Teachers' Guides
to Inclusive Practices

Behavior Support

Third Edition

by

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About the Authors

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Rachel Janney, Ph.D., is an independent scholar and consultant who has worked with and on behalf of children and adults with disabilities in a number of capacities, including special education teacher, educational and behavioral consultant, technical assistance provider, teacher educator, researcher, and author. For a number of years, she was a professor in the School of Teacher Education and Leadership at Radford University in Virginia, where she taught courses and supervised student teachers in the special education program, specializing in the inclusion of students with extensive learning and behavior support needs. Dr. Janney received her master's degree from Syracuse University and her doctorate from the University of Nebraska–Lincoln.

Martha E. Snell, Ph.D., is Professor Emerita in the Curry School of Education at the University of Virginia, where she has taught since 1973 and directed the graduate program in severe disabilities. Dr. Snell's focus has been the preparation of teachers with a particular emphasis on those working with students who have intellectual disabilities and severe disabilities. She has been an active member of the American Association on Developmental and Intellectual Disabilities, TASH, and the National Joint Committee on the Communication Needs of Persons with Severe Disabilities.

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BULLY PREVENTION IN POSITIVE BEHAVIOR SUPPORT

Bullying, like other behaviors that negatively affect school climate, safety, and other conditions for learning, requires a proactive, schoolwide approach that is both effective and efficient. The Bully Prevention in Positive Behavior Support program (BP-PBS; Ross, Horner, & Stiller, 2008; available at http://www.pbis .org) was designed to fit naturally within an established system of SWPBS, thereby enhancing its potential for efficiency, acceptability, and sustainability. The program is designed as a universal, proactive effort to decrease incidents of bullying behavior and teach appropriate, nonreinforcing responses to bullying for potential victims, bystanders, and school personnel. BP-PBS has an emerging research base of experimental and quasi-experimental studies that suggest it can be both effective and efficient in reducing problem behavior when used in schools that are already using SWPBS (Good et al., 2011; Ross & Horner, 2009, 2013). In addition to being part of a schoolwide PBS effort, key

features of the BP-PBS program include the following:

- The term *bullying* is not used in either students' skill lessons or adult responses. Instead, students learn to identify and use skills to deal with behavior that is disrespectful or inappropriate. Ross and Horner (2009) pointed out that bully prevention efforts have been hindered by the difficulty of teaching about and measuring bullying when its definition includes (as it often does) descriptors such as *intentional, repeated acts of unprovoked aggression,* and *behavior against victims who are weaker.* The BP-PBS program is behaviorally oriented: Implementers are not required to interpret whether a power differential existed between the peers involved, and the observable behavior is labeled rather than the person.

- BP-PBS addresses the functional relationship between bullying behavior, the antecedents or context that set the stage for the problem (e.g., availability of peers as victims and onlookers, unstructured areas of the school), and the maintaining consequences (e.g., attention from peers, whether positive or negative).

- All students learn specific skills to use when confronted by disrespectful peer behavior, and all adults learn to ensure that those skills are generalized to settings where problem behavior is likely to occur.

Bully Prevention in Positive Behavior Support Curriculum

The BP-PBS curriculum includes a six-lesson student component and a supervisor component (Ross et al., 2008). The methodology used for the student lessons is essentially the same as for teaching the behavioral expectations in the schoolwide discipline system. That is, teachers use direct instruction: 1) describe and

demonstrate targeted skills, 2) check students' understanding and have them practice the steps first in the classroom and then in criterion environments (e.g., cafeteria, playground, bus area), and 3) give corrective feedback for inaccurate skill performance or praise for accurate skill performance. Following initial instruction, teachers continue to prompt or precorrect for use of the skills before students enter predictable challenging settings, and all adults continue to provide corrections and reinforcement when needed.

Lesson Sequence for Bully Prevention in Positive Behavior Support

The first lesson teaches the core of the curriculum, which is the "stop/walk/talk" response to disrespectful behavior. The "stop" signal is the verbal and physical action that students use when problem behavior is directed toward them or when they observe problem behavior directed toward another student. Before implementing the program, the school community either adopts the "stop/walk/talk" language or decides on other words or phrases they will use, as well as a physical action (e.g., the time-out sign) that will be used to communicate "stop." It is important for the words and action to be easily remembered, socially acceptable to the students, and used by all students and staff (Ross et al., 2008). For example, students at a middle school in Canada that implemented BP-PBS decided to say "too far" and cross their hands in front of them as their "stop" signal (Good et al., 2011). The first BP-PBS lesson, which constitutes the social responsibility skills component of the curriculum, teaches the "stop/walk/talk" skill sequence (Ross et al., 2008):

1. Decide if someone is being disrespectful toward you or toward another student (e.g., calling someone a derogatory name or purposefully tripping them is disrespectful; disagreeing with someone about which game to play at recess or stealing a base while playing softball is not disrespectful).

2. If someone is not respectful toward you, then use the "stop" signal (i.e., the words and physical action the school community has agreed on).

3. As a bystander, if you see someone being treated disrespectfully, then use the "stop" signal.

4. If you use the "stop" signal and disrespectful behavior continues toward you or another student, then walk away and encourage others to walk away.

5. If you walk away and disrespectful behavior continues, then talk with an adult.

6. If someone says "stop" to you, stop, then take a deep breath and go about your day.

Students learn the difference between talking and tattling in the "talk" step of the response. Talking with an adult occurs when the student has tried to solve the problem by using the "stop" and "walk" steps, but the problem behavior did not end. Tattling is not taking responsibility for stopping the problem and instead trying to get someone in trouble.

The social responsibility skills lesson includes multiple opportunities for role playing so that each student is able to describe and demonstrate the "stop/walk/talk" response. The initial lesson, which requires about 50 minutes, is followed by a 30-minute review lesson and more group practice. The next four lessons in the curriculum, which are delivered in 10- to 15-minute lessons over the following 2 weeks, provide instruction and practice in using the "stop/walk/talk" skills in response to specific types of disrespectful behavior—gossip, inappropriate remarks, cyberbullying, and any other specific behaviors of concern at a school.

Supervision Component of Bully Prevention in Positive Behavior Support

The supervision curriculum, which is designed to ensure that all school staff members in all school settings consistently carry out the BP-PBS program, includes the following topics and sessions:

1. Teaching the social responsibility skills ("stop/walk/talk" response) and reinforcing students' use of the skills. Faculty members practice generating examples of when and when not to use the skills, modeling the skills, and teaching students how to respond when someone uses the "stop/walk/talk" system with them.

2. Applying supervision strategies for unstructured settings, which takes place in those settings and includes

   • Checking in with chronic victims before they enter unstructured settings to remind them how to respond to problems

   • Checking in with chronic perpetrators before they enter unstructured settings to remind them how to respond if another student tells them to stop

   • Praising students who use, or attempt to appropriately use, the "stop/walk/talk" response

3. Using the "review and resolve" routine when responding to reports of problem behavior:

   • Ask who, what, when, and where.

   • Ask, "Did you say 'stop'?" "Did you walk away?"

     If the student did not use "stop" and/or "walk," then practice the response and encourage them to use it next time.

     If the student did say "stop" and walked away, then praise the student.

   • If the reporting student used the three-step response appropriately, then resolve the issue with the perpetrator of the problem behavior. Ask, "Were you asked to stop? Did the student walk away?" Practice the three steps with the perpetrator until his or her performance is fluent.

4. At a follow-up session, faculty complete a survey about their perceptions of the extent to which students use the "stop/walk/talk" system, faculty use the BP-PBS supervision strategies, and the effects of the program on school safety. Based on survey results, faculty decide whether students need reteaching because they are not fluent in using the three-step system, faculty need review in order to implement the program with greater fidelity, or there are students at risk for chronic aggression who need more intensive interventions.

Benefits of Bully Prevention in Positive Behavior Support

BP-PBS was designed to mesh with a school's existing SWPBS methods and delivery systems in order to add another support to reduce problem behavior, enhance students' resiliency, and improve school climate. It is a simple approach that can be implemented within a short period of time yet yield noticeable and valued results. Ross and Horner (2009) initially developed, field-tested, and experimentally validated BP-PBS in three elementary schools during lunch recess. The researchers found the use of BP-PBS was functionally related to a 72% reduction in observed incidents of problem behavior for six of the most challenging students in the three schools, along with increases in appropriate responses by victims and bystanders. A middle school study showed a 41% reduction in ODRs for bullying after implementing the BP-PBS program (Good et al., 2011). In addition, teachers involved in this research reported that the program was easy to implement

and they would recommend it to others
(Ross & Horner, 2009, 2013).