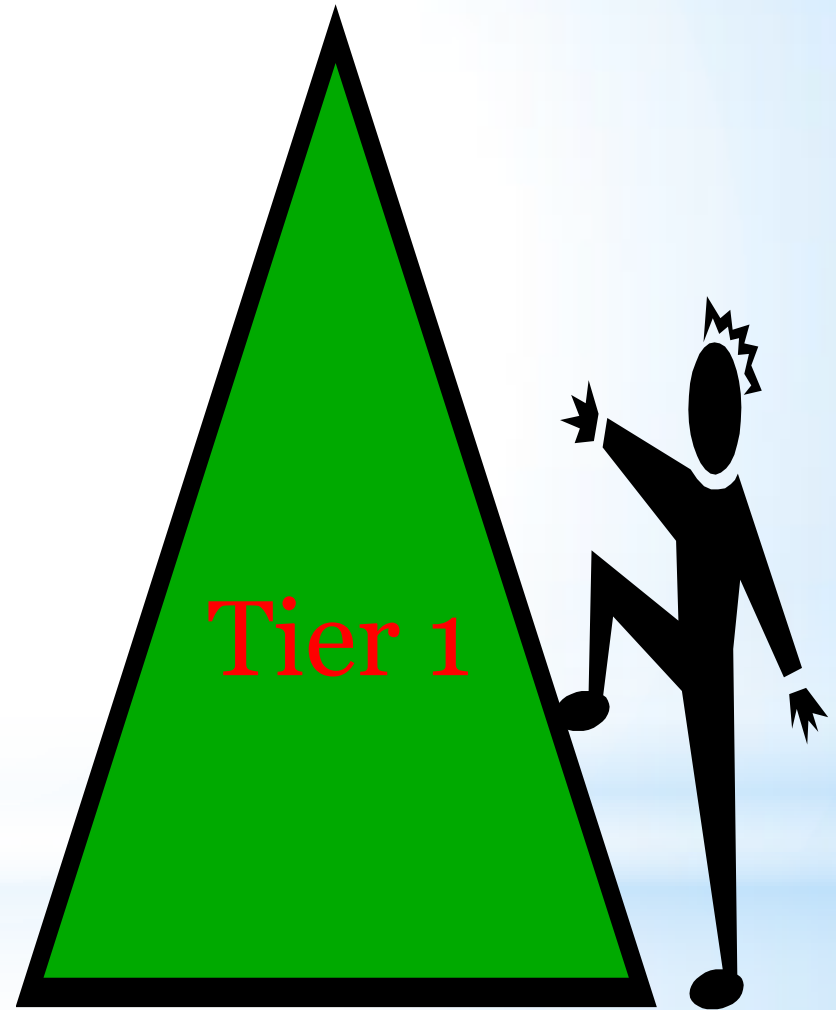
# The BIG “5”



### Referrals By Student, 2011-12



Using  
**The BIG “5”**  
To Make  
Decisions  
for...



# Precise Problem Statements

## (What are the data we need for a decision?)

- Solvable problem statements include information about the five core “W” questions:
  - **What** is the problem, and how often is it happening?
  - **Where** is it happening?
  - **Who** is engaged in the behavior?
  - **When** is the problem most likely to occur?
  - **Why** is the problem sustaining?

There is an upward trend of ODRs, (**3.5 ODRs daily**), since the beginning of the school year for **inappropriate language** and **disrespect**, in unstructured areas (**playground, hallway, café**), at approximately **10:30 and 2:30**, involving a **large number of students**.

# SWPBIS

## Critical Elements

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# Critical Element Identifying School-Wide Expectations



# Objectives

- Generate expectations in alignment with MS's RtI recommendations
- Identify top 3-5 school-wide expectations
- Define expectations in easily understood language



# Mississippi's Rtl

- The School PBIS Team should review the data and develop a plan to target the specific needs of the school or district. The following components should be included and individualized based on the specific needs of the school.
  - ... 3-5 positively stated expectations (e.g., Be Respectful, Be Responsible, Be Safe).

# Why are Expectations Important?

- The anticipation of something we think will occur (Merriam-Webster Dictionary)
- Harry Wong believes that the results of positive expectations are such:
  - The odds are greater that what you want to happen will happen because you will be expending energy to see that this will be so.
  - If you expect to be successful, you are constantly alert and aware of opportunities to help you be successful.

# School-Wide Expectations

- Characteristics that are expected of all students and staff in all settings
- 3-5 in number
- 1-3 words per expectation
- Positively stated
- Linked to social culture of school (e.g., community, mascot)
- Considerate of social skills and rules that already exists



## **SCHOOL WIDE EXPECTATIONS**

- ★ **Be Respectful**
- ★ **Be Responsible**
- ★ **Be Safe**
- ★ **Be Prepared**
- ★ **Be Positive**

**High Expectations = High Achievement**

**EAGLE PRIDE**

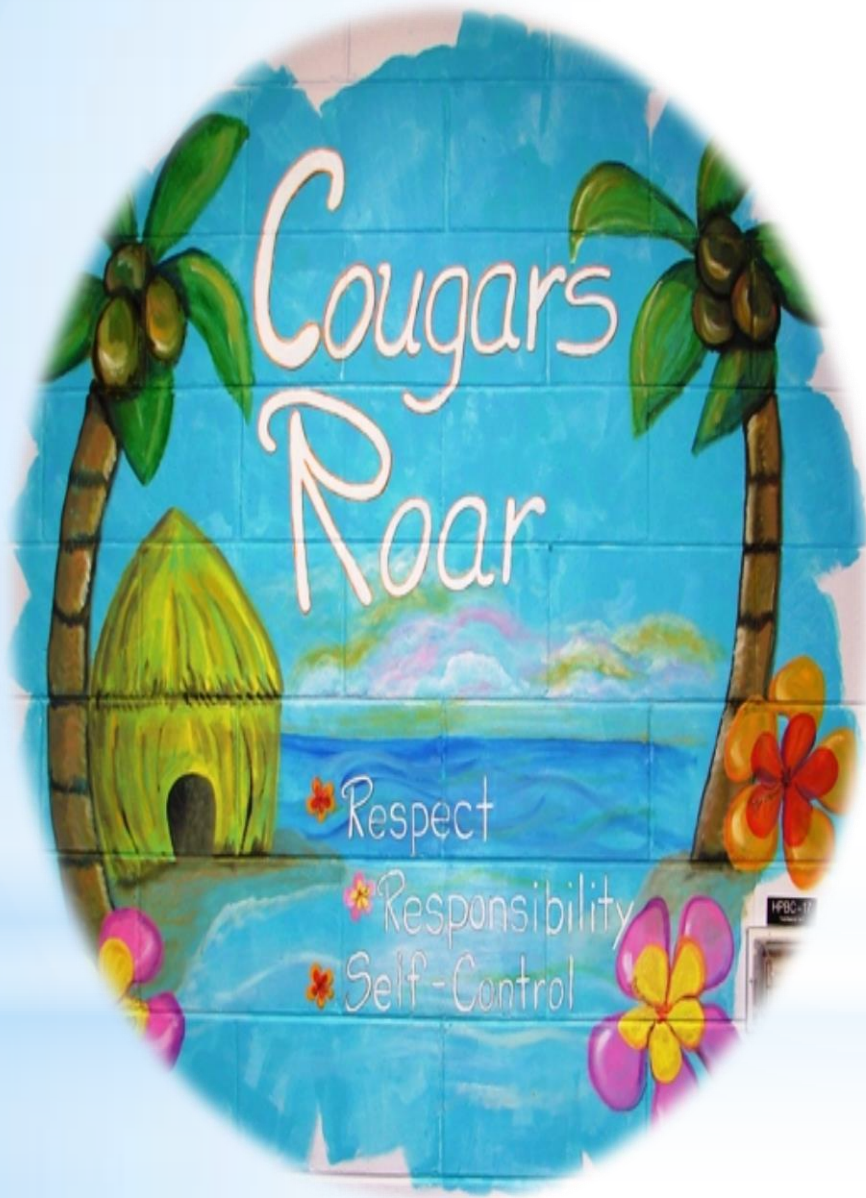


**RESPECT SELF**

**RESPECT OTHERS**

**RESPECT SCHOOL COMMUNITY**





CODE OF CONDUCT



Cougars Roar

- RESPECT
- RESPONSIBILITY
- SELF-CONTROL



South Pontotoc Elementary School

Cougar Cubs Say

GRRR

Get  
Ready

Get  
Responsible

Get  
Respectful



## South Pontotoc Elementary Assembly Rules

### READY

- Enter quickly and quietly.
- Look & listen for instructions.

### RESPONSIBLE

- Sit facing forward on your bottom with legs crossed.

### RESPECTFUL

- Be respectful and attentive to speakers.
- Keep hands and feet to self at all times.





# Gators are...







Expectations.wmv

# SWPBIS

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# Critical Element Specific Rules for Specific Settings

**“The number one problem in the classroom is not discipline, it is the lack of procedures and routines.”**

**- Harry Wong**

# Objectives

- Differentiate between rules and expectations
- State why rules and routines are important
- Define and develop rules for specific settings in your school



**Mrs. Mutner liked to go over a few of her rules  
on the first day of school.**

(Close to Home c Reprinted with permission of  
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# Rules for Specific Settings

- Definition:
  - Specific skills you want exhibited and the procedures you want followed in each setting.
  - Rules must align with expectations.

# Rules

- Define the expectations for the different areas of the school.
- What does it look like to “show respect” in the hallway?
  - Hand, feet and objects to self
  - Quiet voices
- What does it look like to “show responsibility” in the restroom?
  - Clean up after self
  - Return to class quickly

# Rules

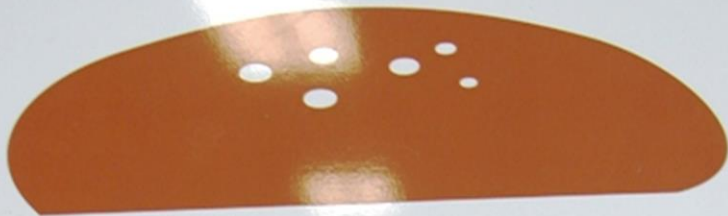
- Select no more than 5-6 rules per setting
- Rules must be stated positively
- Remember to post the rules and expectations in all settings
- Rules should be:
  - Observable
  - Measurable
  - Reasonable
  - Enforceable








# Benefits of Identifying Rules

- Increases uniform instruction across multiple programs and settings within the school.
- Enhances communication among staff members, parents, and students.
- Creates unity and consistency within the school.
- Promotes proactive measures.
- Ensures legal, ethical, and professional accountability.

# Cafeteria



**I will-**

-  **Wait my turn**
-  **Get everything I need**
-  **Stay in my seat**
-  **Use my low volume**
-  **Clean my area**



## **CAFETERIA RULES**

- Respect Others and Self
- Stay in a Single Line
- Talk Softly
- Keep Your Area Clean
- Use Good Manners



# Restroom



Always flush.



Give each other privacy.



Use 2 squirts of soap  
3 pulls of paper towels.



Wait patiently for your  
turn.



# Restroom Rules

Flush toilets and wash hands

Timely Arrival  
Social Distancing  
Sneezing Coughing  
Lining Up  
Wearing Mask



Keep the area clean and free of graffiti  
Respect other's privacy  
Be polite  
Report any problems  
Quickly enter and exit

Dispose of trash properly

# Cafeteria.



## Rules

- Move in line quickly and quietly.
- Know your lunch number
- Have your money ready
- Be polite.
- Help others.
- Clean your area before leaving.
- Keep your hands to yourself.
- Respect the Workers.



# Alcorn Central High School Rules

	Assembly	Bus	Cafeteria	Classroom	Commons Area	Hallway	Restroom
<b>BELIEVE that</b>	-Enter quickly and quietly	-Load the buses promptly	-Move in line quickly and quietly	-Be on time	-Throw away all trash	-Keep traffic flowing on the right side	-Quickly enter and exit
<b>EFFORT</b>	-Show appropriate attention to speakers  -Show appropriate responses as needed	-Remain in your seat facing forward at all times	-Know your lunch number  -Have your money ready	-Be prepared  -Do your work  -Finish all food and drinks before entering	-Keep traffic flowing to the right  -Remain seated until the bell	-Throw all trash away  -Clean up after yourself	-Flush toilets and wash hands  -Dispose of trash properly  -"Aim" to please
<b>ATTITUDE</b>	-Be polite	-Greet your driver  -Help others	-Be polite  -Help others  -Clean your area before leaving	-Be attentive during the lesson  -Be polite  -Use time wisely	-Be polite  -Help others	-Be polite  -Help others	-Report any problems  -Be polite
<b>RESPECT</b>	-Keep your hands to yourself  -Keep noise levels down	-Keep noise levels down  -Keep your hands to yourself	-Keep your hands to yourself  -Respect the workers	-Keep hands, feet and all other objects to yourself  -Be respectful to the teacher and others  -Take care of classroom materials	-Keep your hands to yourself  -Stay in designated areas	-Keep noise levels down  -Keep your hands to yourself	-Keep the area clean and free of graffiti  -Respect other's privacy
<b>= SUCCESS</b>							



# Ward Stewart Bee-attitudes



	Bee Respectful	Bee Responsible	Bee Safe	Bee Caring
<b>Classroom</b>	<ul style="list-style-type: none"><li>• Raise your hand</li><li>• Work quietly and pay attention</li></ul>	<ul style="list-style-type: none"><li>• Be prepared</li><li>• Complete class work</li></ul>	<ul style="list-style-type: none"><li>• Stay in your space</li><li>• Use materials correctly</li></ul>	<ul style="list-style-type: none"><li>• Use kind words</li><li>• Help others</li><li>• Share</li></ul>
<b>Hallway</b>	<ul style="list-style-type: none"><li>• Be quiet</li><li>• Keep hands off walls</li></ul>	<ul style="list-style-type: none"><li>• Stay in a straight line</li><li>• Stay on the 3<sup>rd</sup> block</li></ul>	<ul style="list-style-type: none"><li>• Walk</li><li>• Pay attention</li></ul>	<ul style="list-style-type: none"><li>• Hold door open for others</li></ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"><li>• Talk quietly</li><li>• Use your best table manners</li></ul>	<ul style="list-style-type: none"><li>• Clean up after yourself</li><li>• Get all food and items when going through line</li></ul>	<ul style="list-style-type: none"><li>• Walk</li><li>• Eat your own food</li></ul>	<ul style="list-style-type: none"><li>• Have polite conversations</li><li>• Help others if they drop or spill something</li></ul>
<b>Bathroom</b>	<ul style="list-style-type: none"><li>• Respect everyone's privacy</li></ul>	<ul style="list-style-type: none"><li>• Use water and soap sparingly</li><li>• Throw paper towels in trash</li></ul>	<ul style="list-style-type: none"><li>• Use bathroom as intended</li><li>• Wash and dry hands</li></ul>	<ul style="list-style-type: none"><li>• Take turns at sink and stall</li></ul>
<b>Playground</b>	<ul style="list-style-type: none"><li>• Play fairly and take turns</li><li>• Follow adults' directions</li></ul>	<ul style="list-style-type: none"><li>• Line up promptly when whistle blows</li><li>• Keep up with classroom balls and other materials</li></ul>	<ul style="list-style-type: none"><li>• Use equipment properly</li></ul>	<ul style="list-style-type: none"><li>• Ask others to join in</li><li>• Speak kindly to each other</li></ul>
<b>Carpool and Bus</b>	<ul style="list-style-type: none"><li>• Follow directions</li><li>• Listen for your name or bus number</li></ul>	<ul style="list-style-type: none"><li>• Turn in note for transportation changes in the morning</li><li>• Pay attention</li></ul>	<ul style="list-style-type: none"><li>• Walk to your area</li><li>• Load and unload carefully</li></ul>	<ul style="list-style-type: none"><li>• Maintain personal space</li><li>• Keep area clean</li></ul>
<b>Home</b>	<ul style="list-style-type: none"><li>• Follow directions</li><li>• Use good manners</li></ul>	<ul style="list-style-type: none"><li>• Take care of chores</li><li>• Finish homework</li></ul>	<ul style="list-style-type: none"><li>• Ask permission before leaving home</li></ul>	<ul style="list-style-type: none"><li>• Use kind words</li><li>• Share with family</li></ul>



# Simon Says...



Simon says: "Put your left arm up!"

# SWPBIS

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# Critical Element

## Developing a System for Teaching Appropriate Behavior

“Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for the rest of his life.”

- Chinese Proverb

# Objectives

- Identify why and how to teach rules and expectations.
- Identify how to embed expectations in the curriculum.
- Develop system for teaching school-wide expectations and rules.

“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, *we punish!*”

***“Why can’t we finish the last sentence as automatically as we do the others?”***

***John Herner (NASDE President) Counterpoint 1998***

# Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics.
- Procedures and routines create structure.
- Repetition and rehearsal are the keys to learning new skills:
  - For a child to *learn something new*, it needs to be repeated an average of 8 times.
  - For a child to *un-learn* an old behavior and replace with a new behavior, the new behavior must be repeated an average 28 times. (*Harry Wong*)

# Why Develop a System for Teaching Behavior?

Behavior problems occur more often because:

- Students do not have appropriate skills - “skill deficits”.  
Students do not know when to use skills.
- Students have not been taught specific classroom procedures and routines.
- Students are not taught skills in context.
- Students have not learned how to communicate their needs.

**Dairy  
Queen.**

*André Gaudin*  
**SCREAM  
UNTIL DADDY  
STOPS THE CAR**  
*Archer*

**Savon  
drugs**  
*Specialists*

**EXOTIC**



[www.luckypuppy.net](http://www.luckypuppy.net)

# The Key Elements for Developing SWPBIS Activities

- What is the desired outcome of the activity?
- What is the activity going to be? (e.g., rotation station, video, classroom instruction, assembly, etc.)
- Where is the activity going to happen?
- When is the activity going to happen?
- Who is responsible for planning and implementing?
- What is the plan for rewarding appropriate behavior?

**All activities should correlate with the expectations and rules, and be supported by the data needs.**

# Alcorn Central High School

<https://www.youtube.com/watch?v=JZDIDg13e68&feature=youtu.be>



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# Critical Element Developing a School-Wide Reinforcement System



Reinforcement.wmv

# Objectives

- Describe the purpose of a school-wide reinforcement system.
- Identify the guidelines for developing a school-wide reinforcement system.
- Develop a school-wide reinforcement system.

# Why Develop a School-Wide Reinforcement System?

- Increases the likelihood that desired behaviors will be repeated.
- Focuses staff and student attention on desired behaviors.
- Fosters a positive school climate.
- Increases instructional time.

# Guidelines

- Reinforce frequently in the beginning.
- Reinforcement contingent on desired behavior.
- Refrain from threatening the loss of reinforcements as a strategy for motivating desired behaviors.
- Refrain from taking earned items or activities away.
- Recipients should be eligible to earn reinforcements throughout the day.

# Types of Reinforcements

- Social
- Activity
- Sensory



- Escape
- Tangible
  - Edibles
  - Materials
  - Tokens

# PAW PRIZES

Cougar Paws can be cashed in at the end the month  
for the following prizes/privileges to be used on  
PBS Prize Day.

## 5 PAWS

Wear a Cap All Day  
or  
Bring a Toy to School  
(no electronics)  
or  
Get a Temporary Tattoo

## 10 PAWS

Bring Item for Show and Tell  
or  
Wear Pajamas to School

## 15 PAWS

Homework Pass  
(1 day for all subjects)  
or  
Make GRRR Announcement

## 20 PAWS

Large Prize Drawing  
and  
Pick from Treasure Box  
(Drawing will be held at the end of each 9 weeks)

## 25 PAWS

Ice Cream or Popcorn Party

## 50 PAWS

Eat Lunch with the Principal

## 75 PAWS

Assistant Rotation Teacher  
for the Day

## 100 PAWS

Assistant Principal  
for the Day





**Sock Hop**

**Jersey Day**



**Extra Recess & Pickle**







**Ice Cream  
Sundae  
Party**

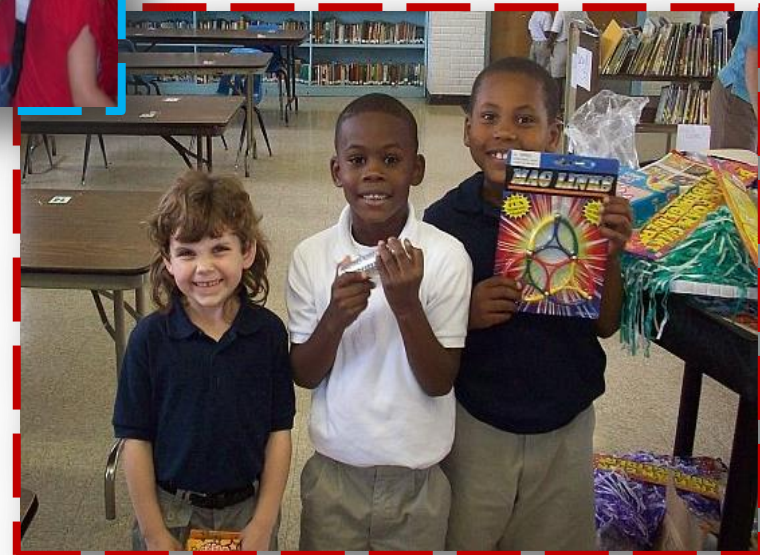


**Dancing  
in the  
Halls**



**PBIS  
Store**

**Popsicle  
Party**













It's like  
MasterCard...accepted  
everywhere!



# Yellow Dog Award



Bus 9: Oct. Yellow Dog Award

# Other Effective Strategies

- Positive parent telephone call, note, or e-mail with students present
- Coupons (purchased with established numbers of tokens) for the following:
  - Extra P.E.
  - Extra art
  - Extra music
  - No homework coupon (use with caution)
  - Free entrance into a sporting event/dance
  - Early release pass
  - Free dress day

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# Critical Element Classroom Systems



# Objectives

- List and describe the components of Effective Classroom PBIS Plan
- Identify the basic principles of behavior
- List behavior management techniques

# Effective Classroom Plan

## ○ Classroom Rules

- Measureable and Observable?
- Positively stated?
- Do they support the school wide Expectations?
- Procedures for teaching classroom rules

## ○ Attention Signal

<https://www.teachingchannel.org/videos/student-attention-getting-tip>

## ○ Daily Schedule

- Posted

## ○ Student Routines

- entering class
- sharpening pencils
- class dismissal
- passing in papers
- transitions

# Effective Classroom Plan

- Teacher Routines
  - greeting
  - escorting students
  - signaling for attention
  - given directions
  - providing feedback or corrections
  - grading
- Reinforcing Appropriate Behavior
  - Group
  - Individual
- Consequence Ladder

# Discouraging Inappropriate Behaviors

- Move around classroom and non classroom settings
- Scan with eyes and ears
- Use frequent positive contacts/greetings
- Acknowledge groups and individuals for following expectations
- Correct behavior calmly & firmly
- Positive practice
  - “Try it again, the right way (student practices the replacement behavior)”

**Praise in public, correct in private, if possible!**

# Discouraging Inappropriate Behaviors

## Behavior Management Techniques

- Managing the Environment - focuses on the environment to determine how it can help prevent classroom behaviors for each individual child
- Prompting - is signaling to the student to either begin a desired behavior or to stop an inappropriate action. Prompts may be verbal or nonverbal
- Caring Gesture or Hypodermic Affection - consists of expressing warm feelings of liking and caring for a young person, such as, “I care about what happens to you”
- Hurdle Help - is used to give the student a little help through the first few steps of a task or over a stumbling block. This technique is best used when the student’s frustration comes from a problem solving block and not from some other serious problem

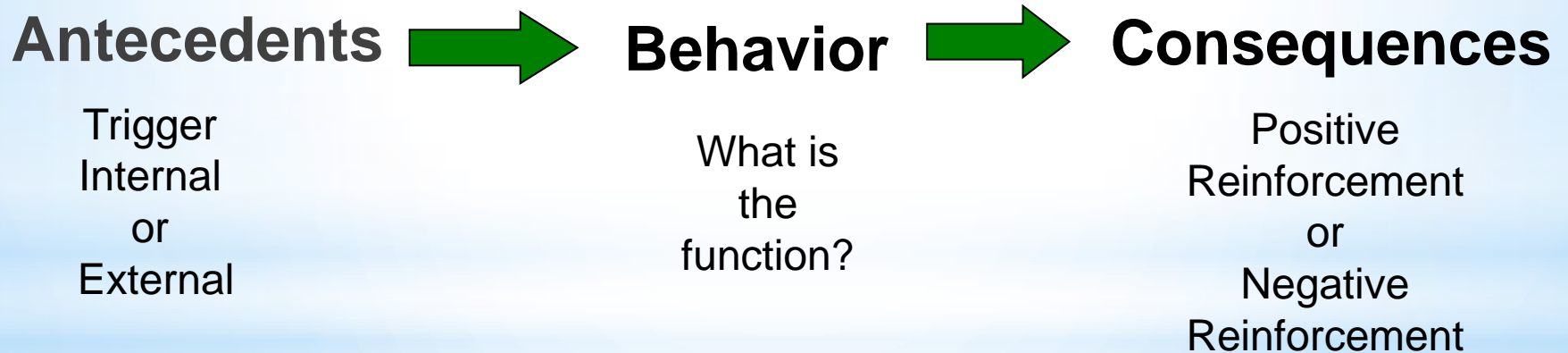
# BMT - continued...

- Redirection - is a method of diverting and redirecting a young person or an entire group's energy and attention to a substitute activity
- Proximity - is the use of nearness. Often the mere fact of having an adult close by will be calming to a young person
- Planned Ignoring and Positive Attention - are two specific techniques that work very well in addressing the needs of attention seeking behaviors
- Directive Statements - tell the young person in specific terms what is expected of them
- Time Away - requiring a student to go to a quiet area to calm down is often a good strategy when the young person is upset and being stimulated by others



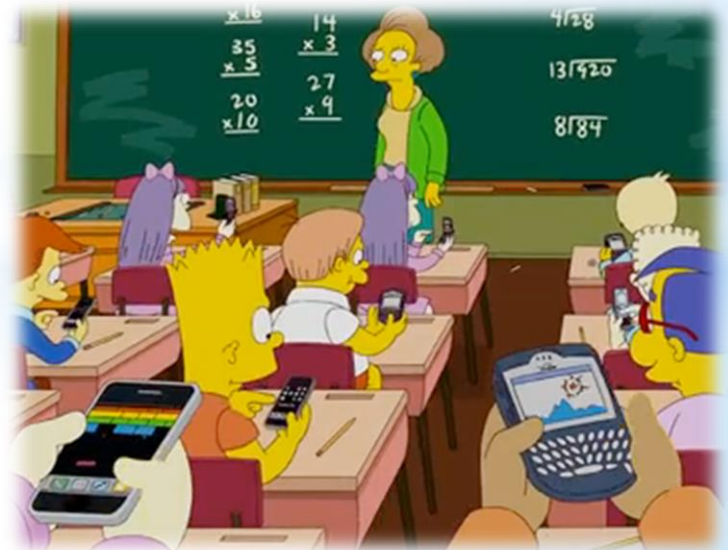
# Discouraging Inappropriate Behaviors

## Principles of Learning



# Antecedents

- Time of Day
- Physical Setting
- People
- Activity
- Request to move from one activity to another (desirable to undesirable)



# 4 Functions of Behaviour

What It Does For Me

When Does it Happen

**S**

**Sensory**



**Provides preferred sensory experiences; behaviour feels good to do**

**Anytime, even when alone. Especially if I'm anxious**

**E**

**Escape**



**Removes undesired activities or interactions**

**When task is too: hard, easy, boring, or scary**

**A**

**Attention**



**Provides access to people or interactions**

**When I want social interaction**

**T**

**Tangibles**

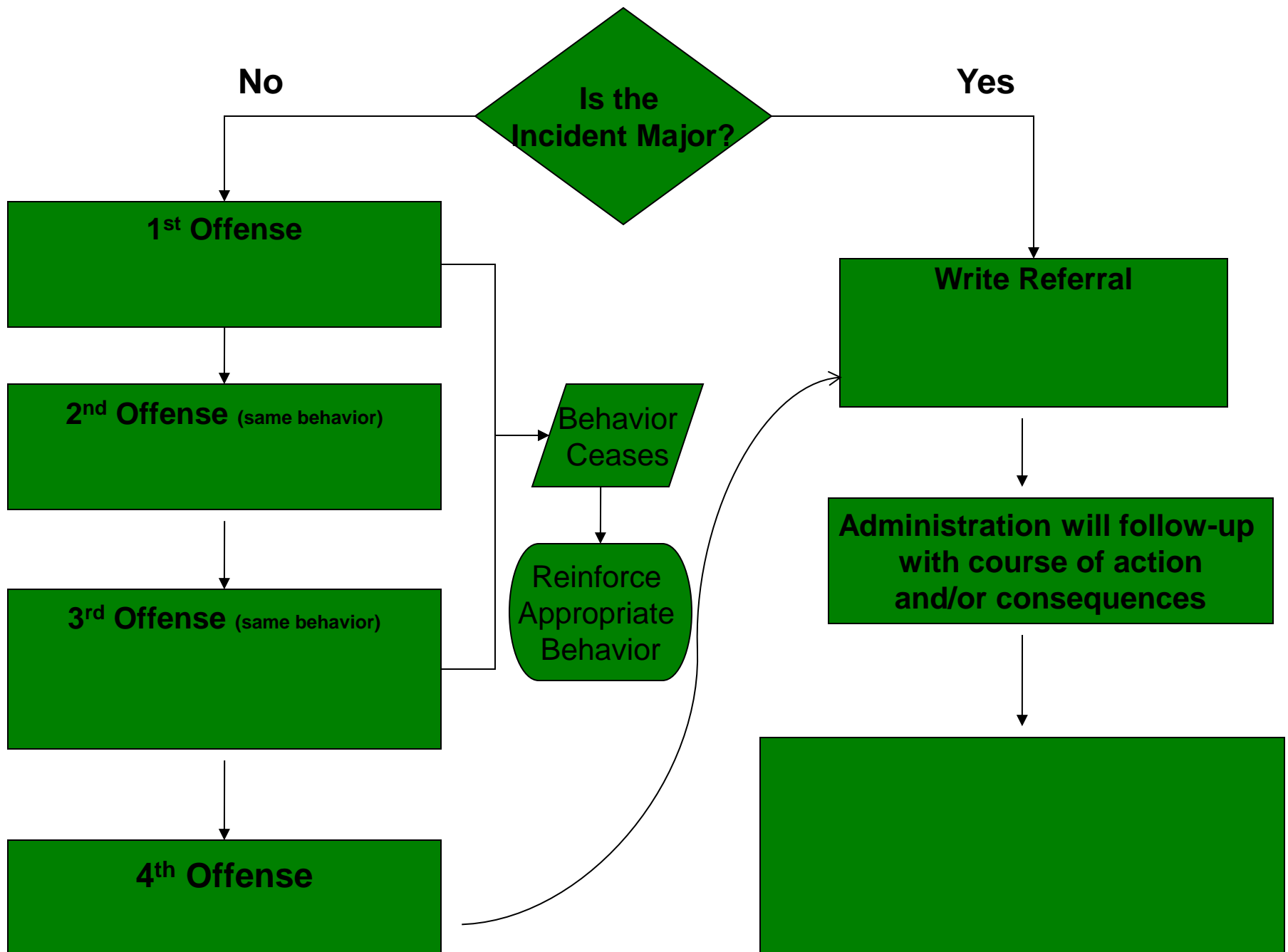


**Provides preferred items or activities**

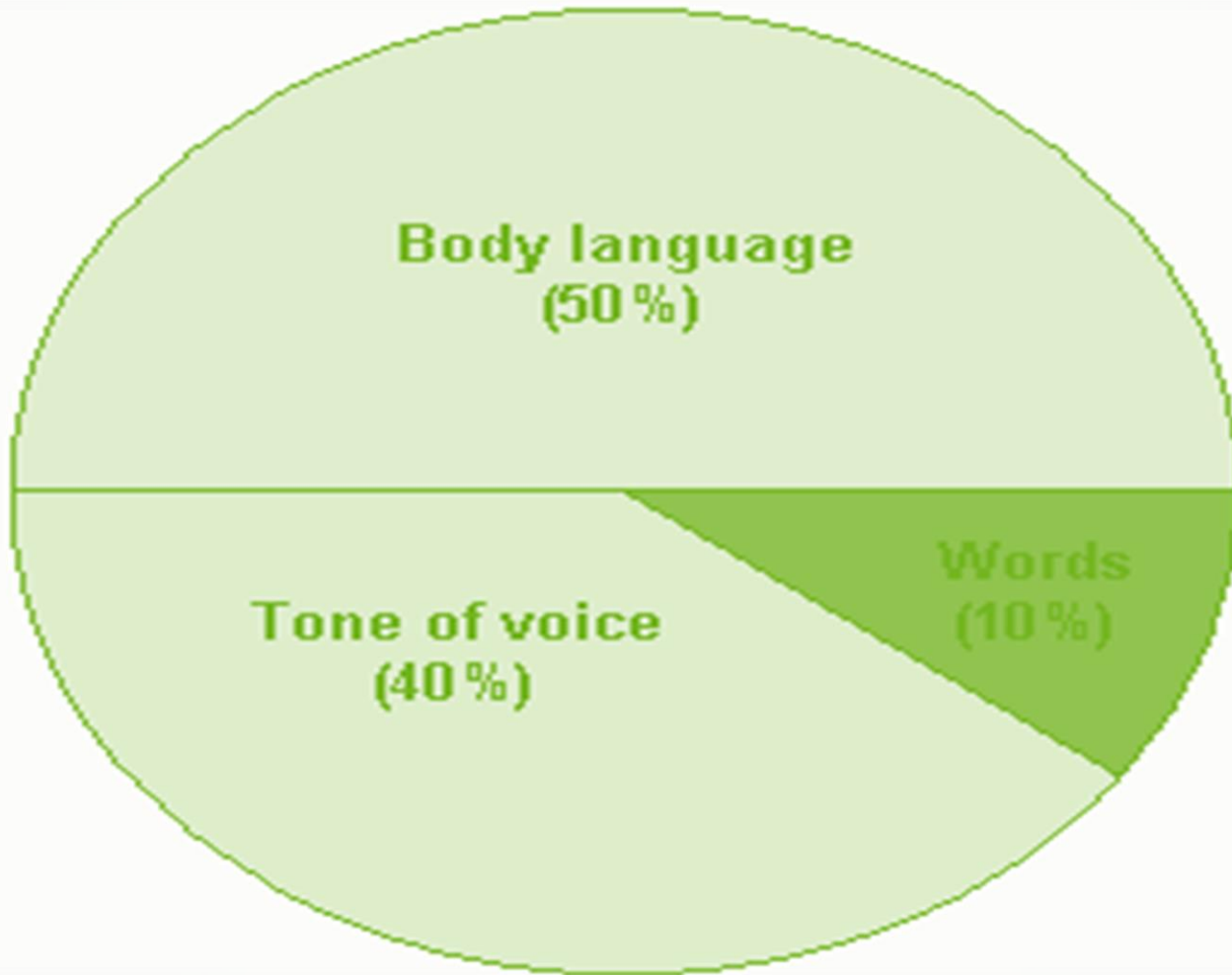
**When I want a preferred item or activity**

# Consequence Principles

- Behavior is strengthened or maintained by reinforcement
  - **Positive Reinforcement** - Positive reinforcement works by presenting a motivating/reinforcing stimulus to the person after the desired behavior is exhibited, making the behavior more likely to happen in the future
    - A teacher gives her student praise (**positive stimulus**) for doing homework (**behavior**)
  - **Negative Reinforcement** - Negative reinforcement occurs when a certain stimulus (usually an aversive stimulus) is removed after a particular behavior is exhibited. The likelihood of the particular behavior occurring again in the future is increased because of removing/avoiding the negative consequence
    - Bob does the math problem (**behavior**) in order to avoid his teacher nagging (**negative stimulus**)



# Ways your Message is Conveyed



Source: Ten3 Global Internet polls

# Bullying Prevention In Positive Behavior Support



This Module was created by  
Scott Ross & Rob Horner  
Utah State University and University of Oregon



# What is Bullying?

“Bullying” is **aggression**, **harassment**, **threats** or **intimidation** when one person has **greater status**, **control**, **power** than the other.”



# is it BULLYING?

When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*—  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**

# Why Invest in School-wide Bullying 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**.





# Bullying Prevention in PBIS

## The Foundation

- Bullying behavior occurs in many forms, and locations, but typically involves **student-student interactions**
  - Bullying is **seldom maintained** by feedback from **adults**.
- What rewards Bullying Behavior?
  - Most common are:
    - **Attention from bystanders**
    - **Attention and reaction of “victim”**
    - **Self-delivered praise**



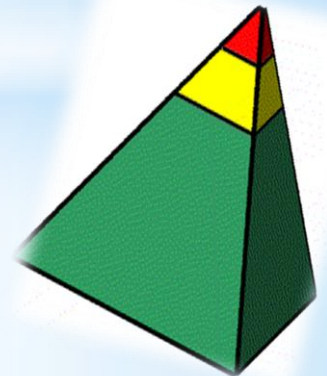
# Bullying Prevention in PBIS

## The Foundation

- Consider the smallest change that could make the biggest impact on Bullying...
  - Remove the praise, attention, recognition that follows bullying.
  - Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying.

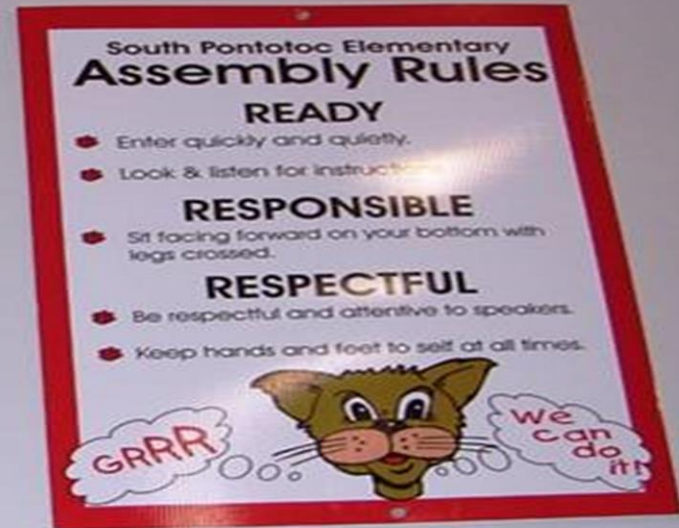
# A Three Part Approach to School-wide Bully Prevention

- 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) pre-correct, and (c) provide consequences for bullying.
- Provide direct, **individualized support** for students who engage in “bullying” or “victim” behaviors.



# Delivering Bully Prevention in SWPBIS

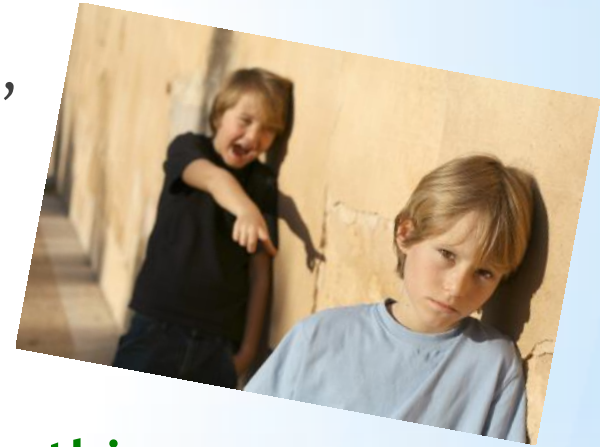
- Establish rules for instruction based on **3-5** school-wide positively stated **expectations**.
- Discuss **examples** of following school-wide expectations in **specific settings**.





# Why Do Kids Do It?

- Discuss why kids exhibit problem behavior outside the classroom.
- Peer attention comes in many forms, such as,
  - Arguing with someone that teases you
  - Laughing at someone being picked on
  - Watching problem behavior and doing nothing
- A clear, simple, and easy to remember 3 step response.



**Stop, Walk, Talk**

# Teach the “Stop Signal”

- If someone is directing problem behavior to you, *or someone else*, tell them to **“stop.”**
- Review how the stop signal should look and sound:
  - **Firm hand signal**
  - **Clear voice**



# Teach “Getting Help”

Even when students use “**stop**” and they “**walk away**” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “**talk**” to an adult.

- Report problems to adults.
  - Where is the line between tattling, and reporting?
    - “**Talking**” is when you have **tried to solve** the problem yourself, and have used the “**stop**” and “**walk**” steps first.
    - **Tattling** is when you **do not use the “stop” and “walk away”** steps before “**talking**” to an adult.
    - **Tattling** is when your goal is to get the **other person in trouble**.

# Teaching a Reply

- Eventually, every student will be told to stop. When this happens, they should do the following things:
  - Stop what they are doing
  - Take a deep breath
  - Go about their day (no big deal)
- These steps should be followed even when they don't agree with the “**stop.**”



# How Adults Respond

- When any problem behavior is reported, adults follow a specific response sequence:
  - **Reinforce the student** for reporting the problem behavior (i.e. "I'm glad you told me.")
  - **Ask who, what, when and where?**
  - **Ensure the student's safety:**
    - Is the bullying still happening?
    - Is the reporting child at risk?
    - Fear of revenge?
    - What does the student need to feel safe?
    - What is the severity of the situation
- **"Did you tell the student to stop?"** (If yes, praise the student for using an appropriate response. If no, practice.)
- **"Did you walk away from the problem behavior?"** (If yes, praise student for using appropriate response. If no, practice.)

# When the Child Did it **Right...**

## Adults Initiate the Following Interaction with the Perpetrator

- Reinforce the student for discussing the problem with you.

"Did \_\_\_\_\_ tell you to stop?"

- If yes: "**How did you respond?**" Follow with step 2
- If no: Practice the 3 step response

"Did \_\_\_\_\_ walk away?"

- If yes: "**How did you respond?**" Follow with step 3
- If no: Practice the 3 step response

## Practice the 3 step response

- The amount of practice depends on the severity and frequency of problem behavior



# Rewarding Appropriate Behavior

- Effective **generalization requires reinforcement** of appropriate behavior, the **FIRST** time it is attempted.
  - Look for students that use the **3 Step Response** appropriately and **reinforce**.
  - Students that struggle with problem behavior (either as victim or perpetrator) are less likely to attempt new approaches.
  - Reward them for efforts in the right direction.



# Checking In

- For chronic victims of bullying or harassment:
  - At the beginning of break, 1 adult should check in with the student and remind them about how to respond to problem behavior
  - At the end of break, check in again, ask about how it went, and reward them for their efforts



# Checking In

- For chronic perpetrators of bullying or harassment
  - At the beginning of break, check in with the student and remind them about how to reply if another student uses the 3 step response with them
  - At the end of break, check in again, ask about how it went, and reward them for their efforts



## *Between Teacher and Child*

I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life  
miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis  
will be escalated or de-escalated, and a child humanized or de-  
humanized.

Haim Ginott

# Contact Information

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