Bullying Prevention and Positive Behavioral Interventions & Supports (PBIS)

Ginny O’Connell
State PBIS Coordinator
Georgia Department Of Education
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Myth # 1

“PBIS is a program or intervention”

- **Systems change** - Not a specific practice, package or curriculum
- A **problem solving framework**
- Emphasizes a process, or approach, that is **positive and preventative**
- A **continuum of supports for all students**
- **PBIS is the means to select practices**
Practices – Critical Elements

• Data based decision making/problem solving
• Teaching, re-teaching, opportunities to practice skills/behaviors
• Acknowledging expected behavior
• Effective discipline
• Whole school- consistency

Positive Behavioral Interventions and Supports of Georgia
“PBIS is defined as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students.”

(Sugai et al., 2000)
Myth # 2

“PBIS doesn’t include consequences”

• **Effective discipline procedures**
• **Supports in place to prevent problem from occurring again**
• **Opportunities to teach/practice replacement behaviors**
Effective Discipline Procedures

• Consistent definitions of specific behaviors
• Classroom managed vs. office managed
• Alternatives to exclusion
• Effective consequences and interventions (considering function of behavior)
• Develop a process to build a fair and consistent application of consequences & interventions
# Time Cost of a Discipline Referral

(45 minutes per incident)

<table>
<thead>
<tr>
<th>Role</th>
<th>Time Cost</th>
<th>1000 Referrals per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>500 hours (63 days)</td>
<td>500 hours (63 days)</td>
</tr>
<tr>
<td>Teacher</td>
<td>250 hours (32 days)</td>
<td>250 hours (32 days)</td>
</tr>
<tr>
<td>Student</td>
<td>750 hours (94 days)</td>
<td>750 hours (94 days)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1500 hours lost!</td>
<td>1500 hours lost! (188 days)</td>
</tr>
</tbody>
</table>

*Do we have time to teach behavior?*
Myth # 3

“PBIS must be the same in all schools and doesn’t “work” for some students”

- **Essential features**
- **Reflect unique challenges & student needs**
- **Culturally responsive**
- **Intensity of implementation should match the intensity of challenges**
## TLC Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Cafeteria Rules</th>
<th>Hall Rules</th>
<th>Classroom Rules</th>
<th>Restroom Rules</th>
<th>Arrival/Departure Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Think Responsibly</strong></td>
<td><em>Use appropriate language and comments</em></td>
<td><em>Walk quietly</em></td>
<td><em>Remain on task</em></td>
<td><em>Flush</em></td>
<td><em>Stay in assigned seat until dismissed by teacher</em></td>
</tr>
<tr>
<td></td>
<td><em>Clean up after yourself</em></td>
<td><em>Respect School Property</em></td>
<td><em>Stay awake</em></td>
<td><em>Be quick</em></td>
<td><em>Stay in uniform</em></td>
</tr>
<tr>
<td></td>
<td><em>Stay in line</em></td>
<td><em>Keep moving</em></td>
<td><em>Keep Clean</em></td>
<td><em>Keep Clean</em></td>
<td><em>Use appropriate language</em></td>
</tr>
<tr>
<td></td>
<td><em>Sit at assigned table</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Myth # 4

“PBIS is a token reward system”

• It is sincere, positive instructional feedback to promote master and fluency

• Focus in on what students are doing “right”
Acknowledging Appropriate Behavior

• Tied to specific behaviors
• Delivered soon after the behavior
• Age appropriate (actually valued by student)
• Delivered frequently
• Gradually faded away
Critical Elements of School-Wide PBIS

1. PBIS Team, Administrative Support
2. Faculty Commitment, Participation
3. Effective Discipline
4. Data Entry & Analysis
5. Expectations & Rules
6. Acknowledgement/Recognition Program
7. Lesson Plans for Teaching Behavior
8. Implementation Planning
9. Classroom PBIS Systems
10. Evaluation

(Kincaid, Childs & George, 2005)

Acknowledgement/Recognition Program

= 10%
School-Wide Information System (SWIS)

The Big 7
Discipline Data

- Number of Referrals: 2840 (2011-2012), 1462 (2012-2013)
- Days of OSS: 759.5 (2011-2012), 598.5 (2012-2013)

Preparation and the principal’s commitment are CRITICAL!

Home of the BULLDOGS

Principal-Jim Finch
Myth # 5

“PBIS is new and is unique to Georgia”

- Early work and statewide by 2008
- Over 22,000 schools in the U.S.
- 1980’s – work for Behavior Disorders
- 1997 – National TA Center funded
Number of U.S. Schools Implementing SWPBIS since 2000

22,000
Jan. 2015

Including: Canada, Sweden, Norway, Denmark, Netherlands, Saudia Arabia, Turkey, Australia, New Zealand,
School Climate Specialists
PBIS Schools FY14 Star Ratings

99% ≥ 3 Stars
89% ≥ 4 Stars
GA PBIS Teams Trained

![Bar chart showing the number of teams trained from 2009 to 2015. The number of teams trained each year is as follows:
- 2009: 80
- 2010: 80
- 2011: 182
- 2012: 240
- 2013: 290
- 2014: 392
- 2015: 466
]
Active Georgia PBIS Districts

Active PBIS Districts have:
• A District Leadership Team that meets at least annually,
• A PBIS Implementation Plan,
• A District Coordinator who supports school implementation, and
• A cohort of schools that have trained with the GaDOE PBIS curriculum.
So..... How does PBIS help..
Starting Point....

• Educators cannot “make” students learn or behave

• Educators can create environments to increase the likelihood students learn and behave

• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
The Big Ideas....

1. The focus is on the behavior and NOT on labeling students

2. Handling bullying behavior is woven into the everyday PBIS system.

3. Multi-tiered system of support for all students involved.
Bully Prevention in PBIS: The Foundation
Scott Ross, University of Oregon

• Bullying behavior typically involves student-student interactions
  ➢ Bullying is seldom maintained by feedback by adults

• What rewards bullying Behavior?
  ➢ Attention from bystanders
  ➢ Attention and reaction from “victim”
  ➢ Self-delivered praise
A three part approach to school-wide Bully Prevention

• Establish a **whole-school 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 behavior

• Provide direct, **individualized support** for students who engage in :bullying: or “victim” behaviors
PBIS Approach to Bullying

• **Tier I** – all students & staff taught how to behave in all settings (respectful,..)
• **Tier II** – additional supports & preventative strategies for some
• **Tier III** – intensive preventative strategies; highly individualized
Peer Attention

• Arguing with someone who teases you
• Laughing at someone being picked on
• Watching problem behavior and doing nothing
STOP,
WALK,
TALK
Teach the “Stop Signal”

Firm hand signal and

Clear voice

“Enough”  “STOP”  “Time-out”  “Too far”  “Uncool”
Teach “Walk Away”

- Walking away removes the reinforcement for problem behavior
- Teach students to encourage one another when they use the appropriate response.

KEEP CALM AND WALK AWAY LIKE A BOSS
“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
How to Respond to Stop Phrase

Step 1: Stop what you are doing, even if you don’t think you are doing anything wrong.

Step 2: Remind yourself “No big deal if I stop now.”

Step 3: Say “OK” to the person who asked you to stop and move on with your day.
3 Step Bystander Response

• Support the person who is being bullied to ask for help, or report it. Help them find a trusted adult or show them where they can get help or report the incident.

• Report bullying to someone you trust (like a teacher, principal, your parents, etc.). If the bullying is serious or you think someone's life or safety is at risk, report it to the police.
Bystander Strategy

If you observe someone using the stop strategy, and the perpetrator doesn’t stop, do one or all of the following three things:

• Use the Stop strategy toward the perpetrator.
• Ask the recipient to go with you and leave the area.
• Comfort the recipient later by saying something like, “I’m sorry that happened. It wasn’t fair.”
How Adults Respond to Report of Problem Behavior

1. Reinforce the student for reporting the problem
2. Ask who, what, when and where
3. Ensure student’s safety
   – Is it still happening? Is child at risk? Fear of revenge?
4. Ask, “Did you tell the student to stop?” *(If yes, praise; If no, practice)*
5. Ask, “Did you walk away from the problem?” *(If yes, praise; If no, practice)*
How Adults interact with the Accused

Acknowledging the student for discussing with you

“Did__________ tell you to stop?

• If yes: “How did you respond?”
• If no, Practice the 3 step response.

“Did__________ walk away?”

• If yes: “How did you respond?”
• If no, Practice the 3 step response.

Practice the 3 step response.

The amount depends on the severity and frequency of problem behavior.
Checking in with chronic victims

Check in prior to recess, lunch time, etc. and remind them about how to respond.

At the end, check in again, ask about how it went, and reward them for their efforts.
How to Implement Bully Prevention in PBIS

**School**
- Implement PBIS
- Faculty commitment
- Faculty introduction to BP
- Team to implement
- Build BP lessons for students
- Train all students
- Booster/Follow up lessons
- Coaching support for supervisors
- Collect and use data

**District**
- Build expectations for all schools
- Fall orientation emphasis on social behavior
- District trainer/coordinator
- District reporting of:
  - Schools using BP-PBIS
  - Fidelity of implementation
  - Impact on student behavior
www.pbis.org
Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety and support improved academic outcomes. More than 19,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Interested in School Wide PBIS?

- School Wide PBIS
- What is PBIS? A Quick Reference

Contact Information

Ginny O’Connell
Program Manager/State PBIS Coordinator
Phone: (404) 657-9963
Fax: (404) 661-6457
Email: goconnell@doe.k12.ga.us

PBIS Team for Information on PBIS Implementation
gapbis@doe.k12.ga.us

PBIS News Stories in Georgia

- GAEL PBIS Keynote, Dr. Heather George, Jan 26, 2015
- New Discipline System Coming to Bibb County Schools, Jan 22, 2015
- National Education Official to Visit Liberty School System, 2014
- Gwinnett County Public Schools PBIS Video
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goconnell@doe.k12.ga.us
gapbis@doe.k12.ga.us
www.gadoe.org