

Part ONE: Interventions for Students who Have Been Victimized

Little Rock, Arkansas

July 2012

Site Administration Prevention

- Step ONE: Create a Host Environment of Positivity Trust and Connection(TIER I) and have available a series of evidence based TIER 2 interventions and TIER III interventions
- Step TWO: Have an interview protocol to INVESTIGATE
- Step TWO: Discipline and Support all parties
- Step THREE: Written documentation: “If it isn’t written down, it didn’t happen”

Preventing Further Bullying

What is our goal in Bully Prevention?

- Less bullying, or less overall aggression and violence?
 - Less support by bystanders?
 - Less bullying and victimization?
- **Bullying interventions for the latter appear to be effective when implemented with a select group of students who are actually involved in bullying**

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The A.R.M.S. Mantra

Assess, Refer, Monitor, Support

- Provides legal protection
 - Addresses perceived willing indifference issues
- Addresses both students who bully and victim's needs
- Includes documentation

See:

Bully Flowchart

Harassment Documentation Form

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Bully Behaviors Tiers of Intervention Solutions

- Universal
 - School-wide intervention designed to address school culture and entire student body
 - Not solely a bully prevention program, rather, a broad based PBIS and Tiers of Interventions
 - Bystanders are highly affected by PBIS for ALL violence, destructive behavior, vandalism, and overall aggression
- Selected or Targeted
 - Intensive intervention delivered to individual students who are involved in bullying as either bully or victim

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Effects of School Tier 1 Culture/Climate that support victims/bullies

- A complex matrix of
 - adult attitudes, beliefs, and feelings about the school;
 - interpersonal relationships within the school;
 - values and norms, particularly in relation to resolving interpersonal conflict; and codes of behavior

(Cook, Murphy, & Hunt, 2000).

- School climate, as well as classroom climate, has a profound impact on the nature and extent of school-associated violence

(Barrios et al., 2001; McEvoy & Welker, 2000; Sprott, 2004).

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Effects of School Tier 1 Culture/Climate

- Peer and adult norms that reinforce or passively ignore minor forms of aggressive behavior act to sustain bullying behavior
(Greene, 2000)
- School climate also can affect the degree to which students are emotionally attached to their school (an empirically verified protective factor) as well as levels of commitment to violence prevention and peace promotion efforts
(Gottfredson, 2001).

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Effects of School Tier 1 Culture/Climate

- An underlying theme in the literature on school social climate is the importance of connectedness and trust among students, teachers, parents, and administrators (Barrios et al., 2001; Fein et al., 2002; Resnick et al., 1997).
- The establishment of trust between students and adults maximizes the chances that students will confide in school staff when they are experiencing a school or personal problem, enabling staff members to provide appropriate help.

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Effects of School Tier 1 Culture/Climate

- Strong leadership at the district and school levels and commitment to a “communal” orientation or “ethos of caring” are necessary ingredients in effecting positive climate change (Gottfredson, 2001).
- Some universal programs adopt a broad-based systems approach, with training and guidance for all key stakeholders in a school system, weaving program concepts into the everyday life at the school, such as:
 - Olweus’s Bullying Prevention Program,
 - The Seattle Social Development Program,
 - PeaceBuilders program,
- The latter two emphasizing cooperative learning activities and the promotion of prosocial student and teacher behavioral norms as critical programmatic features
(Flannery et al., 2003; Hawkins, Farrington, & Catalano, 1998; Olweus & Limber, 1999).

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Tiers of Intervention

- **Universal Tier 1**
 - School-wide intervention designed to address school culture and entire student body
 - Opinion: Anti bullying curriculum is not in and of itself sufficient to create a positive host environment of respect, safety and responsibility . *Look to Behavioral RTI literature*
- **Selected Tier 2 or Targeted Tier 3**
 - Intensive intervention delivered to select group of students who are involved in bullying as either bully or victim

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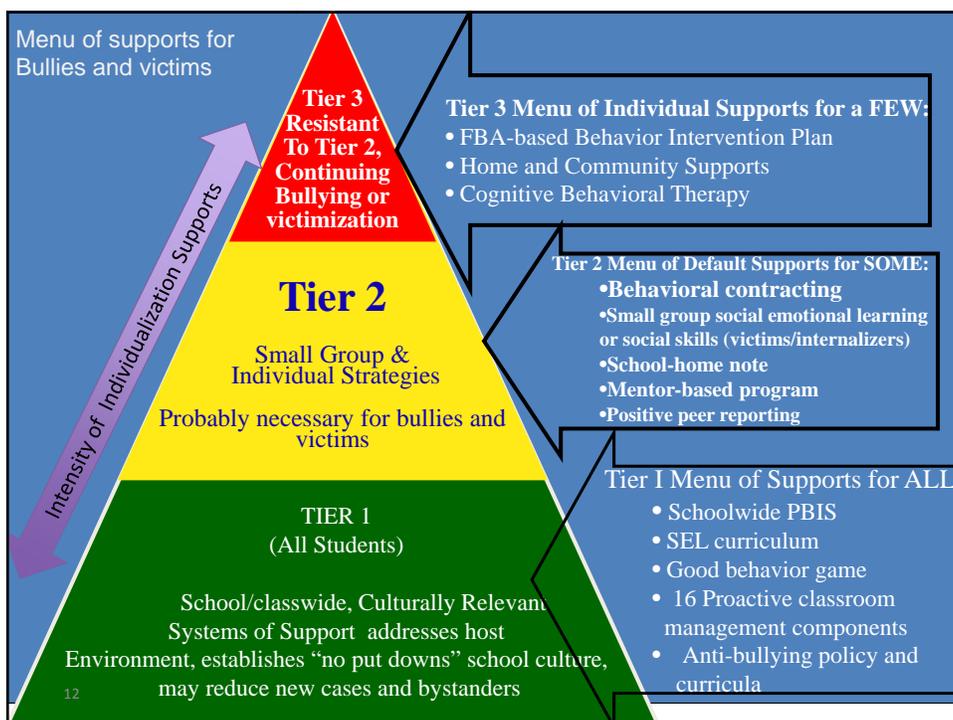
School Staff Responsibilities

- Do not ignore mean-spirited teasing, bullying and aggression, social exclusions, cyber bullying
- Do not ignore students with anxiety and depressive or withdraw symptoms

◆ Bring these students to the attention of a school based team

Implement a solid Tier One environment

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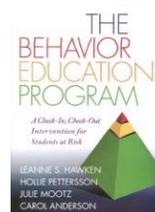
Student who bullies	Students who are victims
Discipline, involve parents then establish open door policy and continue the connection, progressive freedom	Establish open door policy, involve parents and continue the connection
Tier 2 choices	Tier 2 choices
Behavior contracts	Positive Peer Reporting
School home notes	(limited: School home notes)
Structured mentoring e.g., Check In/Check Out	Structured mentoring e.g., Check In/Check Out
Tier 3 choices	Small group social emotional learning curricula or social skills training
Function-based BIP	Tier 3 choices
Cognitive Behavior Therapy	Function-based BIP
Family wrap around	Cognitive Behavior Therapy
	Family wrap around

Structured Mentoring



Mentor-Based Support

- Check in/Check Out
- Check, Connect, and Expect
- Check and Connect
- Assignment of adult mentor who provides unconditional positive regard and feedback
- Multiple behavioral components:
 - Behavioral momentum
 - Precorrection
 - Performance feedback
 - Positive reinforcement
 - Goal specification and attainment



Check & Connect

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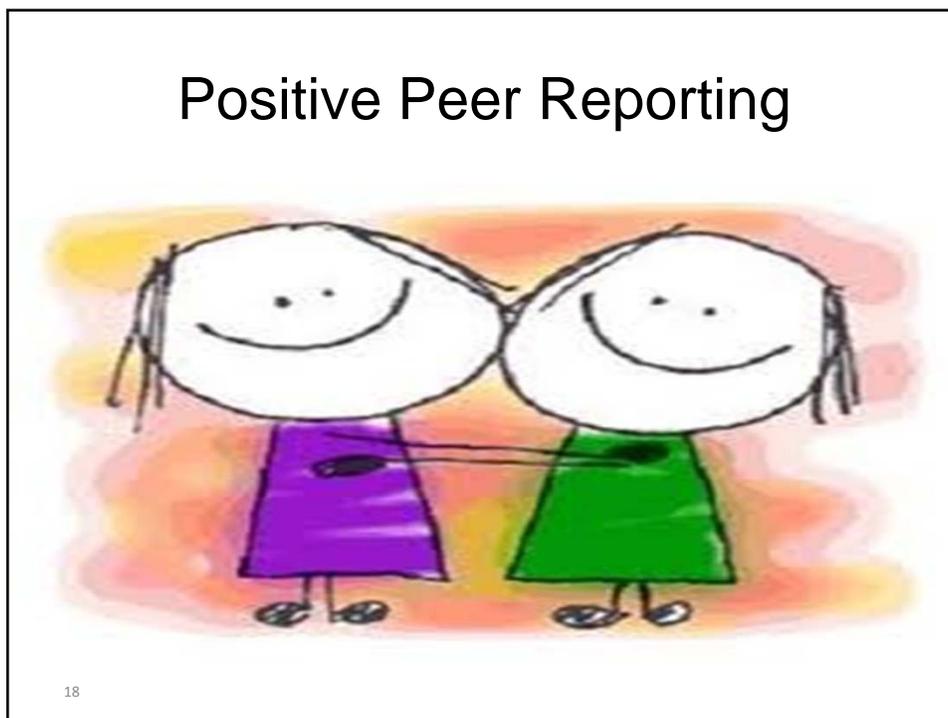
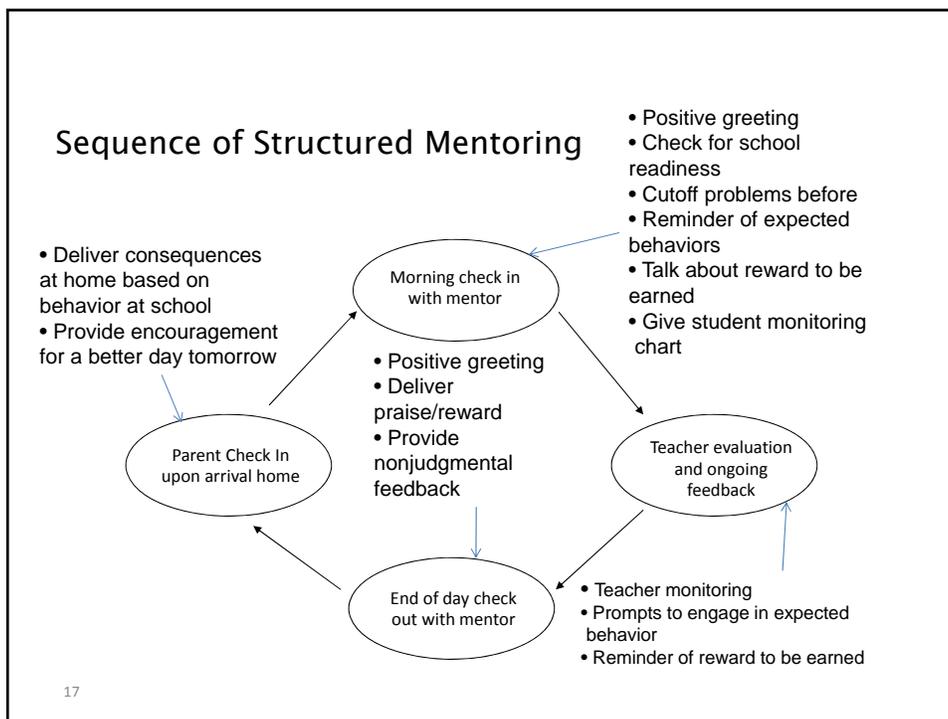
Simple versus Structured Mentoring

- | | |
|--|--|
| <ul style="list-style-type: none"> • Mentor meets with the child once or twice a week • Mentor is there to be a positive role model—doesn't provide pre correction • Can handle significantly more students | <ul style="list-style-type: none"> • Mentor meets with the child on a daily basis • Mentor pre corrects problem behavior • Daily ratings of behavior performance • Limitations with regard to the number of students a school can handle |
|--|--|

Simple Mentoring

Structured Mentoring

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Positive Peer Reporting

- Designed to enhance the social status and interaction skills of peer rejected or isolated youth
 - Can also be used to alter a negative peer ecology that is characterized by put downs, tattling, or aggressive behavior
- The intervention rewards youth for providing genuine and specific positive peer reports about a target student who is peer rejected or isolated youth
 - The target youth is identified as the “MVP”

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The MVP (Most Valuable Person)

- MVP is the student in the class who is identified to be the recipient of positive peer reports
 - Rig it to make it look like the selection of the MVP was a random process (e.g., pick name out of a hat)
- The student will remain as the MVP for a minimum of two days to a maximum of a week.
- The teacher will select a new MVP each week
- The name of the MVP should be *prominently displayed* in the class for the other students to see

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Preparing for PPR

- Must teach students how to give positive peer reports (compliments)
 - Positive peer reports consist of talking about what the MVP:
 - Did (behaviors)
 - Said (verbal interaction)
 - Achieved/earned
- Positive reports can be done directly or anonymously
 - Second hand compliments are often more powerful
- Find a time to solicit positive peer reports
 - 5 to 15 minutes of class time
- Identify the class rewards that can be earned and method of tracking progress toward goal attainment

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Class wide Systems to Cue, Shape and Model Behavior: Strategies for Teachers

- **“Pit Crews” as a PPR**
Use peers to support student with problem behavior



www.pent.ca.gov



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Victim Personal Characteristics, Outcomes

- Victim students with disabilities can be at less risk if they understand and exhibit appropriate social behaviors that help them avoid being victimized
- If they have difficulty comprehending social cues or applying strategies to avoid victimization, they become targets of bullying.
- Rejection and victimization may lead to anxiety, depression, poor self-esteem, a lack of confidence, and minimal social or academic participation

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TIER 3: Sample Curricula

- *Coping Cat: For internalizing students suffering from anxiety (often co-occurring with victimization)*
 - Coping Cat is CBT program developed by Dr. Philip Kendall designed to get students to recognize and examine their anxious thoughts, feelings, and behaviors and learn methods of coping with anxiety-provoking situations.
 - Several studies have evaluated the Coping Cat program and shown that it is associated with decreased symptoms of anxiety and improved functioning (Flannery-Schroeder & Kendall, 2000; Kendall et al., 1994).

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TIER 3: Sample Curricula

- *Coping with Stress Course: For internalizing students suffering from depression*
 - a CBT program designed for adolescents demonstrating depressive symptoms (e.g., loss of interest in activities, lethargy, behavioral inactivity, irritability, etc.).
 - involves systematic activities to aid adolescents in restructuring their thoughts by learning to recognize and dispute faulty, illogical thoughts that are associated with depressive behaviors. The CWS can be downloaded for free from <http://www.kpchr.org/public/acwd/acwd.html>).

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THE VICTIM HAS AN IEP!!! AAGH!

Check
For
Harassment



Personal Characteristics

- Victims with disabilities often are characterized as having poor social skills
 - Students may be victimized because they are too passive or exhibit timid responses that may reinforce bullying behavior.
 - Victims may also misread nonverbal communication or misinterpret nonthreatening cues.
 - Victims with disabilities also maintain few close friendships or have unstable relationships.
 - Lack of social networks deprives the victim of a substantial social protection base

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Solutions Suggested for Victims with IEPs

- Students who understand and accept their disability are more accepting of diversity among their classmates, develop friendships, and are victimized at lower rates.
- Students develop four methods for coping with victimization. (a) hide from the bully, (b) work hard academically to catch up with peers, (c) fight back, and/or (d) attempt to explain their disability to the aggressor.
- *But, (a) positive self-concept, (b)adequate social skills, (c) academic independence, (d) social confidence, (e) quality friend base, and (f) school enjoyment serve as protection against victimization*

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IEP Team Consideration for Student with IEP who is Victimized

Consideration of Special Factors: Does the behavior (e.g., internalizing behaviors following bullying) impede learning of the student or peers? Are positive behavioral interventions strategies and supports necessary to maintain LRE?

Did tier 2 interventions fail to address the problem?

If Tier 2 ineffective, consider a BIP for behaviors that are a consequence of being bullied

Consider Related Service needed to benefit from Special Education: Cognitive Behavior Therapy for Anxiety/Depression or Trauma-Focused Therapy

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Proactive: How to find both Bullies and Victims

- Anonymous Reporting
- **Peer Nomination**
- Students (bystanders and victims) coming to teachers, counselors or administrators
- Teachers or staff or other adults directly observing bullying
- Parents alerting school based on their child's report
- Results of RTI Universal Screening for Externalizing Behavior generates students with aggression, and some may engage in bully behavior
- Results of Universal Screening for Internalizing Behavior generates students with anxiety, depression, and some may be victims of bullying
- Sociometric studies may yield student perceptions of bullies and victims

Proactive: Who are the victims?

- Sociometric Survey
 - Name three people you would like to “hang out with” (or play with for younger students)
 - Name three people you would like to work on a school project with
 - Name any student(s) you think are getting “put down”
 - Name any people you think are frequently “putting down” any student you name
(Look for omissions (loners) and repeated names)
- <http://www.tolerance.org/activity/bullying-survey>

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Systematic Elimination of Bullying

- Define bullying for students and families or you will find all aggression, teasing, put-downs gets named “bullying”. Bullying is a subset of aggressive behaviors!
- Focus on whole school climate: RTI
- Systematic playground supervision: www.lookiris.com
See youtube from University of Virginia project (2 min.)
<http://www.youtube.com/watch?v=s6lBeN8OmS4>
- Teach counselors the interview skills necessary for interviewing potential victims
See youtube from University of Virginia project (30 min. for staff on how to interview potential victims effectively)
<http://youtu.be/UCeV3qJL7IU>

Take Home Messages

- Bullying / harassment of any type creates a breeding ground for threats, behavior problems and high discipline referral rates
- Proactively address bullying with discipline and a graduated sequence of supports for all parties with Tier II or III interventions
- Inform staff and monitor all cases of bullying
- Use the bully flowchart as an office procedure
- Use Harassment investigation form as needed, to document bullying is or is not harassment, but always if the student has protected class status (disability, religion, sexualized bullying, sexual orientation (perceived or actual), ethnicity or racial put-downs
- For threats of violence, see the training on www.pent.ca.gov and use the 11 inquiry area form if student is found to pose a threat (making a threat is not the same as posing a threat: Safe School Initiative, www.doe.gov)